

Welcome!

Elementary ELA Review Subcommittee of Intervention and Supplemental Materials

October 30, 2023
4:00-6:00 PM
Laguna

Agenda for Monday, October 30, 2023

- 1. Welcome and Introductions**
- 2. Review of Committee agenda, norms, purpose, and timeline**
- 3. Review intervention and supplemental criteria and rubrics**
- 4. Review materials using criteria and rubric**
- 5. Future Meetings**

Subcommittee Members

Jennifer Bethke
Alison Ellis
Lindsey Denny
Candy Bloch
Jennifer Fox
Beth Greene
Amber Lindsey

Kaia Hart
Briana Reed
Julie Ballard
Mickaela Leopold
Linda Tardie
Michelle Woulfe
Diane Murphy - Facilitator



Committee Norms

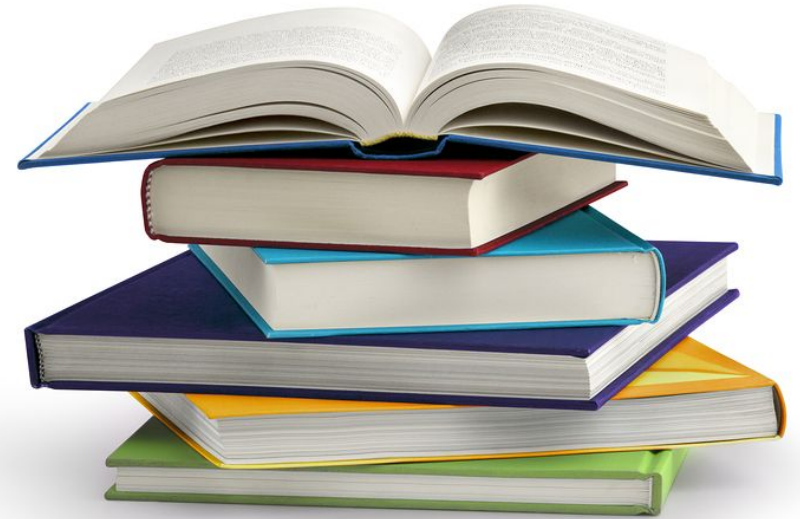
We will be...

- be fully present.
- listen to understand and ask questions for clarification.
- be open to new ideas.
- invite and welcome the contributions of every member.
- be mindful of how often and how long you speak.
- support the group's recommendation after consensus is reached.
- questions and challenges are welcomed. Question and challenge the idea, not the person.



Purpose

The purpose of the elementary English Language Arts (ELA) intervention and supplemental adoption subcommittee is to review, evaluate, and recommend quality and appropriate intervention and supplemental materials for approval by the district Governing Board.



Consensus Decision Making

- Consensus decision making is a **group decision making process** that seeks consent of all participants where **everyone's opinions are heard and understood**.
- It is an **acceptable resolution**; one that can be supported, even if it is not the “first choice” or “favorite” of each individual.



Consensus is...

- consenting to a proposal because **group members choose to cooperate** with the direction of the **group** rather than **insist on their personal preference**.
- ***“Is this proposal something you can live with?”***
While group members may be willing to go along with a proposal, **they do not actually need to favor it above another choice**.
- to ***“consent”*** means that even if group members disagree, **there is still overall consent to move forward** in order to settle the issue.



Clarifying Decision-Making Process

Defining Consensus

Defours et al - Definition of Consensus:

All points of view have been heard.

The will of the group is evident even to those who most oppose it.

If all members of a committee/group must agree - or if every member of a committee can veto taking action - groups will be subjected to constant inaction... a state of perpetual status quo.

Without a shared understanding of consensus, persons determine their own standards.

Consensus decision making is a group decision making process that seeks consent of all participants where everyone's opinions are heard and understood. It is an acceptable resolution; one that can be supported, even if it is not the "first choice" or "favorite" of each individual.

Timeline for Phase 3

Date	TENTATIVE focus of meeting (subject to change)
Monday, Oct 30	Review Phase I, laws, adoption criteria, rubric, review materials
Monday, Nov 13	Review materials
Monday, Nov 27	Review materials
Monday, Dec 11	Review materials

Open Meeting Laws

- Relevant statutes: ARS 15-721 and ARS 15-722
- All meetings of a quorum of the committee must be:
 - posted **twenty-four hours prior**
 - with an **agenda**
 - with **minutes** or a tape of the meeting
- A quorum of the committee cannot have a discussion regarding items that may be presented to the committee outside of an open published meeting



Public Record

- A.R.S. § 39-121: "Public records and other matters in the custody of any officer shall be open to inspection by any person at all times during office hours."



Conflict of Interest

A.R.S. § 38-503

- If anyone on the committee has concerns about their connections to a potential vendor, please raise those with the committee head.
- Unable to accept gifts from potential vendors other than minimal items and meals.



Scottsdale *Unified* School District
Engaging all students in world-class, future-focused learning.

Teaching and Learning
Secondary Science Curriculum Adoption Committee
8990 East Jackrabbi Road
Scottsdale, AZ 85250

Telephone: 480-484-5009
Web site: www.susd.org

Dear Committee Member:

You have been selected to participate in the evaluation of the above referenced Invitation for Bid/Request for Proposal. Your selection was based upon your technical qualifications in this area and your ability to develop an objective/subjective analysis of each bid/proposal.

It is essential that the integrity of this process be maintained to ensure that each bidder/officer is given fair and equal consideration. Your familiarity with particular brands, types of products, material, or firms may tend to influence your evaluation; however, you are required in this specific instance to be particularly objective and guard against any tendency that might skew your evaluation in favor of a personal preference.

You are required to report to the Committee Chair, Dr. Kimberly Dorda Kerns, any actual or potential conflict of interest as defined in A.R.S. 38-503.

An additional consideration is the legal mandate to maintain strict secrecy and confidentiality regarding the content of any bid/proposal, as well as the proceedings of the Evaluation Committee meetings during the evaluation process. Now that this process has started, it is essential that any contact with the officer be through, and by, the Chairman of the Evaluation Committee.

In addition, the Evaluation Committee Member shall not communicate, except during formal Committee meetings, with any officer or potential subcontractor to that officer prior to award nor shall that Member discuss bid/proposals or their evaluation with anyone other than the Chairperson and Evaluation Committee Members. This statement is mandatory.

To emphasize the importance of the above considerations, you are asked to sign the following statement:

I have read and understood the above and agree to be bound by the rules and principles represented. I know of no conflict of interest on my part nor have I committed any indiscretion or accepted any gratuity or favors that would compromise my impartiality. I will maintain all deliberations of the Evaluation Committee in strict confidence during this process. My recommendations shall be based upon objective/subjective review of the bid(s)/proposal(s) and the appropriate award criteria from the bid/proposal in accordance with the School District Procurement code.

Printed Name

Position

Signature

Use of Form Recommended by Attorney General's Office
Source: State Procurement Office
D-56 (10/2009)

Confidentiality Agreement

A.R.S. § 38-503

I have read and understood the above and agree to be bound by the rules and principles represented. **I know of no conflict of interest on my part nor have I committed any indiscretion or accepted any gratuities or favors that would compromise my impartiality.**

I will maintain all deliberations of the Evaluation Committee in strict confidence during this process.

My recommendations shall be based upon objective/subjective review of the bid(s)/proposal(s) and the appropriate award criteria from the bid/proposal in accordance with the School District Procurement code.



Scottsdale *Unified* School District

Engaging all students in world-class, future-focused learning.

Teaching and Learning
PreK-5 ELA Curriculum Adoption Committee
8500 East Jackrabbit Road
Scottsdale, AZ 85250

Telephone: 480-484-5009
Web site: www.susd.org

Dear Committee Member:

You have been selected to participate in the evaluation of the above referenced Invitation for Bid/Request for Proposal. Your selection was based upon your technical qualifications in this area and your ability to develop an objective/subjective analysis of each bid/proposal.

It is essential that the integrity of this process be maintained to ensure that each bidder/offeree is given fair and equal consideration. Your familiarity with particular brands, types of products, material, or firms may tend to influence your evaluation; however, you are required in this specific instance to be particularly objective and guard against any tendency that might slant your evaluation in favor of a personal preference.

You are required to report to the Committee Chair, Dr. Kimberly Dodds Kernan, any actual or potential conflict of interest as defined in A.R.S. 38-502.

An additional consideration is the legal mandate to maintain strict security and confidentiality regarding the content of any bid/proposal, as well as the proceedings of the Evaluation Committee meetings during the evaluation process. Now that this process has started, it is essential that any contact with the offeror be through, and by, the Chairman of the Evaluation Committee.

In addition, the Evaluation Committee Member shall not communicate, except during formal Committee meetings, with any offeror or potential sub-contractor to that offeror prior to award nor shall that Member discuss bids/proposals or their evaluation with anyone other than the Chairperson and Evaluation Committee Members. This statement is **mandatory**.

To emphasize the importance of the above considerations, you are asked to sign the following statement:

I have read and understood the above and agree to be bound by the rules and principles represented. I know of no conflict of interest on my part nor have I committed any indiscretion or accepted any gratuities or favors that would compromise my impartiality. I will maintain all deliberations of the Evaluation Committee in strict confidence during this process. My recommendations shall be based upon objective/subjective review of the bid(s)/proposal(s) and the appropriate award criteria from the bid/proposal in accordance with the School District Procurement code.

Printed Name

Signature

Position

Date

Legislation: Textbook Adoption

15-721 - Textbook adoption

- **Governing Board shall approve** textbooks, supplemental materials, teaching aids, and computer software
- **Open meeting law**
- **Public review for 60 days**



Legislation: Move On When Reading

[A.R.S §15-704](#) -

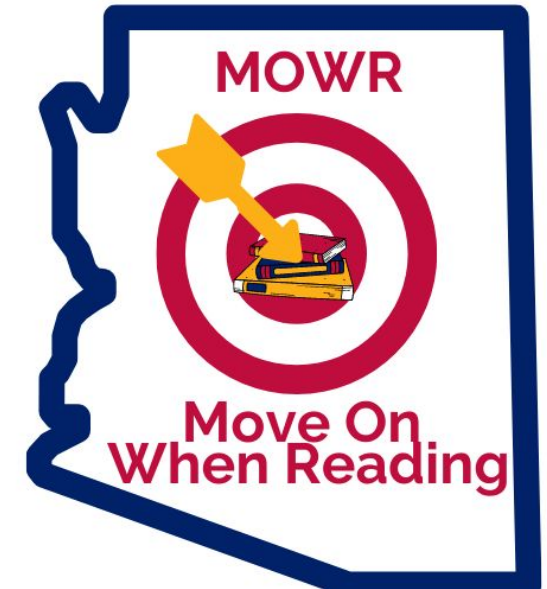
- screening and diagnostic reading assessments
- evidence-based core reading curriculum
- teacher training on evidence-based reading research
- time to explicit evidence-based core reading instruction

[A.R.S §15-211](#) -

- explicit evidence-based instruction
- Dyslexia Training Designee (DTD)
- Literacy Plan
- Support early reading instruction

[HB2026](#)

- Literacy plan and triannual data approval by ADE MOWR team



Legislation: Move On When Reading

[A.R.S §15-701](#) -

- **retention of a 3rd grade student** that does not demonstrate sufficient reading skills on the statewide assessment.
- **parent communication** to any student at risk of reading below grade level will receive written notification of specific reading deficiency within three weeks of identifying reading deficiency.

Legislation: Sexually explicit materials

[HB 2495](#) - Sexually explicit materials

- Schools may not **refer students to or use any explicit material in any manner.**

Legislation: Move On When Reading

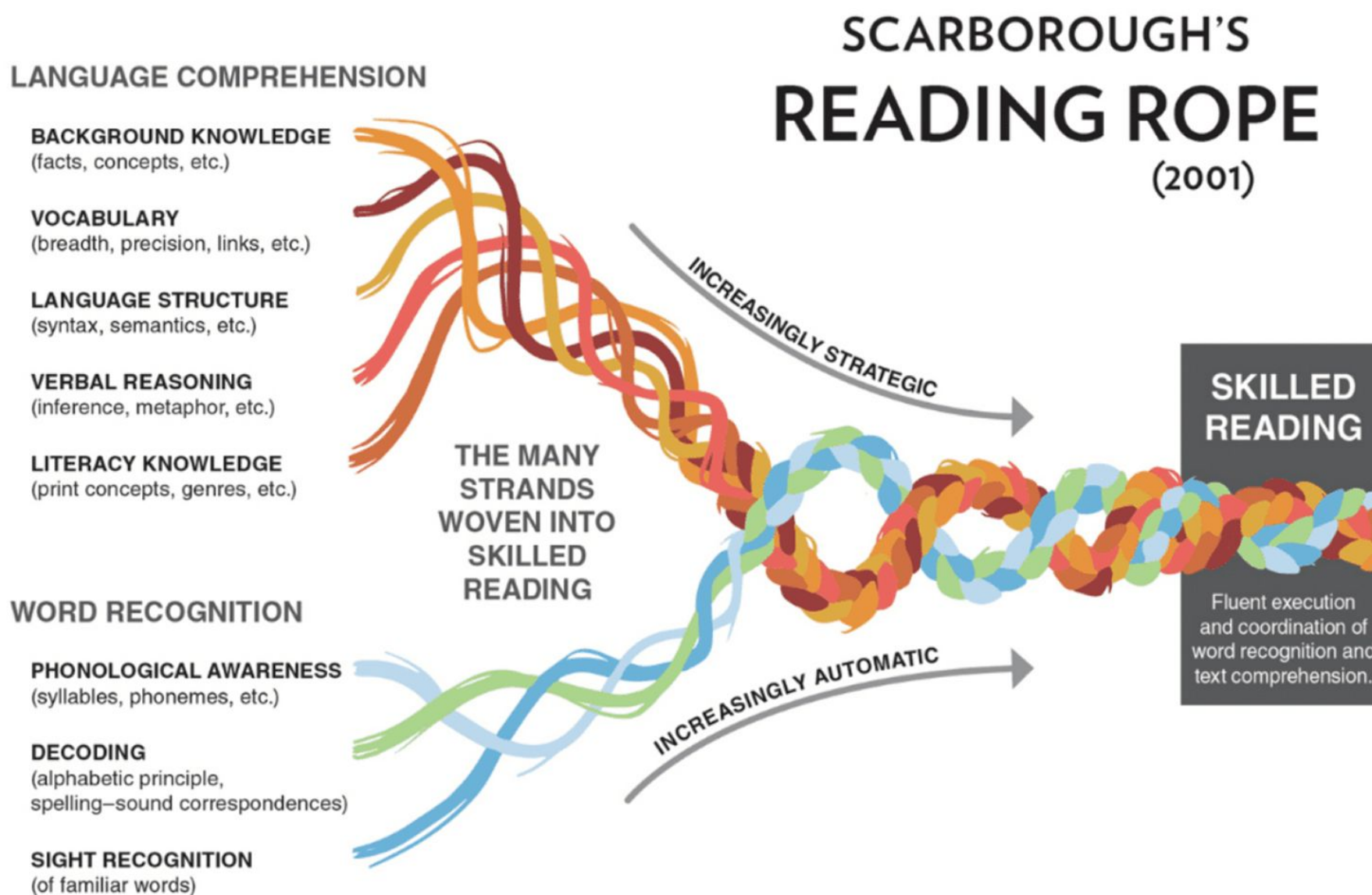
[A.R.S. 15-704](#) requires all public schools that serve any K-3 students to **adopt intervention instructional curriculum** which meets select criteria:

- ESSA evidence-based at one of the [top three tiers](#)

“intensive, evidence-based reading instruction as defined by the state board of education until the pupil meets these standards.”

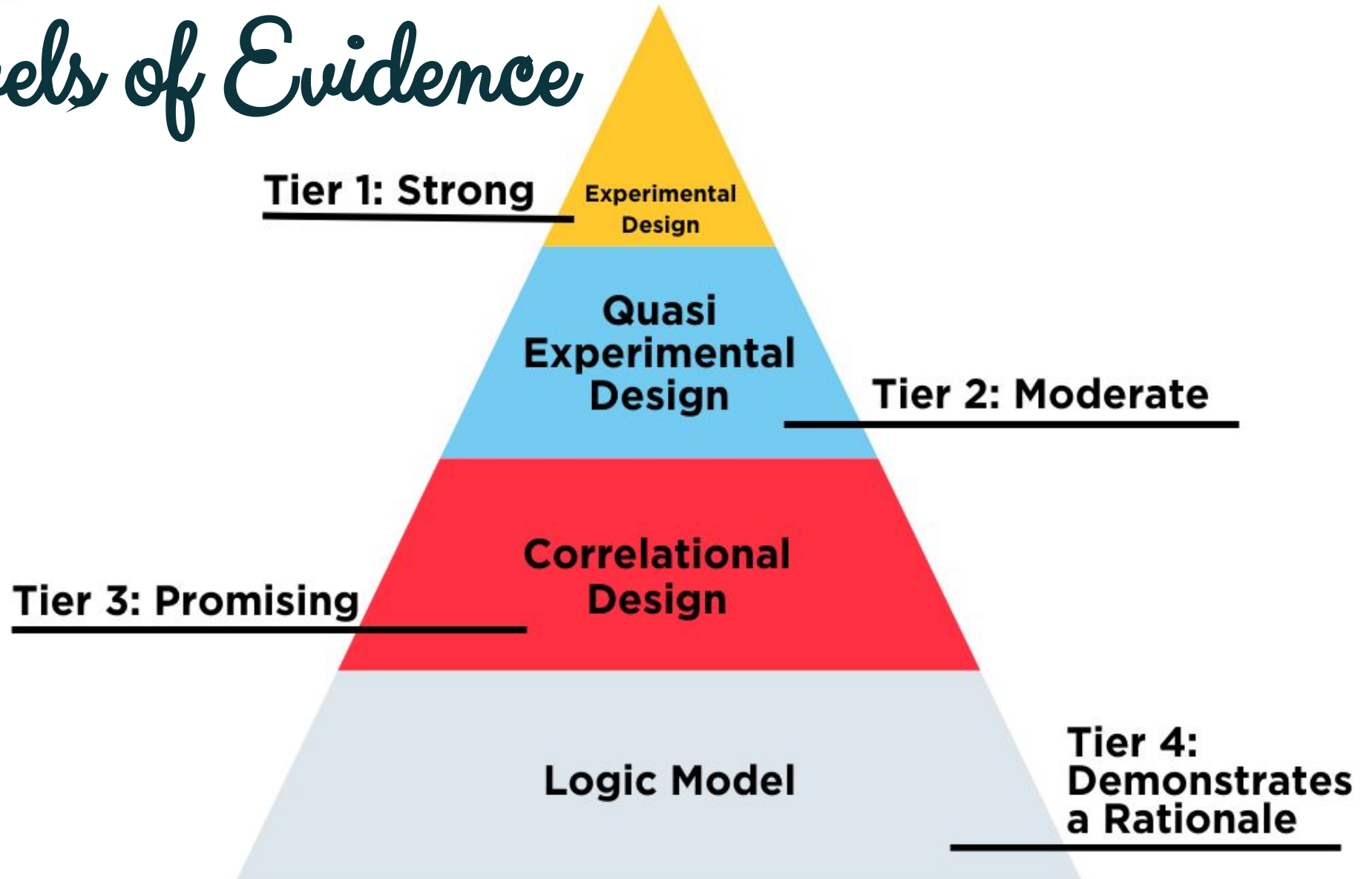
“Supplemental” - They are to be used in conjunction with a Tier 1 program to enhance areas of core curriculum. These are not stand-alone programs for targeted Tier 2/3 intervention.

It is the responsibility of each schools’ leadership and literacy team to ensure intervention curriculum in use continues to meet the highest standards.

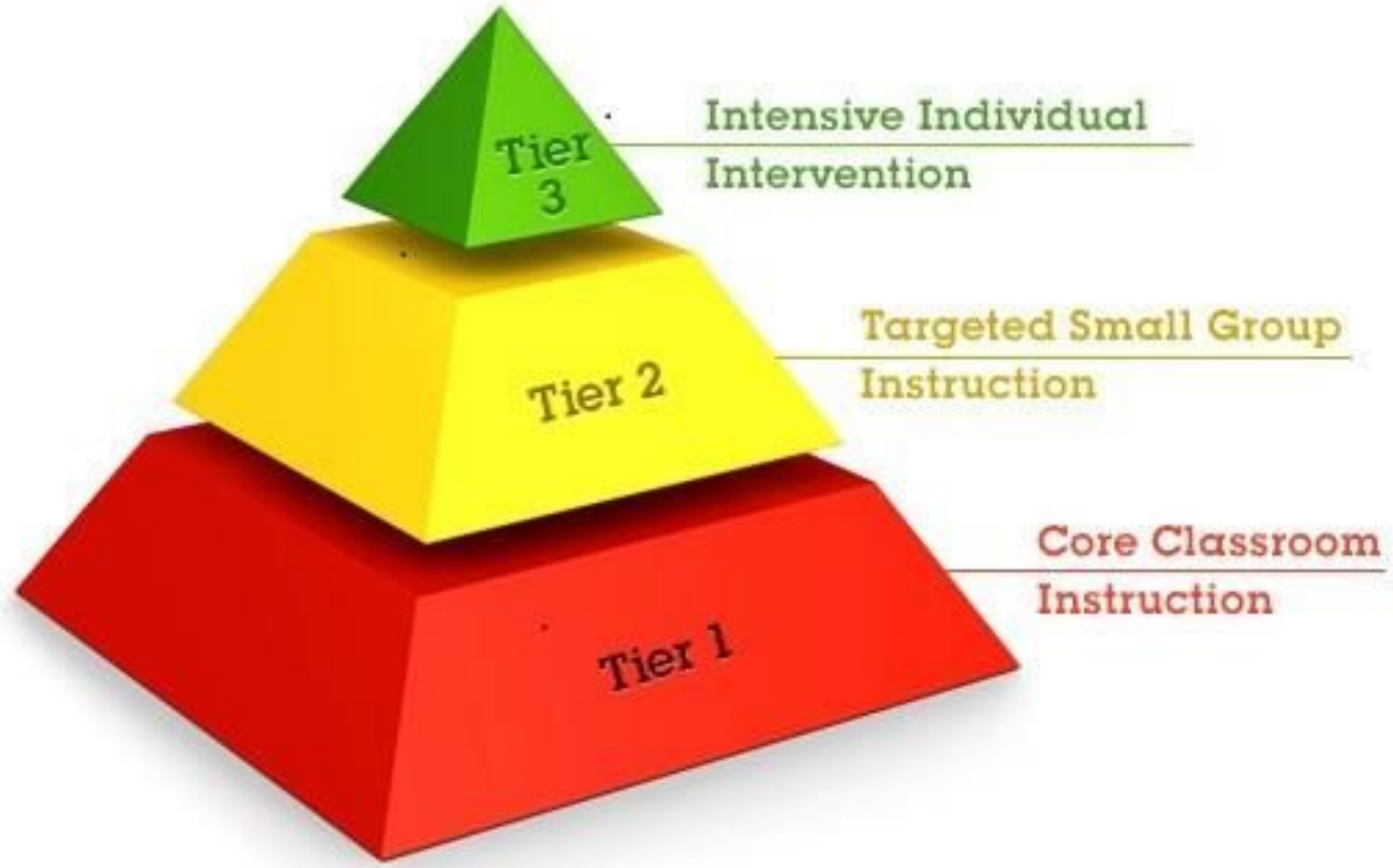


Science of reading is a body of 30+ years of research on **how students learn** to read, **what works** when they don't learn, and **what instruction** is most likely to work for most students.

ESSA Levels of Evidence



MTSS-A





Reading Intervention Marketed Name (Link to website)	Publisher	Year published and/or latest edition	Intended Purpose of This Tool	Primary Instructional Use Within the RTI Framework	Targeted Students	Intended Grade Level(s)	Primary Delivery Format	Intended Group Size	Recommended Frequency (Days)	Recommended Duration Intervention (Minutes)	Elements of Science of Reading	ESSA Evidence Rating with Linked Study	Arizona vendor/sales contact
Intervention programs are color-coded in purple. These intervention products are intended to be used with students unable to access the Tier 1 (core) curriculum. Products indicated with an asterisk (*) may be used to support Tier 1 instruction, however, are <u>not considered a comprehensive core program</u> and do not meet legislative requirements for a core program. A.R.S. 15-704 requires all districts and charters that serve any K-3 students to adopt instructional curricula and intervention which meets select criteria. Intervention programs used with K-3 students in Arizona must meet one of the top three evidence tiers, as defined by ESSA. Only Intervention programs highlighted in <u>GREEN</u> have been vetted to meet these requirements and are available to select within a MOWR Literacy Plan.													
Amplify Reading	Amplify Education, Inc.	2020	Intervention/ Supplemental	Tier 1* Tier 2	Struggling Readers English Language Learners	K- 3rd	Online (website/app)	Whole group Small group One-on-one	2-3 times per week	10-15 minutes per session	Explicit Systematic Multisensory/ multimodal	Top 3 Tiers	Tommy Gearhart Senior Account Executive tgearhart@amplify.com 505-206-651
Benchmark Phonics Intervention	Benchmark Education Company LLC	2022	Intervention	Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia Special Education	K-5th	Online (website/app) In-person Blended/hybrid	Small group One-on-one	Daily	20-30 minutes per session	Explicit Systematic Multisensory/ multimodal	Top 3 Tiers	Suzanne Hofmann Education Sales Consultant 480-280-5920 shofmann@benchmarkeducation.com
Corrective Reading	McGraw-Hill LLC	2008	Intervention	Tier 2 Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia	3rd-8th	In-person Blended/hybrid	Whole group small group	4-5 days per week	30-45 minutes per session	Explicit Systematic Multisensory/ multimodal	Top 3 Tiers	Leslie Adkins Senior National Achievement Specialist leslie.adkins@mheducation.com 802-321-1029
DreamBox Learning, Inc.	Reading Plus, LLC	2013	Intervention/ Supplemental	Tier 1* Tier 2 Tier 3	Struggling Readers English Language Learners Special Education	3rd-7th	Online (website/app) Blended/hybrid	Whole group Small group One-on-one	3-5 times per week	20-45 minutes per day	Explicit Systematic	Top 3 Tiers	Lisa Zarate Account Executive Lisa.Zarate@dreambox.com 702-219-7500
Early Interventions in Reading	McGraw-Hill, LLC	2012	Intervention	Tier 2 Tier 3	Struggling Readers English Language Learners Students with learning disabilities including dyslexia Special Education	Kinder-3rd	In-person Blended/hybrid	Whole group Small group	3-5 times per week	30-45 minutes per day	Explicit Systematic Multisensory/ multimodal	Top 3 Tiers	Leslie Adkins Senior National Achievement Specialist leslie.adkins@mheducation.com 802-321-1029

Vendor Displays and Placecards

Intervention

SUSD | TEACHING & LEARNING

K-5 ELA Elementary Materials Review

Material Number N00	Name of Product Publisher Year published
<u>ADE MOWR Intervention:</u>	Grade levels Intervention
<u>ADE MOWR Supplemental:</u>	Tier 2 or 3
<u>On-line Information</u>	Overall info about teaching the intervention: time, frequency, duration

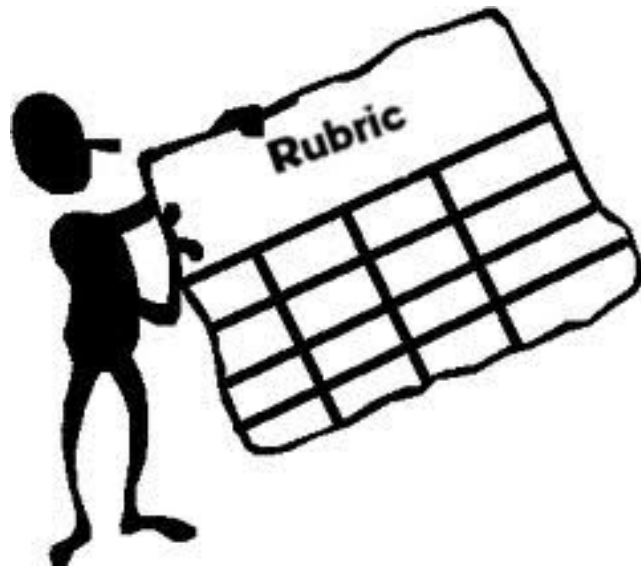
Supplemental

SUSD | TEACHING & LEARNING

K-5 ELA Elementary Materials Review

Material Number S00	Name of Product Publisher Year published
<u>ADE MOWR Supplemental:</u>	Grade Levels Supplemental
Supplementals are to be used in conjunction with a Tier 1 program. They are not stand-alone programs for Tier 2 and 3 intervention	Tier Level 1, 2, or 3
	Overall info about teaching the intervention: time, frequency, duration

Rubrics Review



Dyslexia Intervention Lesson Plan Template - Indiana
MOWR interventions and supplementals information
Intervention Curriculum Criteria
Intense Interventions Myths and Facts

ELA Intervention/Supplemental Evaluation Rubric

Intervention programs provide systematic, explicit evidence-based instruction aligned to science-based reading research to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Committee ID: _____ Material Number: _____ Date: _____

Category 1: Aligned to Arizona Law, ARS 15-701 and 15-704 and Instructional Design	Evidence of Quality of Criteria	Comments
Alignment to Arizona Law and A.R.S. 15-701 and 15-704		
1a. Aligned to Arizona 15-701 and 15-704	0 1 2 3	
1b. ESSA evidence-based at one of the top three tiers.	0 1 2 3	
Instructional Design		
1c. Systematic, carefully planned sequence for intervention, that is thought out, strategic, and designed before activities and lessons are developed. Lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.	0 1 2 3	
1d. Explicit intervention is direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction.	0 1 2 3	
1e. Intervention program can, be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.	0 1 2 3	
1f. The intervention program is data-driven and can be intensified by skill needs.	0 1 2 3	
1g. Materials include program assessment tools that are used to determine and communicate: 1) Placement, 2) Progress Monitoring	0 1 2 3	
1h. Materials include regular opportunities and tools for students to receive immediate, specific, and precise corrective feedback.	0 1 2 3	

Future Meetings

Monday, November 13, 2023

4:00 - 6:00

Laguna Elementary, Room 500

- Monday, November 27
- Monday, December 11

