

Arizona *Reading Fundamentals* On Demand Academy

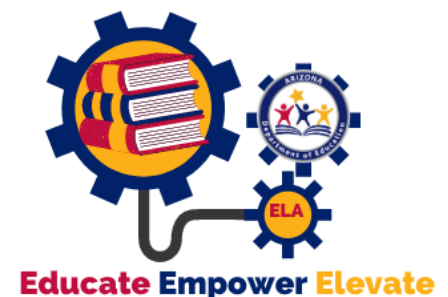
Evidence-based Decision Making Facilitator's Implementation Guide

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 throughout the school year and/or summer.

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 3: Assessment Basics
- Chapter 4: Using Standards to Guide Instruction

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.

In facilitated sessions span over the course of two quarters, participants can register for the next quarter and continue where they left off.

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 schoolyear and/or summer.

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. Automatic **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. The 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 by the ELA team. It is recommended that facilitators 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 in as participants culminate the learning intentions for that section.

Preparing documents: Facilitators 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 once the course begins. 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- Standards vs. Curriculum: Part 1 begins with an overview of reading data to help encourage the understanding of why evidence matters. Using terms and resources developed by WestEd, this section connects evidence-based decision making to the requirements within Move On When Reading.

Part 1 Learning Intentions:

- Define “standards” according to the Arizona Department of Education
- Describe the integration of ELA standards in other content areas, purpose and overview, standards’ coding, and vertical articulation
- Define “curriculum” according to the Arizona Department of Education
- Describe high-quality instructional materials
- Differentiate core, supplemental, and intervention curriculum purposes

Part 1 Pre-activity materials/notes:

1. Preread pages 2-7, introduction, of the article Arizona’s English Language Arts Standards, 2016. Be prepared to assist participants navigate to this resource document via the [ELA Standards webpage](#), rather than the direct document link.

Part 1 Post-activity materials/notes:

1. Preview the document [Why Materials Matter](#) by EdReports. Although a 20-page document, this resource is designed more as a brochure/infographic. Some key facts and statistics can assist with conversations regarding curriculum.
 2. Preview The Reading League Curriculum Evaluation Guide. This is a living document and is periodically updated. It should only be obtained directly from their [Reading League website](#). Be prepared to guide participants through a discussion of the indicators determined to be non-aligned practices, or “red flags” that may be present in current curriculum for word recognition, language comprehension, reading comprehension, writing, and assessment.
-

Topic for Part 2- Instruction: Following an initial understanding of standards and evidence-based curriculum, comes the art and science of teaching; instruction. This section builds on the knowledge gained in *The Science of Teaching and Reading*, with a particular focus on the science of ***teaching***.

Part 2 Learning Intentions:

- Define "instruction" according to the Arizona Department of Education
- Explain and define the key features of effective instruction

Part 2 Pre-activity materials/notes:

1. Preread the online article [Ask the Cognitive Scientist: Practice Makes Perfect-But Only If You Practice Beyond the Point of Perfection](#) by Daniel T. Willingham, 2004. If printed, there are nine pages of text. This is an excellent initial article that answers the question; How much practice is the right amount?

Part 2 Post-activity materials/notes:

1. Preview the modeled lessons on YouTube from [Literacy How](#). This playlist has modeled lessons for Oral Language, Phoneme Awareness, Phonics, Spelling, Syntax, Vocabulary, Text Comprehension, and Writing. Facilitators may wish to preview a few or assign different groups a playlist, based on need.
 2. Preview the video [Why Explicit Instruction?](#) by Dr. Anita Archer. Be prepared to facilitate a conversation on explicit instruction vs. discovery teaching, design and delivery of instruction, and three kinds of practice.
-

Topic for Part 3- Assessment: Part 3 focuses on what it takes to turn research into practice. Not only moving practice to practices that are most effective and based on research, but this section also acknowledges the difficulty in letting go of old practices refuted by research. Resources are shared to encourage ongoing engagement in learning and participation with supportive communities.

Part 3 Learning Intentions:

- Define "instruction" according to the Arizona Department of Education
- Describe the importance of data analysis rather than data collection
- Define and describe key assessment terms: reliability, validity, standardized, norm-referenced, criterion-referenced, and informal vs. formal assessments
- Define and describe key characteristics and purposes for universal screening, diagnostic assessments, progress monitoring, and outcome evaluations

Part 3 Pre-activity materials/notes:

1. Navigate to the [Move On When Reading Administrator's Webpage](#). Open the section for Assessment. Open the document "Move On When Reading Assessment Requirements". Review each element of this interactive document.

Part 3 Post-activity materials/notes:

1. Preview this [Assessment Audit](#). Use this fillable Word document to facilitate a conversation during or following this knowledge block.
 2. Navigate back to the [Move On When Reading Administrator's Webpage](#). Also, under the "Assessment" tab, locate the document titled, "Universal Literacy & Dyslexia Guidance and Approved List". Within this document is an overview video for each of the ADE approved Universal Literacy and Dyslexia Screeners. Be prepared to facilitate a conversation regarding key features, K-3 required measures, scoring and reporting, and any key training and administration requirements for your K-3 screener.
-

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

This series was created and produced by the Arizona Department of Education's English Language Art's team. The ideas and viewing guide templates were originated by the Ohio Department of Education.

Thanks

Lead creator: Sarah Bondy, ADE K-3 Early Literacy Specialist, 2022

Contributing reviewers:

Dr. Amy Boza, ADE Director of ELA and MOWR, 2022

Maggie Velazquez, ADE Dyslexia and Literacy Intervention Specialist, 2022

Lauren Spenceley, ADE Secondary ELA Specialist, 2022
