

Artifacts - Literacy

Iowa Core Professional Development

Artifact - “AEA 9 Districts/Buildings in Iowa Core Professional Development-Description of Workshops and Follow-up Coaching”

Artifact - “AEA 9 Districts/Buildings in Iowa Core Professional Development-Spreadsheet of Participants 2011-2015”

Early Literacy Implementation (ELI)

Artifact - “Analyzing ELI TIER/FAST Benchmark Data Workshops”

These three fall/winter/spring workshops are designed to support LEAs in implementing the state’s Early Warning System. Workshops intentionally align with the benchmark calendar. Conversations which began at the state’s C4K’s Early Literacy Implementation trainings held over the summer for building leadership are extended. The learning objective is to help school staff identify and support students who are at-risk of falling behind their peers on the reading trajectory.

Workshop participants are asked to bring laptops and support is given to access FAST and DIBELS data. The learning focus is to strengthen participant’s understanding of how the use of universal screeners to inform instruction within an MTSS structure. All components of a district’s core reading block (phonemic awareness, phonics, fluency, comprehension and vocabulary) are addressed. Time is provided in each session for districts to use their FAST/TIER data, in conjunction with facilitated conversations, to begin the process of making system/instructional decisions.

Artifact - “C4K-Early Literacy Implementation (ELI) Supports Team Training Mississippi Bend AEA -Spring 2015”

Our intent is to build internal capacity for our staff to support buildings in making data-based decisions. This document includes information regarding purpose, plan and implementation details.

Artifact - Members “C4K - Early Literacy Implementation (ELI)”

Artifact - Data “Iowa TIER/FAST Fall/Winter (2014-15) Percent Meeting Target All Grades”

Growth data is monitored to support buildings in taking action to address Universal Tier instruction. Individual student performance data is monitored at the building level so that intervention and progress monitoring can be put into place for students at-risk substantial deficiency or for those targeted as substantially deficient.