

1 2 **Agenda**

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- Get to know each other and check in
- Review process and timeline
- Criteria for selecting materials
- Check-out and next steps
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3 **Name of Committee Members**4 **Description of the Review of Instructional Materials Process**

- Develop criteria for materials review
- Review current district materials
- Team recommendation to the Special Education Department about next steps in regards to direct instruction reading curriculum.
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5 **Context**

- Our first choice is always to use the general education curriculum.
- The purpose of this committee is to identify criteria to review replacement reading curriculum.
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6 **Norms**7 **Constraints**

- This process is based on board procedure 2020
- Members must be present at all meetings to vote
- The minutes of the meeting are posted on the district website under advisory committees
- The materials should support the needs of all types of learners with regard to represent multiple perspectives

8 **Timeline Draft**1 Meeting 1: May 8

- Introduction of process
- Background Information
- Creating Criteria for reviewing curriculum
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2 Meeting 2: May 15

- Use set criteria to review current direct instruction reading materials
- Come to consensus about team recommendations
- Determine next steps

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- Come to consensus about team recommendations
- Determine next steps
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9 **5 Components of Reading**

Congress instructed the NIH to :

- Review all the research available (more than 100,000 reading studies) on how children learn to read.
- Determine the most effective evidence-based methods for teaching children to read.
- Describe which methods of reading instruction are ready for use in the classroom and recommend ways of getting this information into schools.
- Suggest a plan for additional research in reading development and instruction.

10 **Specially Designed Instruction: Key Information**

- Instruction that is deliberate, planned, documented and evaluated
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- Change in content and/or methodology and/or delivery of instruction
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- Specially Designed Instruction is driven by:
 - Student's assessed needs (present levels and evaluation)
 - IEP goals
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11 **Criteria**

- 5 Components of Reading
 - Comprehension
 - Fluency
 - Vocabulary
 - Phonics
 - Phonemic Awareness
- Progress Monitoring
- Variety of Specially Designed Instruction Practices