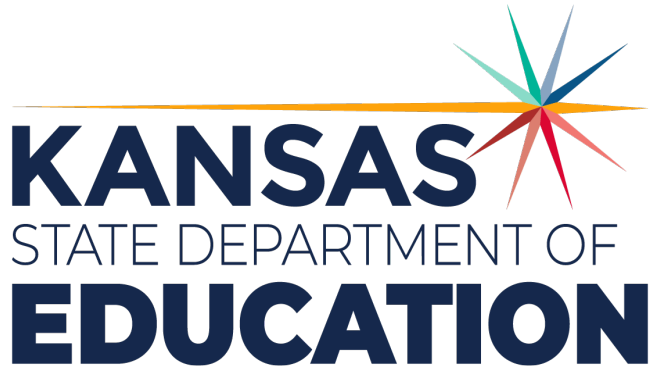


Improving Specially Designed Literacy Instruction at the Secondary Level

A collaborative project between



East Central Kansas
**Cooperative
in Education**

Sara Hoepner

Director of Special Services
East Central Kansas Cooperative in Kansas



B.S. Secondary Education - Social Studies,
Kansas State University

M.S. Instructional Design & Technology,
Emporia State University

Ed.S. School Psychology, *Emporia State University*

District/Building Educational Leadership
licensure

Seal of Literacy - LETRS for Administrators

K-12 Resource Teacher, School Psychologist,
SPED Coordinator, Assistant Director of Special
Services

Kansas leads the world in the success of each student.



Jeri Powers

KSDE Early Literacy and Dyslexia
Teacher-Leader Consultant



B.S. Elementary Education,
University of Kansas

Reading Specialist K-12

ESOL Certification

M.S.E. Teaching and Leadership, University of
Kansas

LETRS: Mastery Level Certificate
former local and national trainer

De Soto School District

- 3rd grade classroom teacher
- K-12 Reading Interventionist

Kansas leads the world in the success of each student.



Session Outcomes



Understand the Problem

Learn how KSDE and ECKCE partnered to address a common problem of practice in secondary literacy instruction for students with IEP reading goals.

Learn About the Solution

Examine the professional learning plan used to increase teacher knowledge of the science of reading and structured literacy assessment and instructional design.

Apply the Learning

Consider strategies for implementing similar system-level improvement efforts to strengthen IEP development and literacy outcomes for students with reading disabilities.

Understand the Problem



Many middle and high school special education educators have had limited preparation in the science of reading, resulting in challenges with selecting, administering, and interpreting diagnostic literacy assessments and using assessment data to design data-driven IEP reading goals, and effective reading instruction that accelerates student learning.

Yet, we have students at the secondary level who still need explicit reading instruction.

Kansas leads the world in the success of each student.

What we did have . . .



Leaders who recognized the need and committed to action

Leader	Contribution
Special Education Director	Allocated resources
Assistant Director	Recognized urgency Removed barriers
Principals	Provided scheduling flexibility and staffing support
Instructional Coaches	Deliver implementation support

What we did not have . . .



Time

Immediate student needs required action before dedicated PD time was available



Capacity

Limited in-district expertise and personnel to provide support on the needed timeline



Flexible Scheduling

Existing schedules did not allow for consistent 1:1 or small-group instruction

The Solution Framework

seven components guided implementation and continuous improvement

Purpose & Rationale

1



Clarity of Purpose

Focus Areas

2



Identify Priorities

Professional Learning

3



Build knowledge and skills

Success Indicator

4



Measure Success

Timeline

5



Key Milestones

HQIM & Supports



Evidence-based & ongoing

7

Reflection & Review

Reflect, celebrate, identify next steps

Purpose and Rationale



The purpose of this project is to provide ongoing, job-embedded, and high-quality professional learning for middle and high school special education teachers in the science of reading and structured literacy.

This learning will build educators' capacity to competently assess and provide targeted instruction for students with IEP goals related to reading.

Focus Areas



Foundational Knowledge: Science of reading as it relates to an understanding of how literacy develops and how to teach it effectively

Assessments: Purpose, administration, and application of data to guide instructional decision making

Instruction: High quality instructional materials and practices aligned with structured literacy, the evidence-based approach to reading instruction for all students

Professional Development



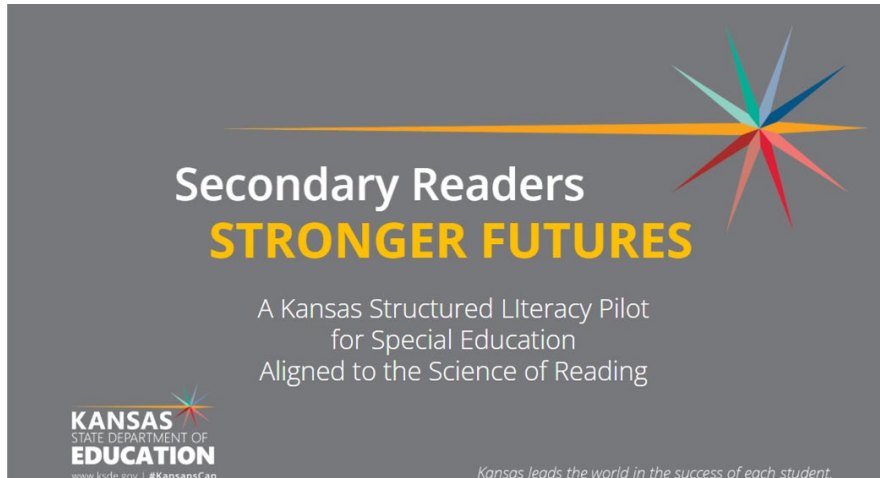
Science of Reading: Build teachers' knowledge of current research and evidence-based practices aligned with the science of reading

Structured Literacy: Strengthen teachers' knowledge and ability to apply the science of reading principles through a very explicit and systematic approach to literacy instruction

Assessments: Increase teacher capacity to administer and interpret universal screeners, diagnostic assessments, and progress monitoring data, and use results to guide instruction

IEP Goals: Strengthen teacher competency in developing appropriate, measurable IEP reading goals aligned to student data and identified individual student literacy needs

Science of Reading Training Modules



Professional Development:

- 3-hour session

Early Release:

- Five 1-hour sessions

Teacher plan times:

- Assessment analysis
- IEP goal writing
- Parent meetings

Success Indicators: 2025 - 2026



Assessment Data	Results
Progress Monitoring 1 student, 9th grade	B/M/E informal diagnostic data • Demonstrated positive gains in accuracy, automaticity on FastBridge ORF, spelling, written expression Student Feedback • Expressed desire to control IEP more independently with a goal of no support by senior year • “Teachers have my back here”
Teacher Feedback	Initial Responses • Guarded, skeptical, unconvinced Spring Responses • Requests for help with all students’ informal diagnostic assessments, support in parent IEP meeting, • Verbal acknowledgements of impact

Teacher Reflection: Change Over Time

At the Beginning



"If I had known this is what we are expected to do I would not have gotten in to sped."

Today



"Thanks for all you have done to help me get moving in the right direction in terms of reading diagnostics and some strategies to help students. I know I was a pain for a little bit, but understand the importance of what we are being asked to do. I have a long way to go still, but have a better understanding due to working with you. Thanks again!"

Timeline: 2025 - 2026



Contract Jeri Powers to:

September

- Assess and provide instruction to high school student
- Provide professional learning to middle and high school special education staff throughout school year

October - May

- Provide instruction: 1:1, 2 days per week, 50 min. sessions
- Provide PD: 5 early release one-hour sessions, 1 PD session: 3 hours



Timeline: 2026 - 2027



August

Teacher review of May informal diagnostic data

- Each student: compare informal diagnostic data to IEP goals
 - rewrite/revise as necessary
- Student Grouping Plan
 - according to similar needs
 - based on informal diagnostic data
- Details of instruction:
 - Who will teach what groups,
 - Time each day
 - Materials selection
 - Progress monitoring specifics



Timeline: September - May

2026 - 2027



Targeted Instruction

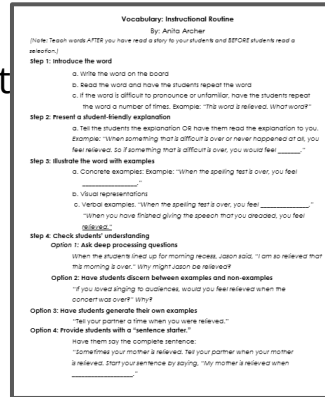
- Aligned with IEP goals
- HQIM and strategies
- Monitor Progress

Quarterly Meetings

- Discuss student progress
- Problem solve
- Adjust instruction as needed

Ongoing Professional Development

- Application of structured literacy
- Assessment analysis



High Quality Instructional Materials and Supports

- **Collaboration and Planning Time**

- ❖ Regular meetings: Early Release schedule
- ❖ Who on the team is best suited for teaching various literacy needs?
- ❖ Scheduling of 1:1 and small group sessions
- ❖ Progress monitoring: What? Why? How often? Progress? Changes?

- **Coaching Support**

- ❖ Partner with district instructional coach
- ❖ Goal writing support - ECKCE Integration Specialist

- **Supporting Participation and Engagement**

- ❖ Missed PD session? Schedule time with coach during plan to catch up.



System Reflection and Review Process

- **Quarterly Meetings**

- Attendees: teachers, instructional coach
- Discussion:
 - what is going well, what is not
 - Instruction
 - scheduling
 - student engagement
 - student progress towards goals
 - student feedback

- **End of Year Meeting**

- Feedback
 - student
 - general education teacher
 - parent



Digging Deeper into Year One

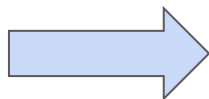
WHAT WE EMPHASIZED

*

WHAT WE ADJUSTED

*

WHERE WE ARE



WHAT WE EMPHASIZED

The key messages, expectations, and supports that helped educators begin translating learning into practice

WHAT WE ADJUSTED

Changes we made to strengthen implementation and better support students and educators

WHERE WE ARE HEADED

Our focus and priorities as we continue building stronger literacy outcomes

Year 1 Emphasis

Teacher Training & Capacity Building



Professional Learning Sessions

- Powerpoint modules and teacher notebooks

Course Modules



Module 1: *The Science of Reading: Background & Theoretical Models*

Module 2: *Assessment for Instruction: Introduction*

Module 3: *Assessment for Instruction: Analyzing and Applying*

Module 4: *Structured Literacy: Introduction*

Module 5: *Dyslexia and Developmental Language Disorder (DLD)*



Module 1: *The Science of Reading*



How the Brain Learns to Read *Key Models*

- ✓ Simple View of Reading 1986
- ✓ 4-Part Processing Model 1989
- ✓ Four-Quadrant Reader Types 1990
- ✓ Scarborough's Reading Rope 1991
- ✓ Reading Brain 1990's



Modules 2 & 3: Assessment for Instruction



LITERACY ASSESSMENT SUMMARY Year: 25-26
 Student Lucy Grade: 5-12 Sec. Teacher: _____

Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading		170ile	170ile	
	AUTOREADING		170ile	170ile	
	CBMreading			93% 111CWPM	8th gr. text

LITERACY ASSESSMENT SUMMARY Year: 25-26
 Student Lucy Grade: 5-12 Sec. Teacher: _____

Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes	
UNIVERSAL SCREENING FastBridge	aReading		170ile	170ile		
	AUTOREADING		170ile	170ile		
	CBMreading			93% 111CWPM	8th gr. text	
Informal Diagnostic Assessments: WORD RECOGNITION						
Informal Diagnostic Assessment	Phonological Awareness (accuracy & automaticity)			Basic P.A.	+18/25	
	Decoding (accuracy & automaticity)			Short vowels		
	Encoding			Single CVC		
	Developmental Spelling			Short vowels		
	Encoding			see at		
	Writing Sample (draft)			93%		
	Sight Recognition			111 CWPM	8th gr. text	
	Grade Level Passage Accuracy & Accuracy			choppy monotone		
	Sight Recognition			+34/55		
	High Frequency Words			1st grade		
Informal Diagnostic Assessments: LANGUAGE COMPREHENSION						
Informal Diagnostic Assessment	Listening Comprehension (asked to read with questions)			Goal: 100%		
	Vocabulary (CORE)			Recall 65%		
	Sound level			70%		
	Sentence Repetition					
	Main Comprehension (ask reading task (sentence level))			80%	10th gr. text	
	Speech Path. Information			15 correct : Goal = 22		
	Classroom common assessments			N/A		
	Writing Sample (draft, handwritten)			see at		
	ADDITIONAL ASSESSMENTS					
	OUTCOME MEASURES					
Instructional Focus: WORD RECOGNITION LANGUAGE COMPREHENSION						
Strategies/Programs: _____						

all work/text material - below grade level

Universal Screening to Informal Diagnostics

LITERACY ASSESSMENT SUMMARY					
Year: <u>2025-26</u>					
Grade: 5 - 12 <u>(11)</u>		Teacher: [Redacted]			
Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading		15/101K		
	AUTReading		17/111		
	CBMreading	8th gr.		93% / 111 wpm	
Informal Diagnostic Assessments: WORD RECOGNITION					
Informal Diagnostic Assessment WORD RECOGNITION (Begin with bolded assessments; others may be used as needed)	Phonological Awareness (accuracy & automaticity)			Early - late 13-21	
	Decoding (accuracy & automaticity)			short vowels single con.	
	Encoding Developmental Spelling			short vowels	
	Encoding Writing Sample (draft)			85% alt	
	Sight Recognition Grade Level Passage Automaticity & Accuracy			95% acc	
	Sight Recognition Grade Level Passage Prosody			111 wpm	
	Sight Recognition High Frequency Words			monoton	
	Sight Recognition Grade Level Word List San Diego Quick			+34/35	
				/	

Word Recognition

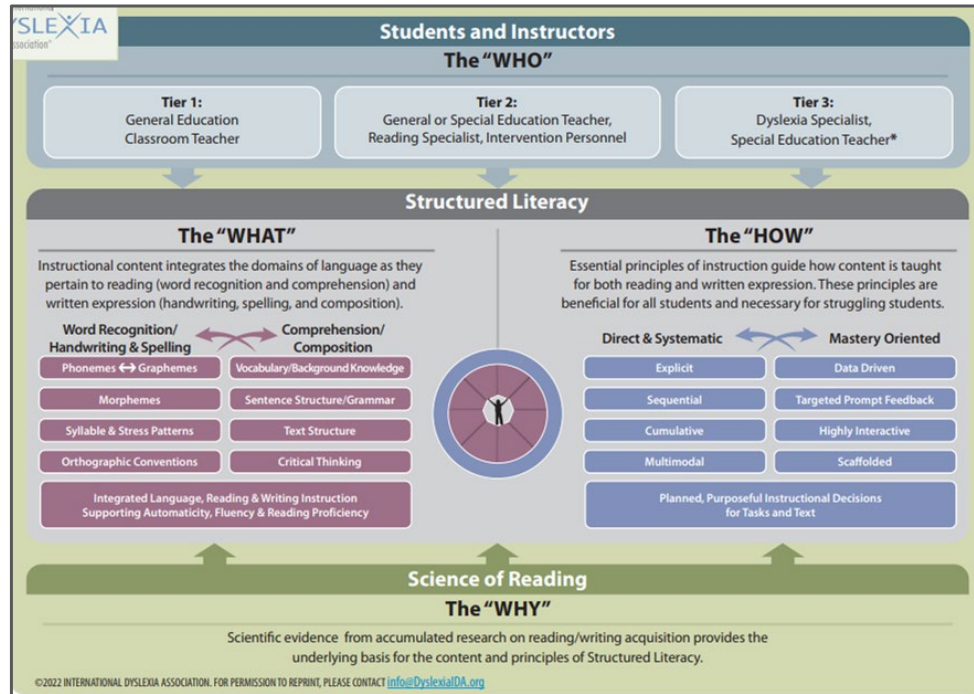
Given explicit, systematic phonics and controlled text, the student will accurately decode single-syllable words containing closed syllables with consonant digraphs and short vowels, and progressing to long vowel patterns (VCe, vowel teams), reading words with at least 90% accuracy across three consecutive data collection opportunities, collected biweekly, as measured by teacher-created probes.

Language Comprehension

Given explicit instruction in grade-level social studies vocabulary, the student will determine the meaning of targeted academic and content-specific words (using context clues and/or word analysis) and demonstrate understanding by correctly defining or using the words in context with 80% accuracy across 3 consecutive data collection opportunities by the end of the IEP period.

San Diego Quick				
Informal Diagnostic Assessments: LANGUAGE COMPREHENSION				
Informal Diagnostic Assessment LANGUAGE COMPREHENSION (Begin with bolded assessments; others may be used as needed)	Listening Comprehension (grade level test with questions)			Current: 100% Retell: 65%
	Vocabulary (CORE) (word level)			70%
	Sentence Repetition			
	Maze Comprehension close reading task (sentence level)			80% 10th gr. text 15 correct: Goal = 22
	Speech Path. Information			N/A
	Classroom common assessments			all work/text modified - below grade level
	Writing Sample (draft, handwritten)			see att. open writing dictated
ADDITIONAL ASSESSMENTS				
OUTCOME MEASURES				
Instructional Focus: WORD RECOGNITION LANGUAGE COMPREHENSION				
Strategies/Programs: _____				

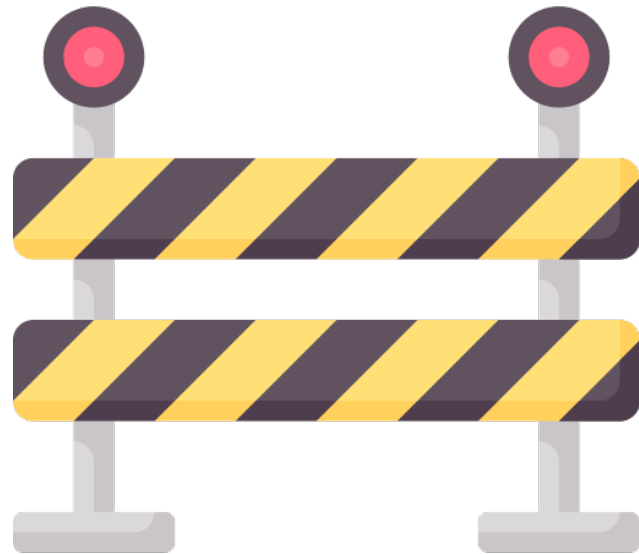
Module 4: Structured Literacy



Challenges to Implementation



- 1. Initial uncertainty
- 1. Hesitation to move beyond familiar practices
- 1. Concerns about navigating new learning and implementation expectations
- 1. Limited time for professional learning, collaboration, and application of new skills.
- 1. Scheduling for targeted instruction



Moving Through the Challenges



1. Build authentic relationships
1. Establish and maintain clear expectations
1. Strengthen accountability in supportive ways
1. Make the “why” explicit and ongoing
1. Get into the “muck” with teachers
1. Focus on implementation support, not just training



KSDE Support

Science of Reading Modules Training

- Blended model training opportunities
 - In-Person sessions
 - Virtual webinars
 - On-going monthly support meetings

Ongoing General Support

- [Literacy Lifeline](#)
- [KSDE District PD Request](#)
- Assistant Director of Literacy: Dr. Laurie Curtis;
laurie.curtis@ksde.gov



KSDE
LITERACY
LIFE
LINE

WHEN YOU NEED
A LITTLE HELP...

Literacy Lifeline

Use this form to ask a question you may have or to schedule a time for a quick visit to discuss problems of practice that you might want help with.



KANSAS
STATE DEPARTMENT OF
EDUCATION

KSDE District PD Request

Please fill out this form to request a KSDE representative to contact you about your upcoming PD needs. Please allow us three weeks between your request date and your PD date.



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