

Literacy Advisory Board Meeting

2/22/19

1. Review of data
2. Review of undergraduate and graduate science of reading pathway updates
3. Upcoming Projects:
 - a. MSE Revisions
 - i. Competencies for Reading Specialist now under review until 3/5
 - ii. MUCH higher level of expectations
 - iii. No Foundational things
 1. Students will have to complete a pathway to be admitted
 2. We can have prerequisites (our pathway) if not completed.
 3. MAJOR revision/Courses to Write
 - b. Dyslexia Endorsement
 - i. ADE wants to phase out.
 - ii. You don't need the endorsement to be an interventionist.
 - iii. Either phase out or ramp up significantly.
 - iv. We must respond.
 1. Our stance?
 2. Our rationale?
 - c. IDA Re-Accreditation
 - i. Due Dates (See chart)

	FALL	SPRING	SUMMER
DUE: • APPLICATION PART I • FEES	3 RD Friday: July	2 nd Friday: December	1 st Friday: April
DUE: COMPLETE APPLICATION (WRITTEN)	1 st Friday: September	1 st Friday: February	1 st Friday: June
APPLICATION RELEASED TO REVIEW TEAM	2 nd Friday: September	2 nd Friday: February	2 nd Friday: June
REVIEW COMMENCES	3 rd Friday: September	3 rd Friday: February	3 rd Friday: June
DUE: PRACTICUM FILM AND DOCUMENTATION ¹	3 RD Friday: October	3 rd Friday: March	3 rd Friday: July
INTERVIEWS COMMENCE	1 ST Monday, November	1 st Monday, April	1 st Monday, August
REVIEW COMPLETE	1 st Friday: December	1 st Friday: May	1 st Friday: September
DECISION LETTER ISSUED	2 nd Friday: January	1 st Friday: June	1 st Friday: October
(OPTIONAL) CONFERENCE CALL WITH PROGRAM DIRECTOR AND REVIEW TEAM CHAIR	3 rd Friday: January	2 nd Friday: June	2 nd Friday: October

ii. Application Requirements (See chart)

		NOTEWORTHY APPLICATION REQUIREMENTS				
	Program Completers Are Typically...	PART I SUBMIT IN ADVANCE	PART II Curriculum	PART III Practicum	PART IV Faculty Credentials	PART V Impact
Accredited Program	General education classroom teachers or support personnel who provide or support: (1) whole group reading and language arts instruction to students in general education contexts; and/or (2) small group instructional practice opportunities for students who are not meeting grade level reading expectations in general education Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) contexts.	<input type="checkbox"/> Part I of Application in Full <input type="checkbox"/> Payment	Each Course, Including Practicum: <input type="checkbox"/> Syllabus Review Rubric <input type="checkbox"/> Accountable Reading Summary (SEE APPENDIX I)	NA	Each Instructor: <input type="checkbox"/> Statement of Professional Expertise (SEE APPENDIX K)	Select One: <input type="checkbox"/> Candidates required to sit for the KPEERI <input type="checkbox"/> Six KPS-Aligned Key Assessments (SEE APPENDIX F) Developed by Program (candidates required to complete)
Accredited Program ^{PLUS}	Professionals who provide targeted or intensive reading interventions that reflect the principles and practices of Structured Literacy™ to individual and small groups of students with a primary need for remediation of decoding-strand skills (phonological awareness, phonics, and fluency). Students may be deemed as “at-risk”, may have an identified Specific Learning Disability, or may have an identification of Dyslexia.	<input type="checkbox"/> Part I of Application in Full <input type="checkbox"/> Payment	Each Course, Including Practicum: <input type="checkbox"/> Syllabus Review Rubric <input type="checkbox"/> Accountable Reading Summary (SEE APPENDIX I)	<input type="checkbox"/> KPS-Aligned Practicum Portfolio Rubric <input type="checkbox"/> KPS-Aligned Lesson Observation Rubric(s) <input type="checkbox"/> IDA Summative Practicum Evaluation Rubric - Phonics Lesson Planning (provided; required)	Each Instructor: <input type="checkbox"/> Statement of Professional Expertise (SEE APPENDIX K) Also: <input type="checkbox"/> Table 3: Summary of Practicum Supervisor Credentials	Select One: <input type="checkbox"/> Candidates required to sit for the KPEERI <input type="checkbox"/> Six KPS-Aligned Key Assessments (SEE APPENDIX F) Developed by Program (candidates required to complete)

iii. Undergrad - Accreditation

iv. Grad - Accreditation Plus

1. Practicum and Specified supervisor credentials

d. CERI Audit

- e. 6 KPS Key Assessments or ONE KPEERI Exam (\$100)
- f. CERI Certification

Advisory Board Minutes
2/22/19

1. Review of Data

- a. No questions. Agreed we need to revise key assessments based on updated standards. ILA standards include increased focus on field and leadership. We will know more about how to move forward when we receive competencies from ADE.

2. K-6 Reading Revisions

- a. These were revised to meet the new K-6 competencies as well as to addresses the Foundations of Reading Test. Syllabi will be submitted to the state including PowerPoints, Google Slides, Reading, Assignments, Tests.

3. MSE Revisions

- b. We are all excited about the revisions but in a holding pattern until the competencies are revised from ADE.

4. DT Revisions

- c. Our stance will be that we believe the dyslexia endorsement needs to remain, and we will craft a response.

5. IDA Accreditation

- d. We are all in agreement that we intend to renew certification. Because of having to wait for the competencies for the state to be released, we will ask IDA for an extension.