Part 1. Report on Reduction of Administrative and Administrator Costs

House File 2612, section 17. *Progress the area education agency has made in reducing expenditures associated with administration and administrators, including chief administrators, directors and department heads, regional administrators, regional and zone coordinators, district coordinators, and human resources and personnel managers by at least thirty percent by July 1, 2026.*

| Area Education Agency Name: | Keystone Area Education Agency 1 |
| Individual submitting report: | Stan Rheingans |

Admin“stive Positions	Actual FY2024		Budgeted FY2025		Actual FY2025*		% Change FY2024-25**		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Chief Administrators	$267,541.12	1	$268,061.92	1	$150,710.23	0.5	**-43.67%**	**-50.00%**	150,710.23	0.5	0.00%	0.00%	-43.67%	-50.00%
Directors and Department Heads	453,279.84	2.25	459,852.39	2.25	273,285.15	1.25	-39.71%	-44.44%	278,750.84	1.25	2.00%	0.00%	-38.50%	-44.44%
Regional Administrators	917,181.67	6.00	930,480.81	6.00	509,507.12	3.00	-44.45%	-50.00%	519,697.26	3.00	2.00%	0.00%	-43.34%	-50.00%
Regional and Zone Coordinators							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
District Coordinators							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Human Resources							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Other administrative positions	348,572.65	3.00	353,626.98	3.00	353,626.97	3.00	1.45%	0.00%	360,699.50	3.00	2.00%	0.00%	3.48%	0.00%
Total	**1,986,575.28**	**12.25**	**2,012,022.10**	**12.25**	**1,287,129.47**	**7.75**	**-35.21%**	**-36.73%**	**1,309,857.83**	**7.75**	**1.77%**	**0.00%**	**-34.06%**	**-36.73%**

*Full year projection   **FY2024 Actual to FY2025 Actual

Administration expenditures	Actual FY2024	Budgeted FY2025	Actual YTD FY2025	% Change* FY2024-25	Projected FY2026	% Change FY2025-26	% Change FY2024-26
General Administration (2300-2399)	1,052,061.54	717,239.72	702,239.25	-0.3325112426	716,284.04	0.02	-0.3191614675
School Administration (2400-2499)	1,635,175.81	1,428,833.60	1,248,833.60	-0.2362695238	1,273,810.27	0.02	-0.2209949143
Business and Central Administration (2500-2519, 2540-2599)	1,192,280.04	1,480,114.52	1,210,000.00	0.01486224662	1,234,200.00	0.02	0.03515949156
Purchasing, Distributing, Printing (2520-2539)	640,539.95	632,040.25	575,000.00	-0.1023198475	586,500.00	0.02	-0.08436624445
Total	**4,520,057.34**	**4,258,228.09**	**3,736,072.85**	**-0.1734456957**	**3,810,794.31**	**0.02**	**-0.1569146096**

*FY2024 Actual to FY2025 Actual

Strategies for meeting the specified cost reductions.	Target Date for Completion
Shared positions with CRAEA -Chief Administrator, Administrator of Ed. Services, and Administrator of SE Services during FY25 (50-50).	FY25
Did not fill Assistant Regional Administrator vacancies for FY25 following resignations and transfers to RA positions (3 positions).	FY25
Have not filled 2 office assistant positions that were vacated during FY25.	FY25
Did not fill a Media Clerk vacancy following a resignation at the end of FY24	FY25
Did not fill a part-time position in the Print Shop following a resignation towards the end of FY24.	FY25
Data/Office Assistant Services are being contracted to another AEA. Our staff are coded in the administration codes but are generating revenue, so this reflects an instance where the expenses are coded here, but we also have revenue coming in to support it.	
Business office personnel have been providing the fiscal services for IAAEA and are generating revenue for providing those services. The salary/benefit expenses are coded in the 2510 Function, but revenue is also being generated to support of it.	
IT salary/benefits are coded in the 2584 Function, but they are also providing some services to LEA's and are generating revenue for some of their expenses.	
NOTE: Historically, Keystone reduced administration already - combined Chief/HR positions; combined Instructional Services/Media Director positions; eliminated Asst. SE Director position	
NOTE: Shared SE Director positions are included in our BEDS report, but they are not included on this report since they do not serve in that administrative role for Keystone. The corresponding expenses for these positions are also not included in the 2300-2399 section of this report.	
NOTE: Shared Chief and Director positions are coded 100% in the 2300 codes. Since 50% is shared with another AEA, that portion of their salary/benefit expenses has been subtracted from the total actual, budgeted, and projected expenditures in the "Administration expenditures" General Administration (2300-2399) section.	
NOTE: A 2% cost increase is factored in for the FY26 projected numbers on this worksheet. Salary/Benefit package increases are typically determined after the SSA increase has been set.	

Directors and Department Heads			Provide totals for columns B, C, D, E, F, G, J, and K		*Full year projection based on FY2025 YTD actuals									
	Actual FY2024		Budgeted FY2025		Actual FY2025*		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total	**453,279.84**	**2.25**	**459,852.39**	**2.25**	**273,285.15**	**1.25**	**-39.71%**	**-44.44%**	**278,750.84**	**1.25**	**2.00%**	**0.00%**	**-38.50%**	**-44.44%**
Media Administrator	$30,825.94	0.25	$31,272.91	0.25	$31,272.91	0.25			$31,898.36	0.25				0
Director of Educational Services & Assoc. Admin.	$211,226.95	1	$214,289.74	1	$0.00	0			$0.00	0				
Special Education Director	$211,226.95	1	$214,289.74	1	$0.00	0			$0.00	0				
Administrator of Special Education Services	$0.00	0	$0.00	0	$121,006.12	0.5			$123,426.24	0.5				
Administrator of Educational Services & Assoc. Admin.	$0.00	0	$0.00	0	$121,006.12	0.5			$123,426.24	0.5				

Regional Administrators	Provide totals for columns B, C, D, E, F, G, J, and K			*Full year projection based on FY2025 YTD actuals										
	Actual FY2024		Budgeted FY2025		Actual FY2025		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total	917,181.67	6.00	930,480.81	6.00	509,507.12	3.00	-44.45%	-50.00%	519,697.26	3.00	2.00%	0.00%	-43.34%	-50.00%
Assistant Regional Administrators	$401,126.71	3	$406,943.04	3	0	0	-100.00%	-100.00%	0	0			-100.00%	-100.00%
Regional Administrators	$516,054.96	3	$523,537.77	3	$509,507.12	3	-1.27%	0.00%	$519,697.26	3	2.00%	0	0.71%	0

Regional and Zone Coordinators

Provide totals for columns B, C, D, E, F, G, J, and K

*Full year projection based on FY2025 YTD actuals

	Actual FY2024		Budgeted FY2025		Actual FY2025		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

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District Coordinators	Provide totals for columns B, C, D, E, F, G, J, and K				*Full year projection based on FY2025 YTD actuals												
	Actual FY2024		Budgeted FY2025		Actual FY2025		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Human Resources	Provide totals for columns B, C, D, E, F, G, J, and K				*Full year projection based on FY2025 YTD actuals									
	Actual FY2024		Budgeted FY2025		Actual FY2025		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total							#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Other Administrative Positions															
		Provide totals for columns B, C, D, E, F, G, J, and K			*Full year projection based on FY2025 YTD actuals										
	Actual FY2024		Budgeted FY2025		Actual FY2025		% Change Actual FY2024-25		Projected FY2026		% Change FY2025-26		% Change FY2024-26	
Title	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE	Sum Total Comp	FTE
Total	**348,572.65**	**3.00**	**353,626.98**	**3.00**	**353,626.97**	**3.00**	**1.45%**	**0.00%**	**360,699.50**	**3.00**	**2.00%**	**0.00%**	**3.48%**	**0.00%**
Business Manager	$143,871.92	1	$145,958.07	1	$145,958.07	1			$148,877.23	1				
Associate Business Manager	$88,179.23	1	$89,457.83	1	$89,457.83	1			$91,246.98	1				
Board Secretary/Administrative Assistant	$116,521.50	1	$118,211.08	1	$118,211.07	1			$120,575.29	1				

House File 2612, section 17. "2. A proposal for the reorganization of services provided by area education agencies to centralize some services provided by the area education agencies, including media services, and to create centers of excellence for other services."

Centralized Services

Service Provided	Centralized From	Consolidated To
Regional Administrators	Asst. Regional Admin positions and Regional Admin positions (3 of each)	Eliminated 3 Assist. RA positions and consolidated into 3 Regional Admin positions
Professional Learning Registration	1.0 FTE position	Reduced to .5 FTE position by using .2 FTE from business dept. and .3 FTE of a shared office assistant with special education
Creative Services Staff	.4 FTE	Did not fill position and now at .2 FTE using a media staff to operate Creative Services and utilize partnership with Central Rivers AEA
Audiometrists	3 part-time positions	Reduced to 2 part-time positions
Media Clerks	8.1 FTE	Did not fill positions and now at 6.3 FTE
Educational Services Staff	22 FTE	Did not fill positions and now at 15.2 FTE
Teletherapy SLP	0 FTE	We established a .5 FTE teletherapist position to help support agency wide to reduce travel and ease caseloads. We utilized audiometrists and office assistants to support in-district when needed for teletherapy.

Center of Excellence

Services Provided	Collaborating Agencies	
Shared Chief Administrator	Keystone & Central Rivers	
Shared Administrator of Special Education	Keystone & Central Rivers	
Shared Administrator of Educational Services	Keystone & Central Rivers	
Shared Audiologists	Keystone & Central Rivers	
Shared ACHIEVE Data Techs	Keystone & Central Rivers	
Shared ACHIEVE Logistics Facilitator	Keystone & Central Rivers	
Shared Assistive Tech Team	Keystone & Central Rivers & Heartland	
Data	Keystone / Systemwide	
Regionalized Technology Services	Heartland/Green Hills, Keystone/Central Rivers, Grant Wood/Miss Bend/Great Prairie, Northwest/Prairie Lakes	

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Continuous Improvement Report Part 2 - Keystone AEA

Media Quadrant (in planning stage)	Keystone & Central Rivers AEA	
Creative Services - establishment of a Statewide Printing/Graphic Design/Production Collaborative (SPC)	All AEAs	
Sharing of Educational Services Computer Science Expertise	Keystone & Central Rivers	
Sharing of Educational Services Science Expertise	Keystone & Central Rivers	
Sharing of Educational Services Math Expertise	Keystone & Central Rivers	
Statewide Medicaid Claiming for AEA (in planning stage)	All AEAs	
* New Special Education Teacher ACHIEVE Training - Investigating on statewide efficiency	To Be Determined / Statewide	
* New Special Education Teacher Mentoring - Investigating on statewide efficiency	To Be Determined / Statewide	
* Statewide AEA System EEO Plan - Investigating on statewide efficiency	To Be Determined / Statewide	
* Shared Shelter School Secretary - Investigating on statewide efficiency	To Be Determined / Statewide	
* Shared Detention Center and Shelter Administrator - Investigating on statewide efficiency	To Be Determined / Statewide	
* Child Find New Staff Onboarding / PD - Investigating on statewide efficiency	To Be Determined / Statewide	
* Related Services New Staff Onboarding / PD - Investigating on statewide efficiency	To Be Determined / Statewide	
* Science Consulting - Investigating on statewide efficiency	To Be Determined / Statewide	
* Early ACCESS (non 811) - Investigating on statewide efficiency	To Be Determined / Statewide	
* HR Supports across AEAs - Investigating on statewide efficiency	To Be Determined / Statewide	
* SBO Supports across AEAs - Investigating on statewide efficiency	To Be Determined / Statewide	
* Para-professional PD Development - Investigating on statewide efficiency	To Be Determined / Statewide	
* Assistive Technology Support	To Be Determined / Statewide	
* Medicaid Billing	To Be Determined / Statewide	
* IEP Weighting	To Be Determined / Statewide	
*** Investigating on statewide efficiency in the next two years.**		

Progress Toward Improving Outcomes for Students with Disabilities

Code Requirement: HF 2612 Section 17 (3): Progress the area education agency has made to improve the outcomes achieved by students receiving special education services and a description of how the area education agency is focusing the moneys it receives on providing service in the Classroom.

Additional requirement: Note the supporting evidence and research highlighting the efficacy of such strategies, and evidence of budgeting practices implemented by the AEA to prioritize funding on students receiving special education services.

Introduction

The Statewide Area Education Agency System (AEA) is strategically directing its resources to enhance classroom outcomes by investing in the professional growth of both agency staff and district educators. A significant portion of funding is focused on increasing the knowledge and skills of AEA personnel and classroom teachers through targeted training, professional development, and frequent coaching opportunities. These efforts emphasize evidence-based instructional strategies and the importance of consistency in practice to create equitable learning environments.

To directly improve outcomes for students with disabilities, the AEA is building capacity among its staff and district educators to better understand and address the unique needs of learners with disabilities. This includes specialized training on the Division of Special Education's specially designed instruction (SDI) modules, differentiated instruction, science of reading, and explicit teaching practices. By ensuring that AEA staff, classroom teachers, and building leaders are well-equipped with evidence-based strategies, the agency is fostering a cohesive and impactful approach to supporting students with disabilities.

Additionally, the AEA is piloting an integrated coaching approach that provides educators with personalized, job-embedded support. Content experts work closely with teachers to refine instructional methods, implement data-driven practices, and maintain fidelity to evidence-based interventions. When effectively applied, these strategies improve learning outcomes and overall success for students with disabilities.

The specific strategies employed by the AEA System to improve outcomes for students with disabilities are listed in detail within this report. Each strategy includes research supporting the efficacy of each strategy, as well as a detailed implementation plan. Through strategic implementation of these evidence-based strategies, the AEA is aligning its resources to provide a cascade of impact that will increase AEA and LEA staff knowledge and skills to create lasting, positive impacts on all students, with a strong emphasis on students with disabilities.

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Strategy #1: Aligned AEA Priority Work to HF2612

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1a) Effective Child Find Practices

Description: The AEA System is collaborating with the Division of Special Education to increase consistent and effective eligibility practices across all nine agencies. This work focuses on statewide leadership across all nine agencies that will increase the knowledge and skills of all agency staff engaged in eligibility decisions.

Evidence Base: Research suggests that increasing consistency and improving eligibility practices can have a positive impact on student outcomes. Standardizing decision-making procedures and utilizing clear, evidence-based criteria can ensure that students are accurately identified and provided with the appropriate support (McLeskey et al., 2017). Moreover, professional development for educators has been shown to improve the accuracy and fairness of eligibility decisions, reducing discrepancies in service provision (Sailor et al., 2015). When schools use a multi-disciplinary approach, communication improves, leading to more consistent decisions and better academic and social outcomes for students (Dever et al., 2020). Overall, adopting more consistent and effective eligibility practices not only ensures that students with disabilities receive the services they need, but also promotes equity, reduces stigmatization, and improves long-term academic and social-emotional outcomes.

Budget Practices:

- Limited the amount of time AEA staff are out of districts for internal meetings and learning in order to prioritize time in buildings and with students.
- Aligned agency-wide learning for special education staff to the strategies outlined in this report.
- Allocated FTE in each agency to provide system-level leadership across the state to ensure consistency of practice.

Implementation Plan:

Effective Child Find Practices	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
Identify priority work for AEA staff aligned to HF2612	Jul 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A1

Communicate priority work with AEA staff & LEA administrative teams.	Aug 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A2 Appendix A3
Establish a statewide leadership group for school psychologists, social workers, and special education consultants	Sep 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A4
Identify consistent practices across and within disciplines and throughout the AEA System	Nov 15 9:30-3:00	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A5
Create AEA/DE task teams to develop consistent practices	Nov 15-Dec 20	In Progress ▾	☑ Diagnose ☑ Deliver ☑ Design	
Create an implementation plan for training	Nov 15-Dec 20	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Create best practices in re-evaluation training	Summer/Fall 2024	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Create a statewide implementation plan for training for best practices in re-evaluation training	Spring 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Review and continue to clarify priorities outlined in HF2612 with AEA staff	Jan/Feb 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Statewide leadership team reconvenes	Mar 28 9:30 - 3:00	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Finalize implementation plan for consistent and effective child find practices across AEA system	Apr 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Implementation begins	May 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	

1b) Support & Related Services

Description: The AEA System re-established the state-wide leadership structure and is partnering with the Division of Special of Special Education to ensure consistent delivery of evidence-based strategies across the state.

Evidence Base: Research has consistently demonstrated that the consistent and effective implementation of special education-related services, including speech therapy, occupational therapy (OT), physical therapy (PT), and vision and hearing services, significantly impacts the academic, social, and developmental outcomes of students with disabilities. In terms of academic outcomes, students who receive high-quality services exhibit improved skills in targeted areas, such as language development through speech therapy and fine or gross motor skills through OT and PT, enabling greater engagement in academic tasks (e.g., Sonday et al., 2018). These services also enhance students' ability to access the general curriculum, fostering greater participation and progress in educational settings (Smith et al., 2020).

Best practices for ensuring effective implementation include professional development for therapists and educators to maintain up-to-date, evidence-based practices (Martin et al., 2018). Data-driven decision-making, supported by regular progress monitoring, ensures interventions remain aligned with students' evolving needs. Furthermore, engaging families and students in goal-setting promotes relevance and builds a supportive network that reinforces service effectiveness (Clark et al., 2019). In conclusion, consistent and effective implementation of special education-related services empowers students with disabilities to overcome barriers, achieve their full potential, and engage meaningfully in both academic and social environments.

The impact of consistent deployment of evidence-based instruction is evident by the work of statewide system leadership of speech and language pathologists. Over the last two years, this team has identified the highest impact strategies and created an implementation plan for each of the nine AEAs to ensure consistent delivery of service. Specifically, the work of the team centers around the impact children with speech sound disorders (SSD) experience from targeted phonological interventions. Research from Storkel (2018) highlights three contrastive intervention approaches—Minimal Pairs, Maximal Oppositions, and Multiple Oppositions—emphasizing their utility based on the child's speech profile. Storkel (2018) also underscores the complexity approach, which prioritizes selecting challenging phonemes to promote broader speech intelligibility gains, fostering improvements across both treated and untreated sounds. Sound identification training is another critical component of intervention, as it addresses the perceptual deficits underlying many SSDs, improving phoneme recognition and differentiation (Storkel, 2018). Additionally, Fabiano-Smith et al. (2019) discuss the role of standardized tests in diagnosing SSDs, cautioning that while they provide valuable benchmarks, they must be supplemented with individualized assessments for a comprehensive understanding of the child's needs. Across all approaches, consistent implementation is essential, as it enables skill acquisition, reinforces learning, and supports the alignment of intervention strategies across caregivers and educators, ultimately leading to improved outcomes for children with disabilities.

Budget Practices:

- Limited the amount of time AEA staff are out of districts for internal meetings and learning in order to prioritize time in buildings and with students.
- Aligned agency-wide learning for special education staff to the strategies outlined in this report.
- Allocated FTE in each agency to provide system-level leadership across the state to ensure consistency of practice.

Implementation Plan:

Support & Related Services	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
Re-establish statewide leadership groups for OT, PT, SLP, Aud, and TDHH	Sep 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A4 Appendix A7
Continue working on consistency statewide. Connect priority areas to the SDI framework	Nov 23 9:30-3:00	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A6
Task teams create an implementation plan for each discipline area	Nov 23 - Dec 20	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A8
Statewide leadership team reconvenes	Apr 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Implementation begins	Summer/Fall 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Establish student impact outcome measures for each discipline	Spring 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
Identify evidence based instructional strategies	Spring 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	

1c) Improving Student Outcomes

Description: The AEA System is partnering with the Division of Special Education in the statewide deployment of Specially Designed Instruction (SDI) professional learning modules developed by the State Department of Education. These modules are required learning for districts with a Tier 2 or Tier 3 IDEA-DA differentiated accountability designation. The AEA System is responsible for the delivery of the state modules as well as providing ongoing coaching to special education teachers.

Evidence Base: Recent research highlights the effectiveness of coaching, evidence-based reading practices, and individualized instruction in supporting students with disabilities. Professional development and coaching rooted in the Science of Reading (SoR) significantly enhance teacher implementation fidelity and student outcomes. For example, a five-year longitudinal study demonstrated that teachers who received coaching in SoR practices achieved a 9% growth in student oral reading fluency compared to the national average of 6%, even in the face of disruptions like the COVID-19 pandemic, emphasizing the potential of coaching to mitigate instructional challenges and improve outcomes for at-risk learners (Duffy et al., 2024).

Systematic instruction tailored for students with disabilities has also proven effective. A study using practice-based coaching (PBC) improved teachers' ability to implement systematic instructional strategies, such as tailored prompting and error correction. This structured coaching approach, which included feedback and goal-setting sessions, enhanced the quality of individualized instruction for students with autism, speech impairments, and other disabilities (Snyder et al., 2023). Similarly, targeted reading interventions for students with dyslexia or significant reading difficulties emphasize the importance of diagnostic assessments and personalized strategies. Interventions combining decoding and self-regulation skills have shown superior outcomes compared to standard practices, reinforcing the value of individualized methods (Torgesen et al., 2018).

Moreover, sustainable professional development programs that bridge theory and practice ensure the longevity of these methods. Teachers trained in such programs are better equipped to diagnose reading challenges, design personalized plans, and deliver effective instruction over time. This comprehensive approach enhances both teaching practices and student performance across various learning needs (Duffy et al., 2024; Snyder et al., 2023). Together, these studies affirm the critical role of coaching, evidence-based reading strategies, and individualized instruction in fostering educational success for students with disabilities.

Budget Practices:

- Aligned agency-wide learning for special education staff to the strategies outlined in this report.
- Allocated FTE to deliver the state required Specially Designed Instruction modules to district teams as part of the state special education differentiated accountability system.
- Allocated FTE within buildings to provide ongoing coaching to classroom and special education teachers as part of the state required Specially Designed Instruction modules.

Implementation Plan:

Improving Student Outcomes	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
Preschool SDI Module Training	Fall 2024-Summer 2025	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A9
K-6 Literacy SDI Module Training	Fall 2024	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A9
Significant Disability SDI Module	Fall 2024	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A9
Secondary Transition Modules	Fall 2024	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix A9

Strategy #2: Consistent Delivery of Explicit Instruction Professional Learning

Description: The AEA System has committed to the consistent delivery of professional learning opportunities around explicit instruction for PK-12 teachers across all nine agencies. Explicit instruction is a structured, systematic approach to teaching that involves clear, direct teaching of concepts and skills. The evidence base for providing explicit instruction in the areas of literacy and math is extensive for all students, including students with disabilities. The Explicit Instruction course will enable educators to unlock the power of clear, structured teaching.

This comprehensive course is designed for PK-12 special education and general education teachers seeking to enhance their instructional practices through the principles of explicit instruction. Participants will study and implement evidence-based strategies that emphasize direct teaching, guided practice, and active student engagement. With an emphasis on designing instruction for students with disabilities, the practical applications of this course will empower teachers to elevate their teaching effectiveness and boost student outcomes to narrow and close the achievement gap.

Evidence Base: Explicit instruction is a highly effective teaching method for improving educational outcomes for students with disabilities due to its structured and systematic approach. Archer and Hughes (2010) emphasize that its clear and purposeful strategies are particularly beneficial for learners who require repeated exposure and guided practice to master new skills. This adaptability to diverse needs makes it an indispensable tool in special education.

Research by Knight et al. (2012) demonstrates the effectiveness of explicit instruction in teaching complex science concepts to students with autism spectrum disorders, highlighting its versatility across different subject areas. Similarly, Bryant et al. (2014) illustrate how breaking mathematical tasks into smaller steps enhances understanding and retention for students with learning disabilities.

Johnson et al. (2019) validate the importance of explicit instruction through the development of an observation rubric, which links its use to improved teacher practices and student outcomes. Finally, Simmons et al. (1995) show a positive correlation between explicit teaching methods in reading and academic achievement, reinforcing its role in building foundational skills.

Collectively, these studies affirm explicit instruction as a critical approach for addressing the unique learning needs of students with disabilities. Its emphasis on clarity, modeling, and guided practice not only supports student comprehension but also enhances teacher effectiveness.

Budget Practices:

- Limited the amount of time AEA staff are out of districts for internal meetings and learning in order to prioritize time in buildings and with students.

- Aligned agency-wide learning for special education staff to the strategies outlined in this report.
- Reallocation of general education content expert FTE within buildings to provide integrated coaching cycles to increase access and quality of SDI for students with disabilities.
- Allocated special education consultant FTE within buildings to provide ongoing coaching to classroom and special education teachers.

Implementation Plan:

Explicit Instruction Professional Development	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
Submit professional learning to Department of Education for approval	Nov 15	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix B1
Identify staff in each AEA for Train the Trainer opportunity	Nov 15	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix B2
Train the Trainer sessions offered	Spring/Summer of 2025.	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Statewide offerings to districts	Fall 2024-Fall 2025	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Ongoing coaching and support	Fall/Spring 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	Appendix B2

Strategy #3: Increase Knowledge and Skills of LEA Special Education Leadership

Description: The AEA System has partnered with the Division of Special Education to develop and offer a year-long learning series for LEA Special Education leaders. This year's learning focuses on High Leverage Practices (HLP) to improve outcomes for students with disabilities. The HLPs for special educators are the result of a collaborative effort between the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children (CEC).

Evidence Base: Building principals play a crucial role in improving outcomes for students with disabilities by fostering inclusive practices, supporting professional development, and ensuring strategic resource allocation. DiPaola and Tschannen-Moran (2004) emphasize the importance of principals in establishing collaborative school cultures and implementing inclusive strategies that enhance academic success for students with disabilities. Similarly, Burdette (2010) highlights the need for principals to engage in data-driven decision-making and professional development to effectively support diverse learners. DeMatthews et al. (2020) further underscore the impact of principal leadership, noting that school leaders who prioritize teacher training and collaboration significantly contribute to the academic and social success of students with disabilities. Collectively, these studies demonstrate that effective principal leadership is essential for fostering equitable, inclusive educational environments.

Additionally, building leaders with a strong understanding of special education significantly enhance the educational experiences and outcomes for students with disabilities. Their knowledge fosters inclusive school environments, ensuring that students with diverse needs feel valued and supported (Crockett, 2002). Moreover, leaders familiar with special education laws, such as the Individuals with Disabilities Education Act (IDEA), help schools remain compliant and safeguard student rights (Bateman & Bateman, 2014). This expertise allows administrators to provide teachers with effective support and resources, leading to improved instructional strategies and accommodations tailored to individual needs (Billingsley, McLeskey, & Crockett, 2014). Additionally, informed leaders facilitate better collaboration with families, promoting trust and the development of individualized plans that address both academic and social-emotional growth (Boscardin, 2005). Ultimately, students in schools led by knowledgeable administrators demonstrate higher academic achievement, improved social skills, and greater post-school success (Leithwood et al., 2004). The integration of special education knowledge into leadership practices is thus vital for creating equitable and supportive learning environments.

Implementation Plan:

High Leverage Practices Learning Series	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
HLP Collaboration Pillar - Focus on HLP 2 & 3	Sep 26, 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix C1
HLP Instruction Pillar - Focus on HLP 17, 18, & 19	Nov 14, 2924	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix C1
HLP Instruction Pillar - Focus on HLP 11, 12, 21, 22	Jan 23, 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	
HLP Instruction Pillar - Focus on HLP 16	Apr 10, 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	

Strategy #4: Integrated Pilots

Description: The AEA System is piloting specific strategies related to jointly deploying literacy and special education experts to buildings to partner with grade-level teachers, special education teachers and building instructional coaches. Instructional coaching supports teachers in refining their pedagogical skills, particularly for implementing explicit instruction effectively. Coaches provide personalized feedback, foster professional growth, and help educators apply evidence-based teaching strategies. Knight (2007) highlighted the role of coaching in building teacher confidence and ensuring high fidelity in delivering structured, explicit instruction, which is critical for meeting the needs of students with disabilities.

Evidence Base: Established job-embedded coaching cycles focused on ensuring students with disabilities have access to High Quality Instructional Materials within core instruction paired with explicit instruction strengthens individualized instructional support for students with disabilities. Explicit instruction emphasizes clear, systematic teaching that breaks down complex tasks into manageable steps. Research by Archer and Hughes (2010) demonstrated that this approach is especially effective for students with disabilities, offering them a scaffolded learning process that enhances comprehension and skill acquisition. This method reduces cognitive overload and allows for repeated practice and feedback, making learning accessible for all students.

The pilots are focused on AEA content experts engaging in ongoing collaboration and coaching cycles with the general education, special education, and instructional coach within the building. Collaboration between general and special education teachers further strengthens this framework. By pooling their expertise, teachers create inclusive environments that address the individual needs of students with disabilities. Simon (2017) conducted a qualitative case study showing that successful collaboration involves deliberate practices and cohesive planning to meet diverse student needs. Similarly, Kazanopoulos et al. (2021) emphasized that collaboration is a cornerstone of effective inclusive education, ensuring that teaching strategies are aligned and consistently applied across classroom settings.

The integration of these approaches offers several benefits:

1. **Improved Student Outcomes:** Students receive targeted, structured instruction supported by a collaborative and adaptive teaching team.
2. **Enhanced Teacher Performance:** Coaching and collaboration provide teachers with the tools and confidence to implement evidence-based strategies effectively.
3. **Inclusive Learning Environments:** Collaboration ensures that all students' needs are met, fostering a sense of belonging and academic growth.

The integration of instructional coaching, explicit instruction, and collaboration between general and special education teachers creates a robust framework for improving outcomes for students with disabilities. Each of these components plays a complementary role in enhancing teacher practices and addressing diverse learning needs. By integrating these practices, educators can create a supportive, effective, and inclusive educational framework that empowers students with disabilities to achieve their fullest potential.

Budget Practices:

- Limited the amount of time AEA staff are out of districts for internal meetings and learning in order to prioritize time in buildings and with students.
- Aligned agency-wide learning for special education staff to the strategies outlined in this report.
- Allocated special education consultant FTE within buildings to provide ongoing coaching to classroom and special education teachers.
- Reallocation of general education content expert FTE within buildings to provide integrated coaching cycles to increase access and quality of SDI for students with disabilities.

Implementation Plan:

Integrated Coaching Pilot	Timeline	Status	Specially Designed Instruction Framework Alignment	Evidence
AEA leaders brainstormed components of integrated pilot.	Spring/Summer 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix D1
Deploy general education and special education literacy experts to identified schools	Fall 2024	Completed ▾	☑ Diagnose ☑ Design ☑ Deliver	Appendix D1
Ongoing coaching cycles with LEA general and special education teachers	Fall 2024-Spring 2025	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Ongoing collaboration with building principal	Fall 2024-Spring 2025	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Identify and remove barriers to access to core instruction	Fall 2024-Spring 2025	In Progress ▾	☑ Diagnose ☑ Design ☑ Deliver	
Monitor student progress	Fall 2024-Spring 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver	

Evaluate data from pilot sites and determine next steps for 25-26 school year	Summer 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver
Create plan to build capacity across AEA System	Summer 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver
Identify sites in each AEA to deploy integrated coaching model	Summer 2025	Not Started ▾	☐ Diagnose ☐ Design ☐ Deliver

Appendix

A1

HF2612 & Special Ed: What does this mean for us?

Efficient Child Find

Examples
- Activities related to systematic problem solving that help teams determine when to suspect a disability
- Initial comprehensive evaluations for Early ACCESS and special education
- Re-evaluations
- Working efficiently within a team to complete these activities

Non-Examples
- Participating in all MTSS meetings within the building
- Working in isolation to complete these activities

Quality Support Services

Examples
- Providing support services as outlined on IFSPs and IEPs
- Providing support to school personnel activities as outlined in plans
- Making sound instructional decisions for students based on data
- Collaborating with teachers to ensure generalization of skills and coordination of instructional strategies

Non-Examples
- Providing MTSS interventions within general education
- Providing support services in isolation from the educational team

Improved Student Outcomes (Close Gap)

Examples
- Coaching teachers on evidence-based instructional strategies, data-based decision making, etc. (including SDI practices coaching)
- Providing expertise related to disability-specific educational implications
- Reviewing and analyzing progress data with teachers and teams
- Supporting teachers in developing ambitious goals and meaningful progress monitoring measures

Non-Examples
- Completing portions of the IEP/associated paperwork that are not part of your role
- Tracking due dates/paperwork completion for special education teachers

Making Time for Priority Work

Empowering Special Education Teachers & Teams
- AEA special education staff must prioritize this work in light of:
  - HF2612
  - Staffing
  - Our role and responsibilities
- District administrators and teachers will be critical partners in ensuring an effective special education program within each district.

**AEA** | Iowa's Area Education Agencies

A2

Talking Points for District Leadership

Priority Work

- Special Education services from the AEA remain similar to last year, however, services will be aligned with priority areas in HF2612
- HF 2612 priority areas:
    - Child Find (focus on efficiencies)
    - Quality Support Services (focus on monitoring effectiveness)
    - Improved Student Outcomes to Close the Achievement Gap (coaching for instructional decision making & implementation)
- Time tracking with Harvest App (closer monitoring of services provided)
- We will be working with our staff to align their work with the priority areas outlined in 2612. Staff will be encouraged to find opportunities to support improving student outcomes, which may result in shifting how they utilize their time.
- Program enhancement is likely a fee for service for districts.

General Supervision
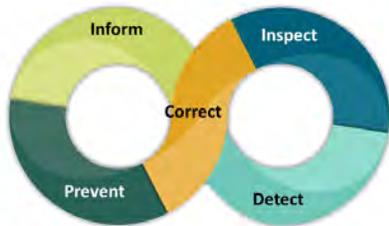
- General Supervision - focus on Prevent and Inform
- At the most basic level - it's "see something, say something"
- Our role provides us with many opportunities to inform and prevent
    - Inform: We often recognize when a teacher or team is not following procedures/law or FAPE is not being provided for a student.
    - Prevent: providing the information/learning to avoid this happening again.
- Historically we also played a role in Detect, Inspect, and Correct. These roles will be the responsibility of the RSED but carried out collaboratively with the AEA under the guidance and direction of the RSED.

Regional Special Ed Director

- Each AEA will have a Regional Special Ed Director from the Dept of Ed
- Attend monthly superintendent meetings
- There continues to be a great deal of uncertainty in relation to roles and responsibilities of the DE, AEA and LEA at this point. We anticipate clarity occurring throughout the year and will work closely with districts and the DE to ensure districts have the support they need as we work through this transition.

HF2612 & Special Ed: What this means for us...

Every child. Every school. Every county. **We are Iowa's AEAs.**

What We Know Today

- Ed Services and Media are now fee-based services within the AEA. We will learn more specifics about this today.
- Special Education services from the AEA remain similar to last year, however we will focus today on our priority work as well as things we need to think about a bit differently.
- Teachers likely do not understand the implications of these changes and you will need to be able to explain in a way that is supportive and positive.
- Your work will look different in some ways - for some this is big change, for others it's small - but it is different for us all.
- Each AEA will have a Regional Special Ed Director from the Dept of Ed.

Overview of Changes

- General Supervision focus on Prevent and Inform
- Priority Work
  - Child Find (we will focus on efficiencies this year)
  - Quality Support Services (we will focus on monitoring effectiveness)
  - Improved Student Outcomes to Close the Achievement Gap (coaching for instructional decision making & implementation)
- Time tracking with Harvest App (closer monitoring of services provided)
- Program enhancement is likely a fee for service for districts

Financial Reality

- AEAs received 100% of allocated SE funds for 24-25
- The allocated funds were reduced at the end of the session to provide $10M to the Dept of Ed to establish their Division of Special Education
- AEAs received 40% of the Ed Services & Media funds for 24-25

Next year this transitions to $0 dollars for Ed Services & Media and 90% of the state flowthrough for Special Ed.

General Supervision Expectations
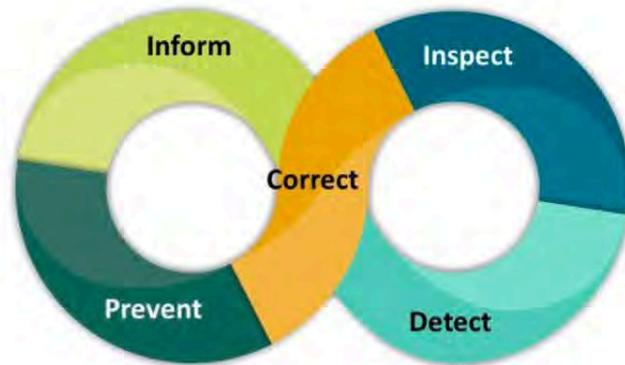
Regional Special Education Director

Each AEA will ultimately have a DE employee serving as the Regional Special Ed Director (RSED).

Currently 6 of the 9 have been hired.

Our RSED is....

The AEA SE Administrators are working collaboratively with the RSEDs to determine the roles and responsibilities for the respective roles. More details to come as we gain clarity.

Priority Work

Efficient Child Find Activities

Quality Support Services

Improved Student Outcomes to Close the Achievement Gap

Efficient Child Find

Examples
- Activities related to systematic problem solving that help teams determine when to suspect a disability
- Initial comprehensive evaluations for Early ACCESS and Sp Ed
- Re-evaluations
- Working efficiently within a team to complete these activities

Non Examples
- Participating in all MTSS meetings within the building
- Working in isolation to complete these activities

Quality Support Services

Examples:

- Providing support services as outlined on IFSPs and IEPs
- Providing support to school personnel activities as outlined in plans
- Making sound instructional decisions for your students based on data
- Collaborating with teachers to ensure generalization of skills and coordination of instructional strategies

Non Examples:

- Providing MTSS interventions within general education
- Providing support services in isolation from the educational team

Improved Student Outcomes (Close Gap)

Examples:

- Coaching teachers on evidence based instructional strategies, data based decision making, etc. (including the SDI practices coaching)
- Providing expertise related to disability specific educational implications
- Reviewing and analyzing progress data with teachers and teams
- Supporting teachers in developing ambitious goals and meaningful progress monitoring measures.

Non Examples:

- Completing portions of the IEP/associated paperwork that are not part of your role
- Tracking due dates/paperwork completion for SE teachers

Making Time for Priority Work

Empowering Special Education Teachers and Teams

Think about what we have considered so far today:

- Impact of HF2612
- Our priority work
- Our role in general supervision

We know the majority of our time must be spent on our priority work. Now, take out your list of activities that didn't clearly fit in one of the 3 categories.

Making Time for Priority Work

Empowering Special Education Teachers and Teams

Examples of Activities Outside of Priority Areas:

- Attending annual review and amendment IEP meetings when you are not a service provider on that IEP.
- Writing initial IEPs if you are not a service provider (or any other IEP paperwork outside of child find).
- Scheduling IEP meetings for SE teachers and sending meeting notices.
- Managing teacher rosters, schedules, para schedules, etc.

How will you plan your work/organize your time to support the 3 priorities?

Procedural Updates

- Reevaluation process was updated at the end of June.
- Training and guidance will be forthcoming.
- Continue with previous practice until training occurs.

Communication is KEY!

- AEA leadership will carry the message - staff can focus their energy on the priority work!
- Superintendents and Principals meetings/reports - we will use the one-pager to share this message.
- Bring questions to your supervisor.

Next Steps

	Support Services					Core Team		
	Audiologist	Occupational Therapist	Physical Therapist	Speech Pathologist	TDHH	School Psychologist	School Social Worker	SE Consultant
Central Rivers	Sarah Harnack	Jennifer Buseman	Jaime Harris	Jennifer Seward	Shandra Meyer	Laura Raemakers	Sarah Downey	Ashley Reichert
Grantwood	Jennifer Floss	Monica Harden	Audrey Mensen	Cassie Vasquez	Emily Lee	Sharon Clark	Lindsey Kutcher	Terri Knipper
Great Prairie	Susan Pickford	Cheyanne Ellis	Amanda Walrath	Emily Borrison	Maureen Mark	Michelle Marshall	Kibben Rumohr	Emily Taylor
Green Hills	Jenny Bakkerud	Kelsey Owens	Mary Beth Korver	Stephanie McDonald	Christine Auxier	Vince Winkler	–	Becky Hamilton
Heartland	Peggy Kolpek	Brandie Cox	Malinda Elliott	Karen Nelson	Stacy Polewik	Dorothy Landon	Jean Boger	Jacque Potts
Keystone	Stephanie Gogel	Kristi Kruetner	Afton Osterberger	Tracy Deutmeyer	Lee Pool	Sadie Harbaugh	Jill Hageman	Beth Harms
Mississippi Bend	Stephanie Childers	Jordan Pullium	Kristen Gibson	Abbie Klebler	Judy Gipson	Kris Volbeer	Nick Swanson	Tera Stopolous
Northwest	Sara Lincoln	Robin McLey	Amber Coburn	Megan Ault	Nicohle Fettig	Amanda Brown	Karie Mobley	Allisah Alberts
Prairie Lakes	Angela Harvey	Megan Hicks	Pearl Wuebker	Angie Lockey	Becky Singer	Coletta Jaegar	Ann Speers	Molly Pointer
AEA SE Admin	Annette Hyde Kris Ahrens	Kim Hofmann	Melissa Ford Maria Cashman	Abby Lynn Sara Klingensmith	Kristi Upah Joe Woracek	Kristi Upah Kim Hofmann Joe Woracek	Melissa Ford Kris Ahrens Maria Cashman	Annette Hyde Abby Lynn Sara Klingensmith
RSED	Seth Piro Molly Eiston	Lisa Glenn	Ivan Gentry	Angelisa Fynaardt	Amy Starr Janel Lesan	Seth Piro Molly Eiston	Amy Starr Angelisa Fynaardt	Janel Lesan Ivan Gentry Lisa Glenn

Dates for 24-25

Support Services	Nov 22 (Johnston)	April 4 (Marshalltown)
Core Teams	Nov 15 (Johnston)	March 28 (Ames)

AEA System School Psychologist, School Social Worker, & Special Education Consultant State Leadership Meeting

November 15, 2024

Iowa's Area Education Agencies

What has brought us here today?

- AEA Special Education Directors had started conversations around common practices in March 2023 with a focus on existing statewide lead groups

- Impact of HF2612

- Statewide proposal to the Chiefs

Iowa's Area Education Agencies

What has already happened...

- Multiple AEA System AEA Special Education Administrator Meetings since the passage of HF2612
  - Continued & increased desire to have commonality across the AEA System
  - BUT the impact of HF2612 has had an impact on how we work

Iowa's Area Education Agencies

HF2612 & Special Ed: What does this mean for us?

Efficient Child Find

Examples
- Activities related to systematic problem solving that help teams determine when to suspect a disability
- Initial comprehensive evaluations for Early ACCESS and special education
- Re-evaluations
- Working efficiently within a team to complete these activities

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Improved Student Outcomes (Close Gap)

Examples
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Making Time for Priority Work

Empowering Special Education Teachers & Teams
- AEA special education staff must prioritize this work in light of:
  - HF2612
  - Staffing
  - Our role and responsibilities

- District administrators and teachers will be critical partners in ensuring an effective special education program within each district.

AEA Iowa's Area Education Agencies

Buckets of Work We are Looking at in Harvest

- **Child Find Activities**

- Support & Related Services

- Facilitation of Professional Learning

- **Coaching, Consultation &/or Modeling**

Objective for Today

Make connections to our Priority Services Areas to identify consistent practices <u>across disciplines</u> and <u>within disciplines</u> throughout the <u>AEA System</u>

Other considerations for today's work...

This is a day of **input** and **collaboration**. We will **not be finalizing any decisions** that will result in communication back to our groups or to those we serve.

Thoughts about icebergs...

- An iceberg has only 10% of its total mass above the water
- 90% of the mass is underwater
- That 90% is what the ocean currents act on, and what creates the iceberg's behavior at its tip

Iowa's Area Education Agencies

Systems Thinking 101: The Iceberg Model

The Systems Iceberg Explained Video

Problem of Practice

We do not have effective comprehensive evaluations that identify students with disabilities, clearly identity instructional needs, and lead to plans that improve outcomes for students statewide.

Agree or Disagree?

If you agree with the statement, move to the left side of the room.

If you disagree with this statement, move to the right side of the room.

As a group discuss… then identify a spokesperson from your group to provide a brief summary of why your group agrees or disagrees.

Activity

Small diverse groups (multiple AEAs & cross discipline)

Continue to reflect on the problem of practice by working through the layers of the iceberg.

Use the chart paper to capture your thoughts.

We will prompt you to move to the next layer.

Diverse Groups

Group 1	Group 2	Group 3
• **Laura Raemakers**, CRAEA School Psychologist	• **Sarah Downey**, CRAEA School Social Worker	• **Ashley Reichert**, CRAEA Special Ed Consultant
• **Lindsey Kutcher**, GWAEA School Social Worker	• **Terri Knipper**, GWAEA Special Ed Consultant	• **Sharon Clark**, GWAEA School Psychologist
• **Emily Taylor**, GPAEA Special Ed Consultant	• **Michelle Marshall**, GPAEA School Psychologist	• **Kibben Rumohr**, GPAEA School Social Worker
• **Dorothy Landon**, HAEA School Psychologist	• **Jean Boger**, HAEA School Social Worker	• **Jacquie Potts**, HAEA Special Ed Consultant
• **Jill Hageman,** KAEA School Social Worker	• **Beth Harms**, KAEA Special Ed Consultant	• **Sadie Harbaugh**, KAEA School Psychologist
• **Tera Stopolous**, MBAEA Special Ed Consultant	• **Kris Volbeer**, MBAEA School Psychologist	• **Nick Swanson**, MBAEA School Social Worker
• **Amanda Brown**, NWAEA School Psychologist	• **Karlie Mobley**, NWAEA School Social Worker	• **Allisah Alberts**, NWAEA Special Ed Consultant
• **Ann Speers**, PLAEA School Social Worker	• **Molly Pointer**, PLAEA Special Ed Consultant	• **Coletta Jaegar**, PLAEA School Psychologist
• **Becky Hamilton**, GHAEA Special Ed Consultant	• **Vince Winkler,** GHAEA School Psychologist	

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Iowa's Area Education Agencies

Event

- What does it look like if this problem of practice is true?
- What does it look like if it's false?
- What else helps you describe this problem to others?

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Patterns / Trends

Changes we see over time

- What has been happening over time?
- What patterns or trends have you noticed?

We do not have effective consistent comprehensive evaluations that identify students with disabilities, clearly identify instructional needs, and lead to plans that improve outcomes for students statewide.   **Iowa's Area Education Agencies**

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Systems & Structures

The systems and structures that cause the patterns that we see

- What are the forces at play contributing to these patterns?
- What are the relationships between the parts?
- What is causing the patterns we see?

We do not have effective consistent comprehensive evaluations that identify students with disabilities, clearly identify instructional needs, and lead to plans that improve outcomes for students statewide.   **Iowa's Area Education Agencies**

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Mental Models

Our thoughts, beliefs and values that create and uphold systems structures

- How does our thinking allow this situation to persist?
- What mental models and assumptions keep the system in place?

We do not have effective consistent comprehensive evaluations that identify students with disabilities, clearly identify instructional needs, and lead to plans that improve outcomes for students statewide. **Iowa's Area Education Agencies**

Gallery Walk

- Find a spot in the room to hang your posters in order.
- Small groups will rotate around reviewing each set of posters - identify one person to bring along a marker:
  - ! items that resonate with your team
  - ? items that you wonder about or peak your interest
  - * items that you don't align with your current thinking
- Return to your own poster once we are done and review the feedback.

Iowa's Area Education Agencies

Iceberg Model - Opportunities for Change

Now... Circle opportunities for CHANGE

What ACTIONS might we take to take advantage of that opportunity for change

Iowa's Area Education Agencies

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ncies

Welcome Back! Next Round...

We've talked all day about this work through a cross discipline lens. Now we want to give you time to talk with your colleagues who are similarly credentialed.

Let's take a minute to talk about why this is important.

DELEGATION REMINDER:
Work at the **top** of your license

Only I can do the thing	Keep doing a great job!
I can do the thing **and so can others**	**Collaborate** and keep it up!
Others should be doing the thing I'm doing	Develop a coaching plan to **give this away**
I should not be doing this	Have a fierce conversation and STOP!

Activity

- Each discipline member will share out the key opportunities for change from their small group and any additional think abouts that are relevant.

- What things did you have in common? What was different?

- Teams will think about the Iceberg Model as they discuss "why" things might be this way, however most of your time should be focused on potential solutions.

- In addition, think about what your discipline specifically can do to help advance us with this problem, we all bring valuable skills and tools to this work!

- Capture your ideas on a poster and be prepared to share with the large group.

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Discipline Specific Room Assignments

School Psychologists - Room 121

School Social Workers - Room 101

Special Education Consultants - Room 107

Iowa's Area Education Agencies

Large Group Share Out

- School Social Workers
- School Psychologists
- Special Education Consultants

Iowa's Area Education Agencies

Final Step...AEA Discussion

- Find your AEA team members and bring all your personal notes, thoughts, and ideas with you.

- What additional thoughts/ideas does your team have to share with larger group that might help improve the PL package and supports we are going to develop?

- What else is needed?

Iowa's Area Education Agencies

Next Steps as a Group

Leadership will review the discussion and notes.

Identify and prioritize next steps.

Establish AEA/DE task teams.

Begin task team work.

Large Group Meeting - March 28 - Heartland AEA in **Ames**

Iowa's Area Education Agencies

Optimistic Closure

Has your thinking changed since the beginning of the meeting? If so, how?

Introductions

- Regional Special Education Directors & AEA Special Education Administrators

What has brought us here today?

- Desire to continue the work around common practices from previous years and the conversations in June of 2024
- Continuation of collaboration with AEA Support and Related Services Leads and Department of Education Staff
  - New opportunity for collaboration with Regional Special Education Directors (RSED)
- Focus on Priority Work following HF2612

Table Talk

Share a benefit of bringing together discipline representatives from across the state.

OR

What about this day excites you?

HF2612 & Special Ed: What does this mean for us?

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Making Time for Priority Work
Empowering Special Education Teachers & Teams

- AEA special education staff must prioritize this work in light of:
  - HF2612
  - Staffing
  - Our role and responsibilities
- District administrators and teachers will be critical partners in ensuring an effective special education program within each district.

AEA | Iowa's Area Education Agencies

Identified Priority Work

- Consistent Referral Practices
- SDI Packages
  - Efficient/Effective Child Find
  - Effective Instructional Practices
  - Discipline Specific EBPs
  - Quality Service Delivery

Iowa's Area Education Agencies

Where We Left Off...

- Began conversations around Priority Work June 3rd
- AEA Special Education Administrators identified priorities for forward movement based on the work June 3rd
- Disciplines had existing/continuing work and Lead Chairs identified next steps
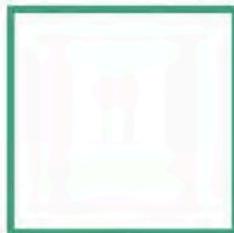
Iowa's Area Education Agencies
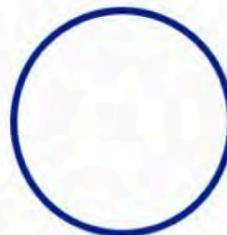
Objectives

Our proposed objectives for these groups are:
- To provide statewide leadership around discipline specific content
- To create consistency around school based practices and service delivery
- To create resources, training and support for their respective agencies

Table Talk

Something that squares with your beliefs or practice

Something still circling around in your head

Kicking Off Our Work

- SLPs move to Room 101
- OTs, PTs, AuDs, TDHHS move into discipline alike groups

Large Group Share Out

Point Person Share Out

2-3 Minutes

- Highlight what your group accomplished
- What clarifications does your group need
- Share our your group's next steps

Next Steps for Our Group

- AEA Special Education Administrators & Regional Special Education Directors will collaborate
- Any next steps for disciplines will be communicated by your Administrators
- Plan to attend April 4th - Central Rivers AEA Marshalltown

Thank you!

AEA | Iowa's Area Education Agencies

A7

To: AEA Chief Administrators

From: AEA Special Education Leadership Team

RE: Proposal for AEA Discipline Leadership Teams

Date: June 4, 2024

Introduction:

AEAs and the DE have partnered for many years to provide statewide leadership of support services. Starting in 24-25, the DE is no longer providing any funding or support for this work. Historically these teams came to Des Moines for 6 days each year and we supported multiple discipline-specific conferences.

Proposal Objectives
- To provide statewide leadership around discipline specific content
- To create consistency around school based practices and service delivery
- To create resources, training and support for their respective agencies

Approach

The AEA Special Education Directors propose that Lead Teams continue to meet in 2024-25. The meetings will be facilitated by AEA Directors and the work will include smaller task teams as needed. Continued meetings and purpose will be determined by the spring of 2025. The following lead groups would be meeting:
- Speech/Language Pathologists
- Occupational Therapy
- Physical Therapy
- Teachers of the Deaf and Hard of Hearing
- Audiology
- Core Team - School Psychologists, School Social Workers, Special Education Consultants

Timeline

We propose that lead teams meet 3 days across 2024-25. All teams will meet in a common location on the same dates. This will allow opportunities to learn across disciplines. (Locations and dates are pending available space.) All AEA Special Education Leaders will also attend, facilitate, gather input, and use staff expertise to support decision-making.

Budget

This work will require additional days for staff involved and travel expenses for the 3 in-person meetings. At a minimum this means 24 additional days (8 people for 3 days = 24) for each AEA. There could be a need for additional days for task team work completed by zoom or other means requiring no travel (no travel expenses for this).

Statewide SLP Modules							
Speech Sounds Updated Modules	Original Modules with Shared Items				**Please provide PDF versions with or without speaker notes to all participants	Completed	# of SLPs Trained	Anticipated Completion Date
Module	Modules Estimated Time	Case Study Pathways	Digging Deeper				
1 - Survey Level FA	3hr	N/A	30-60 min	Digging Deeper Required	Aug 21, 2023	43	
2 - Specific Level FA & Quick Artic	3hr	N/A	1 hr	Digging Deeper Required	Aug 21, 2023	43	
2.5 - Connecting Diagnose & Design	0.75hr	N/A	N/A		Sept 19, 2023	43	
3 - Complexity	3hr	1 hr	1 hr	Case Study or Digging Deeper Required	Sept 19, 2023	43	
4 - Contrastive Approach	3hr	1 hr	1 hr	Case Study or Digging Deeper Required	October 17, 202	43	
5 - Motor Speech	2.75hr	1 hr	1 hr	Case Study or Digging Deeper Required	March 19th, 202	43	
6 - Strengthening Practices	1.75 hr	N/A	N/A		Jan 16, 2024 March 19, 2024	43	
7 - Differential Diagnosis & Case Studies	.75 hr	2 hour	1 hour	Both Case Studies Required, Digging Deeper Optional	25-26	43	
8 - Case Studies **OPTIONAL**	N/A	3 hr	N/A		25-26	43	
English Language Learners				**Please provide PDF versions with or without speaker notes to all participants	Spring 2025	3	
Module	Module Estimated Time	Case Study Pathways	Digging Deeper Coaching (based on Caseload)				
1 - Functional Assessment: Review & Interview	2hr - Recorded	N/A	N/A	Optional & On Demand	1/24/25	43	
Emergent Language	Modules 1-3 should be delivered in order. 4, 5, 6 can be delivered in any order after 1, 2, 3. 7 Should be delivered at the end.			**Please provide PDF versions with or without speaker notes to all participants	1/24/25	43	
Module	Module Estimated Time	Case Study Pathways	Digging Deeper Coaching (based on Caseload)				
1 - Foundations & Coaching	3hr	N/A	N/A		1/24/25	43	
2 - Functional Assessment	3hr	30-60min	30-60min	Case Study or Digging Deeper Required	25-26	43	
2.5 - Connecting Deliver to Diagnose	0.5hr	N/A	N/A		25-26	43	
3 - Routines & Embedded Learning Opportunities	2.5hr	30min	30min	Case Study or Digging Deeper Required	25-26	43	
4 - Peer Mediated Instruction & Stay Play Talk	2.25hr	30min	30min	Case Study or Digging Deeper Required	25-26	43	
5 - Dialogic Reading & Robust Vocab	3hr	30min	30min	Case Study or Digging Deeper Required	25-26	43	
6 - Gestalt	3hr	30-60min	30-60min	Case Study or Digging Deeper Required	25-26	43	
7 - Four Filters: Goals, PM & Case Studies	2.5hr	30min	30min	Case Study or Digging Deeper Required	25-26	43	

Preschool SDI Module Training	
Trainings held #	4
LEA Staff in attendance #	21
Districts in attendance #	5
Buildings in attendance #	5
Coaching Interactions #	3

K-6 Literacy SDI Module Training	
Trainings held #	4
LEA Staff in attendance #	29
Districts in attendance #	4
Buildings in attendance #	9
Coaching Interactions #	3

Signfigicant Disability SDI Module Training	
Trainings held #	0
LEA Staff in attendance #	0
Districts in attendance #	0
Buildings in attendance #	0
Coaching Interactions #	0

Secondary Transition SDI Module Training	
Trainings held #	4
LEA Staff in attendance #	147
Districts in attendance #	6
Buildings in attendance #	15
Coaching Interactions #	3

Appendix B: Strategy #2

B1

Bold text indicates a prompt in the [Google Form for PD Submission](#)

Title of PD: Explicit Instruction

Priority area supported by this PD.

Narrow and Close Achievement Gaps for Students with Disabilities

- ☑ Evidence-based literacy instruction for SWD
- ☑ Evidence-based math instruction for SWD

Narrative Description

Explicit instruction is a structured, systematic approach to teaching that involves clear, direct teaching of concepts and skills. The evidence base for providing explicit instruction in the areas of literacy and math is extensive for all students, including students with disabilities. The Explicit Instruction course will enable educators to unlock the power of clear, structured teaching. This comprehensive course is designed for PK-12 special education and general education teachers seeking to enhance their instructional practices through the principles of explicit instruction. Participants will study and implement evidence-based strategies that emphasize direct teaching, guided practice, and active student engagement. With an emphasis on designing instruction for students with disabilities, the practical applications of this course will empower teachers to elevate their teaching effectiveness and boost student outcomes to narrow and close the achievement gap.

The practices included in this professional learning are supported by the following IES Practice Guides from the What Works Clearinghouse:

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

- Recommendation 1. Provide explicit vocabulary instruction Level of evidence: Strong
- Recommendation 2. Provide direct and explicit comprehension strategy instruction Level of evidence: Strong
- Recommendation 4. Increase student motivation and engagement in literacy learning Level of evidence: Moderate

Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

- Recommendation 3. Provide intensive, systematic reading instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2). Level of evidence: Strong

Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

- Recommendation 1: Systematic Instruction-Provide systematic instruction during intervention to develop student understanding of mathematical ideas. Level of Evidence: Strong
- Recommendation 2: Mathematical Language-Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Level of Evidence: Strong
- Recommendation 3: Representations-Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Level of Evidence: Strong
- Recommendation 5: Word Problems-Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Level of Evidence: Strong
- Recommendation 6: Timed Activities-Regularly include timed activities to build students' retrieval of basic facts and fluent use of critical steps for more complex mathematics. Level of Evidence: Strong

Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools

- Recommendation 3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Level of evidence: Strong
- Recommendation 5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. Level of evidence: Moderate

- Recommendation 6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts. Level of evidence: Moderate

Scope and Sequence

Consisting of four full days of in-person training, this professional learning is offered as a six to nine-month course.   Between training sessions, educators will receive coaching to reinforce new practices, refine instruction, improve implementation of key strategies, and address challenges that may arise. This embedded coaching allows for personalization and differentiation to meet the unique needs of each participant.   The 4-6 follow-up sessions may include observations, fidelity checks, data reviews, and action plans.

Implementation data based on teacher logs and on-site observations utilizing walk-through protocols will be analyzed to determine the instructional priority area(s). Baseline data and progress data will be collected and used to monitor implementation fidelity and inform ongoing coaching needs in the prioritized instructional area(s).

Training Modules
Day 1: Introduction to Explicit Instruction, Elements of Explicit Instruction and Design of Instruction: Skills and Strategies
Day 2: Design of Instruction: Vocabulary and Knowledge, Examples and Non-Examples and Opportunities to Respond
Day 3: Organizing for Instruction and Delivery of Instruction: Eliciting Frequent Responses
Day 4: Delivery of Instruction: Effective Practice and Other Delivery Skills

Scope and Sequence File Upload

Course Syllabus: Explicit Instruction

Measurable Goals and Outcomes:

Objective 1: By the end of the professional learning, participants will have a deep understanding of the elements of explicit instruction. 90% of participants will be able to identify the 13 elements and give an example of how they use the elements in the classroom. (Post Assessment)

Objective 2: By the end of the professional learning, 90% of participants will be able to describe instructional routines for eliciting student responses and give an example of how they use the routine in the classroom.

Objective 3: By the end of the coaching sessions, 80% of participants will have implemented at least eight targeted explicit instruction strategies with fidelity (at least 80% implementation) within the academic year.

Elements of Explicit Instruction ~ *Anita L. Archer, PhD.*	
Content	1. Focus instruction on **CRITICAL** content.
	2. **BREAK DOWN** new material (complex skills and strategies) into smaller steps (obtainable chunks).
Design of Instruction	3. Design **ORGANIZED** and **FOCUSED** lessons.
	4. Begin lessons with a clear statement of the lesson **GOALS**.
	5. **REVIEW** prior skills and knowledge before beginning instruction.
	6. Provide step-by-step demonstrations (**I DO**).
	7. Provide guided practice (**WE DO**).
	8. Check for students' understanding (**YOU DO**).
Delivery of Instruction	9. Require **FREQUENT RESPONSES**.
	10. **MONITOR** student performance closely.
	11. Provide immediate affirmative and informative (corrective) **FEEDBACK**.

	12. Deliver the lesson at a **BRISK PACE**.
Practice	13. Provide judicious **PRACTICE** (deliberate, retrieval & spaced).

Sample Training Materials File Upload

[Explicit Instruction](#) Training Materials

[Explicit Instruction Slide Deck Samples](#)

Evidence of Impact:

Benefits for Students

1. **Clear Expectations**: Explicit instruction provides clear and specific expectations for what students are expected to learn, which helps them understand the goal of the lesson and focus their attention on the critical concepts.
2. **Step-by-Step Guidance**: Students receive detailed, systematic guidance through each step of a process, reducing ambiguity and allowing them to master each component before moving on to more complex tasks.
3. **Increased Engagement**: Because the instruction is direct and involves teacher-led interaction, students are more likely to stay engaged and actively participate in the learning process.
4. **Improved Retention**: When concepts are broken down into manageable chunks and explained in a systematic way, students are more likely to remember and retain the information.
5. **Opportunities for Practice**: Explicit instruction provides opportunities for guided practice and feedback, which help students build mastery and confidence in their abilities.
6. **Differentiation**: The teacher can adapt the level of support, pacing, and scaffolding to meet the needs of individual students, providing extra assistance to those who need it without overwhelming others.
7. **Accelerated Learning**: For struggling learners or students with gaps in their knowledge, explicit instruction helps close learning gaps more quickly by providing a clear path to mastery.
8. **Increased Confidence**: The clarity and structure of explicit instruction often lead to greater student success, which builds confidence and motivation.

Benefits for Teachers

1. **Clear Planning**: Explicit instruction requires the teacher to be well-prepared and organized, which helps create a structured framework for each lesson. This clarity in planning can reduce classroom chaos and increase instructional efficiency.
2. **Focused Teaching**: Teachers have the opportunity to focus on specific learning goals, ensuring that students are mastering foundational skills before moving on to more complex content.
3. **Formative Assessment Opportunities**: Teachers can assess students' understanding during the lesson through questioning, observations, and guided practice, which provides immediate data on student progress and understanding.
4. **Effective Classroom Management**: The structured nature of explicit instruction tends to create a predictable classroom routine, which can help reduce disruptions and keep students on task.
5. **Improved Student Outcomes**: By using explicit instruction, teachers can more effectively address learning gaps and promote mastery, leading to improved academic performance and a higher rate of student success.
6. **Flexibility to Adjust**: Teachers can adjust their pace, level of support, and types of scaffolding based on student responses, ensuring that all learners can access the content.
7. **Data-Driven Decisions**: Explicit instruction allows teachers to monitor students' progress through direct observation and assessments, providing data to inform future lessons and interventions.
8. **Teacher Reflection and Professional Growth**: The clear structure of explicit instruction encourages teachers to reflect on their teaching practices and refine their strategies based on student outcomes.

Explicit instruction benefits students by providing clear, structured guidance that leads to increased engagement, mastery, and confidence. For teachers, it offers a framework for effective lesson planning, assessment, and classroom management, while also helping students achieve better learning outcomes. Explicit instruction is particularly beneficial in promoting learning in diverse classrooms, where individualized attention and differentiated support are needed.

Evidence of Impact File Upload

Explicit Instruction: Evidence of Impact   **(Might want to rename when you download)**

Qualified Staff (provide names and credentials to train this content):

Course Requirements

Course Syllabus

Expectations of Implementation

Embedded Coaching Opportunities

- Zoom check in after Day 1
- On-site observation between Day 2 & 3
- On-site, video, or peer observation between Day 3 & 4

Great Prairie
AREA EDUCATION AGENCY

Explicit Instruction Observation/Planning Form

Teacher Name:_____Grade Level: _____School:_____Date:_____

Teacher states lesson objective: *What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?*

Teacher activates prior knowledge about new learning or makes a connection to previously taught skills/concept/strategies

(I Do)

Teacher models stated objective: *(i.e. think alouds, examples, etc.)* (Tally on line)_____

(We Do)

Teacher provides opportunities for guided practice with **specific feedback**.

(You Do)

Independent Practice
- Students demonstrate the stated objective of the lesson, include specific examples:

- Teacher notes which student(s) struggled with objective, include specific examples:

Lesson conclusion/summarization with a focus on how/why the skill/strategy applies the learning to real life reading:

Explicit Instruction Observation/Planning Form

Teacher Name:_____Grade Level: _____School:_____Date:_____

Teacher states lesson objective: *What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?*

Teacher activates prior knowledge about new learning or makes a connection to previously taught skills/concept/strategies

---

(I Do)

Teacher models stated objective: *(i.e. think alouds, examples, etc.)* (Tally on line)_____

(We Do)

Teacher provides opportunities for guided practice with **specific feedback**.

(You Do)

Independent Practice
- Students demonstrate the stated objective of the lesson, include specific examples:

- Teacher notes which student(s) struggled with objective, include specific examples:

Lesson conclusion/summarization with a focus on how/why the skill/strategy applies the learning to real life reading:

Explicit Instruction Professional Development	
# of AEA Trainers (current and planned)	3
# of PD Offerings To Date	0
# of Teachers Trained	0
# of Coaching Interactions	0

Appendix C: Strategy #3

C1

Statewide Special Education Leadership Planning 2024-25

Agenda Bookmarks			
September 26, 2024	November 14, 2024	January 23, 2025	April 10, 2025
HLP Collaboration Pillar - Focus on HLP 2 & 3 Keystone & Heartland Annette, Kristi & Angelisa	HLP Instruction Pillar - Focus on HLP 17, 18, & 19 Great Prairie & Prairie Lakes Angelisa, Abby, Kris, & Molly	HLP Instruction Pillar - Focus on HLP 11, 12, 21, 22 Central Rivers & Mississippi Bend Amy, Annette, Janel, Kim	HLP Instruction Pillar - Focus on HLP 16 Grant Wood, Green Hills, & Northwest Melissa, Sara, Ivan, Joe, Lisa, Katy, Sara, Seth

September 26, 2024 (Zoom Link)		
	Facilitator(s)	Electronic Resources
Welcome & Introduction to 24-25 Network		
High Leverage Practices Overview Collaboration Pillar		Slides HLP Website
Connection of HLPs to Our Work:		
● Procedural Safeguards	Angelisa Fynaardt, Ph.D.	
● IDEA Parent Roles	Kristi R. F. Upah, Ph.D.	Iowa IDEA Parent Guidelines
● Parent Participation	Annette Hyde	
Additional HLP Tools & Resources		HLP Self-Assessment Tools
Network Recording Link Will Be Posted Here		

November 14 , 2024 (Zoom Link)

	Facilitator(s)	Electronic Resources
Welcome & Introduction		
High Leverage Practices Overview		
Connection of HLPs to Our Work:		
•	Intentional connection to Diagnose, and problem solving analysis, Activity- crowdsource collaboration (pg. 68)	

•	RIOT/SCIL
	  • What additional information would you want to seek from what you are given in this matrix?
	  • How does this information drive development of the areas of the IEP?
	  • What does this look like annually when developing the IEP?
	Goal review
	  • Alignement to current level
	  • Alignment to standards
	  • Is it gap closing
	  • Instructional decision making
	
	What does it look like if a goal isn't meeting these components?	

Additional HLP Tools & Resources		

Network Recording Link Will Be Posted Here

January 23, 2025 (Zoom Link)

	Facilitator(s)	Electronic Resources
Welcome & Introduction		
High Leverage Practices Overview		
Connection of HLPs to Our Work:		
Additional HLP Tools & Resources		
Network Recording Link Will Be Posted Here		

April 10, 2025 (**Zoom Link**)		
	Facilitator(s)	Electronic Resources
Welcome & Introduction	HLP Instruction Pillar - Focus on HLP 16 Grant Wood, Green Hills, & Northwest Melissa, Sara, Ivan, Joe, Lisa, Katy, Sara, Seth	
HLP Instruction Pillar - Focus on HLP 16		
Connection of HLPs to Our Work:		
Additional HLP Tools & Resources		
Network Recording Link Will Be Posted Here		

Appendix D: Strategy #4

D1

MBAEA Pilot

Purpose:
- Show movement in student achievement/growth
- Focus on a grade level/teacher(s)/MTSS/SDI partnership
- Reduce the gap between students with a PAR status or an IEP in literacy and those without
- Review the spectrum of services in all tiers of instruction for students with SDI
- Support will provide clarification on the supports needed to provide students with high quality instructional materials (HQIM) and instruction in universal tier, supplemental and intensive tiers, as well as SDI, based in the Science of Reading
- Show that this can be replicated with a larger group of students/participants/stakeholders

Process:
- Meet, plan, co-teach, observe, and provide feedback to the teacher(s).
- Meet weekly with general education teacher(s), SDI teacher(s) and instructional coach at a specified grade level to:
    - Analyze student data on an ongoing basis to determine instructional focus and strategies
    - Determine appropriate scaffolds to aid students with IEPs in accessing grade level content
    - Reflect on instruction, and discuss adjustments as needed
    - Collaborative learning related to science of reading and high impact instructional practices as needed
    - Calibrate to ensure alignment across tiers of instruction

Additional Components:
- Regularly scheduled (weekly or bi-weekly) meetings with administrator to keep informed and give/receive feedback
- Possible schedule changes may be needed in order for grade level and SDI teacher(s) to collaborate
- Teacher willingness to receive coaching/feedback and be observed
- Possible additional time commitments during prep periods or before/after school for on-going professional development as needed
- Team structures may be shifted to support the process

Potential Measures of Impact:
- Proficiency data
- Growth data
- Skill mastery
- Goal growth
- Alignment of Tiers of Instruction
- Positive trends in progress monitoring

Closing the Achievement Gap

Our goal is to empower educators with the knowledge and skills necessary to provide high-quality, individualized support to students with disabilities. Coaching around the SDI framework helps ensure that all students have equitable access to educational opportunities in order to close the proficiency gap and ensure success for all learners.

What do the statistics show?
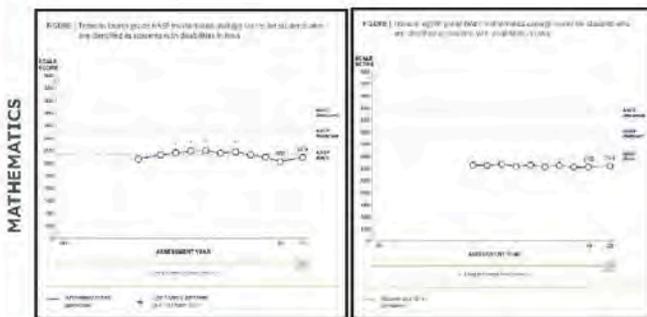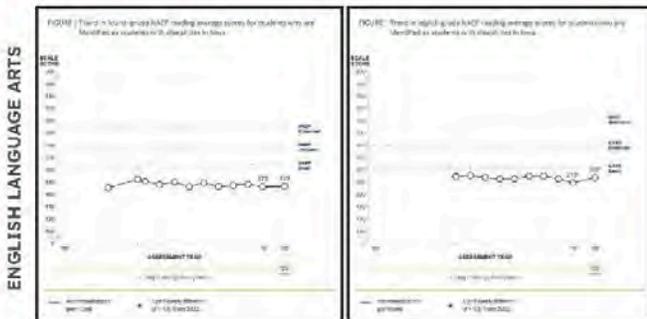
- There is a persistent achievement gap in reading proficiency more so than any other neighboring state for students with IEPs. (IDEA-DA)

- Iowa was one of five states showing a decrease in 8th grade math NAEP scores between 2017 and 2019.

- Engagement steadily decreases through school; only 33% of high school students report high levels of engagement in school (2018 Gallup Poll)

- Iowa has a larger gap for students with and without disabilities in literacy as compared to 48 other states. (IDEA-DA)

GWAEA Special Education Coach Contacts:

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GRANT WOOD AREA EDUCATION AGENCY

SPECIALLY DESIGNED INSTRUCTION

IOWASDI

DIAGNOSE · DESIGN · DELIVER · ENGAGE

Diagnose: Identify student needs
Design: Design instruction to address student needs
Deliver: Implement instruction with fidelity and monitor/adjust as needed
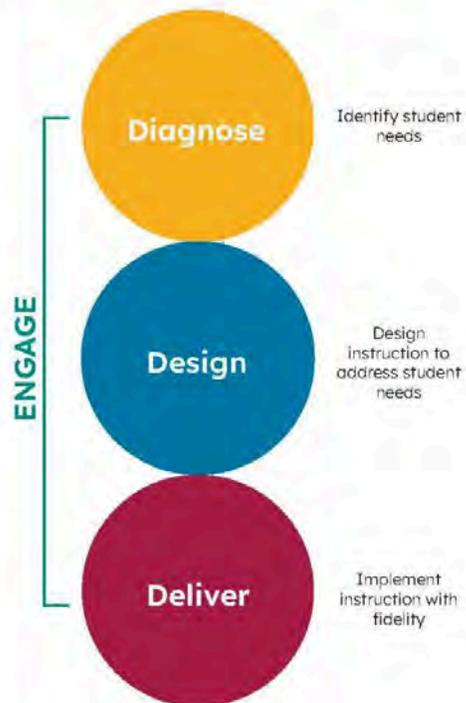
What we provide:

Learner-Focused Coaching

- Support and coach around the SDI framework:
  - ○ DIAGNOSE DESIGN DELIVER ENGAGE
- Utilize coaching cycles to improve student outcomes
- Co-plan lessons with teachers
- Align student goals with Iowa Core Standards
- Model and demonstrate evidence-based practices
- Co-teach using effective instructional practices
- Analyze student work to make instructional decisions
- Measure impact to guide decision-making
- Observe teaching with feedback/reflection
- Facilitate collaboration conversations between staff within teams/PLCs

NOTE: *Special Education Coach support is offered at no cost to districts.*
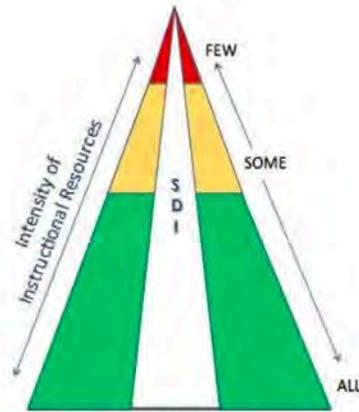
(Adapted from U.S. Department of Education)

What are the critical features for learner-focused coaching?

Diagnose	Identify student needs
Design	Design instruction to address student needs
Deliver	Implement instruction with fidelity

ENGAGE

Appendix F: References

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