

Arizona *Reading Fundamentals* On Demand Academy

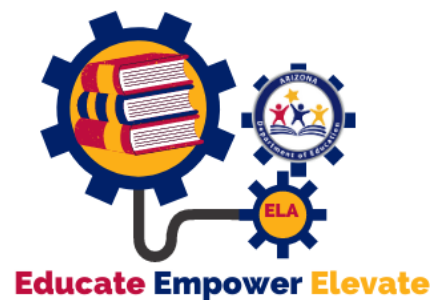
Elementary Multi-Tiered System of Support Facilitator's Implementation Guide

Intended Use: District, charter, and/or school leaders are encouraged to facilitate this learning as part of a school's comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, highly collaborative, job embedded and instructionally focused. Please use this guide to organize and prepare **prior** to educator's starting their own Arizona Reading Fundamentals OnDemand Academy knowledge blocks.

Facilitator's Role: The facilitator should be someone responsible for the on-going professional learning of educators, an ELA content lead, and available to plan and facilitate the learning during the learning experience.

Disclaimer: Though the content of this knowledge block was developed and reviewed by state content experts, school leaders should facilitate learning based on the direction and guidelines of the organizational entity. Recommendations, school structures, and individual staff/students' need should be taken into consideration.

Evidence-based: All learning aligns with the science of reading. The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. All content aligns with the mission and vision of the ADE English Language Arts team. The mission of the ADE ELA Team is to educate, empower, and elevate the expertise of educators and leaders in evidence-based literacy pedagogy and practices so all students in Arizona can learn to read and write proficiently. The ADE ELA team envisions every student has access to knowledgeable educators and leaders trained and confident in the best literacy practices aligned with the science of reading.



Optional Text Companion: Although not required, it is recommended that each participant have their own copy of this knowledge block's companion text. The text will be referenced throughout each recorded video presentation and can facilitate additional conversations and learning. This is the only cost associated with this learning and is an individual cost commitment by the school or participant. Text (hardcover or e-Book) can be purchased directly from the vendor, Brookes Publishing. Please plan accordingly so participants have their text prior to beginning their knowledge block.

Hougen, M., Smartt, S. (2020) *Fundamentals of Literacy Instruction & Assessment Pre-K-6*.

Each knowledge block has focus chapters and pages. Facilitators should pre-read these pages to be prepared.

- Chapter 1: Becoming an Effective Literacy Teacher, Emphasis on pages 15-16
- Chapter 2: Critical Components of Teaching Structured Reading, Emphasis on pages 26-29
- Chapter 3: Assessment Basics, Emphasis on pages 37-40

Getting started: Each participant must register within the ADE Event Management System (EMS). Once a participant registers, all learning is available via the Blackboard Learn platform. Although learning can take place asynchronously, it is recommended that learning take place with colleagues during planned and facilitated sessions throughout the year.

Registration: Although bulk registration is an option in EMS, it is recommended that each participant self-register. Many educators already have an ADEConnect account, which is required to register in EMS, and it is the ADE recommendation to use a personal email. Once registered, ADE cannot change or update any errors made during registration.

Timeline: A knowledge block is available for participation each quarter (January-March, April-June, July-September, October-December) throughout the year. This allows the ELA team to manage the content and make modifications in Blackboard, as needed. Registration opens on the first of each month for that quarter and ends on the first of the last month. All content is due by 11:59PM on the last day of the month for that quarter. Please consider the dates when scheduling professional learning days throughout the year and instruct participants to register accordingly.

Learning Environment: It is important to set the stage for uninterrupted learning and protected time and space for educators to collaborate during their learning. It is recommended that educators gather their staff during planned professional learning days/times throughout the year.

Staff groupings can be organized in a variety of ways:

- Grade level
- Level of expertise
- Other role/responsibilities
- Student population served

Planning: Each knowledge block can be completed in one full PD-day or three half-days, for example. There is no one set way to facilitate this training. Please coordinate and plan what works best with your scheduled PD plan for the year.

Content Mastery/Knowledge Inventory: When facilitated as intended, our educators should grow their knowledge base. To gauge the level of learning, each participant will complete a 30-question knowledge inventory at the conclusion of each knowledge block. Participants are required to pass with at least an 85% or higher and have two attempts. Of course, ongoing support and coaching is essential to ensure learning continues within the classroom and with students. Knowledge inventories should be completed independently and without assistance. Time and space to complete a knowledge inventory should be built into the facilitated professional learning. Each attempt has a 60-minute time limit and must be completed in one sitting.

Certificates: Once a knowledge block has been completed, and a participant has passed the knowledge inventory, each participant will be asked to complete a brief survey directly in Blackboard. Each Friday, ADE staff will mark attendance in EMS, as appropriate. Completion Confirmation emails will be emailed directly to the participant via the email used to register. If facilitated learning exceeds five hours, a school may award educators a certificate to cover the additional time. ADE staff will not store or email certificates directly. It is each participant's responsibility to download and print certificates for their own recertification hours. The Arizona Department of Education does not offer continuing education units, or CEUs, in conjunction or collaboration with any university.

Tiered Organization: Each knowledge block contains three parts. Each part follows the same organizational structure. Each part begins with targeted pre-activities to allow for participants to engage in the learning and build background knowledge. Then participants will watch a 20–40-minute recorded video. Facilitators can project the presentation within a common space. As a facilitator, pause the video when appropriate to ask questions, make connections, and apply learning to your school's current context. Following the recording, each part offers a variety of guiding questions. Questions should be facilitated for the appropriate staff members participating. Finally, there will be an additional reading, website to navigate, blog post, video, etc. to engage with to culminate the learning intentions for that section.

Preparing documents: You may wish to print all required readings, so participants can have physical documents to annotate within small groups, however all documents are available electronically in Blackboard. It is highly recommended to preview any videos or websites required, so you can better facilitate the conversations.

**Guidance for this knowledge block is specific to the facilitator(s)
of this learning.**

Continue for information on all three parts.

Topic for Part 1- Prevention: Part 1 begins with an understanding of RTI vs. MTSS. This section focuses on the Tier 1 level of reading support. Tier 1 reading includes the use of grade-level standards, evidence-based curriculum, quality instruction (Structured Literacy), and meaningful use of data.

Part 1 Learning Intentions:

- Describe an MTSS Framework
- Define the Tier 1 level of support and its relationship to standards, curriculum, instruction, and assessment
- Describe how professional development is essential to support MTSS

Pre-activity materials/notes:

1. Bookmark the [Dyslexia homepage](#). Locate and preview the Universal Literacy & Dyslexia Screener Guidance and Approved List. You may choose to print pages 8-10 for each participant.

Post-activity materials/notes:

1. Preview the modeled lessons on YouTube from [Literacy How](#).
 2. Preview the BLOG, [My Triangle is Upside Down](#) (2021) by Reading Science Academy.
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Topic for Part 2- Additional Support: Part 2 uses a document from the Center on Multi-Tiered System of Supports at the American Institutes for Research to guide participants through a series of steps to evaluate a school's tier 2 capacity. This work is best done as a group throughout this part 2.

Part 2 Learning Intentions:

- Determine importance of an MTSS team in problem-solving decision making
- Describe Tier 2 Identification Procedures
- Define the Tier 2 level of support and its relationship to standards, curriculum, instruction, and assessment
- Describe how professional development is essential to support MTSS, especially intervention supports

Part 2 Pre-activity materials/notes:

1. Download and print colored copies of the [ADE MTSS Framework Infographic](#). (Print on Legal Size and select "Fit" in page setup)
2. Bookmark the [Center on Multi-Tiered System of Supports at the American Institutes for Research webpage](#). Preview the document "Tier 2 Identification Procedures".

Part 2 Post-activity materials/notes:

1. Locate the Vertical Articulation of Arizona's ELA Standards document on the Arizona [ELA Standards webpage](#). Participants will discuss this resource during Part 2.
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Topic for Part 3- Intensified Support: Part 3 focuses on intensive intervention using the National Center on Intensive Intervention document: Myths and Facts.

Part 3 Learning Intentions:

- Demystify typical Tier 3 misunderstandings
- Define the Tier 3 level of support and its relationship to standards, curriculum, instruction, and assessment
- Describe how professional development is essential to support MTSS, especially intervention supports

Part 3 Pre-activity materials/notes:

1. Preview the website National Center on Intensive Intervention (NCII).
2. Navigate to this National Center on Intensive Intervention website and download the document "Intensive Intervention: Myths and Facts". Preview this document in preparation for discussion throughout the recorded presentation.

Part 3 Post-activity materials/notes:

1. Navigate to the Move On When Reading [Administrators website](#). Open the sections, **[Core Curriculum Criteria]** and **[Intervention Curriculum Criteria]**. After reading the information provided, open the lists published by the Arizona Department of Education provided directly by curriculum vendors. Consider if your current core and/or intervention curriculum meet Arizona's requirements for K-3. Why or why not? Be prepared to facilitate a conversation regarding the K-3 curricular requirements and MOWR legislation.
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Credit

All prepared pre and post activities and recorded presentations were created by the Arizona Department of Education's English Language Arts Team. All learning should be facilitated, as intended, throughout this facilitator's guide and completed in its entirety. Please do not use any portion of this knowledge block to recreate this course for personal or own professional use.

Acknowledgements

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Thanks

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