



# Arizona Training Requirements Request for Information





















- The difference between “high frequency” and “irregular” words and evidence-based best practices when teaching irregularly spelled words  
Evidence:
- Explicitly planning and teaching critical elements of word study and phonics to include alphabetic principles and decoding  
Evidence:
- A structured phonics lesson plan which includes systematically teaching the decoding of words, from the introduction of letter sound correspondence to fluent application in meaningful reading  
Evidence:
- Distinguishing between the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers  
Evidence:
- The scope and sequence of phonics skills, in accordance with AZ English Language Arts Standards  
Evidence:

### **Spelling**

- The definition of grapheme, morpheme, and orthography  
Evidence:
- The historical influences on English morphology and spelling patterns  
Evidence:
- The phonological, orthographic, and morphemic influences on spelling. Ex: English words do not end in -v  
Evidence:
- Reliable orthographic rules and patterns in English  
Evidence:
- The typical levels of spelling development and orthographic knowledge by grade level  
Evidence:
- The six basic syllable types in English spelling  
Evidence:
- Syllable division principles  
Evidence:
- Explicitly teaching encoding and spelling skills systematically and cumulatively  
Evidence:
- Analyzing informal and formal encoding (student writing samples, spelling tests, etc.) to refine instructional targets (e.g., development of phonological awareness, knowledge of spelling rules, awareness of inflectional morphemes) and to determine if instruction is effective  
Evidence:

- Explicitly teaching irregular words  
Evidence:
- The scope and sequence of spelling skills, in accordance with AZ English Language Arts Standards  
Evidence:

### **Fluency**

- The definition of fluency to include rate, accuracy, prosody, and comprehension  
Evidence:
- Frustrational, instructional, and independent reading levels  
Evidence:
- The benefits of ample independent oral and silent reading based on student's independent or instructional level  
Evidence:
- Designing lesson plans that incorporate fluency-building activities into instruction at sub-word and word levels to improve fluency outcomes  
Evidence:
- Designing lesson plans with a variety of techniques to build reading fluency  
Evidence:
- The scope and sequence of fluency skills, in accordance with AZ English Language Arts Standards  
Evidence:

### **Vocabulary**

- The role and importance of vocabulary development and knowledge, including oral and written language comprehension and communication (speaking, listening, reading, and writing)  
Evidence:
- The critical role and impact of vocabulary on comprehension  
Evidence:
- The classes of morphemes  
Evidence:
- The outside influences on students' vocabularies  
Evidence:
- The role and characteristics of implicit (indirect) methods of vocabulary instruction  
Evidence:
- The role and characteristics of explicit (direct) methods of vocabulary instruction  
Evidence:
- Using a variety of informal and formal vocabulary assessments to gauge vocabulary growth and whether instruction is effective  
Evidence:

- Classifying tiers of words including when and how to teach them (explicit vs. implicit based on tiers)  
Evidence:
- Designing explicit lesson plans with a variety of techniques to effectively and efficiently teach vocabulary in a manner appropriate to the age/grade of students  
Evidence:
- Strategies and techniques to deepen understanding (depth vs breadth) examples, semantic maps, word line  
Evidence:
- How morphology enhances vocabulary knowledge and the meaning of words  
Evidence:
- Designing and implementing multiple opportunities for students to apply vocabulary in meaningful contexts  
Evidence:
- The scope and sequence of vocabulary skills, in accordance with AZ English Language Arts Standards  
Evidence:

### **Comprehension**

- The definition of comprehension to include automatic word recognition, vocabulary knowledge, fluency, and background knowledge  
Evidence:
- The factors that contribute to deep comprehension and understanding  
Evidence:
- Key comprehension strategies: metacognition, activating background knowledge, creating mental images, making inferences, questioning, retelling/summarizing, monitoring/clarifying  
Evidence:
- The use of explicit comprehension strategy instruction as supported by research  
Evidence:
- Instructional routines appropriate for each major genre: informational text, narrative text (literature, text) and argumentative  
Evidence:
- Planning thoughtful questions before, during, after reading to deepen understanding  
Evidence:
- The teacher's role as an active model and mediator of cognitive processes  
Evidence:
- The role of automaticity as a key predictor of comprehension of written discourse and motivation to read  
Evidence:

- The scope and sequence of comprehension skills, in accordance with AZ English Language Arts Standards Evidence:

Notes to the review team:

**Materials:** The training/course/module provides all applicable materials for review, including but not limited to:  
• **Agenda/Outline • PowerPoint Presentation • Manual/text • Reference List • Handouts • Videos**

- The materials state the purpose, objectives, and outcomes of the training/course/module.
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met.
- The material is presented in a clear, sequential manner.
- The materials include only evidence-based practices.
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA), and does not include information that contradicts the standards.

## Components of Learning Opportunities for Intensifying Instruction (II)

**Title of Training/Course/Module:**

**Vendor:**

**Focus Area of Training/Course/Module:**

- Intensifying Instruction (II)**

**Directions:** For each of the sections listed below, provide notes to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manual, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Space is provided to include additional comments to the review team following each of the main sections if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met.

### **Intensifying Instruction (II)**

**The training/course/module provides in-depth information on the principles of intensifying instruction and the essential elements of intensifying reading instruction.**

**The vendor provides evidence that the product provides instruction in:**

Intensifying Instruction (II): Principles

- The dimensions of intensifying instruction: strength, dosage, alignment, attention to transfer, comprehensiveness, academic support, individualization  
Evidence:
- Adjusting the frequency, duration, group size and/or intensity of intervention based on progress monitoring and student level of need  
Evidence:
- The use of positive and frequent feedback, scaffolding, cognitive and metacognitive strategies, and generalizing skills  
Evidence:
- Incorporating strategies to increase engagement and motivation  
Evidence:
- The importance of explicit instruction using common language and routines across classrooms and grade levels  
Evidence:
- The power and use of grouping processes and levels  
Evidence:
- Strategies to provide multiple opportunities for student practice and more timely corrective feedback  
Evidence:

- The range of skills typically assessed by informal diagnostic surveys of phonological skills, decoding skills, oral reading skills, and spelling accurately  
Evidence:
- Interpret scores from informal diagnostic surveys to describe a student's instructional needs  
Evidence:
- Apply diagnostic teaching practices to individualize instruction on a day-to-day basis  
Evidence:

## Intensifying Instruction (II): Elements

### **Phonological Awareness**

- Articulatory features of phonemes  
Evidence:
- Focusing students' attention on articulatory features during reading instruction using a mirror  
Evidence:
- Minimally contrasting pairs of sounds and words in instruction  
Evidence:
- Supporting instruction with manipulative materials and movement  
Evidence:
- Analyzing student data samples i.e. phonological diagnostics  
Evidence:
- Instructional routines for phonological awareness  
Evidence:
- Intentionally planning frequent opportunities to build automaticity  
Evidence:
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response  
Evidence:

### **Phonics**

- Research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed  
Evidence:
- Multisensory routines within phonics instruction to enhance student engagement and memory  
Evidence:
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response  
Evidence:
- Instructional routines for phonics  
Evidence:



- Multisensory techniques (e.g., saying and writing together) to teach letter formation  
Evidence:
- Grouping letters for practice that require similar motor patterns, and explicitly teach those basic pencil strokes  
Evidence:
- Analyzing student data samples i.e. phonics diagnostic  
Evidence:

**Spelling**

- Selecting materials and/or creating lessons that address students’ various skill levels  
Evidence:
- Analyzing a student’s spelling errors to determine his or her instructional needs  
Evidence:
- Multisensory routines within spelling instruction to enhance student engagement and memory  
Evidence:
- Appropriate uses of assistive technology and accommodations for struggling readers  
Evidence:
- Explicit instruction in spelling patterns and morphemes  
Evidence:

**Fluency**

- Using screening and informal diagnostic assessments to determine which students need a fluency-oriented approach to instruction  
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on national norms and adjust instruction accordingly  
Evidence:
- Reading fluency as a stage of typical reading development, the challenges struggling readers may encounter, and the unintentional consequences of poor fluency  
Evidence:
- Appropriate uses of assistive technology and accommodations for struggling readers  
Evidence:
- Automaticity at various levels to include grapheme, word, phrase, and sentence  
Evidence:

**Vocabulary:**

- Using morphemes to enhance meaning and comprehension  
Evidence:

- Multisensory routines within vocabulary instruction to enhance student engagement and memory (executive functioning)  
Evidence:
- Designing varied techniques for vocabulary instruction before, during and after reading  
Evidence:
- Applying vocabulary word instruction to enhance word choice in authentic writing  
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate vocabulary growth  
Evidence:

**Comprehension:**

- Meaningful word relationships or semantic organization  
Evidence:
- How backgrounds, prior knowledge, and views affect comprehension  
Evidence:
- Multisensory routines within comprehension instruction to enhance student engagement and memory (executive functioning)  
Evidence:
- Screening and informal diagnostic assessments to determine which students need a comprehension approach to instruction  
Evidence:
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate comprehension growth  
Evidence:

Notes to the review team:

**Components of Learning Opportunities for Intensifying Instruction (II)**

**Materials:** The training/course/module provides all applicable materials for review, including but not limited to:  
**• Agenda/Outline • PowerPoint Presentation • Manual/text • Reference List • Handouts • Videos**

- The materials state the purpose, objectives, and outcomes of the training/course/module.
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met.
- The material is presented in a clear, sequential manner.
- The materials include only evidence-based practices.
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA), and does not include information that contradicts the standards.

**Components of Learning Opportunities for  
Understanding and Recognizing Dyslexia (URD)**

**Title of Training/Course/Module:**

**Vendor:**

**Focus Area of Training/Course/Module:**

- Understanding and Recognizing Dyslexia (URD)**

**Directions:** For each of the sections listed below, provide notes to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manuals, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Space is provided to include additional comments to the review team following each of the main sections if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met.

**Understanding and Recognizing Dyslexia (URD):**

**The training/course/module provides an in-depth overview of dyslexia and the essential learning opportunity components.**

**The vendor provides evidence that the product provides instruction in:**

<p><b>Definition of Dyslexia</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Training/course/module includes the Arizona Department of Education and/or International Dyslexia Association definition of dyslexia or a similar definition that captures the main tenets of A.R.S. §15-701 (K) definition.</li></ul> <p>Evidence:</p>
<p><b>Prevalence of Dyslexia/Common Co-Morbid Exceptionalities</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Training/course/module includes accurate information regarding the prevalence of dyslexia and includes information regarding common co-morbid exceptionalities such as ADHD, speech/language difficulties, and dysgraphia.</li></ul> <p>Evidence:</p>
<p><b>Neurological Aspects of Dyslexia</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Training/course/module includes accurate information regarding differences in the anatomy and function of the brain of a person with dyslexia and how these differences affect reading.</li></ul> <p>Evidence:</p>
<p><b>Typical Reading Development</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Training/course/module includes a summary of typical foundational literacy skills.</li></ul> <p>Evidence:</p>
<p><b>Indicators of Dyslexia by Age/Grade Level</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Training/course/module includes warning signs/characteristics of dyslexia by age and/or grade level (Pre-K- Adult).</li></ul> <p>Evidence:</p>

**Overview of Screening/Assessment for Dyslexia**

- Training/course/module provides an overview on screening for dyslexia and highlights the importance of measures of phonological processing and alphabetic understanding.

Evidence:

**Power of Early Intervention**

- Training/course/module highlights the effectiveness of early intervention in the prevention of reading difficulties.

Evidence:

**Overview of Accommodations and Assistive Technology**

- Training/course/module includes an overview of how accommodations and assistive technology may be used to appropriately to support students with dyslexia to include apps and other technology that support reading and writing.

Evidence:

**Common Dyslexia Myths/Misconceptions**

- Training/course/module includes common myths and misconceptions regarding dyslexia and provides accurate information to dispel the myths.

Evidence:

**Overview of Legislation and Laws**

- Training/course/module includes an overview of Arizona legislation as it relates to dyslexia.
- Training/course/module includes an overview of IDEA and Arizona legislation that pertains to the evaluation process for students with disabilities specifically as it relates to dyslexia. *(Components should include overview of evaluation process, criteria for eligibility determination, and where dyslexia is incorporated in eligibility criteria. Per Arizona statute all K-3 students are given a universal literacy screener to identify targeted areas of support, however students are not identified/diagnosed with specific learning disabilities and/or disorders including dyslexia based on these universal literacy screeners).*

Evidence:

Notes to the review team:

**Materials for URD:** The training/course/module provides all applicable materials for review, including but not limited to:

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