

Welcome!

Elementary ELA Review Subcommittee of Intervention and Supplemental Materials

November 13, 2023
4:00-6:00 PM
Laguna

Agenda for Monday, November 13, 2023

- 1. Welcome**
- 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**

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.

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...

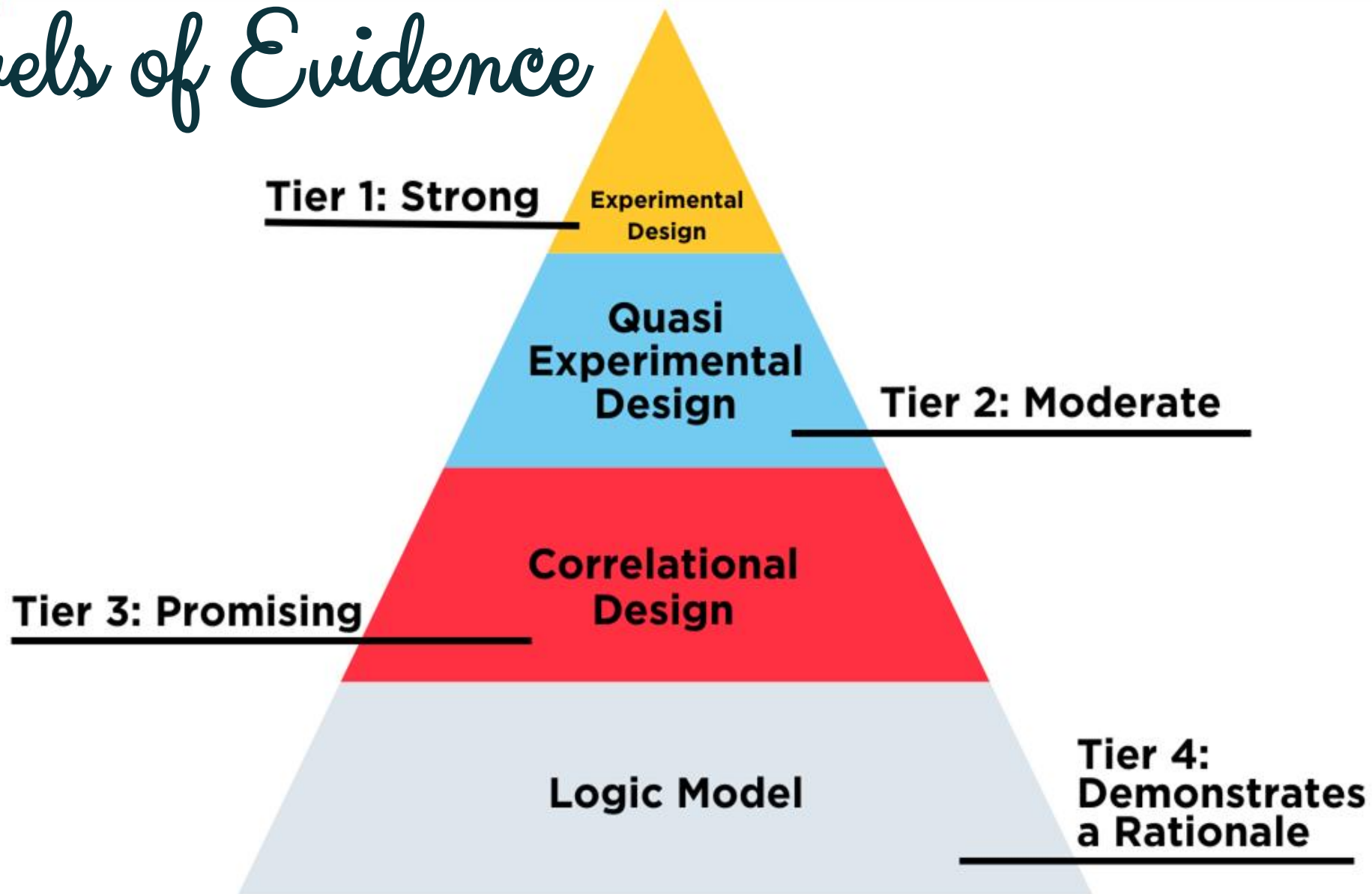
- consenting to a proposal because **group members choose to cooperate** with the direction of the **group rather than insist on their personal preference**.
- ***“Is this proposal something you can live with?”***
While group members may be willing to go along with a proposal, **they do not actually 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.



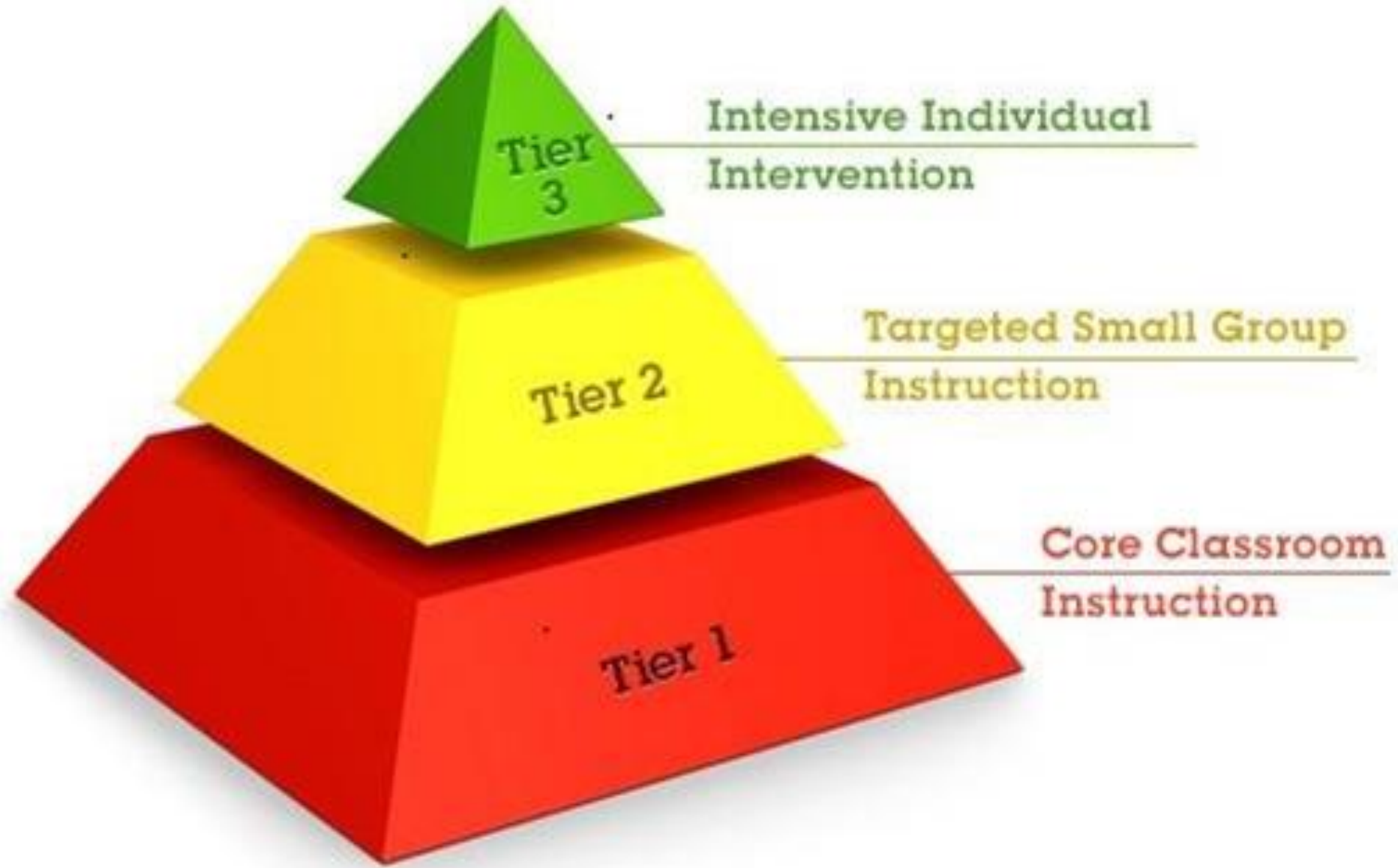
Timeline for Phase 3

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

ESSA Levels of Evidence



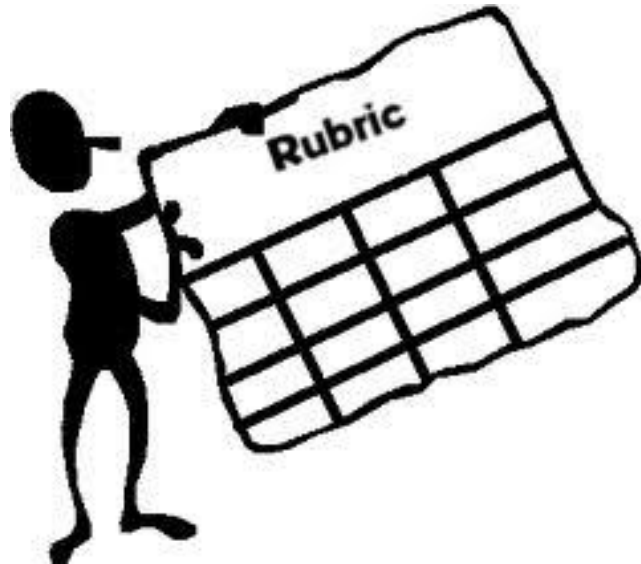
MTSS-A



MOWR

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 505-206-661
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 602-321-1029
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 602-321-1029

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 27, 2023

4:00 - 6:00

Laguna Elementary, Room 500

- Monday, December 11

