Exhibit 1 - Transmittal Letter

July 11, 2025

Iowa Department of Education
Grants Management Office
Grimes Building, 400 E 14th St.
Des Moines, IA 50319

To Whom It May Concern:

I am pleased to submit this proposal on behalf of **All-Inclusive Literacy, LLC,** to provide literacy support services under the Iowa Comprehensive Literacy State Development (CLSD) Grant.

All-Inclusive Literacy, LLC, led by me, Ronda Hilbert-Lamphier, is committed to delivering evidence-based literacy instruction, coaching, and systems support to districts across Iowa in PK-12 literacy. We understand and agree to the terms and conditions of this RFP, including all contract provisions in Section 6.

Contact Information:

- 1771 Golf Course Boulevard Lot 20B, Independence, IA 50644
- ronda@allinclusiveliteracy.org
- 319-361-4597

I certify that I am authorized to legally bind the Respondent to this proposal.

Sincerely,

Ronda Hilbert-Lamphier
Owner and Lead Literacy Consultant
All-Inclusive Literacy, LLC

June 11, 2025

To: All Potential Respondents
From: Katelyn Howells, Purchasing Agent
Subject: 005-RFP-1660-2025 Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Addendum One

Please find attached a list of attendees for the Pre-Proposal Conference held on June 9, 2025.

Please amend the subject RFP to include answers to the following timely received questions:

Q1. Will all schools and grade levels within a participating district be required to engage in the IA-CLSD grant activities simultaneously, or is phased or partial participation by school or grade level permitted?

A1. All schools and grade levels that are specifically identified in a participating district's application–including those designated as part of a feeder system–will be expected to engage in the grant activities as outlined. If further clarification is needed regarding the scope of participation, we encourage applicants to contact the program officer.

Q2. What is the anticipated duration, in years, that each participating district will be designated as a subawardee under the IA-CLSD grant?

A2. If a participating district is selected for both the planning and implementation phase, the subawardee may receive funding for up to five years, contingent upon the continued availability of grant funds. However, if a district is selected only for the planning phase, it will receive funding or phase one of the grant only, and would not continue through years 2-5.
All districts will be notified of the grant awards once selections have been finalized.

Q3. Is it permissible for an organization to submit a single proposal that addresses multiple age categories (e.g., Grades K-5 and Grades 6-12), provided that the proposed service will be customized for each grade level? Or does the Agency require separate proposals for each age category to be considered for both populations?

A3. Yes, a single proposal addressing the age categories of your expertise is acceptable, and even preferred. Please specify the age categories your proposal covers (Birth - Grade 12).

Q4. Cost Proposal on page 13 mentions hourly rates. Would it be acceptable to submit different types of pricing (e.g. hourly rate ranges, daily rates, price per service, etc)?

A4. Hourly rates are an example. You may submit other relevant pricing structures that can be communicated to and considered by awarded school districts.

Q5. On page three, it is noted that the IA-CLSD project emphasizes supporting literacy leadership at the district and school levels, implementing evidence-based literacy practices, aligning materials and instruction to scientifically-based reading research and providing professional learning for educators. Can you clarify who the intended recipient of the services will be for this RFP?

A5. The Iowa Department of Education is creating a list of Literacy Leadership Grant Support Providers, and this list will be provided to awarded school districts. School districts will be required to select providers from these approved lists. School districts will contract directly with 3rd party providers on the Department's approved list.

Q6. Our team has experience providing school districts with professional development and coaching services related to our program, which is evidence-aligned and backed by the science of reading. However, the RFP documents suggest that the school districts are responsible for providing the literacy curricula. If our services are specific to training schools in how to adopt and implement our program, does this mean we would not qualify?

A6. Schools will be expected to share their curricula with the contracted Grant Support Provider so that the provider can learn more about the background and experience that the school is entering the partnership with, including their organizational structure. It may be desirable to incorporate some existing materials with some new materials. The purpose of the Grant Support Provider extends beyond knowledge of a specific product and providing training for those materials. Grant Support Providers will integrate literacy best practices through coaching they will offer to schools, including any instructional materials the schools or districts choose to purchase.

Q7. On the cover page, it states that "other state agencies" are eligible to bid, but that "other states or government agencies outside the state of Iowa" are not. Are we eligible to bid?

A7. This availability is for use of the contract, not a restriction on who may submit. The contracts resulting from this RFP will only be available to school districts and educational agencies within the state of Iowa, not to other states or their agencies. Anyone may submit a proposal for this project.

Please acknowledge receipt of this addendum by signing in the space provided below, and <u>return this letter with your proposal (do not send back separately).</u>

I hereby acknowledge receipt of this addendum.

R. Hilbert-Lamphier

Signature

06-11-2025

Date

Ronda Hilbert-Lamphier

Typed or Printed Name

005-RFP-1660-2025 Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant		
Pre-Proposal Conference Attendee List		
First name	**Last name**	**State of Iowa**
Leigh	Bellville	State of Iowa
April	Gosselink-Lemke	State of Iowa
Katelyn	Howells	State of Iowa
Darcie	Kress	State of Iowa
Wanda	Steuri	State of Iowa
Michael	Wright	State of Iowa
Amaal	Awadalla	
Stefane	Beddard	
Kathy	Bertsch	
Laura	Bollman	
Lori	Brown	
Allison	Caldwell	
Cox	Campus	
Marcelina	Contreras	
Kimila	Day	
Tabitha	DeMey	
Lisa	Famularo	
Megan	Grothman	
Elise	Guest	
Julie	Hale	
karensa	harris	
Haley	Harshman	
Aaron	Hepburn	
Garla	Jalloh	
Jaci	Jarmes	
Robin	Jarvis	
Anna	Jennerjohn	
Dr. Nadia J.	Jones	
Emily	Keag	
william	kearney	
Mary	Klute	
Amy	Lamitie	
Tracy	Liebermann	
Stacy	Linderman	
Alodiah	Lunar	
Tesha	Moser-Zimmerman	
Krista	Parrott	
Chris	Perry	
Bill	Poock	
Tami	Pruitt	
Kim	Reyes	
Katie	Ruby	
Lisa	Salvucci	
Beth	Savalox	
Stephanie	Stindt	
Shannah	Varon	
S	W	
Andi	Weigel	
Jacob	Williams	

June 24, 2025

To: All Potential Respondents
From: Katelyn Howells, Purchasing Agent
Subject: 005-RFP-1660-2025 Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Addendum Two

Please amend the subject RFP to include answers to the attached timely received questions. Questions have been assigned a category for ease of reference purposes only.

Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your proposal (do not send back separately).

I hereby acknowledge receipt of this addendum.

Signature

July 09, 2025

Date

Ronda Hilbert-Lamphier

Typed or Printed Name

Category	Question	Answer
Award	How many vendors do you anticipate to putting on the GSP list?	Unknown. Every vendor that applies and is deemed qualified will be included on the GSP list.
Cost	How do we demonstrate that our services have different costs based on the needs of the district, as well as the size of the district, etc.? Supporting a district with 30,000 students vs. 300 students would be a different cost due to scale.	Respondents may address these differences in the cost proposal. One example would be a tiered fee structure based on student enrollment.
Cost	If a vendor's quoted prices are unit costs without S&H added, then may we put S&H as a separate line, even though the bid states all pricing must be FOB?	FOB refers to the ownership and liability for goods while in transit. Respondents may include shipping as a separate line in the cost proposal.
Cost	Cost Proposal on page 13 mentions hourly rates. Would it be acceptable to submit different types of pricing (e.g. hourly rate ranges, daily rates, price per service, etc)?	Yes, respondents may submit different types of pricing in the cost proposal.
Cost	Should the cost proposal include a proposal of services with associated pricing or the rates for training, support and customized professional development?	Both a proposal of services with associated pricing and the rates for training, support, and customized professional development are appropriate.
Cost	Which of the following elements can the year 1 budget include? A) professional development selection B) professional development implementation C) HQIM selection D)HQIM purchasing	The Year 1 budget can include professional development selection, professional development implementation, and HQIM selection. However, HQIM purchasing is **not** allowed in Year 1.
Cost	Does the budget need to include monthly meeting elements (location, food, etc) for community literacy leadership teams?	Those decisions will be made at the local level. However, the purchasing of food or beverages with CLSD funding is NOT ALLOWABLE.
Grant funding	Is there a certain percentage of the state’s year 1 grant funding that is allocated for Grant Support Providers.	No, there is not a certain percentage of the state's Year 1 grant funding that is allocated for GSPs. $3.8M is available in Year 1 planning grants for subgrantees. Planning activities, including contracts with GSPs, should be included in subgrantees' Year 1 budgets.
Grant funding	Are funds received from the State of Iowa to a support partner federal dollars that would require a federal single audit if above $750,000 in a single year?	The funding awarded by the Department to school districts (Subgrantees) are federal dollars through the Comprehensive Literacy State Development Program (CDFA 84.371C).

Grant funding	We would like to clarify the use of the grant. We understand one avenue is to support leadership and management but the other avenue is to provide a product and services to students directly to help improve their literacy? Is this correct?	Correct. There are two separate RFPs for these purposes.
Grant funding	I was thinking this was to help districts/schools to incorporate stronger literacy practices through community partnerships. Am I on the right track with this grant?	Potential applicants can review the information on the CLSD webpage to determine whether their services align with the requirements of the grant. There is a section dedicated to Grant Support Providers, which applicants have found helpful.
Grant funding	What is the anticipated duration, in years, that each participating district will be designated as a subaward under the IA-CLSD grant?	The grant will be awarded in two parts. First, planning grants will be awarded. Once planning expectations are complete, the LEA may submit the application for an Implementation Grant. A rubric will be used to assess the local literacy plans developed during Planning, along with a risk assessment, to determine if subgrantees will be awarded subgrants for Implementation. Subgrantees must demonstrate completion of Planning Grant expectations to apply for the remaining funds distributed within the Implementation Grant. LEAs that fail to comply with program expectations, reporting deadlines, or implementation benchmarks may lose eligibility for continued funding in Years 2-5. Funding for Years 2-5 is also contingent upon continued annual funding of the CLSD Program by the U.S. Department of Education and demonstrated progress toward program goals.
Grant funding	What is the anticipated funding allocation for each school and district?	The anticipated funding allocation is variable.
Grant funding	How many schools and/or districts in Iowa qualify for participation in the grant?	The planning grant applications are currently under review. A Public Notice of Awards will be published on the Iowa Department of Education's website. Please continue to check the Department's CLSD webpage for updates, which includes key dates and deadlines.
Grant funding	Can the Department share a copy of their grant application?	Here is a link to the Iowa CLSD Subgrantee Application available on the Iowa Department of Education website.

School usage	How does the partnership support process work? If we are selected as a provider, will we still be able to conduct our own “readiness” application/process to ensure we are the best fit for interested districts? Readiness and fit include the size of the district.	Yes, vendors will be able to conduct their own "readiness" assessments with interested school districts (subgrantees). Selection by the Department of Education following the RFP will result in the respondent's inclusion on a list of eligible providers that our school districts (subgrantees) can choose from. However, the contracts for GSP services will be determined locally between Iowa CLSD districts (subgrantees) and approved Grant Support Providers.
School usage	Is there a minimum number of districts we are required to work with as a selected provider?	No, there is no minimum requirement regarding the number of districts a Grant Support Provider will support.
School usage	How will awarded providers contact eligible schools and school districts?	Once added to the Department's Grant Support Providers list, schools will reach out to providers. Selected Grant Support Providers can also reach out to subgrantees at that time. Selected providers will submit a 1-2 page description of services and costs. The Department will make those available to all subgrantees.
School usage	How will school districts decide which Grant Support Provider to contract with?	That is a local decision that rests with each subgrantee school district. In order to use CLSD funding, subgrantees must contract with GSPs on the Department's list of eligible vendors.
School usage	Will rural school districts be prioritized over urban, or are there any priorities for subgrantee school districts?	The goal is to strengthen literacy for all students. Not all districts will participate in the CLSD grant, and participation is not guaranteed. Providers may review the CLSD subgrantee application information available on the Department's website.
School usage	What information about the awarded Grant Support Providers will be shared with districts? Will the entire proposal and scores be included in the list?	Once Grant Support Providers are selected by the Department, they will be asked to provide a 1-2 page description of services and costs. The Department will make the summaries available to all subgrantees. The description of services and costs should provide not only the services available, but also contact information for local districts. Please note that all submitted proposals are considered public records and may be subject to disclosure under the Freedom of Information Act (FOIA).
School usage	Will all schools and grade levels within a participating district be required to engage in the IA-CLSD grant activities simultaneously, or is phased or partial participation by school or grade level permitted?	This will be guided by the school district's CLSD application and their local literacy plan.

School usage	On page three, it is noted that the IA-CLSD project emphasizes supporting literacy leadership at the district and school levels, implementing evidence-based literacy practices, aligning materials and instruction to scientifically-based reading research and providing professional learning for educators. Can you clarify who the intended recipient of the services will be for this RFP?	Literacy leadership for the IA-CLSD project is determined at the local level. Therefore, the intended recipient of the leadership services would be determined locally.
School usage	Are vendors permitted to engage in direct outreach or marketing to schools to promote their services?	The Department reviews and approves the Grant Support Providers for inclusion on the list. CLSD districts will be required to select a GSP from the Department's published list. Once added to the Department's Grant Support Providers list, schools will reach out to providers. Selected Grant Support Providers can also reach out to subgrantees at that time. Selected providers will submit a 1-2 page description of services and costs. The Department will make those available to all subgrantees.
School usage	How will subgrantees be grouped or matched with providers—by grade span, specialization (e.g., ELLs), or geography?	The Department's role is to review and approve qualified GSPs. No assistance is planned to match subgrantees with providers.
School usage	Is the expectation that each LEA grantee will pick one GSP and stick with them for the duration of the project?	No, contracting with a Grant Support Provider is a local decision.
School usage	What will the process be for matching GSPs and LEAs? How active can GSPs be in sharing information about their qualifications and services with LEAs? Reference page 12 of RFP.	The Department's role is to review and approve qualified GSPs. No assistance is planned to match subgrantees with providers. CLSD districts will be required to select a GSP from the Department's published list. Once added to the Department's Grant Support Providers list, schools will reach out to providers. Selected Grant Support Providers can also reach out to subgrantees at that time. Selected providers will submit a 1-2 page description of services and costs. The Department will make those available to all subgrantees.

School usage	How do we communicate with district/school grantees regarding our capacities after being added to the GSP list?	CLSD districts will be required to select a GSP from the Department's published list. Once added to the Department's Grant Support Providers list, schools will reach out to providers. Selected Grant Support Providers can also reach out to subgrantees at that time. Selected providers will submit a 1-2 page description of services and costs. The Department will make those available to all subgrantees.
School usage	How many schools and districts will be participating each year?	The number is yet to be determined. The planning grant applications are currently under review. A Public Notice of Awards will be published on the Iowa Department of Education's website. Please continue to check the Department's CLSD webpage for updates, which includes key dates and deadlines.
School usage	What is the expected frequency of support to be provided to school leaders? To district leaders?	The expected frequency of support will be determined by the school district and the selected Grant Support Provider, based on need.
Submission	Can we apply as a “goods” only? Or do we need to provide goods and services? Specifically coaching services?	No, Grant Support Providers cannot apply as a "goods" only. The Department is looking for providers to provide comprehensive, needs-based literacy support services to school districts.
Submission	Can we submit two proposals that separate our goods and services?	No. A single response to this offering is appropriate.
Submission	Does insurance documentation need to be submitted as part of the proposal?	No. Insurance requirements will be coordinated with the awarded Grant Support Providers.
Submission	If a vendor chooses to submit to both this bid and the similar "Leadership" bid, then may they use the same 3 letters of reference (as per page 11 of bid) or must there be a total of six unique letters of reference?	If appropriate to both circumstances, then the same letters may be used.
Submission	Where do we respond to the Scope of Work found on page 15 of the bid document? Do we include responses to those items under exhibits 4,5,6, and 7 (wherever the responses fit best?) or is the scope just for informational purposes only?	The Scope is provided for informational purposes. Specific responses to the Scope of Work may be included in Exhibits 4, 5, 6, or 7, as applicable.

Submission	Is it permissible for an organization to submit a single proposal that addresses multiple age categories (e.g., Grades K-5 and Grades 6-12), provided that the proposed service will be customized for each grade level? Or does the Agency require separate proposals for each age category to be considered for both populations?	A single proposal that addresses multiple age categories is acceptable.
Submission	Is there a standard form to complete for Exhibit 1: Transmittal Letter?	There is no template for the Transmittal Letter.
Submission	How does Exhibit 13 differ from Exhibit 15?	Exhibit 13 requests additional information about organizational Respondents. Exhibit 15 requests any additional related services that may be offered by Respondents.
Submission	Can the proposal include links to support documents or must documents all be included as PDFs?	The submitted proposal should be self-contained and submitted as a complete package.
Submission	Is there a page limit for the RFP?	No. There is no page limit on responses to this RFP.
Submission	Can you clarify the types of reports or deliverables you would like respondents to provide in exhibit 10?	Exhibit 10 asks respondents to provide a description of reports and deliverables that are available. Respondents for the Literacy Grant Support Provider RFP can include sample reports as applicable. Examples could include but are not limited to a sample literacy action plan, example of recommendations aligned with the Science of Reading and MTSS Frameworks after a needs assessment, professional development plans, etc.
Submission	Can you clarify what is meant by "Describe the skills and time required by State of Iowa or school personnel for support of Respondent's review" in the description of exhibit 8?	Provide a description of what information or support the Respondent will need from the State or school districts to perform the work.
Submission	What information is needed to address this requirement: "The level of technical experience in providing the types of services sought by the RFP"? We are not sure what is meant by "technical expertise" in this context. An example would be very helpful.	Technical experience refers to the respondent's demonstrated capacity to deliver literacy-focused services (e.g., experience implementing MTSS frameworks, conducting educator training aligned with the Science of Reading, coaching, etc.).
Submission	Is it necessary to submit insurance documentation for the independent contractors/consultants as part of the proposal?	No. Insurance requirements will be coordinated post-award.

Submission	Is it permissible to submit more than three letters of reference if they represent diverse school systems and highlight different services provided by the respondent?	Yes, respondents may submit more than three letters of reference.
Technical	Please define the difference between “product” and “service"	A product is a tangible tool the respondent is using (e.g., a strategy guide or training module). A service refers to how the product is delivered or supported (e.g., strictly working with admin, in classrooms, coaching, synchronous vs. asynchronous). What is the scope of the services, and what product(s) are you working with specifically?
Technical	Can you clarify whether most Iowa schools already have distinct MTSS frameworks in place, or is there a need to help schools/districts establish their MTSS framework understand and align instruction to it?	Implementation varies by district. CLSD Subgrantees will provide details to the selected Grant Support Provider to self-assess their current stage of implementation. In collaboration with the district team, implementation may fall within one of the following stages: Getting Started, Initial Implementation, Implementation, and Sustained Implementation.
Technical	Do the 2024 adopted state ELA standards mirror the CCSS or are they distinctly unique to your state?	The Iowa Academic Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects differ slightly from the Common Core State Standards. Please review the Iowa Standards here: https://educate.iowa.gov/pk-12/standards/academics/literacy.
Technical	Are there required or recommended universal screening or progress monitoring tools (e.g., DIBELS, FAST) to be integrated into the MTSS work?	The only requirement regarding universal screeners is that they must be listed on Iowa’s Literacy Assessments Meeting the Requirements of 279.68/ELI for universal screening and progress monitoring. The approved list can be found here: https://educate.iowa.gov/media/2735/download?inline.
Technical	What is the expected role of GSPs in coaching school teams on MTSS implementation—are we guiding intervention delivery, supporting data team processes, or co-constructing tiered supports?	The role of Grant Support Providers in coaching school teams around MTSS will depend on the individual needs of the school district.
Technical	Under the scope, “support curriculum development and assessment use”—are there specific assessments (e.g., FAST, ISASP) that providers should be prepared to support?	Respondents should be prepared to offer aligned coaching and training as needed, based on the needs of the district. Additional information is available on the Iowa Department of Education's website relating to standards, instruction, and assessment.

Technical	The RFP outlines support for educators in the key areas of Science of Reading and MTSS. Will the educators have training aligned with the support? Or do we outline the training we would provide with the aligned support?	The extent of training aligned with the Science of Reading and MTSS will vary for educators based on the district. Therefore, respondents can include samples of training that could be provided.
Technical	For any asynchronous options we could offer, do you have a preferred platform/LMS for the courses to live?	No. School districts across Iowa use various platforms. Asynchronous options would need to be coordinated locally.
Technical	What coaching strategies or frameworks are currently advocated for by the Department?	There is no single mandated framework. Respondents should align with evidence-based practices.
Technical	By leadership development, is this specifically talking about admin or is it a catch-all phrase for anyone outside of teaching roles (admin, directors, etc.)? Or does it also include teacher leaders?	Literacy leadership is defined at the local level. Depending on the local structure, it could include administrators, directors, and/or teacher leaders. Respondents are asked to provide leadership development to the locally defined literacy leadership team.

Exhibit 2 - Executive Summary

All-Inclusive Literacy, LLC provides customized, evidence-based literacy professional development and coaching services aligned with the Science of Reading and Iowa's Early Literacy Blueprint.

We have read and understand all terms and conditions of the RFP, including the contract provisions in Section 6. We will comply fully with all specifications.

- **Yes**, we have the ability to deliver coaching, professional learning, and large-scale training. (See Appendix A)

  We offer job-embedded coaching that provides personalized, real-time support for teachers, helping them apply research-based literacy strategies in their classrooms. Through professional learning communities (PLCs), we foster collaboration and reflection, ensuring that educators continuously refine their practices.

  Additionally, we have experience delivering large-scale training sessions, such as those focused on the **Supplemental and Intensive Tiers Guide** and **K-6 SDI Literacy**, across districts in Iowa. These sessions equip educators with the tools and strategies needed to support all students, particularly those requiring additional intervention.

  Our approach ensures that educators are well-prepared to implement high-quality literacy instruction aligned with the Science of Reading, leading to improved student outcomes.

- **Yes**, we have strong knowledge and application of the Science of Reading and the MTSS Framework. (See Appendix B)

  Our expertise is supported by extensive training, including completing LETRS (Language Essentials for Teachers of Reading and Spelling) from August 2012 to 2019, where we gained in-depth knowledge of the cognitive processes involved in reading and how to teach foundational literacy skills effectively.

  We also contributed to the development of the **Supplemental and Intensive Tiers Guide** and **K-6 SDI Literacy**, which focus on ensuring that all learners' literacy needs are met through systematic, evidence-based approaches. These resources align with the MTSS

framework, helping districts provide the right level of support to students at all tiers of intervention, particularly those who require additional help.

This comprehensive knowledge allows us to effectively integrate the Science of Reading into MTSS frameworks, ensuring that every student's literacy needs are addressed and supported.

- **Yes**, we are committed to serving diverse district types, including urban, rural, and suburban communities.

  Ronda Hilbert-Lamphier's experience at Grant Wood Area Education Agency (AEA) provided the opportunity to support a wide range of districts, including Cedar Rapids Community School District, College Community School District, Benton Community School District, and Vinton-Shellsburg Community School District. This experience allowed her to develop a deep understanding of the unique needs and challenges faced by districts of varying sizes and demographics, and how to provide tailored literacy support to meet these diverse needs.

  In urban districts like Cedar Rapids, Ronda worked with large, diverse student populations, focusing on scaling effective literacy programs across numerous schools. In rural communities such as Benton and Vinton-Shellsburg, she collaborated closely with teachers and administrators to implement literacy strategies that were adaptable to smaller classrooms. Additionally, her work with suburban districts like College Community allowed her to refine systems of support that balance high expectations with targeted interventions.

  Through supporting these varied districts, Ronda gained valuable insights into adjusting literacy instruction to fit the context of each community, ensuring that all students receive the support they need to succeed.

Overview of Services and Experience Offered:

All-Inclusive Literacy, LLC is led by Ronda Hilbert-Lamphier, who brings **34 years of educational experience** in Iowa. This includes **18 years in the classroom**, with **10 years of team teaching**, and **16 years as an educational consultant** serving both special education and general education staff.

During 15 years at an Area Education Agency, Ronda served on numerous state-level teams, demonstrating leadership and expertise in evidence-based literacy practices. She was part of the **initial development team for the Supplemental and Intensive Tiers Guide** (originally titled the Intensification Guide) that supports Iowa's MTSS framework. Additionally, she was on the **small team that developed the Specially Designed Instruction K–6 Literacy training**, which is still used statewide to support teachers in delivering high-quality, specially designed literacy instruction for students with disabilities.

Ronda has been immersed in the Science of Reading since 2010, when she was selected by the Iowa Department of Education to become a LETRS trainer. **Scarborough's Rope and the Simple View of Reading fundamentally changed her practice**, and she bases all of her coaching on this model to ensure educators understand the interconnected components of skilled reading and can implement instruction that supports all students.

Plans for Complying with RFP Specifications:

- **Professional Development Sessions Rooted in the Science of Reading**
  Our professional development sessions are deeply grounded in the **Science of Reading** (SoR), focusing on evidence-based literacy instruction practices that are proven to improve student outcomes. These sessions provide educators with an in-depth understanding of how reading develops in the brain, and equip them with the tools and strategies necessary to teach foundational literacy skills effectively.

  Compliance Plan: We will provide a series of structured, research-based professional development workshops and seminars tailored to meet the needs of teachers and administrators. These will focus on key SoR components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our PD sessions will be hands-on, interactive, and will ensure educators understand how to apply SoR principles to their classroom instruction.

  Examples Provided: Appendix A (Specific sessions on Science of Reading principles and application).

- **Job-Embedded Coaching for Educators and Administrators**
  Our job-embedded coaching model ensures that educators receive real-time, on-the-ground support. This coaching is individualized and directly aligned with classroom practices, enabling educators and administrators to apply what they have learned in professional development to their everyday teaching. It is

designed to help educators strengthen their practice, reflect on their instructional methods, and continuously improve student learning outcomes.

Compliance Plan: We will offer ongoing coaching throughout the academic year, with targeted support based on teacher needs and goals. Coaches will observe classroom instruction, provide feedback, model effective literacy strategies, and work with administrators to align school-wide literacy goals with district-wide initiatives. This will be done in partnership with the district to ensure sustainability and the application of learning.

Examples Provided: Appendix C (Coaching summaries, feedback reports, and follow-up plans).

- **Structured Support for LETRS Bridging and MTSS Alignment**
  We will provide structured support for **LETRS (Language Essentials for Teachers of Reading and Spelling)** bridging, ensuring that educators are able to integrate their LETRS training into day-to-day instruction. We will also support the alignment of **Multi-Tiered Systems of Support (MTSS)** frameworks to literacy instruction, ensuring that interventions are systematic, data-driven, and tailored to individual student needs.

  Compliance Plan: We will facilitate LETRS bridging sessions that help educators connect their learning with practical classroom strategies. Additionally, we will help schools and districts align their MTSS framework to the Science of Reading and ensure that the instructional tiers are appropriately designed to meet the needs of all students, including those requiring supplemental or intensive interventions.

  Examples Provided: Appendix D (Sample LETRS bridging agendas, MTSS alignment strategies).

- **Data-Informed Instructional Planning and Monitoring**
  We will utilize data to inform instructional planning and monitor student progress. This includes using diagnostic assessments, screening tools, and progress monitoring data to guide instruction, tailor interventions, and ensure that every student's literacy needs are met.

  Compliance Plan: We will work with educators to develop a robust data-driven culture in the classroom. This involves training educators on how to interpret

data, design interventions based on student needs, and adjust instruction based on ongoing assessments. Regular check-ins will ensure that data is consistently used to make informed decisions and track student progress over time.

Examples Provided: Appendix E (Sample data analysis reports, progress monitoring tools, and instructional adjustments).

- **Family Engagement Strategies to Extend Learning**
  Family involvement is key to a student's literacy success. Our family engagement strategies will ensure that parents and caregivers are equipped with tools to support their child's literacy development at home. This includes organizing family literacy events, providing resources, and offering strategies that families can use to reinforce classroom learning.

  Compliance Plan: We will develop and implement family engagement initiatives that extend learning beyond the classroom. These may include workshops, literacy nights, take-home resources, and communication tools that keep families involved in their child's learning journey. We will collaborate with educators to ensure these strategies align with classroom instruction and foster a home-school partnership.

  Examples Provided: Appendix F (Sample family literacy event agendas, family engagement resource guides).

We believe in delivering sustainable, capacity-building support to close Iowa's literacy gaps and meet the goals of the CLSD Grant.

Exhibit 3 - Experience

Number of years in business: 1 (founded 2024)
Years providing similar services: 15+ years

Technical Experience:

- **Science of Reading-Aligned Coaching**
  - Science of Reading (SoR) coaching focuses on implementing research-backed literacy practices that ensure all students, regardless of their learning differences, can develop strong reading skills. This approach integrates a deep understanding of how the brain processes reading and language, using evidence-based strategies that are proven to be effective.

In my SoR-aligned coaching, I have worked closely with teachers to help them understand the foundational pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For instance, I have observed teachers' phonics instruction and provided feedback on how to adjust their lesson plans to more explicitly teach the relationship between sounds and letters. I have modeled how to break down multisyllabic words and teach the systematic and cumulative nature of phonics instruction, ensuring that every lesson aligns with the principles of the Science of Reading.

- **Structured Literacy Implementation**
  - Structured literacy is an explicit, systematic, and sequential approach to teaching reading, especially beneficial for students with dyslexia or other reading difficulties. It involves a clear structure where each element of reading instruction builds on the previous one. This includes phonological awareness, phonics, fluency, vocabulary, and comprehension, all of which are taught in a specific order to ensure mastery.

    In my experience supporting structured literacy implementation, I have assisted teachers in aligning their classroom practices with the structured literacy framework. For example, I worked with teachers who were using traditional reading approaches that lacked a strong emphasis on phonics. I guided them in incorporating daily phonics lessons, starting with explicit instruction on letter-sound relationships and gradually progressing to more complex patterns. Additionally, I helped them organize their classroom routines to ensure consistent delivery of these lessons, ensuring they were integrated into daily instruction.

- **Data-based MTSS Planning**
  - MTSS (Multi-Tiered System of Supports) is a framework used to provide varying levels of support based on student needs. Data-based MTSS planning focuses on using student performance data to determine the appropriate level of intervention and adjust instruction accordingly. This ensures that all students receive the right amount of support to succeed academically.

    As part of data-based MTSS planning, I have assisted districts in analyzing results from screening assessments such as FASTBridge and AIMSweb to identify students struggling with specific areas of literacy,

including phonemic awareness, fluency, and vocabulary. After identifying at-risk students, I worked with schools to implement targeted interventions. For example, I helped design small-group interventions for students struggling with decoding, focusing on phonics instruction. For students facing comprehension difficulties, I facilitated targeted vocabulary-building activities. I also ensured that data was continuously monitored to track progress and adjust instruction, keeping interventions responsive to student needs.

- **LETRS Bridging Facilitation**
  - LETRS (Language Essentials for Teachers of Reading and Spelling) is an intensive professional development program that provides teachers with in-depth knowledge of the science of reading and spelling. Bridging facilitation refers to the process of helping teachers connect their learning from LETRS to everyday classroom practice. This support is crucial in assisting teachers to apply what they've learned practically and sustainably.

    In LETRS bridging facilitation, I have organized regular check-ins and coaching sessions with teachers who completed the LETRS modules. For example, after teachers completed a module on phonological awareness, I observed their classrooms, provided feedback on their instruction, and helped them integrate new strategies into their existing lesson plans. I also led group discussions where teachers reflected on challenges they faced in implementing LETRS strategies and collaboratively brainstormed solutions. This ongoing support ensured that the knowledge gained from LETRS was effectively applied, resulting in measurable improvements in student outcomes.

Each of these components is designed to work together, ensuring that educators receive research-based, actionable support that improves literacy instruction and outcomes for all students. Through structured, targeted coaching and planning, districts are equipped to implement and sustain effective literacy practices over time.

Similar Services Provided:

Curriculum Development and Alignment

Worked with districts to review, develop, and align literacy curricula with the

latest research in structured literacy and the Science of Reading. This could include designing curriculum guides, pacing guides, or lesson plans that are aligned with foundational literacy principles such as phonemic awareness, phonics, fluency, and vocabulary development.

Targeted Intervention Planning
Assisted schools in designing and implementing tiered interventions for struggling readers. This includes working with educators to create individualized plans based on student assessment data, ensuring that students receive appropriate interventions in small group settings.

Coaching for Classroom Management and Instructional Strategies
Provided individualized coaching to teachers in classroom management, instructional routines, and literacy-focused practices. This could include helping teachers with explicit instruction, modeling effective teaching strategies, and ensuring that lessons are delivered in a systematic and structured manner.

Progress Monitoring and Data Analysis
Supported schools in setting up systems for ongoing progress monitoring and data analysis. This includes analyzing assessment results, tracking student progress, and using data to adjust instruction, ensuring that interventions remain responsive to student needs.

Family and Community Engagement
Facilitated family literacy programs and workshops aimed at engaging parents and caregivers in their child's literacy development. This could include offering strategies for supporting literacy development at home, hosting family literacy nights, and creating resources for families to use outside the classroom.

Professional Learning Communities (PLCs)
Led or facilitated PLCs where educators can collaborate, share best practices, and reflect on their literacy instruction. These communities focus on continuous improvement and provide teachers with a space to discuss challenges, share solutions, and refine their teaching practices.

District-Wide Literacy Strategy Implementation
Provided leadership and support for district-wide literacy initiatives, such as implementing district literacy goals, ensuring alignment with state standards, and integrating structured literacy practices across all grade levels. This could also include ensuring consistent professional development for all teachers in the district.

Leadership Coaching and Support
Worked with school leaders to develop literacy-focused leadership strategies, including how to support teachers in implementing evidence-based literacy practices. This could involve coaching leaders on how to create and maintain a culture of literacy in schools and guide teachers through effective professional development and instructional practices.

Integration of Technology in Literacy Instruction
Assisted educators in integrating technology tools that support literacy development, such as phonics apps, reading programs, and tools for formative assessment. This service could include training teachers on how to effectively use digital resources in alignment with structured literacy principles.

Specialized Literacy Training for Diverse Learners
Provided professional development and coaching focused on supporting diverse learners, such as students with dyslexia, English language learners, or students with other learning disabilities. This training would focus on specialized strategies to support these students' literacy development using structured, evidence-based methods.

Letters of Reference:

*** See Appendix G**

- Vinton-Shellsburg Community School District: Andrea Townsley, Elementary Administrator and Curriculum Director, Phone 319-551-4625

- Rapacious Learning, LLC: Wendy Parker, Consultant for Special Education Services, former Director of Student Services for Cedar Rapids Community School District; Phone: 641-417-8586

- Mid-Prairie Community School District, Director of Student Services: Jodee Beck, Phone: 319-350-8970
- Kris Donnelly, University of Northern Iowa, Assistant Professor of Instruction: Phone: 319-361-3397

Exhibit 4 - Relevant Experience with Children and Youth (Birth to Grade 12)

Ronda Hilbert-Lamphier has thirty-four years of experience in PK–12 education in Iowa, including:

- **18 years of classroom experience**, which includes:
  - Special education (Strat 1, 2, and 3) for grades 3-8
  - 10 years of team-teaching in literacy instruction
  - General education instruction, spanning grades 6-8
- **15 years at an Area Education Agency (AEA)**, including:
  - 2 years as a special education consultant
  - 13 years as a special education and general education literacy consultant
- **1 year as an independent education consultant**, focusing specifically on literacy.

Throughout her career, Ronda has provided comprehensive literacy support, including coaching, professional development, and curriculum alignment. She has ensured that both special education and general education teachers are equipped with the tools needed to effectively teach all students.

Examples of Relevant Experiences

- **District Specific**

- Designed and delivered district-wide professional development on the Science of Reading.
- Facilitated LETRS bridging sessions to help teachers apply learning into daily instruction.
- Supported leadership teams in aligning Tier 1 instruction to MTSS frameworks.
- Led coaching cycles with individual teachers focused on phonics, phonemic awareness, and structured literacy routines.
- Conducted monthly observation days in over 18 classrooms per visit.
- Provided feedback and coaching on foundational literacy routines.
- Led collaborative sessions to deepen understanding of Scarborough's Rope and the Simple View of Reading.
- Guided data analysis to inform instructional planning and interventions.

- **Area Education Agency (2008–2024):**
  - Served as a literacy lead consultant for both general education and special education teams.
  - Co-developed Iowa's original "Intensification Guide" to support Supplemental and Intensive Tiers within MTSS.
  - Member of the team that created the "Specially Designed Instruction K–6 Literacy" training now used statewide.
  - Delivered professional development on explicit instruction, diagnostic assessment use, and intervention design for hundreds of teachers.
  - Consulted directly with districts to create sustainable literacy frameworks aligned with state initiatives.
- **Classroom Teaching (18 years total, 10 years team-teaching):**

- Implemented evidence-based literacy instruction in a variety of classroom settings.
- Specialized in collaborative team teaching to meet diverse student needs.
- Integrated structured literacy routines that addressed phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Specializations:

- **Strat 1** (Special Education)
- **K-6 Teaching** (General and Special Education)
- **Special Education Consulting** (K-12)
- **K-12 School Counseling**
- **Certified LETRS Trainer**
- **K-6 SDI Literacy Co-Creator and Trainer**

These specializations highlight Ronda Hilbert-Lamphier's expertise in literacy instruction, special education, and school counseling, as well as her leadership in developing and delivering literacy training programs.

Exhibit 5 - Mandatory Specifications

All-Inclusive Literacy, LLC provides customized, evidence-based literacy professional development and coaching services aligned with the Science of Reading and Iowa's Early Literacy Blueprint.

We have read and understand all terms and conditions of the RFP, including the contract provisions in Section 6. We will comply fully with all specifications.

- **Yes**, we have the ability to deliver coaching, professional learning, and large-scale training—**examples in Appendix A.**

  We offer job-embedded coaching that provides personalized, real-time support for teachers, helping them apply research-based literacy strategies in their classrooms. Through professional learning communities (PLCs), we foster collaboration and reflection, ensuring that educators continuously refine their practices.

  Additionally, we have experience delivering large-scale training sessions, such as those focused on the **Supplemental and Intensive Tiers Guide** and **K-6 SDI Literacy**, across districts in Iowa. These sessions equip educators with the tools and strategies needed to support all students, particularly those requiring additional intervention.

  Our approach ensures that educators are well-prepared to implement high-quality literacy instruction aligned with the Science of Reading, leading to improved student outcomes.

- **Yes**, we have strong knowledge and application of the Science of Reading and the MTSS Framework—examples in **Appendix B**.

  Our expertise is supported by extensive training, including completing LETRS (Language Essentials for Teachers of Reading and Spelling) from August 2012 to 2019, where we gained in-depth knowledge of the cognitive processes involved in reading and how to teach foundational literacy skills effectively.

We also contributed to the development of the **Supplemental and Intensive Tiers Guide** and **K-6 SDI Literacy**, which focus on ensuring that all learners' literacy needs are met through systematic, evidence-based approaches. These resources align with the MTSS framework, helping districts provide the right level of support to students at all tiers of intervention, particularly those who require additional help.

This comprehensive knowledge allows us to effectively integrate the Science of Reading into MTSS frameworks, ensuring that every student's literacy needs are addressed and supported.

- **Yes**, we are committed to serving diverse district types, including urban, rural, and suburban communities—**examples in Appendix C.**

  Ronda Hilbert-Lamphier's experience working at Grant Wood Area Education Agency (AEA) provided her with the opportunity to support a wide range of districts, including Cedar Rapids Community School District, College Community School District, Benton Community School District, Vinton-Shellsburg Community School District, and Center Point-Urbana School District. This experience allowed her to develop a deep understanding of the unique needs and challenges faced by districts of varying sizes and demographics, and how to provide tailored literacy support that meets these diverse needs.

  In urban districts like Cedar Rapids, Ronda worked with large, diverse student populations, focusing on scaling effective literacy programs across numerous schools. In rural communities such as Benton, Vinton-Shellsburg, and Center Point-Urbana, she collaborated closely with teachers and administrators to implement literacy strategies that were adaptable to smaller classrooms. Additionally, her work with suburban districts like College Community allowed her to refine systems of support that balance high expectations with targeted interventions.

By supporting these varied districts, Ronda gained valuable insights into how to adjust literacy instruction to fit the context of each community, ensuring that all students receive the support they need to succeed.

Exhibit 6 - Knowledge Areas

Science of Reading:

The Science of Reading is a body of research that explains how the brain learns to read and the most effective methods for teaching literacy. It encompasses evidence-based strategies focused on building strong foundational skills like phonemic awareness, phonics, vocabulary, fluency, and comprehension. Through LETRS (Language Essentials for Teachers of Reading and Spelling) training, Ronda Hilbert-Lamphier has learned how critical it is to provide explicit, systematic instruction in these areas, ensuring all students, regardless of their background or learning needs, have the tools to become skilled, confident readers. It's about making sure that educators give students the best possible foundation for success in reading by understanding how they learn to read and applying that knowledge to teaching practices.

Systems-Level Improvement:

In her most recent experience, Ronda worked with a large elementary school of 925 students to refine their literacy instruction, primarily focusing on the kindergarten team. They applied the learning from LETRS to enhance classroom practices, specifically emphasizing the importance of letter sounds. Through targeted professional development and coaching sessions, teachers were supported in strengthening their phonics instruction, ensuring that students were explicitly taught letter-sound relationships.

After winter testing, fewer than 20 kindergarten students were unable to pass the letter names/letter sounds assessment, showing significant improvement compared to the fall. Additionally, overall proficiency scores increased dramatically, rising from 61% proficient in the fall to 91% proficient in the winter, maintaining this high proficiency rate through the spring. Throughout this process, data was regularly analyzed to adjust instruction and ensure that the needs of every student were being met.

As the next step, the plan is to implement sound walls in all classrooms across the elementary school. This will further strengthen phonics and decoding instruction, ensuring consistency and continuity in literacy teaching practices throughout the school. This work led to a noticeable improvement in student outcomes and is setting the foundation for sustained growth in literacy achievement across the school.

MTSS Support Experience:

- **Tier 1 Core Instruction Alignment:**
  Ronda has worked with schools to ensure that their core literacy instruction in Tier 1 aligns with best research-based practices, such as those found in the Science of Reading and LETRS. She supported teachers in delivering clear, systematic phonics and reading lessons that help all students succeed, while also adapting strategies to meet the diverse needs of every student in the classroom.

- **Tier 2/3 Intervention Coaching:**
  For students needing additional support, Ronda provided coaching to teachers in Tier 2/3 settings. The focus was on small-group instruction and tailoring interventions to meet each student's unique needs. By using data, Ronda helped identify the most effective strategies to get students back on track and improve their progress.

- **Data Analysis for Tiers 1, 2, and 3 Decision-Making:**
  Ronda led regular sessions to analyze student data across Tiers 1, 2, and 3, assessing both formative and summative assessments to identify trends. She worked with schools to use this data to adjust instruction and interventions, ensuring every student received the appropriate level of support for their growth.

By focusing on these areas, Ronda helped schools strengthen their literacy instruction at all levels, ensuring that students received the support needed to succeed at every stage of learning.

Comprehensive Literacy Approach:

It's important to address all areas of literacy, including the components often referred to as the top part of Scarborough's Reading Rope. Many believe that the Science of Reading only addresses the lower part of the rope, focusing on foundational skills like phonemic awareness and phonics. However, Ronda works with teachers to ensure that, from a student's learning perspective, all parts of the rope—including vocabulary, fluency, and comprehension—are integrated into instruction. This comprehensive approach ensures that literacy development addresses not only decoding skills but also the higher-level cognitive abilities needed for reading comprehension, ensuring that students can both decode words and understand the meaning behind them.

Exhibit 7 - Coaching Services

Summary of Experience in Coaching Educators in Literacy Instruction and Improvement Efforts:

With decades of experience coaching teachers, instructional coaches, and administrators, Ronda Hilbert-Lamphier has honed her ability to lead and support schools in their literacy improvement efforts. Her work focuses on providing educators with the tools, strategies, and support they need to implement Structured Literacy practices effectively, ensuring meaningful and measurable outcomes for students.

Services Provided Include:

- **Workshops on Structured Literacy:**
  Ronda delivers interactive, evidence-based training sessions that focus on key literacy components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. These workshops are designed to be immediately applicable, providing practical strategies that educators can use right away to enhance their teaching.

- **Job-Embedded Coaching Cycles:**
  Ronda provides collaborative, goal-focused coaching cycles that include planning, observation, feedback, and reflection. These coaching sessions are tailored to help teachers implement Structured Literacy practices with fidelity, ensuring that instructional routines are aligned with best practices and support student growth.

- **LETRS Bridging Support:**
  Ronda supports educators in applying what they've learned through LETRS (Language Essentials for Teachers of Reading and Spelling) training to their daily instruction. She ensures that coursework is aligned with district materials and student needs, enabling sustained implementation of effective literacy practices in the classroom.

- **MTSS Literacy Planning:**
  Ronda guides districts in developing strong Tier 1 instruction and effective Tier 2/3 interventions within a Multi-Tiered System of Supports (MTSS) framework. She emphasizes the importance of data-driven decision-making, helping schools align literacy instruction across all tiers and meet the needs of all learners.

- **Data Analysis for Intervention Planning:**
  Ronda facilitates the review of screening and progress-monitoring data to ensure that students are matched with the appropriate interventions. By regularly analyzing data, she supports educators in making informed decisions that help track student progress and adjust instruction to drive better outcomes.

Personnel Expertise:

- **Ronda Hilbert-Lamphier**: With 34 years of experience in education, including a background in both special education and general education, I am **LETRS** trained and have extensive expertise in **Science of Reading**. My years of experience have shaped my ability to understand the challenges educators face and how to effectively support them in improving literacy instruction.

Approach:

- **Collaborative and Goal-Focused**: Ronda Hilbert-Lamphier's approach centers around collaboration with educators, setting clear goals, and tracking measurable progress. She ensures that each step of the coaching process is documented and that feedback is actionable. The goal is to create a supportive environment that fosters growth and enhances literacy outcomes for students.

Through her experience, Ronda is confident in her ability to logically plan and achieve the objectives outlined in this RFP, providing meaningful, sustainable improvements in literacy instruction across schools and districts.

Exhibit 8 - Coaching Strategy

Coaching Strategy for Literacy Instruction:

Ronda Hilbert-Lamphier's coaching strategy is centered around building a collaborative, goal-focused partnership with educators. The goal is to ensure that teachers feel supported and empowered to implement best practices in literacy instruction while fostering a growth mindset for continuous improvement. This approach includes clear communication, actionable feedback, and tailored guidance aligned with the specific needs of the teacher, students, and overall district goals.

Key Components of the Coaching Strategy:

Collaborative Goal Setting:

Ronda begins coaching relationships by partnering with teachers to set clear, achievable goals focused on improving literacy instruction, student outcomes, or specific areas of growth. These goals are always measurable to ensure progress is tracked throughout the coaching sessions.

- **Example:** In a district, Ronda worked with a kindergarten teacher to set a goal aimed at improving phonemic awareness instruction. The teacher wanted to help students become more confident in identifying sounds in words. Together, they broke this down into specific milestones, such as identifying initial, medial, and final sounds, and tracked student progress using formative assessments.

Observation and Feedback:

Ronda observes teachers in their classroom settings, identifying strengths and areas for improvement. She provides immediate, actionable feedback that allows teachers to reflect on their practices and make necessary adjustments.

- **Example:** In one coaching cycle, Ronda observed a teacher's phonics lesson and noted that the pace was too quick for some students to fully grasp the concepts. She provided feedback on how to slow down the lesson, use more visuals, and incorporate hands-on activities. In a follow-up session, the teacher observed increased student engagement and better comprehension.

Modeling and Co-Teaching:

Ronda models instructional practices in the classroom to demonstrate effective lesson delivery, and then allows the teacher to take over with her guidance. This approach builds confidence and helps teachers feel comfortable implementing new strategies.

- **Example:** While working with a second-grade teacher, Ronda modeled how to introduce a new vocabulary lesson using a multi-sensory approach. She incorporated visual aids, gestures, and real-world connections. Afterward, they co-taught the next lesson together, and the teacher successfully replicated the strategies, adding her creative elements.

Reflection and Adjustments:

Coaching is not a one-size-fits-all approach. After each session, Ronda engages in reflective discussions with teachers to evaluate what worked and what needs adjusting.

This ongoing cycle ensures that teaching strategies evolve to meet the changing needs of students.

- **Example:** In a district with struggling readers, Ronda worked with a teacher who initially implemented a phonemic awareness program but wasn't seeing immediate results. After reflecting on student assessments and lesson outcomes, they adjusted the pacing and integrated additional practice activities, leading to more targeted interventions and improved student performance by the end of the semester.

Sustained Support:
Coaching is an ongoing process. Ronda provides continuous support through regular check-ins, follow-up sessions, and data analysis to track the teacher's progress toward their goals. She encourages teachers to continue refining their practice and celebrates successes along the way.

- **Example:** After several months of coaching, Ronda continued to check in with a teacher who had successfully implemented a new literacy strategy. They reviewed student progress data and discussed how the teacher could further refine their approach to meet the needs of diverse learners. The teacher felt confident and equipped to continue implementing the strategy independently.

Conclusion:

Ronda Hilbert-Lamphier's coaching strategy revolves around collaboration, tailored support, and continuous reflection. By setting clear goals, offering actionable feedback, modeling best practices, and providing sustained support, she helps educators grow in their practice and ultimately improve student outcomes. Through these coaching relationships, many teachers have become more confident in implementing structured literacy practices effectively, resulting in measurable improvements in student reading achievement.

Through her experience, Ronda is confident in her ability to logically plan and achieve the objectives outlined in this RFP, providing meaningful and sustainable improvements in literacy instruction across schools and districts. Should additional consultation be needed, Ronda ensures that no extra charges are passed onto the district. *For example, if she consults with a digital technology expert regarding available technology supports for a student, she will do so at no additional cost to the district.*

Exhibit 9 - Approach

Understanding and Approach to Evidence-Based Practices for Supporting Literacy Instruction for Students with Disabilities and English Language Learners

Students with Disabilities:

At All-Inclusive Literacy, Ronda Hilbert-Lamphier focuses on Structured Literacy practices that are directly aligned with each student's IEP goals. This approach involves the systematic and explicit teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies tailored to individual learning needs. Instruction is delivered in a measurable and consistent manner, ensuring alignment with federal and state requirements for specially designed instruction (SDI).

- **Collaborative Planning:** Ronda works closely with special education staff to ensure that instruction is aligned with students' IEPs, ensuring each lesson targets specific literacy goals. This collaborative approach ensures that students receive targeted support, and their progress is tracked through regular data analysis and adjustments to instruction as necessary.

- **Diagnostic-Based Interventions:** Ronda uses diagnostic assessments to identify specific reading skill deficits. For example, phoneme segmentation assessments, decoding inventories, or oral reading fluency measures are used to pinpoint gaps in skills. Instruction is then data-driven, with interventions adjusted to meet students' evolving needs.

- **Scaffolded, Explicit Teaching:** Instruction is delivered using scaffolded techniques, such as clear modeling, guided practice with immediate feedback, and gradual release to independence. Visual supports, sentence frames, and task chunking are utilized to help students access grade-level content while meeting their individual learning needs. For example, students may be provided with visual aids representing phoneme-grapheme relationships or sentence starters to assist with writing tasks. Review is built into lessons to ensure mastery and retention.

Example: In one district, Ronda worked with a special education team to help a group of third-grade students with decoding challenges. After using diagnostic assessments to identify specific phoneme awareness gaps, structured phonics instruction with regular progress monitoring was implemented. After a semester of targeted interventions, over

85% of the students showed significant improvement in their decoding skills, progressing from non-proficient to proficient levels on district assessments.

English Language Learners (ELLs):

For English Language Learners, All-Inclusive Literacy's approach focuses on providing rich oral language experiences and building foundational literacy skills, such as vocabulary and background knowledge.

- **Oral Language Development:** Ronda prioritizes dialogic reading, structured conversations, and intentional questioning to build listening comprehension, expressive language, and narrative skills. These activities provide students with ample opportunities to practice and use language in meaningful contexts.

- **Vocabulary Instruction with Visual Supports:** Ronda provides systematic vocabulary instruction focused on high-utility Tier 2 words, using visuals, realia, and student-friendly definitions. Techniques like semantic mapping and word learning routines are used to deepen students' understanding and help them transfer these words into reading and writing contexts.

- **Background Knowledge Building:** Ronda selects texts and content that expand students' knowledge of the world, connecting new learning to their lived experiences. By using read-alouds, content-rich discussions, and thematic units, she helps mitigate knowledge gaps that can contribute to difficulties in reading comprehension. For example, a story about animals may be followed by a structured discussion about animals in different habitats, helping students connect that knowledge to their reading material.

Example: In working with a group of ELL students, Ronda implemented a vocabulary-building strategy using semantic mapping and visuals to teach words related to emotions. After eight weeks, students were able to use these words in their writing and verbal communication more effectively. There was also a noticeable improvement in their reading comprehension, particularly when encountering unfamiliar words in context.

Sample of Data Demonstrating Success of the Implementation:

- **Students with Disabilities:** After implementing Structured Literacy strategies with a group of second-grade students with IEPs, including targeted phonemic awareness and phonics instruction, 75% of the students demonstrated a significant increase in their ability to decode grade-level text, moving from below the 25th percentile to the 50th percentile on the DIBELS assessment after one semester.

- **English Language Learners:** After using systematic vocabulary instruction and oral language development activities, 80% of ELL students improved their ability to use new vocabulary words in writing tasks, as measured by a pre- and post-assessment. Additionally, their reading comprehension scores increased by an average of 15%, as assessed by a district-wide comprehension test. This demonstrated that their background knowledge and vocabulary development directly contributed to improved literacy outcomes.

Through these strategies, All-Inclusive Literacy provides evidence-based support that is tailored to individual student needs, ensuring that both students with disabilities and English Language Learners receive the necessary support to succeed in literacy.

Exhibit 10 - Deliverables

The following reports and deliverables are available:

- **Professional Development Session Agendas and Materials**: Detailed agendas and materials for each professional development session provided. (See Appendix A)

- **Coaching Logs with Goals and Outcomes**: Logs that track coaching progress, including goals, action steps, and measurable outcomes. (See Appendix A)

- **Tools to Support Coaching**: A variety of tools and resources designed to support the coaching process and ensure successful implementation. (See Appendix E)

Exhibit 11 - Personnel

Ronda Hilbert-Lamphier, through All-Inclusive Literacy, provides tailored services to enhance literacy outcomes for students. With extensive experience in special and general education, Ronda offers evidence-based professional development, coaching, and curriculum alignment to support educators and improve literacy instruction across districts.

See Appendix H for detailed Resume

Exhibit 12 - Geographical Locations Serviced

Ronda Hilbert-Lamphier is able to provide services across the State of Iowa. The geographical areas served are as follows:

- Priority given to Northeast, Southeast, and Central Iowa
- Preference given within a 3-hour radius of Independence, Iowa
- Open to considering Western Iowa as well, depending on the amount of support needed

Exhibit 13 - Professional/Organizational Services Overview

Mission:

The mission of **All-Inclusive Literacy** is to explore, empower, and excel in the field of literacy education. We are dedicated to supporting educators in their journey of learning about the Science of Reading, empowering them to implement best practices, and analyzing student responses to improve literacy outcomes. Our goal is to provide comprehensive resources and guidance to ensure that all students have the opportunity to develop strong literacy skills and thrive academically. Through a collaborative approach, we aim to foster a community of educators passionate about unlocking the full potential of every learner.

Services Offered:

- **Workshops on Structured Literacy:**
  All-Inclusive Literacy provides interactive, evidence-based training on key literacy components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Workshops are tailored to district needs, offering practical strategies that teachers can apply immediately in their classrooms.

- **Job-Embedded Coaching Cycles:**
  We offer collaborative, goal-focused coaching that includes planning, observation, feedback, and reflection. These coaching cycles support teachers in implementing Structured Literacy practices with fidelity, ensuring that instructional routines align with best practices and support student growth.

- **LETRS Bridging Support:**
  All-Inclusive Literacy helps educators apply their LETRS (Language Essentials for Teachers of Reading and Spelling) learning to daily instruction. This service ensures that LETRS coursework is aligned with district materials and student needs for sustained, effective implementation.

- **MTSS Literacy Planning:**
  We guide districts in developing strong Tier 1 instruction and effective Tier 2/3 interventions within a Multi-Tiered System of Supports (MTSS) framework. Our support emphasizes data-driven decision-making and system-wide alignment to meet the needs of all learners.

- **Data Analysis for Intervention Planning:**
  We facilitate the review of screening and progress-monitoring data, helping educators match students with appropriate interventions and track outcomes to make informed instructional decisions.

Relevant Experience:

- **Designed and delivered district-wide professional development** on the Science of Reading, including LETRS bridging and explicit instructional practices.

- **Led coaching cycles and classroom observations** to support the implementation of phonemic awareness, phonics, and foundational literacy routines.

- **Provided feedback and modeling** for teachers to implement structured literacy practices aligned with MTSS Tier 1 frameworks.
- **Guided leadership teams** and facilitated collaborative sessions on Scarborough's Rope and the Simple View of Reading.
- **Supported data analysis** to inform intervention planning and improve instructional decision-making.
- **Served as a consultant** for general and special education teams, helping develop sustainable literacy frameworks.
- **Co-developed Iowa's "Intensification Guide" and "Specially Designed Instruction K–6 Literacy" training**, which is used statewide.

All-Inclusive Literacy offers a comprehensive set of services and a proven track record of helping districts strengthen their literacy instruction and improve student outcomes. With extensive experience in structured literacy, MTSS, and data-driven intervention planning, we are well-equipped to support subgrantees in their literacy improvement efforts.

Exhibit 14 - Supporting Documentation

Ronda Hilbert-Lamphier has played a key role in co-creating several important state-used documents and resources aimed at improving literacy instruction and providing targeted support to educators. These resources include:

- **Coaching the SDI Framework (Diagnose, Design, and Deliver)**: Ronda co-created this framework, which provides a structured approach to supporting teachers in diagnosing student needs, designing personalized instructional plans, and delivering effective interventions. This framework has been widely adopted by the state to ensure that literacy instruction is tailored to the individual needs of students.

- **K-6 Specially Designed Instruction Package**: Co-created by Ronda, this package, developed from Fall 2015 to Spring 2024, provides educators with a comprehensive set of tools and strategies to implement Specially Designed Instruction (SDI) across K-6 grade levels. The package is designed to support students with diverse learning needs, ensuring they receive instruction that is both accessible and challenging.

- **K-6 Specially Designed Instruction Course 3: Goal Writing**: Co-created by Ronda in Spring 2024, this course focuses on helping educators write clear, measurable, and achievable goals for students with disabilities. This resource is aimed at improving IEP goal development and ensuring that instructional goals align with students' unique learning needs.

In addition to the state-level resources, Ronda has also developed **district-specific resources** tailored to the unique needs and requests of various leadership planning teams. These include:

- **Professional Development Agendas and Slide Decks**: Ronda has created customized agendas and slide decks for district-specific professional development sessions. These resources are designed to align with the district's literacy goals and ensure that educators receive the relevant training and support needed to improve their practice. These materials are shared upon request and are adaptable to fit the specific needs of each district.

Through these contributions, Ronda has played a pivotal role in supporting both state-level literacy initiatives and district-specific efforts, ensuring that educators have the tools and resources they need to effectively support students and improve literacy outcomes.

Exhibit 15 - Additional Services

All-Inclusive Literacy, led by Ronda Hilbert-Lamphier, understands the diverse needs of districts and is prepared to offer the following services if needed:

Virtual Coaching Packages:

- All-Inclusive Literacy offers flexible, cost-effective coaching via secure video conferencing, making professional support accessible to educators across Iowa.
- Includes goal-setting sessions, live or recorded lesson reviews, planning support, and feedback conversations.
- Provides ongoing follow-up between in-person visits, ensuring continuous professional learning.
- Ideal for rural districts or teams with limited release time, offering personalized support for sustaining Structured Literacy implementation.

Literacy Leadership Retreats:

- These intensive, collaborative sessions are designed for district and school leaders to develop a shared vision and actionable plans for literacy improvement.
- Topics include building MTSS frameworks, supporting adult learning, and sustaining Science of Reading initiatives.
- Facilitated planning time allows leadership teams to align goals, define roles, and create actionable implementation timelines.
- Can be delivered on-site or at regional locations to foster networking and idea exchange.

Custom Curriculum Alignment Consultation:

- All-Inclusive Literacy provides an in-depth review of existing ELA curriculum resources to ensure they align with Science of Reading research and Iowa standards.
- Identifies gaps and provides recommendations for strengthening phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
- Collaborative planning with district teams to adapt, supplement, or select materials that support high-quality, equitable literacy instruction.
- Provides guidance on integrating intervention resources and supports for multilingual learners and students with disabilities.

Family Literacy Event Planning:

- We support schools and districts in designing engaging, accessible events that build partnerships with families to enhance reading at home.
- Includes planning templates, activity ideas, book selection guidance, and strategies for connecting with multilingual and diverse communities.
- Emphasizes practical tips for caregivers on reading aloud, language development, and creating literacy-rich environments at home.
- Aims to build community trust and align school-family efforts to improve student literacy outcomes.

Literacy Curriculum Review and Adoption:

- Our service offers comprehensive facilitation of the curriculum review and adoption process, ensuring alignment with district goals and Iowa DE expectations.

- Includes needs assessment, stakeholder engagement, resource vetting, pilot planning, and final selection support.
- Ensures all adopted resources meet evidence-based standards and align with Structured Literacy principles.
- Offers follow-up implementation planning to support training, rollout, and monitoring of new curriculum resources.

APPENDIX

A

(Samples include: Coaching log template, coaching log, Science of Reading Professional Learning Slide Deck, K6 SDI Training Agenda, and Slide Deck - used for state-wide training)

SDI K-6 Professional Learning Schedule

(subject to revision)

SDI Teams (special education teachers, coaches, building admin): Professional learning is planned around 8 learning outcomes identified to best support K-6 literacy within the SDI Framework. Those learning outcomes include:

- diagnosing school-wide literacy needs
- diagnosing targeted foundational literacy skills
- making instructional matches
- designing effective instructional routines
- writing ambitious goals
- coordinating SDI across general and special education resources
- implementing SDI
- using ongoing data to guide instruction

Professional learning includes learning to increase knowledge and application of these concepts and therefore includes both traditional training and transfer to practice through coaching, communities of practice and collaboration at the building level. The below professional learning plan outlines training for SDI Teams and coaches with an emphasis on coaches and leaders facilitating teams to use and implement at the building level.

When reviewing the trainings below make note of trainings for New vs. Returning Sites as well as trainings for teachers that are new to the SDI team.

Coaches: Coaches (internal and external) have an important role in this work. Coaches will receive professional learning on K-6 literacy related content so they can facilitate transfer of training and practice to their SDI team. In addition to specific K-6 content focused on the 8 learning outcomes, this year coaches will also receive specific training in the coaching cycle and SDI concepts through training provided across strands to all SDI coaches. Thus there are 2 layers of training for coaches:

- SDI Coaching
  - Focused on the Coaching Cycle and SDI components
  - LEA and AEA admin are encouraged to attend to support the system coaching role
- K-6 Coaching Literacy
  - Focused on the 8 learning outcomes for K-6 SDI literacy

Registration: Please watch for email from either Kathy Bertsch (Kathy.bertsch@iowa.gov) or Julie Carmer (Julie.carmer@iowa.gov) to register for events. Unless noted at registration all trainings will start at 8:00 with light refreshments and go from 8:30-4:00.

Materials may be downloaded at: https://tinyurl.com/SDI-K6-16-17

Schedule of Events

F=Face to Face: W=Webinar; O=Online Course

Date	Title	New Coaches	Returning Coaches	SDI Teams
9/20/16 - 9/21/16; ALL Strands	SDI Coaching (both days required for all strand coaches) [F]	Yes	Yes	No
9/27/16	Returning K-6 Site Kick-off [F]	Only for returning sites	Yes	Returning Sites
October 1-January 1 ALL STRANDS Flexible On-line	SDI Coaching Module 1 [O] (Diagnose) SDI Coaching Module 2 [O] (Design) SDI Coaching Module 3 [O] (Deliver)	Yes	Yes	No
10/4/16-10/5/16 (2 day)	K-6 Coaching Literacy 1 (Orientation) [F]	Yes	No	No
10/20/16	K-6 Coaching Literacy 2 (Deep Diagnose)[F]	Yes	Optional	No
11/9-11/10	New SDI K-6 Site Kick-off [F]	Only for New Sites	No	New Sites & New Teachers
12/14-12/15/16	K-6 Coaching Literacy 3 (Effective Instruction) [F]	Yes	Yes	No
Jan Coaching Task Team Training ALL STRANDS	SDI Coaching Follow-up (all strands) [F]	Yes	Yes	No
Monthly January-April (TBD) 12:30-1:15	K-6 Coaching Literacy [4 Webinars]	Yes	No	Optional
Monthly January-April (TBD) ALL STRANDS	SDI Coaching Webinar [4 Webinars]	Yes	Yes	No
May TBD	SDI K-6 Spring Retreat [F]	Yes	Yes	Yes

Iowa PLUS

SPECIALLY DESIGNED INSTRUCTION IOWASDI

Specially Designed Instruction K-6 Onboarding the Leadership Team

"New" Leadership Team Training

Objectives for Onboarding New Leadership

Participants will leave knowing:

1. The role of the building leadership team in leading implementation of SDI.
2. Key activities and schedules to support implementation.
3. Next steps in leading SDI K6 Literacy.

It's OK to feel many things at once, including uncertainty.

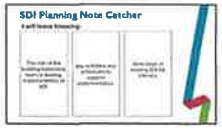
The Roadmap

IDEA-DA

IDEA-Differentiated Accountability (IDEA-DA) is a continuous monitoring cycle that includes compliance and results elements aligned with federal and state requirements for special education programs. IDEA-DA maintains a primary focus on improving educational results and functional outcomes for all students with disabilities and ensuring compliance with Part B, with particular emphasis on those requirements most closely related to improving educational results for students with disabilities. Different data sources and methods are used to monitor LEAs annually. The information collected is reviewed, verified and publicly reported annually in the Annual Performance Report (APR). Specific State Performance Plan (SPP) indicators require a review of data for all LEAs each year with follow-up reviews for LEAs below the state targets.

Navigating Through Our Learning

These two documents are meant to help you continue to ask questions and capture thoughts as we go through the learning today.



Building a Common Foundation

What is Specially Designed Instruction (SDI)?

Specially Designed Instruction:

...adapting as appropriate the content, methodology or delivery of instruction

I. to address the unique needs of a child that result from the child's disability; and

II. to ensure access of the child to the general curriculum, so that the child can meet the same educational standards of the public agency that apply to all children.

IDEIA [300.39(b)(31)]

What is Specially Designed Instruction (SDI)?

Specially Designed Instruction:

...adapting as appropriate the **content, methodology or delivery** of instruction

I. to address the **unique needs** of a child that result from the child's **disability**; and

II. to ensure **access** of the child to the **general curriculum**, so that the child can meet the **same educational standards** of the public agency that apply to all children.

IDEIA [300.39(b)(31)]

Specially Designed Instruction

Adapting the **content, methodology**, and/or **delivery of instruction**

Based on the unique needs of the individual resulting from a disability

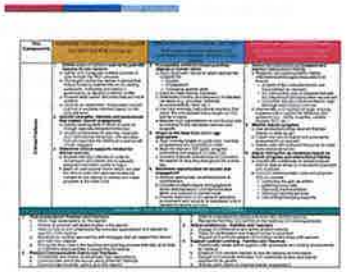
Ensure access to the general education curriculum

Meet the educational standards that apply to all students.

Adapting As Appropriate

Content	Methodology	Delivery
What?	How?	Who? Where? When?

SDI Framework



Digging Into the SDI Framework

There are "posters" around the room with parts of the SDI Framework.
In your triad, use the "Word, Phrase, Sentence and Implications" protocol to process each section and talk about implications for your district.

***The SDI Framework has many implications and tools. Therefore, by that poster there is a separate document to reflect upon coaching as well as identify tools that we need to dig deeper into as a team.

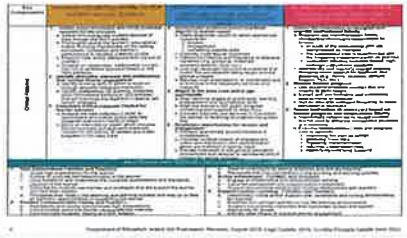
walk & talk

05:00

Preview - The critical feature of Diagnose, Design and Deliver. (pg.4)

Envelope - Locate the envelope w/ paper strips.

Partners - One at a time read each activity, discuss which component it most belongs and place it on the framework.



SDI Framework Placemat Activity

Guiding Principles

Guiding principles are moral values that set a standard for behavior and attitude within a workplace.

What | Who | Where | When | Why | How

SDI Guiding Principles

The following **foundational beliefs** are of key importance as we work together to improve our special education outcomes, services and SDI for our learners here in Iowa:

- Learners receiving special education services are **general education learners first and always.**
- Highly effective special education services and outcomes are dependent on highly **effective universal instruction and a school-wide intervention system.**
- Effective SDI is designed through **collaboration** between **families and** highly qualified **educators.**
- SDI is **delivered by special education and general education teachers** and professionals in **various settings** across the day.
- The **state and local standards, competencies,** and **expectations in all domains** that apply to each learner **drive diagnosis, design and delivery** of SDI.
- Highly effective SDI flows from **high quality** and **specific** assessment information.
- SDI supports learners to **use tools, materials and strategies** to **access** the Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to **address** their **unique needs** as result of the individual's disability.

Specially Designed Instruction
Guiding Principle #1

Learners receiving **special education services** are **general education** learners **first** and **always**.

Do you agree with this statement?
Have you ever experienced a challenge with this mindset?

5:00

SDI Guiding Principles: Consensus

One person's role will be to facilitate the conversation to get consensus around the statement - **Queen** card

If you draw a number, your number indicates the role you play in the consensus conversation around the statement on the screen.

Elephant = Strongly Disagree (will sabotage, passionately opposed)
Odd = Disagree
Even = Agree

"Well, then, it's unanimous."

For Returning Sites: What's different this year?

Project Coaching:

- Usability site feedback strongly supported the ongoing need for project coaching.
- The grant will be building project coaching capacity at the local (LEA and/or AEA) level
  - A Coaching Task Team will be providing coaches specific training to support content and system coaching.
  - SDI K-6 literacy strand will be doing more front-loading of content knowledge for coaches.
  - Coaches will be doing some logging of their coaching.

K-6 Professional Learning:

- Differentiation - We are making some professional learning optional through use of self-assessments.
- We've outline 8 key learning objectives for SDI Teams.

Building SDI Teams:

- Will be using their data to develop and implement a building-level SDI plan.

Agreement Letter- Next Steps

Return completed agreements letters by Monday, September 12th.

- ***Email Agreement to kathy.bertsch@iowa.gov***

OR

- ***Upload agreement here: https://tinyurl.com/SDI-K6-16-17***

Questions for the good of the group?

About the K-6 SDI Literacy Project ?

About the Agreements ?

About the timeline and schedule?

Contact Kathy Bertsch or Sandy Nelson.

You may also post questions:
https://tinyurl.com/SDI-K6-Agreements

What is coming to you?

See SDI K-6 Training Schedule

Returning SDI Teams – Our first time together is September 27th.

New SDI Teams – Our first time together is November 9-10th.

Coaches (required) & Admin (optional) – SDI Coaching 9/20-9/21 (Contact Ellie Burns at Ellie.burns@iowa.gov for more information)

	Returning Sites	New Sites	Coaches
Fall	Kick-off		Coaches Training & SDI Content Training
Winter		Kick-off	SDI K-6 Literacy Training
Spring	Retreat	Retreat	Coaches Webinars & SDI K-6 Content Workshop/VT Conclusion

Need help or information soon?

Who to contact if you have questions or needs in the next few weeks?

sandra.nelson@iowa.gov

kathy.bertsch@iowa.gov

Learners receiving special education services are general education learners first and always.

Specially Designed Instruction
Guiding Principle #2

Highly effective special education services and outcomes are dependent on highly **effective universal instruction** and a **school-wide intervention system**.

Do you agree with this statement?
Have you ever experienced a challenge with this mindset?

Specially Designed Instruction
Guiding Principle #3

Effective SDI is **designed** through **collaboration** between **families** and highly qualified **educators** .

Consider a time you had a successful collaboration with educators and families. What made it successful?

Specially Designed Instruction
Guiding Principle #4

SDI is **delivered** by **special education** and **general education** teachers and professionals in **various settings** across the **day**.

Do you see evidence of SDI delivered across ALL settings for ALL students?
What evidence did you see?

SDI Guiding Principles: Consensus

One person's role will be to facilitate the conversation to get consensus around the statement - **Queen** card

If you draw a number, your number indicates the role you play in the consensus conversation around the statement on the screen.

Elephant = Strongly Disagree (will sabotage, passionately opposed)
Odd = Disagree
Even = Agree

"Well, then, it's unanimous."

SDI is delivered by special education and general education teachers and professionals in various settings across the day.

Specially Designed Instruction
Guiding Principle #5

The **state and local standards**, and **competencies** and expectations in all domains that apply to each learner **drive** diagnosis, design and delivery of **SDI**.

Where is your district/district you work with in regards to ensuring that standards and expectations drive diagnose, design, and deliver?
Knowledge and/or Implementation

Specially Designed Instruction
Guiding Principle #6

Highly effective SDI flows from **high quality** and **specific** assessment information.

Where is your district/district you work with in regards to ensuring that high quality data and specific assessment information is used to design highly effective SDI?

Specially Designed Instruction
Guiding Principle #7

SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.

T or F: Every child in my school has access to the Iowa Core Standards with goals aligned to their grade level.

- How does SDI help students access the Standards and reach grade-level goals?

Specially Designed Instruction
Guiding Principle #8

SDI helps learners to **address** their unique **needs** as result of the **individual's** disability.

Name some unique needs you have experienced in the school setting? What makes a need *unique*?

SDI Guiding Principles: Consensus

One person's role will be to facilitate the conversation to get consensus around the statement - **Queen** card

If you draw a number, your number indicates the role you play in the consensus conversation around the statement on the screen.

Elephant = Strongly Disagree (will sabotage, passionately opposed)
Odd = Disagree
Even = Agree

SDI helps learners to address their unique needs as a result of the individual's disability

Looking at the Guiding Principles on page 2 of the SDI Framework, look at the scenario and determine which guiding principles are being "broken". Discuss at your table.

Scenarios

Is, Is Not Activity

Is...	Is Not...

Is/Is Not Activity (15 min)
1. Find the envelope in your folder
2. Each person at your table takes one item
3. Take turns reading the item and describing WHY the item IS or IS NOT SDI

What SDI Is...What It Is Not

Is...	Is Not...
In addition to universal instruction	In place of universal instruction
A service- including accommodations, modifications, and other supports	Just focused on accommodations or modifications
Occurs in a range of educational settings	Just the responsibility of the special education teacher
Based on specific skills a student does NOT have in order in access and progress in the general curriculum, but also strengths of the student	A reassessment of the grade level academic content standards being taught in the general education classroom
Instruction written into the IEP that is provided to help student progress towards annual goals, and based on the student's needs	Instruction that is based on something other than what has been pinpointed as a student's needs
Delivered across the MTSS Framework – across Universal, Targeted and Intensive Services	A schedule or a place
Instruction that allows a student to make progress in the general education curriculum, and close the gap in academic performance as compared to their general education peers	An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to students with disabilities)

Team Discussion

Consider what you've learned about Building the Foundation of SDI...
- What might your staff need to know or understand?
- What are your next steps?
- Questions?

SDI & Continuous School Improvement

MTSS and a Dental Analogy

IOWA

Collaborative Inquiry Questions

Team Discussion

Consider what you've learned about Winter/Spring Self-Assessment and Action Planning...

- Taking the FIT is a requirement for Level 2 Support; after looking at the information that can be gained, when does it make sense to have staff take this? (Keep in mind, the first time taking it, the recommendation is to have it facilitated.)
- Questions?

Things that need to be determined -

- PL Schedule
- Coaches identified
- Leadership members identified
- Winter/Spring Retreat (3-4 hours)
- FIT
- PLC

Action Planning

"Teacher, school and student assessments drive your building/district action plan for implementing SDI."

Keep in mind that an action plan was developed as part of the "Data Review" process, plus there is a district ESSA action plan. This should NOT BE additional work/focus. It SHOULD be embedded.

Implementation Through Collaborative Learning

Implementation Through Collaborative Learning

What?

- Engage in collaborative SDI implementation Activities aligned to your action plan 1x per month

How? (options)

- Scheduled PLC time
- Use PLC Coaches Implementation Activities to support learning
- Align activities to your PLC schedule

What?

- Plan A low commitment coaching time (2-3 times per month for two hours)

How? (options)

- Schedule 1:1 coaching opportunities
- Group coaching
- Use assessment data to guide coaching
- "Grow" your coaches

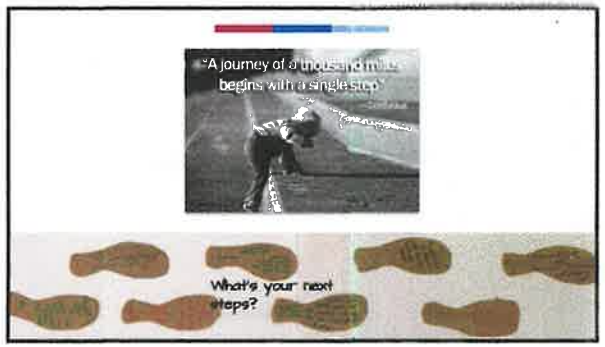
Do certain coaching practices impact teacher implementation?

Team Discussion

Consider what you've learned about collaboration...

- What steps might your team need to take to make space for collaborative learning/ implementation?
- Questions?

Questions


"A journey of a thousand miles
begins with a single step"
What's your next
steps?

Unified Differentiated Accountability and Supports System

Common Tools and Processes

Universal Tier Tools

Supplemental and Intensive Tiers Guide

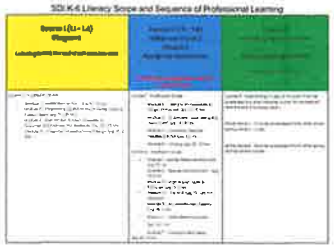
Let's Begin this Work Together !

Goals & Objectives

You Set the Pace!

Professional Learning Opportunities

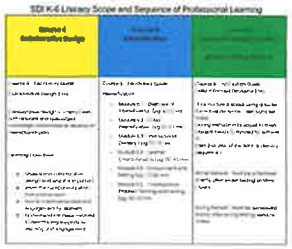
Course 1: Diagnose	Course 2: Design Effective Instruction	Course 3: Goal Setting & Progress Decisions	Course 4: Collaborative Design	Course 5: Intensification	Course 6: Data-Informed Decisions
These two powerful courses provide tools to diagnose needs and evaluate instructional materials to support instructional match.		Course on using data for setting ambitious goals and making decisions.	Course on the Instructional Matrix for Collaborative Design.	Course on using data to determine need and method for intensifying instruction.	Course on use of formative and summative data.



Things to Keep in Mind

1) This is a suggested first year of professional learning.
2) Course 1 can begin early fall; however, ONLY 1.1 - 1.4.
3) Course 3 is a "movable" course.

Possible Year One



School Calendar

25 - 26

Possible Year Two

Team Discussion

Consider what you've learned about Professional Learning...

- Look at your professional learning options for next year...
  - When can professional learning begin?
  - Who "must" be involved in the PL?
  - Who "may" be involved in the PL?
- What learning needs to happen prior to the "package"? (i.e. SDI Framework, Guiding Principles, etc.)
- Questions?

Iowa PLUS

" Supporting and sustaining implementation."

Key Roles & Activities for SDI K-6

How are leadership teams similar to these murmurations?

Key Roles in Implementing SDI Members of the Leadership Team

SDI Roles:

- Building Administration
- AEA Leadership Support
- Leadership Team
- K6 SDI Participants Representation (teacher and or extended team members who may not already be on leadership team)
- Coach(es)

Note: The Leadership Team should include building admin, 1-2 coaches, teachers and 1-2 special education teacher reps and other recommended roles. This may already be a team that is present within a system.

Team Discussion

Consider what you've learned about Leadership Roles and Schedules...

- What might your staff need to know or understand?
- What are your next steps?
- Questions?

Impact of Coaching

Professional Development Outcomes

PROFESSIONAL DEVELOPMENT ELEMENTS	KNOWLEDGE LEVEL (Indicate percentage of participants understanding material)	SKILL ATTAINMENT (Estimate percentage of participants demonstrating proficiency in the instructional practices)	TRANSFER TO PRACTICE (Estimate percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains context—what it is, why it is important and how to teach it)	10%	5%	0%
Demonstration (e.g. presenter models instructional practice)	30%	20%	0%
Practice (e.g. participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g. participants receive ongoing support and guidance when they return to the classroom)	95%	90%	80%

Who are our coaches?

Coaches must have the opportunity to meet with classroom teachers 2-3 times per month.

Team Discussion

Consider what you've learned about Coaching...

- Who are the people coaching this work?
  - Coaches must be able to meet w/ teachers 2-3 times per month. This would be outside PL time.
- System Coaches
- Practice/Instructional Coaches
- Questions?

Self-Assessments & Action Planning

Synthesizing FIT self-assessment results & developing a local SDI implementation plan

Winter & Spring: Self-Assessments & Action Planning

What Assessments?

- SDI FIT
- Student Rate of Growth Data
- Other Relevant Building Assessments

What Actions?

- Use self-assessments to plan collaborative learning to support implementation (Action Plan)

Self-Assessment: THE FIT
(SDI Framework Implementation Tool)

Purpose

- Examine the use of SDI practices
- Identify further areas of growth
- Learn through collaborative dialogue with team members & coaches.

Process

- 30 minute Self-assessment
- 17 items
  - 9 (5 point likert)
  - 7 open ended
  - 1 barriers
- Fall & Spring
- Data summarized at the district/building level (depending on size)

SDI Leadership Team Role

- Synthesize site data and identify actions to address common needs
- 2x per year during a Leadership Retreat/meeting

For Teachers Supporting SDI

Special Education Professional Learning

April 15, 2024

Norms

- Keep sidebars to a minimum
- Step out if you need to make or take a call
- Be present
- Leave no trace

Reminders / Updates

Student Support Matrix

District Expectations
- Draft IEPs
- Progress Monitoring
- Finalizing IEPs

Parent Portal

IDEA-DA

Individuals with Disabilities Education Act – Differentiated Accountability

- What is it?
- What does it mean for CCSD?
- How PL will be determined?

What is it?

IDEA-Differentiated Accountability (IDEA-DA) is a continuous monitoring cycle that includes compliance and results elements aligned with federal and state requirements for special education programs. IDEA-DA maintains a primary focus on improving educational results and functional outcomes for all students with disabilities and ensuring compliance with Part B, with particular emphasis on those requirements most closely related to improving educational results for students with disabilities. Different data sources and methods are used to monitor LEAs annually. The information collected is reviewed, verified and publicly reported annually in the Annual Performance Report (APR). Specific State Performance Plan (SPP) indicators require a review of data for all LEAs each year with follow-up reviews for LEAs below the state targets.

Iowa's monitoring activities focus on improving performance outcomes as well as correcting noncompliance. LEAs can expect monitoring activities and technical assistance with an emphasis on strengthening, adjusting and/or correcting in fiscal, program practices and management. Monitoring activities include: data collection, verification, reporting and improvement activities. Technical Assistance and support are designed to help the LEA to strengthen program management, processes, implementation and other areas identified through monitoring data. Detailed information related to IDEA-DA can be found on the Department of Education's Special Education Public Reporting page.

What does it mean for CCSD?

Every district has an implementation plan.
Level of direction, accountability and support increases from Level 1 to Level 3

Level 1	Level 2	Level 3
Select either Area of Focus based on year data	Assigned Area of Focus	Assigned Area of Focus
Recommended Data Review Process	Required Data Review Process (Summary Data)	Required Data Review Process (Summary Data)
PL aligned to Area of Focus as recommended coaching	PL required in Area of Focus as required coaching	Required PL aligned to Area of Focus as required coaching
May complete FIT/CSA	Must complete FIT/CSA	Must complete FIT/CSA
No "back-in-compliance"	12-month system check-in with AEA	12-month system check-in with AEA
Progress report is required end of academic year	Progress report is required end of academic year	Progress report is required end of academic year

How will PL be determined?

FIT

Framework Implementation Tool

FIT Purpose

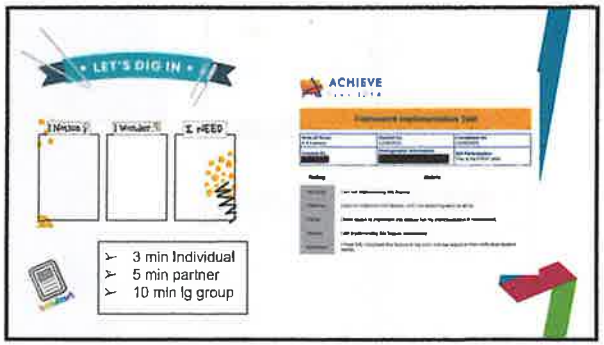
- Guide teachers in examining their use of SDI practices (diagnose, design, deliver); both strengths and areas for growth.
- Based on FIT data, teachers identify priority areas for improvement to include in their SDI Action Plans.
- The FIT is to be completed at least 2 times a year to allow teachers to reflect on progress over time.
  - Typically completed in the Fall and Spring
  - Preferably at least 5 months apart.
- Aggregated data is used by the state and AEAs to look at the effectiveness of the SDI professional learning supports (individual) responses remain anonymous).

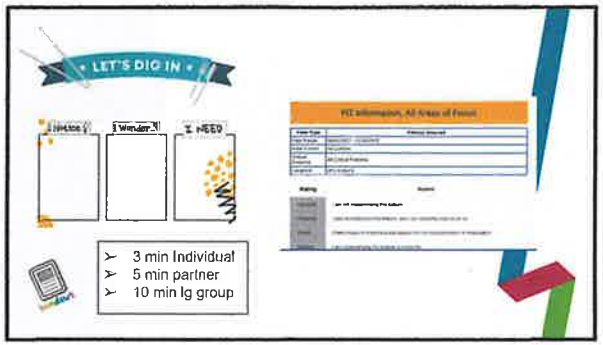
Iowa Plan | Iowa ECA

Aligned with Iowa's SDI Framework

DIAGNOSE FOR INSTRUCTIONAL DESIGN Use RIOT & ICEL to guide the	DESIGN FOR INSTRUCTIONAL DELIVERY With a team and the relevant and specialized knowledge, develop a plan which	DELIVER FOR LEARNER ENGAGEMENT Use evidence-based, SDI-informed practices to guide the
1. Define areas of concern and verify potential reasons for the concern 2. Identify strengths, interests and preferences that sustain learner engagement 3. Determine critical supports needed for learner success	4. Incorporate evidence-based practices aligned to learner needs 5. Aligns to the Iowa Core and is age appropriate 6. Maximizes opportunities for access and engagement	7. Deliver the instruction as designed and monitor instructional fidelity 8. Monitor learner progress 9. Adjust instruction as necessary based on learner progress and instructional fidelity
SUPPORT ENGAGEMENT FOR LEARNING THROUGH HAPPY SCHOOL PARTNERSHIPS		

Iowa Plan | Iowa ECA


LET'S DIG IN
I Notice
I Wonder
I NEED
ACHIEVE
3 min Individual
5 min partner
10 min lg group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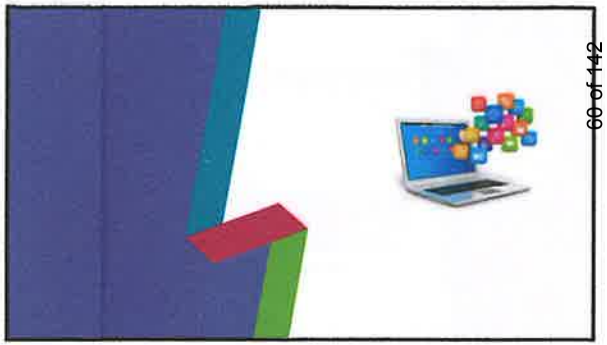
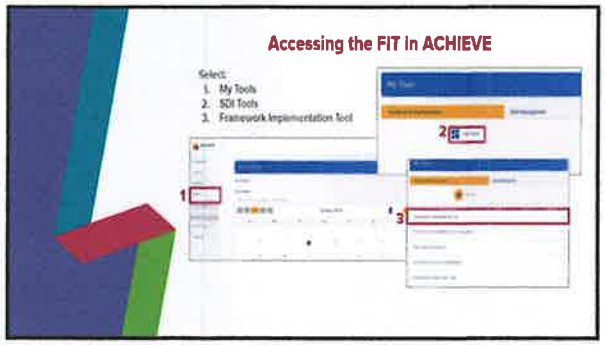
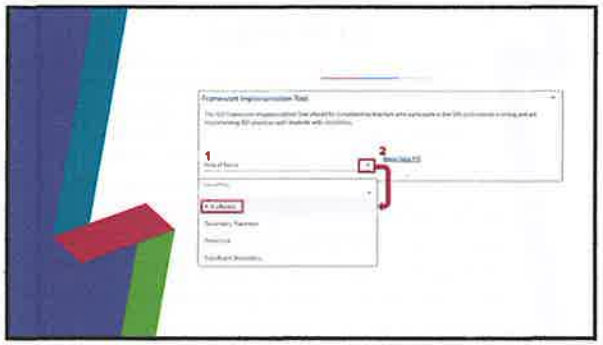
10 min lg group

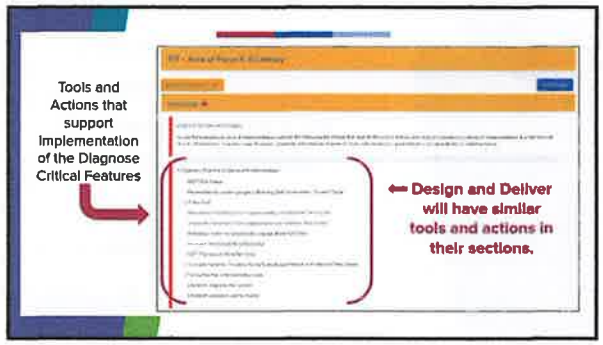


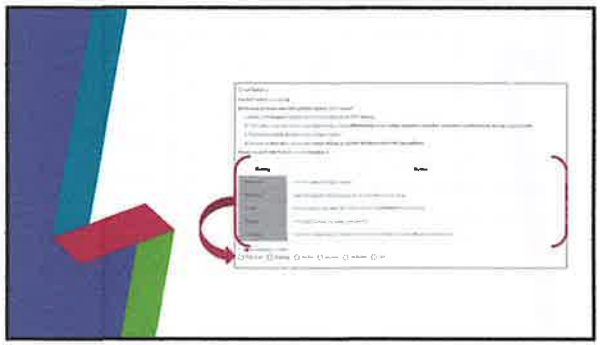

Accessing the FIT in ACHIEVE
Select:
1. My Tools
2. SDI Tools
3. Framework Implementation Tool

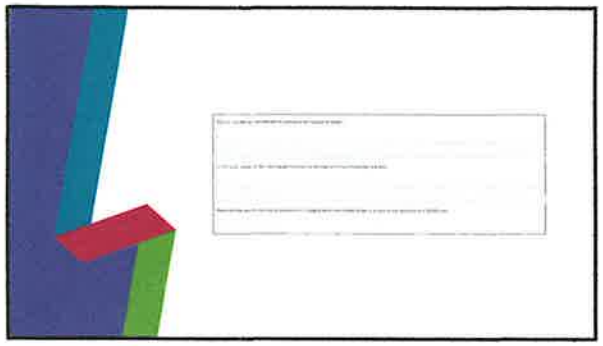



1 Overview
2. Directions for Use
3. REQUIRED: District
4. REQUIRED: Building
5. REQUIRED: Years of Participation

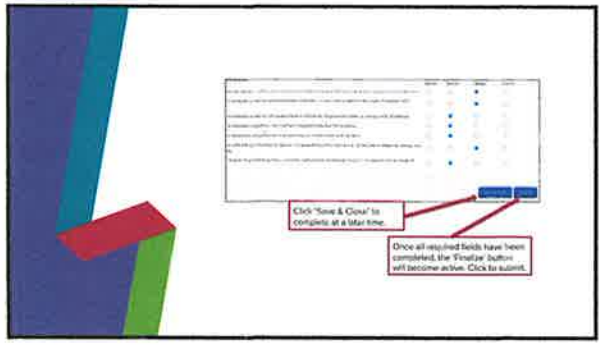

Indicates there is an unanswered question(s) in that section.

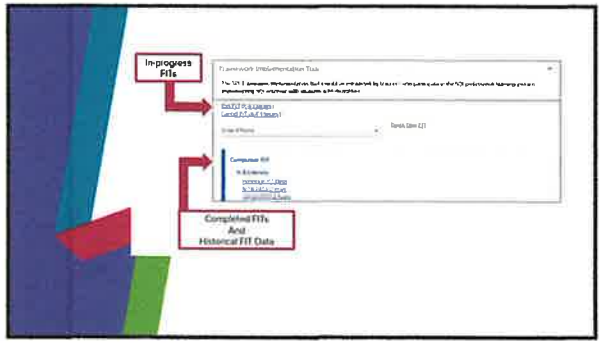

Tools and Actions that support Implementation of the Diagnose Critical Features
Design and Deliver will have similar tools and actions in their sections.

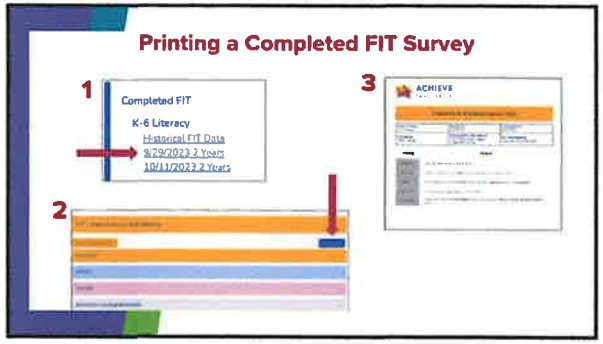


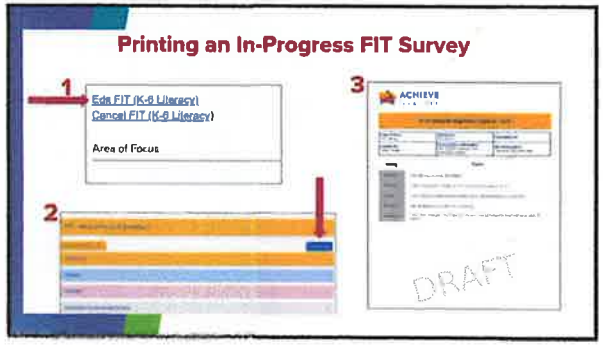


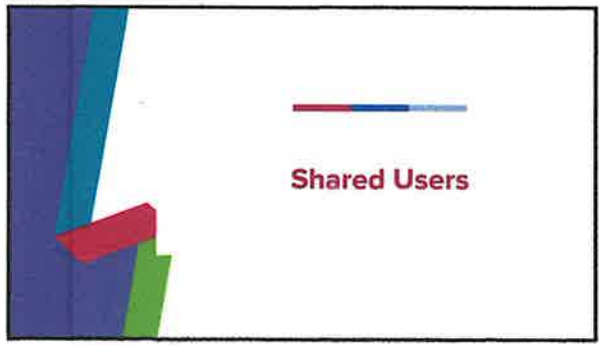

NOTE:
This section is not available the first time you complete the FIT. It is only available on subsequent FITs.

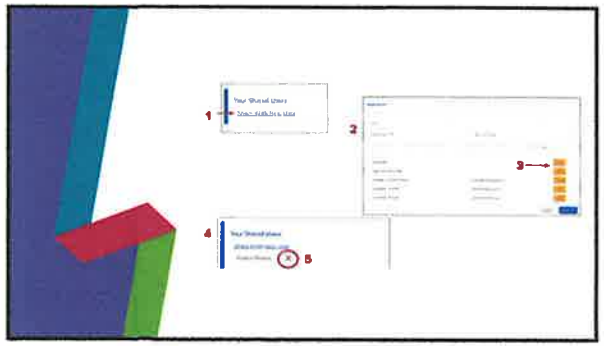

Click "Save & Close" to complete at a later time.
Once all required fields have been completed, the "Finalize" button will become active. Click to submit.


In-progress FITs
Completed FITs And Historical FIT Data


Printing a Completed FIT Survey
1
Completed FIT
K-6 Literacy
Historical FIT Data
9/29/2023 2 Years
10/11/2023 2 Years
2
3
ACHIEVE


Printing an In-Progress FIT Survey
1
Edit FIT (K-6 Literacy)
Cancel FIT (K-6 Literacy)
Area of Focus
2
3
ACHIEVE
DRAFT


Shared Users


1
2
3
4
5

WHAT'S
NEXT?

APPENDIX

B

(Samples include: Science of Reading Knowledge, LETRS Certified Trainer; MTSS Framework, Supplemental and Intensive Tiers Guide and SDI Throughout a Day; Lesson plan built from diagnostic data; Analyzing Student Progress Chart used for grade level meetings)

VOYAGER SOPRIS LEARNING

LETRS

LETRS Local Certification

Voyager Sopris Learning (VSL) is pleased to recognize you as a local certified trainer for *LETRS*. You have met the high standards to deliver *LETRS* training for your sponsoring agency. A sponsoring agency is your state department, district, or school who provided your training. To maintain certification as a Local Certified *LETRS* Trainer for your sponsoring agency, you agree to conduct *LETRS* training events according to the terms and conditions listed below and actively participate and complete VSL ongoing education events to deepen your knowledge and skill. A signed Statement of Commitment must be submitted to VSL to maintain local certification.
Please review each item carefully.

Terms and Conditions

Local Training

1. Local Certified Trainers are employed by a sponsoring agency. If a sponsoring agency no longer employs the local certified trainer, local certification is void.
2. Local Certified Trainers are not permitted to enter into any contract to provide *LETRS* training for any school, district, or state outside their sponsoring agency.
3. Local Certified Trainers cannot charge a tuition/fee for their *LETRS* training service. Sponsoring agencies cannot charge a tuition/fee for *LETRS* training.
4. Local Certified Trainers are not permitted to provide "free" training outside their sponsoring agency.
5. Local Certified Trainers are not permitted to conduct open training events outside their sponsoring agency.
6. Local Certified Trainers are not permitted to provide training in connection with the certification process.

Credentials

1. Local Certified Trainers must submit an annual Statement of Commitment to retain certification.
2. Local Certified Trainers will not portray themselves as National, Regional, or Voyager Sopris Learning *LETRS* Trainers.

Materials

1. Local Certified Trainers must purchase and use the presenter's kits with fidelity in local training events. Voyager Sopris Learning holds the copyright to the *LETRS* trademark and materials. Photocopying the Presenter's Kit slides is prohibited. Copying/sharing *LETRS* PowerPoints and/or videos is forbidden by copyright law.
2. Local Certified Trainers may not modify any *LETRS* presentations.
3. Local Certified Trainers may not use the copyrighted material in other presentations.
4. Local Certified Trainers must provide *LETRS* training in no less than 7 instructional hours per module.

5. Participant materials for trainings must be purchased from Voyager Sopris Learning. Photocopying participant materials is prohibited by copyright law.
6. Local Certified Trainers must participate in the 2017 LETRS Online Community Webinar Series **and** the 2017 Virtual Literacy Symposium.

Important Points

Your certification may be revoked for non-compliance of the terms and conditions.
This certification is awarded annually based on a calendar year.
Please note, first edition LETRS is now out of print.
First edition LETRS training is now obsolete.

VOYAGER SOPRIS LEARNING

Ongoing Education

To ensure high-quality *LETRS* instruction and to retain certification, VSL requires ongoing education as outlined by the authors of *LETRS*. The following events are required to retain your local certification for 2017.

LETRS Online Community Webinar Series

- Access (free) – You can access the *LETRS* Online Community Webinar Series at www.vsl.brainhoney.com The password is your email address. If you forgot your password, it can be reset within the system.
- You will receive a GoToWebinar invitation approximately one week prior to the event. If you do not receive an invitation, please contact Gayle Owens at Voyager Sopris Learning.
- If you cannot attend in real time, the recorded session will be uploaded to the *LETRS* Online Community approximately three business after the live event.
- Each webinar has a required Check for Understanding to be completed in the *LETRS* Online Community platform.

2017 *LETRS* Webinar Series		
Webinar	Dates – 2017	Presenter
#1	January 18	Dr. Carol Tolman
#2	February 21	Laura Moran, M.Ed.
#3	March 16	Dr. Richard Sparks
#4	Check the LETRS Online Community for specific dates.	TBD
#5		TBD
#6		Identified presenter from the 2017 Literacy Symposium
#7		Identified presenter from the 2017 Literacy Symposium
#8		TBD

2017 Virtual Literacy Symposium – July 10 and July 17

- Registration required – cost $99.00 – one-year subscription.
- Information on how to register is forthcoming.
- You will have access from July 8, 2017, until June 30, 2018. These sessions will be recorded for viewing later.
- Presentations are the latest research in brain research and literacy development.
- You may use the presentations for educational purposes with groups you coach, support, and/or facilitate.

VOYAGER SOPRIS LEARNING

Statement of Commitment

Return this page signed and dated to Gayle Owens, Ed.D. by February 1, 2017.

If the 2017 LETRS Statement of Commitment is not returned, your certification becomes void.

Notarization is not required this year. This may change in upcoming years.

Gayle.Owens@voyagersopris.com

LETRS 2nd Edition	Current certification based on completion of a TOT with a National LETRS Consultants. Check (√) all that apply.	Date of Completion
TOT Modules 1-3	✓	2011
TOT Modules 4-6	✓	2011
TOT Modules 7-9	✓	2011
TOT Module 10	✓	2012
TOT Foundations		
TOT Early Childhood		

1/26/2017
Date

Ronda Hilbert
Printed Name

Ronda Hilbert
Signature

rhilbert@gwaea.org
Email address

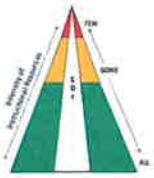
Grant Wood Area Education Agency
Sponsoring Agency

Cedar Rapids, Iowa 52404
City, State, Country

Phone (Optional)

Continuous School Improvement

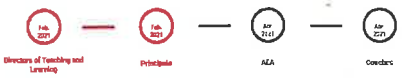
Special Education Within a Multi-Tiered System of Supports



Objectives for today's learning:

- Use the CIP to identify current state of MTSS System.
- Introduction of the SDI Framework through MTSS lens
- Connect district Healthy Indicators and SDI work
- Consider how SDI Framework connects to HRS work.

Tiers of Rollout at Linn Mar



Leadership Team- April-May, 2021

Leadership Team

April 20 and April 28th
- Introduction to Leadership Team-Continuous Improvement

May 3rd
- Leadership Team Meeting
  - Planning
  - Action Steps

Common Language

CIP (Continuous Improvement Process)

MTSS (Multi-Tiered System of Supports)

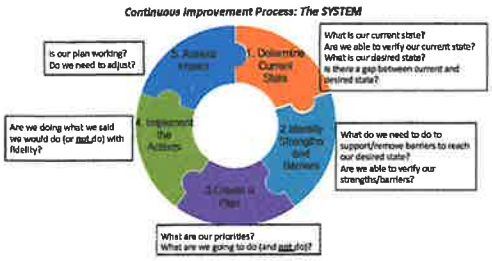
- Tier 1 (CORE Instruction, Universal Instruction)
  - Differentiation of CORE instruction is built into Universal Instruction
- Tier 2 (Targeted, Additional support of CORE)
- Tier 3 (Intensive Support)

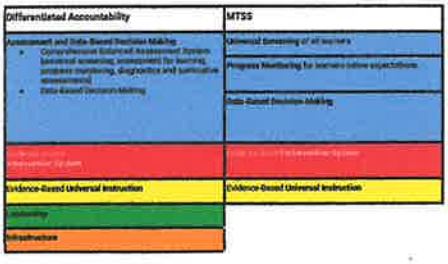
Specially Designed Instruction (Occurs in all 3 Tiers)

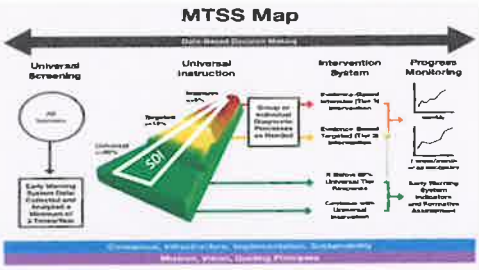
Reflection #1-Breakout Rooms (10 minutes)

With your building and staff in mind...

- What is the current state of knowledge/understanding and usage of these terms?
- How are the "tiers" defined by staff?
- Where do programs like Title 1, Special Education, etc fit or not fit into the tiers?







MTSS and a Dental Analogy

Reflection #2-Breakout Rooms

(15 minutes)

- What is your current state of MTSS in Linn Mar?
- What is the desired state?
- Is there a gap between your current and desired state?

Specially Designed Instruction

Defined by IDEA regulations as...

Adaptations **to the content,** ***methodology*** **or** ***delivery*** **of instruction.**

Guiding Principles

GUIDING PRINCIPLES ABOUT SDI

The following foundational beliefs are of key importance as we work together to improve our special education outcomes, services and SDI for our learners here in Iowa:

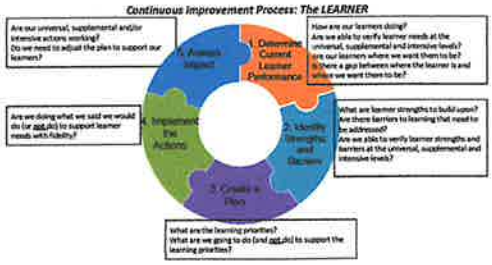
- Learners receiving special education services are general education learners first and always.
- Highly effective special education services and outcomes are dependent on highly effective Universal Instruction and a school-wide intervention system.
- Effective SDI is designed through collaboration between families and highly qualified educators.
- SDI is delivered by special education and general education teachers and professionals in various settings across the day.
- The Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations should drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from high quality and specific assessment information.
- SDI supports learners to use tools, materials and strategies to access Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to address their unique needs as a result of the individual's disability.

Reflection #3 (7 minutes)

What principles are already common beliefs in the district and buildings?

What principles do we need to strategically build consensus around?

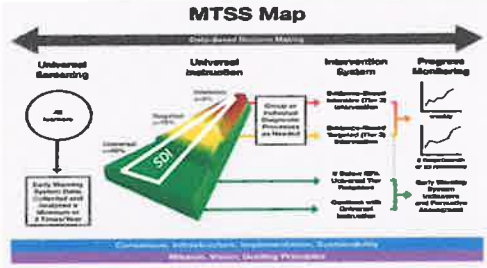
SDI Framework-Overview



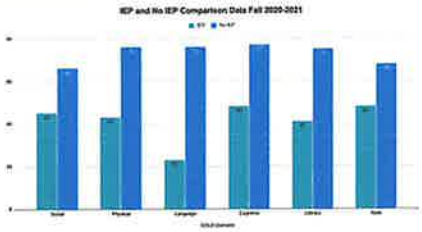
Professional Development Strands

Preschool	K-8 Literacy	Significant Disabilities
Diagnose: ROTSICL, strengths, interests and preferences, match data to environment and supports Design: Purposeful routines, embedded learning opportunities, instructional plans, writing meaningful IEPs. Deliver: Prompting, data collection, organizing adults, visual supports, implementation fidelity Review: Embedded throughout based on diagnostic data	"Maximizing literacy outcomes for students with disabilities through establishing a statewide system to build practitioner skills to diagnose, design, and delivery high quality Specially Designed Instruction (SDI)." https://drive.google.com/drive/u/0/folders/1qzfbuqwrrQ	COURSE 1 *Specially Designed Universal Tier Language, Communication and Comprehensive Literacy Instruction – Students with Significant Disabilities: Emergent Readers and Writers* COURSE 2 *Interprofessional Collaborative Teaming (ICT) for Specially Designed Language, Communication, and Literacy Interventions: Students with Significant Disabilities*

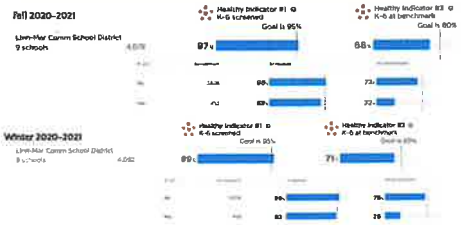
MTSS Map



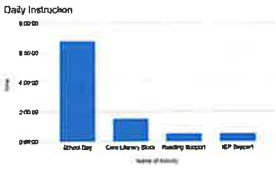
Gold Data



Linn Mar Literacy Proficiency Data



All students are general education students first.



Reflection

System strengths–Data Reflection

System Barriers–Data Reflection

Questions?

Universal Tier Tools - Overview of Regional Sessions

Day 1:	Day 2:	Days 3 & 4:
Date(s) & Registration Links 2/7/19	**Dates & Registration Links** 1/24/19 2/5/19 2/8/19	**Dates & Registration Links** 2/13 & 2/14/19 2/19 & 2/20/19 2/27 & 2/28/19
Purpose: Introduction to the Universal Tier Tools. An overview of the work from beginning to end **Audience:** Teams who have not attended Differentiated Accountability Sessions for Universal Tier	**Purpose:** Build an understanding of WHY for MTSS, continuous improvement, and a focus on Universal Instruction. Dig deeper into Classwide Intervention - for *reading, math, and SEBMH.* **Audience:** Any Team who has completed the SAMI with SAMI results indicating ratings below Optimizing (3) for L2, UI2, or IF1 • **L2** - Staff have consensus around MTSS implementation • **IF1** - Understanding of MTSS key components • **UI2** - Classwide intervention	**Purpose:** Dig deeper into the Universal Tier Tools and materials aligned to the Building Blocks for effective Core. Prioritizing and removing barriers to the work within the 6 Building Blocks for *reading, math and SEBMH* **Audience:** Any team who has completed the SAMI with the results indicating ratings below Optimizing (3) for any of the following: UI1, UI3, UI4, UI5, UI6, UI7, IF11
Outcomes: - Know the purpose of MTSS and the key components of a Multi Tiered System of Supports - Evaluate the effectiveness of Universal Tier - Understand Classwide Intervention and its purpose - Understand the importance of engaging in consensus-building on beliefs associated with MTSS - Become familiar with the Building Blocks and Leveled Questions to guide the collection of evidence and determine current & desired state - Understand the prioritization process to identify areas of focus, barriers, & next steps	**Outcomes:** - Know the purpose of MTSS and the key components of a Multi Tiered System of Supports - Engage is consensus building on beliefs associated with MTSS - Identify current reality, desired state, & next steps around Consensus & Classwide Interventions - Understand the purpose of Classwide Intervention and steps to plan and implement with fidelity - *reading, math, SEBMH & connections to SDI* - Interpreting & using screening data to support and inform the work of continuous improvement	**Outcomes:** - Utilize the Building Blocks and Leveled Questions to guide the collection of evidence and determine current and desired state of Universal Core - Utilize a prioritization process to identify areas of focus and then determine barriers - in order to determine next steps & action plan - Utilize content neutral and content specific (*reading, math, SEBMH*) "think abouts" and steps to continuous improvement that use the Building Blocks and Leveled Questions as a guide.
Attend if: Any team members are new to the work. If there are team members who have not previously worked with the Universal Tier tools, the team will benefit from attending this session to build common understanding of the tools and the work	**Attend if:** Day 1 does not meet the needs of the team and SAMI results match the "Audience" descriptor above: *Any team who has completed the SAMI with SAMI results indicating ratings below Optimizing (3) for L2, UI2, and/or IF1*	**Attend if:** Days 1 & 2 do not match the needs of the team. The team is ready to dig into the Building Blocks - identify current reality, prioritize, determine next steps, and action plan. SAMI has been completed and the results indicate ratings below Optimizing (3) for any of the following: UI1, UI3, UI4, UI5, UI6, UI7, IF11

Word Recognition Lesson Plan

Based on Student Data and Information from sources identified in this document.

5 minutes- Phonemic Awareness Activities:
Kilpatrick - Level H1

*The steps embedded within this routine are meant to be used to explicitly teach the PA skill. Therefore, you need to stay on the step until the student masters it with that scaffold. For example, step one is to write the word on the board and erase/delete the part of the word indicated. Do this step until the student(s) can respond within 2 seconds and then move on to step two. Continue through the steps until you can give the student a word and do the task orally within two seconds.

5 minutes of short vowel work

We will work with some words. The first word is _____.
What word?
Watch me say the sounds. /__/ /__/; /__/ /__/. *Finger stretch the word.*
Your turn. *Have the student finger stretch the sounds.*

Show the word.
This word is _____.
What word?

Watch me spell _____. *Say the letters as you write.*
Your turn. *Have the student say each letter as he/she writes.*

Here is another word.

Continue with the above routine for each new word.

2 minutes
Fluency Practice

short vowel work

Give each student a sheet; listen to each student read for one minute; The other student can whisperthi7ynui9o read while the other is being timed. Mark where the student ended after 1 minute

8 Minutes-Reading Connected Text
Phrase cards

Give each student a phrase card
We are going to work on reading these phrases accurately and fluently. The first time through I am going to read the phrase; I need you to follow along with your finger. Ready ...

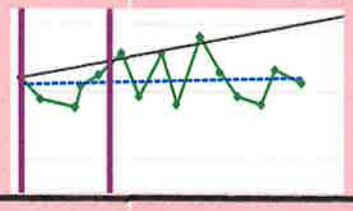
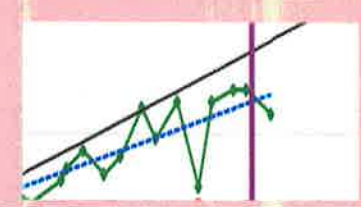
Read one phrase and have the student repeat as he/she follows along. Next time through, have the student(s) read the phrase and you echo the phrase

Next, go back to the top of the card and point to the first phrase. This time I am going to have you read the phrase and I am going to echo.

Word Recognition Lesson Plan

Based on Student Data and Information from sources identified in this document.

APPENDIX 10: ANALYZING LEARNER PROGRESS

Learner Progress →	Low			Adequate	
		Minimal or no progress	Some" progress	Near Aimline	Exceeding Aimline
Sample Graph					
Intervention Group	Low	High		High or Low	
	0.0 trendline and below	.50-1.0	1.1-1.31	1.32	1.84
Resources being used	Improve intervention delivery. Return to Learner Step 3.	If the intervention has not previously been intensified and learner shows "some" progress go to Learner Step 5 If, though, learner shows minimal or no progress, go to Learner Step 6	If the intervention has previously been intensified and learner continues to show minimal or no progress, go to Learner Step 6.	If goal is met, consider ending intervention. If the goal is not met, ensure high implementation fidelity. Return to Learner Step 3.	
9:10-9:25-2KR-Klay [redacted], Madison [redacted], Paul [redacted]		Klay [redacted] Madison [redacted]		Paul [redacted]	[redacted]
[redacted]					
9:25-9:40-Chael [redacted] Faith [redacted], Gunner [redacted]		Chael [redacted] Faith [redacted] Gunner [redacted]		[redacted]	[redacted]
[redacted]					
12:05-12:20-2S (Manny [redacted] Int., Gus [redacted] Int., Supp., Hunter [redacted] Int.)	[redacted]	Gus [redacted]		Manny [redacted] Hunter [redacted]	

12:35-12:50-2J-Mason [redacted]-Int. (2J), Lillianna [redacted]-Int. (2J), Jordan [redacted]-Int. (2J)	Mason [redacted] Lllianna [redacted]	Jordan [redacted]			
12:50-1:05-2K-Jaxson [redacted] (Int.), Galandie [redacted] (Int.), Carter [redacted] (Int.)				Jaxson [redacted] Galandie [redacted]	Carter [redacted]
Emily McLaughlin-2:40-3:00 Supplementals Supplementals-Adelida [redacted] (2KR), Tannah [redacted] (2KR), Willow [redacted] (2S), HazelMae [redacted]. (2S), WIllow [redacted] (2K)					Adelida [redacted] Tannah [redacted] a Willow [redacted] HazelMae [redacted] Willow [redacted]
11:25-11:50-3rd Grade Supplementals Lilly [redacted] (3S), Kinley [redacted] (3Ho), Kelyn [redacted] (3S), Eva [redacted] (3Ho), Jaxen					Lilly [redacted] Kinley [redacted] Kelyn [redacted] Eva [redacted] Jaxen [redacted]

APPENDIX

C

(Samples include: Coaching log, Science of Reading Professional Learning Slide Deck, K6 SDI Training Agenda, and Slide Deck - used for state-wide training)

Collaborative Instructional Log: Reading

For Students Receiving Special Education

Student: Brennan **Grade:** 1st **Teacher:** Sarah

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Reading Instruction	Notes from Special Education Individualized Education Program (IEP)
Instrument: Date: **Phonemic Awareness:** Skill 2.2 Simple Sentence All letters and sounds known **PHonics/Word Study:** CVC **FLuency:** **VOcabulary:** **COmprehension:** **Sight Words:** Kindergarten 43/50	In 36 academic weeks, when given instruction in reading and when given a timed, normed kindergarten/first grade FAST decodable words probe, Brennan will read 27 correct decodable words per minute. **Date: 3/23/17** Intervention Exit Criteria:	Program: Teacher: Amount of Time: Time of Day: Daily Other:	Specially Designed Instruction: Brennan will receive direct instruction in a small group setting in the area of reading. Instruction will include but is not limited to; phonological awareness, phonics, sight words, fluency, and accuracy. Comprehensive Reading Instruction Setting: Intervention Setting:

Student: **Grade:** **Teacher:**

Intervention Period	Priority Intervention Strategies	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data

Collaborative Instructional Log: Reading

For Students Receiving Special Education

Sept 7th *(dates)* *(schedule)* **Progress Goals** **PA** **CO** **PH** **VO** **FL**	PA - Phonics - started with word families and going to move to 95% at "cvc"	Sarah	11 dec words 12 dec words	**(score/benchmark/status)** **PA** / / **PH** / / **FL** / / **CO** / / **VO** / /
Oct. 04 *(dates)* *(schedule)* **Progress Goals** **PA** **CO** **PH** **VO** **FL**	Short a and short o; he tries really hard; using the 95% Group He seems to be progressing; continue to monitor for needing support Met the formative assessment on cvc in the gen ed classroom FAST Data: Comp 32 Sight Words 20 Word Segment 32 Nonsense word 7 Sentence Reading 12			**(score/benchmark/status)** **PA** / / **PH** / / **FL** / / **CO** / / **VO** / /

Collaborative Instructional Log: Reading

For Students Receiving Special Education

Dec 6 *(dates)* *(schedule)* **Progress Goals** **PA** **CO** **PH** **VO** **FL**			Writing goal added decodable words - probe (17; previous time was 19) Blends - 1:1 w/ Sarah	**(score/benchmark/status)** **PA** / / **PH** / / **FL** / / **CO** / / **VO** / /
1/18/2018 *(dates)* *(schedule)* **Progress Goals** **PA** **CO** **PH** **VO** **FL**	FAST - decodable words 19			**(score/benchmark/status)** **PA** / / **PH** / / **FL** / / **CO** / / **VO** / /
(dates) *(schedule)* **Progress Goals** **PA** **CO** **PH**				**(score/benchmark/status)** **PA** / / **PH** / / **FL** / / **CO** / /

Collaborative Instructional Log: Reading

For Students Receiving Special Education

VO FL				VO / /

FOCUS AREA	
TEACHER	
START DATE	Billie Vester

GOAL

MILESTONES		
In two weeks,	In one month,	In two months,

OBSERVATION 1	OBSERVATON 2	OBSERVATION 3	OBSERVATION 4
Date for debrief -	Date for debrief -	Date for debrief -	Date for debrief -
ACTION/STEPS	ACTION/STEPS	ACTION/STEPS	ACTION/STEPS
Modeling/Co-teaching – Y N	Modeling/Co-teaching – Y N	Modeling/Co-teaching – Y N	Modeling/Co-teaching – Y N

REFLECTION/ADJUSTMENTS	REFLECTION/ADJUSTMENTS	REFLECTION/ADJUSTMENTS	REFLECTION/ADJUSTMENTS

ADDITIONAL INFORMATION

Vinton-Shellsburg Elementary Curriculum Review

2024 - 2025

Impositioned to be Positioned

Learning Outcomes

- I will reflect **on my personal** beliefs and understand **how they** impact my teaching **and** student learning.
- I will be able to summarize the ELA shifts and the importance of these in a curricular resource.
- I will be able to discuss the "Knowledge Gap" with a colleague and its importance.
- I will be prepared to use the curriculum review rubric to effectively evaluate new curricular resources given a deeper understanding of the ELA shifts and the Science of Reading (SOR).

How our time will be spent...

Focus and Beliefs | ELA Shifts | CALL Site | Show Out/Debrief

Focus and Beliefs

I BeLieve

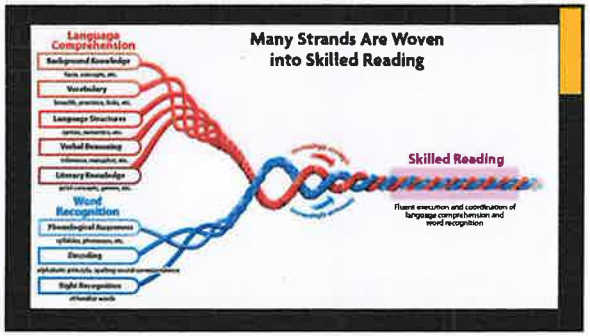
I believe that all students can learn at high levels.

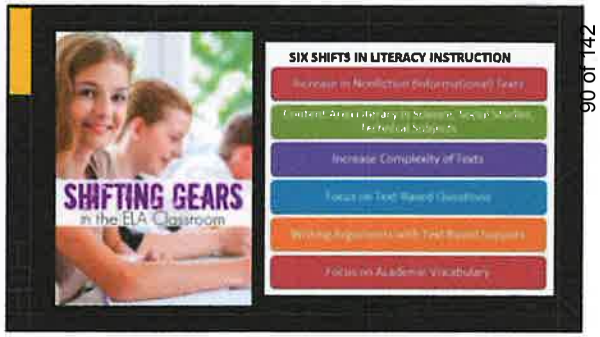
I believe that all of my students are productively engaged in learning throughout the literacy block.

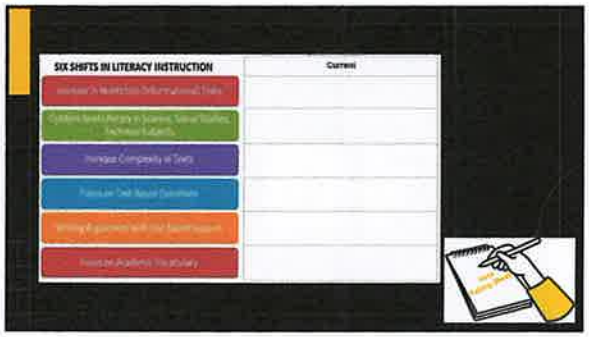
I believe that teaching content is teaching reading.

ELA Shifts

Much depended on the two overnight batsmen. But this duo perished either side of lunch—the latter a little unfortunate to be adjudged leg-before—and with Andrew Symonds, too, being shown the dreaded finger off an inside edge, the inevitable beckoned, bar the pyrotechnics of Michael Clarke and the ninth wicket.







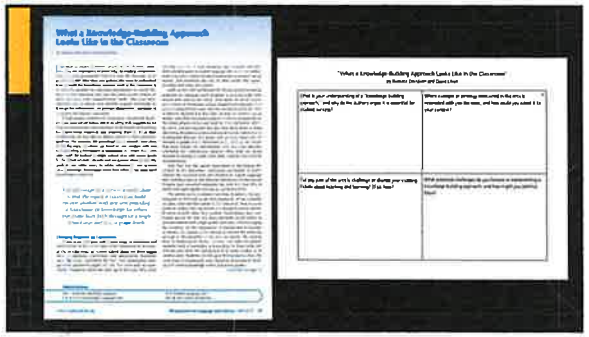
Core Shifts

6 Shifts	3 Shifts
Shift 1: Balancing informational and literary text **Shift 2:** Building knowledge in the disciplines	**Building knowledge** through **content-rich nonfiction** and **informational texts**
Shift 4: Text-based answers **Shift 5:** Writing from sources	Reading and writing grounded in **evidence from text**
Shift 3: Staircase of complexity **Shift 6:** Academic vocabulary	Regular practice with **complex text** and **its academic vocabulary**


17:00
Demo Account:
Link: learning.amplify.com and select
"Log in with Amplify" (google or safari)
Teacher Account:
t1.3rdkupilot@demo.tryamplify.net
Password: Amplify1-3rdkupilot


Debrief and Reflect


Resources
Teaching Strategies & Skills
Teaching Content & Skills


What a Knowledge-Building Approach Looks Like in the Classroom

SDI K-6 Overview and Literacy 1 Diagnose - Trainer's Agenda (Trainer's Package)

Time	Topic	Details/Activities
8:30 Ronda	Welcome	Today's Agenda Learning Intentions
8:45 Ronda	Overview	Overview of SDI Foundations
9:30 Jaci	Intro to Facilitator Guide (pg. 1-8)	Set-up, room organization, lessons learned, VIP (team activities and keeping them moving)
10:15 Ronda	Module 1.1	Overarching: Know what SDI is, how it fits in MTSS, and recap expectations of the work. Be sure to also review: • SDI Placemat Activities
10:45 Ronda	Module 1.2	Overarching: Facilitation of intro to system steps Be sure to also review: • Implementation Planner • Action Plan Template
11:30 Jaci	Module 1.3	Overarching Purpose: Reviewing instructional resources for explicit, systematic, frequent responses and correction
12:00	LUNCH	
12:30 Jaci	Module 1.4	Overarching Purpose: Diagnosing Learner Needs to design matched instruction Be sure to also review: • At least 1 case study from beginning to end • Presenter's notes on slide 15
1:00 Ronda	Module 1.5	Overarching Purpose: Using Screening Data to sort students into targeted need. Be sure to also review: • Slide 6 and pages of Intervention System about Fidelity
1:30 Ronda	Module 1.6	Overarching Purpose: Dig into diagnostic tools and know how fluency of subskills indicates need for more word level work. Be sure to also review: • presenter notes on slide 4 • presenter notes on slide 6
2:00	BREAK	
2:15 Jaci	Module 1.7	Overarching Purpose: Know coaching expectations and plan forward Be sure to review: • differences between system and practice coaching (slide 11) • CSA)
2:30 Jaci	Module 1.8	Wrap-up.
2:45 Ronda Jaci	Questions	

==========

Slide deck

Facilitation Process

- Overarching statement about the module
- Silent Review (you may talk to partners)
    - On Electronic Facilitation Guide
        - (+)this seems very clear
        - (-)I need more info about this
        - (question) put specific questions in using comments or place them on a sticky note on your table
- Spend time on questions and items needing clarification.
  Develop Activities for going deeper-Model and do a KWL before if needed.

The K-6 SDI Literacy Strand SDI Agreements

FALL 2016-17

IOWA'S SDI PROJECT AND THE

STATE PERSONNEL DEVELOPMENT GRANT

Welcome – Returning* and New Usability Sites

School District	AEA	School District	AEA
East Marshall CSD (East Marshall*)	267	Starmont CSD (Starmont*)	Keystone
Clear Lake CSD (Clear Creek)	267	Dubuque CSD (Prescott)	Keystone
Clear Creek Amana CSD (North Bend* & Clear Creek*)	Grant Wood	North Fayette CSD (Fayette)	Keystone
Benton CSD (Atkins & Keystone)	Grant Wood	Valley CSD (Valley)	Keystone
North Mahaska CSD (North Mahaska*)	Great Prairie	Pleasant Valley CSD (Riverdale* & Cody)	Mississippi Bend
Atlantic CSD (Washington*)	Green Hills	Central DeWitt CSD (Ekstrand)	Mississippi Bend
Clarke of Osceola (Clarke*)	Green Hills	Sioux City CSD (Lincoln* new Perry Creek)	Northwest
Clarinda CSD (Clarinda Middle & Garfield)	Green Hills	Emmetsburg CSD (West*)	Prairie Lakes
Logan-Magnolia CSD (Logan-Magnolia)	Green Hills	Fort Dodge CSD (Butler*)	Prairie Lakes
Dallas Center Grimes (Dallas Center)	Heartland		

Who have we asked to view this webinar?

- Returning Usability Sites – a leader from their building and from their AEA
- New Usability Sites – a leader from their building and from their AEA
- The DE Co-Leads for the K-6 Literacy Strand
- The DE Design / Work Team Members
- Others?

Introductions

Co-Leads for the K-6 Literacy Strand

Dr. Kathy Bertsch – DE

Sandy Nelson - DE

The SDI Design and Work Team Members-

Ronda Hilbert- GWAEA

Lynn Hockenberry – GHAEA

Claudia Reyes-Fry – MBAEA

Sue Severson – HLAEA

Kathy Bertsch & Sandy Nelson – DE

District & AEA Leadership

Sign-in with your name and email address here.

https://tinyurl.com/SDI-K6-Agreements

Objectives for today's webinar-

Say Hello and -

- Welcome to New & Returning Sites
- Agency Agreements
- Professional Learning Schedule
- Questions
- Start the communication flowing

Usability Sites , SPDG, and SDI

What does it mean to be a Usability Site?

What is a SPDG ?

What is the K-6 Literacy Strand?

How do the two connect?

SDI Strands

Early Childhood Literacy – Align SDI practices with the Division of Early Childhood Recommended Practices (DEC).

Assistive Technology – Support school teams to develop accessible learning environments related to literacy.

K-6 – Focus on 8 key learning outcomes to support teams to diagnose, design, effective SDI.

Significant Disabilities – Improve literacy through evidenced based comprehensive literacy instruction.

Parent Engagement – Integrate family needs into the overall design of the program.

What if you have multiple strands?

Multi-Strand Usability Districts	
District	Strands within
Cedar Rapids	EC, AT
Clarke	EC, K-6
Emmetsburg	K-6, AT
Fort Dodge	EC, K-6
North Fayette	EC, K-6
Sioux City	EC, K-6, SD
Starmont	K-6, SD
Waterloo	AT, SD

Agreement Letter and Commitments

Why is this part of the project this year?

What are the different commitments?

Questions?

Download the agreement letter here:
https://tinyurl.com/SDI-K6-16-17

Building Leader –

The Literacy Strand noted that in each site there was a building level administrator that was an active and valued member of the SDI Team.

SDI K-6 Commitments?

- Help to set up and schedule at least monthly SDI Team meetings
- Attend and participate in the SDI Team meetings to support the work of the Team
- Lead work that pertains to building level Literacy efforts and connections to the SDI work
- Collaborate with AEA and Department leaders to generate roles and resources for SDI work

Please fill out the information on page 2 and provide us with that information

SDI Team -

Who?

Required for K-6 SDI:

All elementary special education teachers that have students on their rosters that have a reading goal. This would NOT include special education teachers that only have students that take the Alt. Assessment.

A building leader/s

A person/s from the building that will act as a literacy contact/coach for the SPED teachers (this could be one of the SPED teachers, or a gen. ed. staff person).

SDI Team Commitments

K-6 Commitments –

- SDI Teams will need to :
  - Set up a schedule for meeting at least monthly
  - Analyze building data and the data for each student with a reading goal
  - Collaborate using data to create and implement a building level action plan for SDI
  - Learn together with the guidance of the building leader and Literacy Coach(es)
  - Help each other to implement changes and problem solve

Please fill out the information on page 3-4 with all of your SDI Team members.

Coaching Support

Each SDI Team must have at least 1 SDI Coach.

Responsibilities -

- Participate in Coaches training
- Lead coaching sessions/professional learning
- Monitor implementation of SDI

For K-6 Literacy: Facilitate their building in doing diagnosis of literacy needs at system and individual student level. Coaches will receive professional learning and aid in transferring this to buildings and practice

Coach (ex) could be:

- AEA building assigned staff with K-6 literacy knowledge and experience with struggling readers.
- District staff with K-6 literacy knowledge and experience with struggling readers.

Commitments and Roles of Literacy Coaches -

K-6 Commitments-

- Attend all Face-to-Face Training sessions (See Schedule)
  - Coaches Training
  - SDI Team Training
- Attend /watch all monthly Coaches webinars – hour starting in January 2017
- Take back information from webinars & coach your SDI Team in the implementation of the SD Framework using Literacy K-6 as the content ar

Please fill out the information on page 5-6 of the agreement.

AEA Support – Administrative support

Identifying your AEA Administrative Support –

For the K-6 Literacy Strand it was found that having someone at the AEA that was informed about the SDI Project and who kept in regular communication with the Usability Site and their staff on the SDI Team was extremely helpful with implementation.

Commitments?

- establish a communication plan with the AEA staff that are on the Usability Site SDI Team
- collaborate with the Usability Site for additional AEA resources as needed for SDI K-6 work

Please fill out the information on page 7 of the agreement.

The DE Commitments-

SDI Design/Delivery Teams:

- Provide training and/or supports to SDI Teams.
  - Key SDI components
  - Data collection expectations
- Support administrators regarding program implementation.
- Use participant feedback to make decisions and changes regarding training and technical support for the Usability
- Analyze project data

The DE Commitments-

For SDI K-6 Sites:

- Train participants using the diagnostic literacy structures of the C4K Intervention System Guide
- Provide advanced training on specific SDI components related to K-6 literacy (e.g., writing ambitious goals, using fidelity assessments, collaborating to design IEP services etc.)
- Facilitate coaches to implement the coaching cycle with elementary teachers/teacher teams
- Provide technical assistance to support transfer of knowledge from training to practice

DE Commitments -

SDI Coordination Team: This team coordinates training and or supports across all strand-specific work to ensure consistency

- Informs and provides guidance as to the resources/supports that agencies are expected to provide
- Provides clear expectations for all trainers/coaches
- Collaborates with a Core/Advisory Team to set directions for the grant

SDI Core/Advisory Team: This Team consists of a wide range of Iowa educators that provide guidance and oversight around the work of the grant.

APPENDIX

D

(Samples include: LETRS Bridging slide deck for grade level meetings, Lesson Plan)

LETRS

Oskaloosa Bridges to Practice

All Inclusive Literacy

Ronda Hilbert-Lamphier, Education Consultant

OSKALOOSA COMMUNITY SCHOOL DISTRICT

ronda@allinclusiveliteracy.org (319) 343-8161

Hello!

As a LETRS (Language Essentials for Teachers of Reading and Spelling) trainer, I've had the privilege of learning from top experts like Nancy Hennessy, Carol Tolman, and Mary Dahlgren. During my time at the AEA, I've also collaborated with renowned professionals such as David Kilpatrick, William VanDiver, and Barbe Murray.

One of my proudest achievements is co-creating the AEA SAU Literacy pathway, a program that has successfully guided many educators across Iowa.

I'm passionate about partnering with educators to evaluate and enhance current practices, equipping them with cutting-edge literacy knowledge grounded in the science of reading, and ultimately help students achieve remarkable success.

Let's work together to elevate literacy education in your district!

All Inclusive Literacy

Please share your name and what you hope to get out of our time together this year...

Case Studies

Ronda Hilbert-Lamphier, Education Consultant ronda@allinclusiveliteracy.org (319) 343-8161

All Inclusive Literacy

01

Monday, Sept. 30
Wednesday, Oct. 2

Outcomes...

I will have my **case study students** identified and 2 reflection sheets completed on each.

I will be able to explain the **Four Part Processor** and identify classroom activities that align to each of the processors.

I will be able to explain the **Reading Rope** and the strands and how it correlates to the **Simple View of Reading**.

1

links

Unit 1

Reflection

1. Identify your case study students and set up their folders
2. Reflection: What are their reading comprehension strengths and deficits?

Oral Language

1. Consider the oral language development of each student
2. Reflection: How does their oral language development impact their ability to read?

ACTIVITY

Using the Four Part Processors

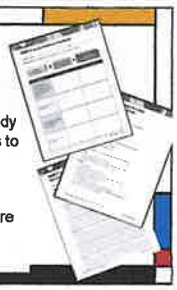
1. Reflect on which processors your instructional approaches address
2. Are your case study students involved in activities that tap into one or more processors?

The Reading Rope

1. Consider the sub skills in the Reading Rope
2. Reflection: Which sub skills are strengths and/or deficits for your students?

Small Group Sharing

- Get into Groups of 2
- Take turns sharing about your case study students. Make sure each person gets to share their thoughts about at least one student.
- I will give you a 2 minute warning before pulling you back together.



Things to remember

The Simple View of Reading.

The Four Part Processor

The Reading Rope.

1

Credit

- Applying for Graduate Credit
  (LETRS FAQ)
  - Participants may sign up for LETRS credit through the American College of Education to be utilized for licensure renewal.

All Inclusive Literacy

Monday, Sept. 30
Wednesday, Oct. 2

I explained a **case study student** to my partner and completed 2 reflection sheets completed on each.

I can explain the **Four Part Processor** and identify classroom activities that align to each of the processors.

I can explain the **Reading Rope** and the strands and how it correlates to the **Simple View of Reading**.

Application

I am going to apply...

Supporting resources...

1

Education Consultant ronda@allinclusiveliteracy.org (319) 343-8161

Things to observe...

1

Tuesday, Oct 22

Google Form

Google Forms

This will give me feedback to improve our time together.

FIRST GRADE

Blending Concerns

Blending activities

Continuous Blending

Generalization Concerns

Automaticity at the:  before: PASSAGE

SCHEDULES

Ronda Hilbert-Lamphier, Education Consultant ronda@allinclusiveliteracy.org (319) 343-8161

Word Recognition Lesson Plan

Based on Student Data and Information from sources identified in this document.

5 minutes- Phonemic Awareness Activities:
Kilpatrick - Level H1

*The steps embedded within this routine are meant to be used to explicitly teach the PA skill. Therefore, you need to stay on the step until the student masters it with that scaffold. For example, step one is to write the word on the board and erase/delete the part of the word indicated. Do this step until the student(s) can respond within 2 seconds and then move on to step two. Continue through the steps until you can give the student a word and do the task orally within two seconds.

5 minutes of short vowel work

We will work with some words. The first word is _____.

What word?
Watch me say the sounds. /__/ /__/; /__/ /__/. *Finger stretch the word.*
Your turn. *Have the student finger stretch the sounds.*

Show the word.
This word is _____.
What word?

Watch me spell _____. *Say the letters as you write.*
Your turn. *Have the student say each letter as he/she writes.*

Here is another word.

Continue with the above routine for each new word.

2 minutes
Fluency Practice

short vowel work

Give each student a sheet; listen to each student read for one minute; The other student can whisperthi7ynui9o read while the other is being timed. Mark where the student ended after 1 minute.

8 Minutes-Reading Connected Text
Phrase cards

Give each student a phrase card
We are going to work on reading these phrases accurately and fluently. The first time through I am going to read the phrase; I need you to follow along with your finger. Ready ....

Read one phrase and have the student repeat as he/she follows along. Next time through, have the student(s) read the phrase and you echo the phrase

Next, go back to the top of the card and point to the first phrase. This time I am going to have you read the phrase and I am going to echo.

Word Recognition Lesson Plan

Based on Student Data and Information from sources identified in this document.

APPENDIX

E

(Samples include: Data analysis - Analysing Student work *SAMPLE*, Student Alterable Variables data)

v2 (2023) Dan Zaccaro
dzaccaro@keystoneaea.org

Identifying Alterable Variable Priorities (Appendix 14)

Directions: For each Learner Behavior listed, check the box that aligns with the behavior's observed frequency. tinyurl.com/interventionvariables

0 = Rarely or Never 1 = Sometimes 2 = Always

Learner Behavior	Rating		
	0	1	2
Forgets how to complete tasks	☐	☑	☐
Is acquiring a new skill (learner is not yet accurate)	☐	☐	☑
Current intervention is implemented with a lesser duration than recommended in the program materials	☑	☐	☐
Is not accurate during instruction/practice	☐	☑	☐
Needs a significant amount of practice to reach fluency	☐	☐	☑
Poor attendance	☐	☐	☑
Engagement is low	☐	☑	☐
Struggles finding new ways to reach a goal or complete task	☑	☐	☐
Has difficulty generalizing learning to a new situation	☐	☑	☐
Pacing of instruction seems too slow for the learner	☐	☐	☑
Pacing of instruction seems too fast for the learner	0	1	2

Student Name: Brookelynn Kirkpatrick

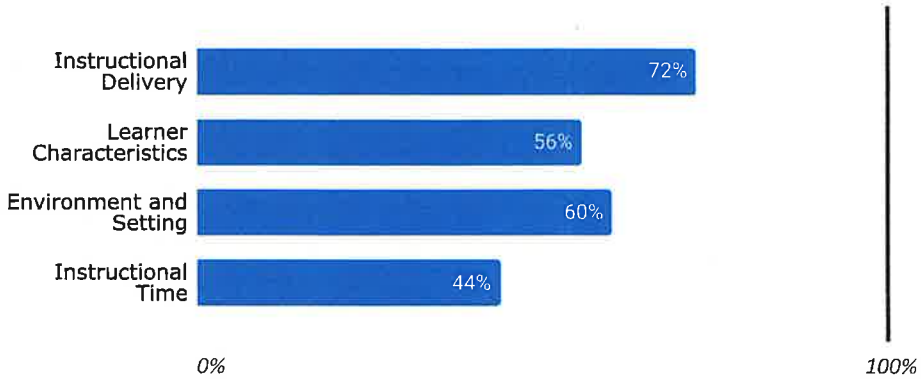
Grade: 1 Ibrahimovic

Results

Category	(Sum)	Priority
Instructional Delivery	13	High Need
Learner Characteristics	10	Some Need
Environment and Setting	6	Some Need
Instructional Time	7	Some Need

Follow the links for strategy considerations!

Percentage of points possible

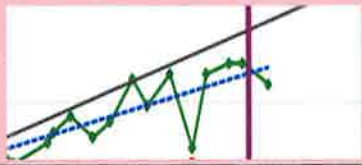
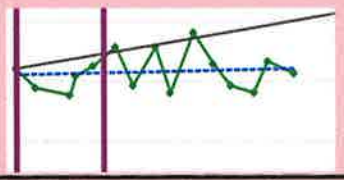


Pacing of instruction seems too fast for the learner	☐	☑	☐
Has difficulty paying attention to details	0 ☐	1 ☐	2 ☑
Seems to forget more than expected between sessions	0 ☐	1 ☑	2 ☐
Needs more frequent checking of mastery and ongoing review	0 ☐	1 ☑	2 ☐
Has trouble attending to task or lesson	0 ☐	1 ☐	2 ☑
Current intervention is implemented with a lesser frequency than recommended in the program materials	0 ☑	1 ☐	2 ☐
Does not learn well from mistakes	0 ☐	1 ☑	2 ☐
Has difficulty organizing work or finding a strategy that works	0 ☐	1 ☑	2 ☐
Learner behavior is of concern and interferes with instruction or practice	0 ☐	1 ☑	2 ☐
Has difficulty monitoring own understanding	0 ☐	1 ☑	2 ☐
Instruction time often supplanted by non-instructional activities	0 ☐	1 ☑	2 ☐
Needs significant amounts of scaffolding	0 ☐	1 ☐	2 ☑
Has difficulty learning alongside classmates	0 ☐	1 ☑	2 ☐
An entire lesson cannot be completed during the duration of the intervention session	0 ☑	1 ☐	2 ☐

Ranges

Category	Low Need	Some Need	High Need
Instructional Delivery	0 - 4	5 - 9	10 - 18
Learner Characteristics	0 - 5	6 - 11	12 - 18
Environment and Setting	0 - 3	4 - 6	7 - 10
Instructional Time	0 - 4	5 - 9	10 - 16

APPENDIX 10: ANALYZING LEARNER PROGRESS

Learner Progress →	Low			Adequate	
	"Some" progress		Minimal or no progress	Near Aimline	Exceeding Aimline
Sample Graph					
Implementation Fidelity *(Goal: 80%)* →	Low	High		High or Low	
To help with System Step 3, consider organizing your learners by intervention below	Improve intervention delivery. Return to **Learner Step 3.**	If the intervention has not previously been intensified and learner shows "some" progress go to **Learner Step 5** If, though, learner shows minimal or no progress, go to **Learner Step 6**	If the intervention has previously been intensified and learner continues to show minimal or no progress, go to **Learner Step 6.**	If goal is met, consider ending intervention. If the goal is not met, ensure high implementation fidelity. Return to **Learner Step 3.**	
Road to Reading	Shawn Coleman				
	Chelsea Oliver				
Pirate Practice		Steven Russell	Ernest Williams	Wanda Patterson	
			Jason Flores		
Ready? Read It! Skill Building Program		Samuel Miller		Francis Bennett	Charles Simmons
				Patrick Garcia	
				Cynthia Davis	

APPENDIX

F

(Samples include: Family Literature Event Planner *Sample*, Bookmarks for parents to support their child with unknown words)

Family Literacy Event: 'Read, Learn, and Grow Together!'

Event Overview:

This event aims to engage families and elementary students in interactive, fun, and educational activities that promote reading and literacy skills. The goal is to encourage reading at home, strengthen the home-school connection, and empower families to support their children's literacy development.

Welcome and Icebreaker

Duration: 15 minutes

Families gather in the school gym or library, and each family receives a literacy 'passport.' Icebreaker activity: 'Reading Bingo' – Each family member gets a bingo card with activities like 'Read a story to a family member,' 'Share your favorite book,' etc. Families complete these as they move through the stations. A short welcome from the principal or event organizer.

Interactive Reading Stations (Rotating)

Duration: 45 minutes (15 minutes per station)

Families rotate between different stations set up around the event area. Each station will feature a different literacy activity that encourages reading, phonemic awareness, and comprehension skills.

Literacy Raffle

Duration: 10 minutes

After completing all stations, each family can submit their completed 'literacy passport' into a raffle for book-related prizes (e.g., free books, book gift cards, reading kits). Focus: Incentive to engage with all activities.

Literacy Resource Table

Duration: Ongoing during the event

Set up a table with resources for families to take home, including:
- Tips for reading at home
- Book recommendations for different grade levels
- Information on local libraries and reading programs
- Printable word lists or sight words for practice

Closing and Thank You

Duration: 10 minutes

Thank families for participating. Brief speech on the importance of reading at home and continuing to support students' literacy development. Hand out free books to each family or student to take home as a thank-you for their participation.

Event Logistics:

Location: School library, gym, or multi-purpose room.
Time: 1.5 - 2 hours.
Materials Needed:
- Books for read-alouds and stations.
- Art supplies.
- Literacy passport templates.
- Bingo cards.
- Prizes (books, gift cards).
- Flyers/handouts with literacy tips for families.

Objective:

- Foster a love for reading and learning at home.
- Strengthen the connection between school and family in supporting students' literacy.
- Provide families with resources and strategies to continue literacy development at home.

SINGLE SYLLABLE

If the skill has not yet been taught,
tell the student the word and continue reading.

I'M STUCK NOW WHAT?

When a student is stuck on a word, use the following prompts to help them decode.

FIND THE VOWEL(S)

Are they side by side, or by themselves?

LOOK AT THE CONSONANTS

Are they side by side or by themselves?

WHAT IS THE SYLLABLE TYPE?

Closed | Silent-e | Open | Vowel-r | Vowel Team

WHAT IS THE VOWEL SOUND?

A E I O U

READ THE WORD

Say the sounds together without pausing

Adapted from: 95 Percent Group LLC

MULTISYLLABIC

If the skill has not yet been taught,
tell the student the word and continue reading.

I'M STUCK NOW WHAT?

When a student is stuck on a word, use the following prompts to help them decode.

FIND THE VOWEL(S)

Are they side by side, or by themselves?

LOOK AT THE CONSONANTS

- Are they side by side or by themselves?
- Where do you split the syllable(s)?

LOOK AT THE FIRST SYLLABLE

- What is the syllable type?
- What is the vowel sound?
- Read the syllable

LOOK AT THE NEXT SYLLABLE

- What is the syllable type?
- What is the vowel sound?
- Read the syllable

*Repeat this step for all syllables

READ THE WORD

- Read each syllable separately
- Read the syllables together without pausing

Adapted from: 95 Percent Group LLC

APPENDIX

G

Three Letters of Recommendation

TILFORD
ELEMENTARY SCHOOL

319-436-4728
andrea.townsley@govikes.org
308 E 13th Street Vinton, IA 52349

July 9, 2025

To Whom It May Concern,

I am honored to write this letter of recommendation for Ronda Hilbert, who has been an exceptional asset in her role as a literacy consultant for our district the last several years. As a current elementary principal and past school improvement consultant, I have known Ronda on a professional level for the past 8 years. I am continually impressed with Ronda's depth of knowledge, dedication to evidence-based instruction, and unwavering commitment to supporting both teachers and leadership teams which all make her a highly valuable resource in the field of education.

Ms. Hilbert possesses a thorough understanding of the Science of Reading and skillfully translates that knowledge into actionable support for educators. She has guided teams through the complexities of aligning instruction to current Iowa standards and legislation, ensuring compliance while never losing sight of what is best for students. Ronda's ability to surface research-based practices and scaffold their implementation has empowered teachers to strengthen their literacy instruction with confidence and clarity.

Ronda has been instrumental in the selection and implementation of high-quality instructional materials, using a research-informed lens to evaluate sound resources that best meet the diverse needs of learners across our district. Her recommendations are always anchored in evidence, equitable services for all students, and alignment with district and state goals.

A particularly notable strength is Ronda's expertise in services surrounding Multi-Tiered System of Supports (MTSS). Ms. Hilbert supports schools in developing robust tiered intervention systems, analyzing data, and designing targeted supports that are both responsive and sustainable. Her leadership in this area ensures that every student receives the appropriate level of instruction and intervention needed to thrive.

What sets Ronda apart is her hands-on approach. She is not just a consultant who delivers information, she is a partner in the work. She spends time in classrooms, co-plans with teachers and leadership teams, models lessons, analyzes student data, and facilitates reflective conversations that lead to improved outcomes. She also collaborates closely with building and district leadership teams, bringing clarity, structure, and shared ownership to schoolwide literacy improvement efforts.

In every interaction, Ronda demonstrates a deep respect for educators and a clear commitment to student success. Her influence has had a lasting, positive impact on both instructional practice and student achievement in our district. I recommend Ronda Hilbert without reservation for any position or project requiring a passionate, knowledgeable, and highly capable literacy leader. Please feel free to contact me if you have any questions or would like to discuss Ronda's qualifications further.

Sincerely,

Andrea Townsley

Vinton Shellsburg Community Schools | Tilford Elementary Principal & VS Elementary Curriculum Director

July 9, 2025

To Whom It May Concern:

It is with great excitement that I write a letter of support for **Ronda Hilbert-Lamphier, Education Consultant with All-Inclusive Literacy,** to be included in the Iowa Department of Education's approved list of literacy providers for the Iowa Comprehensive State Literacy Development (IA-CKSD) project.

As a former Special Education Director, IDEA Project Manager, and Special Services Director, I have been a colleague of Ronda's for over 20 years, in different roles and leadership positions. Most recently, Ronda served as the literacy provider for the Mid-Prairie CSD during the 2024-25 School Year, while supporting K-5 elementary special education teachers, instructional coaches and the District Leadership team in the focused area of literacy.

Specific learning provided by **All-Inclusive Literacy** focused on the research within the Science of Reading, with an emphasis of learning the components of Scarborough's Rope, principles of the Science of Reading and literacy strategies. In addition, the special education staff had not been exposed to the SDI framework or the Supplemental and Intensive Tiers handbook prior to this school year. Therefore it was imperative for all staff to have the same foundational knowledge before proceeding forward. Ronda's comprehensive literacy expertise and guidance was key in the progress achieved on district-wide goals. This progress included new foundational learning centering on the Science of Reading and Structured Literacy, SDI Framework and Supplemental and Intensive Tiers of intervention. Informal data through observations and coaching conversations supports this. Formal data with the FIT assessment will be gathered in Sept. 2025.

Prior to becoming an independent literacy provider, Ronda previously served as an AEA lead on the Department's statewide leadership team and supported multiple districts in need of assistance within the IDEA-DA levels of support for SDI K-5 Literacy efforts. It was through this partnership that Ronda's literacy expertise and leadership abilities were also highlighted.

It is without hesitation that I endorse **All-Inclusive Literacy** as a GSP. Ronda's proven track record will ensure that districts are provided high-quality professional learning to ensure full access to high-quality literacy instruction and activities. Thank you for your consideration.

Kind Regards,

Jodee J. Beck, Ed.S.

University of Northern Iowa
College of Education
Department of Special Education

July 10, 2025

DearColleague/s:

I am honored and excited to write this recommendation in support of Ronda Hilbert. I have known Ronda professionally for over thirty years; we met when she joined the teaching staff at Independence Community School District, where we served together as co-teachers and colleagues in special education. Additionally, Ronda and I had the opportunity to work together at the Grant Wood Area Education Agency, where she served as a consultant in both special education and literacy. She is an exemplary educator, and I am privileged to call her a colleague.

What most impresses me about Ronda is her ability to connect with people and cultivate relationships across rural, suburban, and urban school communities. Research shows that quality relationships are foundational to system growth and improvement, and Ronda is a prime example of that. Because Ronda places high value on trusting relationships, she cultivates the same among those she serves. The result has been a powerful collaboration among her stakeholders in pursuit of high levels of learning for every student.

Ronda has a contagious enthusiasm and a passionate commitment to improving all outcomes for each student. Her expert knowledge and commitment to serving staff members enhance their confidence in their ability to improve learning outcomes for all students, which in turn positively contributes to their sense of self-efficacy. By creating opportunities for teachers to learn deeply, implement impactful evidence-based strategies, and engage in continuous data-driven decision-making, while providing them with the support they need to change their practice effectively, she has cultivated communities of practice that have led to school-wide positive changes in professional capital, thereby building collective efficacy. The result has been notable increases in student growth and learning. Ronda's understanding of scientifically based reading research and the Multi-Tiered System of Support framework, along with her skill in connecting educators to each other and resources, will serve her well in a systems-level role, driving literacy achievement and ensuring equitable access to high-quality literacy instruction at all grade levels and across all school buildings.

One of Ronda's greatest strengths is her ability to reflect thoughtfully on her leadership practice. As she works to implement continuous improvement and other initiatives, she is intentional about gathering feedback and reflecting on her leadership. I have appreciated the reflective conversations I've had with Ronda, and I admire her natural curiosity about her practices and their impact. She raises insightful questions and is an effective listener. She works in collaboration with all educators to determine where adjustments are needed to ensure that professional development efforts continue to align with the needs of their students.

Due to her leadership practices, relational skills, enthusiasm, and knowledge, Ronda has served as an external consultant to numerous school districts. She is sought after by building leaders as a professional development provider and as a trusted colleague. As a Literacy and Leadership Grant Support Provider, Ronda will be able to utilize the skills and knowledge she has developed to reach and support Iowa's educators. Additionally, she would be able to tap into her extensive professional network, the result of her passion for people and relationships, to connect educators and help advance grant goals and activities, in service of increased student literacy outcomes.

I highly recommend Ronda and believe she would excel as a Literacy Grant Support Provider. Please feel free to contact me at 319-361-3397 or kris.donnelly@uni.edu if I can be of further assistance.

Sincerely,

Kristine Donnelly

Kristine Donnelly, Assistant Professor of Instruction
University of Northern Iowa

APPENDIX

H

Resume for Ronda Hilbert-Lamphier

Ronda Hilbert-Lamphier

1771 Golf Course Blvd. Lot 20B
Independence, Iowa 50644
(319) 361-4597
ronda@allinclusiveliteracy.com

EXPERIENCE

All-Inclusive Literacy, LLC, Independence IA — *Personal Business*

2024 - Present

Specializing in evidence-based literacy practices and tailored support for educators. With extensive experience in both special and general education, the company offers services such as professional development, coaching, curriculum alignment, and literacy training.

Grant Wood Area Education Agency, Cedar Rapids, IA — *Literacy Consultant*

January 2009 - May 2024

Supported districts in Eastern Iowa with special education and literacy.
Delivered professional development on Structured Literacy and SDI.
Led coaching cycles and classroom observations.
Developed curriculum aligned with the Science of Reading and Iowa standards.
Collaborated with district leadership on MTSS frameworks.

Independence Community School District, Independence IA — *Teacher*

August 1991 - January 2009

Taught special education for grades 3-8, including Levels 1, 2, and 3, providing individualized support to students with diverse learning needs.
Team-taught literacy for 10 years, collaborating with colleagues to enhance student reading and writing skills.
Developed and led a middle school intervention team of teachers focused on supporting students struggling in reading, writing, math, and behavior.

EDUCATION

University of Northern Iowa, Cedar Falls, IA — *BA Education, Minor Special Education Strat 1*

August 1986 - May 1991

Earned a Bachelor of Arts in Elementary Education with a minor in Multi-Categorical Resource K-6 (Strat 1)

University of Northern Iowa, Cedar Falls, IA — *MA School Counseling*

August 2000 - May 2005

Earned a Master of Arts in School Counseling, K-12

PROJECTS

K-6 Specially Designed Instruction (SDI) Literacy — *Co-Creator*

Co-created the K-6 Specially Designed Instruction (SDI) Literacy package for the Iowa Department of Education, focused on the SDI Framework's critical features—**Diagnose, Design, and Deliver**. This training equips educators with strategies to diagnose student needs, design personalized literacy instruction, and deliver effective, individualized support for students with diverse learning needs.

Supplemental and Intensive Tiers Guide — *Collaborator*

Collaborated with other stakeholders across the state to create the first intensification guide focused on system and learner steps.

SKILLS

Knowledgeable in the Science of Reading

Proficient analyzing literacy data

Skilled at system coaching

Comfortable presenting to staff on literacy strategies

Highly organized

Exhibits attention to detail

Relatable to others

Adaptable

Goal Oriented

Areas of Expertise

Elementary Literacy (Grades K-6)

Middle School Literacy (6-8)

Special Education and Literacy

MTSS (Multi-Tiered Systems of Support)

Professional Development and Teacher Training

District/School Type Experience

Urban

Cedar Rapids Community School District

Rural

Benton Community School District
Center Point -Urbana Community School District
Vinton-Shellsburg Community School District

Suburban

College Community School District:

APPENDIX

I

(Samples include: Diagnose Design Deliver Coaching Tool created w/ Amy Alfrey for K6 Literacy package; K6 SDI Literacy Pkg. *SAMPLE*, K6 SDI Literacy, Course 3 *SAMPLE*)

DELIVER FOR LEARNER ENGAGEMENT		
Use evidence-based, high-leverage instructional practices in order to:		
7. Deliver the instruction as designed and monitor instructional fidelity a. Regularly use implementation fidelity checklists/walkthroughs/observations to ensure: ■ all parts of the instructional plan are implemented as intended ■ the instructional plan is implemented with the frequency/intensity/duration as planned ■ instruction includes evidence-based, high-leverage instructional practices b. Intentionally and regularly engage ongoing implementation support for feedback and guidance (e.g., family, coaches, content experts, PLC, etc.)	**8. Monitor learner progress** a. Use assessments/data sources that link directly to skills taught b. Collect and use formative and summative assessments as planned c. Gather data with sufficient frequency to make instructional decisions.	**9. Adjust instruction as necessary based on learner progress and instructional fidelity** a. Intentionally collaborate to review/analyze learner data to enhance instructional practices and materials b. Examine implementation data and progress data to consider: ■ continuing the plan as written ■ gathering more data ■ improving implementation ■ reducing supports/services ■ intensifying/modifying supports
Beginning/Developing A. When reflecting on the instruction and learner responses, did the lesson go as planned? Why or why not? B. Tell me about the instructional resources you are using for this lesson. How much time is recommended for delivery? Have you altered this? Why? How does this impact fidelity? C. What opportunities do you have to collaborate and communicate with others regarding instruction? (PLCs, observations, instructional coaches, families)	A. How are learning targets shared with the learners? B. What evidence can we tease out that indicates successes or breakdowns in student learning? C. How will feedback related to progress be provided to learners and their families? D. After collecting and reviewing the data, what do you notice about your learner's progress? What can be improved/changed to increase progress?	A. When needing to make instructional changes, explain the steps you go through. B. In regard to your instruction, what does formative and summative assessment data suggest? (accuracy, automaticity, student engagement and generalization of skills and knowledge across settings and situations)
Operationalizing/Optimizing A. What types of multisensory approaches can be implemented to heighten student engagement and retention? B. From "need to know" in Diagnose & from Design- what key elements do you want observation & feedback on such as: embedded routines (PS), direct/explicit/sequential literacy (K-6), or learner characteristics for students with significant disabilities?	A. Did you notice any misconceptions or breakdowns in understanding for the learners? What adjustments did you or could you have made based on what you were noticing? B. "We do" is a critical part of a lesson.How much time is spent in the I do, you do, we do, portions of the lesson? How do you determine when to move to the next level? C. Consider the IEP goal and the instruction that is driving the goal. Are we missing the smaller instructional parts needed to make gains on the overall goal?	A. What effect did you see when you altered _____? B. Tell me about your decision making when considering a change in your instruction. C. What do you think would happen if.... D. After reviewing the learner's progress data, what additional information (Diagnose) might guide you to designing instruction to better align with student need?
Potential Coaching Actions • Observe mutually agreed upon student response to instruction or key instructional delivery; provide 'just in time' constructive feedback (non-evaluative) • Co-teaching, video-modeling, or observing the coach or another teacher implementing the strategy or lesson. • Utilize the Intervention Guide flowchart to discuss progress and fidelity. • Collaboratively review instructional materials/strategies to determine if they are evidence-based and being implemented as intended.	• Compare formative assessment progress in specific skills to general outcome measures (generalization & application) • Compare learner data with fidelity/implementation data • Review explicit teaching strategies to ensure implementation and fidelity. • Utilize video to reflect upon one of the following: learner engagement, corrections/feedback, appropriate level of questioning, etc.	• Review progress monitoring data together to determine the rate of progress and determine next steps • Determine whether additional data is needed for instructional decision making • Explore the Intensification Tool in the Intervention System Guide for potential use

DESIGN FOR INSTRUCTIONAL DELIVERY		
With a team who has relevant and specialized knowledge, develop a plan which:		
4. Incorporates evidence-based practices aligned to learner needs a. Apply diagnostic results to select appropriate supports for: **Access, Engagement, & Increasing specific skills** b. Explicitly state learner outcomes c. Determine intensity and frequency of alterable variables (e.g. grouping, materials, accommodations, time, etc.) d. Use high leverage instructional practices that match the concept/skill being taught and the learner's needs e. Maintain high expectations, is coordinated and is inclusive of the necessary services and supports	**5. Aligns to the Iowa Core and is age appropriate** a. Align learning targets to grade level, learning progressions and foundational skills b. Align the learner's IEP goals, progress monitoring and supports to Iowa Core c. Connect supports and services to instruction the learner is receiving throughout the school day	**6. Maximizes opportunities for access and engagement** a. Address appropriate accommodations & modifications b. Consider multiple means of engagement, action and expression and representation which are matched to learner need c. Provide instruction in the general education environment and removal is considered only if needed for learner success.

Beginning/Developing	A. Thinking about the information from "Diagnose" and the instructional materials you currently have available, what else might you need or want to try? B. What instructional routines & learning opportunities do you currently have in place? How well matched are they to the learner's strengths, needs and preferences? C. What are variables that need altered in your lesson planning for this specific learner (Ex: time, group size)? D. What other necessary services and supports will you incorporate into the design of this learner's instruction?	A. What is your plan for ensuring that learning is being aligned to Iowa Early Learning Standards (IELS), Iowa Core, or Iowa Core Essential Elements? B. How will you ensure the learning targets are aligned to grade level, learning progressions and foundational skills? How will learning targets be introduced to the learner? C. When designing the lesson, how will you align the learning targets to the learner's IEP goals? What is your plan for monitoring progress? D. How do you ensure that materials are age and skill appropriate while matching the level of need?	A. What are the learner's accommodations/ modifications on the IEP? How well matched are they to the learner's needs? Do they take into consideration individual needs and appropriate to the task? B. Is the learner accessing the modifications/ accommodations throughout the day? If not, reconsider match or what barriers are preventing this. C. How will learner engagement be built into the lesson? What evidence of learning engagement is present in the classroom?
Operationalizing/Optimizing	A. When matching the concept/skill being taught and the learner's needs, how do you determine the high leverage instructional practices or (embedded) routines that you might use? B. Is there a high leverage practice you've been applying and optimizing but it isn't giving you the results you want? Why or why not do you think? C. How did you decide what variables to alter? How is that working? D. How do you handle barriers such as time and scheduling while considering diverse instructional needs. (i.e. materials, instruction, embedded routines, etc.)	A. Based on data used to monitor the learner's progress, such as formative assessment, is the learner making sufficient growth to close the gap? B. Is the progress the learner is making aligned to the expected rate of growth? If not, what might need to change? (Consider the Alterable Variables Table) C. Tell me about the sequence of instruction you've planned to meet this goal. What are some of the key milestones you're teaching toward? D. Let's talk about how you decided on this goal. What steps did you take to make sure it was sufficiently ambitious?	A. How well do the instructional materials, routines and accommodations engage the learner? How have multiple means of engagement been considered? B. Talk to me about how instructional alignment is ensured across settings throughout the day.. C. If the learner is receiving instruction away from general education, talk about why removal is necessary. What was tried before deciding to remove the learner from universal instruction?

DIAGNOSE FOR INSTRUCTIONAL DESIGN

Use RIOT and SCIL in order to:

1. Define areas of concern and verify potential reasons for the concern	2. Identify strengths, interests and preferences that sustain learner engagement	3. Determine critical supports needed for learner success
a. Gather and triangulate multiple sources of data through the RIOT process b. Thoroughly review the learner's educational history focusing intentionally on the setting, curriculum, instruction and learner's performance to develop a learner profile c. Pinpoint skills and/or behaviors that are not at mastery d. Develop an observable, measurable concern that has a verifiable standard based on the data gathered	a. Identify existing skills in which to build on through specially designed instruction b. Identify preferences for learning, materials, adult instructional behaviors, and activities that will maximize the likelihood a learner will remain engaged	a. Analyze the data collected in order to recommend and outline where specially designed instruction needs to begin b. Make an instructional match which includes the environment and approach/materials needed for the learner to access and make progress in the Iowa Core

Beginning/Developing	A. What data (or learner work) would help you identify a focus that would have the greatest impact on learner learning? B. What is the best way to collect additional data, given your grade, area of instruction, individual learner? C. What does this learner information suggest as a starting point for what you want the learner to know and be able to do? What do you want to focus on first?	A. When you think about your learner observations throughout the day, what do you notice... successes, struggling to do, etc. B. How are you collecting learner strengths, interests, and preferences?	A. What components of your current instruction, environment, materials match the learner needs? B. What might need to change to better match the learner needs?  **See "Need to Know"** in Coaching Actions below for preschool, K-6, significant disabilities considerations in *instruction, materials, environment.*
Operationalizing/Optimizing	A. When looking at RIOT/SCIL data or the matrix, where are the gaps in the data? What additional information do you need? B. What concerns you most about X's performance? What are some of the reasons this might be occurring? What info might we need to confirm this?	A. How do you use your knowledge of learner strengths interests, and preferences to make changes in environment, materials, instruction? B. How can the activity or expectation be modified to increase engagement?	A. How do you use data for ongoing instructional change and how often do you collect/review this data? B. Does progress monitoring or classroom formative assessment indicate current instruction is reducing the gap and increasing skills? C. What additional learning do you need to **analyze data** and **make instructional matches** to learner needs in instruction, materials and environment? See **Need to Know** in Coaching Actions Below.

Potential Coaching Actions	• Examine how RIOT/SCIL is done- does the teacher see it as helpful? If not, why not?
	• Talk about existing data sources. What does the teacher prefer? Is there a source of data around they could learn more about?
	• Analyze screening data, if available, for a quick instructional response (use caution in preschool, if available).
	• Help the teacher identify a diagnostic question and select an assessment that answers that question.
	• Discuss critical features of current instructional routines, current instruction, or intervention features. Have these been delivered as intended, or have absences, drift, time interfered with instruction as designed?
		• Interview learner and family about learner's strengths, interests and preferences.
		• Observe learner in different contexts to determine when they are most engaged.
		• Ask how teachers are planning for differentiation based on learner interests, preferences and skills.
		  ◦ Conduct preference activities and/or surveys
		  ◦ Observe reinforcement preferences and/or complete reinforcement inventories
		• Observe learner in various settings to determine if certain teachers/educators have instructional methods that are more/less effective
			Need to Know (considerations before moving to design)
			• **Preschool** Link to Instruction, Environment, Play, Materials
			  ◦ High quality preschool instruction addresses all domain areas, not just early literacy
			  ◦ Embedded Learning Opportunities are key
			  ◦ Evidence-based practices (DEC Recommended Practices)
			• K-6 Literacy
			  ◦ Foundational Skills
			  ◦ Systematic/Explicit; Scope/Sequence; Automaticity
			• **Significant Disabilities**
			  ◦ Comprehensive Literacy Framework
			  ◦ Iowa Core Essential Elements
			  ◦ Learner characteristics, including communication
			  ◦ Language and Literacy Intervention Guide

SDI Framework: Guiding Principles

Iowa Specially Designed Instruction

Diagnose Design Deliver Engage

What Who Where When Why How

SDI Guiding Principles

The following **foundational beliefs** are of key importance as we work together to improve our special education outcomes, services and SDI for our learners here in Iowa:

- Learners receiving special education services are **general education learners first and always.**
- Highly effective special education services and outcomes are dependent on highly **effective universal instruction** and a **school-wide intervention system.**
- Effective SDI is designed through **collaboration** between **families and** highly qualified **educators.**
- SDI is **delivered by special education and general education teachers** and professionals in **various settings** across the day.
- The **Iowa Core Standards, Iowa Core Essential Elements, Early Learning Standards, and school-based expectations** should drive diagnosis, design and delivery of SDI.
- Highly effective SDI flows from **high quality** and **specific** assessment information.
- SDI helps learners to **use tools, materials and strategies** to **access** the Iowa Core Standards and reach grade-level aligned goals.
- SDI helps learners to **address** their **unique needs** as result of the individual's disability.

Consensus

One person's role will be to facilitate the conversation to get consensus around the statement - Queen card

If you drew a number, your number indicates the role you play in the consensus conversation around the statement on the screen.

Ace = Strongly Disagree (will sabotage, passionately opposed)
2=Neutral
3=Neutral
4= Strongly Agree (will carry the lantern, lead the way)

"Well, then, it's unanimous."

Specially Designed Instruction
Guiding Principle #1

Learners receiving **special education services** are **general education** learners **first** and **always**.

Do you agree with this statement? Have you ever experienced a challenge with this mindset?

Specially Designed Instruction
Guiding Principle #2

Highly effective **special education services** and **outcomes** are **dependent** on highly effective **Universal Instruction** and a **school-wide** intervention system.

What makes universal instruction and school-wide intervention systems highly effective?

Specially Designed Instruction
Guiding Principle #3

Effective SDI is **designed** through **collaboration** between **families** and highly qualified **educators** .

Consider a time you had a successful collaboration with educators and families. What made it successful?

Specially Designed Instruction
Guiding Principle #4

SDI is **delivered** by **special education** and **general education** teachers and professionals in **various settings** across the **day**.

Do you see evidence of SDI delivered across ALL settings for ALL students? What evidence did you see?

Specially Designed Instruction
Guiding Principle #5

The Iowa Core **Standards**, **Iowa Core Essential Elements**, **Early Learning** Standards, and **school-based** expectations should **drive** diagnosis, design and delivery of **SDI**.

Where is your district/district you work with in regards to ensuring that standards and expectations drive diagnose, design, and deliver?
Knowledge<<<<<<<>>>>>>>Implementation

Specially Designed Instruction
Guiding Principle #6

Highly effective SDI flows from **high quality** and **specific** assessment information.

Where is your district/district you work with in regards to ensuring that high quality data and specific assessment information is used to design highly effective SDI?

Specially Designed Instruction
Guiding Principle #7

SDI helps learners to use tools, materials, and strategies to access the Iowa Core Standards and reach grade-level aligned goals.

T or F: Every child in my school has access to the Iowa Core Standards with goals aligned to their grade level.

- How does SDI help students access the Standards and reach grade-level goals?

Specially Designed Instruction
Guiding Principle #8

SDI helps learners to address their unique needs as result of the individual's disability.

Name some unique needs you have experienced in the school setting? What makes a need *unique*?

Guiding Principles: DEBRIEF

THINK / PAIR / SHARE

Think about the following questions:

- Were there some guiding principles that were more challenging to defend?
- Were there some guiding principles seem to need clarification?
- What might be some challenges in supporting the principles?

Be prepared to share with others.

Specially Designed Instruction (SDI)

Iowa Specially Designed Instruction

Diagnose Design Deliver Engage

What Content? SDI Framework Components

NEW

DIAGNOSE FOR INSTRUCTIONAL DESIGN Use RIOT & SOL in order to:	DESIGN FOR INSTRUCTIONAL DELIVERY With a team who has relevant and specialized knowledge, develop a plan which:	DELIVER FOR LEARNER ENGAGEMENT Use evidence-based, high-leverage practices in order to:
1. Define areas of concern and verify potential reasons for the concern 2. Identify strengths, interests and preferences that sustain learner engagement 3. Determine critical supports needed for learner success	4. Incorporate evidence-based practices aligned to learner needs 5. Aligns to the Iowa Core and is age appropriate 6. Maximizes opportunities for access and engagement	7. Deliver the instruction as designed and monitor instructional fidelity 8. Monitor learner progress 9. Adjust instruction as necessary based on learner progress and instructional fidelity

SUPPORTS ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS

Revised: SDI Framework

Practitioner Steps

- Common across strands
- Connected to the Key Features
- Have become the Critical Components
- Making it clearer for practitioners to connect to the framework

Revised SDI Framework (August, 2018)

Iowa PLUS

SPECIALLY DESIGNED INSTRUCTION
IOWASDI
DIAGNOSE • DESIGN • DELIVER • ENGAGE

Specially Designed Instruction K-6 Course 3: Goal Setting & Progress Decisions

This course was updated in the Spring of 2023:

- Leads: Ronda Hilbert (GWAEA) and Lorelei Lake (CRAEA)
- Reviewers: 2022-2023 SDI K6 Community of Practice Members

Get Settled:

- Fill Out Your Name Tag – First and Last Name, Building and District and AEA
- Talk about the bathrooms, where to get drinks at breaks and places for lunch

Discuss any homework from previous courses and address any questions that have come up since your last group session.

SDI Framework

DIAGNOSE FOR INSTRUCTIONAL DESIGN *Use RIOT & SCIL in order to:*	DESIGN FOR INSTRUCTIONAL DELIVERY *With a team who has relevant and specialized knowledge, develop a plan which:*	DELIVER FOR LEARNER ENGAGEMENT *Use evidence-based, high-leverage practices in order to:*
1. Define areas of concern and verify potential reasons for the concern 2. Identify strengths, interests and preferences that sustain learner engagement 3. Determine critical supports needed for learner success	4. Incorporates evidence-based practices aligned to learner needs 5. Aligns to the Iowa Core and is age appropriate 6. Maximizes opportunities for access and engagement	7. Deliver the instruction as designed and monitor instructional fidelity 8. Monitor learner progress 9. Adjust instruction as necessary based on learner progress and instructional fidelity
SUPPORT ENGAGEMENT FOR LEARNING THROUGH FAMILY SCHOOL PARTNERSHIPS		

Iowa Plus | Iowa IDEA 3

Connect to the SDI Framework.

Setting goals aligns directly to these three Critical Features of SDI. Critical Feature 5 is much about choosing goals and progress monitoring that align to Iowa core. This assures we keep ambitious expectations in mind.

Critical Feature 8 then give us more detail about the types of assessments we use to monitor progress. Formative assessments can include those we use for progress monitoring and Assessments for learning which are those everyday info we use to guide instruction. Today we're referring to PM measures. We ask that when we use PM we gather data frequently enough to guide more robust changes of instruction, but that can vary depending on the PM we use and it's sensitivity to change over time. Today we're talking about CBMr which is very sensitive. We see 1 or more words gain per week in these so we typically measure progress weekly or biweekly using these types of tools, but other measure that are less sensitive it may not be efficient or useful to measure weekly.

Critical Feature 9 also relates to PM measures as they give us the guidance ot allow changes to instruction. We have 5 instructional decisions we can typically make. We won't get deep into these today, but give you some additional things to think about as you're making data-based decisions.

Goals and PM data connect more indirectly to other critical features. For example, today we'll also reference CF 4. That is, we want to match the intensity of our

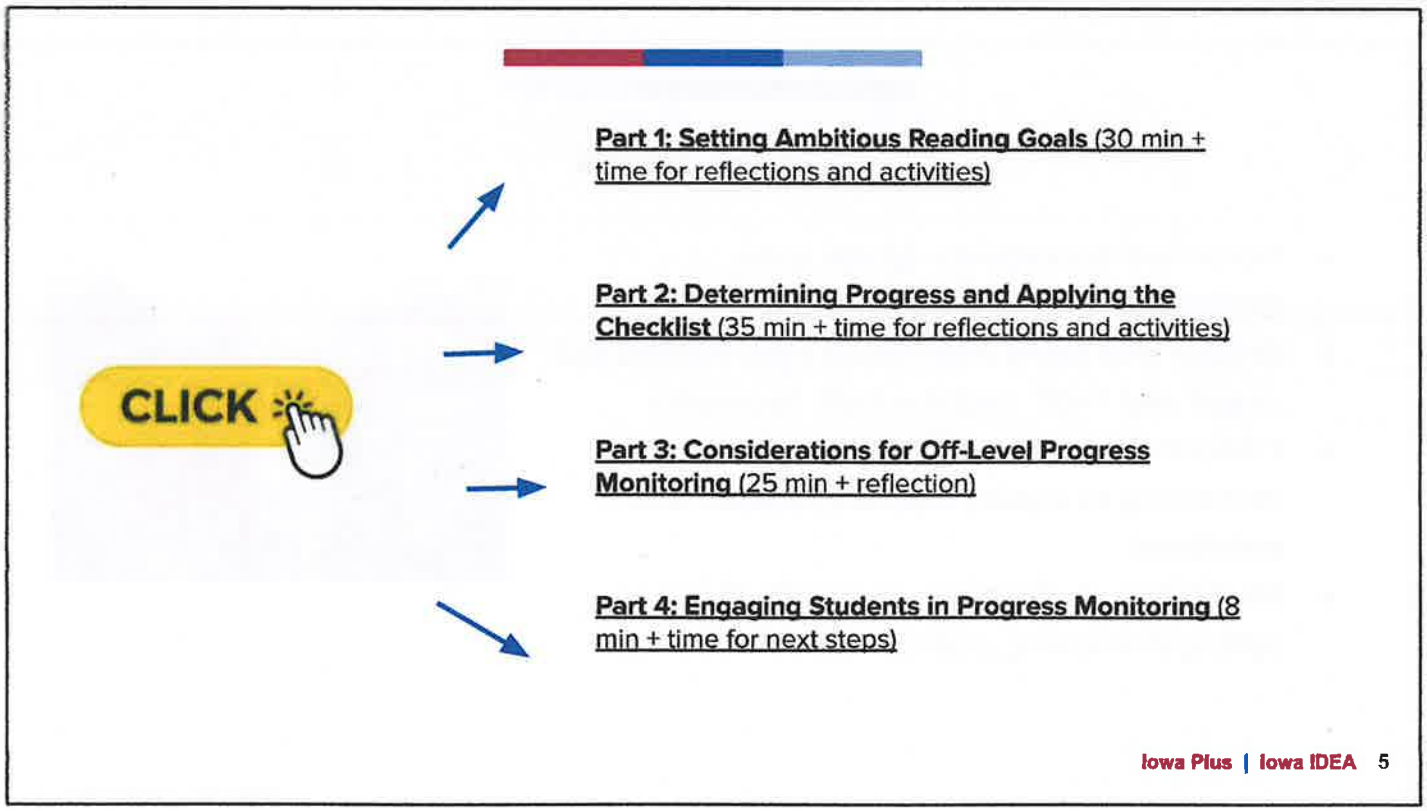
instruction with the ambitiousness of our goals.

Objectives

- Determine appropriate grade level expectations to set ambitious goals
- Explain why using information from student skill needs and FAST data are both necessary
- Considerations for off grade level progress monitoring to ensure they are realistic and ambitious
- Strengthen students' involvement in setting/monitoring goals.

Iowa Plus | Iowa IDEA 4

Today we're focusing on those things to consider in deciding on goals for instruction and progress monitoring. We introduced the concept of ambitious goals when we introduced the concept of ambitious expectations, but we didn't really provide a great deal of guidance on how to calculate and what types of things to keep in mind when setting goals. Today we'll primarily be talking about using FAST data to develop/make decisions on goals, but these concepts really apply to any goal. We are aiming to develop goals that decrease the gap and keeping in mind reasonable goals that align to our instruction, the intensity of instruction and the content we cover over time.



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