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Report on the State of PK-3 Literacy Instruction in Iowa

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Report on the State of PK-3 Literacy Instruction in Iowa

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For the Iowa Reading Research Center

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

EXECUTIVE SUMMARY

The purpose of this document is to report on the state of PK-3 literacy and literacy instruction in Iowa. This report was commissioned by the Iowa Reading Research Center in an effort to better understand the needs for literacy instruction in Iowa. Specifically, this report addresses the following topics:

(1) **Classroom Literacy Instruction**. Results indicate that:

    a. A wide variety of approaches are used to teacher reading at the universal, targeted and intensive levels, with the most common approaches being guided reading for universal instruction and Reading Recovery for targeted and intensive instruction.

    b. Multiple people typically conduct instruction at the targeted level, with classroom teachers still being heavily involved in instruction at that level. Fewer classroom teachers are involved with instruction at the intensive level, with most instruction given by a specialist or coach, or divided among multiple people;

    c. A majority of schools allot 61-90 minutes for literacy instruction each day;

    d. Teacher and principal knowledge regarding the design of reading interventions in their schools varies widely between districts and within districts.

(2) **Professional Activities of Principals and Teachers**. Results indicate that:

    a. Most principals and teachers report that they participate in collaborative data analysis with others in their school, and a majority of them report that they have an allotted time to do so;

    b. Even when no time is allotted for data analysis, a majority of principals and teachers without allotted time still find time for collaborative data analysis;

    c. Principals most commonly conduct collaborative data analysis with teachers or a data team. Teachers most commonly do so with other classroom teachers;

    d. A majority of teachers have participated in professional development related to the Iowa Core English Language Arts (ELA) standards within the past year;

    e. Although most teachers report feeling at least somewhat prepared to teach the Iowa Core ELA standards, they feel least prepared to do so with English Language Learners;

    f. Teachers most commonly report receiving 2-3 days of professional development related to the Iowa Core within the last year.

(3) **Resources**. Results indicate that:

    a. More principals than teachers perceive that teachers have sufficient access to technology resources;

    b. The most prominent types of technology available to teachers are laptop computers for personal use, digital projectors, and digital cameras. The least prominent technology available to teachers is individual computers or tablets for each student;

    c. More principals than teachers believe that teachers have sufficient material resources for teaching the Iowa Core standards;

    d. More principals than teachers perceive that teachers have enough time to implement the Iowa Core standards. However, a majority of AEA staff do not believe that teachers have sufficient time to implement the standards;

    e. More teachers than principals believe that teachers have sufficient skills to implement the Iowa Core standards.

(4) **Area Education Agency Support**. Results indicate that:

a. Approximately half of AEA staff reported providing professional development (PD) on the Iowa Core at least monthly;
b. PD is provided predominantly in larger groups, with the remainder evenly divided between being presented in small groups (such as Professional Learning Communities or grade-level teams) or individually;
c. Overall, 30% of teachers reported receiving PD from AEA staff on reading intervention at the targeted or intensive levels.

(5) **Summer Programs**. Results indicate that:
a. Approximately 54% of schools currently have a summer reading program available for students demonstrating deficits in the area of literacy;
b. Most summer literacy programs last between two and four weeks, with literacy instruction taking place for one hour or less each day of the program.

(6) **Demographics**. Results indicate that:
a. Approximately 30% of PK-3 teachers surveyed have reading endorsements and 8% have reading specialist degrees;
b. Approximately 9% of principals have reading endorsements and 2% have reading specialist degrees;
c. Approximately 11% of AEA staff have reading endorsements and 11% have reading specialist degrees.

Data Collection
Administrators, instructional coaches, teachers, and AEA staff were asked to respond to an online survey regarding the topics of interest. From those respondents, administrators and teachers from districts within each AEA, as well as administrators and teachers from each of Iowa's urban districts, were selected for follow-up interviews to acquire additional information about the topics on the survey.

Definition of Terms
Universal instruction- The course of study, instruction and assessment deemed critical for student success. Those students in universal level will receive universal instruction that is aligned with the Iowa Core. These are the state adopted standards that outline what educators are expected to teach and students are expected to learn. With RtI, universal instruction is sometimes referred to as tier one instruction.

Targeted instruction- characterized by an increased focus of instruction or support. Students in targeted level will receive universal instruction plus small group, targeted, evidence based instruction. With RtI, targeted instruction is sometimes referred to as tier two instruction.

Intensive instruction- characterized by an additional increase in the focus of instruction or support. Students in the intensive level typically will receive universal instruction plus individualized intensive evidence-based instruction. With RtI, intensive instruction is sometimes referred to as tier three intervention.

Maps

Maps are included throughout the report to illustrate responses by AEA and district. The following maps can be referenced to determine the names of the AEAs and districts that are outlined, but not identified, on the maps.

School Districts
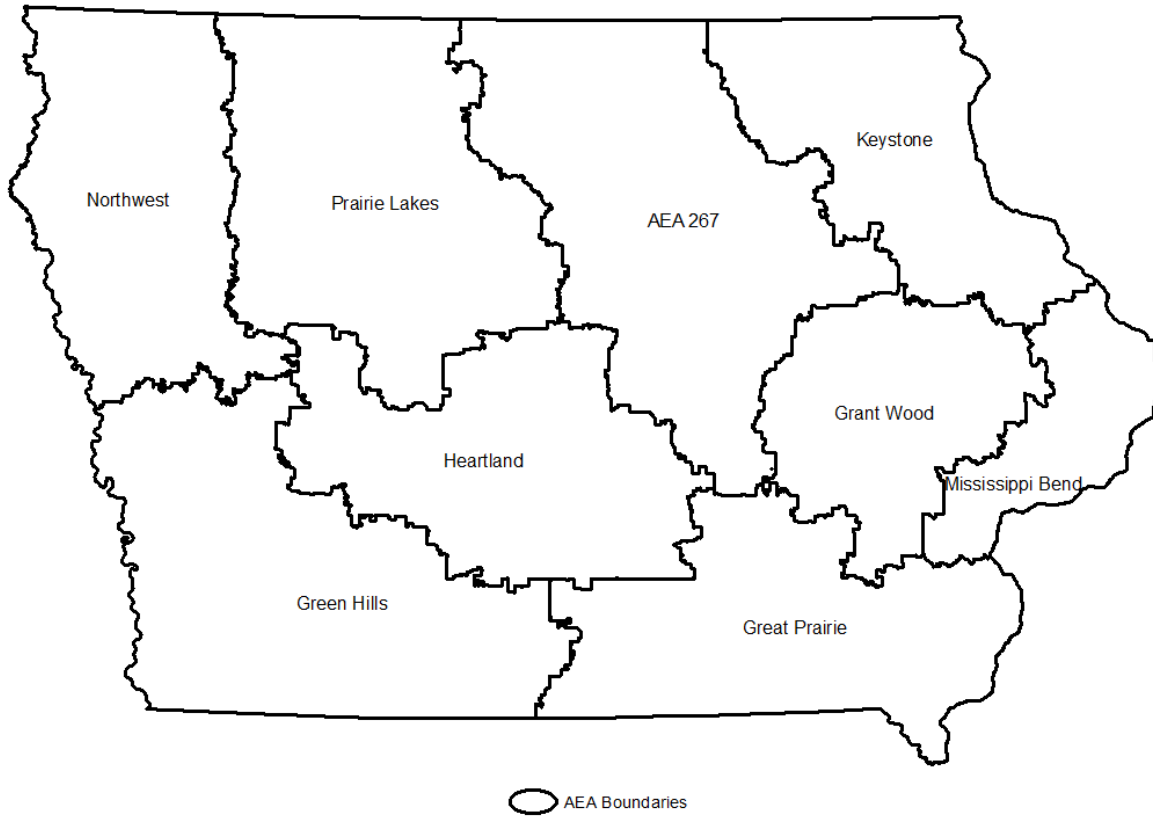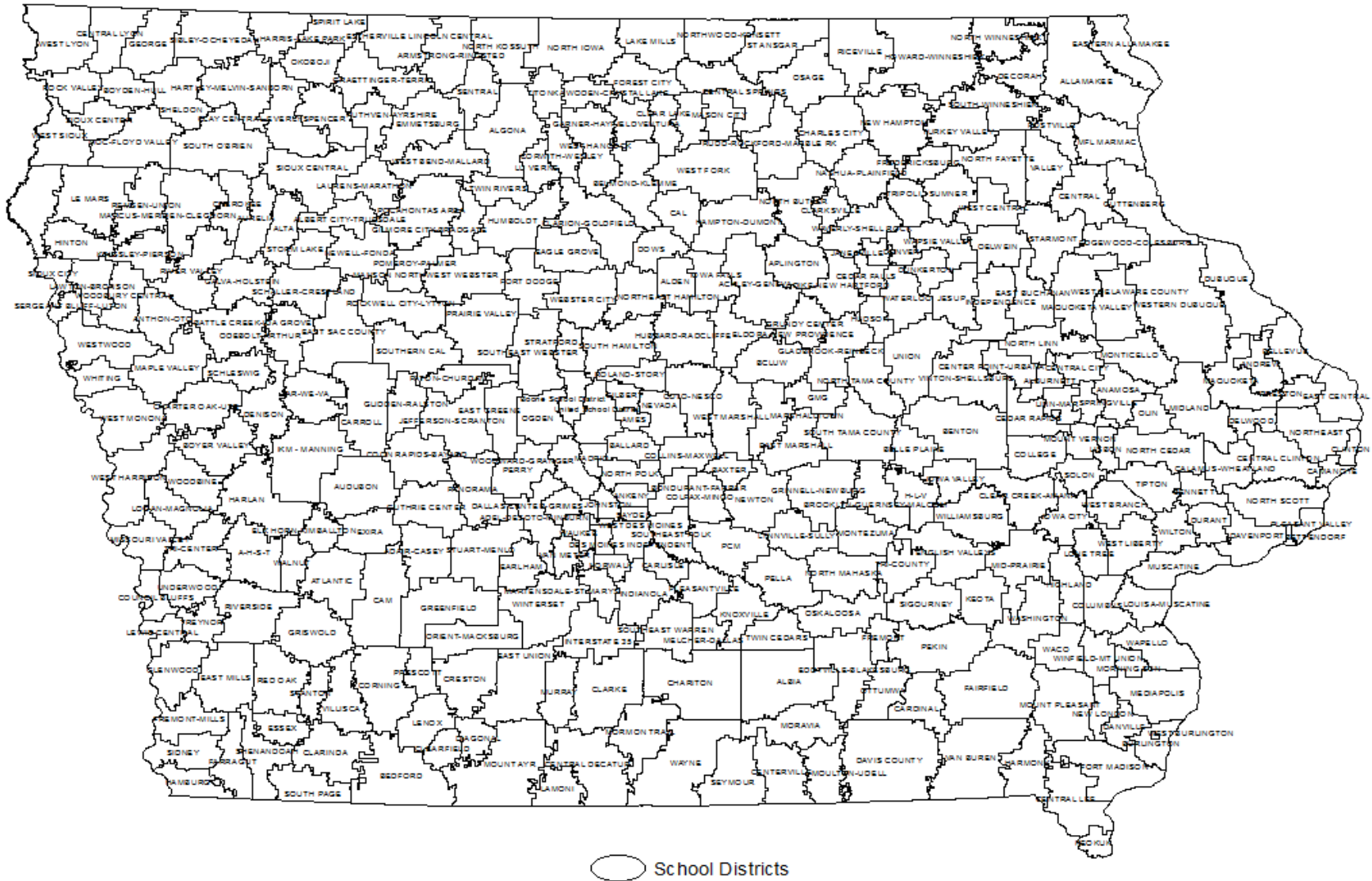
SECTION 1: CLASSROOM INSTRUCTION

This section includes information about the following topics regarding the reading instruction occurring in grades PK-3: (1) the extent to which Iowa schools are using a particular reading program or approach to teach reading at the universal, targeted and intensive levels of instruction in grades PK-3; (2) the types of interventions and programs that are being implemented at the targeted and intensive levels of instruction; (3) who provides interventions at the targeted and intensive levels; (4) how many minutes are blocked each day for ELA instruction; and (5) what principals and teachers have to say about the reading interventions that they conduct in their schools. The results are grouped by region based on which Area Education Agency (AEA) each district is associated with. The results are also visually represented on a map to show patterns of use.

Approaches to literacy instruction at the universal, targeted, and intensive levels

In general, a majority of schools (78%) have a particular approach to teaching reading at the universal level. However, fewer schools (53%) follow a particular program or approach for instruction at the targeted level, and even fewer (41%) have a particular approach for instruction occurring at the intensive level (see Figure 1.1). Schools associated with the Heartland AEA were *most likely* to follow a particular approach for universal instruction, and schools associated with the Northwest AEA were most likely to follow a particular approach for targeted and intensive instruction. Conversely, schools associated with the Great Prairie AEA were *least likely* to follow a particular approach for universal instruction, schools associated with the Green Hills AEA were least likely to follow a particular approach for targeted instruction, and schools associated with the Prairie Lakes AEA were least likely to follow a particular approach for intensive instruction. The only pattern of note here is that schools associated with the Northwest AEA were most likely to follow a particular approach for *both* targeted and intensive instruction. See Table 1.1 for a complete listing of responses by AEA.

The most prominent program or approach to literacy instruction at the universal level is Guided Reading, followed by the Houghton Mifflin and Macmillan "Treasures" core reading programs. However, it should be noted that there were many programs or approaches to literacy instruction at the universal level reported that are not typically used for instruction at that level. For example, Reading Recovery is not intended for universal instruction, LETRS (Language Essentials for Teachers of Reading and Spelling) is a professional development model rather than an approach to teaching, and the Daily 5 is a method of organizing literacy instruction rather than a reading program in terms of its content. The same idea was true of instruction at the targeted and intensive levels as well. Therefore, these results should be interpreted cautiously and may indicate that some respondents were unfamiliar with the reading programs or approaches used in their school or the purposes for which they are used. The most prominent program or approach to literacy instruction at the targeted and intensive levels is Reading Recovery (See Tables 1.2-1.7). The most prominent curricular materials used were teacher created materials and leveled Guided Reading books.
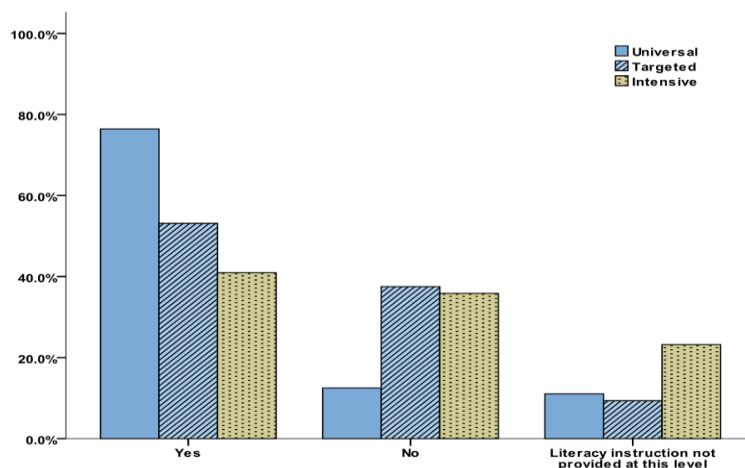
Figure 1.1. Is there a particular reading program or approach to provide literacy instruction at the universal, targeted, or intensive level?

Table 1.1

Is there a particular reading program or approach to provide literacy instruction at the universal, targeted, or intensive level?

| AEA | N | Universal level | | | Targeted level | | | Intensive level | | |
		Yes	No	Literacy Instruction Not Provided at Universal Level	Yes	No	Literacy Instruction Not Provided at Targeted Level	Yes	No	Literacy Instruction Not Provided at Intensive Level
Keystone	175	73.7%	9.1%	17.1%	48.0%	40.6%	11.4%	40.0%	36.0%	24.0%
Prairie Lakes	111	81.1%	13.5%	5.4%	47.7%	38.7%	13.5%	27.9%	43.2%	28.8%
Mississippi Bend	53	77.4%	18.9%	3.8%	58.5%	37.7%	3.8%	41.5%	41.5%	17.0%
Grant Wood	96	76.0%	5.2%	18.8%	61.5%	26.0%	12.5%	43.8%	30.2%	26.0%
Heartland	312	83.0%	9.3%	7.7%	53.5%	38.5%	8.0%	42.0%	33.3%	24.7%
Northwest	88	79.5%	6.8%	13.6%	64.8%	25.0%	10.2%	45.5%	33.0%	21.6%
Green Hills	91	79.1%	16.5%	4.4%	46.2%	47.3%	6.6%	31.9%	46.2%	22.0%
Great Prairie	158	65.8%	24.7%	9.5%	53.2%	41.1%	5.7%	43.7%	39.2%	17.1%
AEA267	164	73.2%	13.4%	13.4%	50.0%	38.4%	11.6%	44.5%	30.5%	25.0%

Table 1.2

Reading Programs or Approaches Used for Literacy Instruction at the Universal Level

Approach to Literacy Instruction at Universal Level	N	Percentage	Approach to Literacy Instruction at Universal Level	N	Percentage
Guided Reading	367	23.80%	Creative Curriculum	8	<1.0%
Houghton Mifflin (HMH)	205	13.30%	Handwriting Without Tears	3	<1.0%
Macmillan/McGraw Hill - "Treasures"	197	12.80%	Harcourt-Story Town	9	<1.0%
Daily 5	96	6.20%	Independent Reading	3	<1.0%
Houghton Mifflin-Journeys	82	5.30%	Iowa Core	5	<1.0%
Scott Foresman-Reading Street	77	5.00%	LETRS	3	<1.0%
Basal Program (non-specific)	67	4.40%	Michael Heggerty Phonemic Awareness	3	<1.0%
Lead 21	62	4.00%	OWL/Opening World of Literature	3	<1.0%
CAFÉ (The sisters)	51	3.30%	Phonics	3	<1.0%
Harcourt Basal (non-specific)	44	2.90%	Picture Word Inductive Model	6	<1.0%
Jolly Phonics	24	1.60%	Read it Again	9	<1.0%
Developmental Studies (Making Meaning,	21	1.40%	Reader's Workshop (Dorn)	4	<1.0%
Good Habits Great Readers (Pearson)	22	1.40%	Reading First	3	<1.0%
Read Well	21	1.40%	Reading Recovery	4	<1.0%
Rigby/ Word Works	22	1.40%	Readworks.org	3	<1.0%
Harcourt-Trophies	17	1.10%	Scholastic (not specified)	8	<1.0%
Accelerated Reading	4	<1.0%	Scholastic Leveled Books	4	<1.0%
A-Z leveled books	8	<1.0%	Thematic/Novel Units	3	<1.0%
Balanced Literacy	12	<1.0%	Title I	3	<1.0%
Being a Writer (DSC)	4	<1.0%	Word Journeys	3	<1.0%
Benchmark Literacy	3	<1.0%	Words Their Way	3	<1.0%
Breakthrough to Literacy	10	<1.0%	Workshops (Calkins)	4	<1.0%
Comprehension Toolkit	5	<1.0%			

Table 1.3

Curricular Materials Used for Literacy Instruction at the Universal Level

Materials	N	Percentage	Materials	N	Percentage
Additional Books/Literature (non-specific)	72	9.9%	Being a Writer	5	<1.0%
Guided Reading	64	8.8%	Breakthrough to Literacy	3	<1.0%
Daily Five	61	8.4%	Chapter Books	5	<1.0%
Leveled readers	52	7.2%	Classroom library	5	<1.0%
Guided Reading Books	40	5.5%	Comprehension (unspecified)	7	<1.0%
Jolly Grammar/Phonics	40	5.5%	Comprehension Toolkit	6	<1.0%
CAFE/Daily 5 (listed together)	38	5.2%	Comprehensive Literacy Model	3	<1.0%
Creative Curriculum/Teaching Strategies Gold	37	5.2%	Content Reading	6	<1.0%
Internet sources	27	3.7%	Core Curriculum (district/school)	3	<1.0%
Fountas & Pinnell materials	21	2.9%	DIBELS	4	<1.0%
CAFÉ	19	2.6%	District/Team Lessons	3	<1.0%
Handwriting without Tears	16	2.2%	Dorn Model	3	<1.0%
Basals/Old Basals (unspecified)	12	1.7%	Florida Reading Research	4	<1.0%
Iowa Core	12	1.7%	Fluency (unspecified)	5	<1.0%
Letter People/Puppets	11	1.5%	Graphic Organizers	4	<1.0%
Making Meaning	11	1.5%	Interactive Read Aloud	6	<1.0%
Houghton Mifflin	10	1.4%	Learning A-Z	4	<1.0%
Imagine It Phonics	9	1.2%	LETRS	4	<1.0%
Making Reading Heavenly (Angel)	9	1.2%	Letter activities (unspecified)	7	<1.0%
Book room	8	1.1%	Leveled literacy instruction (LLI)	3	<1.0%
6 Traits	3	<1.0%	library books	3	<1.0%
95 % Group	3	<1.0%	Literacy/Reading Centers	3	<1.0%
Accelerated Reading	3	<1.0%	Literacy/Reading Strategies	6	<1.0%
AEA Books	5	<1.0%	Manipulatives	7	<1.0%
Alpha Time	3	<1.0%	mentor texts	3	<1.0%
AR (Could be Action Reading or Accelerated Reading)	3	<1.0%	Modern Curriculum Press	3	<1.0%
Authentic Texts	3	<1.0%	Sight Words (Dolch)	7	<1.0%
Balanced Literacy	4	<1.0%			

Table 1.4

Programs/Approaches Used for Literacy Instruction at the Targeted Level

Program/Approach	N	Percentage	Program/Approach	N	Percentage
Reading Recovery	263	20.0%	LETRS	8	1.0%
Title I	95	7.2%	Literacy Wings	8	1.0%
Read Naturally	73	5.6%	MacMillian-McGraw Treasures	8	1.0%
Guided reading	67	5.1%	SRA	8	1.0%
Leveled Literacy Intervention (Fountas & Pinnell)	65	4.9%	95% Group	7	1.0%
small groups	30	2.3%	Book room books	4	<1.0%
CIM (Comprehensive Intervention Model)	21	1.6%	Corrective Reading	4	<1.0%
Walpole strategies (Differentiated Reading Instruction)	20	1.5%	Extra practice	5	<1.0%
Guided Reading Plus	19	1.4%	fluency (unspecified)	6	<1.0%
PALS (Peer Assisted Learning Strategies)	19	1.4%	Fountas & Pinnell (unspecified)	5	<1.0%
Title Reading	19	1.4%	Harcourt (unspecified)	4	<1.0%
Phonics for Reading	18	1.4%	Houghton Mifflin	6	<1.0%
Read Well	16	1.2%	Houghton Mifflin- guided reading/leveled books	5	<1.0%
Scott Foresman- My sidewalks	16	1.2%	intervention groups/station	4	<1.0%
Various approaches, no particular program	16	1.2%	Interventionists/Push-in instruction	4	<1.0%
Daily 5	15	1.1%	Macmillan-McGraw (unspecified)	4	<1.0%
Houghton Mifflin-Journeys	15	1.1%	Making Meaning	4	<1.0%
LEAD 21	15	1.1%	MimioSprout	5	<1.0%
Reading Mastery	15	1.1%	Next Steps	4	<1.0%
Leveled readers (A-Z)	14	1.1%	Orton Gillingham	5	<1.0%
Houghton Mifflin Soar to Success	13	1.0%	Pathways to Reading	5	<1.0%
Reading/Learning A-Z	11	1.0%	Read It Again	4	<1.0%
CAFE/Daily 5 strategies	11	1.0%	Repeated Readings	6	<1.0%
Florida Center for Reading Research	10	1.0%	Road to the Code, Explode the Code	4	<1.0%
Interactive writing	10	1.0%	Sight words (Dolch)	5	<1.0%
Quick Reads	10	1.0%	Visual phonics	4	<1.0%
REWARDS	10	1.0%	West Virginia materials	6	<1.0%
6 Minute Solution	9	1.0%	Wilson Reading	4	<1.0%
Macmillian- McGraw Hill Triumphs	9	1.0%	Word Journeys	5	<1.0%
DIBELS	8	1.0%	Words Their Way	5	<1.0%
Jolly Phonics	8	1.0%	Other	213	16.2%

Table 1.5

Curricular Materials Used for Targeted Level Intervention

Curricular Materials	N	Percentage	Curricular Materials	N	Percentage
Various/Teacher Created	184	17.0%	Fluency (Unspecified)	11	1.0%
Leveled Readers (A-Z)	101	9.3%	Performance (Unspecified)/Reader's Theatre	11	1.0%
Guided Reading	89	8.2%	Reading Recovery	11	1.0%
Trade Books/Novels	50	4.6%	6 Minute Solution	5	<1.0%
Read Naturally	40	3.7%	AEA materials	5	<1.0%
Houghton Mifflin Harcourt	33	3.1%	Children's Literature	5	<1.0%
Reading/Learning A-Z	33	3.1%	CIM (Comprehensive Intervention Model)	5	<1.0%
Daily 5	29	4.7%	Comprehension Strategies	5	<1.0%
Houghton Mifflin-Journeys	26	2.4%	Conferencing	6	<1.0%
PALS (Peer Assisted Learning Strategies)	26	2.4%	District Resources/Curriculum	5	<1.0%
Jolly Phonics	25	2.3%	Flashcards	6	<1.0%
Phonics (Unspecified)	24	2.2%	Fountas & Pinnell (unspecified)	8	<1.0%
Extra Practice	22	2.0%	Graphic Organizers	5	<1.0%
sight words (Dolch)	22	2.0%	Handwriting Without Tears	7	<1.0%
Basal (unspecified)	21	1.9%	Houghton Mifflin- guided reading/leveled books	9	<1.0%
Leveled Literacy Intervention (Fountas & Pinnell)	21	1.9%	Houghton Mifflin Soar to Success	6	<1.0%
Title I	19	1.8%	Imagine It	6	<1.0%
MacMillian-McGraw Treasures	18	1.7%	Increasing Fluency (Fry/Rasinksi)	7	<1.0%
Words Their Way	18	1.7%	LETRS	5	<1.0%
Same As Universal	18	1.7%	Magnetic Letters	6	<1.0%
Creative Curriculum	17	1.6%	Orton Gillingham	6	<1.0%
Games	17	1.6%	Phonemic Awareness Materials	6	<1.0%
Manipulatives	17	1.6%	Phonics For Reading	10	<1.0%
Online Materials	17	1.6%	Professional Resources	7	<1.0%
Small/Intervention Groups	16	1.5%	Quick Reads	7	<1.0%
Technology (Unspecified, Software, Apps, Etc.)	16	1.5%	Read Well	6	<1.0%
LEAD 21	14	1.3%	Repeated Readings/Dialogic Reading	10	<1.0%
Daily 5/CAFE strategies	29	1.2%	Rigby	7	<1.0%
Florida Center for Reading Research	13	1.2%	Scott Foresman	5	<1.0%
Word Work	13	1.2%	Walpole Strategies	6	<1.0%
Non-Fiction Study	12	1.1%	Word Journeys	6	<1.0%
Poetry	12	1.1%	Worksheets	7	<1.0%

Table 1.5

Curricular Materials Used for Targeted Level Intervention (con't).

Curricular Materials	N	Percentage	Curricular Materials	N	Percentage
Book Room Books	11	1.0%	Not Applicable/None	27	2.5%
DIBELS	11	1.0%			

Table 1.6

Programs/Approaches Used for Literacy Instruction at the Intensive Level

Reading Program/Approach	N	Percentage	Reading Program/Approach	N	Percentage
Reading Recovery	283	30.9%	DIBELS	4	<1.0%
Special ed/ Title I/ 1:1 instruction	72	7.9%	Edmark Reading	4	<1.0%
Read Naturally	39	4.3%	Failure Free Reading	4	<1.0%
			Five Minutes to Better Reading, SRA, Read		
Reading Mastery	36	3.9%	Well Plus, Read Well Fluency Foundations	4	<1.0%
SRA Corrective reading	33	3.6%	Florida Reading Research Center	4	<1.0%
Read Well	32	3.5%	Great Leaps	6	<1.0%
Phonics for Reading	31	3.4%	Guided Reading Plus	5	<1.0%
Fountas and Pinnell	29	3.2%	Harcourt	4	<1.0%
Guided Reading	17	1.9%	LETRS Modules	7	<1.0%
PALS	15	1.6%	Quickreads and Skills Tutor	5	<1.0%
Leveled Literacy Instruction	14	1.5%	Read 180	5	<1.0%
Orton Gillingham	14	1.5%	REWARDS	5	<1.0%
Second Chance Reading	13	1.4%	Road to the Code	5	<1.0%
CIM	12	1.3%	RTI/At risk	5	<1.0%
Houghton Mifflin	12	1.3%	Scott Foresman-My Sidewalks	7	<1.0%
Macmillan/McGraw Triumphs/Treasures	12	1.3%	Six-Minute Solution	4	<1.0%
Walpole Picture Sorts	10	1.1%	Star Curriculum	7	<1.0%
Lead 21	9	1.0%	System 44	6	<1.0%
95% group	7	<1.0%	Wilson Reading Series	5	<1.0%
Café	4	<1.0%	Words their way	4	<1.0%
Daily 5	6	<1.0%	Other	118	12.9%

Table 1.7

Curricular Materials Used for Intensive Level Intervention

Curricular Materials	N	Percentage	Curricular Materials	N	Percentage
Various/Teacher Created	182	31.0%	CAFÉ	5	<1.0%
Guided Reading	31	5.3%	CIM	4	<1.0%
Don't know/nothing	29	4.9%	Imagine It	4	<1.0%
Read Naturally	21	3.6%	Manipulatives	4	<1.0%
Leveled Literacy Intervention	17	2.9%	PALS	5	<1.0%
RTI/Title I	17	2.9%	Repeated Readings/Dialogic reading	4	<1.0%
Reading/Learning A-Z	15	2.6%	Sidewalks	5	<1.0%
Leveled Books	14	2.4%	Trade Books	4	<1.0%
Houghton Mifflin Harcourt	13	2.2%	Treasures	4	<1.0%
One on One/small group Instruction	12	2.0%	Other Materials	109	18.6%
Daily 5	10	1.7%			
Florida Center for Reading Research	10	1.7%			
Reading Recovery	10	1.7%			
Phonics (unspecified)	9	1.5%			
Sight Words (Dolch/Fry)	9	1.5%			
Creative Curriculum	8	1.4%			
Jolly Phonics	8	1.4%			
Basal	7	1.2%			
Orton Gillingham	7	1.2%			
Books (unspecified)	6	1.0%			
DIBELS	6	1.0%			

Who provides instruction at the targeted and intensive levels?
A majority of teachers in all AEA geographic areas report that multiple people conduct instruction at the targeted level. However, classroom teachers are still heavily involved in instruction at that level. Fewer classroom teachers are involved with instruction at the intensive level. In many cases that responsibility goes primarily to a specialist or coach, or is divided among multiple people. Overall, a majority of instruction at the targeted and intensive levels is conducted by multiple people, rather than by a single person. See Figure 1.2 and Table 1.8 for a complete listing. See figures 1.3 and 1.4 for maps of districts indicating who provides targeted and intensive literacy instruction.

Table 1.8

Who provides intervention at targeted or intensive level?

		Targeted level				Intensive level			
AEA	N	Classroom Teacher	Specialist or coach	Multiple people	Other	Classroom teacher	Specialist or coach	Multiple people	Other
Keystone	175	40.0%	12.6%	42.3%	5.1%	33.1%	29.7%	30.3%	6.9%
Prairie Lakes	111	34.2%	9.0%	54.1%	2.7%	22.5%	27.9%	45.9%	3.6%
Mississippi Bend	53	34.0%	20.8%	45.3%	.0%	24.5%	41.5%	32.1%	1.9%
Grant Wood	96	33.3%	9.4%	53.1%	4.2%	19.8%	34.4%	38.5%	7.3%
Heartland	312	31.1%	9.9%	56.7%	2.2%	23.7%	34.0%	37.2%	5.1%
Northwest	88	34.1%	12.5%	51.1%	2.3%	27.3%	28.4%	38.6%	5.7%
Green Hills	91	30.8%	18.7%	45.1%	5.5%	23.1%	40.7%	31.9%	4.4%
Great Prairie	158	40.5%	14.6%	40.5%	4.4%	34.8%	26.6%	29.7%	8.9%
AEA 267	164	34.1%	14.6%	48.2%	3.0%	26.2%	31.7%	36.0%	6.1%
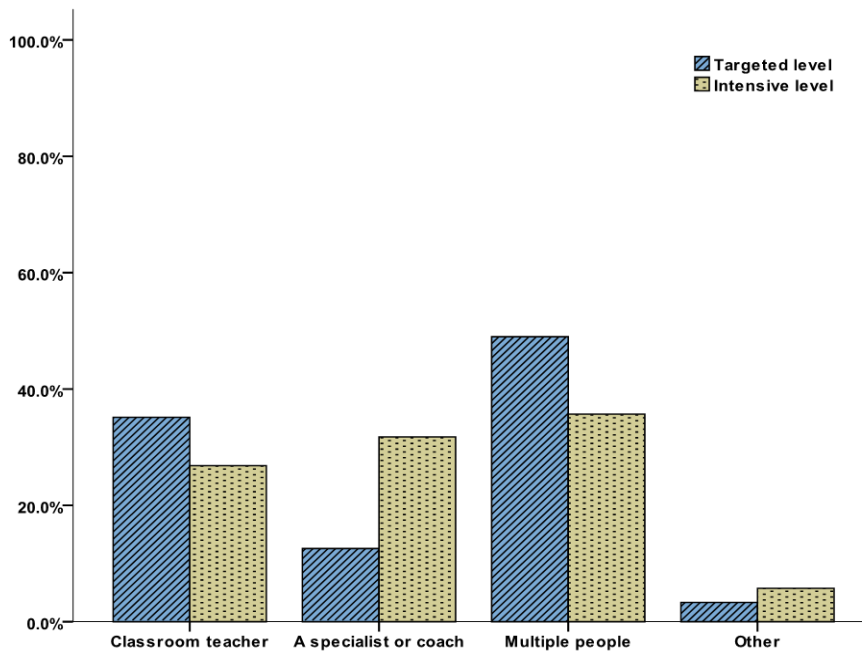
Figure 1.2. Who provides intervention at targeted or intensive level?
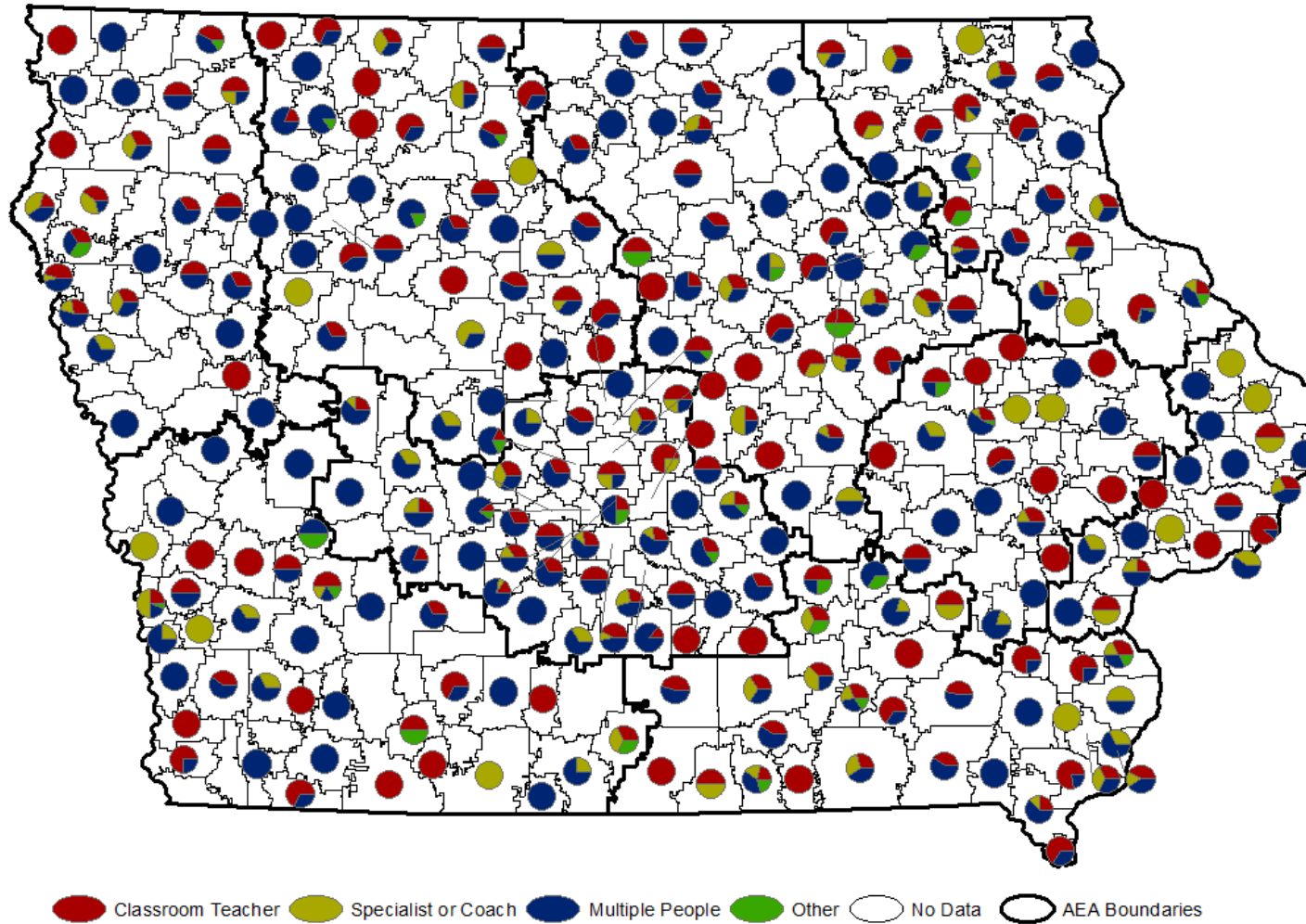
Figure 1.3. Map of Districts Indicating Who Provides Targeted Literacy Instruction
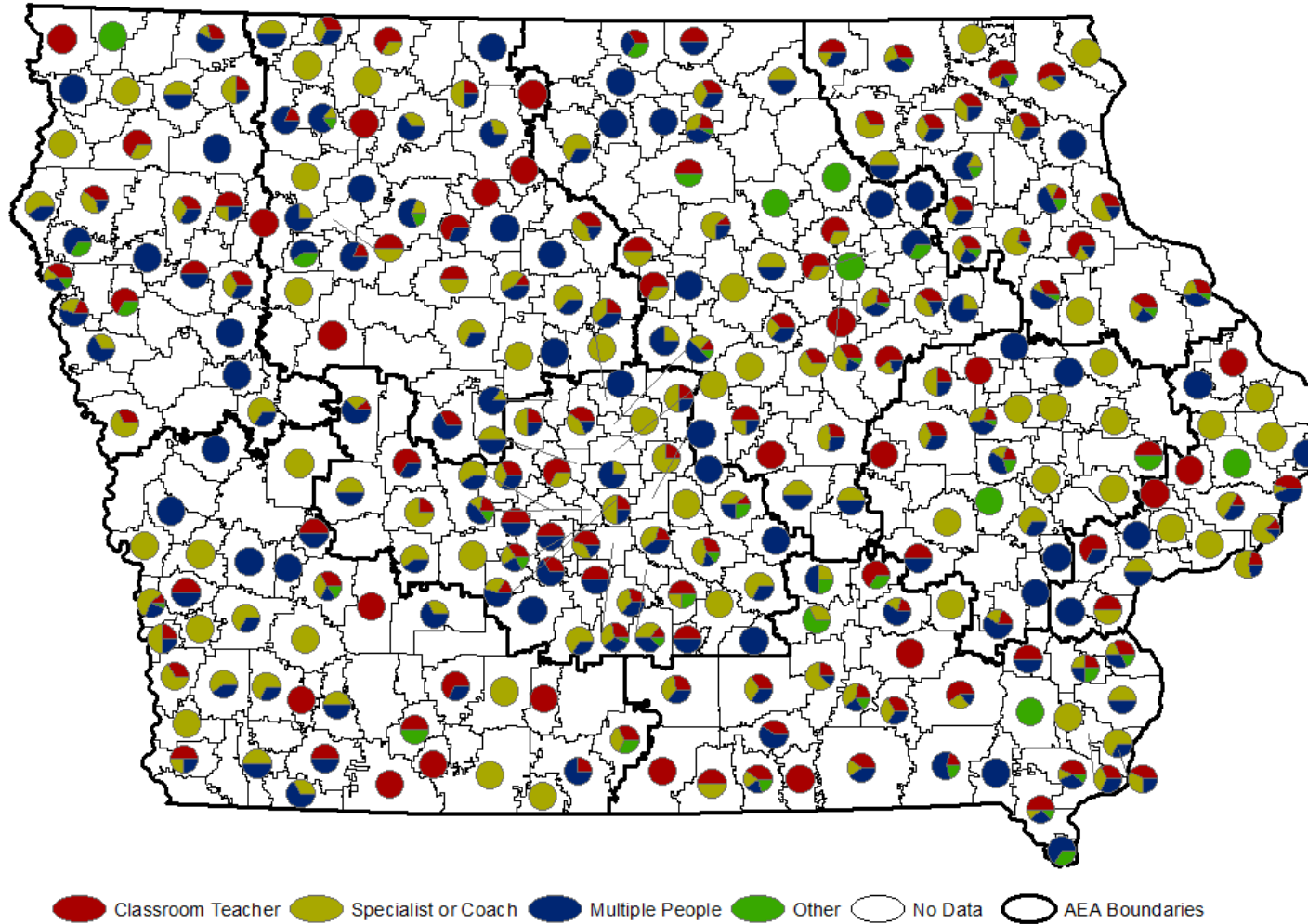
Figure 1.4. Map of Districts Indicating Who Provides Intensive Literacy Instruction
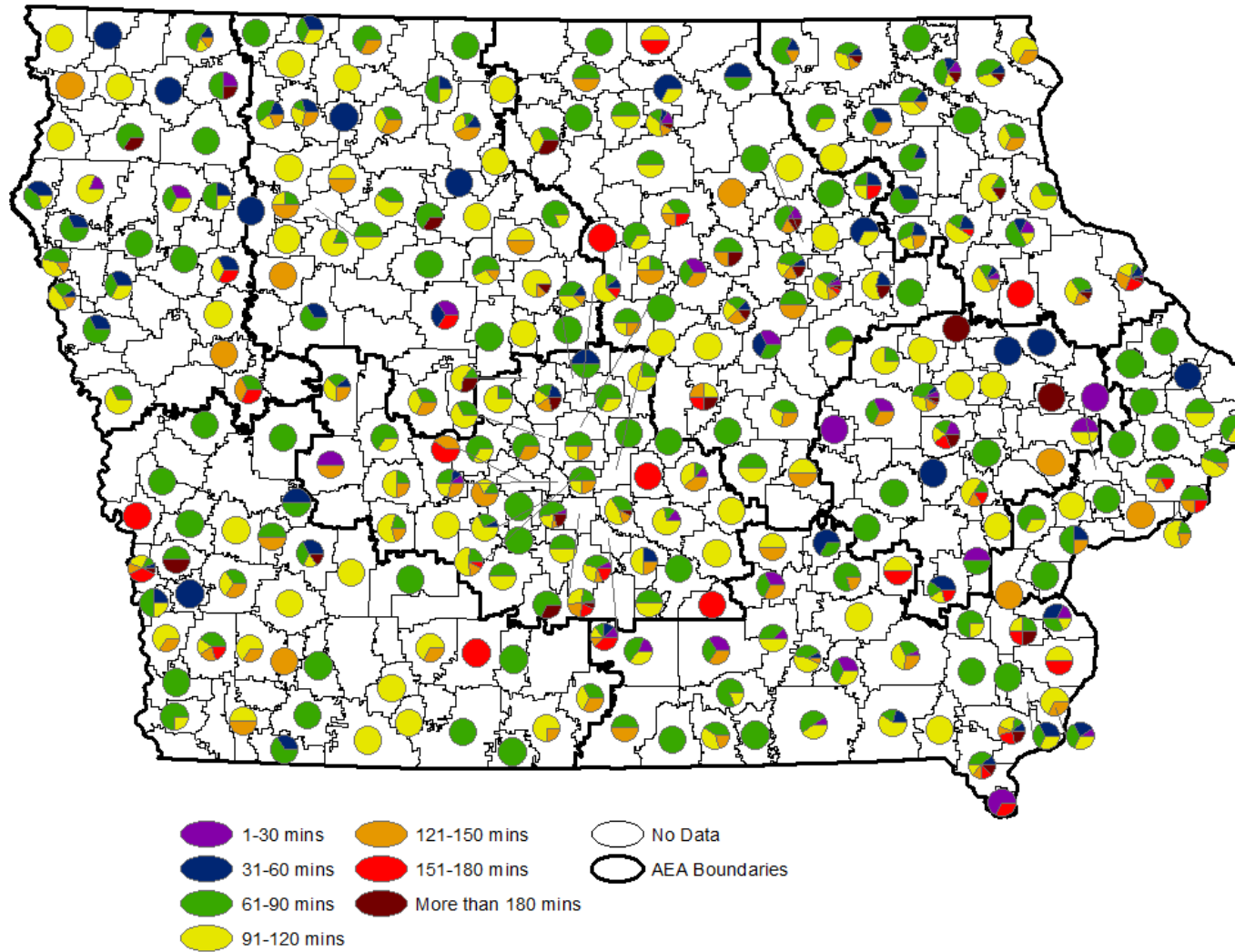
Figure 1.5. Map indicating the number of minutes blocked each day for literacy by district.

How many minutes are blocked for literacy instruction each day?

Responses indicate that a majority of schools allot 61-90 minutes for literacy instruction each day. An average of 3.7% of schools allot more than 180 minutes for literacy instruction, and an average of 3.6% of schools allot 30 minutes or less for literacy instruction each day. See Figure 1.5 and Table 1.9 for complete information on this topic.

Table 1.9

Number of Minutes Allotted Daily for Literacy and Language Arts Instruction

		Minutes						
AEA	N	1-30	31-60	61-90	91-120	121-150	151-180	More than 180
Keystone	175	2.3%	10.9%	31.4%	30.9%	13.7%	5.7%	5.1%
Prairie Lakes	111	.9%	10.8%	32.4%	38.7%	14.4%	.9%	1.8%
Mississippi Bend	53	1.9%	3.8%	50.9%	22.6%	15.1%	5.7%	.0%
Grant Wood	96	9.4%	9.4%	29.2%	30.2%	10.4%	4.2%	7.3%
Heartland	312	2.9%	3.5%	29.8%	35.9%	15.4%	8.0%	4.5%
Northwest	88	3.4%	14.8%	38.6%	29.5%	9.1%	2.3%	2.3%
Green Hills	91	.0%	7.7%	36.3%	29.7%	13.2%	9.9%	3.3%
Great Prairie	158	7.6%	7.6%	36.7%	31.6%	9.5%	4.4%	2.5%
AEA267	164	4.3%	7.3%	34.8%	27.4%	14.6%	5.5%	6.1%

Digging Deeper: What do principals, teachers, and coaches have to say about the reading interventions that they conduct in their schools?

Principals, teachers, instructional coaches, curriculum directors and reading specialists from all AEAs were interviewed to acquire more information about how targeted literacy instruction is conducted in their schools. Their responses are summarized in Table 1.10 below.

Table 1.10

Administrator and Teacher Responses Regarding the Design of Reading Interventions in their Schools

AEA name	Superintendent/Principal/Curriculum Director	Teacher/Instructional Coach
Green Hills	*Superintendent*: Conducted at school level and will be handled by Title I teachers and at-risk personnel. RTI was started last year.	*Teacher*: Takes place as whole class reading/writing instruction for about forty minutes
	Principal 1: We conduct universal testing at the beginning of the year. Students are then grouped by Guided Reading level.	A team consisting of the Title I teachers, the Sp.Ed. teacher, and five classroom teachers meet with groups of students twice a day for forty minutes to conduct guided reading groups on top of the whole-class reading instruction in the mornings.
	The general education teacher keeps children for core instruction.	
	Students at the targeted level receive additional group instruction in guided reading groups for 40 mins in the morning and afternoon (80 mins total).	The groups use literature or books at their reading level. Depending on the needs of students, they get second exposure, at their reading level, to skills they need to work on.
	Principal 2:Tier 2 literacy instruction is provided by an outside interventionist	

Table 1.10

Administrator and Teacher Responses Regarding the Design of Reading Interventions in their Schools (con't).

AEA name	Superintendent/Principal/Curriculum Director	Teacher/Instructional Coach
Northwest	*Principal 1***:** Supplemental to classroom work, and includes at-risk students, conducted and supervised by Title I teachers paraprofessionals, or teachers in the at-risk program. The at-risk program is a pull-out supplemental instruction program for students who are significantly below grade level. *Principal 2***:** Used guided reading and then a few years ago started the Houghton Mifflin program. Now they use the DIBLES Next program to group students. They meet in small reading groups for 20mins, 3 or 4 days a week. Some students are also pulled out as part of the Title I reading program. *Principal 3***:** Have a learning center, resource program and Title I instruction that support students and teachers. The learning center pulls out students or pushes into the classroom for short periods of time to work one on one with students on specific skills. *Principal 4***:** Teachers provide Tier 2 instruction in the classroom. Instruction is usually fifteen or twenty minutes two or three times a week.	*Teacher 1***:** Small group instruction, with 1:1 instruction for some kids. Quick Read program for fluency or Read Naturally program for fluency and comprehension *Teacher 2***:** Identify student needs based on a program developed by researchers at UNC Chapel Hill and design interventions for students based on those needs. All students receive intervention or enrichment in small groups for 30 minutes each day.
Prairie Lakes	*Principal 1:* Interventions are mostly led by Title I teachers. *Principal 2:* We use DIBELS, CRI and a phonological awareness test to assess and groups students according to similar need. Just started using this approach this year.	*Teacher 1:* We are following the RtI model. We use DIBLES Next to assess students**.** A lot of the intervention is focused on fluency *Teacher 2:* Targeted intervention is 30 mins at the end of everyday. Students are grouped according to DIBELS Next data. Students are put into fluency and phonics group to work on accuracy *Teacher 3:* Teachers use the Daily 5 approach in the classroom and work one on one with students based on the specific skills they are struggling with. The only pull-out program is through the Title I teacher. *Teacher 4:* Using DIBELS Next to assess students. Much of the intervention offered is targeted at developing fluency.

Table 1.10

Administrator and Teacher Responses Regarding the Design of Reading Interventions in their Schools (con't.)

AEA name	Superintendent/Principal/Curriculum Director	Teacher/Instructional Coach
Heartland	*Principal 1*: Use assessment data to determine students most in need and their particular areas of need. Selected students receive small group support daily in addition to their daily core instruction *Principal 2*: In addition to regular classroom instruction, students also get reading instruction twice a day from Title I teachers.	*Instructional Coach*: ESL and Title I teachers provide 30 minutes of small group instruction to students who are below grade level (15 mins for Kindergarten). Students who are below grade level but don't receive extra instruction during the school day are served through an after-school program two days a week. *Teacher 1*: They have a high need but are understaffed. Thus music and art teachers, in addition to reading interventionists, pull the kids out of classrooms to work with them. *Teacher 2*: Majority of targeted intervention happens in small groups in the regular classroom. Special education teachers also provide support for the students. *Teacher 3*: The Title I teacher comes to the classroom and works with small groups of 4-5 students at their level. They also use Imagine Learning (computer software).
Grant Wood	*Curriculum Director:* Skills-focused small group of 3-5 students. Not focused on Iowa core, but rather, the specific deficits of students, such as fluency. *Principal:* Instructional coach or principal provides additional instruction for Tier 2 students because they do not have reading specialists or Title I teachers.	*PK Teacher:* In preschool, everything is done in classroom but do not have many tier 2 students. School wide, Title I teachers work in small groups *Teacher:* Students are pulled out 3-5 times a week (depending on the student) for small group intervention by the classroom teacher or by a specialist.

Table 1.10

Administrator and Teacher Responses Regarding the Design of Reading Interventions in their Schools (con't.)

AEA name	Superintendent/Principal/Curriculum Director	Teacher/Instructional Coach
Great Prairie	*Principal 1:* Use Reading Recovery program for the bottom 20% of first grade. Is an intense 30-minute one-to-one program with a highly qualified reading teacher each day. Has been very successful. Guided Reading Plus (GRP), a thirty-minute lesson that can be conducted one-to-one or small group. It is very similar in intensity and in structure to what a Reading Recovery lesson would look like. Students get a GRP lesson from regular classroom teacher and also from a special education teacher. Also have Title I services in which teachers work with students in one-to-one or small group settings. *Curriculum Director:* Intervention blocks set up based on formative assessment being done in classrooms, test scores and other indicators. Target specific instruction for deficient areas with students. Title I reading for students that qualify. *Principal 2:* Instruction is modified. Generally Tier 2 students get normal instruction, but with extra Phonics instruction.	*Teacher:* Provided through leveled reading, guided reading groups and small group instruction. *Literacy coach:* Teachers follow the Linda Dorn model, but don't do anything specific other than that.
AEA 267	*Principal:* K-2 kids work with an associate in an individual setting during Daily 5 instructionally. Occasionally students work with a special ed or Title I teacher. In 3-4 grades, students have RTI time where students are split up by their learning needs and taught by a rotation of teachers (grade level, special ed, & Title I).	*Teacher:* My Resource teacher or my Title I teachers would come in and assist me as a team teacher. And I also team-teach with my other second grade classroom whenever possible.
Mississippi Bend	*Principal:* Have 15-20 mins of small group or 1-1 instruction. Students identified as Tier 2 work with a data team associate. Teacher provides the instructional material.	
Keystone	*Principal 1:* Tier 2 intervention is handled by the classroom teacher with support from a teacher assistant team. Students who are struggling with reading work with a teacher on individual skills in the area of need. *Principal 2:* Nothing is currently in place, but have set up summer meetings to build Tier 2 and Tier 3 interventions.	*Title I Teacher:* Title I teacher does pullout intervention. Some classroom teachers do Tier 2 intervention, but it is elective so not all teachers do it.

SECTION 2: PROFESSIONAL ACTIVITIES

This section reports information from principals and teachers on the following topics: (1) the frequency with which principals and teachers collaboratively analyze literacy data; (2) who is included in the collaborative data analysis groups; (3) the amount of professional development teachers have received related to literacy instruction; and (4) the amount of preparation teachers have received about the Iowa Core Literacy Standards. The results are grouped by region based on the Area Education Agency (AEA) with which each district is associated. The results are also visually represented by school district on a map to show patterns of use.

2.1 Collaborative Literacy Data Analysis

Overall, most principals and teachers report that they participate in collaborative analysis of literacy data (See Table 2.1 and Figures 2.1 and 2.2). Most of the principals and teachers who do collaboratively analyze data reported that they have an allotted time for this, as demonstrated by the numbers of respondents with and without an allotted time in Table 2.1. Even when no time is allotted for data analysis, a majority of principals and teachers (79%) reported that they still find time for collaborative literacy data analysis.

Table 2.1

Principals and Teachers Who Report Time for Collaboratively Analyzing Literacy Data

	Do you collaboratively analyze literacy data?					
	Allotted Time			No Allotted Time		
AEA	N	Yes	No	N	Yes	No
AEA 267	164	70.7%	29.3%	48	75.0%	25.0%
Grand Wood	96	81.3%	18.8%	18	66.7%	33.3%
Great Prairie	158	62.7%	37.3%	59	79.7%	20.3%
Green Hills	91	70.3%	29.7%	27	85.2%	14.8%
Heartland	312	86.2%	13.8%	43	79.1%	20.9%
Keystone	175	64.0%	36.0%	63	79.4%	20.6%
Mississippi Bend	53	77.4%	22.6%	12	91.7%	8.3%
Northwest	88	59.1%	40.9%	36	77.8%	22.2%
Prairie Lakes	111	64.9%	35.1%	39	76.9%	23.1%
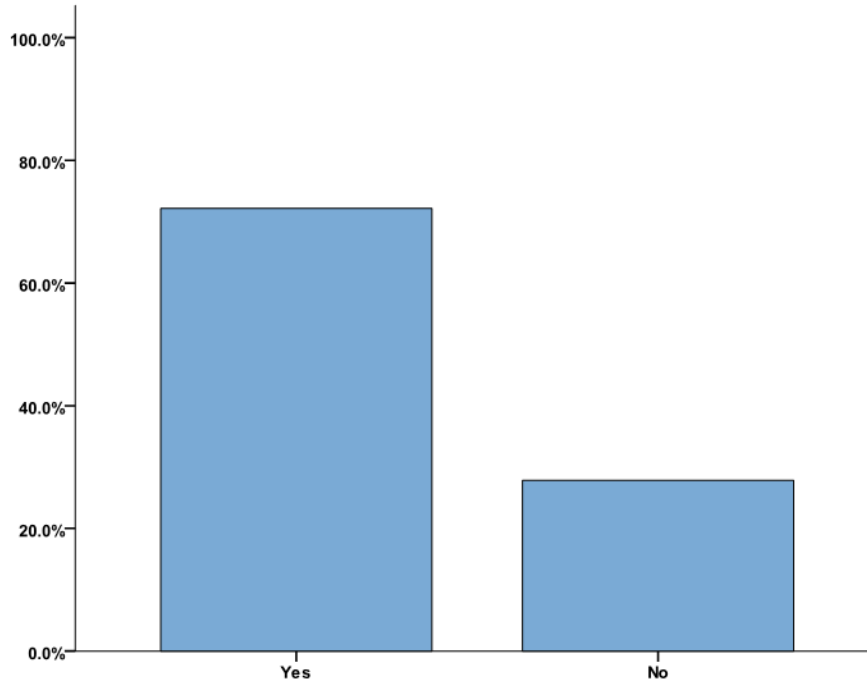
Figure 2.1. Percentage of respondents indicating that they have time allotted for collaboratively analyzing literacy data.
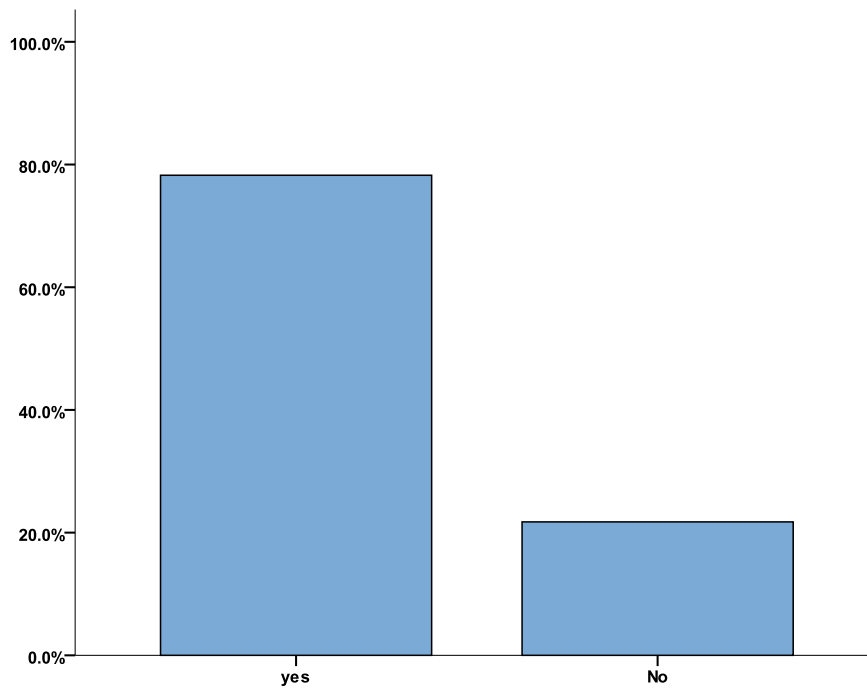
Figure 2.2. Principals and Teachers Who Collaboratively Analyzing Literacy Data with No Allotted Time

2.1.1 Frequency of Collaborative Literacy Data Analysis

Respondents who have time allotted for collaborative data analysis most frequently report that they collaborate once a week, with the fewest respondents reporting once per year or daily. (See Tables 2.2 and 2.3 and Figures 2.3 and 2.4). However, respondents with no time allotted for collaborative data analysis were most likely to meet only once per month.

Table 2.2

Frequency of Collaborative Analysis of Literacy Data During an Allotted Time

AEA	N	Daily	More than once per week	Once per week	Once every two weeks	Once per month	Once per quarter	Once per year	Other
AEA267	116	.0%	6.9%	41.4%	18.1%	18.1%	9.5%	1.7%	4.3%
Grant Wood	78	.0%	7.7%	26.9%	33.3%	20.5%	7.7%	.0%	3.8%
Great Prairie	99	1.0%	6.1%	20.2%	21.2%	31.3%	14.1%	2.0%	4.0%
Green Hills	64	.0%	.0%	25.0%	14.1%	39.1%	20.3%	.0%	1.6%
Heartland	269	.0%	8.6%	27.5%	18.6%	24.5%	14.1%	.7%	5.9%
Keystone	112	3.6%	1.8%	28.6%	15.2%	25.9%	18.8%	.9%	5.4%
Mississippi Bend	41	.0%	7.3%	36.6%	34.1%	14.6%	4.9%	.0%	2.4%
Northwest	52	1.9%	1.9%	23.1%	19.2%	36.5%	13.5%	1.9%	1.9%
Prairie Lakes	72	1.4%	9.7%	20.8%	20.8%	33.3%	11.1%	.0%	2.8%
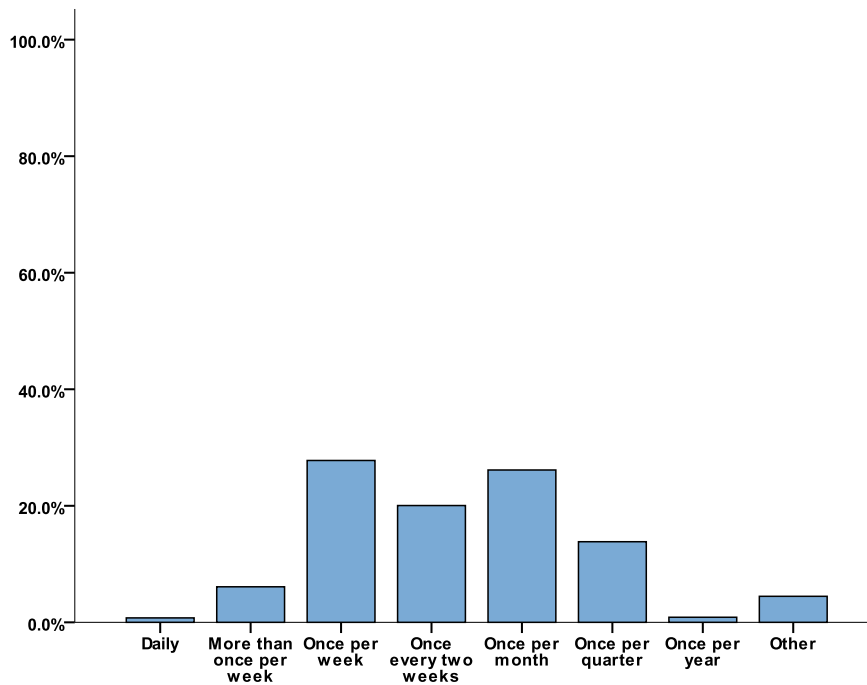
Figure 2.3. Frequency of Collaborative Analysis of Literacy Data During Allotted Time

Table 2.3

Frequency of Collaborative Analysis of Literacy Data with No Allotted Time

AEA	N	Daily	More than once per week	Once per week	Once every two weeks	Once per month	Once per quarter	Once per year	Other
AEA267	36	2.8%	8.3%	16.7%	19.4%	27.8%	19.4%	5.6%	0.0%
Grant Wood	12	8.3%	16.7%	16.7%	16.7%	8.3%	16.7%	8.3%	8.3%
Great Prairie	47	2.1%	2.1%	12.8%	8.5%	46.8%	23.4%	2.1%	2.1%
Green Hills	23	0.0%	4.3%	13.0%	21.7%	21.7%	34.8%	4.3%	0.0%
Heartland	34	2.9%	5.9%	14.7%	23.5%	20.6%	29.4%	0.0%	2.9%
Keystone	50	4.0%	8.0%	16.0%	10.0%	28.0%	18.0%	10.0%	6.0%
Mississippi Bend	11	0.0%	9.1%	9.1%	18.2%	45.5%	18.2%	0.0%	0.0%
Northwest	28	0.0%	10.7%	32.1%	10.7%	14.3%	17.9%	3.6%	10.7%
Prairie Lakes	30	3.3%	13.3%	13.3%	10.0%	26.7%	30.0%	3.3%	0.0%
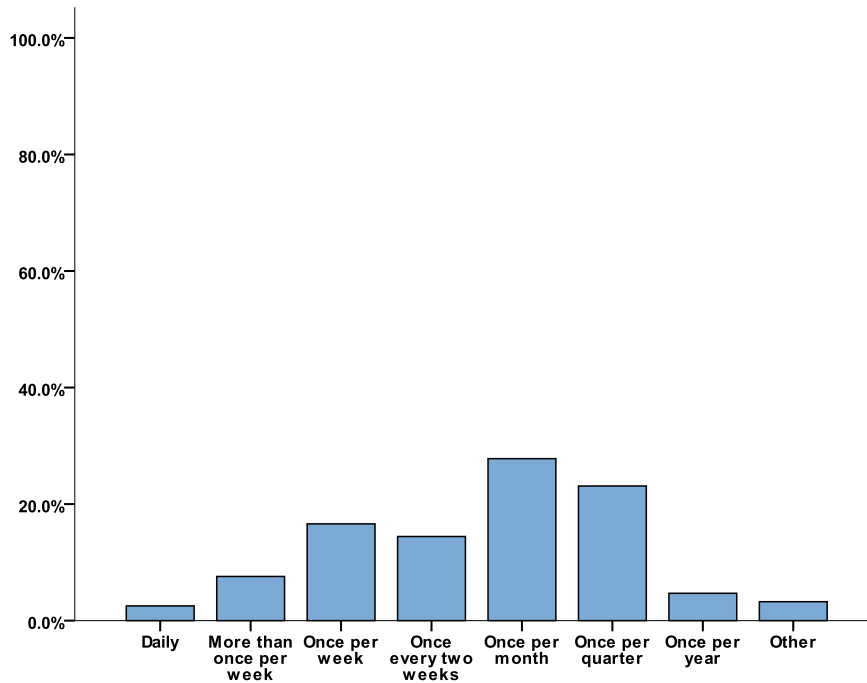
Figure 2.4. Frequency of Collaborative Analysis of Literacy Data with No Allotted Time

2.1.2 Identity of Collaborative Groups

A majority of principals in all but three of the AEAs reported that they collaborate with classroom teachers. The second most frequent collaboration reported by principals in these AEAs was with a data team. Many of the principals in Grant Wood AEA, Great Prairie AEA, and Heartland AEA reported meeting with classroom teachers as well, but more of the principals in Great Prairie AEA and Heartland AEA reported meeting with the data team

than with classroom teachers. Few principals reported meeting with a school-level specialist or coach for collaborative literacy data analysis. Only the Great Prairie AEA had principals who reported meeting with a district-level specialist or coach. Of special note is that 40% of principals in the Grant Wood AEA reported meeting with someone other than the choices listed. However, we do not know what type of collaboration this represents since there was no follow-up for this question. Table 2.4 illustrates the percentages of responses for each category of collaborative partners or groups.

Teachers from schools in all of the AEAs reported meeting most frequently with other classroom teachers, but they reported meeting with the school-level specialist or coach more frequently than the principals did. At least some teachers in all but one AEA reported that they collaborate with a district level specialist or coach (See Table 2.5 and Figure 2.5).

Table 2.4

Principals' Collaborative Partners and Groups

AEA	N	Classroom teachers	School-level specialist or coach	District-level specialist or coach	Data team	Other
AEA 267	18	61.1%	5.6%	0.0%	22.2%	11.1%
Grant Wood	15	46.7%	0.0%	0.0%	13.3%	40.0%
Great Prairie	18	33.3%	5.6%	11.1%	50.0%	0.0%
Green Hills	19	73.7%	5.3%	0.0%	15.8%	5.3%
Heartland	28	39.3%	0.0%	0.0%	42.9%	17.9%
Keystone	8	62.5%	12.5%	0.0%	25.0%	0.0%
Mississippi Bend	13	61.5%	0.0%	0.0%	38.5%	0.0%
Northwest	11	90.9%	0.0%	0.0%	9.1%	0.0%
Prairie Lakes	12	66.7%	0.0%	0.0%	16.7%	16.7%

Table 2.5

Teachers' Collaborative Partners and Groups

AEA	N	Other classroom teachers	School-level specialist or coach	District-level specialist or coach	Data team	Principal	Other
AEA267	241	47.7%	17%	2.9%	14.5%	14.9%	2.9%
Grant Wood	165	40.6%	22.4%	1.8%	9.7%	17%	8.5%
Great Prairie	217	50.7%	13.4%	2.3%	12.9%	15.7%	5.0%
Green Hills	141	42.6%	17%	5%	10.6%	19.1%	5.7%
Heartland	659	37.6%	19.6%	5.6%	15%	17.6%	4.6%
Keystone	289	47.8%	20%	2.4%	6.3%	15.9%	7.6%
Mississippi Bend	73	43.8%	13.7%	0%	23.3%	16.4%	2.7%
Northwest	109	56%	12.8%	2.8%	5.5%	20.1%	2.8%
Prairie Lakes	152	50%	13.8%	3.3%	8.6%	19.7%	4.6%
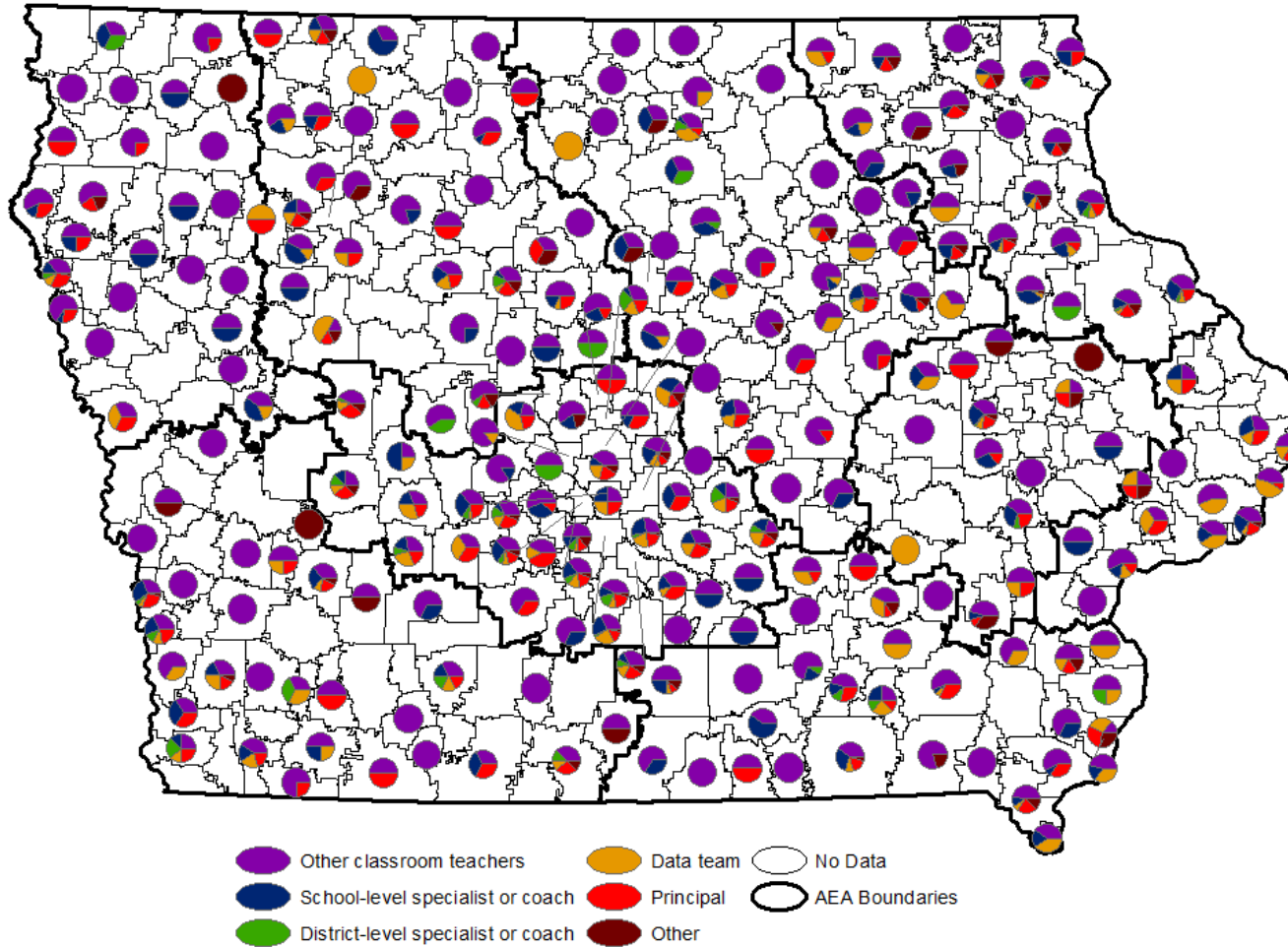
Figure 2.5. Map Indicating Teachers' Collaborative Partners and Groups

2.1.3 Digging Deeper: What Principals and Teachers Have to Say About Collaborative Literacy Data Analysis

Administrators, teachers, instructional coaches, specialists and/or curriculum directors from every AEA were interviewed to gain more information on the topics related to collaborative literacy data analysis. Almost all principals, teachers, and literacy coaches stated that this is a valuable practice. There was much variety in the type of data that were analyzed collaboratively. Table 2.6 provides a summary of the information gained through these interviews related to the topics reported in this section.

Table 2.6

Summary of Information Gained Through Interviews About Collaborative Literacy Data Analysis

AEA	Do you think that collaborative data analysis is a valuable activity for you personally?
AEA 267	*Principal*: Yes. I just think it's kind of broken down some barriers and opened up conversations about what instruction is really working for student learning.
	Teacher: Yes, because they can pool their resources and move the kids around more effectively.
Grant Wood	*Principal*: Yes, because everybody brings new meaning to the numbers when they see them.
	Teacher: Yes. I can live in data world by myself. I do tend to see patterns and trends. But it actually helps me to talk to somebody else, because sometimes you say something then you go, "no wait a minute." You do that little self-reflection thing.
Great Prairie	*Literacy Coach*: For the teachers, yes. I think looking at the data, they feel is valuable and it's helpful because we may have a picture of who needs more intervention and who doesn't.
	Teacher: Yes, oh yes. They give me a guide to instruction.
Green Hills	*Principal*: Oh yes, and we do things even better. We recognize that we're still in the infancy of all this. It's taken a few years for us to get to where we need to be.
	Teacher: It keeps us focused, keeps us on task, it allows us to get our talk about our data on a regular basis, everybody's there. We all bring our lesson plans. We can look at those and talk about those. Actually we work on the next set of them together to make sure everybody stays on the same page.

Table 2.6

Summary of Information Gained Through Interviews About Collaborative Literacy Data Analysis (con't.)

AEA	Do you think that collaborative data analysis is a valuable activity for you personally?
Heartland	*Principal*: It helped me as the principal to really know the kids. The kids weren't a number on a piece of paper. They [the teachers] knew the kids. In February we did a board presentation and I said, "Behind all this information I'm sharing, I know the kids." Who is this child--it just personalizes it for me.
Keystone	*Principal*: Yes, we've heard nothing but positive about this process. It's time that they've spent with PD that they've ever had.
Mississippi Bend	*Principal*: I would say it depends on the team and the individual. So I would say in our building we have about 75% of our staff that, yes, it is a valuable process. For 25% they haven't necessarily had the buy-in at this point and therefore it's more of going through the motions not necessarily getting to where we need to.
Northwest	*Principal*: It helps me look at and be able to discuss professional development—where our weaknesses in our student body are. And so it gives us a direction on where we think we need to go or the entire staff.
	Teacher 1: Depends on the grade level and the teachers and how valuable they want to make it. I would say yes for those that truly follow the model of it and stick to the topics and stick to the point that they don't get sidetracked.
	Teacher 2: I think so, I think its valuable when you have a specific direction that you need to take and to get out of it and not just saying go collaborate on whatever you need to.
Prairie Lakes	*Principal*: Yes it is. For me personally, not in the classroom everyday with students, I feel like I know them a lot more looking at those characteristics and I feel like I can talk with parents a little better in conferences or in an IEP meeting. It gives me a whole lot of background.
	Teacher: It gives an immediate feedback on how a student is doing, and it helps me analyze things and see where the students' strengths are.

2.2 Teacher Familiarity with Iowa Core English Language Arts Standards

Most of the principals and teachers reported that the teachers are somewhat or very familiar with the Iowa Core English Language Arts Standards, with the majority of those responses in the somewhat familiar category (See Figure 2.6). Likewise, most of the principals and teachers reported that the teachers are somewhat or very prepared to teach the Iowa Core English Language Arts Standards to students as a whole (See Figure 2.7). Both groups reported that more teachers were only somewhat prepared and fewer were very prepared to teach these standards to students who are English language learners, students with disabilities, students from low income families, and students who are academically at-risk (See Figures 2.8, 2.9, 2.10, and 2.11).
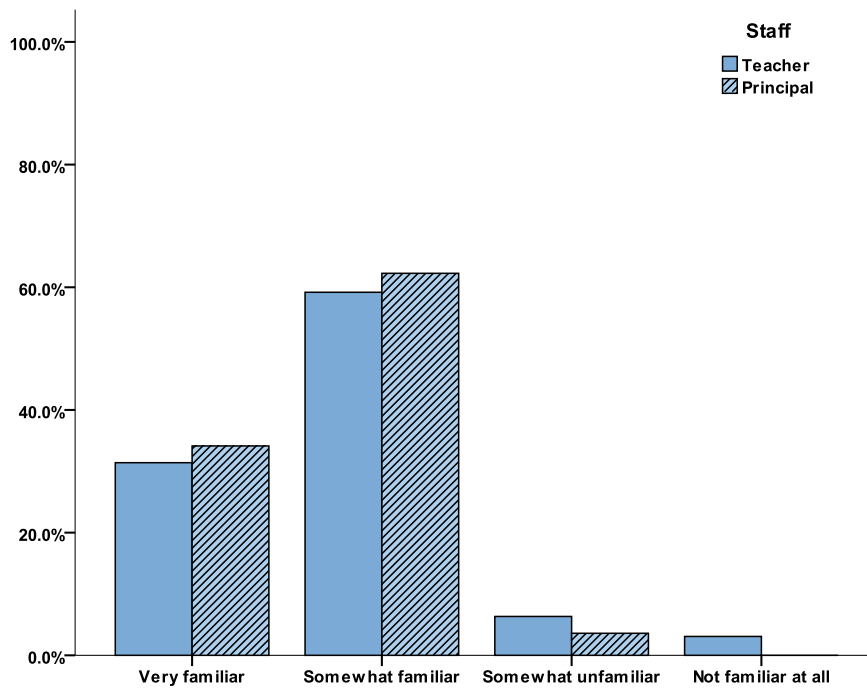
Figure 2.6. Teacher Familiarity with the Iowa Core English Language Arts Standards
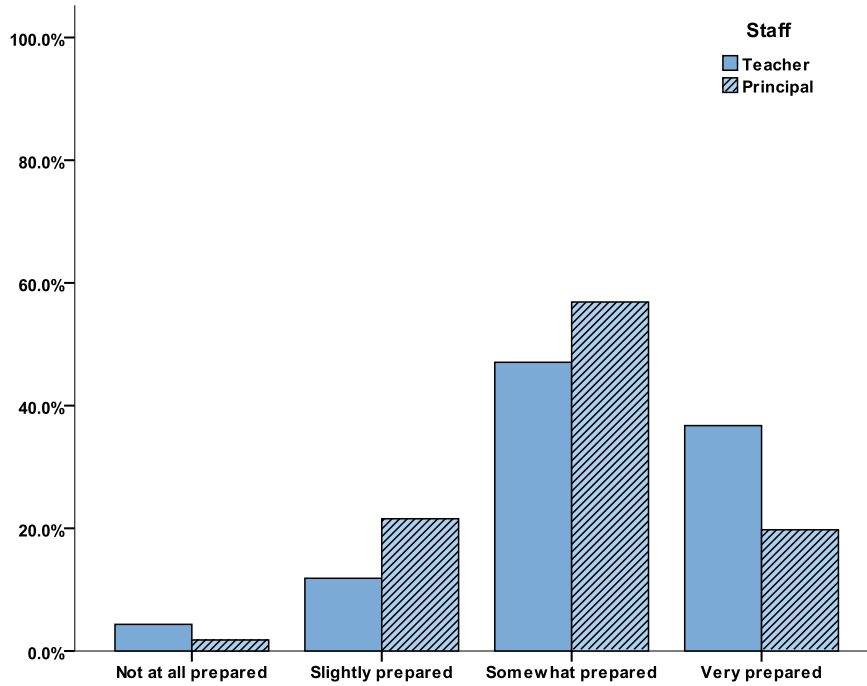
Figure 2.7. Teacher and principal beliefs about teacher preparedness to teach the Iowa Core English Language Arts standards to students as a whole

Figure 2.8. Teacher and principal beliefs about teacher preparedness to teach the Iowa Core English Language Arts standards to students who are English Language Learners

Figure 2.9. Teacher and principal beliefs about teacher preparedness to teach the Iowa Core English Language Arts standards to students with disabilities

Figure 2.10. Teacher and principal beliefs about teacher preparedness to teach the Iowa Core English Language Arts standards to students from low-income families

Figure 2.11. Teacher and principal beliefs about teacher preparedness to teach the Iowa Core English Language Arts standards to academically at-risk students

2.3 Teacher Preparedness to Teach the Iowa Core English Language Arts Standards

A large majority (almost 80%) of teachers have participated in professional development related to the Iowa Core English Language Arts standards within the past year (See Figure 2.12). Principals and teachers report that most teachers are either very familiar or somewhat familiar with these standards (See Table 2.7). There was a discrepancy between the principals' and teachers' perceptions of teacher preparedness to teach the standards. A higher percentage of principals than teachers in six of the AEAs reported that teachers were slightly prepared, while a higher percentage of teachers than principals in seven of the AEAs reported that teachers were very prepared to teach the standards (See Table 2.8). A similar disparity between the responses of principals and teachers in the categories of slightly prepared and very prepared exists in the areas of preparedness to teach the Iowa Core English Language Arts standards to students who are English language learners, with disabilities, from low-income families, and are academically at-risk (See Tables 2.9, 2.10, 2.11 and 2.12).

Figure 2.12. Teacher participation in professional development related to the Iowa Core English Language Arts standards within the past year.

Table 2.7

Teacher and Principal Beliefs About Teacher Familiarity with the Iowa Core English Language Arts Standards

AEA	Staff	N	Not familiar at all	Somewhat unfamiliar	Somewhat familiar	Very familiar
AEA267	Teacher	144	4.2%	4.9%	55.6%	35.4%
	Principal	20	0.0%	0.0%	60.0%	40.0%
Grant Wood	Teacher	80	7.5%	5.0%	52.5%	35.0%
	Principal	16	0.0%	0.0%	62.5%	37.5%
Great Prairie	Teacher	138	5.1%	6.5%	62.3%	26.1%
	Principal	20	0.0%	10.0%	80.0%	10.0%
Green Hills	Teacher	67	1.5%	1.5%	62.7%	34.3%
	Principal	24	0.0%	4.2%	54.2%	41.7%
Heartland	Teacher	283	1.1%	4.6%	59.7%	34.6%
	Principal	29	0.0%	3.4%	62.1%	34.5%
Keystone	Teacher	163	3.1%	9.2%	58.3%	29.4%
	Principal	12	0.0%	0.0%	41.7%	58.3%
Mississippi Bend	Teacher	39	2.6%	5.1%	61.5%	30.8%
	Principal	14	0.0%	7.1%	64.3%	28.6%
Northwest	Teacher	74	1.4%	9.5%	60.8%	28.4%
	Principal	14	0.0%	0.0%	71.4%	28.6%
Prairie Lakes	Teacher	95	3.2%	6.3%	64.2%	26.3%
	Principal	16	0.0%	6.3%	56.3%	37.5%

Table 2.8

Teacher and Principal Beliefs About Teacher Preparedness to Teach the Iowa Core English Language Arts Standards As a Whole

AEA	Staff	N	Not at all prepared	Slightly prepared	Somewhat prepared	Very prepared
AEA267	Teacher	144	6.3%	15.3%	40.3%	38.2%
	Principal	20	0.0%	10.0%	65.0%	25.0%
Grant Wood	Teacher	80	6.3%	7.5%	43.8%	42.5%
	Principal	16	6.3%	25.0%	68.8%	0.0%
Great Prairie	Teacher	138	7.2%	17.4%	42.8%	32.6%
	Principal	20	0.0%	15.0%	75.0%	10.0%
Green Hills	Teacher	67	3.0%	7.5%	53.7%	35.8%
	Principal	24	0.0%	20.8%	66.7%	12.5%
Heartland	Teacher	283	2.5%	8.5%	46.3%	42.8%
	Principal	29	6.9%	27.6%	37.9%	27.6%
Keystone	Teacher	163	5.5%	6.7%	50.3%	37.4%
	Principal	12	0.0%	16.7%	66.7%	16.7%
Mississippi Bend	Teacher	39	0.0%	20.5%	53.8%	25.6%
	Principal	14	0.0%	50.0%	42.9%	7.1%
Northwest	Teacher	74	4.1%	20.3%	47.3%	28.4%
	Principal	14	0.0%	14.3%	50.0%	35.7%
Prairie Lakes	Teacher	95	1.1%	10.5%	56.8%	31.6%
	Principal	16	0.0%	18.8%	37.5%	43.8%

Table 2.9

Teacher and Principal Beliefs about Teacher Preparedness to Teach the Iowa Core English Language Arts Standards to English Language Learners

AEA	Staff	N	Not at all prepared	Slightly prepared	Somewhat prepared	Very prepared
AEA267	Teacher	144	29.2%	23.6%	33.3%	13.9%
	Principal	20	45.0%	25.0%	20.0%	10.0%
Grant Wood	Teacher	80	31.3%	21.3%	35.0%	12.5%
	Principal	15	46.7%	40.0%	13.3%	0.0%
Great Prairie	Teacher	138	37.0%	33.3%	21.0%	8.7%
	Principal	17	29.4%	23.5%	41.2%	5.9%
Green Hills	Teacher	67	23.9%	29.9%	34.3%	11.9%
	Principal	24	29.2%	41.7%	29.2%	0.0%
Heartland	Teacher	283	20.8%	28.6%	36.0%	14.5%
	Principal	29	24.1%	37.9%	34.5%	3.4%
Keystone	Teacher	163	31.3%	28.8%	31.9%	8.0%
	Principal	12	25.0%	25.0%	50.0%	0.0%
Mississippi Bend	Teacher	39	38.5%	28.2%	30.8%	2.6%
	Principal	14	35.7%	28.6%	21.4%	14.3%
Northwest	Teacher	74	28.4%	27.0%	39.2%	5.4%
	Principal	14	42.9%	14.3%	35.7%	7.1%
Prairie Lakes	Teacher	95	28.4%	27.4%	33.7%	10.5%
	Principal	16	12.5%	50.0%	31.3%	6.3%

Table 2.10

Teacher and Principal Beliefs about Teacher Preparedness to Teach the Iowa Core English Language Arts Standards to students with disabilities

AEA	Staff	N	Not at all Prepared	Slightly Prepared	Somewhat Prepared	Very Prepared
AEA267	Teacher	144	12.5%	27.8%	38.9%	20.8%
	Principal	20	5.0%	30.0%	45.0%	20.0%
Grant Wood	Teacher	80	17.5%	18.8%	37.5%	26.3%
	Principal	16	18.8%	37.5%	43.8%	0.0%
Great Prairie	Teacher	138	18.1%	29.7%	38.4%	13.8%
	Principal	20	0.0%	45.0%	50.0%	5.0%
Green Hills	Teacher	67	7.5%	28.4%	53.7%	10.4%
	Principal	24	4.2%	45.8%	45.8%	4.2%
Heartland	Teacher	283	6.0%	32.9%	46.6%	14.5%
	Principal	29	10.3%	41.4%	44.8%	3.4%
Keystone	Teacher	163	11.0%	24.5%	47.2%	17.2%
	Principal	12	8.3%	41.7%	50.0%	0.0%
Mississippi Bend	Teacher	39	10.3%	43.6%	41.0%	5.1%
	Principal	14	21.4%	35.7%	42.9%	0.0%
Northwest	Teacher	74	12.2%	29.7%	45.9%	12.2%
	Principal	14	0.0%	21.4%	71.4%	7.1%
Prairie Lakes	Teacher	95	9.5%	29.5%	51.6%	9.5%
	Principal	16	0.0%	50.0%	25.0%	25.0%

Table 2.11

Teacher and Principal Beliefs about Teacher Preparedness to Teach the Iowa Core English Language Arts Standards to students from low-income families

| AEA	Staff	N	Not at all Prepared	Slightly Prepared	Somewhat Prepared	Very Prepared
AEA267	Teacher	144	6.9%	16.7%	46.5%	29.9%
	Principal	20	0.0%	15.0%	65.0%	20.0%
Grant Wood	Teacher	80	8.8%	8.8%	45.0%	37.5%
	Principal	16	12.5%	18.8%	68.8%	0.0%
Great Prairie	Teacher	138	9.4%	20.3%	42.8%	27.5%
	Principal	20	5.0%	20.0%	65.0%	10.0%
Green Hills	Teacher	67	3.0%	10.4%	56.7%	29.9%
	Principal	24	0.0%	37.5%	45.8%	16.7%
Heartland	Teacher	283	3.2%	15.2%	45.6%	36.0%
	Principal	29	6.9%	37.9%	48.3%	6.9%
Keystone	Teacher	163	5.5%	12.3%	50.3%	31.9%
	Principal	12	8.3%	25.0%	66.7%	0.0%
Mississippi Bend	Teacher	39	0.0%	23.1%	56.4%	20.5%
	Principal	14	0.0%	42.9%	50.0%	7.1%
Northwest	Teacher	74	2.7%	23.0%	45.9%	28.4%
	Principal	14	0.0%	14.3%	50.0%	35.7%
Prairie Lakes	Teacher	95	1.1%	13.7%	63.2%	22.1%
	Principal	16	0.0%	43.8%	31.3%	25.0%

Table 2.12

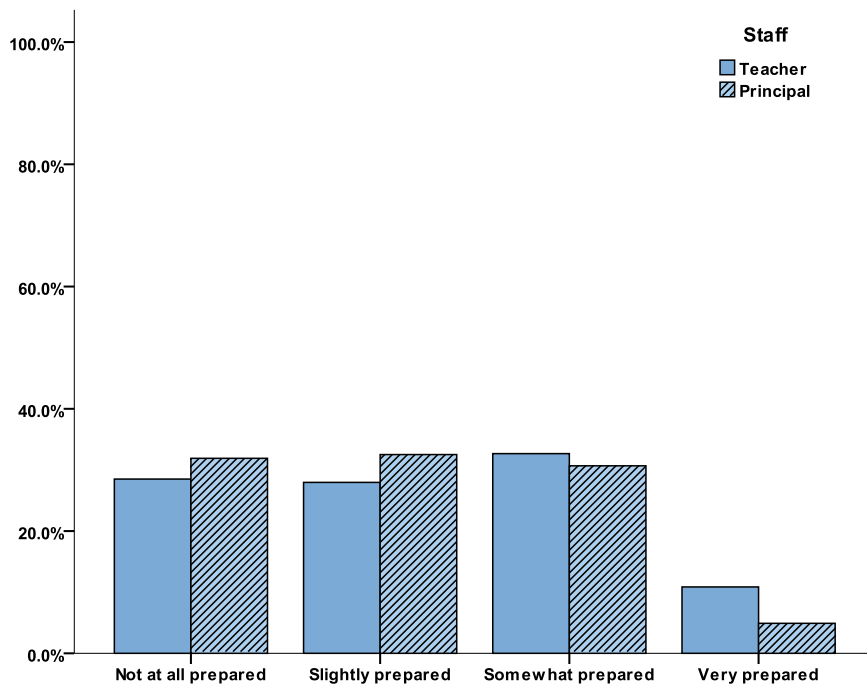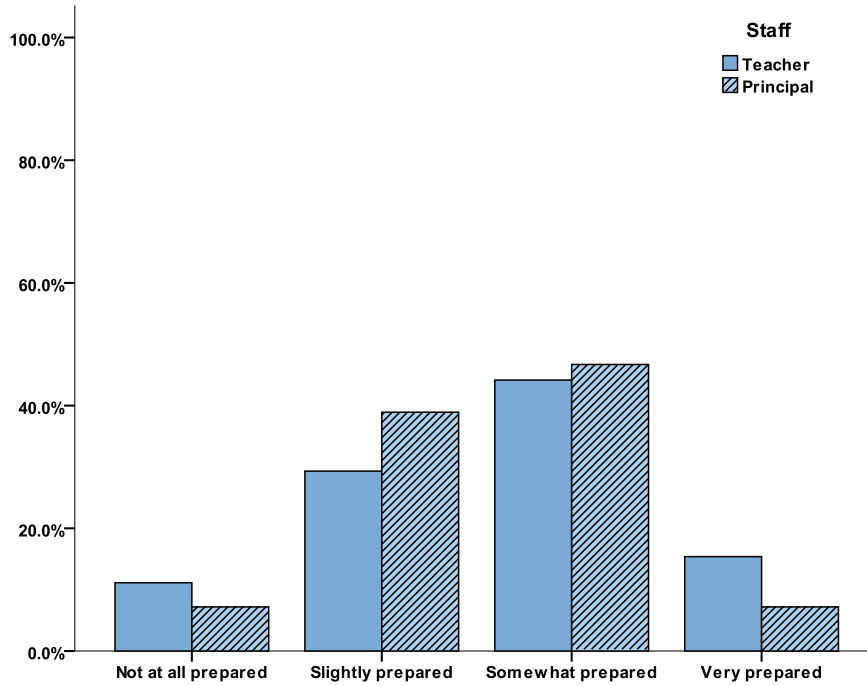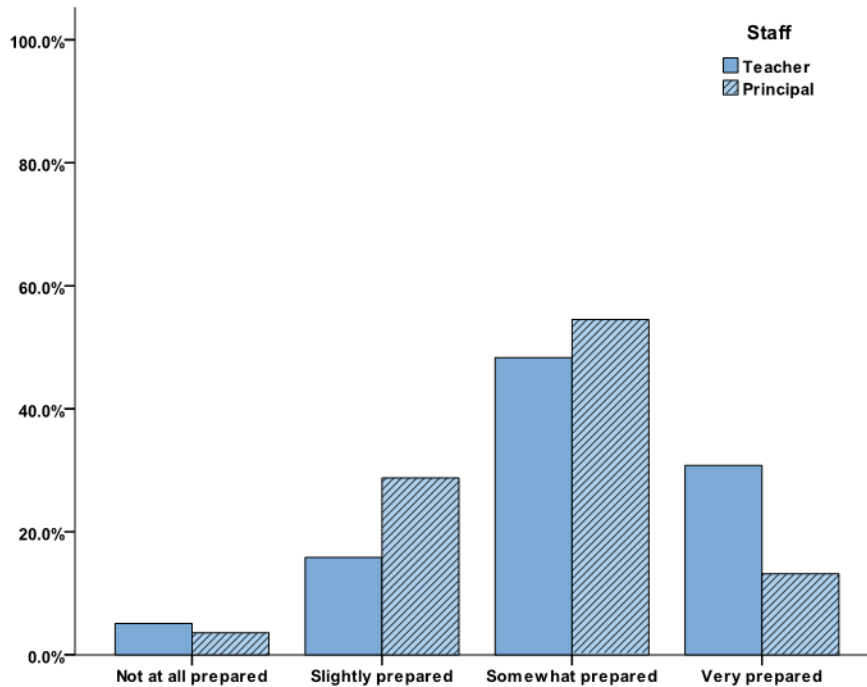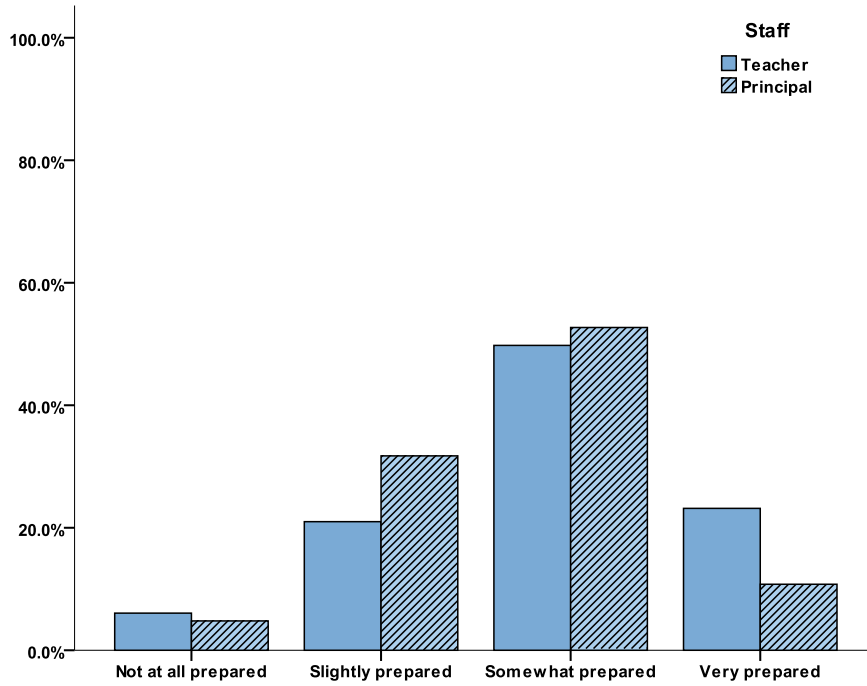*Teacher and Principal Beliefs about Teacher Preparedness to Teach the Iowa Core English Language Arts Standards to academically at-risk students*

AEA	Staff	N	Not at all Prepared	Slightly Prepared	Somewhat Prepared	Very Prepared
AEA267	Teacher	144	7.6%	20.1%	45.1%	27.1%
	Principal	20	5.0%	10.0%	70.0%	15.0%
Grant Wood	Teacher	80	8.8%	16.3%	45.0%	30.0%
	Principal	16	18.8%	25.0%	56.3%	0.0%
Great Prairie	Teacher	138	11.6%	24.6%	42.8%	21.0%
	Principal	20	10.0%	25.0%	55.0%	10.0%
Green Hills	Teacher	67	3.0%	13.4%	65.7%	17.9%
	Principal	24	0.0%	37.5%	45.8%	16.7%
Heartland	Teacher	283	3.2%	20.1%	51.9%	24.7%
	Principal	29	6.9%	41.4%	44.8%	6.9%
Keystone	Teacher	163	6.7%	17.8%	49.7%	25.8%
	Principal	12	0.0%	33.3%	58.3%	8.3%
Mississippi Bend	Teacher	39	2.6%	28.2%	53.8%	15.4%
	Principal	14	0.0%	50.0%	50.0%	0.0%
Northwest	Teacher	74	5.4%	24.3%	48.6%	21.6%
	Principal	14	0.0%	28.6%	57.1%	14.3%
Prairie Lakes	Teacher	95	3.2%	25.3%	56.8%	14.7%
	Principal	16	0.0%	37.5%	37.5%	25.0%

2.4 Professional Development about the Iowa Core English Language Arts Standards

Most teachers in all AEAs participated in some professional development related to the Iowa Core English Language Arts standards during the last year, although there was a lot of variation in the number of days of professional development (See Tables 2.13, 2.14 and Figure 2.13). Most frequently in all of the AEAs, someone from the AEA provided the professional development, although professional development was provided by a school or district-level specialist or coach, a teacher, the principal, an invited guest or some other person as well (See Table 2.15 and Figure 2.14).

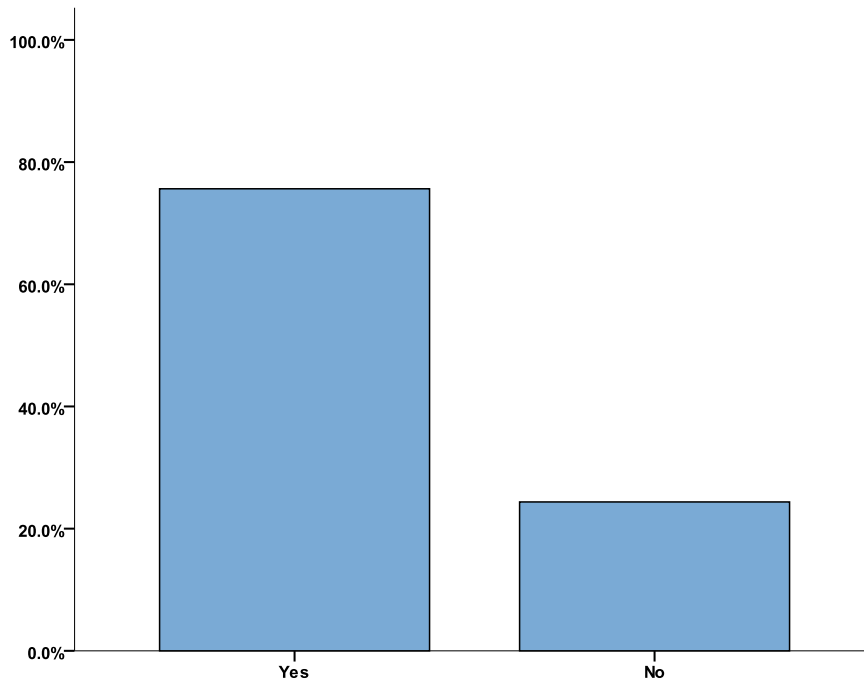Table 2.13

Teacher Participation in Professional Development Related to the Iowa Core English Language Arts Standards Within the Past Year

AEA	N	Participated	Did Not Participate
AEA267	164	70.7%	29.3%
Grant Wood	96	75.0%	25.0%
Great Prairie	158	86.1%	13.9%
Green Hills	91	74.7%	25.3%
Heartland	312	75.0%	25.0%
Keystone	175	68.0%	32.0%
Mississippi Bend	53	79.2%	20.8%
Northwest	88	78.4%	21.6%
Prairie Lakes	111	83.8%	16.2%

Table 2.14

Number of Days of Professional Development Teachers Received on the Iowa Core English Language Arts Standards

		Number of Days						
AEA	N	Less than 1	1	2-3	4-5	6-7	8-9	10 or more
AEA267	99	9.1%	18.2%	34.3%	22.2%	4.0%	2.0%	10.1%
Grant Wood	56	5.4%	23.2%	33.9%	19.6%	8.9%	1.8%	7.1%
Great Prairie	116	2.6%	11.2%	53.4%	20.7%	6.0%	3.4%	2.6%
Green Hills	48	6.3%	14.6%	22.9%	25.0%	10.4%	6.3%	14.6%
Heartland	211	7.1%	10.4%	31.3%	21.3%	10.9%	5.7%	13.3%
Keystone	108	2.8%	24.1%	44.4%	14.8%	4.6%	1.9%	7.4%
Mississippi Bend	30	.0%	16.7%	23.3%	33.3%	10.0%	3.3%	13.3%
Northwest	58	13.8%	10.3%	36.2%	31.0%	3.4%	1.7%	3.4%
Prairie Lakes	77	.0%	15.6%	37.7%	27.3%	11.7%	3.9%	3.9%

Legend:
- Less than 1 Day
- 1 Day
- 2-3 Days
- 4-5 Days
- 6-7 Days
- 8-9 Days
- 10 or more Days
- No Data
- AEA Boundaries
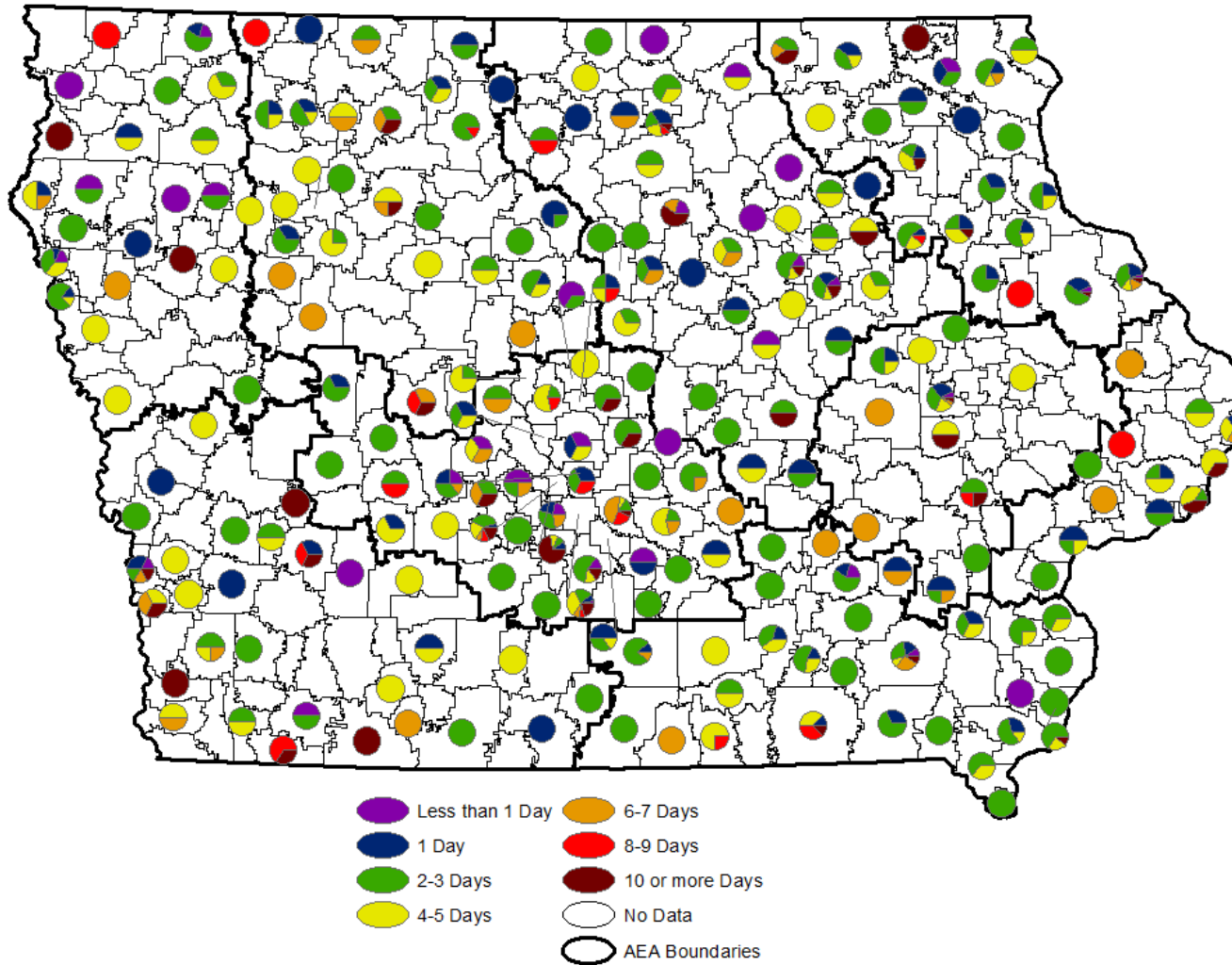
Figure 2.13. Map Indicating the Number of Professional Days Teachers Received on Iowa Core English Language Arts Standards in the Previous Year (By District).

Legend:
- School-level specialist or coach (purple)
- District-level specialist or coach (blue)
- Another teacher (green)
- Principal (yellow)
- Someone from AEA (orange)
- Guest invited by school (red)
- Other (dark red)
- No Data (white)
- AEA Boundaries (black outline)
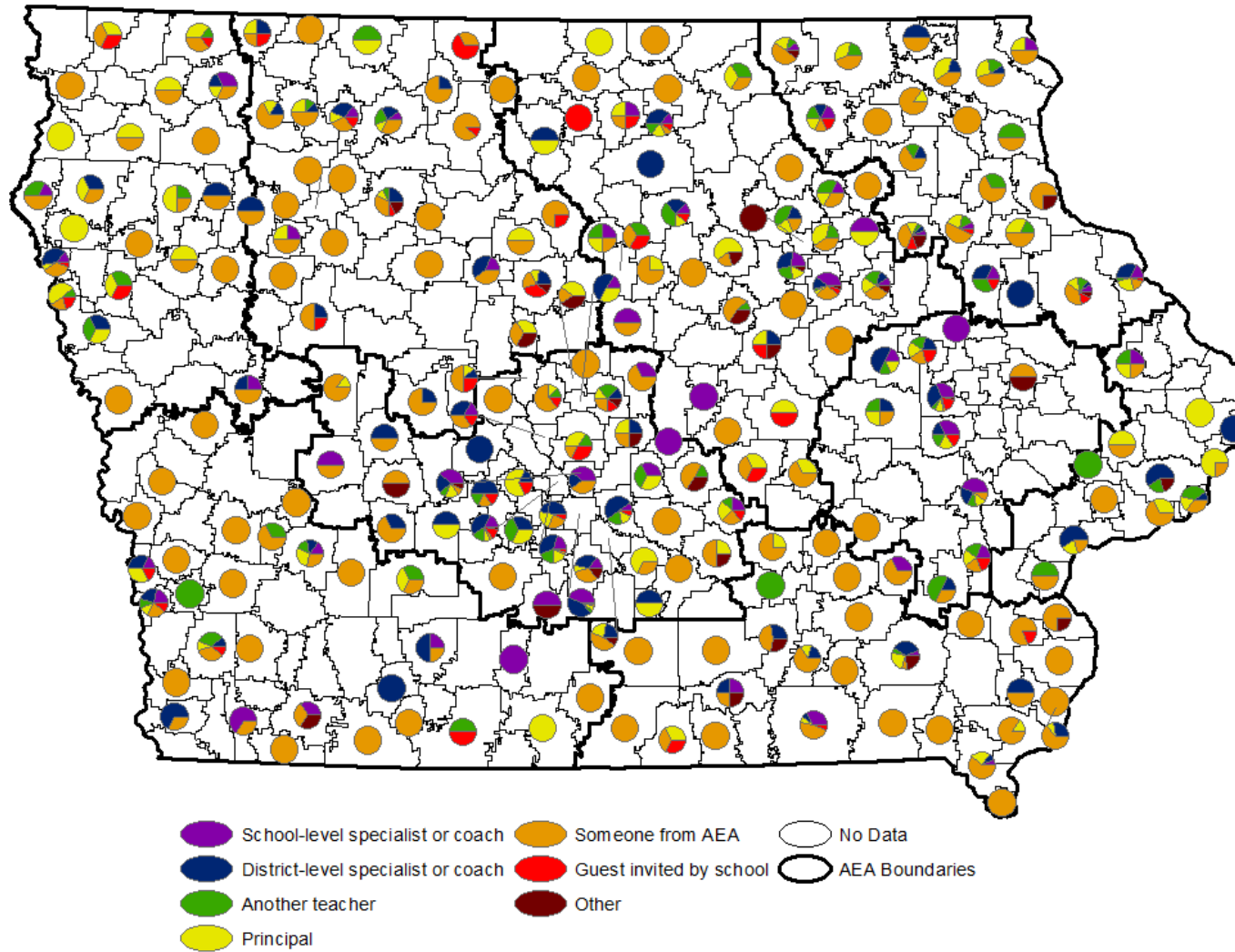
Figure 2.14. Map Indicating Who Provided Professional Development That Teachers Received on Iowa Core English Language Arts Standards (By District).

Table 2.15

Providers of Professional Development Related to the Iowa Core English Language Arts Standards

AEA	N	School-level specialist or coach	District-level specialist or coach	Another teacher	Principal	Someone from AEA	Guest invited by school	Other
AEA267	167	15.6%	14.4%	12.6%	16.8%	28.7%	6.6%	5.4%
Grant Wood	115	26.1%	27.8%	10.4%	11.3%	8.7%	13.0%	2.6%
Great Prairie	151	6.0%	11.9%	1.3%	9.3%	64.2%	2.0%	5.3%
Green Hills	78	12.8%	16.7%	11.5%	12.8%	38.5%	6.4%	1.3%
Heartland	368	19.8%	31.3%	7.6%	12.8%	18.8%	5.7%	4.1%
Keystone	189	9.0%	14.3%	11.1%	19.0%	37.0%	5.8%	3.7%
Mississippi Bend	43	2.3%	23.3%	18.6%	25.6%	27.9%	0.0%	2.3%
Northwest	85	7.1%	14.1%	8.2%	24.7%	38.8%	7.1%	0.0%
Prairie Lakes	120	4.2%	15.8%	4.2%	10.0%	53.3%	9.2%	3.3%

2.5 Professional Development in the Area of Literacy and Language Arts

Teachers reported the number of days of professional development related to literacy and language arts in general. Table 2.16 and Figure 2.15 illustrate that there was again much variation in the responses, from less than one day to ten or more days. A majority of teachers reported receiving two to three days of professional development. There was much variation in the responses to the question about who provided the professional development in all AEAs as well (See Table 2.17and Figure 2.16).

Table 2.16
Teacher Report of the Number of Professional Development Days They Received Related to Literacy and Language Arts Instruction in the Last Year

AEA	N	Number of Days						
		Less than 1	1	2-3	4-5	6-7	8-9	10 or more
AEA267	144	17.4%	13.9%	29.9%	13.2%	7.6%	4.2%	13.9%
Grant Wood	80	17.5%	11.3%	25.0%	22.5%	11.3%	5.0%	7.5%
Great Prairie	138	16.7%	7.2%	28.3%	17.4%	10.9%	9.4%	10.1%
Green Hills	67	14.9%	13.4%	23.9%	14.9%	11.9%	1.5%	19.4%
Heartland	283	13.8%	11.0%	22.6%	21.6%	8.8%	6.4%	15.9%
Keystone	163	17.8%	15.3%	28.2%	18.4%	9.2%	4.9%	6.1%
Mississippi Bend	39	17.9%	7.7%	30.8%	23.1%	7.7%	2.6%	10.3%
Northwest	74	24.3%	17.6%	10.8%	23.0%	10.8%	5.4%	8.1%
Prairie Lakes	95	21.1%	16.8%	22.1%	20.0%	9.5%	3.2%	7.4%

Legend:
- Less than 1 Day
- 1 Day
- 2-3 Days
- 4-5 Days
- 6-7 Days
- 8-9 Days
- 10 or more Days
- No Data
- AEA Boundaries
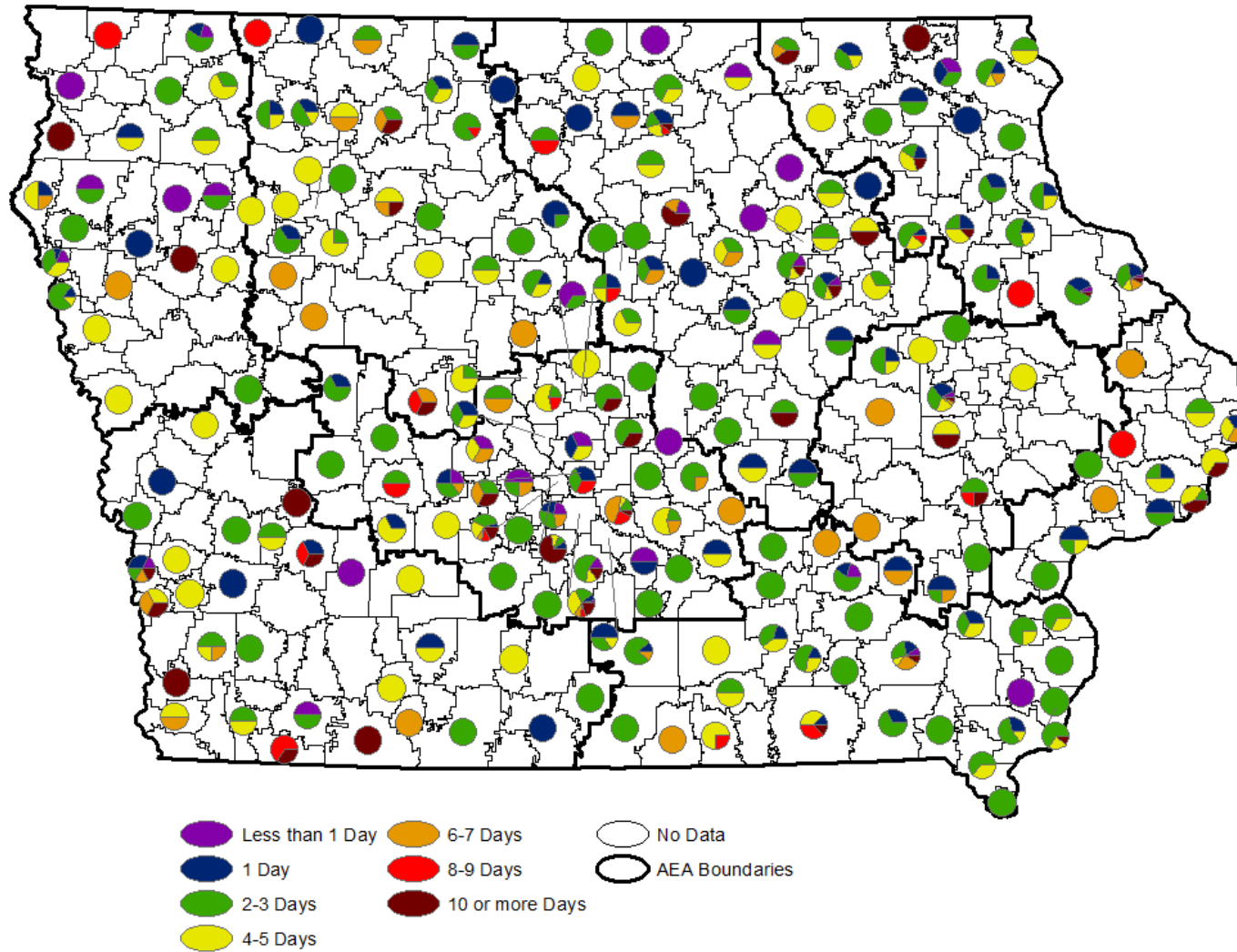
Figure 2.15. Map Indicating the Number of Professional Days Teachers Received Related to Literacy and Language Arts Instruction
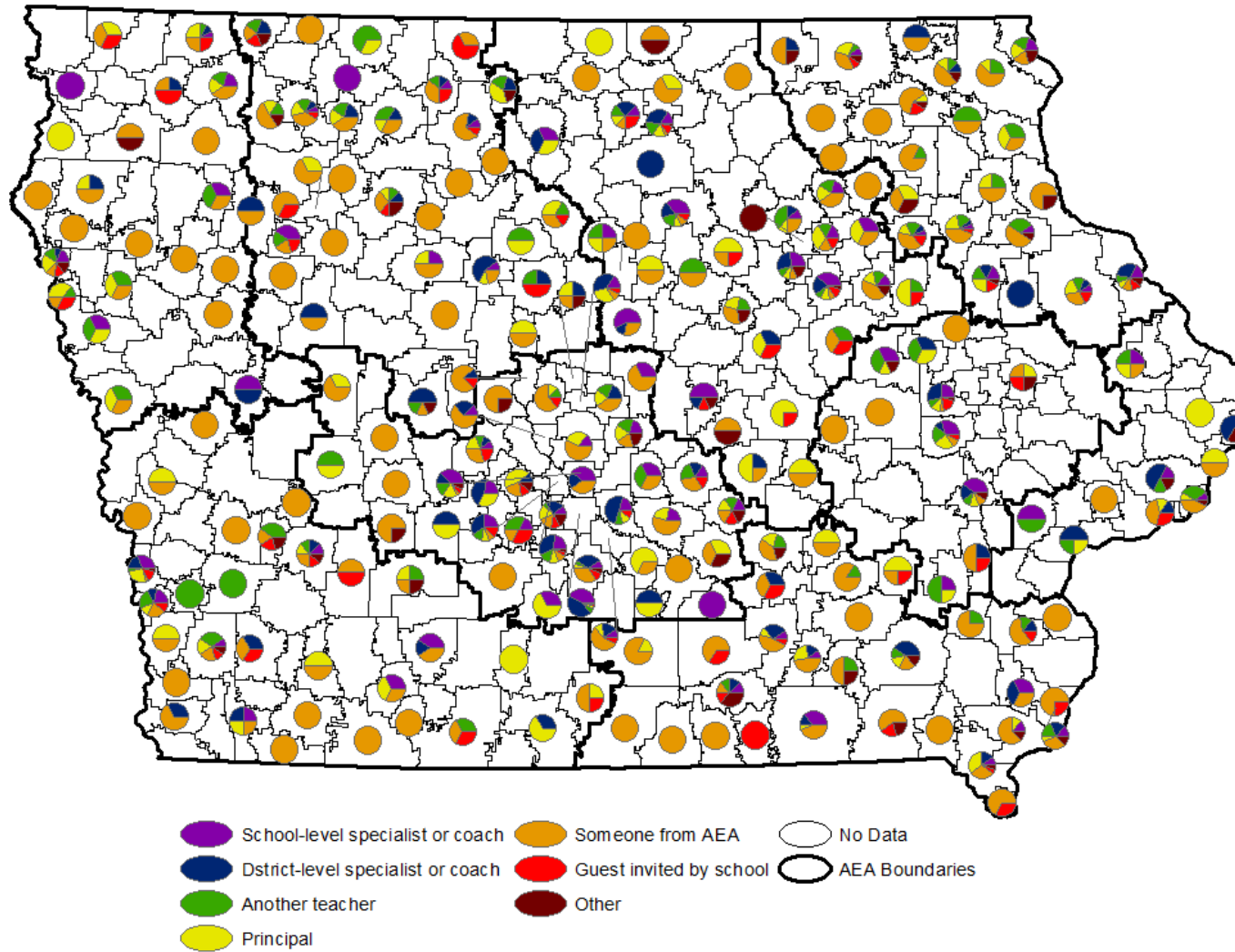
Figure 2.16. Map Indicating Who Provided Professional Development That Teachers Received Related to Literacy and Language Arts Instruction (By District).

Table 2.17

Teacher Report of Providers of Professional Development for Teachers Related to Literacy and Language Arts Instruction

AEA	N	School-level specialist or coach	District-level specialist or coach	Another teacher	Principal	Someone from AEA	Guest invited by school	Other
AEA267	211	21.3%	16.6%	11.8%	17.1%	18.5%	9.0%	5.7%
Grant Wood	149	24.2%	24.2%	11.4%	13.4%	8.1%	13.4%	5.4%
Great Prairie	184	8.7%	13.0%	6.0%	12.5%	47.3%	6.0%	6.5%
Green Hills	116	14.7%	11.2%	11.2%	19.0%	29.3%	10.3%	4.3%
Heartland	439	23.0%	27.1%	8.0%	11.8%	19.8%	6.6%	3.6%
Keystone	245	9.4%	14.3%	13.1%	13.5%	33.1%	9.4%	7.3%
Mississippi Bend	49	8.2%	16.3%	16.3%	20.4%	28.6%	4.1%	6.1%
Northwest	103	10.7%	6.8%	11.7%	21.4%	31.1%	13.6%	4.9%
Prairie Lakes	126	6.3%	14.3%	13.5%	12.7%	38.1%	10.3%	4.8%

2.6 Digging Deeper: Teacher and Principal Beliefs about Professional Development Teachers Received This Past Year

Teachers and principals from every AEA were interviewed to gain more information on topics reported in this section. Table 2.18 provides a summary of information gained through these interviews regarding the professional development that the teachers received related to Iowa Core English Language Arts standards and literacy and language arts instruction in general.

Table 2.18

Summary of Information Gained Through Interviews with Teachers and Principals About the Professional Development Teachers Received This Past Year

AEA	Descriptions of professional development about the Iowa Core English Language Arts Standards	Descriptions of professional development in the area of literacy and language arts instruction
AEA 267	*Teacher:* Daily 5 for K-2 and PRIS for district grade 3-12 provided by the AEA. We had one hour early out two Wednesdays a month from Nov. to Feb.	

Table 2.18

Summary of Information Gained Through Interviews with Teachers and Principals About the Professional Development Teachers Received This Past Year (con't.)

AEA	Descriptions of professional development about the Iowa Core English Language Arts Standards	Descriptions of professional development in the area of literacy and language arts instruction
Grant Wood	*Teacher:* It focused on the unit design and we were encouraged to focus on our literacy unit design and the structure that we're providing for that. We have the new mapping tool that we were exploring and having to figure out how we're doing it and making sure that we're including Iowa Core Standards and Iowa Early Learning Standard. Making sure they're all covered throughout our unit design throughout the school year.	*Teacher:* Well the past years were really focused because we just adopted a new program so we broke it down into the whole balanced literacy and doing some stuff on phonics and awareness and we've done just comprehension vocabulary. We had one in February which was all day about vocabulary and we had a pretty well-known guy who wrote all the vocabulary for this program and he came to Iowa city. So 80% of our PD is on Thursdays and the ones that we can choose to go to are for language arts and literacy.
Great Prairie	*Curriculum Director:* We meet on a monthly basis and the area of focus this year has been particularly on looking at the Common Core State Standards and seeing how they articulate from kindergarten through actually twelfth grade but for elementary it's sixth grade. *Principal:* So we had all of our kindergarten and 1st grade teachers supported in the area of analyzing running records. And also a portion of them were using the Walpole method for phonics instruction.	*Principal:* District wide we have professional development monthly that also revolves around literacy. We use the AEA folks and they came in and we've worked hard the last few years. *Teacher:* LETRS...it's about 6 or 7 weeks and each book is on a different topic like speech and the sounds. To me it was a speech teacher background. We had to learn all of the sounds and how it looks to teach it. So one whole book was on that and one whole book was on writing. And then we worked to incorporate that into our instruction. And that's what came out of the Florida materials. We used the hour glass; we did a lot with phonological awareness and orthography.

Table 2.18

Summary of Information Gained Through Interviews with Teachers and Principals About the Professional Development Teachers Received This Past Year (con't).

AEA	Descriptions of professional development about the Iowa Core English Language Arts Standards	Descriptions of professional development in the area of literacy and language arts instruction
Green Hills	*Principal:* RTI pilot and writing PD.	*Principal 1:* So we've been helping teachers take the district curriculum and how are we going to teach that district curriculum to meet the Iowa Core standards. So that was a big one. And the other was working on some formative assessment in the area of writing and some reading but we're working on how a teacher can get in and do reading and writing conferences to take their learning down to the individual level. .
Heartland	*Teacher:* I feel like it should have been more of a how to implement the common core but we bought a curriculum and that's what they're teaching and that's what the PD has been all about, how to use this curriculum.	*Principal 2:* We are doing LETRS training right now and that is with the AEA. We started with just our special education K-12 teachers discovering that once they got past the elementary they didn't have much for reading methods in their background and that worked well. We included our Title I teachers in that first round of training and we went through modules one and three of Ladders.

Principal 3: It's been reading every year but...we've done a lot with student engagement. And we still continued this year, but we didn't bring PD in other than how to keep the kids engaged with interactive projectors in the classroom. |

Table 2.18

Summary of Information Gained Through Interviews with Teachers and Principals About the Professional Development Teachers Received This Past Year (con't.)

AEA	Descriptions of professional development about the Iowa Core English Language Arts Standards	Descriptions of professional development in the area of literacy and language arts instruction
Keystone	*Teacher:* It was a three day conference kind of spread out over time and just looking through the Iowa Core and learning how to move through it and where the standards were defined in the [book], above and below grade level. Just really becoming more familiar with the Core itself.	
Mississippi Bend	*Teacher:* 5 step process to figure out which kids are struggling, and to figure out obstacles and strengths. Then focus in on areas where they need help and then on instructional strategies.	
Northwest	*Principal:* The AEA has been offering training on the Iowa Core with the literacy… We have sent some of our teachers to the training. *Teacher:* It's mostly related to the Core. There hasn't been a lot of instruction regarding specific strategies or things like that in reading, like there might have been under reading first. It would have more about learning the standards, learning about the different tiers of instruction, and curriculum.	
Prairie Lakes		*Teacher:* I would like more practical things that I could use with the students every single day. Not just when I assess them. What else could I do? Are there other resources available to me?

SECTION 3: RESOURCES

This section reports information on the following topics: (1) The extent to which teachers, principals, and AEA staff believe that teachers have sufficient technology resources to meet the Iowa Core standards; (2) The extent to which teachers, principals, and AEA staff believe that teachers have sufficient material resources to meet the Iowa Core standards; and (3) The extent to which teachers, principals, and AEA staff believe that teachers have sufficient time and skill to implement the Iowa Core standards. The results are grouped by region based on the Area Education Agency (AEA) with which each district is associated. The results are also visually represented by school district on a map to show patterns of use.

3.1 Beliefs about Sufficiency of Access to Technology Resources

Overall, more principals than teachers perceive that teachers have sufficient access to technology resources. The AEA with the highest percentage of teachers believing that they have access to technology was the Keystone AEA, followed closely by the Northwest AEA. The AEA with the lowest percentage of teachers believing that they have sufficient access to technology was the Grant Wood AEA. The AEA with the largest discrepancy between teacher and principal beliefs about access to technology was the Prairie Lakes AEA, with 93.8% of principals reporting sufficient access, but only 56.8% of teachers reporting sufficient access (See Figure 3.1 and Table 3.1). Figure 3.2 illustrates, by district, the distribution of teacher and principal beliefs about access to technology.
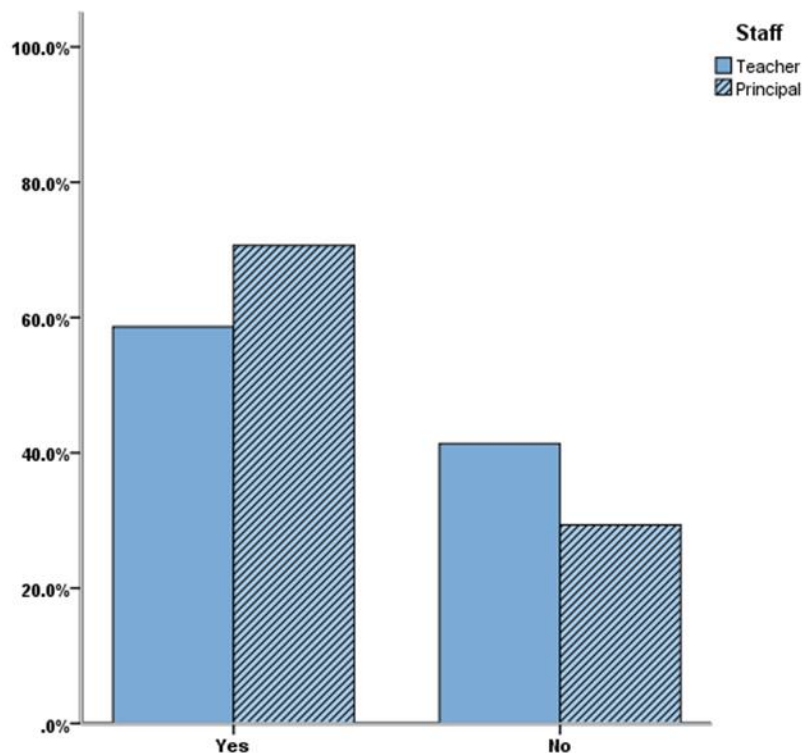
Figure 3.1. Teacher and principal beliefs about sufficiency of access to technology.

Table 3.1

Teacher and Principal Beliefs about Sufficiency of Access to Technology

AEA	Staff	N	Yes	No
	Teacher	163	66.9%	33.1%
Keystone	Principal	12	83.3%	16.7%
	Teacher	95	56.8%	43.2%
Prairie Lakes	Principal	16	93.8%	6.3%
	Teacher	39	64.1%	35.9%
Mississippi Bend	Principal	14	64.3%	35.7%
	Teacher	80	46.3%	53.8%
Grant Wood	Principal	16	43.8%	56.3%
	Teacher	283	61.1%	38.9%
Heartland	Principal	29	65.5%	34.5%
	Teacher	74	66.2%	33.8%
Northwest	Principal	14	78.6%	21.4%
	Teacher	67	53.7%	46.3%
Green Hills	Principal	24	70.8%	29.2%
	Teacher	138	49.3%	50.7%
Great Prairie	Principal	20	60.0%	40.0%
	Teacher	144	57.6%	42.4%
AEA267	Principal	20	85.0%	15.0%
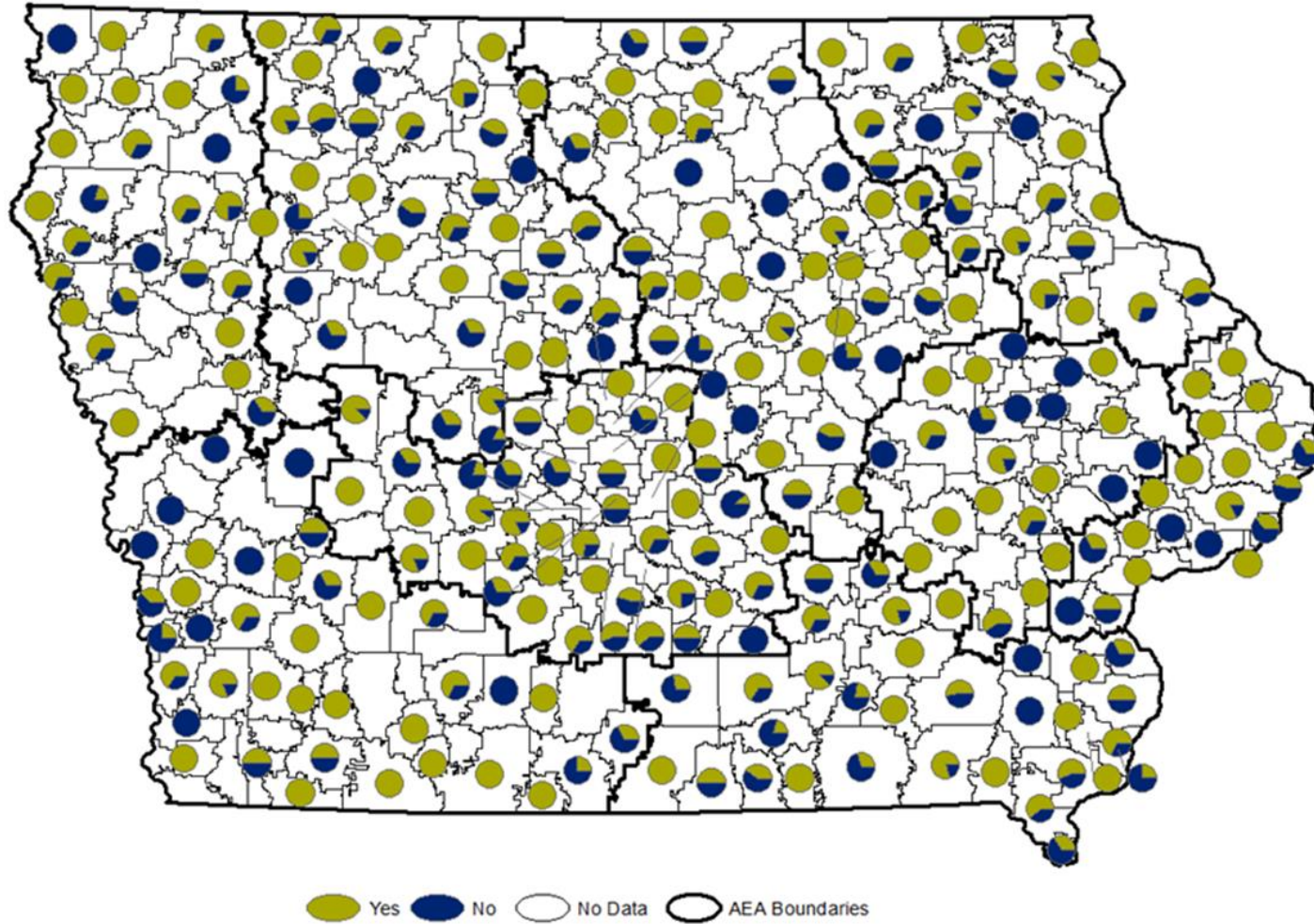
Figure 3.2. Teacher and Principal Beliefs about Access to Technology By District.

3.2 Availability of Technology

Table 3.2

What types of technology are available to you at school?

Types of Technology	AEA								
	Keystone	Prairie Lakes	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
N	1006	532	239	450	1725	434	88	737	879
Laptop computers for each student	2.4%	2.8%	3.3%	2.2%	1.9%	2.5%	4.5%	2.0%	1.6%
Laptop computers for some students, but not all students	7.7%	6.4%	7.9%	10.0%	7.9%	7.1%	10.2%	7.3%	8.8%
Tablets (e.g., iPads) for each student	2.1%	0.9%	1.7%	0.4%	1.1%	1.8%	1.1%	1.8%	1.3%
Tablets (e.g., iPads) for some students, but not all students	7.2%	6.2%	7.1%	8.0%	8.5%	5.3%	8.0%	4.7%	8.5%
Internet-connected desktop computers in classroom	9.4%	6.6%	10.0%	11.8%	9.0%	8.1%	3.4%	8.7%	8.5%
Internet-connected desktop computers elsewhere in the school	10.2%	12.2%	10.5%	12.0%	9.6%	11.3%	10.2%	10.0%	9.9%
Laptop for personal use	13.0%	12.0%	6.7%	6.2%	14.0%	12.2%	13.6%	14.4%	11.5%
Digital projector	10.9%	11.3%	10.5%	5.6%	12.8%	9.0%	9.1%	11.0%	11.0%
Interactive whiteboard	8.2%	10.5%	13.8%	10.9%	5.1%	12.4%	9.1%	11.3%	8.2%
Digital video recording equipment	3.6%	2.8%	4.2%	4.0%	4.6%	5.1%	2.3%	4.1%	4.9%
Student email	2.9%	1.7%	1.3%	0.7%	2.2%	3.7%	3.4%	2.7%	4.7%
Digital camera	10.8%	10.3%	11.3%	12.0%	10.1%	9.7%	11.4%	8.7%	10.1%
Document camera	7.0%	9.0%	7.5%	9.1%	7.4%	7.1%	9.1%	7.2%	6.5%
iPod(s)	2.3%	4.1%	2.5%	4.0%	3.5%	3.2%	2.3%	3.7%	2.7%
Other	2.4%	3.0%	1.7%	3.1%	2.3%	1.4%	2.3%	2.4%	1.8%

The most prominent types of technology available to teachers are laptop computers for personal use, digital projectors, digital cameras and Internet connected computers somewhere in their school. The least prominent types of technology available to teachers are individual computers or tablets for each student (See Table 3.2). In addition to the types of technology available, teachers responded to an open-ended question regarding reasons that they do or do not believe they have sufficient access to technology. The primary reason that teachers believe they do not have sufficient access is that they have equipment, but not enough to use it well or use it with a sufficient number of students. See Tables 3.2-3.4 for further details.

Table 3.3

Reasons Teachers Believe They <u>DO NOT</u> Have Sufficient Access to Technology to Meet Iowa Core Standards

Reason	N	Percentage
Have equipment, but not enough to use well	348	37.0%
Need PD/support/Time to plan & develop	72	7.7%
Have outdated equipment/insufficient bandwidth/technical problems	64	6.8%
Don't know what is required by the standards or assessments	48	5.1%
Students have insufficient technology skills	6	<1.0%

Table 3.4

Reasons Teachers Believe They DO Have Sufficient Access to Technology to Meet Iowa Core Standards

Reason	N	Percentage
I have all the equipment I can use	291	31.0%
Have coaches/staff to help and/or online resources	33	3.5%
Have 1 to 1 devices	32	3.4%
Don't need technology at my grade level/instructional area	24	2.6%
Have support from AEA	16	1.7%

3.3 Beliefs about Sufficiency of Access to Material Resources, Time and Skill to Implement the Iowa Core Standards

In addition to technology resources, teachers, principals, and AEA staff were asked about the sufficiency of material resources (such as books, teaching materials, etc.), time, and skill to implement the Iowa Core standards. Overall, slightly more principals than teachers believed that teachers have sufficient materials resources for teaching Iowa Core standards (See Figure 3.3). Similarly, a majority of AEA staff members believe that teachers have the material resources that they need to implement the Iowa Core standards (see Figure 3.4). Table 3.5 displays responses regarding teacher and principal beliefs about material resources by AEA. This table illustrates that a majority of teachers in every AEA believe that they have sufficient material resources. The largest discrepancy between teacher and principal beliefs occurs in the Great Prairie AEA, with 80% of principals reporting sufficient material resources and only 55.8% of teachers reporting sufficient material resources. Figure 3.5 illustrates, by district, principal and teacher beliefs about the sufficiency of material resources.
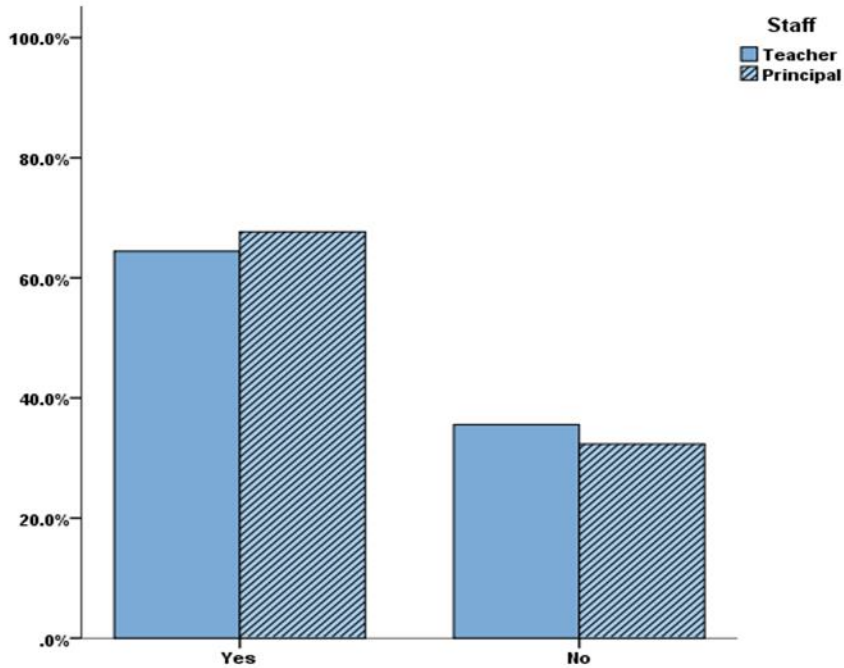
Figure 3.3. Principal and Teacher Beliefs About Sufficiency of Material Resources.
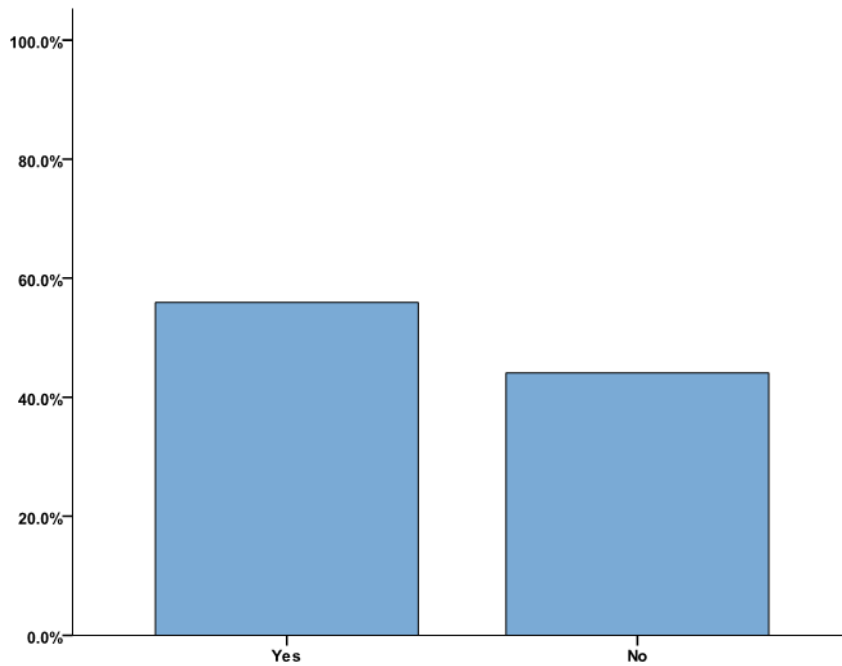
Figure 3.4. AEA Staff Members' Beliefs About Sufficiency of Material Resources for Teachers to Implement Iowa Core Standards.
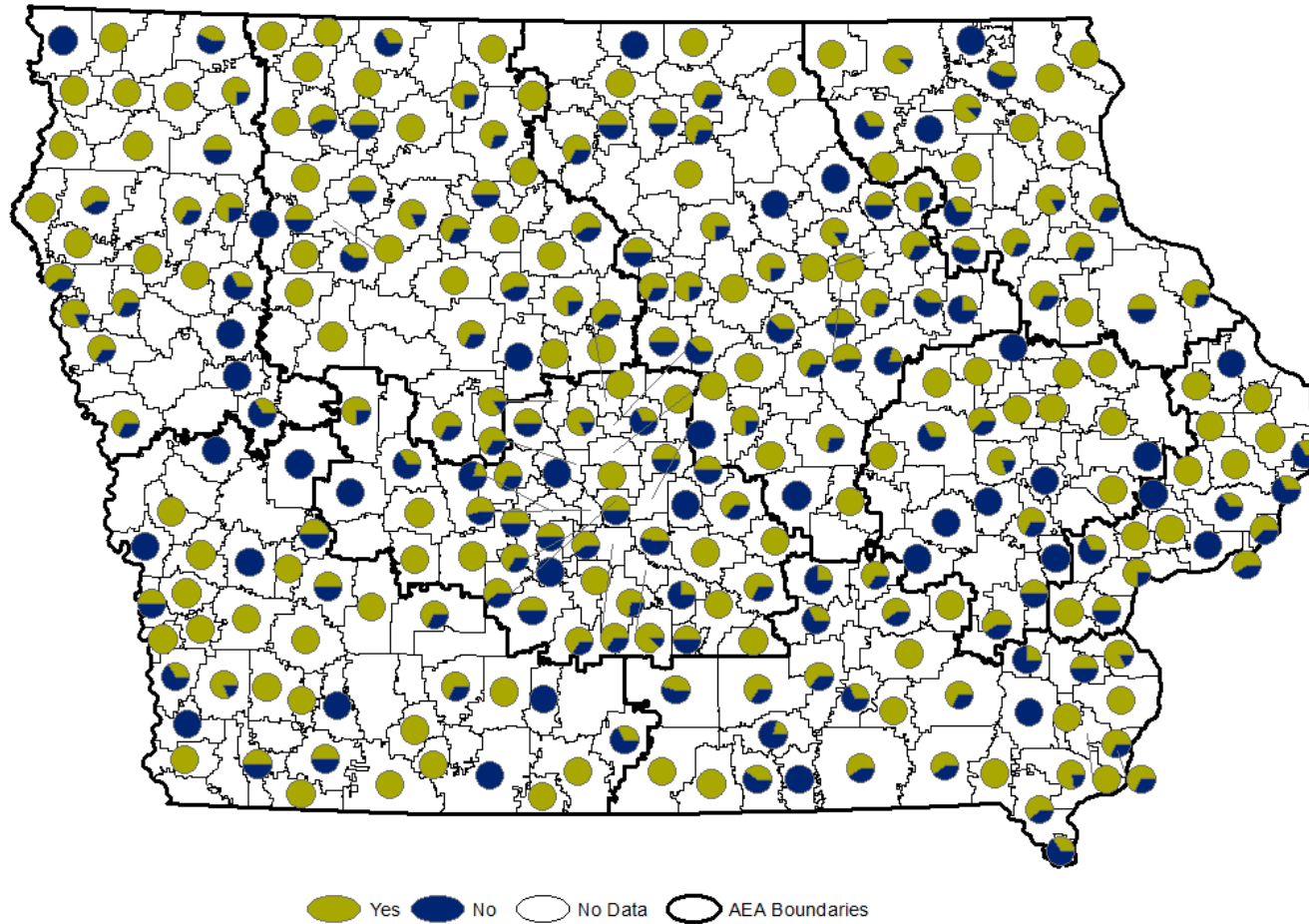
Figure 3.5. Principal and Teacher Beliefs About Sufficiency of Material Resources to Implement the Iowa Core Standards by School District.

3.3.1 Sufficiency of Time.

When asked about the sufficiency of time to implement the Iowa Core standards, again more principals than teachers perceived that teachers have enough time to implement the Iowa Core standards (see Figure 3.6). However, a majority of AEA staff members reported that they do not believe that teachers have sufficient time to implement the standards (see Figure 3.7 and Table 3.6). Table 3.5 displays responses regarding teacher and principal beliefs about time by AEA. This table illustrates that in five out of nine AEA groups, a majority of teachers believe that they do not have sufficient time to implement the Iowa Core standards. The largest discrepancy between teacher and principal beliefs occurs in the Grant Wood AEA, with 75.9% of principals reporting sufficient time to implement and only 45.6% of teachers reporting sufficient time to implement the Iowa Core standards.
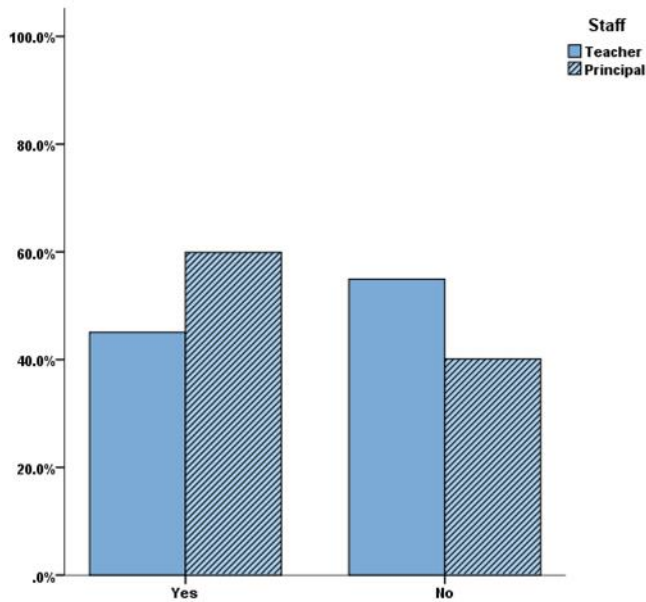
Figure 3.6. Principal and Teacher Beliefs About the Sufficiency of Time to Implement Iowa Core Standards.
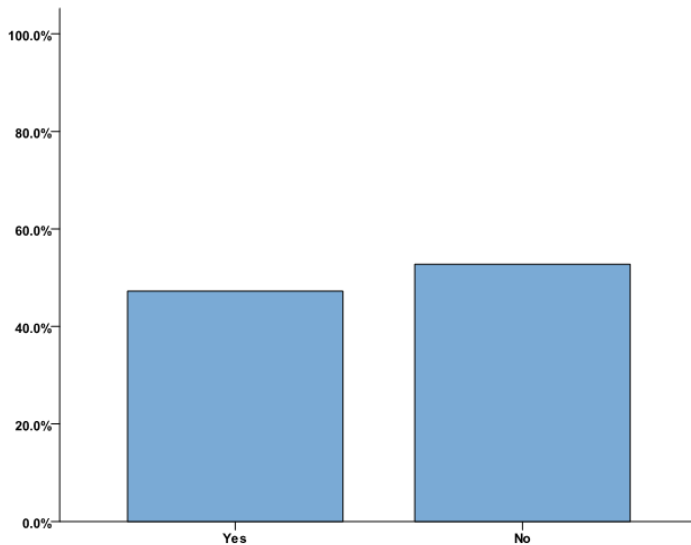
Figure 3.7. AEA Staff Members' Beliefs About Sufficiency of Time for Teachers to Implement Iowa Core Standards

Table 3.5

Teacher and Principal Beliefs About Sufficiency of Material Resources and Time to Implement the Iowa Core Standards

AEA	Staff	N	Sufficient material Resources		Enough Time	
			Yes	No	Yes	No
Keystone	Teacher	163	69.9%	30.1%	42.3%	57.7%
	Principal	12	66.7%	33.3%	66.7%	33.3%
Prairie Lakes	Teacher	95	71.6%	28.4%	51.6%	48.4%
	Principal	16	93.8%	6.3%	68.8%	31.3%
Mississippi Bend	Teacher	39	53.8%	46.2%	53.8%	46.2%
	Principal	14	57.1%	42.9%	50.0%	50.0%
Grant Wood	Teacher	80	62.5%	37.5%	33.8%	66.3%
	Principal	16	56.3%	43.8%	68.8%	31.3%
Heartland	Teacher	283	64.3%	35.7%	45.6%	54.4%
	Principal	29	51.7%	48.3%	75.9%	24.1%
Northwest	Teacher	74	67.6%	32.4%	51.4%	48.6%
	Principal	14	71.4%	28.6%	50.0%	50.0%
Green Hills	Teacher	67	64.2%	35.8%	61.2%	38.8%
	Principal	24	75.0%	25.0%	50.0%	50.0%
Great Prairie	Teacher	138	55.8%	44.2%	39.1%	60.9%
	Principal	20	80.0%	20.0%	60.0%	40.0%
AEA267	Teacher	144	64.6%	35.4%	43.1%	56.9%
	Principal	20	60.0%	40.0%	45.0%	55.0%

Table 3.6

AEA Staff Members' Beliefs About Sufficiency of Material Resources and Time for Teachers to Implement the Iowa Core Standards

AEA	N	Resources		Time	
		Yes	No	Yes	No
Keystone	8	50.0%	50.0%	37.5%	62.5%
Prairie Lakes	8	25.0%	75.0%	50.0%	50.0%
Mississippi Bend	40	50.0%	50.0%	52.5%	47.5%
Grant Wood	13	69.2%	30.8%	38.5%	61.5%
Heartland	0	0.0%	0.0%	0.0%	0.0%
Northwest	3	33.3%	66.7%	66.7%	33.3%
Green Hills	2	100.0%	0.0%	0.0%	100.0%
Great Prairie	13	69.2%	30.8%	53.8%	46.2%
AEA 267	3	33.3%	66.7%	100.0%	0.0%

3.3.2 Sufficiency of Skill.

Reversing the trend regarding beliefs about time and resources, more teachers than principals believe that they have sufficient skills to implement the Iowa Core standards (see Figure 3.8). There were only two instances in which more principals than teachers felt confident in teachers' skills for implementing the Iowa Core standards. Those occurred in the Northwest and Great Prairie AEAs. Additionally, a majority of AEA staff members believe that teachers do not have sufficient skill to implement the Iowa Core standards (see Figure 3.9). Teachers in the Northwest and Green Hills AEAs feel most confident in their skills for implementing the Iowa Core standards. Teachers in the Great Prairie AEA feel least confident in their skills for implementing the Iowa Core standards. AEA staff members from the Grant Wood AEA feel most confident in teachers' skills in this area, and AEA staff members from the Mississippi Bend AEA feel least confident in teachers' skills for implementing the Iowa Core standards. See Tables 3.7 and 3.8 for more information. Figure 3.10 displays, by school district, principals' and teachers' beliefs about their skills for implement the Iowa Core standards.
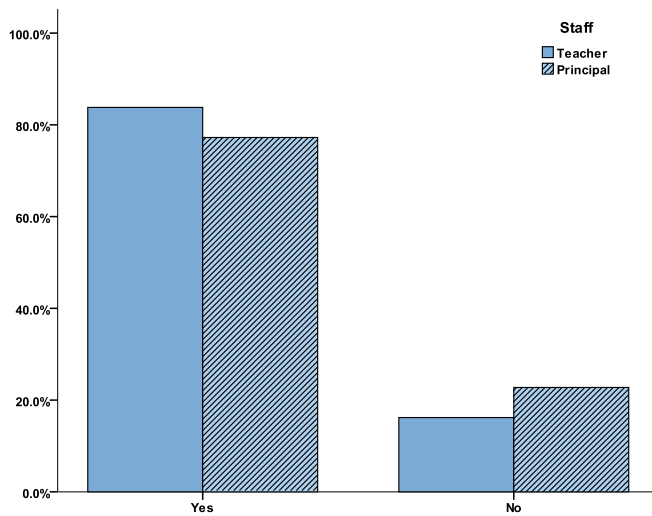
Figure 3.8. Principal and Teacher Beliefs About Sufficiency of Teacher Skill to Implement Iowa Core Standards.
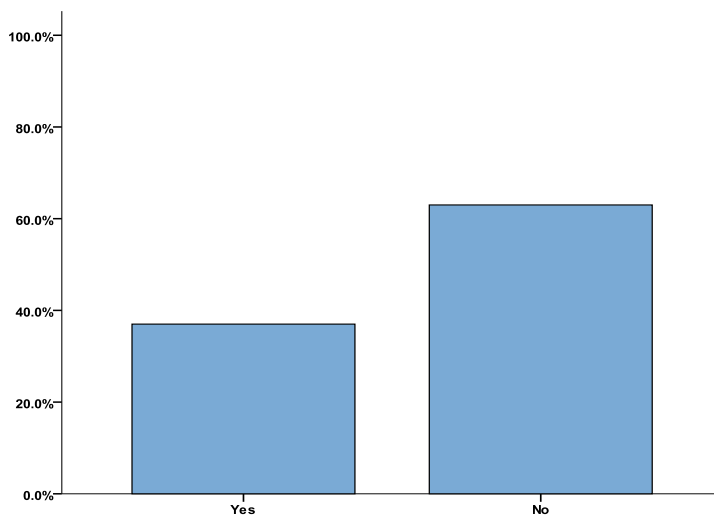
Figure 3.9. AEA Staff Members' Beliefs About Sufficiency of Teacher Skill to Implement Iowa Core Standards.
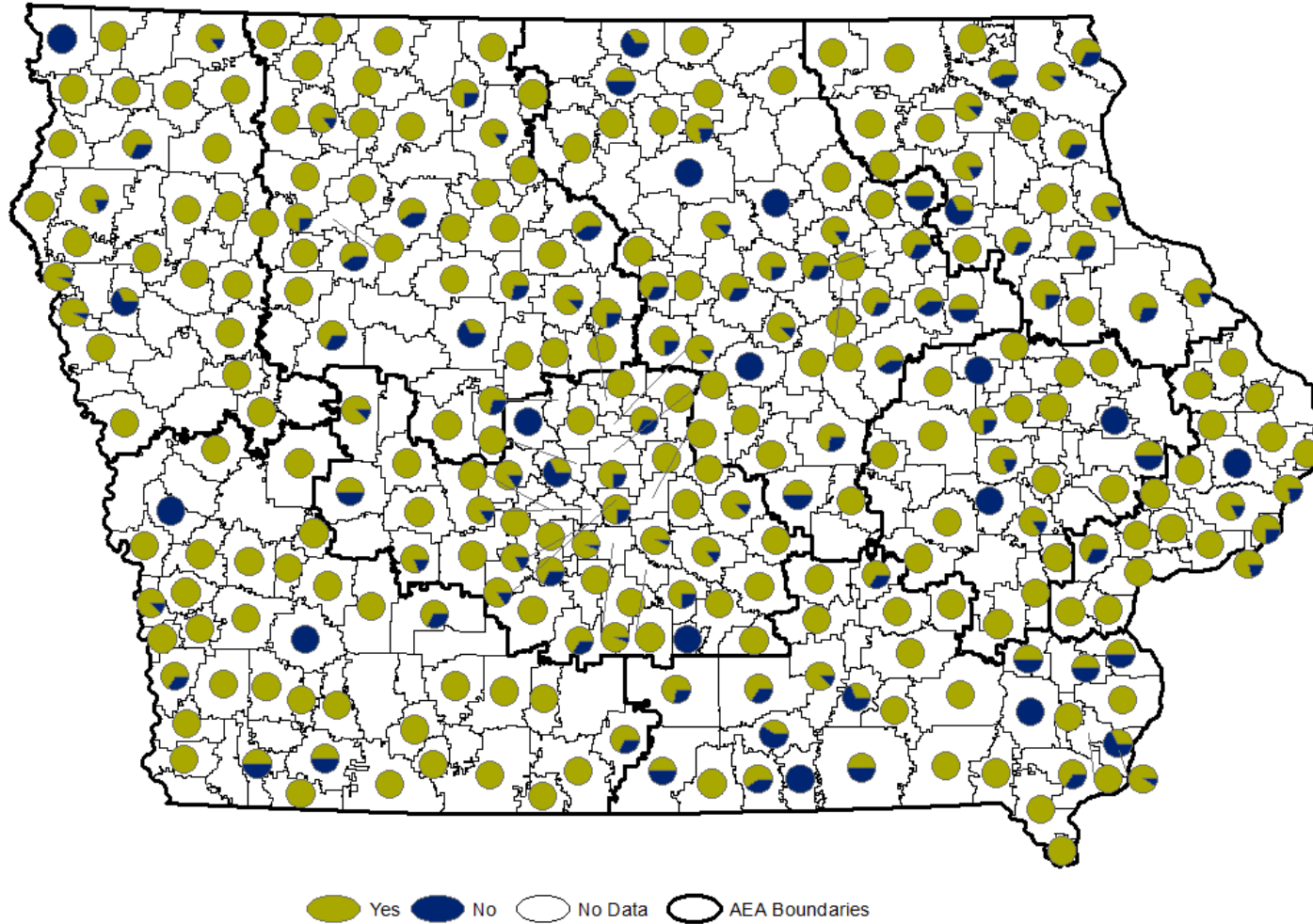
Figure 3.10. Principal and teacher beliefs about sufficiency of skills to Implement Iowa Core standards, by school district

Table 3.7

Principal and Teacher Beliefs about Sufficiency of Teacher Skill to Implement Iowa Core Standards, by AEA

AEA	Staff	N	Yes	No
Keystone	Teacher	163	81.6%	18.4%
	Principal	12	75.0%	25.0%
Prairie Lakes	Teacher	95	87.4%	12.6%
	Principal	16	75.0%	25.0%
Mississippi Bend	Teacher	39	89.7%	10.3%
	Principal	14	71.4%	28.6%
Grant Wood	Teacher	80	81.3%	18.8%
	Principal	16	75.0%	25.0%
Heartland	Teacher	283	88.7%	11.3%
	Principal	29	75.9%	24.1%
Northwest	Teacher	74	90.5%	9.5%
	Principal	14	92.9%	7.1%
Green Hills	Teacher	67	91.0%	9.0%
	Principal	24	87.5%	12.5%
Great Prairie	Teacher	138	73.9%	26.1%
	Principal	20	75.0%	25.0%
AEA267	Teacher	144	77.8%	22.2%
	Principal	20	70.0%	30.0%

Table 3.8

AEA Staff Members' Beliefs About Sufficiency of Teacher Skill to Implement Iowa Core Standards, by AEA

AEA	N	Yes	No
Keystone	8	37.5%	62.5%
Prairie Lakes	8	50.0%	50.0%
Mississippi Bend	40	30.0%	70.0%
Grant Wood	13	53.8%	46.2%
Heartland	0	0.0%	0.0%
Northwest	3	33.3%	66.7%
Green Hills	2	0.0%	100.0%
Great Prairie	13	46.2%	53.8%
AEA 267	3	33.3%	66.7%

3.4 Digging Deeper: What Administrators, Teachers, Instructional Coaches and Curriculum Directors Have to Say on This Topic

Administrators, teachers, instructional coaches, specialists and/or curriculum directors from every AEA were interviewed to gain more information on the topics reported in this section. Table 3.9 provides a summary of the information gained through these interviews.

Table 3.9

Summary of Information about the Iowa Core From Interviews

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
Green Hills	*Superintendent:* "I've talked to teachers and they never have time to do anything. Once the school year starts there's a number of things that press them, and you never know how much time you can devote." *Principal 1:* The core is big and there is not enough time in the schedule to cover the core and other parts of the curriculum, but they do set aside 120-160 mins. for literacy each day. *Principal 2:* "We thought we were doing a pretty good job until we got our Iowa Assessments." *Teacher:* "The Core is our instruction. We use the Core- we started mapping a couple of years ago actually, but this year we really refined and pinpointed our maps- and the Core drives my instruction. Everything that's going on in my room can be tied to a Core standard throughout the day."	*Superintendent:* Summer work and collaboration time (early outs on Wednesdays where teachers spend 2 hours on PD or collaborate with other teachers on lessons) *Principal 1:* "Curriculum mapping has helped a lot. When teachers have those core standards laid out in a sensible manner, (we map by genre units and insert those core standards into those units) I think when they see it, when it's all laid out and there's a plan." *Principal 2:* "We're going to be more strategic on using our PLC time for planning time because they can do it a group. We kind of got away from that this year."
Northwest	*Teacher 1:* "Teachers have good intentions but don't always take the time or have the time to know on it or read up on it and reading up on it, often isn't always enough. Being able to be involved in some sort of activities to pull it apart or to implement makes a huge difference in truly understanding it."	*Principal:* "We're giving them time right now; paying for additional time at the end of the year. We did that last year, too. Not that they couldn't *always* use more time but we are giving them time right now." *Teacher 1:* Need PD that provides time to pull apart and dig deeper into the core, instead of just reading it.

Table 3.9

Summary of Information about the Iowa Core From Interviews (con't.)

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
Northwest (con't.)	*Teacher 2:* "When you go to a workshop for six or seven hours, how can you come back and communicate that the staff when you have a 30 minute PD once a week and you have fifteen other things you have to cram in too? For people who don't get to go to those AEA things, we share what we feel is the most essential, but not everybody is getting equal time." *Teacher 3:* "We haven't had as much time as we probably need to actually go over those. I've got copies of them but they're so expansive that it's just not feasible to even be able to go through that. There's a lot to it…if they could just be honed!"	*Teacher 2*: They started three years ago with a team that learned the Core deeply and then brought it back to the rest of the building. Then they spent four days in the summer investigating each standard and developing essential questions and targets. This year they are asking if themselves if they are meeting the standards and have three days set aside to have conversations with their colleagues on what they taught and how it matched up to the Core requirements
Prairie Lakes	*Principal 1:* Have a 90 minutes literacy block, but still doesn't think it's enough time to cover the Iowa Core standards. "Teachers haven't had anything directly related to using literacy in science and social studies, and I think that's another way to go too." *Teacher:* "We have been working on trying to align our report card with it [the Core]. We are trying to make sure that the things we are assessing the kids on are things that are in the Iowa Core because some of the stuff in Pearson [core reading program] isn't on the Iowa Core." *Teacher:* "I think that probably one of my weak spots is just don't have enough time to get it all in and to know exactly what it all is."	*Teacher:* "I don't know! Because I don't want any less days with the kids! That's the hard part. I suppose a lot of it would be professional training outside the school day. Additional days would be my guess, but in a dream world it would be wonderful just to part of the school year. Just an hour every day or sometime you just got to sit down and plan or to find resources or you know, things like that." *Teacher:* "Lesson planning; to create quality lessons that ask text dependent questions that kids have to use the text instead of just formulating their own opinions all the time. Finding that evidence of learning, and evidence in the text of what is happening. So I think planning time is another one of those essentials."

Table 3.9

Summary of Information about the Iowa Core From Interviews (con't.)

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
Prairie Lakes (con't.)		*Teacher:* "If I could have another teacher to collaborate with, maybe I would make better use of my time. If there's a time built in to my schedule where another teacher and I could actually pool our resources and pool our knowledge, I would appreciate something like that... better budgeting of my time."
Heartland	*Principal 1:* There isn't sufficient time to prepare for teaching the Iowa Core, but those that are functioning most effectively are finding time outside of their contract day to prepare for their classes *Principal 2:* "Although the teachers have not mentioned that they don't have time, they did say that they have to be creative in order to cover all the material and include science and social studies." *Instructional Coach:* "I don't think I'm able to answer that question yet because I don't think anyone truly has a full understanding of the Core yet except the people who wrote it." *Teacher 1:* Many things they are doing already align with the Iowa core, but there are certain things that need to be covered more thoroughly. Administration has always been supportive. Teacher 2: Her school is heavy on reading and math, but they are not allowed to integrate science and social studies into reading instruction, so those subjects are typically overlooked.	*Instructional Coach*: "Other people are still looking at it as separate standards but I think they are supposed to be realized all together." *Teacher 1:* Bringing awareness to resources. " I'm not really sure where to go to look for those kinds of resources or how to accomplish that. So that would definitely be of benefit." *Teacher 2:* "Maybe give the teachers some voice on the decision making. Instead of those decisions on time allotments done by people who are not in the classroom."

Table 3.9

Summary of Information about the Iowa Core From Interviews (con't.)

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
Heartland (con't.)	*Teacher 3:* "Some days I have time to teach everything and some days I don't. Some days you may have a great, outstanding lesson plan and it bombs and then you got to reteach and then that puts you behind on the next day and I'd say in kindergarten, there are some bomb days so you always feel like you're behind."	
Grant Wood	*Curriculum Director:* Short school days and required teaching on cyber bullying and other content makes it difficult to cover the Iowa Core standards beyond just exposing students to them. *PK Teacher:* "Teachers are able to integrate everything into our centers. In the centers they able to fit multiple standards into one activity or one center." *Teacher:* Everything they are doing is aligned to the Iowa Core, and they also received PD to understand the Core.	*Curriculum Director:* "One strategy is to have dedicated time for professional development system wide." *Teacher:* "Understanding what's in there, going through the 4 or 5 main things that are in there and then breaking them down even further."
Great Prairie	*Principal:* "We've certainly tried to build in some professional development time for that. Are we there yet? No, I don't think so. Are we on our way to being there? I do think so." *Curriculum Director:* Says teachers absolutely do not have time to implement the Common Core standards because there are too many.	*Curriculum Director:* "Let teachers get back to the craft of teaching instead of asking them to do all of these leadership things and pulling them in 50 different directions." *Teacher:* Would be helpful to learn from others about what they are doing successfully.

Table 3.9

Summary of Information about the Iowa Core From Interviews (con't.)

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
Great Prairie (con't).	*Principal:* "Just this past year we have now adopted a new math resource so our gears are going to shift a little bit for the next school year for sure. In order to implement this resource with fidelity we're going to have to spend some time with math and that worries me a little bit because I firmly believe if you're not getting better at something you're probably getting worse and so to put reading, not that reading is ever on the backburner but to make our professional development not focus on that makes me a little bit nervous but at the same time our scores in math certainly show that we need to be doing something so I think it's the right thing for us to do." *Principal:* "it's a little over whelming when you look at reading, writing, and listening, speaking, all together to say Yes, every one of those standards and listening and speaking will be assessed because there's an authenticity problem in that too when we think, how do we authentically assess a five year old on their listening ability? So if it comes down to every one of those must be mastered and assessed I really don't think that's realistic." *Literacy Coach:* "We've had help from the AEA. Each teacher spent a day at the AEA going over it and then we've worked with and within the school but as far as teachers specifically putting what standards they're working on like a lesson plan and that sort of thing ... we're not there yet."	*Literacy Coach:* "Helping teachers look at what they're doing now and how it fits their standards and what new things need to add; you know, so that we're choosing all of the standards."

Table 3.9

Summary of Information about the Iowa Core From Interviews (con't.)

AEA name	Thoughts about the Iowa Core standards in your school	What strategies could be used to help teachers have sufficient time to implement the standards?
AEA 267	*Principal:* "We want to make sure we are doing the best job as we implement and not just trying to rush in with a less than stellar implementation on part of it."	*Principal:* Giving teachers early outs to prepare for core implementation. *Teacher:* Having an extra RtI person and common planning time would be helpful. The only way to collaborate with other teachers is to do it before or after school.
Keystone	*Principal:* "I think teachers have sufficient time to implement the standards, but they would say no. I think we waste a lot of time in the educational field with things that maybe aren't necessarily as important." *Principal:* "The investigations training done by the AEA is pretty good."	*Principal:* "Trying to make it more simplistic for our staff to be able to pick up these documents and say oh, that's what I'm supposed to teach, this is the vocabulary these are the questions." *Principal:* "By looking at the data and showing them that what we're doing is not meeting the core and students are not growing." *Principal:* "If teachers use their collaborative time well it can tie to the Iowa core, but right now I'm not sure that we all have the knowledge to do that; so we've got to build that for everybody. Our district is just starting to get on board with the Iowa core at the elementary level."

SECTION 4: AEA SUPPORT

This section reports information on what the AEAs are doing in the following areas to support reading instruction in the schools: 1) Type of Professional Development (PD) they have provided around the Iowa Core; 2) reading interventions at the targeted and intensive levels; 3) teaching reading at the universal level; and 4) which staff and how many assist with supporting schools with their work on ELA. The results are summarized around the specific questions included in the proposal request and are presented in tabular or graphic form where appropriate. In addition, some results are also visually represented by school district on a map to show patterns of use.

4.1 Type, Format, and Topics of Professional Development Provided around the Iowa Core

Overall, 37% of AEA staff (n=68) reported providing PD related to the Iowa Core in the past year. In addition, 54% of teachers (n=459) and 58% of principals (n=97) reported receiving PD on the Iowa Core from AEA staff in the past year. AEA staff also reported being very familiar (35%, n=64) or somewhat familiar (50%, n=91) with the ELA Iowa Core as compared to somewhat unfamiliar (13%, n=24) or not at all familiar (1%, n=2). As shown in Table 4.1, approximately half of AEA staff reported providing PD on the Iowa Core at least monthly (11-15 times or greater) with nearly one seventh (n=9) reporting PD that was weekly or ongoing. The format of this PD was predominantly in larger groups (including workshops and specific programs such as Literacy Investigations and Language Essentials for Teachers of Reading and Spelling [LETRS]) at about 55% of responses, with the remainder evenly divided between being presented in small groups (such as Professional Learning Communities [PLCs] or grade-level teams) or individually (including coaching and modeling). It should be noted that some responses were not clear on the size of the grouping (e.g., modeling and homework can be individual or small group; see Table 4.2).

Table 4.1

Frequency with Which AEA Staff Provided Professional Development Related to the Iowa Core English Language Arts Standards in the Last Year

Professional Development:	Number of Times Provided in Previous Year					
	None	1-5	6-10	11-15	20-24	Weekly or more
Iowa Core	1.5%	29.3%	15.3%	27.7%	12.3%	13.8%
Universal	3.1%	25.0%	6.2%	31.3%	12.5%	17.2%
Targeted	1.4%	33.8%	7.0%	26.8%	9.9%	16.9%
Intensive	0.0%	37.8%	6.8%	24.3%	9.5%	18.9%

Table 4.2

Format of the Professional Development Related to the Iowa Core English Language Arts Standards

Format	Percentage
Large group presentation	31.8%
Literacy Investigations/Investigating the Standards	15.3%
Coaching	8.2%
Small group	8.2%
Workshops	7.1%
Individually	7.1%
Collaborative teaming	5.9%
PLC/Learning teams	4.7%
Modeling	3.5%
Active engagement/inquiry	1.1%
Brief intro with handouts	1.1%
Homework	1.1%
Informal	1.1%
LETRS	1.1%
Online classes	1.1%

4.2 Type, Format, and Topics of Professional Development provided on Reading Interventions at the Targeted and Intensive Levels

Overall, 30% (n=337) of teachers reported receiving PD from AEA staff on reading intervention at the targeted or intensive levels; however this varied from a low of 20% in AEA 267 to a high of 47% in Green Hills (see Table 4.3). Principals also reported AEA PD provided to their teachers at the targeted (54%, n=102) or intensive (48%, n=91) levels. As shown in the two far right columns of Table 4.1, about one third of AEA staff report providing targeted or intensive PD one to five times over the course of last year. Approximately one quarter provided this PD monthly and one in six did so weekly or ongoing. This variation is likely due to the differences in roles and responsibilities of the AEA staff who responded to the survey (see section 4.4 below). The format of PD related to reading interventions at the targeted and intensive levels varies. Similar to the variation of instructional grouping format at the various tiers of service delivery, the PD format (see Table 4.4) on universal instruction tends toward larger group presentation, targeted interventions toward a balance across large group, small group, and individual, and intensive interventions toward more individual presentation (see Figure 4.1).

Table 4.3

Percentage of Respondents Indicating that Their AEA Provided Professional Development Related to Teaching at the Universal Level or to Reading Interventions at the Targeted and/or Intensive Level

AEA	N	Universal level		Intensive/targeted level	
		Yes	No	Yes	No
Keystone	175	43.4%	56.6%	34.3%	65.7%
Prairie Lakes	111	43.2%	56.8%	22.5%	77.5%
Mississippi Bend	53	45.3%	54.7%	34.0%	66.0%
Grant Wood	96	27.1%	72.9%	29.2%	70.8%
Heartland	312	38.5%	61.5%	37.8%	62.2%
Northwest	88	39.8%	60.2%	39.8%	60.2%
Green Hills	91	58.2%	41.8%	47.3%	52.7%
Great Prairie	158	57.6%	42.4%	44.3%	55.7%
AEA267	164	30.5%	69.5%	20.1%	79.9%

Table 4.4

What was the Format of the Professional Development you Provided Related to Literacy Interventions at the Universal, Targeted, and Intensive levels?

Format	Universal	Targeted	Intensive
Large group presentation	31.7%	23.2%	7.4%
Individually	11.0%	18.3%	31.9%
Small group	13.4%	14.6%	19.1%
PLC/Learning teams	8.5%	12.2%	3.2%
Coaching/facilitation	9.8%	11.0%	13.8%
Workshops	4.9%	3.7%	5.3%
Collaborative teaming	3.6%	3.7%	6.4%
Modeling	3.7%	3.7%	3.2%
LETRS		2.4%	4.3%
Online/electronic	1.2%	2.4%	
CIM		2.4%	3.2%
DIBELS		1.2%	
Active engagement/inquiry	2.4%		2.1%
Train the trainer	1.2%		

Note. Column totals may exceed 100% because of a combination of formats reported to be used.
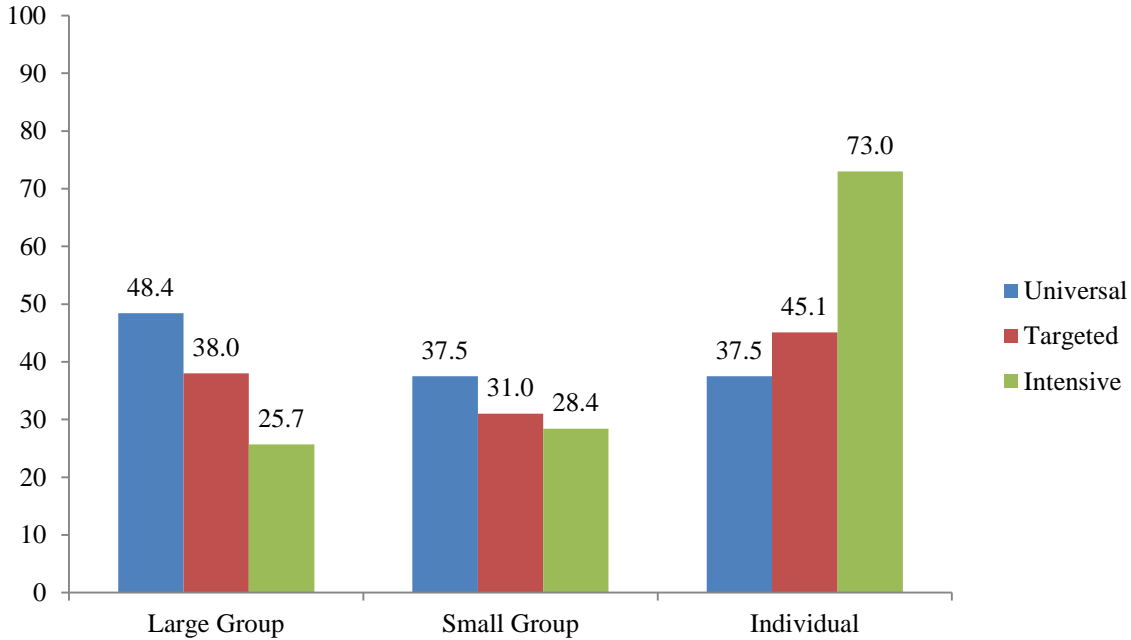
Figure 4.1. What was the Format of the Professional Development you provided Related to Literacy Interventions at the Universal, Targeted, and Intensive levels?

As for the topics presented, again there was a lot of variation—much of it dependent on the specific needs of the school, district, or individual (see Table 4.5). PD on universal instruction included a lot of content—background or foundational information about components of reading or language development or the standards—that was not focused on how to teach or assess something, but rather what it is and why it is important. PD on reading interventions at the targeted level included a lot of content and specific PD on intervention, but less that was specific to assessment (although assessment could certainly be included within PD on interventions or content). PD for reading interventions at the intensive level did not focus on content, but were specifically focused on intervention and assessment. All told, this suggests a pattern of moving from general understanding (universal) to specific practices (intensive) aligned with the nature of service delivery at each level of intervention. At the targeted and intensive levels there were also other topics included such as IEP development that did not fit the Content/Intervention/Assessment coding framework, but are important for service at these levels.

Table 4.5

Specific Topics Of The Professional Development Related To Literacy Interventions At The Universal, Targeted, And Intensive Levels

Topic	Universal	Targeted	Intensive
Content	96.9%	85.9%	11.6%
Instruction	67.2%	78.9%	70.3%
Assessment	69.8%	42.3%	63.5%
Other	--	8.5%	10.8%

Note. Column totals do not add to 100% because some topics cover multiple areas.

4.3 Type, Format, and Topics of PD provided on Teaching Reading at the Universal Level

Overall, 39% (n=436) of teachers and 62% (n=117) of principals reported that teachers received PD on universal instruction from AEA staff. Teacher report of AEA PD on universal instruction varied from 27% in Grant Wood to 58% in Green Hills across the AEAs (see Table 4.3). Principals also reported AEA PD provided to their teachers at the universal level (53%, n=101). As shown in the third column of Table 4.1, one quarter of AEA staff report providing universal PD one to five times over the course of last year. Over 40% provided this PD monthly and one in six did so weekly or ongoing. Similar to PD provision at the targeted and intensive levels, this variation is likely due to the differences in roles and responsibilities of the AEA staff who responded to the survey (see section 4.4 below). The format of PD related to reading interventions at the universal level varies just as it does for the targeted and intensive levels. As noted previously, the PD format (see Table 4.4) on universal instruction tends toward larger group presentation, targeted interventions toward a balance across large group, small group, and individual, and intensive interventions toward more individual presentation. The topics presented also varied. PD on universal instruction included a lot of content—background or foundational information about components of reading or language development or the standards— that was not focused on how to teach or assess something, but rather what it is and why it is important. Again as noted previously, these data suggest a pattern of moving from general understanding (universal) to specific practices (intensive) aligned with the nature of service delivery at each level of intervention.

4.4 Which and How Many Staff Support Schools in English Language Arts

Overall, 30% (n=361) of teachers and 53% (n=102) of principals reported support from AEA staff with universal instruction (see Table 4.6 and Figure 4.2). Principals also report some direct intervention provision by AEA staff at the targeted (3%, n=6) and intensive (1%, n=2) levels in their schools (see Table 4.7).

Table 4.6

Number of Staff Members In Each Area Education Agency Assisting Schools With Matters Related To Literacy

| AEA | N | Number of Staff Members | | | | | | | | | | |
		1	2	3	4	5	6	7	8	9	10	More than 10
Keystone	9	0.0%	0.0%	11.1%	0.0%	0.0%	11.1%	22.2%	0.0%	0.0%	22.2%	33.3%
Prairie Lakes	9	0.0%	0.0%	0.0%	11.1%	44.4%	0.0%	0.0%	0.0%	0.0%	0.0%	44.4%
Mississippi Bend	51	0.0%	2.0%	2.0%	5.9%	7.8%	2.0%	5.9%	3.9%	2.0%	3.9%	64.7%
Grant Wood	16	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.3%	0.0%	93.8%
Heartland	6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Northwest	4	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Green Hills	6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%
Great Prairie	17	0.0%	0.0%	0.0%	0.0%	0.0%	17.6%	0.0%	17.6%	0.0%	0.0%	64.7%
AEA267	3	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	33.3%
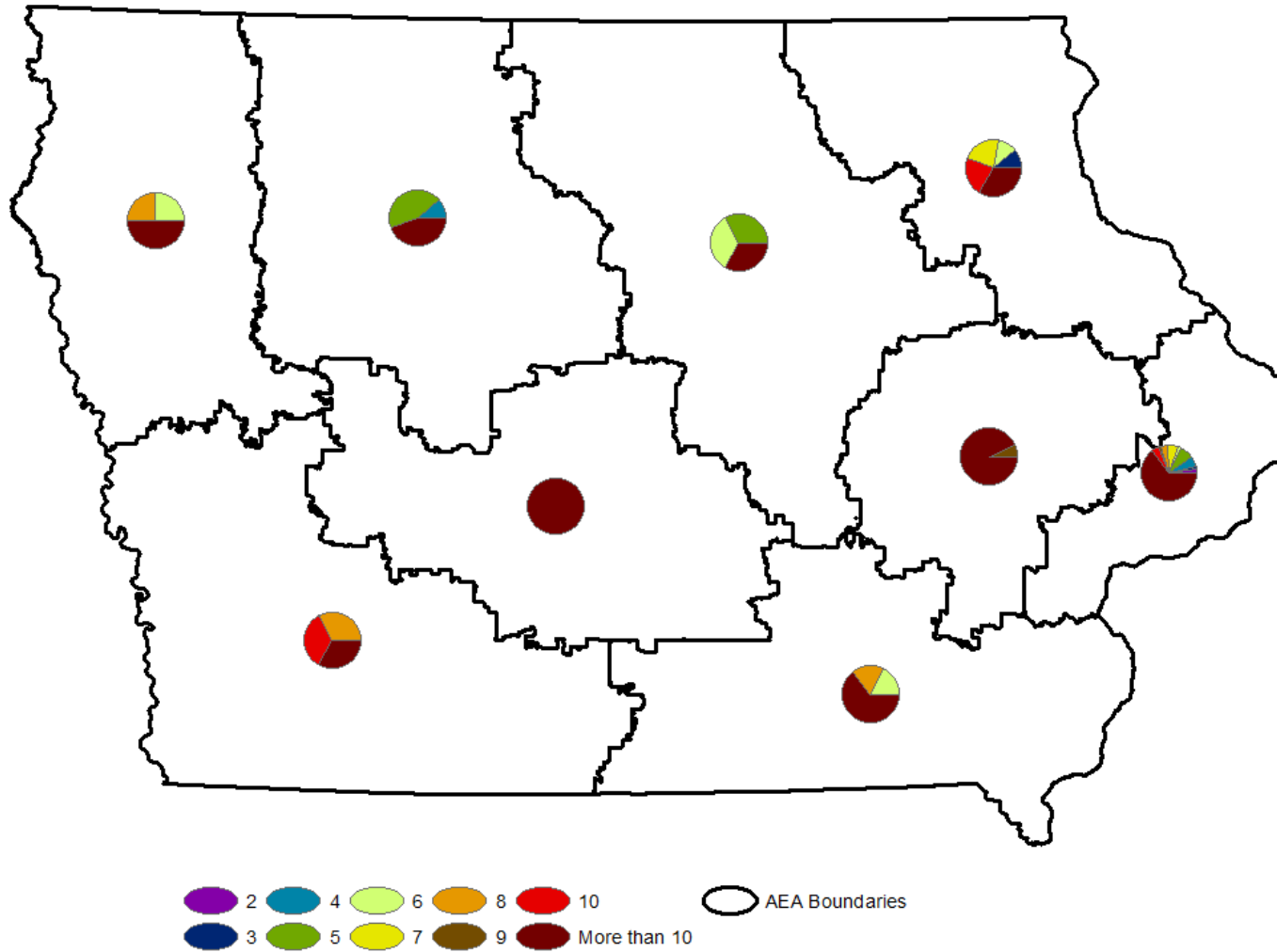
Figure 4.2. Number of AEA Staff Members That Assist Schools With Matters Related to Literacy.

Table 4.7

Role/Position of AEA Staff who Provide Professional Development on the Iowa Core English Language Arts Standards, Universal Instruction, or Targeted/Intensive Reading Interventions

Position	Iowa Core	Universal	Targeted/Intensive
AEA Instructional Services	X		
Associate Administrator Instructional Services	X	X	
Building Representative			X
CIM Coaches			X
Coordinator of professional development	X	X	
Data Team Trainer			X
DIBELS Trainers		X	X
Director of Instructional Services		X	
Director of Special Education	X		
Early Childhood Staff		X	
Educational Consultant		X	X
General Education Literacy Team		X	X
Head of Low Incidence	X		
Head of Staff Development			X
Instructional Coach	X	X	X
Instructional Services consultants		X	X
Iowa Core Team/Facilitator	X	X	X
KU Strategies Trainer			X
Learning and Leadership team leader/consultants	X	X	X
LETRS Trainer		X	X
Literacy Consultant	X	X	X
Literacy Specialist	X	X	X
Occupational Therapist			X
Professional Learning and Leadership Consultant		X	X
Quality Learning Coordinator/consultant	X	X	X
Reading Recovery Teacher Leaders			X
Regional Director/Facilitator	X	X	X
RtI Professional Development Staff			X
Same as for Universal instruction			X
School Improvement Facilitator	X	X	X
School Psychologist	X		X
School Social Worker	X		X
Special Education Consultant	X	X	X
Speech-Language Pathologist	X	X	X
Struggling Readers Teachers		X	
Teacher Quality Consultant		X	
Technology Integration Specialist	X	X	X

SECTION 5: SUMMER READING PROGRAMS

This section reports information on what summer programs exist for students demonstrating deficits in the area of literacy. Details are provided about the prevalence of these programs as well as their duration and the materials used. The results are grouped by region based on the Area Education Agency (AEA) with which each district is associated. The results are also visually represented by school district on a map to show patterns of use.

5.1 Provision of a Summer Program and Specific Materials Used

Overall, 53% of teachers and 56% of principals report that their schools currently have a summer reading program available for students demonstrating deficits in the area of literacy (see Table 5.1; Table 5.2 for a complete list of districts). As shown in Table 5.1, this percentage varies by AEA from 32% in Grant Wood to 79% in Mississippi Bend. Very few of these summer programs use a specific literacy program or curriculum, ranging from 5% (Keystone) to 25% (Heartland) although many teachers reported not knowing if something specific is used.

Table 5.1

Percentage of Respondents Indicating That Their School has a Summer Program for Students Demonstrating Deficits in The Area of Literacy and The Percentage of Respondents Indicating That a Specific Literacy Program/Curriculum is Used During the Summer Program

AEA	Summer Programs for Literacy			Specific Literacy Program or Curriculum Used			
	N	Yes	No	N	Yes	Teachers choose instructional materials	I don't know
Keystone	175	44.6%	55.4%	78	5.1%	53.8%	41.0%
Prairie Lakes	111	51.4%	48.6%	57	8.8%	59.6%	31.6%
Mississippi Bend	53	79.2%	20.8%	42	7.1%	61.9%	31.0%
Grant Wood	96	32.3%	67.7%	31	19.4%	45.2%	35.5%
Heartland	312	49.0%	51.0%	153	25.5%	35.3%	39.2%
Northwest	88	67.0%	33.0%	59	8.5%	55.9%	35.6%
Green Hills	91	64.8%	35.2%	59	18.6%	57.6%	23.7%
Great Prairie	158	55.1%	44.9%	87	11.5%	47.1%	41.4%
AEA267	164	59.1%	40.9%	97	12.4%	52.6%	35.1%

Specific programs or curricula are reported as being used 13% (n=84) of the time by teachers and 19% (n=20) by principals, with teacher-made materials reported as being used 44% (n=277) and 73% (n=78) by teachers and principals respectively. Teacher-made material use varies from 35% in Heartland to 62% in Mississippi Bend. It should also be noted that across all the AEAs, teachers and principals reported not knowing what was used between 23% and 41% of the time. More teachers (43%, n=272) reported not knowing than principals (8%, n=9), most likely due to the responding teacher not being involved with the summer literacy program. As shown in Table 5.3, there is a variety of specific programs or curricula used—none with great frequency. However, the majority of respondents did not know what specific program or curriculum was used.

Table 5.2

Percentage of Respondents Indicating that Their School has Summer Programs for Students Demonstrating Deficits in the Area of Literacy.

District	N	Yes	No	District	N	Yes	No
Adair-Casey	5	60.0%	40.0%	Cedar Rapids	54	7.4%	92.6%
Adel DeSoto Minburn	6	83.3%	16.7%	Center Point-Urbana	1	0.0%	100.0%
AGWSR	3	33.3%	66.7%	Centerville	5	40.0%	60.0%
A-H-S-T	1	0.0%	100.0%	Central	6	16.7%	83.3%
Akron Westfield	5	0.0%	100.0%	Central Clinton	1	100.0%	0.0%
Albert City-Truesdale	2	100.0%	0.0%	Central Decatur	4	100.0%	0.0%
Albia	3	0.0%	100.0%	Central Lee	8	12.5%	87.5%
Alden	3	33.3%	66.7%	Central Lyon	1	100.0%	0.0%
Algona	7	57.1%	42.9%	Central Springs	3	0.0%	100.0%
Allamakee	9	66.7%	33.3%	Chariton	11	90.9%	9.1%
Alta	4	100.0%	0.0%	Cherokee	4	0.0%	100.0%
Ames	8	100.0%	0.0%	Clarinda	2	100.0%	0.0%
Anamosa	1	100.0%	0.0%	Clarion-Goldfield	5	0.0%	100.0%
Andrew	1	100.0%	0.0%	Clay Central-Everly	5	0.0%	100.0%
Ankeny	13	7.7%	92.3%	Clayton Ridge	6	16.7%	83.3%
Aplington-Parkersburg	4	25.0%	75.0%	Clear Creek Amana	1	100.0%	0.0%
Atlantic	6	66.7%	33.3%	Clear Lake	2	0.0%	100.0%
Audubon	2	0.0%	100.0%	Clearfield	1	100.0%	0.0%
Aurelia	1	100.0%	0.0%	Clinton	3	66.7%	33.3%
Ballard	1	0.0%	100.0%	Colfax-Mingo	1	100.0%	0.0%
Battle Creek-Ida Grove	1	100.0%	0.0%	College	5	100.0%	0.0%
Baxter	2	0.0%	100.0%	Collins-Maxwell	4	0.0%	100.0%
BCLUW	1	100.0%	0.0%	Colo-NESCO School	4	100.0%	0.0%
Bedford	1	100.0%	0.0%	Columbus	1	100.0%	0.0%
Belle Plaine	1	0.0%	100.0%	Coon Rapids-Bayard	3	100.0%	0.0%
Bennett	1	0.0%	100.0%	Council Bluffs	16	50.0%	50.0%
Benton	3	33.3%	66.7%	Creston	3	100.0%	0.0%
Bettendorf	5	60.0%	40.0%	Dallas Center-Grimes	5	0.0%	100.0%
Bondurant-Farrar	1	0.0%	100.0%	Danville	3	100.0%	0.0%
Boone	7	0.0%	100.0%	Davenport	1	100.0%	0.0%
Boyden-Hull	1	100.0%	0.0%	Davis County	10	100.0%	0.0%
Boyer Valley	1	0.0%	100.0%	Decorah Community	7	0.0%	100.0%
Brooklyn-Guernsey-Malcom	2	0.0%	100.0%	Delwood	1	0.0%	100.0%
Burlington	12	58.3%	41.7%	Denison	3	33.3%	66.7%
Calamus-Wheatland	1	100.0%	0.0%	Denver	3	100.0%	0.0%
CAM	1	100.0%	0.0%	Des Moines Independent	73	38.4%	61.6%
Camanche	9	100.0%	0.0%	Dows	2	0.0%	100.0%
Cardinal	3	0.0%	100.0%	Dubuque	33	30.3%	69.7%
Carlisle	8	100.0%	0.0%	Durant	1	100.0%	0.0%
Carroll	8	100.0%	0.0%	Eagle Grove	2	0.0%	100.0%
Cedar Falls	11	90.9%	9.1%	East Marshall	1	0.0%	100.0%

Table 5.2

Percentage of Respondents indicating that their school has summer programs for students demonstrating deficits in the area of literacy (con't.)

District	N	Yes	No	District	N	Yes	No
East Mills	5	100.0%	0.0%	Iowa City	6	66.7%	33.3%
East Sac County	3	100.0%	0.0%	Iowa Falls	4	100.0%	0.0%
East Union	1	100.0%	0.0%	Janesville Consolidated	1	100.0%	0.0%
Eastern Allamakee	3	100.0%	0.0%	Jefferson-Scranton	3	100.0%	0.0%
Eddyville-Blakesburg-	8	100.0%	0.0%	Jesup	5	20.0%	80.0%
Edgewood-Colesburg	6	33.3%	66.7%	Johnston	18	94.4%	5.6%
Elk Horn-Kimballton	2	0.0%	100.0%	Keokuk	3	0.0%	100.0%
Emmetsburg	3	100.0%	0.0%	Keota	2	0.0%	100.0%
English Valleys	2	0.0%	100.0%	Kingsley-Pierson	1	0.0%	100.0%
Estherville Lincoln	3	33.3%	66.7%	Knoxville	1	0.0%	100.0%
Fairfield	15	100.0%	0.0%	Lake Mills	3	100.0%	0.0%
Forest City	2	100.0%	0.0%	Lamoni	1	0.0%	100.0%
Fort Dodge	7	14.3%	85.7%	Laurens-Marathon	2	100.0%	0.0%
Fort Madison	9	44.4%	55.6%	Le Mars	5	0.0%	100.0%
Fredericksburg	2	100.0%	0.0%	Lenox	2	100.0%	0.0%
Fremont-Mills	1	0.0%	100.0%	Lewis Central	4	100.0%	0.0%
Galva-Holstein	3	100.0%	0.0%	Linn-Mar	1	100.0%	0.0%
Garner-Hayfield	2	0.0%	100.0%	Logan-Magnolia	1	0.0%	100.0%
Gilbert	8	0.0%	100.0%	Lone Tree	1	0.0%	100.0%
Gilmore City-Bradgate	3	0.0%	100.0%	Louisa-Muscatine	2	100.0%	0.0%
Gladbrook-Reinbeck	3	100.0%	0.0%	LuVerne	1	100.0%	0.0%
Glenwood	3	100.0%	0.0%	Lynnville-Sully	2	100.0%	0.0%
Graettinger-Terril	1	100.0%	0.0%	Madrid	6	100.0%	0.0%
Grinnell-Newburg	2	0.0%	100.0%	Manson Northwest Webster	2	0.0%	100.0%
Griswold	1	100.0%	0.0%	Maquoketa	1	0.0%	100.0%
Grundy Center	8	87.5%	12.5%	Maquoketa Valley	1	0.0%	100.0%
Guthrie Center	4	25.0%	75.0%	Marcus-Meriden-Cleghorn	3	100.0%	0.0%
Hampton-Dumont	8	87.5%	12.5%	Marshalltown	4	25.0%	75.0%
Harmony	1	0.0%	100.0%	Mason City	13	23.1%	76.9%
Harris-Lake Park	2	100.0%	0.0%	Mediapolis	2	50.0%	50.0%
Hartley-Melvin-Sanborn	4	75.0%	25.0%	Melcher-Dallas	2	0.0%	100.0%
Highland	2	50.0%	50.0%	MFL MarMac	3	100.0%	0.0%
Hinton	3	100.0%	0.0%	Missouri Valley	1	0.0%	100.0%
Howard-Winneshiek	9	0.0%	100.0%	MOC-Floyd Valley	3	66.7%	33.3%
Hubbard-Radcliffe	4	100.0%	0.0%	Monticello	1	0.0%	100.0%
Hudson	2	0.0%	100.0%	Moravia	5	80.0%	20.0%
Humboldt	1	0.0%	100.0%	Mormon Trail	3	100.0%	0.0%
IKM-Manning	1	0.0%	100.0%	Morning Sun	4	25.0%	75.0%
Independence	4	100.0%	0.0%	Moulton-Udell	1	100.0%	0.0%
Indianola	11	100.0%	0.0%	Mount Ayr	1	0.0%	100.0%
Interstate 35	3	0.0%	100.0%	Mount Pleasant	1	0.0%	100.0%

Table 5.2

Percentage of Respondents indicating that their school has summer programs for students demonstrating deficits in the area of literacy (con't).

District	N	Yes	No	District	N	Yes	No
Murray	1	0.0%	100.0%	Riverside	3	0.0%	100.0%
Muscatine	4	100.0%	0.0%	Rock Valley	1	100.0%	0.0%
Nashua-Plainfield	1	100.0%	0.0%	Roland-Story	2	100.0%	0.0%
Nevada	3	33.3%	66.7%	Ruthven-Ayrshire	2	0.0%	100.0%
New Hampton	3	0.0%	100.0%	Saydel	4	0.0%	100.0%
New London	1	100.0%	0.0%	Schaller-Crestland	1	100.0%	0.0%
Newell-Fonda	5	80.0%	20.0%	Schleswig	1	100.0%	0.0%
Newton	8	12.5%	87.5%	Sentral	4	0.0%	100.0%
Nodaway Valley	3	100.0%	0.0%	Sergeant Bluff-Luton	11	100.0%	0.0%
North Butler	1	0.0%	100.0%	Seymour	2	0.0%	100.0%
North Cedar	2	0.0%	100.0%	Sheldon	2	100.0%	0.0%
North Fayette	6	100.0%	0.0%	Shenandoah	2	0.0%	100.0%
North Kossuth	2	100.0%	0.0%	Sibley-Ocheyedan	7	100.0%	0.0%
North Linn	1	0.0%	100.0%	Sidney	4	100.0%	0.0%
North Mahaska	4	50.0%	50.0%	Sigourney	5	0.0%	100.0%
North Polk	4	0.0%	100.0%	Sioux Central	1	100.0%	0.0%
North Scott	6	100.0%	0.0%	Sioux City	13	76.9%	23.1%
North Winneshiek	1	0.0%	100.0%	Solon	1	100.0%	0.0%
Northeast	2	0.0%	100.0%	South Hamilton	1	100.0%	0.0%
Northwood-Kensett	2	0.0%	100.0%	South O'Brien	2	100.0%	0.0%
Norwalk	2	100.0%	0.0%	South Page	3	100.0%	0.0%
Oelwein	9	100.0%	0.0%	South Tama County	7	100.0%	0.0%
Ogden	4	0.0%	100.0%	South Winneshiek	8	75.0%	25.0%
Okoboji	1	100.0%	0.0%	Southeast Polk	15	66.7%	33.3%
Olin Consolidated	1	100.0%	0.0%	Southeast Webster Grand	1	0.0%	100.0%
Osage	2	0.0%	100.0%	Spencer	7	28.6%	71.4%
Oskaloosa	3	0.0%	100.0%	Spirit Lake	3	100.0%	0.0%
Ottumwa	13	61.5%	38.5%	Springville	1	100.0%	0.0%
PCM	7	57.1%	42.9%	Stanton	1	100.0%	0.0%
Pekin	1	0.0%	100.0%	Starmont	10	90.0%	10.0%
Pella	3	33.3%	66.7%	Storm Lake	5	100.0%	0.0%
Perry	6	100.0%	0.0%	Stratford	1	100.0%	0.0%
Pleasant Valley	8	100.0%	0.0%	Sumner	4	100.0%	0.0%
Pleasantville	4	75.0%	25.0%	Tipton	1	100.0%	0.0%
Pocahontas Area	5	0.0%	100.0%	Titonka Consolidated	3	100.0%	0.0%
Postville	3	100.0%	0.0%	Treynor	1	100.0%	0.0%
Prairie Valley	3	0.0%	100.0%	Tri-Center	1	0.0%	100.0%
Preston	1	100.0%	0.0%	Tri-County	3	33.3%	66.7%
Red Oak	3	66.7%	33.3%	Tripoli	2	100.0%	0.0%
Riceville	6	16.7%	83.3%	Turkey Valley	3	66.7%	33.3%
River Valley	2	100.0%	0.0%	Twin Cedars	1	100.0%	0.0%

Table 5.2

Percentage of Respondents indicating that their school has summer programs for students demonstrating deficits in the area of literacy (con't.)

District	N	Yes	No
Twin Rivers	2	0.0%	100.0%
Underwood	2	0.0%	100.0%
Union	5	80.0%	20.0%
United	5	0.0%	100.0%
Urbandale	12	16.7%	83.3%
Van Buren	5	0.0%	100.0%
Van Meter	3	0.0%	100.0%
Villisca	2	100.0%	0.0%
Vinton-Shellsburg	4	100.0%	0.0%
Waco	4	50.0%	50.0%
Walnut	2	0.0%	100.0%
Wapello	6	16.7%	83.3%
Wapsie Valley	3	0.0%	100.0%
Washington	5	100.0%	0.0%
Waterloo	26	80.8%	19.2%
Waukee	2	0.0%	100.0%
Waverly-Shell Rock	6	0.0%	100.0%
Wayne	2	100.0%	0.0%
Webster City	8	75.0%	25.0%
West Burlington Ind	3	100.0%	0.0%
West Central	3	66.7%	33.3%
West Central Valley	1	100.0%	0.0%
West Delaware County	12	100.0%	0.0%
West Des Moines	15	80.0%	20.0%
West Fork CSD	2	50.0%	50.0%
West Hancock	3	0.0%	100.0%
West Liberty	3	0.0%	100.0%
West Lyon	1	0.0%	100.0%
West Monona	3	100.0%	0.0%
West Sioux	1	100.0%	0.0%
Western Dubuque	26	0.0%	100.0%
Westwood	3	0.0%	100.0%
Williamsburg	1	0.0%	100.0%
Wilton	1	100.0%	0.0%
Winterset	2	50.0%	50.0%
Woodbury Central	3	0.0%	100.0%
Woodward-Granger	3	0.0%	100.0%

Table 5.3

Specific literacy programs or curricula used in summer literacy programs.

Program/Curriculum	Percentage
Don't know	56.4%
Guided reading	6.5%
Houghton-Mifflin	4.6%
Read Well	2.4%
Reading Naturally	1.5%
Basal series (not specified)	1.2%
Decided by Teacher	1.2%
Provided by district	1.2%
Reading Mastery	1.2%
SRA- McGraw Hill	1.2%
CAFÉ strategies	1.0%
Daily 5	1.0%
Reading Recovery	1.0%
Accelerated Reader	<1.0%
Fountas & Pinnell strategies	<1.0%
Harcourt Reading Series	<1.0%
Jolly Phonics	<1.0%
Making Words	<1.0%
My Sidewalks	<1.0%
PWIM	<1.0%
Quick Reads	<1.0%
Read 180	<1.0%
Reading First strategies	<1.0%
Research based literacy strategies by UNI	<1.0%
Rigby	<1.0%
Scholastic program	<1.0%
Summer Success by Wright Source	<1.0%
Sylvan Learning Center	<1.0%
Other	10.0%

5.1.1 Frequency and Duration of Summer Literacy Program Instruction

Most summer literacy programs last between two and four weeks, with about one fifth lasting for six weeks (see Figure 5.1). This pattern is similar across AEAs with only Grant Wood and Great Prarie having about one tenth of summer literacy progams lasting longer at eight weeks (see Table 5.4). Most sessions last one hour or less, but some programs last between one and two hours for each session (see Figure 5.2). Again, this pattern is fairly consistent across AEAs with Mississippi Bend and Great Prarie each having over 10% of programs that last over two hours per session (Table 5.5). They also had the fewest programs that last one half hour or less per session.
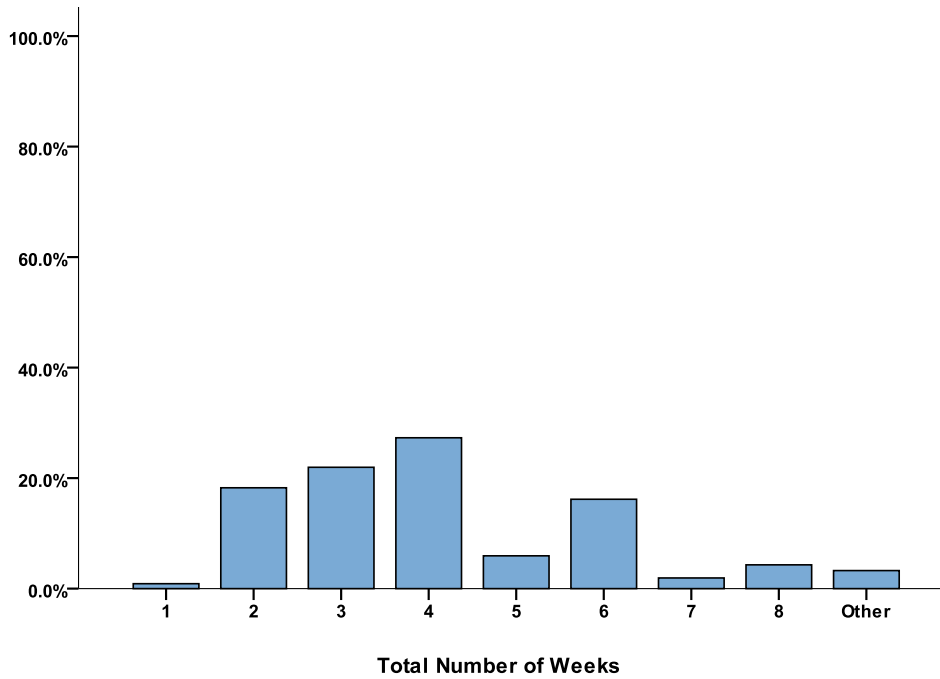
Figure 5.1. Total duration of summer literacy program.

Table 5.4

Total Duration of Summer Literacy Programs by AEA

AEA	N	Total Number of Weeks								
		1	2	3	4	5	6	7	8	Other
Keystone	78	.0%	16.7%	10.3%	39.7%	6.4%	14.1%	5.1%	2.6%	5.1%
Prairie Lake	57	1.8%	22.8%	28.1%	24.6%	1.8%	19.3%	0.0%	1.8%	0.0%
Mississippi Bend	42	0.0%	38.1%	28.6%	16.7%	2.4%	11.9%	0.0%	0.0%	2.4%
Grant Wood	31	0.0%	3.2%	16.1%	38.7%	12.9%	16.1%	0.0%	9.7%	3.2%
Heartland	153	0.7%	13.1%	20.3%	22.9%	3.9%	24.2%	3.3%	5.9%	5.9%
Northwest	59	0.0%	27.1%	22.0%	20.3%	8.5%	20.3%	1.7%	0.0%	0.0%
Green Hills	59	0.0%	15.3%	16.9%	42.4%	6.8%	11.9%	1.7%	3.4%	1.7%
Great Prairie	87	1.1%	26.4%	21.8%	20.7%	3.4%	12.6%	1.1%	10.3%	2.3%
AEA267	97	2.1%	11.3%	32.0%	25.8%	10.3%	10.3%	1.0%	3.1%	4.1%
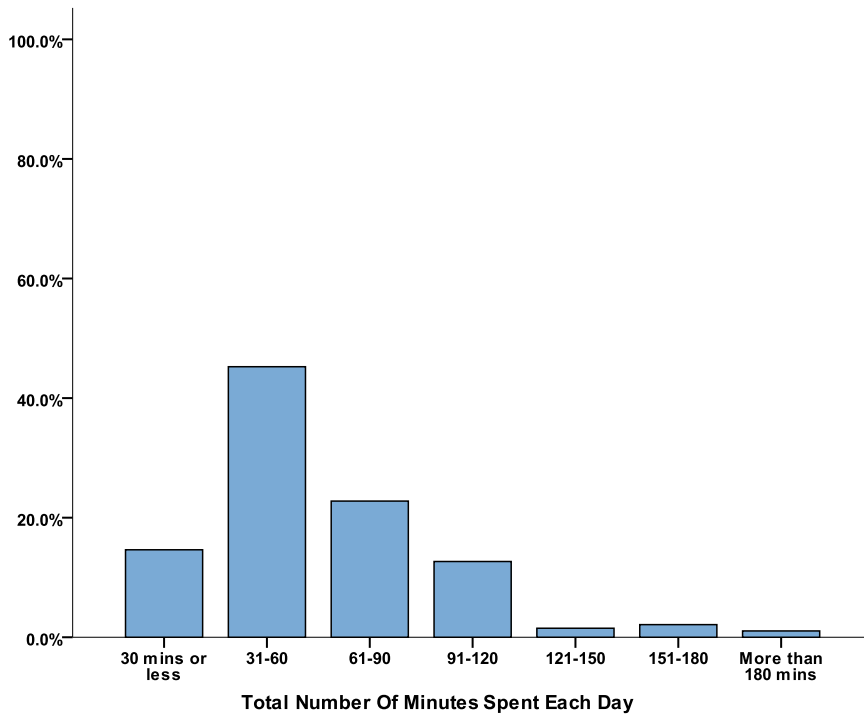
Figure 5.2. Amount of time spent on reading instruction during each session of the summer literacy program.

Table 5.5

Amount of time spent on reading instruction during each session of the summer literacy program by AEA.

AEA	N	≤30	31-60	61-90	91-120	121-150	151-180	>180
		Total Number Of Minutes Spent Each Day						
Keystone	76	19.7%	52.6%	11.8%	10.5%	2.6%	2.6%	0.0%
Prairie Lakes	57	14.0%	45.6%	26.3%	10.5%	0.0%	3.5%	0.0%
Mississippi Bend	42	7.1%	35.7%	28.6%	19.0%	2.4%	2.4%	4.8%
Grant Wood	28	17.9%	42.9%	14.3%	21.4%	0.0%	0.0%	3.6%
Heartland	150	18.7%	48.0%	19.3%	12.7%	0.7%	0.0%	0.7%
Northwest	59	16.9%	59.3%	11.9%	8.5%	1.7%	1.7%	0.0%
Green Hills	58	13.8%	36.2%	34.5%	12.1%	0.0%	3.4%	0.0%
Great Prairie	86	9.3%	41.9%	23.3%	14.0%	4.7%	4.7%	2.3%
AEA267	96	11.5%	43.8%	29.2%	12.5%	0.0%	2.1%	1.0%

5.2 Digging Deeper: What Administrators, Teachers, Instructional Coaches and Curriculum Directors Have to Say on This Topic

Administrators, teachers, instructional coaches, specialists and/or curriculum directors from every AEA were interviewed to gain more information on the topics reported in this section. Table 5.6 provides a summary of the information gained through these interviews.

Table 5.6

Summary of Information about Summer Literacy Programs from Interviews

AEA	How many students participate in the summer program?	How are students selected for the summer program?	Who teaches in the summer program?
Green Hills	*Superintendent:* "We typically don't turn anyone away." *Principal 1:* "There is usually a waiting list. We have two sites open for our district and I think each of those sites have can take between around 400 kids so I'm guessing around 800 elementary school students." *Principal 2:* "Twenty five percent."	*Superintendent:* Teacher recommendation or parent request. *Principal 1:* "We look at the Iowa Assessments in reading comprehension and vocabulary. Any student who is scoring at grade level or below on those is considered."	No responses
Northwest	*Principal 2:* "About 40 students." *Teacher:* Not more than 25% of the district.	*Principal 1:* Only special education. *Principal 2:* "Mainly teacher nomination. And I take their data like their DIBLES and the Iowa assessment data and put it in a spread sheet and then take the bottom 25% or so of the classes that are nominated." *Teacher:* "It is open to any ESL student, any student who has a different language primarily spoken at home."	*Principal 1:* Special education teachers. *Principal 2:* Classroom teachers. *Teacher:* Regular teachers.

Table 5.6

Summary of Information about Summer Literacy Programs from Interviews (con't.)

AEA	How many students participate in the summer program?	How are students selected for the summer program?	Who teaches in the summer program?
Mississippi Bend	*Principal:* Five percent.	*Principal:* "We look at DIBELS information, Iowa assessment information, we look at common formative assessments that have been used in the classroom and make sure that it wasn't just a one snapshot."	*Principal:* "It's our regular education classroom teachers that is on a volunteer basis. Now they don't volunteer, they get paid for it, but they get to volunteer whether they want to do it or not, it is not a requirement that we have."
Prairie Lakes	No responses.	No responses.	No responses.
Heartland	*Principal:* "73 out of 580 students." *Teacher 1:* "Sixty kids". Teacher 2: "I don't know exactly…, but I assume pretty much 2-3 from each class."	*Instructional Coach:* "Students receiving the tier 2 instruction are prioritized and then invited." *Teacher 1:* "It was just the first 60 kids that signed up." Teacher 2: Economic status, assessment performance, teacher input, parent support.	*Principal:* Classroom teachers. *Teacher 1:* Teachers who volunteered.
Grant Wood	*Curriculum Director:* "It's not a large percentage. I want to say we have around three hundred children participate."	*Curriculum Director:* "It's based on their reading assessment and teacher judgment. It's not a single score that is the criteria."	*Curriculum Director:* "Classroom teachers; they could be title one teachers. Sometimes they're new hires that haven't taught in the district but they are all certified staff."

Table 5.6

Summary of Information about Summer Literacy Programs from Interviews (con't.)

AEA	How many students participate in the summer program?	How are students selected for the summer program?	Who teaches in the summer program?
Great Prairie	No responses	*Principal 1:* Teacher recommendation, but parents decide whether a child attends or not.	No responses.
AEA 267	*Principal 1:* "Fifteen percent"	*Principal 1:* "Through teacher recommendation which is based off of both DIBELS scores and performance in the classroom."	*Principal 1:* "Two classroom teachers and a special education teacher. It's not a special education summer school she is just one of the teachers that participates with that program."
Keystone	*Teacher:* 20-25 out of 240	*Teacher:* Generally receiving tier 2 support.	No responses.

SECTION 6: DEMOGRAPHICS AND QUALIFICATIONS

This section reports information on the professional educational experience, educational degree attainment, and certifications and endorsements of the teachers, principals and Area Education Agency respondents. The results are grouped by region based on the Area Education Agency (AEA) with which each district is associated.

The results reported in this section provide information about the respondents only.
Due to the small number of respondents in some categories in some of the AEAs, the numbers and percentages reported in this section cannot be interpreted as a representation of all of the teachers, principals and AEA staff.

6.1 Work Experience

Although there was variance in the mean number of years of educational experience of the AEA staff, most of the respondents have ten years or less experience. The mean number of years of experience for AEA staff and for principals is less than thirteen years in all of the AEAs, while the mean number of years of experience for the teachers was fourteen or greater in all AEAs. As a whole, the group of teacher respondents had more experience in education than either the group of AEA staff or principal respondents (See Table 6.1).

Table 6.1

Principal, Teacher and AEA Staff Years of Professional Educational Experience

| AEA | Mean Number of Years | | |
	AEA Staff	Principals	Teachers
AEA267	5.7	11.8	17.5
Grant Wood	9.1	10.3	15.0
Great Prairie	5.5	6.4	17.5
Green Hills	9.2	10.2	18.6
Heartland	11.8	11.4	17.0
Keystone	7.7	10.1	17.4
Mississippi Bend	9.8	8.9	14.1
Northwest	12.8	10.2	19.2
Prairie Lakes	10.7	11.9	18.9

6.2 Qualifications

Table 6.2 provides information on the highest degree obtained by all of the principal and teacher respondents. Almost all of the teachers have completed a bachelor's degree or higher. In eight of the AEAs, one-third to one-half of the teacher respondents have completed a master's degree and several have completed a doctoral degree. The AEA with the lowest report of master's degrees was Prairie Lakes (28.4%).

All of the principals in eight of the AEAs have completed a master's degree or doctorate. Only two principals in Great Prairie AEA have not completed a master's degree (See Table 6.2). All but one of the AEA respondents has completed a master's degree or doctorate (See Table 6.3).

Teachers, principals, and AEA staff hold endorsements in a wide variety of areas (See Tables 6.4-6.6). The most common area of endorsement for K-3 teachers is reading. Despite reading being the most common area of endorsement, still only about 25-36% of teachers hold reading endorsements in each AEA. The highest instance of reading endorsements is 36.8%, which occurs in the Prairie Lakes AEA. A modest percentage of principals, ranging from 3.4-12.5%, also hold reading endorsements. The areas of licensure for the AEA staff are varied as well, with the most frequently reported licenses being Teacher (K-6), School Psychologist, Speech Language Pathologist, Reading Teacher (K-8), and Special Education Consultant (See Table 6.7).

Table 6.2

Highest Level Degree Earned by Principals and Teachers

AEA	Job title	N	High school diploma	Associate	Bachelors	Masters	Doctoral	Other
					Degree			
AEA267	Teacher	144	0.7%	0.7%	58.3%	38.9%	1.4%	0.0%
	Principal	20	0.0%	0.0%	0.0%	75.0%	10.0%	15.0%
Grant Wood	Teacher	80	0.0%	0.0%	50.0%	48.8%	1.3%	0.0%
	Principal	16	0.0%	0.0%	0.0%	93.8%	0.0%	6.3%
Great Prairie	Teacher	138	0.0%	0.0%	60.1%	37.7%	1.4%	0.7%
	Principal	20	0.0%	0.0%	10.0%	85.0%	0.0%	5.0%
Green Hills	Teacher	67	0.0%	0.0%	61.2%	38.8%	0.0%	0.0%
	Principal	24	0.0%	0.0%	0.0%	91.7%	8.3%	0.0%
Heartland	Teacher	283	0.0%	0.0%	49.5%	49.8%	0.0%	0.7%
	Principal	29	0.0%	0.0%	0.0%	72.4%	13.8%	13.8%
Keystone	Teacher	163	0.0%	0.0%	54.6%	44.8%	0.0%	0.6%
	Principal	12	0.0%	0.0%	0.0%	91.7%	8.3%	0.0%
Mississippi Bend	Teacher	39	0.0%	0.0%	51.3%	48.7%	0.0%	0.0%
	Principal	14	0.0%	0.0%	0.0%	71.4%	7.1%	21.4%
Northwest	Teacher	74	0.0%	0.0%	48.6%	50.0%	0.0%	1.4%
	Principal	14	0.0%	0.0%	0.0%	92.9%	0.0%	7.1%
Prairie Lakes	Teacher	95	0.0%	0.0%	70.5%	28.4%	0.0%	1.1%
	Principal	16	0.0%	0.0%	0.0%	93.8%	0.0%	6.3%

Table 6.3

Highest Level Degree Earned by AEA Respondents

AEA	N	High school diploma	Associate	Bachelors	Masters	Doctoral	Other
				Degree			
AEA 267	3	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Grant Wood	16	0.0%	0.0%	0.0%	87.5%	6.3%	6.3%
Great Prairie	17	0.0%	0.0%	0.0%	76.5%	0.0%	23.5%
Green Hills	6	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Heartland	6	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Keystone	9	0.0%	0.0%	0.0%	77.8%	0.0%	22.2%
Mississippi Bend	51	0.0%	0.0%	2.0%	82.4%	2.0%	13.7%
Northwest	4	0.0%	0.0%	0.0%	75.0%	25.0%	0.0%
Prairie Lakes	9	0.0%	0.0%	0.0%	88.9%	0.0%	11.1%

Table 6.4

Areas in Which Teachers Hold Endorsements

Endorsements	Keystone	Prairie Lakes	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
					AEA				
Agriculture	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Sign Language	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%
Art	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%
English/language arts (K-8)	6.2%	3.2%	7.7%	7.5%	6.4%	2.7%	4.5%	5.9%	7.0%
English/language arts (5-12)	0.0%	1.1%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.7%
English/language arts (all)	0.0%	1.1%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	1.4%
Foreign language	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%
Health	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	1.5%	0.0%	0.7%
Mathematics (K-8)	3.1%	1.1%	7.7%	2.5%	2.9%	0.0%	0.0%	0.0%	2.1%
Mathematics (5-12)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Music (K-8)	0.6%	1.1%	2.6%	0.0%	0.0%	1.4%	0.0%	0.7%	0.0%
Teacher--Middle School	0.0%	0.0%	0.0%	0.0%	0.4%	1.4%	1.5%	0.0%	0.0%
Physical education (K-8)	0.6%	3.2%	0.0%	0.0%	0.4%	1.4%	1.5%	0.7%	0.0%
Reading (K-8) & (5-12)	30.2%	36.8%	25.6%	27.5%	31.4%	32.9%	28.4%	27.2%	31.0%
Reading Requirements (5-12)	0.0%	1.1%	0.0%	1.3%	0.0%	1.4%	0.0%	0.0%	0.0%
Reading specialist (K-12)	9.3%	5.3%	10.3%	5.0%	9.3%	9.6%	6.0%	8.1%	11.3%
Science--basic (K-8)	0.0%	1.1%	0.0%	0.0%	1.1%	0.0%	1.5%	1.5%	1.4%
Social Sciences - History (K-8)	1.9%	1.1%	0.0%	1.3%	1.8%	0.0%	0.0%	0.0%	1.4%
Social Sciences - Psychology	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Social Sciences - Social studies	1.2%	1.1%	0.0%	5.0%	1.1%	0.0%	0.0%	0.0%	0.7%
Social Sciences (All)	0.0%	0.0%	2.6%	0.0%	1.1%	0.0%	0.0%	0.0%	0.7%
Athletic coach	0.0%	3.2%	0.0%	0.0%	0.4%	1.4%	0.0%	0.0%	0.0%
Teacher--elementary classroom	22.2%	17.9%	28.2%	16.3%	18.9%	26.0%	34.3%	29.4%	16.9%
Teacher (PreK-K)	1.9%	4.2%	0.0%	5.0%	3.9%	4.1%	3.0%	8.1%	1.4%
Teacher (PreK-3)	1.9%	9.5%	0.0%	5.0%	2.5%	1.4%	7.5%	2.2%	1.4%
Talented and gifted teacher-coordinator	0.0%	1.1%	2.6%	0.0%	0.4%	0.0%	1.5%	0.0%	0.0%
English as a Second Language (ESL) (K-12)	0.6%	1.1%	0.0%	3.8%	4.6%	2.7%	3.0%	0.7%	1.4%
School teacher librarian (K-12)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%

Table 6.4

Areas in Which Teachers Hold Endorsements (con't).

				AEA					
Endorsements	Keystone	Prairie Lakes	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
Teacher (PreK-3, including special education)	8.0%	2.1%	0.0%	8.8%	5.0%	4.1%	1.5%	4.4%	8.5%
Trade and industrial subjects	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%
Other	10.5%	3.2%	12.8%	8.8%	8.2%	5.5%	3.0%	10.3%	11.3%

Table 6.5

Areas in Which Principals Hold Endorsements

				AEA					
Endorsement	Keystone	Prairie Lakes	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
Agriculture	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Art	3.1%	0.0%	0.0%	0.0%	2.8%	0.0%	0.0%	2.0%	2.8%
Business	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	2.8%
Driver and safety education	0.0%	3.4%	2.4%	0.0%	0.0%	2.0%	0.0%	3.9%	0.0%
English/language arts (K-8)	3.1%	5.2%	0.0%	6.4%	2.8%	0.0%	0.0%	3.9%	8.3%
English/language arts (5-12)	0.0%	1.7%	0.0%	2.1%	1.4%	0.0%	0.0%	0.0%	11.1%
English/language arts (all)	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foreign language	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%
Health	0.0%	1.7%	4.8%	2.1%	2.8%	0.0%	4.1%	2.0%	0.0%
Mathematics (K-8)	6.3%	0.0%	7.1%	6.4%	4.2%	0.0%	0.0%	3.9%	0.0%
Mathematics (5-12)	0.0%	1.7%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Music (K-8)	3.1%	5.2%	2.4%	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%
Music (5-12)	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%
Teacher--Middle School	0.0%	5.2%	4.8%	4.3%	2.8%	2.0%	4.1%	2.0%	8.3%
Physical education (K-8)	0.0%	8.6%	9.5%	2.1%	5.6%	0.0%	2.0%	5.9%	0.0%
Physical education (5-12)	0.0%	3.4%	9.5%	2.1%	4.2%	4.1%	2.0%	3.9%	0.0%
Reading (K-8) & (5-12)	12.5%	3.4%	4.8%	8.5%	5.6%	12.2%	8.2%	11.8%	11.1%
Reading Requirements (5-12)	0.0%	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%

Table 6.5

Areas in Which Principals Hold Endorsements (con't.)

					AEA				
Endorsement	Keystone	Prairie Lake	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
Reading specialist (K-12)	3.1%	0.0%	2.4%	4.3%	1.4%	2.0%	0.0%	0.0%	0.0%
Science--basic (K-8)	3.1%	1.7%	0.0%	4.3%	1.4%	4.1%	2.0%	0.0%	5.6%
Science - Biological	6.3%	1.7%	0.0%	0.0%	2.8%	4.1%	2.0%	2.0%	2.8%
Science - Chemistry	3.1%	1.7%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	2.8%
Science - Earth science	0.0%	1.7%	2.4%	0.0%	0.0%	2.0%	0.0%	2.0%	0.0%
Science - General science	6.3%	1.7%	2.4%	0.0%	4.2%	2.0%	0.0%	0.0%	0.0%
Science - Physical science	3.1%	1.7%	2.4%	0.0%	1.4%	2.0%	0.0%	0.0%	0.0%
Social Sciences - American government	0.0%	3.4%	0.0%	0.0%	0.0%	2.0%	2.0%	2.0%	0.0%
Social Sciences - American history	0.0%	3.4%	0.0%	0.0%	0.0%	6.1%	2.0%	2.0%	0.0%
Social Sciences - Economics	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%
Social Sciences - Geography	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	3.9%	0.0%
Social Sciences - History (K-8)	0.0%	1.7%	2.4%	0.0%	1.4%	2.0%	2.0%	3.9%	0.0%
Social Sciences - Social studies	3.1%	1.7%	0.0%	4.3%	0.0%	4.1%	2.0%	2.0%	0.0%
Social Sciences - Sociology	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%
Social Sciences - World history	0.0%	1.7%	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%	0.0%
Social Sciences (All)	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%
Athletic coach	6.3%	15.5%	9.5%	6.4%	12.7%	6.1%	10.2%	5.9%	5.6%
Teacher--elementary classroom	25.0%	13.8%	19.0%	25.5%	25.4%	18.4%	28.6%	23.5%	27.8%
Teacher (PreK-K)	3.1%	0.0%	0.0%	2.1%	2.8%	2.0%	2.0%	5.9%	2.8%
Teacher (PreK-3)	3.1%	0.0%	0.0%	8.5%	0.0%	0.0%	6.1%	0.0%	0.0%
Talented and gifted teacher-coordinator	3.1%	3.4%	0.0%	0.0%	1.4%	2.0%	2.0%	2.0%	0.0%
Elementary counselor	0.0%	1.7%	2.4%	2.1%	2.8%	4.1%	0.0%	2.0%	0.0%
Secondary counselor	0.0%	0.0%	2.4%	2.1%	2.8%	4.1%	0.0%	0.0%	0.0%
School teacher librarian (K-12)	0.0%	0.0%	2.4%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Teacher (PreK-3) & Special Education (PreK-3)	0.0%	0.0%	0.0%	2.1%	1.4%	0.0%	2.0%	2.0%	0.0%
Office education	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%
Health occupations	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
None	0.0%	0.0%	2.4%	0.0%	1.4%	0.0%	8.2%	2.0%	0.0%

Table 6.6

Areas in Which AEA Respondents Hold Endorsements

Endorsements	Keystone	Prairie Lakes	Mississippi Bend	Grant Wood	Heartland	Northwest	Green Hills	Great Prairie	AEA 267
American Sign Language	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Elementary counselor	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Elementary school teacher librarian	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English as a Second Language (ESL) (K-12)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
English Language Arts (5-12)	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
English Language Arts (all)	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%
English Language Arts (K-8)	66.7%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Health occupations	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Multi-occupations	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
Music (5-12)	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Office education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Reading (K-8) & (5-12)	0.0%	6.7%	26.7%	13.3%	6.7%	20.0%	13.3%	13.3%	0.0%
Reading specialist (K-12)	40.0%	20.0%	0.0%	0.0%	20.0%	0.0%	20.0%	0.0%	0.0%
School teacher librarian (K-12)	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Secondary counselor	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%
Social Sciences - Psychology	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Social Sciences (All)	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
Teacher (PreK-K)	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Teacher--elementary classroom	0.0%	5.9%	47.1%	5.9%	17.6%	0.0%	0.0%	17.6%	5.9%
Teacher (PK-3, including special education)	22.2%	11.1%	44.4%	22.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Applicable	0.0%	15.0%	45.0%	10.0%	5.0%	0.0%	0.0%	20.0%	5.0%

Table 6.7

Areas of Licensure for AEA Respondents

Licensure Area	N	Licensure Area	N
Teacher (K-6)	32	Special Education, Elementary	2
School psychologist	16	Administrator (K-8)	1
Speech Language Pathologist	15	American Government (5-12)	1
Reading (K-8)	12	Behavioral Disorders	1
Consultant, special education	11	Coach (K-12)	1
Special Education	9	Coaching	1
Educational Consultant (K-12)	8	Deaf Education	1
Social Worker	6	General Business Concepts	1
Special Education (K-6), LD, Mild/Mod. Disabilities	5	Instructional Strategist I: Mild/Moderate (K-8)	1
Multi-categorical (5-12)	4	Learning Disabilities (5-12)	1
Reading Specialist	4	Learning Disabilities (K-8)	1
Administrator License (PreK-12) - Principal	3	Master Curriculum	1
Early Childhood	3	Mental Disabilities Mild/Moderate (K-8)	1
Early Childhood Special Education	3	Multi-categorical Resource Mild (K-8)	1
English Language Arts (5-12)	3	Multi-categorical Special Class with Integration	1
PreK-12 principal	3	Multi-categorical Special Class with Integration (K-8)	1
Social Studies (K-8)	3	Occupational therapy assistant	1
Art (K-12)	2	Professional Administrator License	1
Behavioral Disorders (5-12)	2	Professional Service License	1
Evaluator (K-12)	2	Psychology (5-12)	1
History	2	Special Education Strategist I (5-12)	1
Instructional Strategist 1, Moderate / Mild	2	Special Education Supervisor Evaluator (NEW) (PK-12)	1
Language Arts (K-8)	2	Special Education, Strategist 2	1
Master educator license	2	Strategist 1 (Special Education) (K-8)	1
Music (K-12)	2		
Special Education (7-12)	2		
Special Education (K-12)	2		