

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Comprehensive Literacy State Development Program

CFDA # 84.371C

PR/Award # S371C200019

Grants.gov Tracking#: GRANT13124227

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200019

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="06/02/2020"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--------------------------------------------------------------------------------------------------	--------------------------------------------------------------------

d. Address:

* Street1:	<input type="text" value="205 Jefferson Street"/>
Street2:	<input type="text" value="PO Box 480"/>
* City:	<input type="text" value="Jefferson City"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MO: Missouri"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="65102-0480"/>

e. Organizational Unit:

Department Name: <input type="text" value="College and Career Readiness"/>	Division Name: <input type="text" value="Learning Services"/>
-------------------------------------------------------------------------------	------------------------------------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Lisa"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Sireno"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
-----------------------------------------------------------	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

*** 12. Funding Opportunity Number:**

ED-GRANTS-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Missouri CLSD Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

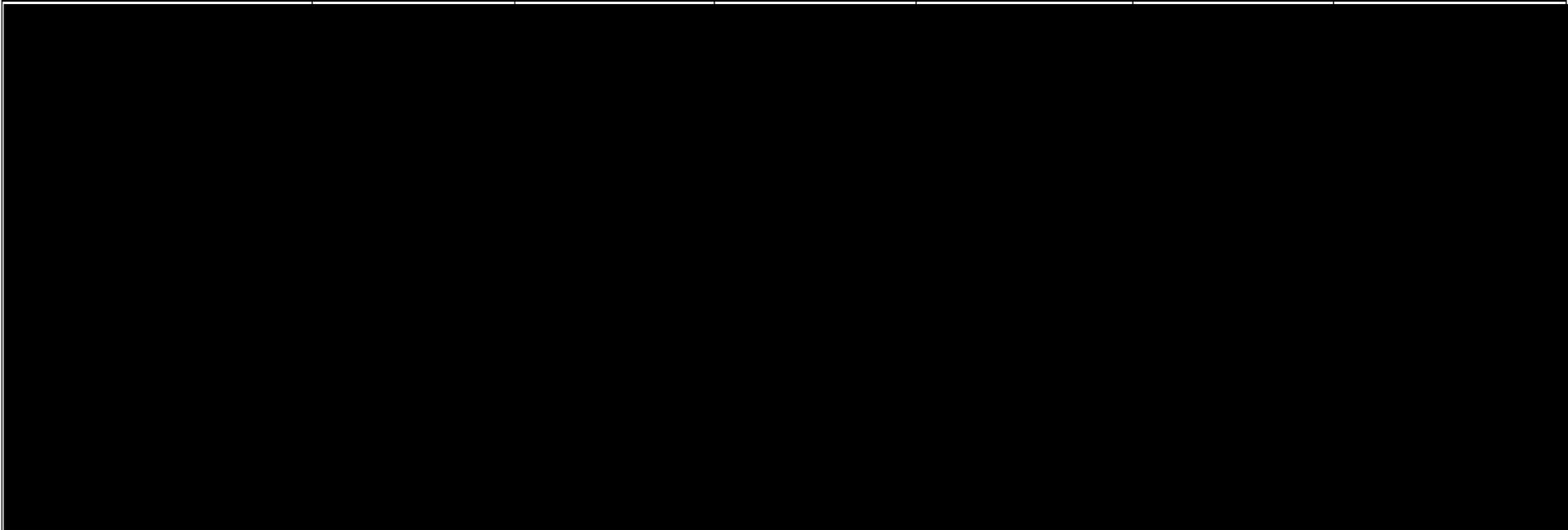
OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Missouri Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**



***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.30 %.
PR/Award # S371C200019

Name of Institution/Organization

Missouri Department of Elementary and Secondary Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**



SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Missouri Department of Elementary and Secondary Education

* Street 1: 205 Jefferson Street Street 2: PO Box 480

* City: Jefferson City State: MO: Missouri Zip: []

Congressional District, if known: []

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Comprehensive Literacy Development
	CFDA Number, if applicable: 84.371

8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
---------------------------------------------------	---------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name N/A Middle Name []

* Last Name N/A Suffix []

* Street 1 N/A Street 2 []

* City N/A State [] Zip []

b. Individual Performing Services (including address if different from No. 10a)

Prefix [] * First Name N/A Middle Name []

* Last Name N/A Suffix []

* Street 1 N/A Street 2 []

* City N/A State [] Zip []

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: [Redacted]

* Name: Prefix [] * First Name Margie Middle Name []

* Last Name Vandeven Suffix []

Title: Commissioner of Education Telephone No.: [] Date: 06/02/2020

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-Missouri GEPA Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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General Education Provisions Act (GEPA) Section 427

Potential Barriers Relevant to MO-DESE's CLSD Grant Proposal

Race

The purpose of MO-DESE's proposed grant is to reach high-need schools in impoverished areas showing low literacy achievement based on state grade-level and end-of-course assessments. Because most of these schools serve students from within Qualified Opportunity Zones (a competitive priority in our subgrant application), we can confidently say that we will achieve our purpose in selecting the schools most in need based on our data. While most of the schools that fall within these descriptors serve high proportions of racial minorities, race is not a determining factor in selecting schools to be served by this project.

The early childhood portion of our grant proposal recognizes and addresses the research behind early literacy exposure in homes, in particular that of multimodal literacies in the homes of racial minorities. This research is a key component in informing the proposed activities, ensuring equitable opportunities for children and their families to build on early, at-home literacies regardless of mode.

National Origin

Regardless of a child's age, a lack of proficiency in English can be a powerful barrier to surviving and thriving in an educational environment. Components of this grant proposal, under the supervision of MO-DESE's Director of English Language Development, address the needs of our English language learners, a population that has grown over 1000% in the last 30 years from 2,787 in 1988 to 38,925 in 2018. Furthermore, our grant partners are experienced in developing

activities and selecting materials that are culturally sensitive, relevant, and accessible to students of all nationalities.

Gender

Activities and selection of materials, as addressed above under “National Origin,” will show sensitivity to the gender identity of all children.

Disability

As part of our project management plan, we have included MO-DESE’s Effective Practices Director and Effective Practices Coordinator from the Office of Special Education to serve as liaisons in an advisory role on our management team. They will help us ensure that grant activities are accessible to all educators, children, and families served by this grant. Furthermore, our grant partners who are directly involved with these activities have the experience and capacity to accommodate educators, children, and participating family members with disabilities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Missouri Department of Elementary and Secondary Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Lisa		Sireno	

Address:

Street1:	205 Jefferson Street
Street2:	PO Box 480
City:	Jefferson City
County:	
State:	MO: Missouri
Zip Code:	65102-0480
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
5737513545	

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1234-Missouri Research Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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MO-DESE

Objectives of Exempt Research with Human Subjects

The first study is a mixed methods study with adult participants with the following objectives: Increase preK-12 educators' (a) sense of efficacy for literacy instruction and (b) frequency of evidence-based critical literacy instructional practices. This study is exempt category 1. The second study is a quantitative study involving normal educational practices that will include student data that is deidentified and aggregated by grade level and school in order to meet the following objective: increase the literacy outcomes for preK-12th grade students in 80 high-needs schools. This study is exempt category 2.

Human Subjects Involvement, Characteristics, and Recruitment

The research will be conducted in up to 80 preK-12 school sites selected by MO-DESE to be a part of the specialized literacy training. The adult participants will include up to 80 literacy specialists, up to 80 principals, up to 80 special educators, up to 80 English as a second language specialists, and between 2,000 and 3,000 classroom teachers. All adult participants are expected to be between the ages of 18-65 and have a college degree. All educators within a MO-DESE selected school will be included in recruitment for the research study and IRB-approved protocols will be followed for recruitment of adult participants and obtaining informed consent.

Sources of Materials

Instruments for quantitative data collection with adult participants will include Critical Literacy Pedagogy Scale (Paul, 2018); Teacher Sense of Efficacy for Literacy Instruction (TSELI; Tschannen- Moran & Johnson, 2011); Validated Observation Protocol for developmental level

(e.g., C3WP NWP, 2015); CLASS (Touchstone, 2020; PLATO, Grossman et al., 2013); Summer Institute Evaluation Survey and End-of-Year Survey generated by Show Me Literacies Collaborative. Researchers will distribute all instruments as online surveys. Qualitative data will include focus group and one-on-one interviews with researchers following IRB-approved protocols. Participants will be assigned a pseudonym, and the key will be kept in a separate password-protected location from the data.

Instruments for data collection aggregated at the cohort level for groups of students at a grade-level within a school will include the Developmental Reading Assessment (DRA3; Beaver & Carter, 2019), PALS preK and PALS+ (Invernizzi, Sullivan, Meier, & Swank, 2004), C3WP Using Sources Tool (NWP, 2015), Read Ready (Sabatini et al., 2019), Scholastic Reading Inventory and related existing data from validated analytic assessment tools measuring student literacy selected and collected by schools. School personnel will administer instruments as part of their battery of diagnostic and formative literacy assessment plan. Aggregated student data will also include graduation rates, credit sufficiency, and Missouri Assessment Program data.

Potential Risks and Protection Against Risk

There is no greater risk than normal educational activities for all participants. All data will be kept confidential and protected via password-protected secure electronic storage on password-protected computers. Educators and schools will be assigned pseudonyms in reports. The benefits of the knowledge to be gained as a result of the proposed research outweigh the unlikely and minor risks involved for participants.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

**Abstract: Missouri Department of Elementary and Secondary Education
Project Objectives and Activities**—Three goals will steer the direction of MO-DESE’s work in

meeting 15 objectives outlined in the project narrative:

1. Build capacity of LEA leaders in 80 schools to develop, implement, and maintain high-quality, evidence-based literacy plans with the potential to support the subgrantee schools in their districts and leverage this capacity to better support all schools in their districts through what is learned during this five-year process.
2. Prepare educators (pre-service teachers in participating institutions of higher education, early childhood teachers in 20 subgrantees’ communities, K-12 teachers in 80 subgrantees’ schools) to meet the literacy instruction needs of all students charged to them.
3. Increase literacy outcomes for all children (approximately 35,000) served by subgrantee, high-need schools.

MO-DESE has designed a comprehensive, research-based program of activities that will be implemented in three phases: (1) assessment of each schools’ needs and assets; (2) intensive summer institutes; school-based professional development sessions for literacy specialists, principals, special education teachers, English language teachers, and classroom teachers; and one-on-one coaching with literacy experts; and (3) inquiry communities where educators will lead discussions and conduct teacher inquiry projects. In addition to school-based activities, the proposal includes family and community literacy, higher education, and open online professional learning for all preservice and in-service educators statewide.

Applicable Priorities—Missouri qualifies for all Competitive Preference Priorities: (1) new potential grantee; (2) investment in QOZ's; and (3) streamlining education with an increased focus on improving student outcomes and providing increased value to students and taxpayers.

Proposed Project Outcomes—Funding from this grant will allow MO-DESE ELA staff to leverage current partnerships while teaming with MO-DESE staff from early childhood, special education, and higher education to achieve the following with the LEA's subgrantees:

1. Provide evidence-based, high-quality professional development and materials leading to the implementation of practices and opportunities supporting educators, children, and families.
2. Partner with LEAs and their communities to systematically accelerate literacy achievement from birth through grade 12.

Number of Participants to Be Served/Number and Location of Proposed Sites—The proposed MO-DESE grant will serve 20 early childhood sites, 40 elementary schools, and 40 secondary schools with approximately 35,000 children and 2,000 educators. Districts with at least one school receiving services can take what is learned from professional development provided to that building and use it with other schools, greatly increasing the potential outreach capacity of this grant. MO-DESE's data on poverty indicators and ELA achievement show that the likely recipients of services from the competitive subgrant process will be located mostly in Kansas City, St. Louis, north St. Louis County, Springfield, and the state's southeast corner. This does not rule out other locations as these cannot be determined until subgrants are awarded. Proposed online professional development will be available to all preservice and in-service educators, creating a potential positive impact for thousands of educators and their students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



MISSOURI COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM

Grant Proposal 2020

Missouri Department of Elementary and Secondary Education (MO-DESE)

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Introduction

In August of 2019, the Office of College and Career Readiness of the Missouri Department of Elementary and Secondary Education (MO-DESE) released the [*K-12 Missouri State Literacy Plan*](#), a revision of the state’s previous literacy plan, to provide stakeholders with updated research and pedagogy. This new literacy plan is an evidence-based resource for administrators and teachers with information for parents and caregivers along the K-12 continuum. It provides information on integrating literacy instruction with the 2016 Missouri Learning Standards and current knowledge about literacy development to guide districts in developing their own comprehensive literacy plan to meet the needs of their students.

The state literacy plan uses current research to lay out a framework of five components: Leadership and Sustainability; Standards-based Curriculum; Intentional Instruction, Intervention, and Enrichment; Assessment; and Partnerships. Missouri’s proposal for the Comprehensive Literacy State Development Program grant aligns with these five components. Interwoven with this plan is MO-DESE’s belief that implementation of the science of reading—explicit phonics instruction, reading practice with varied texts to develop fluency, and development of vocabulary and content knowledge to improve reading comprehension (Riley, 2020)—is critical for reading success. During the fall of 2019, MO-DESE English Language Arts (ELA) staff from the Office of College and Career Readiness, along with assistance from ELA leads from Missouri’s 11 Regional Professional Development Centers (RPDC), conducted a roll-out of the new literacy plan. These sessions at the state’s RPDC’s reached over 400 educators from nearly 200 districts in all regions of the state. Following these sessions, many educators contacted MO-DESE, eager for assistance in developing and implementing district- and school-level plans to address their needs. MO-DESE is currently working on a project with RPDC literacy partners to produce a

series of webinars that will be available to all educators as they develop the five components of their district or school literacy plans, providing a greater degree of explicit guidance for reading instruction. Adhering to the requirements of this grant, MO-DESE, using the science of reading, will review and revise its literacy plan to better meet the needs of diverse stakeholders.

Missouri is a geographically diverse, mostly rural state. Located on the west and east edges of Missouri are the large metropolitan areas of Kansas City and St. Louis. With the exception of a few small cities (e.g., Springfield, Columbia, Cape Girardeau, St. Joseph, Joplin, and Jefferson City), the remainder of the state is rural. Missouri's 2,275 public schools (in 518 districts) and 78 charter schools serve 881,352 students (data from 2019). MO-DESE's mission, "Providing Access to Opportunity," is the impetus for Missouri's application for the CLSD grant. Funding from this grant will help provide the support needed in schools that serve some of the state's most underserved and vulnerable urban and rural students, students who need a solid foundation in literacy to have access to opportunity.

Need for the Project

As MO-DESE has watched significant ELA achievement gaps continue along socio-economic lines for students in both urban and rural areas, especially in schools with large populations of historically marginalized students, it became imperative that steps be taken to provide long-term supports to these schools and their communities to ensure that students receive better opportunities for literacy instruction. Missouri is a state in which districts have substantial local control, including curriculum design and materials selection. The 2019 *K-12 Missouri State Literacy Plan* provides a research-based framework for districts and schools to use in developing their own literacy plans without being prescriptive regarding curriculum and materials. As district and school leaders continued expressing interest in this new plan and in receiving

additional supports from MO-DESE, SEA leaders met with staff from MO-DESE's Office of College and Career Readiness, Office of Quality Schools (includes the section responsible for administering early childhood education programs), Office of Educator Quality, and Office of Special Education to begin developing a plan to provide such supports based on the science of reading. The CLSD grant provides an excellent opportunity for MO-DESE to merge the work of these offices in making research-based supports available to help students and communities.

Missouri qualifies for all three Competitive Preference Priorities in the CLSD Program grant:

- (1) Applications from New Potential Grantees – Andy Martin, MO-DESE coordinator of financial and administrative services, has verified that Missouri has not had an active discretionary grant under this program, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under this program.
- (2) Spurring Investment in Qualified Opportunity Zones – The competitive preference priorities MO-DESE will include in the application process for subgrantees offer a significant number of points for schools serving students in Qualified Opportunity Zones (see Appendix A).
- (3) Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes and Providing Increased Value to Students and Taxpayers – As described in subsequent sections of this proposal, funding from this grant will allow MO-DESE ELA staff to leverage current partnerships with established statewide networks to provide research-based, high-quality professional development while teaming with MO-DESE staff from early learning, special education, and higher education to serve students and educators in subgrantee LEA's.

To begin the process of determining schools in greatest need of support, MO-DESE developed a list of Comprehensive Schools, those which are among the lowest five percent of schools receiving Title I funds. The process for determining these schools is based on four factors used to arrive at an Index Score, with the heaviest weighting for Academic Achievement:

1. Academic Achievement – combined ELA and math performance on the Missouri Assessment Program Performance Index
2. Academic Growth – Growth Value Added Model measure of data for grades 3-8 (elementary and middle schools) or graduation rate (high schools)
3. English Language Proficiency – progress to proficiency and AEP attainment
4. Attendance

MO-DESE has identified 64 Comprehensive Schools in compliance with ESSA requirements from among its nine regions; almost 75 percent of these schools are from the St. Louis and Kansas City regions. Data in Table 1 show the percentage range of students in each region scoring below Proficient (Missouri's four levels are Below Basic, Basic, Proficient, Advanced) on the 2019 Grade-Level and End-of-Course assessments for English language arts. Table 1 also shows the percentage range of students in each region who qualify for the Free and Reduced-Price Lunch program. We can draw the conclusion from this table that Missouri students in impoverished areas are in need of supports in literacy, supports that the CLSD grant can provide. Tables 2-5 provide additional evidence indicating a correlation between subgroup populations and low literacy scores in Missouri as a whole.

Table 1: Data from 2019 Missouri Assessment Program Pertaining to Comprehensive Schools in MO-DESE’s Nine Regions

Region	Number of Schools Identified as Comprehensive	Percentage Range of Students Scoring Below Proficient on the 2019 Missouri Assessment Program ELA Exams Grades 3-8 and English II (State Average Percentage of Students Scoring Below Proficient: 51.3)	Percentage Range of Students Eligible for Free or Reduced Lunch Who Participated in the 2019 Missouri Assessment Program ELA Exams Grades 3-8 and English II
Northwest	4 (Students in Grades 3-8 and English II)	33.0-86.1	46.4-97.2
Northeast	0		
Kansas City	14 (Students in Grades 3-8 and English II)	55.5-97.7	All Schools 100.0
Central	1 (Students in Grades 7-8 and English II)	50.0-89.2	100.0
Heart of Missouri	1 (Students in Grades 3-5)	78.0-80.0	100.0
St. Louis	32 (Students in Grades 3-8 and English II)	56.5-100.0 (Six schools had at least one cohort in which all students scored below Proficient)	65.7-100.0 (24 schools had 100% eligibility)
Southwest	6 (Students in Grades 3-8 and English II)	48.4-83.0	62.4-89.9
South Central	0		
Southeast	9 (Students in grades 5-8 and English II)	28.6-79.0	57.3-100.0 (4 schools had 100% eligibility)

Appendix A provides a list of Missouri's Qualified Opportunity Zones along with a map showing the locations of the zones. The majority of our Comprehensive Schools, and, most likely, our subgrantees, will come from QOZs in Kansas City, St. Louis City, northern St. Louis County, Springfield, and counties in Missouri's southeastern corner. The information in Table 1 and Appendix A, along with additional data from our state ELA assessments, will help MO-DESE identify potential LEA's for our subgrant program. At this time, MO-DESE does not have data from a literacy needs assessment as the state has not yet conducted such as assessment; however, this grant proposal includes a needs assessment in the 2020-21 school year based on MO-DESE's recently developed Literacy Needs Assessment Framework (included as an attachment with this grant application).

The vast majority of schools listed in Table 1, in addition to educating students in highly impoverished communities, educate mostly minority students. For example, St. Louis City's population in 2019 was 45.9 percent black (United States Census Bureau); most of the schools from the St. Louis region in Table 1 are from the northern half of the city and stretching into northern St. Louis County, where the percentage of black residents is 94% (World Population Review). Table 2 below shows Missouri's achievement gap between black students and those of other races. (No state data for birth-grade 2 is available.) Tables 2 through 5 show the achievement gaps in literacy for each of the groups that this grant proposal plans to support. Table 4 shows the gap for English Language Learners (ELLs), a population that has grown over 1000% in the last 30 years from 2,787 in 1988 to 38,925 in 2018.

Table 2: Percentage of Students Scoring Below Proficient by Race/Ethnicity MAP 2019 ELA

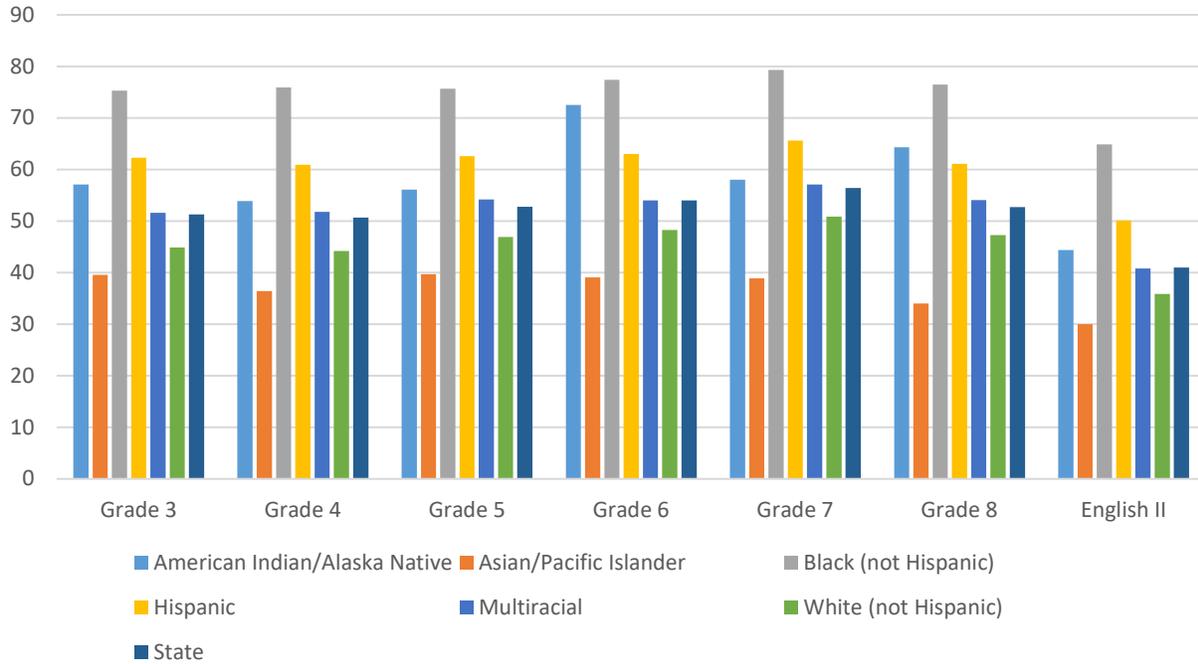


Table 3: Percentage of FRL Students Scoring Below Proficient MAP 2019 ELA

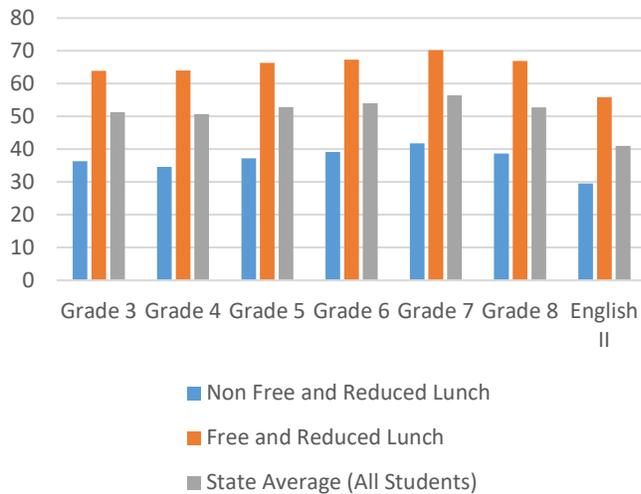
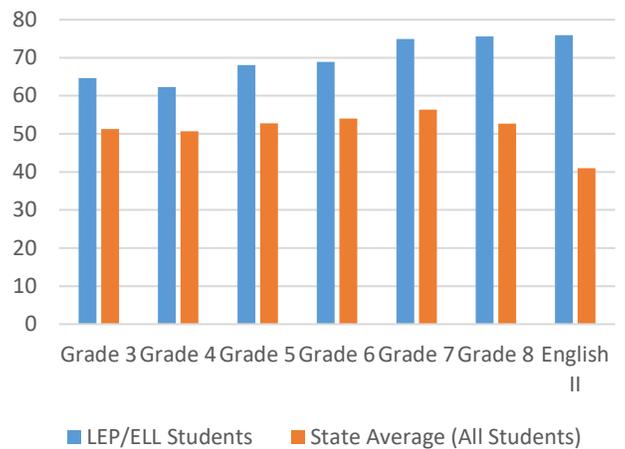
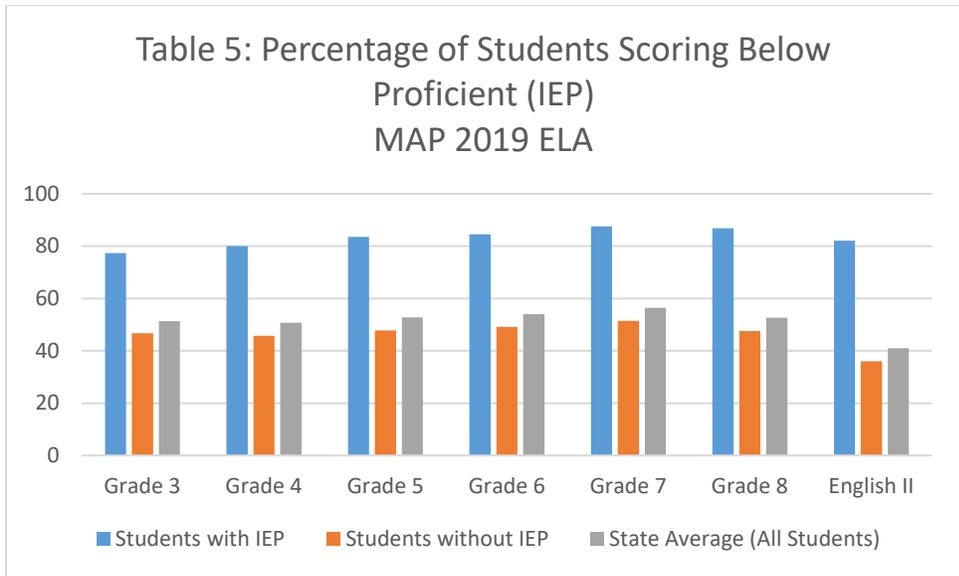


Table 4: Percentage of LEP/ELL Students Scoring Below Proficient MAP 2019 ELA





Addressing these achievement gaps is a priority for MO-DESE’s ELA staff—two fulltime employees responsible for coordinating professional development for educators, developing and reviewing state-level assessments, coordinating projects for school libraries, and overseeing literacy improvement projects. Grant funding will leverage partnerships to provide intensive, targeted professional development and oversee literacy improvement projects with subgrantees, allowing the two ELA FTEs to continue statewide initiatives at the same time.

Adding to our need is a gradual reduction in funding for MO-DESE’s Missouri Preschool Program, a competitive bid or grant opportunity (priority to bidders proposing to serve children who qualify for free/reduced-price lunch or for private providers through DSS child care subsidy) to expand high-quality early care and education programs for children who are one or two years from kindergarten eligibility. Funding from the CLSD grant will allow MO-DESE ELA staff to leverage current partnerships to provide professional development and materials while teaming with MO-DESE staff from early learning, special education, and higher education to achieve the following with the LEAs we will serve through subgrants:

1. Implement practices and opportunities supporting educators, children, and families.
2. Systematically accelerate literacy achievement from birth through grade 12.

Quality of the Project Design

Missouri's Vision for the Project

The CLSD grant is an opportunity to bring equity and resources to students, educators, and families in underserved areas. It is essential that the five years of services we bring to these schools and communities be aligned with Missouri's ESSA Plan, which requires the following of Comprehensive Schools:

- Leadership (all Comprehensive Schools must participate in the Missouri Leadership Development System)
- Collaborative Culture and Climate (many identified buildings are participating in District Continuous Improvement or one of its predecessors)
- Effective Teaching and Learning
- Data-based Decision Making
- Alignment of Standards and Curriculum

Our proposed project, explained in detail below, is relevant to all five of these requirements.

Project Design

Goals – Recognizing the roles of multiple stakeholders in improving literacy among children in impoverished, high-need schools, the following three goals will steer the direction of MO-DESE's work with their partners and the grant.

1. Build capacity of LEA leaders in 80 schools to develop, implement, and maintain high-quality, evidence-based literacy plans with the potential to support the subgrantee schools in

their districts and leverage this capacity to better support all schools in their districts through what is learned during this five-year process.

2. Prepare educators (pre-service teachers in participating institutions of higher education, early childhood education teachers in 20 subgrantees' communities, K-12 teachers in 80 subgrantees' schools) to meet the literacy instruction needs of all students charged to them.
3. Increase literacy outcomes for all children (approximately 35,000) served by subgrantee, high-need schools.

Objectives – The following objectives, all under the umbrella of the three goals above, align to at least one of the five components of the *K-12 Missouri State Literacy Plan*.

Objective 1: Identify and document assets of the preK-12 students, teachers, school, and district.

Objective 2: Identify and document the needs of the preK-12 students, teachers, school, and district.

Objective 3: Increase the literacy outcomes for birth-preK children in 20 high-needs communities.

Objective 4: Increase the foundational literacy outcomes for children in grades K-3.

Objective 5: Increase preK-12 educators' frequency of evidence-based critical literacy instructional practices.

Objective 6: Increase educators' sense of efficacy for literacy instruction.

Objective 7: Build preK-12 literacy leadership in evidence-based literacy.

Objective 8: Increase the literacy outcomes for children in grades 3-12 at 80 high-need schools.

Objective 9: Identify, document, and share evidence-based literacy instructional strategies that are interdisciplinary and discipline specific, as well as across development stages and age specific for preK-12 classrooms.

Objective 10: Integrate evidence-based literacy instruction across the school curriculum.

Objective 11: Understand barriers, challenges, and successes in implementation of evidence-based literacy interventions.

Objective 12: Integrate evidence-based literacy instruction online resources across the state's teacher education programs.

Objective 13: Enrich teacher education through provision of on-demand professional learning resources.

Objective 14: Participants will understand the importance of designing evidence-based literacy instruction aligned to the Missouri Learning Standards.

Objective 15: Participants will be able to apply evidence-based literacy instruction to their contexts.

A detailed logic model (see Appendix B) provides details on how these objectives are to be met and measured through inputs, activities, outcomes, and assessment tools.

MO-DESE's partners in addressing and helping meet the objectives are Missouri Language and Literacies Center (MLLC), Missouri Writing Projects Network (MWPN), and the University of Missouri System (UMS) (these three entities referred to throughout the grant proposal as Show Me Literacies Collaborative, or SMLC). Providing a layer of intensive support in grades K-3 is our partner Missouri Reading Initiative (MRI).

Outcomes – MO-DESE will employ the services of external evaluator ACS Ventures to assist in ensuring that the agency’s goals, through the activities and services outlined in the grant proposal’s objectives, are met by measuring annual outcomes as presented in the logic model. MO-DESE believes that the use of an external evaluator will provide objective data and feedback for MO-DESE and grant partners to use in making timely, data-driven decisions in the best interest of stakeholders served by this grant.

In collaboration with MO-DESE, our partners created evidence review tables (see Appendix C) and implementation schedule tables (see Appendix D), providing details on review of the literature relevant to the project and on the implementation timeframe. Our proposal’s budget narrative, in combination with the evidence review tables and implementation schedule tables, show the extent to which the project will use grant funds for evidence-based activities.

Quality of the Management Plan

MO-DESE CLSD Program Implementation Leaders

MO-DESE has significant experience leading and monitoring programs similar in size and scale to the CLSD program. It has experience evaluating subgrant applications and monitoring the implementation of subgrant activities in LEAs and educational entities. Missouri will invest the skills and experience of full-time MO-DESE, LEA, and Institutions of Higher Education (IHE) professionals to ensure the success of the CLSD project. The CLSD implementation team will operate under the direction of **Lisa Sireno, Standards and Assessment Administrator** in MO-DESE’s Office of College and Career Readiness.

Key Roles

Lisa Scroggs, MO-DESE Assistant Director of English Language Arts

CLSD 6-12 and Higher Education. She will direct and manage the activities that target grades 6-12, pre-service and in-service teachers.

Debbie Jameson, MO-DESE Director of English Language Arts

CLSD Birth-5 Activities. She will direct and manage the activities that target birth-grade 5 teachers and ensure coordination of elementary and early childhood education literacy work.

Cammy Goucher, MO-DESE Director of English Language Development

Diverse Learners. She will advise and collaborate with the Show Me Literacies Collaborative and Missouri Reading Initiative to ensure that the needs of teachers of English learners and students with special needs are addressed.

Kim Stuckey, MO-DESE Director-Dyslexia Specialist

Struggling Readers. She will advise and collaborate with Show Me Literacies Collaborative and Missouri Reading Initiative to ensure that CLSD activities address needs of struggling readers while guiding LEA efforts to identify and serve students at risk for dyslexia or related disorders.

CLSD Director

To assist with implementation and project management, DESE will employ a project manager responsible for the day-to-day administration of this grant. The project manager's role will place emphasis on promoting the science of reading, managing the subgrant application and selection process, and ensuring collaboration and coordination among the project areas (birth-preK, K-5, 6-12, higher education). In addition to content knowledge, key qualifications for the project manager include team-building, organizational and leadership skills, and collaboration and continuous improvement expertise.

MO-DESE has identified LEA- and IHE-based specialists to assist in the implementation of the CLSD program activities outlined in the logic model:

- **Dr. Angie Zapata, Director for the Missouri Learning and Literacies Center**, will assist MO-DESE with birth-preK activities.
- **Dr. Amy Lannin, Director for the Missouri Writing Project**, and **Dr. Rebecca Haseltine, Director of Missouri Reading Initiative**, will assist MO-DESE with K-5 activities. Dr. Lannin will also assist MO-DESE with 6-12 activities.
- **Dr. Nancy Robb Singer, Chair of the Department of Educator Preparation & Leadership at the University of Missouri-St. Louis**, will assist MO-DESE with higher education activities.

Liaisons and Advisors: To ensure coordination of efforts and address Priority 3 by maximizing resources and streamlining education, MO-DESE has identified a liaison from each of the offices in its Division of Learning Services to advise the CLSD management team: **Jo Anne Ralston**, Early Learning Coordinator in the Office of Quality Schools, PDG B-5 Collaboration lead, and MO-DESE representative to the Coordinating Board for Early Childhood (Missouri's State Advisory Council on Early Childhood Education and Care); **Amber Castleman**, Core Data Coordinator in the Office of Data System Management; **Thea Scott/Ginger Henry**, Effective Practices Director/Coordinator in the Office of Special Education; and **Jim Masters**, Coordinator, Missouri Leadership Development System in the Office of Educator Quality.

The directors, coordinators, liaisons, and specialists named above will adhere to the implementation schedule in Appendix D. MO-DESE will expand its ad-hoc literacy advisory committee, creating a formal Literacy Advisory Committee to help inform its CLSD program work, specifically the Literacy Needs Assessment, review of the Missouri State Literacy Plan, and prescriptive guidance for Missouri educators regarding teaching students to read. Education

stakeholders from across Missouri will comprise the majority of the advisory committee. MO-DESE will recruit technical experts in literacy as additional advisors.

External Evaluator: ACS Ventures (see Appendix E) will provide ongoing evaluation. ACS's evaluation design will first involve a review and clarification of the program goals, activities, and outcomes. Throughout the first year of the program, ACS will complete a systematic review of the program's inputs, activities, outputs, and outcomes in the logic model. Working with the implementation team, a measurement plan will be developed to identify the indicators that will be used to evaluate the project's components, data collection strategies, and expected analyses. Throughout the life of this project, ACS anticipates that the measures used to evaluate the effectiveness of the Missouri project will be a combination of program-developed reports, surveys of school and district personnel, interviews with participants, and student assessment data, allowing the evaluation team to review how well program goals have been met and serving to gather baseline information that will help evaluate the effectiveness of the program over time. In addition to the annual report that ACS will prepare and provide to MO-DESE, ACS will prepare an annual report for the federal administrators of the grant, providing information for the administrators to understand key activities completed, data collected, and results of analyses.

Quality of the Project Services

MO-DESE and grant partners (see Appendix F) have developed a plan rich in research and experience to serve high-need schools. Detailed descriptions from each partner follow, adding rationales and supporting evidence for project information provided in the logic model.

Show Me Literacies Collaborative (SMLC)

The Show Me Literacies Collaborative is designed to facilitate the creation of effective literacy plans for schools serving Missouri's most vulnerable students. Essential components

identified in the [*K-12 Missouri State Literacy Plan*](#) include consideration of literacy needs and expectations of district and community; resources needed to support literacy development, implementation of curriculum, instruction, and assessment; and use of on-going data-informed decision-making. SMLC expands on these components with three additional features: a culturally responsive approach to teaching that recognizes students' funds of knowledge and cultural assets, expanding traditional understandings of literacy to accommodate multimodal and digital literacies, and considering a learner from birth to college and career. This serves the needs of all children, including children with disabilities and English learners, especially children who are reading below grade level. The Collaborative consists of literacy experts from the University of Missouri System, Missouri Writing Projects Network, and Missouri Language and Literacies Center. Missouri Reading Initiative literacy experts will provide intensive supports for K-3.

This proposal captures the comprehensive nature of literacy. From birth through early elementary, into upper elementary, middle school, high school, and higher education, program developers unpack a continuum of literacy. Even though the different grade/age spans are divided, we see that the work needs to be connected throughout as well as across the geographic regions of the state. Therefore, our program is meant to be responsive to geographic diversity, school needs, and individual learners' (teachers' and students') experiences.

While Missouri's state literacy plan identifies the importance of multimodal and digital literacies, this project will help teachers go beyond the guidance that asks teachers to "prepare students to read and interact with digital text" (p. 23). Digital literacy today must also include the creation and remixing of multimodal and digital texts.

The state literacy plan recognizes that “preparing Missouri students for lifelong learning and college and career readiness is a shared responsibility of state policymakers, districts, buildings, families and the community” (p. 39). A school’s literacy plan should take into account each learner’s literacy development from birth through college and career, engaging learners with teachers, schools, educational partners, and communities. The design of this project supports the inclusion of additional educational partners who can provide enrichment opportunities for teachers with unique grade-level needs. It aligns with the emphasis in the Missouri Learning Standards on reading and evaluating a wide range of material, writing formally and informally, and identifying and evaluating relationships between language and culture. Participating educators in this project will have the benefit of a true teacher leadership model. Teachers are understood to be agents of change who modify their instruction and curriculum based on formative assessments and deeper knowledge of their students as guided by professional research.

The partners involved have the technology and experience in delivering high-quality hybrid and fully online professional development. **All of the programs we are proposing can be facilitated online, hybrid, or face-to-face. In light of the COVID-19 pandemic, we have planned a responsive and flexible model for program and service delivery.**

The design of the SMLC provides multiple pathways for participating teachers to pursue graduate credit, certificates, microcredentials, or reading certification through our consortium of higher education institutions.

Literacy Specialist Certification. We propose that in order to have a certified literacy specialist in each of the school sites that we provide tuition for a teacher in each building to go through the online reading certification.

Graduate Certificate in the Teaching of Writing. Writing Project Summer Institute English credit can build capacity for teachers to provide dual credit enrollment options at their schools.

Microcredentialing. Teachers can earn microcredentials through the National Writing Project badging and through creation of a state-level badging system.

These comprehensive literacy focus areas will guide the birth-12 program for SMLC:

- Developmental continuum (emergent, early, transitional, intermediate, adolescent, adult)
- Disciplinary literacy (inquiry, source-based argument, literacy across the curriculum)
- Multimodal and digital literacies (reading, writing, speaking, listening, viewing, and visually representing with print and digital texts)
- Integrated view of reading, writing, speaking, listening, viewing, and visually representing
- Family and community literacies (birth-12)
- Ultimate goal of student learning

Family, Community, and Emergent Literacy Birth-K with Transitional Support to Grade 3
Missouri Learning and Literacies Center (part of SMLC)

Evidence Base for Framing: Family Literacy Scholarship—SMLC is grounded in the research and understanding that all families have rich home language and literacy resources they practice daily and should be encouraged to participate in child-centered reading and writing activities rather than formalized literacy instruction (Auerbach, 1989; Murillo, 2012; Reyes et al,

2016; Rogers & Brefeld, 2015; Taylor & Dorsey-Gaines, 1988). From this perspective, we believe that every child (age birth to 5 years old) brings valuable language and literacies to the classroom and has the capacity for academic reading achievement when paired with a strong foundation in early literacy reading and learning upon entering school.

Broadening What Counts as Literacy Among Families: Multimodal Literacies—More recent family literacy research has revealed a range of literacy practices involving newspapers, magazines, books (including cookbooks), and digital literacy practices (Compton-Lilly, 2017; Lewis, 2009; Rogers, 2003). For example, through frequent home visits as part of their research, Compton-Lilly (2017) learned that some students’ parents were avid readers of science fiction, mysteries, and U. S. history. Lewis (2009) similarly documented multiple modes of digital literacy in one African American family, including texting, instant messaging, internet troubleshooting, and literacies involved in disassembling and assembling computers. Rogers (2003) also uncovered the use of a wide range of texts among African American participants including newspapers, employment applications, community petitions, social service documents, and reports from school. From this research, we learn that early childhood educators (ECE) can engage in home visits and interviews with families to learn more about the wide range of language and literacy they practice at home. Findings also show parents want to learn the ways the school was teaching their child to read and write, and that the relationships and learning that was cultivated through these partnerships helped to demystify school literacy pedagogies and engender greater connectivity between home and the school. In this way, parents felt more able to support their children’s literacy development at home.

The evidence makes visible the understandings and emerging lines of argument related to family literacy practices that generally are not visible, particularly as it relates to poor families; immigrant families; and culturally, linguistically, and ethnically diverse families. Grounded in the learning from this relevant research, SMLC will guide ECEs as they make decisions that support and extend family literacy practices and grow child- and family-centered reading and writing practice, while developing initiatives that honor family strengths and knowing and recognizing their more expansive literacy practices.

Evidence Base for PD Model: Collaborative Inquiry Teacher Learning Model—Toward enhancing ECE knowledge and practice for young children’s language and literacy learning, SMLC will employ a collaborative inquiry teacher learning model which builds on teachers’ ongoing learning rather than generically disseminating strategies in one-day workshops.

The collaborative inquiry program is shaped by the following four strands: Teachers will (1) develop understandings (i.e. beliefs, experiences, ideologies) about early childhood learning (Kuby, 2013; Razfar, 2012); (2) explore and design research-based curriculum for children that honors families knowing and explores more expansive views of literacy (Fraiberg, 2013; Zapata et al, 2015); (3) enact, reflect on, and refine curriculum and instruction (Reinking & Bradley, 2008); and (4) collaboratively analyze student outcomes generated primarily during the literacy instructional block (Darling-Hammond, 2008) such as reading, writing, dramatic play, and literature response discussions. Teachers, with the support of facilitators, will work toward building knowledge and pedagogies that leverage children’s and their families’ assets as learning resources through the following activities: monthly two-hour meetings to discuss and examine student outcomes, monthly online journaling activity that invites further reflection and response

to new insights, ongoing book study of research-based literacy approaches, monthly collaborative analysis of teacher-selected student artifacts to inform instruction, and bi-yearly peer observation to complement peer mentoring efforts.

Foundational Literacy Grades K-3

Missouri Reading Initiative

Intensive professional development for teaching reading will be provided by MO-DESE partner Missouri Reading Initiative (MRI) with alignment to Missouri Learning Standards and the *K-12 Missouri State Literacy Plan* with an emphasis on reading foundations.

Evidence Base for Framing: Foundational Literacy—The foundational literacy focus is based on the principles of evidence-based instructional strategies, including the most current findings by the National Reading Panel (2000). The goal for Show Me Literacies Collaborative and Missouri Reading Initiative is for Missouri elementary educators to have a firm knowledge of the Missouri Learning Standards and to employ researched foundational practices in their reading, writing, listening, and speaking instruction to impact student literacy achievement.

Teaching students academic language skills (including the use of inferential and narrative language) and vocabulary knowledge. Instruction in vocabulary and other language concepts, such as word structure, origin, and meaning, is advocated by the National Reading Panel (2000). Their analysis of student performance found that vocabulary and other language concepts have a strong reciprocal relationship to comprehension. Though researchers found only minimal evidence to support vocabulary in studies reviewed, the value it brings to literacy acquisition is certain. Therefore, their conclusion continued to give merit to language skill implementation (Foorman et al., 2016). It has also been supported that extensive and varied vocabulary instruction is especially effective for English language learners (Gersten et al., 2007).

Developing awareness of the segments of sound in speech and how they link to letters.

Phonemic awareness consists of tasks ranging from identifying the first sound in a word to more complex tasks, such as blending several phonemes into words, blending and segmenting words into phonemic units, and deleting and substituting sounds in a word (Torgesen, Wagner, & Roshotte, 1994). Growth in phonemic awareness following attainment of beginning levels of understanding and skill is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti et al., 1987).

Phonemic awareness is a strong predictor of later success or failure in reading (Adams, 1990). A significant conclusion from the National Reading Panel's (2000) analysis also reveals adding well-designed phonemic awareness instruction to a beginning or remedial program is likely to result in significant effects in the acquisition of reading and writing skills. Numerous studies have shown that learning to read can be facilitated by providing explicit instruction that directs children's attention to the phonological structure of words, indicating that phonological awareness plays a causal role in learning to read (Foorman et al., 2016).

Teaching students to decode words, analyze word parts, as well as to write and recognize words. Extending the concepts of phonemic/phonological awareness, phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. The goal of phonics is to help children learn and use the systematic and predictable relationships between written letters and spoken sounds known as the alphabetic principle. It is effective for children from various social and economic levels and particularly beneficial for children who are having difficulty learning to read (Armbruster et al., 2001). Direct teaching of phonics seems to be a particularly pressing issue for students from

high-poverty backgrounds where the benefits of explicit instruction in decoding is pronounced (Foorman et al., 2016).

Ensuring that each student reads connected texts every day to support reading accuracy, fluency, and comprehension. A study by the National Assessment of Educational Progress on fluency in American education found a close relationship between fluency and reading comprehension (Pinnell et al., 1995). Re-reading of familiar texts, shared reading, and independent reading all positively impact fluency. Reading aloud to students provides a model of fluent, expressive reading which also assists students in developing fluency. Classroom practices such as repeated oral reading with feedback and guidance leads to higher reading skills for both good and challenged readers. An extensive review of literature by the National Reading Panel (2000) confirmed the theory that fluency can be encouraged through instructional procedures.

Comprehension has come to be viewed as the essence of reading (Durkin, 1993). This perspective has evolved from one of the 1970s researchers, Markman (1981), who studied readers' awareness of their comprehension processes. In the cognitive research of the reading process, reading is active and purposeful (Pressley & Afflerbach, 1995). Years of controlled scientific research have revealed that comprehension can be taught to those students with difficulties (Foorman et al., 2016, Armbruster et al., 2001, Shanahan et al., 2010).

Early Writing. Because of the reciprocal nature of writing and reading, it is considered part of early literacy instruction. Reading and writing are dependent upon common cognitive abilities and knowledge base. Therefore, when a student is engaged in writing, it enhances the cognitive skills needed in reading and vice versa. (Berninger & Swanson, 1994). Students begin exploring writing tools at a very early age. There is strong evidence for the importance of teaching the writing process for a variety of purposes (Graham et. al., 2018).

Monitoring of Learning Effective assessment makes it possible for teachers to monitor and document children's progress over time; ensure that instruction is appropriately matched to what children are able to do; enable children to observe their own growth and development; and identify children who might benefit from more intensive levels of instruction, such as individual tutoring, or other interventions (Neuman et al., 2000; Gersten et. al., 2009). Appropriate screening and assessment instruments can measure school and student needs. A close analysis of this information can best determine appropriate content and instructional strategies to be used. Summative assessments will inform local districts of specific areas of need that can be woven into school, classroom, and student educational plans.

Evidence Base for PD Model

Approach to professional development. MRI literacy facilitators will work with administrators and teachers in schools targeting improvement in foundational literacy. Holding to the Professional Learning Standards of Learning Forward (2011), MRI's on-site, long-term, comprehensive support allows MRI literacy facilitators to become invested as partners with teachers at individual school sites focusing on improved literacy achievement for every student. Facilitators will assist subgrantee schools with assessment, planning, implementation, and evaluation of comprehensive school improvement in literacy.

Throughout the process, MRI facilitators will conduct multiple, full-day sessions with administrators and teachers at each site. All teachers who impact literacy instruction (classroom teachers, special education teachers, reading specialists, literacy coaches, and librarians) are expected to be involved. Mandatory participation by the building leadership is crucial to best support systemic professional learning at the school site (Fullan, 1997). Throughout the school year, the MRI facilitator will return every few weeks to collaborate and model components of foundational literacy with grade-level teachers. Teachers will observe various structures to teach

literacy content following the Gradual Release of Responsibility philosophy which they, in turn, will use with students. This encompasses the apprenticeship stages of *I do it, we do it, you do it* (Duke & Pearson, 2002). Using a gradual release of responsibility instructional framework, the teacher first models the desired learning for students. Over time, students assume more responsibility for the task as they move from participants in the modeled lesson, to apprentices in shared instruction, to collaborators with their peers, and ultimately to independent performers. MRI facilitators will assist teachers with implementing such a framework:

1. Focus lessons—establish purpose and model skills
2. Strategic/Guided instruction—differentiate instruction for groups of students based on needs
3. Collaborative learning—allow students to interact with one another as they apply, in unique learning situations, what they have learned
4. Independent practice—ensure that students can independently use what they have learned

Common grade-level group time will provide opportunities for teachers to reflect on their practice, collaborate with the MRI facilitator and each other, and plan for further visits. Upon return visits, facilitators will observe and coach individual teachers as they utilize information discussed earlier during collaborations. Schools will be encouraged to establish literacy study groups that will meet between facilitator visits to continue the teachers' understanding of evidence-based literacy practices and their impact on student achievement.

Intermediate and Adolescent Literacy Grades 4-12

Missouri Writing Projects Network (part of SMLC)

The *K-12 Missouri State Literacy Plan* defines literacy as “the ability to identify, understand, interpret, create, compute and communicate using visual, audible and digital

materials across disciplines and in any context” (pg. 4). SMLC’s program for the Intermediate and Adolescent Literacy strand of the proposal is based on this inclusive definition of what counts as literacy and highlights the digital and disciplinary literacies required as students progress from early literacy to adolescent literacy.

Evidence Base for Framing: Intermediate and Adolescent Literacy—The view that reading skills develop hierarchically, as Jean Chall (1996) and Shanahan and Shanahan (2008) put forth, asserts that students progress developmentally from learning to read to reading to learn to using reading and writing to construct new knowledge. By the time students reach grade 4, language in the content areas becomes more technical and abstract (Spires et al., 2018). However, the hierarchical progression view of disciplinary literacy may be problematic. We have long been warned to resist a false dichotomy between learning to read and reading to learn. Even when students are learning to read, they can still be reading to learn. In the same way that we should resist a false dichotomy between early (learning to read) and intermediate (reading to learn) literacy, Brozo, Moorman, Meyer, and Steward (2013) argue that we need to resist a false dichotomy between content literacy in intermediate grades and disciplinary literacy in adolescence. In “reconciling the divide” (Cervetti, 2014), researchers have proposed discipline-specific reading and writing strategies to aid students in constructing knowledge.

Discipline-specific reading and writing strategies. We use the term *disciplinary literacy* to refer to advanced literacy skills and disciplinary ways of thinking. Students need to learn these advanced skills and dispositions within each discipline over time. Research on incorporating disciplinary literacy in classrooms has shown promising results, including increased reading comprehension for students (Gillis, 2014; Lai, Wilson, McNaughton, & Hsaio, 2014; Reisman,

2012). The specific focus on knowledge creation as part of disciplinary literacy connects with SMLC's overarching emphasis on inquiry.

Digital and multimodal literacies. Digital literacy includes consuming, creating, and communicating digital products (Spires, Medlock, & Kerkhoff, 2019). Research suggests that digital literacy requires the ability to perform inquiry using the internet, specifically, identify a problem or research question, locate reliable sources on the internet, read through a critical lens, and construct knowledge by synthesizing information from multiple sources (Dwyer, 2016; Leu et al., 2019). If students do not develop digital literacy, research has indicated impediments to learning in future years (Kimani & Onyancha, 2015; Leu et al., 2019) We know that there is an achievement gap in digital literacy based on income (Leu et al., 2015). We also know from research that students need intentional instruction on critical reading in digital environments, especially students for whom the digital literacy gap exists (Coiro et al., 2015; Leu et al., 2015). Remote learning during the Coronavirus pandemic has highlighted how inequalities in digital literacy further exacerbate gaps in learning outcomes (see Walentik, 2020).

Evidence Base for PD Model: C3WP Professional Learning Model

Missouri Writing Projects Network (part of SMLC)

The College, Career, and Community Ready Writers Program (C3WP) is a professional development program that supports teachers' use of instructional resources and formative assessment tools to teach source-based argument writing. The program was developed and piloted by the National Writing Project with successive cycles of revision and continued resource development. A randomized controlled trial of the C3WP demonstrated a positive, statistically significant impact on students' argument writing across multiple dimensions.

Approach to argument writing. The C3WP model rests on the premise of dialogue, not debate. Drawing on Harris (2017), argument writing is framed as entering into a conversation in which co-construction of understanding and presentation of evidence from credible sources are key goals. This framework starts from the premise that one must first learn what other credible voices have written about a topic before taking a stance. From there, one can draw upon source evidence and use various writing moves to forward or counter a particular stance on a topic.

Approach to professional development. Cycles of instruction drive the C3WP model. Each cycle consists of intensive, professional development embedded in formative assessment of students' argument writing along with skills-based instructional resources. Instructional leaders, including teachers, administrators, and literacy/ELL specialists, collaboratively engage in examining student writing through use of the Using Sources Tool, a formative assessment tool that breaks down the skills of argument writing. This collaboration develops a shared language of argument writing that supports full-school implementation of effective argument writing instruction. C3WP instructional resources are organized into skills-based mini-units to be taught over 4 to 6 class periods. Students are guided to draw evidence from single sources and then across sources with evidence-based comprehension and note taking strategies in order to develop proficiency with the argument writing skill that is the focus of the mini-unit (e.g. making and revising a claim, connecting evidence to claims, organizing evidence, countering, etc.). Along the way, teachers are supported through job-embedded and content-specific professional development. This model supplements standards-based curriculums already in place in schools and allows for flexible and varied cycles of instruction based on formative assessment. offering a sustainable model that can be continued and adapted by schools over time.

Evidence base. The C3WP model incorporates the seven characteristics of effective professional development outlined by Darling-Hammond, Hyler, & Gardner (2017). C3WP’s formative assessment tools and instructional resources are clearly aligned with the What Works Clearinghouse evidence-based recommendations for teaching writing (Graham et al., 2016). For example, the instructional resources are built around explicit modeling and instruction of writing strategies along with ample opportunity to practice and reflect. Reading and writing practices are fully integrated through the source-based focus of gathering and organizing evidence to make a claim. The assessment tools purposefully drive cycles of instruction and feedback in order to support targeted skills development. Finally, the C3WP model has been shown effective in improving students’ proficiency in argument writing through a randomized, controlled research trial (Gallagher, Arshan, & Woodworth, 2017). Students who worked with the C3WP model showed positive, statistically significant growth in content, structure, stance, and conventions with increased proficiency in the quality of reasoning and use of evidence in their writing.

Birth-12th Grade Pre-service Teachers

Higher Education and Teacher Education

University of Missouri System and Missouri HBCUs (part of SMLC)

SMLC will build capacity of teacher educators, birth-12 pre-service teachers and caregivers, and teachers from schools that are not subgrantee sites. As part of SMLC, the UM System and Historically Black Colleges and Universities will work together to build capacity through online resource creation, curation, and distribution. We will create six modules on literacy education housed on MO-DESE’s website. Each module will feature an evidence-based article from a Missouri educator, a podcast interview with the article author, and video case study of the evidenced-based method in practice in a Missouri classroom. Video case studies help teachers

envision theory in practice (Cannings & Talley, 2003; Kerkhoff, 2020; Masats, & Dooly, 2011; Özkan, 2002), and seeing the practice in real classrooms “enhances sense of context and realism for pre-service teachers” (Perry & Talley, 2001, p. 26). Contextualizing the case study to Missouri could further enhance realism for Missouri pre-service teachers, and the case study will be aligned to the Missouri Learning Standards. Each module will end with reflection questions, as reflective practice has long been lauded as essential in teacher education, whether formal or informal in nature (Loughran, 2002; Mumford & Dikilitis, 2020; Shoffner, 2008).

Each module will also include three sections of curated resources focused on (1) particular developmental components of literacy—such as emergent, early, intermediate, and adolescent literacy; (2) disciplinary literacies in specific content areas—such as English language arts, history and science; (3) and inclusive practices—such as adaptations for students with literacy disabilities and English learners. These sections would include videos of the evidence-based strategies in action curated from open-access and creative commons.

The six modules would be housed on MO-DESE’s website as open-access and creative commons. Missouri teacher educators would be free to copy and paste the module and any resources within the module into their own university-based courses. If remote learning would have to happen in any Missouri community again, this resource could ensure that pre-service teachers continue to learn about evidenced-based literacy through evidence-based online methods. The modules would be shared with teacher educators and pre-service teachers at the Missouri Write to Learn conference and on social media. The goal is to build pre-service teacher capacity across literacy programs in colleges of teacher education statewide.

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Appendices

Appendix A: Missouri QOZ List and Map (p. 37)

Appendix B: Logic Model (p. 40)

Appendix C: Program Evidence Documentation (p. 47)

Appendix D: Implementation Schedule (p. 63)

Appendix E: External Evaluator ACS Ventures (p. 68)

Appendix F: About Our Partners (p. 74)

APPENDIX A: MISSOURI QOZ LIST AND MAP



Missouri's Nominated Opportunity Zones

City/County	Zone	City/County	Zone
Bolivar	29167960100	Joplin	29097010100
Bolivar	29167960400	Kansas City	29095000900
Branson	29213480105	Kansas City	29095001000
Butler County	29023950400	Kansas City	29095001800
Butler County	29023950500	Kansas City	29095001900
Butler County	29023950800	Kansas City	29095002100
Cameron	29025950200	Kansas City	29095003700
Cape Girardeau	29031881400	Kansas City	29095003800
Cape Girardeau	29031881600	Kansas City	29095005200
Columbia	29019001502	Kansas City	29095005400
Dallas County	29059480200	Kansas City	29095005500
Excelsior Springs	29047021701	Kansas City	29095005601
Excelsior Springs	29047021702	Kansas City	29095005602
Hannibal	29127960800	Kansas City	29095006100
Independence	29095011000	Kansas City	29095006300
Independence	29095011600	Kansas City	29095007700
Independence	29095011700	Kansas City	29095007802
Independence	29095011800	Kansas City	29095008000
Jackson County	29095004300	Kansas City	29095015300
Jackson County	29095011200	Kansas City	29095015400
Jackson County	29095012501	Kansas City	29095015500
Jackson County	29095012600	Kansas City	29095016000
Jackson County	29095013401	Kansas City	29095016100
Jackson County	29095013405	Kansas City	29095016200
Jackson County	29095015100	Kansas City	29095016300
Jackson County	29095015600	Kansas City	29095016600
Jackson County	29095015900	Kansas City	29095016900
Jefferson City	29051010500	Kansas City	29095017200
Jefferson City	29051010600	Kansas City	29095017400
Jefferson City	29051020700	Kennett	29069360500
Jennings	29189212001	Kennett	29069360600
Jennings	29189212101	Kirksville	29001950300



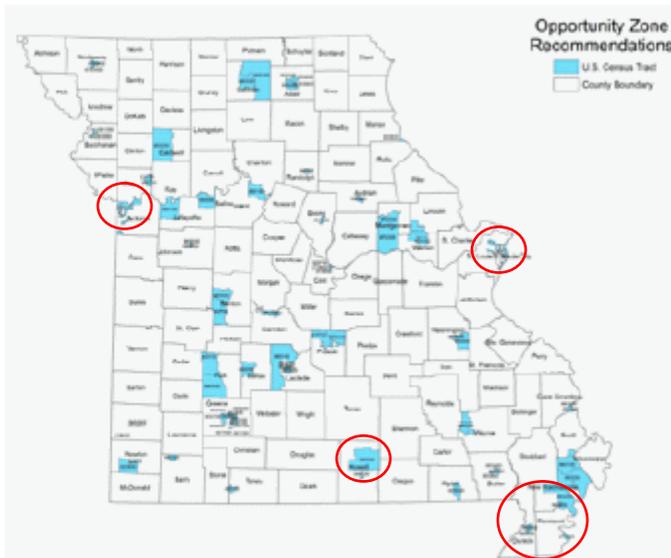


City/County	Zone	City/County	Zone
Kirksville	29001950400	Springfield	29077004400
Kirksville	29001950500	Springfield	29077002200
Kirksville	29001950900	Springfield	29077003600
Laclede County	29105960100	Springfield	29077004302
Lafayette County	29107090100	Springfield	29077005600
Lafayette County	29107090300	St. Joseph	29021001200
Lebanon	29105960400	St. Joseph	29021003000
Lebanon	29105960500	St. Louis	29510101800
Lebanon	29105960600	St. Louis	29510106100
Maryville/Nodaway Co	29147470300	St. Louis	29510106200
Maryville/Nodaway Co	29147470400	St. Louis	29510106300
Mexico	29007950400	St. Louis	29510106600
Monett	29009960300	St. Louis	29510109600
Montgomery County	29139970200	St. Louis	29510109700
Montgomery County	29139970300	St. Louis	29510111100
Neosho	29145020200	St. Louis	29510111200
New Madrid County	29143960200	St. Louis	29510112200
New Madrid County	29143960300	St. Louis	29510112300
New Madrid County	29143960400	St. Louis	29510115300
New Madrid County	29143960600	St. Louis	29510115500
Newton County	29145020800	St. Louis	29510118100
North Kansas City	29047022100	St. Louis	29510118600
Pemiscot County	29155470400	St. Louis	29510119300
Potosi	29221460300	St. Louis	29510121100
Potosi	29221460400	St. Louis	29510124600
Pulaski County	29169470101	St. Louis	29510125600
Pulaski County	29169470102	St. Louis	29510125700
Randolph County	29175490300	St. Louis	29510126600
Ripley County	29181870300	St. Louis	29510126700
Saline County	29195090100	St. Louis	29510126900
Saline County	29195090400	St. Louis	29510127000
Sikeston	29201780600	St. Louis	29510127100
Sikeston/New Madrid County	29143960100	St. Louis	29510127400
Springfield	29077000100	St. Louis	29510127500
Springfield	29077000600	St. Louis County	29189211402
Springfield	29077000700	St. Louis County	29189211500
Springfield	29077001200	St. Louis County	29189212400
Springfield	29077001500	St. Louis County	29189212700





City/County	Zone
St. Louis County	29189213700
St. Louis County	29189213900
St. Louis County	29189214100
St. Louis County	29189215600
St. Louis County	29189215700
St. Louis County	29189220200
St. Louis County	29189221800
St. Louis County/Jennings	29189212002
Sugar Creek	29095011100
Sullivan County	29211480100
Sullivan County	29211480300
Sunrise Beach	29029951200
Warren County	29219820101
Warren County	29219820102
Warrensburg	29101960400
Warrensburg	29101960600
Warsaw	29015460300
Warsaw	29015460700
Wayne County	29223690300
West Plains	29091090300
West Plains	29091090700



Regions circled in red (clockwise from top left: Kansas City, St. Louis city and north St. Louis County, southeast region, Springfield) indicate QOZ areas most likely to be served by this grant based on 2019 data from the Missouri Assessment Program (MAP).



APPENDIX B: LOGIC MODEL

Missouri Comprehensive Literacy Logic Model

OBJECTIVES	INPUTS	ACTIVITIES	OUTCOMES	ASSESSMENT TOOLS
<p>Identify and document assets of the preK-12 students, teachers, school, and district.</p> <p>Identify and document the needs of the preK-12 students, teachers, school, and district.</p>	<p>80 literacy coaches</p> <p>80 principals</p> <p>80 special educators</p> <p>80 English as a second language specialists</p> <p>(approximately 320 people)</p> <p>2 MLLC affiliated faculty</p> <p>3 MWPN regional directors</p> <p>MRI director</p> <p>10-12 MRI, MLLC, and MWPN facilitators</p> <p>Missouri state English language arts assessment program (MAP)</p>	<p>Conduct needs/assets assessment (Year 1).</p> <p>Review of MAP grades 3-10 data for each site (Year 1).</p> <p>School/District creation of School/District Comprehensive Literacy Plan with DESE support (Year 1).</p>	<p>100% of schools complete an assets/needs assessment at Year 1.</p> <p>50% of school-designed comprehensive literacy plans reflect evidence-based literacy instruction aligned with Missouri Learning Standards and Missouri State Literacy Plan as measured by a comprehensive literacy plan rubric at Year 1.</p> <p>90% of school-designed comprehensive literacy plans reflect evidence-based literacy instruction aligned with Missouri Learning Standards and Missouri State Literacy Plan as measured by a comprehensive</p>	<p>Assets/needs assessment checklist, which include differentiated assessments for developmental level: DESE-designed framework, Developmental Reading Assessment (DRA3; Beaver & Carter, 2019), PALS preK and PALS+ (Invernizzi, Sullivan, Meier, & Swank, 2004), C3WP Using Sources Tool (NWP, 2015), and related validated analytic assessment tools measuring student literacy.</p> <p>Comprehensive literacy plan rubric generated by Show Me Literacies Collaborative.</p>

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			literacy plan rubric at Year 5.	
Increase the literacy outcomes for birth-preK children in 20 high-needs communities.	Approximately 20 teachers 2 MLLC affiliated faculty 2-4 MLLC facilitators	Inquiry circle monthly discussions with birth to age 3 caregivers and preschool teachers face-to-face and/or virtually (Years 1-5). Opportunities for graduate literacy certificate or reading certification (Years 1-5).	15% overall mean score increases on PALS preK assessment (20 preK sites; sample of 20 children per site) at Year 3. 25% overall mean score increases on PALS preK assessment (20 preK sites; sample of 20 children per site) at Year 5. 25% increase on participating four-year-old children who achieve significant gains in oral language skills as determined by a state-approved measure at Year 5.	PALS preK assessment (Invernizzi, Sullivan, Meier, & Swank, 2004). State-approved oral language measure.
Increase the foundational literacy outcomes for children in grades K-3.	Approximately 220 K-3 teachers 40 literacy coaches 40 administrators 6 MRI facilitators 2 MLLC affiliated faculty	Conduct formative and diagnostic assessments and screeners for student performance (Years 1-5). Teachers would use data from assessments to drive instruction	15% overall mean score annual increases on normed literacy battery of assessments at Year 3. 25% overall mean score increases on	Normed literacy battery of assessments, i.e. PALS+, DRA3, Benchmark, Scholastic Reading Inventory. District common formative assessments.

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	State dyslexia screener data	and monitor student growth (Years 1-5).	normed literacy battery of assessments at Year 5.	
<p>Increase preK-12 educators' frequency of evidence-based critical literacy instructional practices.</p> <p>Increase educators' sense of efficacy for literacy instruction.</p> <p>Build preK-12 literacy leadership in evidence-based literacy.</p>	<p>Approximately 320 teachers (4 per school)</p> <p>80 literacy coaches/specialists</p> <p>80 special educators</p> <p>80 English as a second language specialists</p> <p>80 principals</p> <p>3 MWPN regional directors</p> <p>1 MWP Network director</p> <p>10-12 MLLC, MRI, and MWPN facilitators</p>	<p>Facilitate summer institute (Years 1-5).</p> <p>Professional readings (Years 1-5).</p> <p>Engage in school session professional development (Years 1-5).</p> <p>Classroom observations (Years 1-5).</p> <p>Incorporate use of rubric developed by REL Southeast for evaluating reading/ language arts instructional materials (Years 1-5).</p> <p>MO-DESE staff coordinate and provide LETRS training (Years 1-5)</p>	<p>90% overall mean score increases on frequency of evidence-based critical literacy instructional practices and sense of efficacy for literacy instruction as measured by 1) change in pre-test administered at beginning of summer institute and post-test after completion of school session meetings, and 2) in-classroom observation data.</p>	<p>Critical Literacy Pedagogy Scale (Paul, 2018)</p> <p>The Teacher Sense of Efficacy for Literacy Instruction (TSELL; Tschannen-Moran & Johnson, 2011)</p> <p>Summer Institute Evaluation Survey generated by Show Me Literacies Collaborative</p> <p>Validated Observation Protocol for developmental level (e.g., C3WP (NWP 2015); CLASS (Touchstone, 2020; PLATO, Grossman et al., 2013)</p> <p>MRI and MWPN End-of-Year Participant Questionnaire</p>
<p>Increase the literacy outcomes for children in grades 3-12 at 80 high-need schools.</p>	<p>Approximately 320 grades 3-12 teachers (4 per school)</p>	<p>One-on-one coaching with PD facilitators to implement evidence-based instructional</p>	<p>15% overall mean score annual increases on Missouri state English</p>	<p>Missouri state English language arts assessment program (MAP) grades 3-10.</p>

	<p>80 literacy coaches/specialists</p> <p>80 special educators</p> <p>80 English as a second language specialists</p> <p>8-10 MRI and MWPN facilitators</p> <p>Classroom-based formative assessments</p>	<p>strategies (Years 2-5).</p> <p>Opportunities for graduate literacy certificate or reading specialist certification (Years 1-5).</p>	<p>language arts assessments at Year 3.</p> <p>25% overall mean score increases on Missouri state English language arts assessment administered during grades 3-10 at Year 5.</p> <p>25% increase in percentage of participating fifth-grade students who meet or exceed proficiency on Missouri language arts assessment by Year 5.</p> <p>25% increase in percentage of participating eighth-grade students who meet or exceed proficiency on Missouri language arts assessment by Year 5.</p> <p>25% increase in percentage of participating high school students who meet or exceed proficiency on Missouri English II assessment by</p>	<p>Battery of Literacy Assessments including instruments such as: C3WP Using Sources Tool (NWP, 2015), Read Ready (Sabatini et al., 2019), Scholastic Reading Inventory and STAR Reading by Renaissance grades 3-12.</p> <p>Rates of credit sufficiency</p> <p>Graduation rate</p>
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			<p>Year 5.</p> <p>25% increase of students reading on grade level as measured by Read Ready 3-12 by Year 5.</p> <p>15% increase of graduate rate at Year 3.</p> <p>25% increase of graduate rate at Year 5.</p>	
<p>Identify, document, and share evidence-based literacy instructional strategies that are interdisciplinary and discipline specific, as well as across development stages and age specific for preK-12 classrooms.</p> <p>Integrate evidence-based literacy instruction across the school curriculum.</p> <p>Understand barriers, challenges, and successes in implementation of evidence-based literacy interventions.</p>	<p>Approximately 320 teachers (4 per school)</p> <p>80 literacy coaches</p> <p>3 MWPN regional directors</p> <p>Professional learning books</p>	<p>Inquiry circle monthly discussions (Year 5).</p> <p>Book authors will be invited to one discussion via Zoom (Year 5).</p> <p>Collaborative teacher inquiry projects (Year 5).</p> <p>Revise School/District Comprehensive Literacy Plan.</p>	<p>90% of Inquiry Circles community members will demonstrate an increased capacity for teaching literacy as measured by 90% interventions reflect evidence-based literacy instruction aligned with Teacher Inquiry Project rubric at Year 5.</p> <p>100% of School/District Comprehensive Literacy Plans specify sustainability plans for professional learning at Year 5.</p>	<p>Teacher Inquiry Project rubric generated by Show Me Literacies Collaborative.</p> <p>Comprehensive literacy plan rubric generated by Show Me Literacies Collaborative.</p>

<p>Integrate evidence-based literacy instruction online resources across the state's teacher education programs.</p> <p>Enrich teacher education through provision of on-demand professional learning resources.</p>	<p>1 teacher educator from UMSL, an anchor institution of a Qualified Opportunity Zone and land grant university part of the UM System</p> <p>1 teacher educator from an HBCU state university or UM System</p> <p>Research articles</p> <p>3 media technicians</p> <p>6 teachers from the subgrantee school sites</p>	<p>Instructional design of 6 modules (Years 1-3)</p> <p>Providing open access for 6 literacy research articles (Year 2)</p> <p>6 podcasts with article authors (Year 2)</p> <p>6 videos of evidence-based literacy instruction in action (Year 2)</p>	<p>Reach 2000 unique visitors by Year 5</p>	<p>Website analytics widget</p>
<p>Participants will understand the importance of designing evidence-based literacy instruction aligned to the Missouri Learning Standards.</p> <p>Participants will be able to apply evidence-based literacy instruction to their contexts.</p>	<p>2 teacher educators from HBCU state university and UM system</p> <p>1 instructional designer</p> <p>4 MOOC facilitators</p>	<p>6-week Massive Open Online Course (MOOC; Years 2-4)</p>	<p>60% of assessments submitted by MOOC participants will reflect evidence-based literacy instruction aligned with Missouri State Learning Standards as measured by a rubric at Year 2.</p> <p>90% of assessments submitted by MOOC</p>	<p>MOOC rubric generated by Show Me Literacies Collaborative.</p> <p>Course satisfaction survey generated by Show Me Literacies Collaborative.</p>

			<p>participants will reflect evidence-based literacy instruction aligned with Missouri State Learning Standards as measured by a rubric at Year 4.</p> <p>60% of participants will agree that their goal for taking the MOOC was satisfied at Year 2.</p> <p>90% of participants will agree that their goal for taking the MOOC was satisfied at Year 4.</p>	
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APPENDIX C: PROGRAM EVIDENCE DOCUMENTATION

FY 2020 APPLICATION– COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM EVIDENCE DOCUMENTATION – Missouri’s Show Me Literacy Collaborative

Proposed Activity, Intervention, or Practice	Program Requirements	Citation of Study of Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
<p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	<p>K-3 Summer Institutes</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>Moderate Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2/Moderate Evidence for students in grades K-3. https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p>
<p>Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.</p>	<p>K-3 Summer Institutes</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.</p>	<p>Demonstrates a Rationale</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 4/Demonstrates a Rationale for students in grades K-3. https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p>

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Teach students how to use reading comprehension strategies.	K-3 Summer Institutes	Shanahan, T., Callison, K., Carriere, C., Duke, N., Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf
Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.	K-3 Summer Institutes	Shanahan, T., Callison, K., Carriere, C., Duke, N., Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf
Establish an engaging and motivating context in which to teach reading comprehension.	K – 3 Summer Institutes	Shanahan, T., Callison, K., Carriere, C., Duke, N., Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in</i>	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for

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		<p><i>kindergarten through 3rd grade</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>		<p>students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf)</p>
<p>Teach students to use the writing process for a variety of purposes.</p>	<p>K – 6 Summer Institutes 4-6 School-based PD</p>	<p>Graham, S., Bradley, M. C., Bollinger, A., Olson, C. B., D’Aoust, C., Knechtel, V., MacArther, C., McCutchen, D., Olinghouse, N., Onaran, B., & Pickens Jewell, C. (2018). <i>Teaching elementary school students to be effective writers</i> (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>Strong Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for elementary students. https://ies.ed.gov/ncee/wwc/PracticeGuide/17)</p>
<p>Provide daily time for students to write.</p>	<p>K – 6 Summer Institutes 4-6 School-based PD</p>	<p>Graham, S., Bradley, M. C., Bollinger, A., Olson, C. B., D’Aoust, C., Knechtel, V., MacArther, C., McCutchen, D., Olinghouse, N., Onaran, B., & Pickens Jewell, C. (2018). <i>Teaching elementary school students to be effective writers</i> (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>Demonstrates a Rationale</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 4/Demonstrates a Rationale for elementary students. https://ies.ed.gov/ncee/wwc/PracticeGuide/17)</p>

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<p>Create an engaged community of writers.</p>	<p>K – 6 Summer Institutes 4-6 School-based PD</p>	<p>Graham, S., Bradley, M. C., Bollinger, A., Olson, C. B., D’Aoust, C., Knechtel, V., MacArther, C., McCutchen, D., Olinghouse, N., Onaran, B., & Pickens Jewell, C. (2018). <i>Teaching elementary school students to be effective writers</i> (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>Demonstrates a Rationale</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 4/Demonstrates a Rationale for elementary students. https://ies.ed.gov/ncee/wwc/PracticeGuide/17</p>
<p>Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</p>	<p>K – 8 Summer Institutes 4-8 School-Based PD</p>	<p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle school</i> (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p>	<p>Strong Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for elementary and middle school students. https://ies.ed.gov/ncee/wwc/PracticeGuide/19</p>
<p>Integrate oral and written English language instruction into content-area teaching.</p>	<p>K – 8 Summer Institutes 4-8 School-Based PD</p>	<p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching</i></p>	<p>Strong Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for</p>

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		<i>academic content and literacy to English learners in elementary and middle school</i> (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.		elementary and middle school students. https://ies.ed.gov/ncee/wwc/PracticeGuide/19
Provide regular, structured opportunities to develop written language skills.	K – 8 Summer Institutes 4-8 School-Based PD	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle school</i> (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.	Demonstrates a Rationale	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 4/Demonstrates a Rationale for elementary and middle school students. https://ies.ed.gov/ncee/wwc/PracticeGuide/19
Explicitly teach appropriate writing strategies.	6-12 Summer Institutes 6-12 School-Based PD	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S.	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for secondary students https://ies.ed.gov/ncee/wwc/PracticeGuide/22

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		Department of Education.		
Integrate writing and reading to emphasize key writing features.	6-12 Summer Institutes 6-12 School-Based PD	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Moderate Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2/Moderate Evidence for secondary students. https://ies.ed.gov/ncee/wwc/PracticeGuide/22
Use assessments of student writing to inform instruction and feedback.	6-12 Summer Institutes 6-12 School-Based PD	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Demonstrates a Rationale	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 4/Demonstrates a Rationale for secondary students. https://ies.ed.gov/ncee/wwc/PracticeGuide/22
Provide explicit vocabulary instruction.	6-12 Summer Institutes 6-12 School-Based PD	Kamil, M.L., Borman, G.D., Cai, X., Dole, J., Helsel, F., Kidron, Y., Kral, C. C., Salinger, T., Spier, E., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices</i> (NCEE 2008-4027). Washington, DC: National	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for adolescents. https://ies.ed.gov

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		Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		/ncee/wwc/PracticeGuide/8
Provide direct and explicit comprehension strategy instruction.	6-12 Summer Institutes 6-12 School-Based PD	Kamil, M.L., Borman, G.D., Cai, X., Dole, J., Hessel, F., Kidron, Y., Kral, C. C., Salinger, T., Spier, E., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices</i> (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for adolescents. (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
Provide opportunities for extended discussion of text meaning and interpretation	6-12 Summer Institutes 6-12 School-Based PD	Kamil, M.L., Borman, G.D., Cai, X., Dole, J., Hessel, F., Kidron, Y., Kral, C. C., Salinger, T., Spier, E., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices</i> (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 3/Promising Evidence for adolescents. (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
Increase student motivation and engagement in literacy learning.	6-12 Summer Institutes 6-12 School-Based PD	Kamil, M.L., Borman, G.D., Cai, X., Dole, J., Hessel, F., Kidron, Y., Kral, C. C., Salinger, T., Spier, E., & Torgesen, J. (2008). <i>Improving adolescent literacy: Effective</i>	Promising Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier

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		<p><i>classroom and intervention practices</i> (NCEE 2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>		<p>3/Promising Evidence for adolescents. (https://ies.ed.gov/ncee/wwc/PracticeGuide/8)</p>
College-Ready Writers Program	<p>6-12 Summer Institutes</p> <p>6-12 School-Based PD</p>	<p>Gallagher, H.A., Arshan, N. & Woodworth, K. (2017). Impact of the National Writing Project's College-Ready Writers Program in high-need rural districts. <i>Journal of Research on Educational Effectiveness</i>, 10(3), 570-595. DOI: 10.1080/19345747.2017.1300361</p>	Strong evidence	<p>The study cited is an experimental design study that was implemented with fidelity and showed statistically significant improvement in students' argument writing. Thus, it meets the ESSA Evidence-Based definition for strong evidence.</p>
Enact Culturally Responsive Teaching Practices	Birth through Post-Secondary PD	<p>Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://cedar.education.ufl.edu/tools/innovation-configurations/</p> <p>Krasnoff, B. (2016). Culturally responsive teaching: A guide to evidence-based practices for teaching all students equitably. Portland, OR: Region X Equity</p>	Demonstrates a Rationale	<p>Each of the research syntheses cited include high quality research findings in their reviews of the effectiveness of culturally responsive teaching practices. This is the ESSA Evidence-Based Definition for "Demonstrates a Rationale."</p> <p>NOTE: Both research reviews note the lack of</p>

		Assistance Center at Education Northwest.		experimental and quasi-experimental research that ties culturally responsive practices to student outcomes.
Enact effective teacher professional development	Birth through Post-Secondary PD	Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2017). <i>Effective Teacher Professional Development</i> . Palo Alto, CA: Learning Policy Institute. Retrieved from: https://learningpolicyinstitute.org/product/teacher-prof-dev	Strong / Moderate evidence	The research review cited includes an evidence base that consists of experimental and quasi-experimental design research studies that find positive, statistically significant effects of PD on student achievement. Thus, it meets the ESSA Evidence-Based definition for strong and/or moderate evidence.

ADDITIONAL SUPPORTS GRADES K-3 Missouri Reading Initiative

Proposed Activity, Intervention, or Practice	Program Requirement	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Develop awareness of the segments of sounds in speech and how	Subgrant Activity	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L.,	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice

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<p>they link to letters.</p>		<p>Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education</p>		<p>recommendation as Tier 1/Strong Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=20</p>
<p>Teach students to decode words, analyze word parts, and write and recognize words.</p>	<p>Subgrant Activity</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education</p>	<p>Strong Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for students in grades K-3. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28</p>
<p>Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p>	<p>Subgrant Activity</p>	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading understanding in kindergarten through 3rd grade</i> (NCEE 2016-4008). Washington, DC: National</p>	<p>Moderate Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for students in grades K-3. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalr</p>

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		Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education		eading_040717.pdf#page=38)
Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.	Subgrant Activity	Gersten, R., Compton, D., Connor, C. M., Dimino, J., Newman-Gonchar, R., Hallgren, K., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2009). <i>Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades</i> (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Moderate Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for all students in the primary grades. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_02_1809.pdf#page=17)
Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.	Subgrant Activity	Gersten, R., Compton, D., Connor, C. M., Dimino, J., Newman-Gonchar, R., Hallgren, K., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2009). <i>Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades</i> (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2/Strong Evidence for Tier 2 students in the primary grades. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_02_1809.pdf#page=25)
Teach students how to use	Subgrant Activity	Shanahan, T., Callison, K., Carriere, C., Duke, N.,	Strong Evidence	What Works Clearinghouse

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<p>reading comprehension strategies</p>		<p>Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>		<p>characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16)</p>
<p>Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content.</p>	<p>Subgrant Activity</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N., Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>Moderate Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23)</p>
<p>Establish an engaging and motivating context in which to teach reading comprehension</p>	<p>Subgrant Activity</p>	<p>Shanahan, T., Callison, K., Carriere, C., Duke, N., Knechtel, V., Pearson, P. D., Sama Martin, E., Sattar, S., Schatschneider, C., Torgesen, J., & Wissel, S. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade</i> (NCEE 2010-</p>	<p>Moderate Evidence</p>	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for students in grades K-3</p>

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		4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=40
Screen for reading problems and monitor progress.	Subgrant Activity	Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., & Shanahan, T., (2007). <i>Effective literacy and English language instruction for English learners in the elementary grades</i> (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for English learners in the primary grades. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=21
Provide intensive small-group reading interventions.	Subgrant Activity	Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., & Shanahan, T., (2007). <i>Effective literacy and English language instruction for English learners in the elementary grades</i> (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for English learners in the primary grades. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27
Provide extensive and varied vocabulary instruction.	Subgrant Activity	Gersten, R., Baker, S., Collins, P., Linan-Thompson, S., Scarcella, R., & Shanahan, T., (2007). <i>Effective literacy</i>	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice

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		<p><i>and English language instruction for English learners in the elementary grades</i> (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>		<p>recommendation as Tier 1/Strong Evidence for English learners in the primary grades. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=31)</p>
Facilitate teachers in spacing learning over time.	Subgrant Activity	<p>Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). <i>Organizing instruction and study to improve student learning</i> (NCEE2007-2004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education</p>	Moderate Evidence	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for students 3-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=16)</p>
Facilitate teachers in combining graphics with verbal descriptions	Subgrant Activity	<p>Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). <i>Organizing instruction and study to improve student learning</i> (NCEE2007-2004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education</p>	Moderate Evidence	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for students 3-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=24)</p>
Facilitate teachers in connecting and integrating abstract and	Subgrant Activity	<p>Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007).</p>	Moderate Evidence	<p>What Works Clearinghouse characterizes the level of evidence for this practice</p>

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concrete representations of concepts.		<i>Organizing instruction and study to improve student learning</i> (NCEE2007-2004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education		recommendation as Tier 1/Moderate Evidence for students 3-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=26)
Facilitate teachers in using quizzes to re-expose students to key content.	Subgrant Activity	Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). <i>Organizing instruction and study to improve student learning</i> (NCEE2007-2004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for students 3-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=32)
Facilitate teachers in asking deep explanatory questions.	Subgrant Activity	Pashler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). <i>Organizing instruction and study to improve student learning</i> (NCEE2007-2004). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong Evidence for students 3-12 (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20072004.pdf#page=40)
Teach students to use the writing process for a variety of purposes	Subgrant Activity	Graham, S., Bradley, M. C., Bollinger, A., Olson, C. B., D'Aoust, C., Knechtel, V., MacArther, C., McCutchen, D., Olinghouse, N., Onaran, B., & Pickens Jewell, C.	Strong Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Strong

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		(2018). <i>Teaching elementary school students to be effective writers</i> (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.		Evidence for elementary students. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18)
Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing.	Subgrant Activity	Graham, S., Bradley, M. C., Bollinger, A., Olson, C. B., D'Aoust, C., Knechtel, V., MacArther, C., McCutchen, D., Olinghouse, N., Onaran, B., & Pickens Jewell, C. (2018). <i>Teaching elementary school students to be effective writers</i> (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	Moderate Evidence	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1/Moderate Evidence for elementary students. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=33)

APPENDIX D: IMPLEMENTATION SCHEDULE

K-3 Foundational Literacy Timeline (Missouri Reading Initiative)

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Sept - Dec	July - Aug	July - Aug	July - Aug	July - Aug
Identify School Partners	<u>Cohort 1, Year 1</u> On-site Up-Front Day for K-3 teachers	<u>Cohort 1, Year 2</u> On-site Up-Front Day for K-3 teachers <u>Cohort 2, Year 1</u> On-site Up-Front Day for K-3 teachers	<u>Cohort 2, Year 2</u> On-site Up-Front Day for K-3 teachers	
January - June	January - June	January - June	January - June	January - June
<u>Cohort 1: 20 Schools</u> On-site audit of instructional practices and resources (20 days)	<u>Cohort 1, Year 1</u> On-site, grade-level bands collaboration days: K-1 = 5 days; 2-3 = 5 days 10 collaboration days per school On-site, 9 coaching days per school Literacy in Leadership 4 days for Cohort 1 <u>Cohort 2: 20 Schools</u> On-site audit of instructional practices and resources (20 days)	<u>Cohort 1, Year 2</u> On-site, grade-level bands collaboration days: K-1 = 5 days; 2-3 = 5 days 10 collaboration days per school On-site, 9 coaching days per school Literacy in Leadership 4 days for Cohort 1 <u>Cohort 2, Year 1</u> On-site, grade-level bands collaboration days: K-1 = 5 days; 2-3 = 5 days 10 collaboration days per school On-site, 9 coaching days per school. Literacy in Leadership 4 days for Cohort 2	<u>Cohort 1, Year 3</u> On-site, 12 coaching days per school <u>Cohort 2, Year 2</u> On-site, grade-level bands collaboration days: K-1 = 5 days; 2-3 = 5 days. 10 collaboration days per school On-site, 9 coaching days per school Literacy in Leadership 4 days for Cohort 2	<u>Cohort 2, Year 3</u> On-site, 12 coaching days per school

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			May	May
			Cohort 1, Year 3 Culminating Event	Cohort 2, Year 3 Culminating Event
				May - July
				Final program evaluation and analysis

Proposed Model for Emerging, Family, and Community Literacy Focusing on Birth - K with Transitional Support to Grade 3 (Show Me Literacies Collaborative)

2020	2021	2022	2023	2024	2025
	Jan - April	Jan - April	Jan - April	Jan - April	Jan - April
	Support school partners in designing School Comprehensive Literacy Plan based on Missouri State Literacy Plan	School year sessions (8 hours) for Cohort 1 @ 3 regions in state Support partners in designing School Comprehensive Literacy Plan based on Missouri State Literacy Plan and work to identify community literacies partners	School year sessions (8 hours) for Cohort I @ 3 regions in state	School year sessions (8 hours) for Cohort I @ 3 regions in state	Culminating event (TBD) Write to Learn? Possibly partner with community literacies partners
August	May - August	May - August	May - August	May - August	May - August
Subgrant award	Cohort I Year I Summer institute	Cohort I Year II summer institute (32 hours) @ 3	Cohort I Year II summer institute (32 hours) @ 3	Cohort II summer institute (32 hours) @ 3	Final program

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competition announced DESE provides technical assistance in submitting subgrant proposals	(32 hours) @ 3 regions in state Possibly partner with community literacies partners for institute	regions in state (year 2) Cohort II summer institute (32 hours) @ 3 regions in state (year 1)	regions in state (year 3) Cohort II summer institute (32 hours) @ 3 regions in state (year 2)	regions in state (year 3)	evaluation and analysis
Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	
Identify School Partners Needs/Assets for Cohort 1	School year sessions (8 hours) for Cohort 1 @ 3 regions in state Needs/Assets for Cohort II	School year sessions (8 hours) for Cohort I @ 3 regions in state 2 follow-up meetings for Cohort II @ 3 regions in state	School year sessions (8 hours) for Cohort I @ 3 regions in state 2 follow-up meetings for Cohort II @ 3 regions in state	2 follow-up meetings for Cohort II @ 3 regions in state	

Proposed Model for 4-12 Intermediate and Adolescent Teacher Professional Development (Show Me Literacies Collaborative)

2020	2021	2022	2023	2024	2025
	Jan - April	Jan - April	Jan - April	Jan - April	Jan - April
	Support school partners in designing School Comprehensive Literacy Plan based on Missouri State Literacy Plan	School year sessions (8 hours) for Cohort 1 @ 3 regions in state Support partners in designing School Comprehensive Literacy Plan based on Missouri State Literacy Plan	School year sessions (8 hours) for Cohort I @ 3 regions in state	School year sessions (8 hours) for Cohort I @ 3 regions in state	Culminating event (TBD) Write to Learn Conference?

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August	May - August	May - August	May - August	May - August	May - August
Subgrant award competition announced DESE provides technical assistance in submitting subgrant proposals	Cohort I Year I Summer institute (32 hours) @ 3 regions in state	Cohort I Year II summer institute (32 hours) @ 3 regions in state (year 2) Cohort II summer institute (32 hours) @ 3 regions in state (year 1)	Cohort I Year II summer institute (32 hours) @ 3 regions in state (year 3) Cohort II summer institute (32 hours) @ 3 regions in state (year 2)	Cohort II summer institute (32 hours) @ 3 regions in state (year 3)	Final program evaluation and analysis
Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	
Identify School Partners Needs/Assets for Cohort 1	School year sessions (8 hours) for Cohort 1 @ 3 regions in state Needs/Assets for Cohort II	School year sessions (8 hours) for Cohort I @ 3 regions in state 2 follow-up meetings for Cohort II @ 3 regions in state	School year sessions (8 hours) for Cohort I @ 3 regions in state 2 follow-up meetings for Cohort II @ 3 regions in state	2 follow-up meetings for Cohort II @ 3 regions in state	

Proposed Plan for Preservice and Universal Inservice Teachers Professional Learning (Show Me Literacies Collaborative)

2020	2021	2022	2023	2024	2025
	Jan - April	Jan - April	Jan - April	Jan - April	Jan - April
	Needs/Assets in schools	Shoot video in schools Edit podcasts and videos Web design			

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August	May - August	May - August	May - August	May - August	May - August
		MOOC offering 1	MOOC offering 2	MOOC offering 3	Final program evaluation and analysis
Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	Sept - Dec	
	Instructional Design of 6 Modules based on needs/assets report Create podcast with authors	Redesign based on feedback from MOOC Present at Write to Learn Conference	Present at Write to Learn Conference	Present at Write to Learn Conference	



External Evaluation Description

Submitted By:

Andrew Wiley



Corporate Capabilities Statement

Overview

ACS Ventures, LLC (ACS) was established to address a need in the assessment community for design, evaluation, operational support, and quality assurance. These needs align with the founders' core capabilities and allow them to apply their experiences and knowledge of assessment policy and practice in the education, credentialing, and workforce sectors. The ACS team is committed to providing practical solutions that help organizations ensure the validity, reliability, and fairness of their assessment programs.

Services and Capabilities

The company was founded in 2016 offering services in program and assessment design, evaluation, psychometric analysis, custom research, and validation services (e.g., job analysis, standard setting) for testing programs. Specifically, testing vendors, credentialing program sponsors, state boards of education, technical advisory committees, and international education and credentialing agencies rely on ACS's support to contribute experience informed by industry best practices while balancing practical considerations, policy and legal defensibility within a range of consultative services.

Recent Experience

ACS has partnered with multiple organizations within both the education and credentialing space. In the Education space, we have partnered with organizations such as the Nevada Department of Education, Nebraska Department of Education, Cambridge Language Assessments, and the Central Region Agricultural Education Career Pathway Consortium of California. We have also collaborated with credentialing organizations such as the American Board of Obstetrics & Gynecology, American Board of Dental Examiners, National Conference of Bar Examiners, Florida Board of Bar Examiners, Oklahoma Office of Educational Quality and Accountability, The Irrigation Association, CPA Canada, and many others.

ACS recently completed a multiyear program evaluation for the Nevada Department of Education that was focused on a review of seven educational programs designed to aid and support students, teachers, and schools throughout the state of Nevada. The evaluation activities included interviews with program staff for all of the programs, surveys of staff to help understand how programs had been implemented, and data analyses to investigate whether the programs could demonstrate meaningful impacts on student performance.

Key Staff for this project

ACS's management team members are recognized as industry leaders who contribute to advancement of the assessment community through research and professional service. All members actively contribute to technical advisory committees, national professional organizations, and public forums, sharing their expertise through published works and workshops. Brief bios for the members of the ACS team are provided below.

Staff Bios

Dr. Chad Buckendahl is a Partner at ACS and will serve as the project lead for ACS. Dr. Buckendahl specializes in managing the intersection of policy, practice, and defensibility considerations that are part of assessment programs. His notable works include performances as a co-principal investigator for an evaluation of the Florida Standard Assessment as well as the evaluation of the *National Assessment of Educational Progress* (NAEP). He was the lead scientist in a program evaluation studying seven (7) educational programs for the state of Nevada. He has designed, facilitated, and evaluated standard setting workshops and served on the external technical advisory committee for standard setting for SBAC in addition to contributing to professional literature on the topic. He currently serves as chair of the Accreditation Services Council for the Institute for Credentialing Excellence (ICE), on the Budget and Finance Committee for the National Council on Measurement in Education (NCME), on the editorial board for the *International Journal of Testing* and is the co-editor of recent volume on credentialing sponsored by NCME. Dr. Buckendahl received his Ph.D. in Quantitative and Qualitative Methods in Education from the University of Nebraska, Lincoln and is currently advising on technical committees in multiple states.

Mr. Russell Keglovits is an Assessment Specialist at ACS and will serve as the lead for this project. Prior to joining the ACS team, Russ was an accountability director for a state department of education. He has managed the collection, analysis, and reporting of large-scale assessment data including public reports of state-wide school rankings. Russ's experience includes managing accountability requirements for the state of Nevada, including the completion of program evaluation studies, standard setting workshops, translating policy requirements into reporting systems, and facilitating technical advisory committees. Additionally, Russ is a United States Army Veteran who has over ten years of classroom teaching experience as a licensed educator in two states within secondary and post-secondary institutions. Russ's professional interests include engaging with assessment programs, identifying strengths and weaknesses of the program, and developing through solutions to any identified issues.

Dr. Andrew Wiley is a Partner at ACS whose focus is working with organizations on new or revised program design issues, as well as ensuring the development of test specifications and scoring activities that adhere to industry best-practices. During his career in the assessment industry, he has served as the research lead for nationally recognized assessment programs, such as the SAT and the PSAT/NMSQT

programs and has also worked with numerous assessment organizations in redesigning their current programs to meet new or revised standards. Andrew was a principal investigator in a recent program evaluation for the state of Nevada and also led the independent investigation into statewide assessments in Florida. Dr. Wiley received his Ph.D. in psychometrics from Fordham University and has served on multiple committees for the National Council on Measurement (NCME) and the Association of Test Publishers (ATP), including a term as the Chair of the Board of Trustees. This collective experience provides him with a national perspective on the interpretation of the NCCA and AERA/APA/NVME Test Standards that are essential for credentialing and education programs.

Ms. Kelley Wheeler is a Psychometric Associate at ACS. Prior to accepting a fulltime position, Kelley completed a graduate internship with ACS where she received direct experience working on licensure, certification, and educational validation studies at the state-level. She received her M.Ed. in Measurement, Evaluation, Statistics, and Assessment from the University of Illinois at Chicago. Before beginning a career in assessment, she received her B.S. in Middle / Secondary Education and taught NGSS Biology and Forensics in a Kentucky high school. It was in the classroom where she saw the direct impact that good and informational assessment can have and what inspired her to pursue the field of psychometrics.”

Evaluation Design

In this section we describe an evaluation design framework that addresses the Missouri Comprehensive Literacy State Development Program. We developed the evaluation approach using professional expectations from two sources; specifically, the *Program Evaluation Standards* (3rd ed.) (Yarbrough, et al., 2011) and the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). In the section below, we provide an overview of the evaluation activities that will be completed in each year of the Missouri project. It should be noted here that this approach represents an initial framework. We anticipate that the evaluation framework will need to be flexible to reflect the structure and implementation of the program.

Because the proposed program would be new for Missouri, we propose a design that will first involve a review of the program goals, activities, and outcomes. Throughout the first year of the program, the evaluation team will complete a systematic review of the program's theory of change and the inputs, processes, outputs, and outcomes in the logic model. Working with the implementation team, these program components will be identified along with development of a measurement plan. This measurement plan will identify the indicators that will be used to evaluate the component, data collection strategies, and expected analyses. Throughout the life of this project, we anticipate that the measures used to evaluate the effectiveness of the Missouri project will be a combination of information, including program-developed reports, surveys of school and district personnel, interviews with participants, and student assessment data. Once these measures have been identified, the evaluation team will collect data and information from the state, districts, and schools. These data and information will allow the evaluation team to review how well the initial program goals have been met and will also serve to gather baseline information that will help evaluate the effectiveness of the program moving forward.

During the second year of the program, the evaluation team will collect information directly from schools and districts and on how they have implemented the program goals. This data collection will focus on key aspects of the program such as the staffing impacts of the program, professional development activities, and classroom and student activities that have been introduced as part of the initiative. This information will be supplemented by data collection templates that will be shared with program leads to complete on an annual basis to support the seamless and efficient collection of information on program implementation. It will also be supplemented by interviews with school and district staff so that a comprehensive understanding of the implementation activities can be fully understood. In addition to these activities, data will also be collected on student achievement using the measures identified through our review of the initiative's logic model.

During the third and fourth year of the program, survey information from stakeholders will be collected that focuses on the implementation and management of the Missouri project. This information will allow the evaluation team to continuously evaluate the fidelity of the implementation across participating schools and districts. In addition to the survey data collection, student assessment data will also be collected to help evaluate whether the initiative is leading to potential changes in student performance.

Throughout the initiative, student assessment data will be collected and analyzed. When outcomes data are available, the student achievement data will be analyzed using regression discontinuity analysis to help evaluate whether the initiative is having an impact on student performance (Thistlewaite & Campbell, 1960). We propose using a regression discontinuity design that supports interpretations of program impact when there is not a control group. Participation in the research design is based on a forcing variable. Forcing variable values are divided by a cutoff or classification variable with students or schools on one side of the cutoff receiving the intervention and students or schools on the other side contributing as the comparison group. The idea is that students or schools near the cutoff are so similar as to be a sound comparison. After the intervention, regression lines are then computed for both groups – treatment and comparison. Analyses then determine whether changes in an outcome following the implementation of an intervention are discontinuous (i.e., different) between the groups.

In the final year of the evaluation, data will again be collected through a survey of all schools and districts involved in the program. This information will again be supplemented with interviews to allow for a more comprehensive understanding of how schools have implemented the program. In addition to this information, data will also be collected on student achievement which will be analyzed via the regression discontinuity design described above.

REPORTING

Throughout the duration of the project, the evaluation team will be responsible for providing annual reports to DESE. Each year, the report will summarize the activities completed that year, the results of all analyses completed, and key findings from the evaluation. In addition to providing a comprehensive report, the evaluation team will also provide an executive summary that can be utilized by the project team for communication to external entities monitoring the progress of the Missouri project. In addition to providing the written report to the project team, the evaluation team will be available to participate in meetings and other venues to help explain the evaluation activities and results as needed. Finally, all data and information collected by the evaluation team will also be shared with the project team in order to ensure full transparency and allow the project team to complete any additional analyses they believe to be necessary either during or after the project has been completed.

In addition to the annual report that ACS will prepare and provide to DESE, ACS will also prepare an annual report for the federal administrators of the grant. This report will provide all necessary information for the administrators to understand the key activities completed, the data that has been collected, and the results of all analyses performed. This report will be generated to fit the timing and structure requirements of the federal administrators.

APPENDIX F: ABOUT OUR PARTNERS

About the Missouri Language and Literacies Center

The Missouri Language and Literacies Center (MLLC) was established in 2019 through a University of Missouri system grant of \$375,000 to create a national research center to develop understandings of, and educational support for, the Missouri language and literacy needs of the present and future. The overarching goal of the MLLC is to transform education to meet the complex language and literacies needs of the 21st century preK-12 settings. The MLLC seeks to gather University of Missouri scholars from various disciplines and across UM system campuses with invested stakeholders from the Missouri Department of Elementary and Secondary Education (MO-DESE) and Missouri public schools to bring contemporary, research-based understandings of language and literacy into preK-12 classrooms.

The beginning cadre of faculty for the MLLC comes from linguistics, theatre, reading, and preK-12 language and literacy studies. Our interdisciplinary team of lead faculty and affiliate members bring contemporary arts-based learning approaches, extensive linguistics knowledge, decades of reading and writing research and teaching expertise, as well as knowledge in related fields such as journalism and digital storytelling. The MLLC hosts a range of ongoing collaborative projects and professional development opportunities to positively impact language and literacy learning in Missouri schools; its rural, suburban, and urban communities; and beyond. By using a more expansive view of language and literacies, the MLLC not only invests in Missouri teachers' language and literacy content and teaching knowledge but also invests in Missouri's economic and civic future.

About the Missouri Writing Projects Network

The Missouri Writing Projects Network is a collaboration of National Writing Project sites in the state of Missouri. MWPN is firmly committed to the belief that teachers are the key to educational change. The MWPN goal is to increase student learning by improving teaching and learning in all subjects and at all levels throughout the state. Each of the MWPN sites sustains a network of preK-16 teachers offering professional development programs designed by and for classroom teachers. Research results demonstrate that professional development programs designed and delivered by National Writing Project sites have a positive effect on the writing achievement of students across grade levels, schools, and contexts.

About University of Missouri (UM) System

The University of Missouri System supports more than 75,000 students across four universities and serves all 114 counties through extension offices. The mission of the University of Missouri System, as four land-grant universities and Missouri's only public research and doctoral-level institutions, is to achieve excellence in the discovery, dissemination, preservation, and application of knowledge. The four universities include the University of Missouri-Columbia (MU), the University of Missouri-Kansas City (UMKC), Missouri University of Science and Technology (S&T) and the University of Missouri-St. Louis (UMSL). Nearly 6,000 top-quality faculty and researchers work on the campuses of the UM System. The UM System central office eliminates replication of services by centralizing key functions like payroll, benefits management, and IT support, which allows the campuses to dedicate more resources to teaching and research. A key outcome of the system structure is that resources are leveraged systemwide to create efficiencies, which in turn, free campus resources to be used for core mission areas and

strategic priorities, and helps to keep the cost of education affordable and a college degree attainable for all Missourians.

About the Missouri Reading Initiative

The Missouri Reading Initiative (MRI) is a statewide provider of professional development in literacy that was established in 1999 by the Missouri Department of Elementary and Secondary Education (MO-DESE). The program's professional development model is a reflection of research-based standards promoted by the Learning First Alliance (1998), the National Staff Development Council (NSDC, 2002), the Center for the Improvement of Early Literacy Achievement (Birdyshaw, 2001), and the North Central Regional Learning Academy (Hassel, 1999). Originally funded by MO-DESE, MRI now operates independently through revenue from local school districts.

The process and delivery of MRI services are grounded on the principles of quality professional learning following the Learning Forward's Standards for Professional Development (2011). In 2010, a professional development implementation audit (as cited in Missouri Professional Learning Communities Project, 2011) was conducted by MO-DESE and an outside evaluation team headed by Douglas Reeves from The Leadership and Learning Center. From the multi-faceted evaluation, the Missouri Reading Initiative was determined to be one of the top four professional development providers in the state of Missouri because of the program's depth of implementation of professional support and gains in student achievement.

Other Attachment File(s)

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Skills

Provides leadership, supervision, guidance, and support for English Language Development (ELD). Multifaceted instructor, instructional leader, and well-received presenter and professional development facilitator.

Experience

Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness / English Language Development and World Language Director

August 2019 - Present

- Provides statewide leadership for ELD instructional, curricular, and professional development initiatives for teachers, principals, and other school-based educators
- Leads in the use of language proficiency data and state-level assessment and achievement data to improve the overall achievement of English Language Learners (ELs).
- Provides programmatic leadership to share the knowledge base of issues related to ELD programs.
- Coordinates policy analysis and policy development related to ELs and ELD curriculum and instruction.
- Collaborates with universities and colleges to expand and maintain ELD training programs.
- Represents the State at local, state, and national meetings pertaining to English Language Development.

Neosho School District / ELD Coordinator/ELD Instructional Specialist

August 2000 - May 2019

- Implemented differentiated and proficiency-based lessons daily/ weekly for approximately 120 students
- Authored district ELD curriculum and LAU Plan
- Provided professional development to new teaching staff on working with English Language Learners (ELs) and SIOP lesson design (2016-2019)
- Created Canvas training on teaching ELLs for Neosho School District (2016-2019)
- iELT-Ozarks Project Advisory Board member and Practicum Supervisor (2016-Present)
- Presented at Preservice Teacher Seminars for MSU, MSSU and Crowder College (2013-2018)
- Coordinator of the Seal of Biliteracy for Neosho School District (2017-2019)
- Designed and implemented an ELD "Coaching" model in Neosho School District (2017-2019)
- Dynamic Learning Maps assessment bias and sensitivity reviewer (2008, 2015)
- CLIMBs facilitator- provided CLIMBs training for the Neosho School District (2014-2017)
- Presenter at: MELL Conferences (2012, 2013, 2014); MSDC Conference (2012 and 2014); MidTESOL Conference (2016); SWC EdTech Conference (2016-2019); SW Region MELL workshops (2013-2019)
- Completed State Leadership Academy and ELD Leadership training (2016-2018)
- Neosho School District Curriculum Committee (2000-2019)
- MSIP review committee (2001-2016)
- District EdTech trainer with an emphasis on technology to assist ELLs (2013-2016)
- Professional Development Committee Officer (2013-2019)

- Mentor for new teachers (2013-2019)

Neosho School District / Fifth-Grade Teacher

August 1995- May 2000 Neosho, MO

- Implemented differentiated grade-level lessons for approximately 30 students daily
- Authored lessons/units of instruction for District 5th-grade curriculum
- Co-authored and received State Incentive Grant for ESL entitled "Making English Bearable" (1995)
- Presented at MSSU Cultural Diversity Workshop (1995) and MidTESOL Conference (1997)
- Received ESL certification (1999)

Neosho School District/ Special Reading Instructor

August 1992- May 1995 Neosho, MO

- Implemented daily individualized lesson plans daily for approximately 60 students K-5
- Authored and received State Incentive Grant entitled "Project HIGHER" (1994)
- Vice-President and President of regional International Reading Association (1992-1994)
- Young Authors conference chairperson
- Presenter at regional workshops on teaching through individual learning styles
- Co-author and secretary for State Incentive Grant on parenting entitled "Snuggling into the NEST" (1992)

LaMonte School District/ Special Reading Instructor

August 1989- May 1992 LaMonte, MO

- Implemented daily individualized lesson plans daily for approximately 60 students K-12
- Nominated for the Secretaries Initiative Award for Exemplary Chapter 1 Programs (1991-1992)
- Authored and received State Incentive Grant for a District Parent Lending Library
- Chaired Young Authors Conference

Education

Southeast Missouri State University, Cape Girardeau, MO

Spring 1994 - Summer 1999

English for Speakers of Other Languages certification (K-12)

GPA: 4.0

Central Missouri State University, Warrensburg, MO

Spring 1989 - Summer 1991

Special Reading certification (K-12)

GPA: 4.0

Missouri Southern State College (University), Joplin, MO

Fall 1985 - Spring 1989

Bachelor of Science in Education

Major: Elementary Education (1-8)

GPA: 3.75 Graduated Magna Cum Laude

Missouri Teaching Certificate

Named Outstanding Student in Elementary Education (1989)

Alpha Chi Scholastic Honor Society

Kappa Delta Pi Honor Society

Rebecca L. Haseltine

Education

- Educational Doctorate: Educational Leadership and Policy Analysis 2004
University of Missouri-Columbia, MO
Dissertation: *Context and Outcomes in Early Literacy Professional Development: A Study of the Missouri Reading Initiative*
- Educational Specialist: Elementary Administration 1993
Missouri State University, Springfield, MO
- Master of Science in Education: Elementary Administration 1984
Missouri State University, Springfield, MO
- Bachelor of Science in Education: Elementary Education 1977
Missouri State University, Springfield, MO

Professional Experience

- 1999-present: Director, Missouri Reading Initiative, Springfield, MO
- 1994-1999: Elementary principal, Springfield Schools, Springfield, MO
- 1993-1994: Assistant principal, Springfield Schools, Springfield, MO
- 1986-1993: Assistant Professor in Education: Graduate and undergraduate education
Provided literacy professional development for practicing teachers.
Elementary Coordinator at Greenwood Laboratory School, Missouri State University, Springfield, MO
- 1978-1986: Elementary teacher, Willard, MO
- 1977-1978: Elementary teacher, Everton, MO

Research and Grant Collaboration

- Missouri Reading First Grant Writing: DESE
- Read to Be Ready Grant: DESE
- Community Schools Project: Springfield Public Schools & Springfield City
- Primary Multiage Grant: Springfield Public Schools, Springfield, MO
- Project grant, *Vision Development and Reading Achievement*, Missouri State University
- Research project, *Intervention Strategies*, College of Education, Missouri State University

University Courses Taught

- Development of Children's Language Potential: Missouri State University
- Practical Alternatives in Elementary Language Arts: Missouri State University
- Success in Reading and Writing: Missouri State University.
- Enhancing Reading and Writing across the Curriculum: Missouri State University
- Classroom Management and Organization: Missouri State University
- Methods in Elementary Language Arts: Missouri State University

Professional Organizations

- International Literacy Association
- Association for Supervision and Curriculum Development
- Missouri and National Association of Elementary School Principals
- Learning Forward: The Professional Learning Association
- Missouri Council of School Administrators
- National Council of Teachers of English

DEBBIE JAMESON

My objective is to serve the school districts and students of Missouri in creating success-ready students who can apply 21st century skills in their future college, workforce or military endeavors.

EXPERIENCE

JULY 2016 TO CURRENT

DIRECTOR OF ENGLISH LANGUAGE ARTS FOR ASSESSMENT/CURRICULUM,
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

JULY 2015-JULY 2016

**ASSISTANT DIRECTOR OF ENGLISH LANGUAGE ARTS FOR
ASSESSMENT/CURRICULUM,** MISSOURI DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION

Currently, I oversee the state assessment in grades 3-10 for English Language Arts as well as provide curriculum and assessment professional learning around the Missouri Learning Standards in grades K-12. I create resources around assessment and curriculum for use with Instruction and implementation in the classroom.

AUGUST 1985-JULY 2015

**CLASSROOM TEACHER, TITLE 1 LITERACY TEACHER, READING RECOVERY
TEACHER, RALLS COUNTY SCHOOL DISTRICT, HANNIBAL PUBLIC SCHOOLS**

During my 30 years in education, I have taught grades K-6 in the emphasis of literacy. For 11 of those years, I was a certified Reading Recovery/Title 1 Literacy teacher focusing on the instruction of reading. I was a member of the Literacy Advisory Team for the building and the district.

JUNE 2005-JULY 2015

**ADJUNCT PROFESSOR/LITERACY, SOUTHERN BAPTIST UNIVERSITY-MISSOURI,
HANNIBAL LAGRANGE UNIVERSITY-MISSOURI, UNIVERSITY OF MISSOURI-
COLUMBIA**

I taught graduate courses in literacy for the summer, fall and spring sessions focusing on all aspects of literacy instruction in the K-12 classroom.

EDUCATION

SUMMER 1997-MAY 2015

ADDITIONAL GRADUATE HOURS IN READING AND LITERACY INSTRUCTION, ASSESSMENT AND CURRICULUM, SOUTHEAST MISSOURI STATE UNIVERSITY, UNIVERSITY OF MISSOURI –COLUMBIA, NORTHWEST MISSOURI STATE UNIVERSITY

DECEMBER 1996

MASTERS DEGREE IN ELEMENTARY ADMINISTRATION, UNIVERSITY OF MISSOURI-COLUMBIA, MISSOURI

MAY 1985

BACHELORS DEGREE IN ELEMENTARY EDUCATION, HANNIBAL LAGRANGE UNIVERSITY – HANNIBAL, MISSOURI

ACTIVITIES

1999-2001 STARR (Select Teachers as Regional Resources) Teacher

This program allowed selected trained educators to provide free embedded professional learning to school districts within a region and provide follow-up to districts throughout the year.

2001-2015 Missouri Department of Elementary and Secondary Assessment Development

During this time, I worked for the department on a variety of assessment projects – item alignment, scoring training for item types including essay writing, DOK alignment, range-finding process, model curriculum units, assessment literacy projects and task force assignments.

2005 Certified Reading Recovery Teacher and Early Literacy Trainer

This certification focused on the instruction of reading for K-2 students. This training was job-embedded professional learning with students with reading difficulties and classroom instruction to help all students with reading instruction.

ORGANIZATIONS

ILA – International Literacy Association, MOCTE – Missouri Council of Teachers of English, ASCD – Association for Supervision and Curriculum Development, MLA – Missouri Literacy Association, CCSSO – Council of Chief State School Officers, MARRE – Missouri Association of Reading Recovery Educators, MARE – Missouri Association of Retired Educators, MWPN – Missouri Writing Projects Network

AMY A. LANNIN, Ph.D.
Director, Campus Writing Program
Associate Professor, English Education

University of Missouri

Email: [REDACTED]

EDUCATION

- 2007 Ph.D., Curriculum and Instruction. University of Missouri (Columbia, Missouri)
Area of emphasis: English Education
- 1996 M.A. Curriculum and Instruction. University of Nebraska (Lincoln, Nebraska)
Area of emphasis: Literacy
- 1986 B.A., Secondary Language Arts Education. Nebraska Wesleyan University (Lincoln, Nebraska)
Language Arts Field Endorsement for Grades 7-12 Nebraska Teacher Certification

PROFESSIONAL EXPERIENCE

- 2011 - present Director, Campus Writing Program, University of Missouri
- 2017 - present Associate Professor, English Education in the Department of Learning, Teaching, and Curriculum, University of Missouri
- 2015 – present Director, Missouri Writing Project, site of the National Writing Project
- 2011 – 2017 Assistant Professor, English Education, University of Missouri
- 2008 - 2011 Assistant Teaching Professor in English Education, University of Missouri
- 2008 Online Instructor, Missouri Western University (St. Joseph, Missouri)
- Designed and taught online Advanced Institute for Prairie Lands Writing Project
- 2007 – present Co-Director, Missouri Writing Projects State Network, National Writing Project statewide network of five university-based sites
- 2003 – 2011 Associate Director, Missouri Writing Project, University of Missouri
- 2001 – 2007 Graduate Research and Teaching Assistant, University of Missouri
- 1998 – 2001 Professional Development Facilitator, Writing Instruction and Assessment Cadre for Nebraska Educational Service Unit #3, (Omaha, Nebraska)
- 1996-1998 Adjunct Instructor, Peru State College (Peru, Nebraska)
- 1988-1997 Classroom Teacher, English-Language Arts Grades 7, 8, 11. Gretna Public Schools (Gretna, Nebraska)
- 1992 Co-facilitator/instructor, Nebraska Literacy Project institute for the Nebraska Writing Project, University of Nebraska (Lincoln, Nebraska)
- 1986-1988 Classroom Teacher, English-Language Arts Grades 9-12. Louisville Public Schools (Louisville, Nebraska)

HONORS AND AWARDS

2019	Nominated for President's Award for Citizenship – Leadership, University of Missouri
2017	Recipient of Excellence in Education Award, Division of Student Affairs, University of Missouri
2016	Nominated for MU Chancellor's Alumnae Anniversary Faculty Award
2015	Nominated for MU College of Education Citation of Merit for Outstanding Achievement and Meritorious Service Award
2012	Nominated and selected for the Higher Education Resource Services Institute.
2012	Mentor for Mizzou '39 Awardee, Meagan Halphin
2012	Recognized mentor, MU Honors Convocation, by graduating seniors Meagan Halphin, Allison Repking, and William Prosecky
2005-2011	Recognized mentor, MU Honors Convocation, by graduating seniors
2010	Nominee, University of Missouri's Excellence in Advising Award
2010	University of Missouri's College of Education Graduate Instructor of the Year
2006-2007	Walter Scott Monroe Research Fellowship Fund, MU
2005-2006	Dr. Sodienye Bendbow Memorial Scholarship, MU
2004-2005	Robert M. Frank Fellowship Fund, MU
2004	Nominee, Donald K. Anderson Graduate Teaching Assistant Award, College of Education, University of Missouri
2003-2008	Teacher Development Program "High Flyer" Award for Teaching (college award), University of Missouri
1996	Nebraska Middle Level Award for Excellence in Education
1996	Cornhusker Award from the Nebraska High School Press Association

WRITING PROGRAM ADMINISTRATION

Director for University of Missouri Campus Writing Program, 2011 to present

Provide scholarly leadership for faculty-run, campus-wide Writing Across the Curriculum program. Implement policy and maintain program budget. Plan and facilitate teaching development programs for faculty and graduate students. Oversee ongoing research-based focus to ensure program quality and to study Writing-Across-the-Curriculum issues.

Co-Director for Missouri Writing Projects State Network, 2007 to present

Provide leadership for statewide network of five National Writing Project sites. Coordinate with the Department of Elementary and Secondary Education.

Director of Missouri Writing Project, 2015-present

University of Missouri (Columbia, MO)

Oversee grant-funded programs and seek additional funding for this site of the National Writing Project. Assist with coordination of advisory board, youth programs, continuity, and in-service partnerships.

TEACHING AND ADVISEMENT

Undergraduate

COMM 4701 Communicating your Research; co-taught with Dr. Linda Blockus, Director of Undergraduate Research (Spring19)

LTC 4565 Reading/Writing in the Content Areas II; taught (F17) and served as Coordinator for R/WICA I and II course sequence, 2017-2018

LTC 4490/4400/7490 Teaching English Language Arts III: Media Literacy (F14)

General Honors Colloquium 3070H Public Intellectuals. A *Writing Intensive* course (F13)

TDP 4470 Teaching English Language Arts I: Literature & Young Adult Literature (F09, F10)

TDP 4480 Teaching English Language Arts II: Writing. A *Writing Intensive* course (Spring semesters 2008 - 2011)

TDP 4490 Teaching English Language Arts III: Media Literacy (Fall Semesters 2008 - 2010)
[Instructor of Record – Supervisor of GTA instructors 2009, 2010]

TDP 4474, 4484, 4494 Teaching English Language Arts Field Experience (Fall and spring semesters 2008 - 2011)

LTC 1100/1170 Orientation to English Language Arts (2008, 2010, 2015, 2016)

Undergraduate Advisement: *approximately 50 students/year (2004 – 2011)*

Graduate

LTC 9090: Doctoral Research (2011 – present)

LTC 8615: Institute of the Missouri Writing Project (2003, 2004, 2005, 2012)

LTC 8618: Reading, Writing, & Teaching Creative Nonfiction (2008, 2009) [Instructor of Record
- Supervisor of GTA instructors 2010 - 2012]

LTC 8085 Problems in Learning, Teaching, & Curriculum -- English Education: Individualized topics (2008 - present)

LTC 8640 Studies in English Education: General Semantics (2009)

LTC 8900 Seminar in English Education: Foundational Readings (Topics rotated by semester; taught fall and spring 2008-2011)

LTC 8900 Advanced Institute of the Missouri Writing Project (Summers 2006, 2007)

LTC 8941: Internship in LTC (2008 - present)

TDP 7470 Teaching English Language Arts I: Literature & Young Adult Literature (Fall semesters 2009, 2010)

TDP 7480 Teaching English Language Arts II: Writing (Spring semesters 2008 - 2011)

TDP 7490 Teaching English Language Arts III: Media Literacy (Fall semesters 2008 - 2010)

[Instructor of Record – Supervisor of GTA instructors 2009, 2010, 2011]

Graduate Advisement

PhD Advisees – English Education

- (Co-chair) for Chih Ning Lynn Chang. *Poetry, media, and second language acquisition*. University of Missouri, defended July 2011.
- (Chair) Jonathan Cisco. *You are not an impostor: Mediating impostor phenomenon feelings in graduate students through literacy interventions*. University of Missouri, defended June 2015.
- (Chair) Christy Goldsmith. *Enacted Identities: A Narrative Inquiry Into Teacher Writerly Becoming*. University of Missouri, defended April 2018.
- (Chair) Jinju Lee. *How do Asian Adult Second Language Writers Engage in English Writing?* University of Missouri, defended July 2016.
- (Co-Chair) Youssif Omar. *A Study of English education in Libya*. University of Missouri, defended November 2014.
- (Chair) M. Juanita Willingham. *Media literacy in a junior high school classroom*. University of Missouri, defended November 2011.
- Julie Sheerman (ABD) – serves as Grant Manager and Program Director for two funded projects
- Maha Kareem (ABD) – co-facilitates graduate student writing programs for CWP and College of Engineering
- Erin Small (ABD) – GRA, 2016-2018
- Irene Wan (ABD)

PhD Committees

- Heather Knight (2019-)
- Barri Bumgarner, English Education (Defended July 2012)
- Rebecca Dierking, English Education (Defended April 2012)
- Jean Dickinson, Literacy (Defended March 2012)
- Yang Guo, English Education (Defended November 2013)
- Harlow Sandy Sanders, English Education (Defended April 2014)
- Nilufer Guler, English Education (Defended April 2014)
- Aaron Harms, English (2012, ABD)
- Tuan Truong, English Education (Defended April 2014)
- Danielle Johnson, Literacy (Defended April 2016)
- Joanne Smith, Literacy (Defended July 2013)
- Stephanie Wightman, Literacy (Defended July 2017)
- Apryl Poch, Special Education (Defended April 2016)
- Laura Hasselquist, Agricultural Education (Defended April 2017)
- Sho Won, Educational Leadership & Policy Analysis (Defended November 2017)

- Nick Kremer, English Education (Defended April 2017)

Education Specialist Committee – English Education

- Jayme Pingrey, Completed November 2015
- Heather Statz, Completed April 2012
- Kangmo Lim, Completed 2013
- Youngsun Lim, Completed 2011
- Brittany Meador (2011-)
- Jill Hughes, Literacy Education, Completed 2012

Advisement of online and on-campus Master’s Degree Students: 2 advisees in 2013-2017

College of Education Accreditation, 2011: Assisted with writing the Secondary English/Language Arts Education MoSTEP Program Report for Missouri Department of Elementary and Secondary Education.

Graduate Research Assistant/Graduate Teaching Assistant: University of Missouri, 2001 to 2007

- Taught courses in Teacher Development Program: Teaching English Language Arts (Literature and Reading, Writing, and Media Literacy). Supervised field experiences in secondary schools. (2001 to 2007). Online instructor for MU Direct: “Reading, Writing, and Teaching Creative Nonfiction” (Summer 2005).
- Assistant instructor to Dr. Roy F. Fox for Doctoral Seminar (2005) and Studies in English Education: Media Literacy (2006).
- Coordinator of English Education: advising students, arranging for course instructors and supervisors, and meeting with Faculty Literacy Committee (2006 to 2009).
- Coordinator for Mizzou Men for Excellence in Elementary Teaching, a program to recruit and retain men in education (2006 to 2009).

Post-Doctoral Fellowship Advising:

- Dr. Julie Birt, 2019 - present
- Dr. Lina Trigos-Carrillo, 2016-2018

PEER REVIEWED JOURNAL ARTICLES/BOOK CHAPTERS

Folk, W., van Garderen, D., Lannin, A., Miller, Z., Sneller, J. (Forthcoming). “Flight of the Bumblebee”: A Middle School STEM Text Set to Support Development of Disciplinary Literacy Skills. *Science Scope*.

Owens, D. C., Herman, B. C., Oertli, R. T., Lannin, A. A., Sadler, T. D. (2019). Secondary science and mathematics teachers’ environmental issues engagement through socioscientific reasoning. *Eurasia Journal of Mathematics, Science and Technology Education*,15.6, 1-27.

Lannin, A. & Townsend, M. (2019). Graduate student perspectives: Career development through serving as writing-intensive GTAs. *Graduate Writing Across Disciplines: Identifying, Teaching, and Supporting*. Edited by M. Brooks-Gillies, E. G. Garcia, S. H. Kim, K. Manthey, and T. G. Smith. Special issue of *Across the Disciplines*.

Lannin, A. & West, N. (2017). “Going Public: Teaching undergraduates how to write for broad audiences.” *EJournal of Public Affairs*, a peer-reviewed, multidisciplinary journal published by Missouri State University and affiliated with the American Democracy Project. <http://www.ejournalofpublicaffairs.org/going-public-teaching-undergraduates-write-broadaudiences/>

- Lannin, A., Cisco, J., Hodgson-Philbrook, J., & Philbrook, M. (2017). "How do you know that works?": A mixed methods approach to assessing student writing in Writing Intensive courses. *Council of Writing Program Administration Journal*. 40.2, 52-76. This is the top tier journal in the field of Writing Program Administration.
- Lannin, A. & Selting, B. (2017). Overview of the University of Missouri's Campus Writing Program. In B. Siegel-Finer and J. White-Farnham. *Writing Program Architecture: Thirty Cases for Reference and Research*. Logan, Utah: Utah State University Press.
- Lannin, A. (2014). The sound of pencils on the page: Freewriting in a junior high school classroom. *Writing and Pedagogy*. 6.3, 555-581. Acceptance rate: 15%.
- Lannin, A., Kline, K., Knowles, A., Kohnen, A., Singer, N., & Stokes, V. (2014). From ELA teacher to literacy expert: Reimagining our roles. *The English Journal*. 104.2, 54-60. Acceptance rate: 1120%. Tier 1 journal in English Education.
- Taxis, T., Lannin, A., Selting, B., & Lamberson, W. (2014). Effect of making an audio recording of a term paper on writing quality. *Natural Sciences Education*. 43, 81-84. Acceptance rate: 58%.
- Lannin, A., & Fox, R. F. (2010). Chained and confused: Teacher perceptions of formulaic writing in a virtual classroom. *Journal of writing and pedagogy*, 2. <http://www.equinoxpub.com/WAP/article/view/6600>; International journal focused on writing instruction across the grade levels. Acceptance rate: 15%.
- Fox, R. F. & Lannin, A. (2007, September). Belly up to the pond: Teaching teachers creative nonfiction in an online class. *The writing instructor special issue: Composition studies, the next generation: teaching and mentoring new composition teachers*. <http://www.writinginstructor.com/foxlannin>. Journal of writing studies, since 1981; currently online. Acceptance rate: 10-20%.

EDITED BOOK/JOURNAL

- Bauer, E., Compton-Lilly, C., Sanchez, L., Gilles, C., Lannin, A., Kingsley, L., Metz, M., Petrone, R., & Zapata, A. (Eds.). (November 2019). *Literacy Research: Theory, Method, and Practice*, Volume 68. Literacy Research Association: SAGE Publications.
- Gilles, C., Lannin, A., Bauer, E., Compton-Lilly, C., Kingsley, L., Metz, M., Sanchez, L., & Zapata, A. (Eds.). (November 2018). *Literacy Research: Theory, Method, and Practice*, Volume 67. Literacy Research Association: SAGE Publications.
- Gilles, C., Sanchez, L., Baker, B., Kingsley, L., Lannin, A., & Zapata, A. (Eds.). (November 2017). *Literacy Research: Theory, Method, and Practice*, Volume 66. Literacy Research Association: SAGE Publications.
- Kuby, C.R., Lannin, A., Baker, B., Gilles, C., Kingsley, L., Sanchez, L., & Zapata, A. (Eds.). (November 2016). *Literacy Research: Theory, Method, and Practice*, Volume 65. Literacy Research Association: SAGE Publications. (Print version is 453 pages).
- Baker, B., Clifton, J., Gilles, C., Kingsley, L., Kuby, C.R., Lannin, A., Sanchez, L., & Zapata, A. (Eds.). (November 2015). *Literacy Research: Theory, Method, and Practice*, Volume 64. Literacy Research Association: SAGE Publications. (Print version is 497 pages).

TECHNICAL REPORTS/MONOGRAPHS

Johnson, D., Pingrey, J., & Lannin, A. (2017). *Youth, family, and community programs: A monograph*. Berkeley, CA: National Writing Project.

Lannin, A. & Franklin, K. (2011). Local Sites Research Initiative V: Missouri Writing Projects Network Study of Missouri Literacy Academies. *The National Writing Project*. Berkeley, CA: National Writing Project.
<http://www.nwp.org/cs/public/print/resource/3722>

SCHOLARLY WORK UNDER REVIEW

van Garderen, D., Juergensen, R., Smith, C., Abdelnaby, H., Lannin, A., & Folk, W. (Revise and Resubmit). Instructional Scaffolding to Engage All Learners in Complex Science Text. *Science Scope*.

Lannin, A., Juergensen, R., Smith, C., Abdelnaby, H., van Garderen, D., Folk, W., Pinkston, L., & Palmer, T. (Revised and Resubmitted, February 2020). Multimodal STEM text sets to use literature and engage all learners in the science classroom. *Science Scope*.

Romine, W., Lannin, A., Palmer, T., van Garderen, D., Juergensen, R., Smith, C., & Folk, W. (Book Chapter Proposal Accepted; Chapter under review, December 2019). Use of complex multimodal text sets to support science literacy in middle school life sciences and English language arts classrooms. *Cultivating a Scientific Mindset in the Age of Inference*.

Franklin, K., & Lannin, A. (Submitted, Nov. 2019). A study of the influence of professional development on secondary students' writing outcomes. *Research in the Teaching of English*.

OTHER PUBLICATIONS

Lannin, A. (2002). Writing improvement: Setting the stage. *The network news – Missouri network for staff development and performance based education*. Columbia, Missouri.

Lannin, A. (2002) Writing improvement: Beginning the play. *The network news – Missouri network for staff development and performance based education*. Columbia, Missouri.

Lannin, A. (1996). Truth or dare - portfolios provide true accounts of learning if we dare try. *News & Notes - Nebraska ASCD*. Nebraska City, Nebraska.

Ahlschwede, M., Anderson, S., Evans, R., Ritchie, J., Lannin, A. (Ribble), & Ronald, K. (1993, Fall). Literate life stories: Researching our lives as writers and readers. *Teacher research: The journal of classroom inquiry*, 1, 87-104. University of Maine, Orono, Maine.

Lannin, A. (Ribble). (1992). Passing the real test - an alternative to semester testing through reading/writing autobiographies. *InLand* - Department of English, Boise State University, Boise, Idaho.

SCHOLARLY WORK UNDER DEVELOPMENT

Trigos-Carrillo, L. & Lannin, A. Writing Retreats: Camaraderie and solidarity to support faculty writing. *Higher Education Research & Development*.

Burdick, M. & Lannin, A. (in progress). WAC Book of Scenarios and Commentary to support Writing Programs. (Book chapters for publisher review).

Cisco, J., Lannin, A., and Townsend, M. "Graduate students' perspectives on the significance of serving as writing intensive GTAs to the students they teach."

EDITORIAL AND REVIEW WORK

Faculty Advisor, Editorial Board, *Artifacts: Online Journal of Undergraduate Student Writing*, sponsored by the Campus Writing Program, University of Missouri. Annual online publication. 2011 to present.

Reviewer. *Talking Points*. Journal of the Whole Language Umbrella, National Council Teachers of English. 2010 to present.

Lannin, A. (2019). Review of the book *Teaching Writing As Journey, Not Destination: Essays Exploring What "Teaching Writing" Means*, by P. L. Thomas. Charlotte, NC: Information Age Publishing.

Review. *eJournal of Public Affairs*. Missouri State University. 2018.

Member, Editorial Board for *Missouri English Bulletin*, sponsored by Missouri Council Teachers of English. Two online publications annually. 2011-2012.

Reviewer. Write to Learn Conference proposals. Columbia, Missouri. 2007 to 2019.

Reviewer. Handbooks for writing across the disciplines for Oxford University Press, October 2011

External Reviewer. University of Missouri Research Board. Grant Proposal for "Multimodal literacies for struggling boys: A work of art." 2012.

Reviewer. *Very Short Guide to Writing in Political Science* for Oxford University Press, September 2013.

Reviewer. Annual review of National Writing Project sites' Continued Funding Reports. February 2011.

Book prospectus reviewer. O'Connor, J.S. *This Time It's Personal: Teaching Creative Nonfiction*. NCTE. December, 2010.

Manuscript reviewer, "Life Writing." NCTE. Spring, 2009.

Edited the student issue of *NebLAB: Nebraska Language Arts Bulletin*. 1998.

REFEREED PRESENTATIONS

International

Lannin, A. & Sheerman, J. (2018, June). STEM Literacy Project: Connecting learning across the Curriculum. Presentation at the International Writing Across the Curriculum Conference, Auburn University, AL, USA.

Cisco, J. & Lannin, A. (2016, June). How Do You Know That Works?: A mixed methods approach to assessing student writing in writing intensive courses. Presentation at the International Writing Across the Curriculum Conference, Ann Arbor, MI, USA.

Lannin, A. (2014, June). Writing program administration and interdisciplinary committee work: Transforming friction into productive sparks. Presentation at the International Writing Across the Curriculum Conference, Minneapolis, MN, USA.

Lannin, A., Selting, B., & Chmidling, C. (2012, June). Interdisciplinarity in an interdisciplinary writing program: Innovation and adaptation. Paper presented at the International Writing Across the Curriculum Conference, Savannah, Georgia, USA.

Lannin, A. (2007, July). Multigenre reading and writing. Paper presented at China-US Conference on Literacy, Beijing, China.

Lannin, A., Gilles, C., Zhang, Y., & Lu, W. (2007). International Collaborations: Writing from Missouri to China and Back. Paper presented at China-US Conference on Literacy, Beijing, China

National

Lannin, A., Goldsmith, C., Hayes, R. (2019, July). More seats at the table: Inclusion of faculty voices on a campus writing board. Presentation at the Council of Writing Program Administrators Conference, Baltimore, Maryland.

- Goldsmith, C., Lannin, A. (2019, July). Engaging Complexity in WAC/WID Assignments: Against a Dichotomous Approach to Argumentation in the Disciplines. Presentation at the Council of Writing Program Administrators Conference, Baltimore, Maryland.
- Folk, W., Van Garderen, D., Miller, Z., & Lannin, A. (2019, April). The Flight of the Bumblebee: A New Multimodal STEM Text Set and Related Activities for Diverse Middle School Learners. Presentation at National Science Teachers Association conference, St. Louis, Missouri.
- Trigos-Carrillo, L. & Lannin, A. (2018, December). Writing retreats: Camaraderie and solidarity to support women faculty productivity. Presentation at Literacy Research Association Conference, Indian Wells, California.
- Madden, S., Cox, M., Driscoll, D., Eodice, M., Epps-Robertson, C., Lannin, A., Tarabochia, S., & Zamin, N. (2018, March). Research-based support for graduate and faculty writers. Workshop presented at Conference on College Composition and Communication, Kansas City, Missouri.
- Lannin, A., Gilles, C., Lannin, A., Bauer E., Compton-Lilly, C. (2017, December). Disseminating literacy research to expand meaningfulness: Meet the Editors of *Literacy Research: Theory, Method and Practice*. Presentation at Literacy Research Association Annual Conference, Tampa, Florida.
- Small, E., Goldsmith, C., & Lannin, A. (2017, November). Teaching the literature of Missouri. National Council of Teachers of English Annual Convention, St. Louis, Missouri.
- Lannin, A. (2017, February). Scientific writing: Learning to write and writing to learn. CIRTLcast (Center of Integration of Research, Teaching, and Learning) Webinar presentation.
- Strickland, D., Philbrook, J., Philbrook, M., Clark, N., Pauline, T. and Lannin, A. (2016, April). Mindful writing: Taking action toward a more balanced writing life. Day-long workshop at the Conference on College Composition and Communication Annual Convention, Houston, Texas.
- Lannin, A. (2015, December). Mentoring students into the role of public intellectual. Presentation at the Literacy Research Association Annual Conference, Carlsbad, California.
- Cisco, J. and Lannin, A. (2015, April). Teaching genetics and justice through writing: One biologist's approach to promoting equity in the classroom. Presentation at the American Education Research Association Conference, Chicago, Illinois.
- Selting, B., Miller, L., and Lannin, A. (2015, March). Against all odds: An interdisciplinary partnership takes a chance with writing and video technology in a nursing course. Presentation at the Conference on College Composition and Communication Annual Convention, Tampa, Florida.
- Cisco, J. and Lannin, A. (2014, December). Moving beyond bullet-point thinking: The multiple voices of a large writing across the curriculum program. Presentation at the Literacy Research Association Annual Conference, Marco Island, Florida.
- Franklin, K. and Lannin, A. (2014, December). Reaching teachers and students: Studies of professional development programs in writing. Presentation at the Literacy Research Association Annual Conference, Marco Island, Florida.

- Cisco, J. and Lannin, A. (2014, July). The scholarly work of a WPA: Cross-disciplinary research in a large WAC program. Presentation at the Writing Program Administrators Annual Conference, Normal, Illinois.
- Selting, B., Franklin, K., and Lannin, A. (2014, March). Open access cross-disciplinary writing programs: A hub for the academy. Presentation at the Conference on College Composition and Communication, Indianapolis, Indiana.
- Fabio, T., Lannin, A., Kline, K., Knowles, A., Kohnen, A., Scollay, D., Singer, N., and Stokes, V. (2013, November). From ELA teacher to literacy expert: Reimagining our roles. Presentation at the National Council Teachers of English Annual Convention, Boston, Massachusetts.
- Clark, N., and Lannin, A. (2013, July). When paradigms collide: You say experimental. I say abnormal. Presentation at the Writing Program Administrators Annual Conference, Savannah, Georgia.
- Lannin, A. and Selting, B. (2013, June). Do we have to? Assessment across the curriculum. Presentation at the American Association of University Professors, Annual Conference, Washington, D. C.
- Lannin, A. and Pingrey, J. (2012, November). Supporting and expanding work with young authors. Round table presented at the National Writing Project Annual Meeting, Las Vegas, Nevada.
- Lannin, A., Lannin, J., and Pingrey, J. (2012, November). A marriage of reading and math: The first year is the hardest. Presentation at the National Council Teachers of English Annual Convention, Las Vegas, Nevada.
- Franks, M., Lannin, A., Sheerman, J., Wightman, S., Willingham, J. (2012, November). Cross content collaborations: Developing sustainable partnerships to support literacy across the curriculum. Presentation at the National Council Teachers of English Annual Convention, Las Vegas, Nevada.
- Bumgarner, B., Tyson, M., Lannin, A., Daugherty, C., and Willingham, J. (2012, November). Make it, tweak it, write it, connect! Teaching technical writing and Common Core. Daylong Workshop presented at the National Council Teachers of English Annual Convention, Las Vegas, Nevada.
- Lannin, A. and Selting, B. (2012, July). Developing interdisciplinary knowledge – the program and the classroom. Writing Program Administrators Conference, Albuquerque, New Mexico.
- Lannin, A., & Franklin, K. (2011, December). “Teacher change and student growth: Studying the impact of a professional development model.” Panel presentation at the Literacy Research Association, Jacksonville, Florida.
- Lannin, A., Fox, R., Kremer, N., Pingrey, J., & Franklin, K. (2011, November). Reading the past to revision the future: revisiting James Moffett. Panel presentation at National Council Teachers of English Annual Meeting, Chicago, IL.
- Johnson, D., Johnson, J., Pingrey, R., Pingrey, J., Lannin, A., & Lannin, J. (2011, November). A marriage of reading and math. Panel presentation at National Council Teachers of English Annual Meeting, Chicago, IL.
- Franklin, K., Lannin, A., & Sheerman, J. (2011, November). Assessing writing in the present to inform the future: Researching professional development and student writing in an urban district. Panel presentation at National Council Teachers of English Annual Meeting, Chicago, IL.

- Lannin, A., Chang, C., Guler, N., Omar, Y., & Truong, T. (2010, November). A world of experience as cultures connect. Panel presentation at National Council Teachers of English Annual Meeting, Orlando, FL.
- Lannin, A., Willingham, J., & Franklin, K. (2009, November). What we learned about the research process. Research panel presented at National Council Teachers of English Annual Meeting, Philadelphia, PA.
- Dierking R., Lannin, A., & Willingham J. (2009, November). Spinning learning out of play: The Rumpelstiltskin approach. Teaching Demonstration presented at Conference on English Leadership, Philadelphia, PA.
- Lannin, A., & Pingrey, J. (2008, November). A study of freewriting: Shifting gears in the 21st Century, Research roundtable presented at National Council Teachers of English Annual Meeting, San Antonio, TX.
- Holland, D., Lannin, A., & Unrath, K. (2008, November). Beaver Cleaver has left the building: Big ideas and multi-modal expression for the renaissance generation. Paper presented at National Council Teachers of English Annual Meeting, San Antonio, TX.
- Fox, R., Franklin, K., Lannin, A., & Schneeberger, S. (2007, November). A blizzard of words: The online teaching of writing course. Associate Chair for panel presentation at National Council Teachers of English Annual Meeting, New York, NY.
- Lannin, A. (2007, March). Hit the trail ~ writing: New identities, new approaches in WAC/WID! Panel presentation presented at Conference on College Composition and Communication, New York City, NY.
- Fox, R. and Lannin, A. (2007, February). Men who teach elementary kids: Reflections on a new program. Paper presented at American Association of Colleges for Teacher Education, New York City, NY.
- Lannin, A., & Fox, R. (2006, November). From Mr. Holland to Kindergarten Cop: How the popular media influences male elementary teachers. National Council Teachers of English, Nashville, TN.
- Lannin, A., & Holland, D. (2006, November). Radical exploration and experimentation: Altering our approach to literature, language, and life. National Council Teachers of English, Nashville, TN.
- Lannin, A. (2006, November). Multimodal literacy practices in middle and secondary grades. Panel chair for session at National Council Teachers of English, Nashville, TN.
- Fox, R., & Lannin, A. (2003, February). Teachers' evolving mental models of creative nonfiction in an internet course. Rural Sites Network Retreat, National Writing Project Tucson, AZ.

Regional/State

- Lannin, A. and O'Daniels, K. (2018). Blending our learning through blending our words and ideas. Presentation at Write to Learn state Language Arts conference, Osage Beach, MO.
- Lannin, A. and Sheerman, J. (2017). Writing and learning through scenario-based assessments. Presentation at Write to Learn state Language Arts conference, Osage Beach, MO.
- Lankford, D. and Lannin, A. (2016). Science, math, and literacy: The tremendous trio for enhancing student learning. Presentation at Interface state math/science education conference, Osage Beach, MO.
- Lee, Jinju and Lannin, A. (2015). Sparking student success: Effects of using voice journals. Presentation at Write to Learn state Language Arts conference, Osage Beach, MO.
- Lannin, A., & Sheerman, J. (2014). Missouri Writing Projects Network: An overview of cross content professional development. Department of Elementary & Secondary Education, Jefferson City, MO.

- Lannin, A. & Sheerman, J. (2013). Stepping into the classroom: What does writing to learn look like? Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A. & Franklin, K. (2012). New teachers. New discoveries. Always beginning. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A., & Pingrey J. (2011). Getting back to the basics: The value of fluency in student writing. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A., Griesenaur, A., & Mena, G. (2011). "How sweet and fitting it is to die for one's country": An exploration of war poetry. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A., & Fore, B. (2009). The fabulous life of.... Engaging students in memoir writing through video. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A. (2008). No mystery, but a bit of magic: Research into student writing. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A. (2007). It's all routine: Writing creative nonfiction. Write to Learn State Language Arts Conference, Osage Beach, MO.
- Lannin, A., Holland, D., & Willingham, J. (2006). Radical exploration and experimentation: Altering our approach to literature, language, and life. Write to Learn Conference, Osage Beach, MO.
- Lannin, A. (2005). Multigenre Writing. Ozarks Writing Project, Missouri State University, MO.
- Lannin, A., & Willingham, J. (2005). Mucking around in multigenre. Write to Learn Conference, Osage Beach, MO.

Local

- Behm-Morawitz, E. & Lannin, A. (2018, January). Integrating teaching and scholarship. Presentation at Teaching Renewal Conference, University of Missouri, Columbia, MO.
- Motavalli, P., Lannin, A., Kitchel, T., & O'Connell, R. (2016, May). Integrating Teaching and Scholarship: Making the Classroom a Laboratory. Pre-conference workshop at University of Missouri's Celebration of Teaching, Columbia, MO.
- Lannin, A., Townsend, M., Simpson, J., Peters, C., First, N. (2015, May). Models to teach by: Writing Intensive Project Awards for innovative teaching. Presentation at University of Missouri's Celebration of Teaching, Columbia, MO.
- Leonhard, B., and Lannin, A. (2015, May). Teaching and learning with academic integrity: Teaching to prevent plagiarism. Presentation at University of Missouri's Celebration of Teaching, Columbia, MO.
- Selting, B., Cisco, J., and Lannin, A. (2014, May). Teaching Writing Intensive Courses: Why should you do it? How should you do it? Pre-conference workshop at the University of Missouri's Celebration of Teaching, Columbia, MO.
- Cisco, J., Lannin, A., Miller, L., Morgan, M., Selting, B., and Zephir, F. (2013, May). Faculty innovations in writing intensive courses: Faculty Development Awards. Presentation at the University of Missouri's Celebration of Teaching, Columbia, MO.
- Lannin, A., Reeser, C., and Sireno, L. (2013, May). How do we know what they have learned? Presentation at the University of Missouri's Celebration of Teaching, Columbia, MO.
- Cisco, J., Lannin, A., Oliveri, R., Selting, B., Vessell, D., and Wang, K. (2013, May). Academic honesty in your class: Support and encourage it. Presentation at the University of Missouri's Celebration of Teaching, Columbia, MO.
- Mehroff, W. A., Lannin, A., Ballou, M., Renoe, S., and Gray, P. (2013, May). The museum in higher education, the museum as higher education. Presentation at the University of Missouri's Celebration of Teaching, Columbia, MO.

INVITED PRESENTATIONS AND CONSULTING

International

- Lannin, A. (2017). Northwestern Polytechnical University in Xian, China and Northwestern Agriculture and Forestry University in Yangling, China. Presented six workshops and consulted with faculty on their writing. (May/June, 2017). Workshops included 1) Writing Across the Curriculum; 2) English Publication of Research (with Dr. Rainer Glaser, Professor of Chemistry).
- Lannin, A. (2016). Prince of Songkla University. Presented three workshops and consulted with faculty on their writing. Pattani, Thailand. (July, 2016). Workshops included 1) Action Research (daylong seminar presented with John Lannin); 2) Writing to Publish (1/2 day workshop); 3) Literacy Across the Curriculum (1/2 day workshop).

National

- Lannin, A. and Diedrich, P. (2019). Project WritEL, National Writing Project. Facilitated writing assessment conference for research grant. Eastern Michigan State University, Ypsilanti, Michigan. (June 15-19, 2019).
- Lannin, A. and Diedrich, P. (2018). Project WritEL, National Writing Project. Facilitated writing assessment range finding for C3WP research. Eastern Michigan State University, Ypsilanti, Michigan. (October 31-Nov. 3, 2018).
- Lannin, A. (2016). National Writing Project's Pathway Scoring Conference. Facilitated as Room Leader for a national writing assessment conference. Chicago, IL. (July 26-30, 2016).
- Lannin, A. (2016). National Writing Project's Pathway Pilot Scoring Conference. Participated in range finding, Berkeley, CA (January). Served as a Room Leader for the online scoring conference (April 2016).
- Lannin, A. (2015). National Writing Project's Source-Based Analytical Writing Assessment Conference, Chicago, Illinois. Served as a Table Leader for a national scoring conference.
- Lannin, A. (2015). Red Cedar Writing Project's Project WRITE Scoring Conference, Michigan State University. Facilitated a 3-day scoring conference for the National Writing Project, Flint, MI.
- Lannin, A. (2014). Red Cedar Writing Project's Project WRITE Scoring Conference, Michigan State University. Facilitated a 3-day scoring conference for the National Writing Project, Flint, MI.
- Lannin, A., & Franklin, K. (2010). What LSRI sites have learned about what works with kids. National Writing Project Annual Meeting, Orlando, FL
- Lannin, A. A. (2009). Organizing and prioritizing the work of state and regional networks. National Writing Project Annual Meeting, Philadelphia, PA.
- Lannin, A. & Fox, R. (2008). Inquiry as advocacy: Using Teacher Inquiry Communities to promote social justice. Annual Meeting, National Writing Project, San Antonio, TX.

Regional/State

- WiPro Science Education Fellowship Program. (2019-2020). Serve as a GPS Advisor for two Fellows.
- Lannin, A., Kendrick, M., Kline, K., Owens, D., Otten, S., Sadler, T., & Sheerman, J. (2015-2018). Professional development workshops and demonstrations in STEM literacy integration and assessment. STEM Literacy Project & the University of Missouri, Columbia, MO.
- Lannin, A., & Sheerman, J. (2017, September). Implementing the Missouri Learning Standards in English-Language Arts. Jefferson City, Missouri. (Facilitated a two-day workshop at DESE for 140 ELA teachers across Missouri).
- Lannin, A. (2017) Writing across the curriculum. Presentation at Green City Public Schools, Green City, MO.
- Lannin, A., Cisco, J., and Selting, B. (2014, August). Writing Across and Within the Curriculum. Workshop and break-outs sessions for Humanities and Western Civilization faculty at the University of Kansas, Lawrence, KS.
- Lannin, A. (2014, May). Writing Across and Within the Curriculum. Workshop for Humanities and Western Civilization faculty at the University of Kansas, Lawrence, KS.
- Lannin, A. and Selting, B. (2012). Writing to learn and learning to write: How well-designed rubrics "help the cause." Missouri Valley College, Marshall, MO. (Presentation to the full college faculty).

- Lannin, A., Jones, D., & Sheerman, J. (2011-2012). Professional development workshops and demonstrations in writing instruction and assessment. Springfield Public Schools & The Ozarks Writing Project, Springfield, MO.
- Lannin, A., (2010). Creative Nonfiction. Missouri Writers' Guild Annual Conference, Columbia College, Columbia, MO.
- Lannin, A. & Maddox, M. (2009). Reading and writing across the curriculum. Missouri Military Academy, Mexico, MO.
- Lannin, A. (2009). Reading, writing, thinking: The Literacy Academy overview. Operations Council, Missouri Partnership for Educational Renewal, Columbia, MO.
- Lannin, A. (2008). It's all routine: Reading and writing creative nonfiction. Missouri Writers' Guild Annual Conference, Stephen's College, Columbia, MO.
- Lannin, A. (2007-2008). Middle school reading workshops. Series of workshops for middle school teachers at St. Joseph Public Schools, St. Joseph, MO.
- Lannin, A., & Holland, D. (2007). Literacies of hope: A report on the China-US Literacy Conference. Missouri Writing Projects Network State Leadership Retreat, Columbia, MO.
- Lannin, A. (2006-2007). Sharing a Language for Writing: Year-long K-12 Professional Development. Eldon Public Schools, Eldon, MO.
- Lannin, A. (2007). Writing across the curriculum. California Public Schools, California, MO.
- Lannin, A. (2007). Writing across the curriculum. Boonville Public Schools, Boonville, MO.
- Lannin, A. (2006). Menu for writers: A workshop of writing strategies to motivate reluctant and striving writers. Division of Youth Services, Jefferson City, MO.
- Lannin, A. (2006). Writing instruction: Theory and Strategies. St. Andrews Elementary School, Tipton, MO.
- Lannin, A., & Fox, R. (2006). From *Mr. Holland to Kindergarten Cop*: How the popular media influences male elementary teachers. Research Day, University of Missouri - Columbia, MO.
- Lannin, A., & Fox, R. (2005-2006). Literacy Workshops. Missouri Division of Youth Services, University of Missouri - Columbia, MO.
- Lannin, A., Franklin, K. & Holland, D. (2006). Overview of Missouri Writing Project. Conversations Series, Department of Learning, Teaching, and Curriculum, University of Missouri – Columbia, MO.
- Lannin, A., & Means S. (2005). How to utilize reading and writing to teach content. William Woods University, Fulton, MO.
- Lannin, A. (2004). Writing and reading across the curriculum. Kickapoo High School, Springfield, MO.
- Lannin, A. (2001-2004) District Communication Arts Consultant. Worked 20 days per year with communication arts, special education, and social studies teachers, grades 4-12 at North Callaway R-1 Public Schools, Missouri.
- Lannin, A. (October 2001, January 2002, March 2002). Writing across the curriculum. Workshops presented at Papillion-LaVista Public Schools, Papillion, Nebraska.
- Lannin, A. (2001). Trait-based writing for instruction and assessment. Two-day workshop presented for 25, K-12 teachers at Educational Service Unit #6, Milford, Nebraska.
- Lannin, A. (2001). Writing Across the Curriculum workshops presented for 120, 6-8 teachers at Bloomington Junior High School, Bloomington, Illinois.
- Lannin, A. (2001). Trait-based writing – an overview. Workshop presented for 60, K-12 teachers at Lincoln Christian School, Lincoln, Nebraska.
- Lannin, A. (2001). Writing instruction and assessment...connecting with home. Workshop presented for 30 parents at Lincoln Christian School, Lincoln, Nebraska.
- Lannin, A. (2000). Trait-based writing for instruction and assessment: An overview and beyond. Two-day workshop presented for 25, K-12 teachers at Medicine Valley Public Schools, Curtis, Nebraska.
- Lannin, A. (2000). Trait-based writing for instruction and assessment: An overview and beyond. Workshop presented for 70, K-12 teachers at Educational Service Unit #2, Fremont, Nebraska.
- Lannin, A. (2000). Writing instruction and assessment. Workshop presented for 120, K-12 teachers at Educational Service Unit #4, Nebraska City, Nebraska.

- Lannin, A. (2000). Trait-based writing for instruction and assessment. Two-day workshop presented for 75, K-12 teachers at Educational Service Unit #3, Omaha, Nebraska.
- Lannin, A. (2000). Six-trait writing: Instructional strategies. Workshop presented for 40, grades 3-5 teachers at Fremont Public Schools, Fremont, Nebraska.
- Lannin, A. (2000). Six-trait analytic model: instruction and assessment. Three-day workshop presented for 24 middle and high school language arts teachers at Fremont Public Schools, Fremont, Nebraska.
- Lannin, A. (2000-2002). Consultant for writing instruction and assessment, K-8. Consulted at Bloomington Public Schools, Bloomington, Illinois.
- Lannin, A. (1996-2001). The Learning Web. Resource Coordinator for Technology Institutes at Educational Service Unit #3, Omaha, Nebraska.
- Lannin, A. (2000). Middle school curriculum integration. Facilitated three workshop days for 30 teachers at IN-VISION, Iowa-Nebraska Technology Challenge Project, Omaha, Nebraska.

Local

- Cisco, J. & Lannin, A. (2020, January). "Strategies to Support Effective & Efficient Grading." Teaching Renewal Week. University of Missouri.
- Kosztin, D. & Lannin, A. (2020, January). "Energizing your syllabus." Teaching Renewal Week. University of Missouri.
- Lannin, A. & Blockus, L. (2019, December). Visual Art & Design Showcase – Abstract Writing Workshop and Consultations. University of Missouri, Columbia, MO.
- Lannin, A., Wren, D., & Mondelli, T. (2018-19). ACUE: Association of College University Educators. University of Missouri Cohort 2 Course Facilitators.
- Lannin, A., Wren, D., & Ball, A. (2017-18). ACUE: Association of College University Educators. University of Missouri Cohort 1 Course Facilitators and Summer 2018 Institute.
- Fellabaum-Toston, J., Lannin, A., & Wren, D. (2017, September). The Syllabus Workshop. Session as part of The Teaching Academy, University of Missouri, Columbia, MO.
- Hart, J., Hawley, J., Lannin, A., Okker, P., Tofle, R., Vessell, D., and West, N. (2013). Women in academic leadership programs. Panel presentation at the University of Missouri.

Invited Talks and Guest Teaching

- Lannin, A. (2020). Research Writing for SLHS 3950. Taught a session for Dr. Roxana Botezatu.
- Lannin, A. (2019). Academic Writing and Support for Graduate Students – guest teaching for Dr. Sanchez's Scientific Foundations of Counseling Psychology and Dr. Dorner's Educational Leadership & Policy Analysis - Qualitative Methods in Educational Research I, Fall 2019.
- Goldsmith, C. & Lannin, A. (2019). Technical Writing: Strategies and Tips. Structural Seminar, College of Engineering. Graduate and Faculty workshop, March, 2019.
- Lannin, A. & Harper, R. (2019). Academic Integrity – Academic Honesty. Preparing Future Faculty. Graduate student workshop, March, 2019.
- Goldsmith, C. & Lannin, A. (2018). Academic Writing and Support for Graduate Students – guest teaching for Dr. Sanchez's Scientific Foundations of Counseling Psychology and Dr. Dorner's Educational Leadership & Policy Analysis 8957 - Qualitative Methods in Educational Research I, Fall 2018.
- Lannin, A. (2018). Technical Writing. Guest presentation for Textile and Apparel Management. University of Missouri, August, 29, 2018.
- Lannin, A. & Harper, R. (2018). Academic Integrity: From plagiarism to teaching opportunity. Guest presentation for Preparing Future Faculty seminar, University of Missouri.
- Lannin, A. & Musser, D. (2017). Academic Integrity: From plagiarism to teaching opportunity. Guest presentation for Preparing Future Faculty seminar, University of Missouri.
- Lannin, A. (2017). Changing science writing and communication skills. CIRTLCast Webinar with the Center for the Integration of Research, Teaching, and Learning.

- Lannin, A. & Trigos-Carrillo, L. (2016). Technical and business writing. Guest teaching for New Products Marketing WI course, Agricultural Economics; University of Missouri.
- Lannin, A. (2016, 2017, 2018). Technical writing: From theory to practice (4 workshops). Guest teaching for Structural Engineering Seminar, Department of Civil and Environmental Engineering, ECE Seminar; University of Missouri.
- Lannin, A. (2015). Strategies toward effective paraphrasing and synthesizing in academic writing. Guest teaching for Statewide Cooperative EdD Program, Department of Educational Leadership & Policy Analysis, University of Missouri.
- Lannin, A., Cisco, J., Selting, B., and Philbrook, J. (2015). Guest teaching for English 8040 – Theory and Practice of WAC/WID, University of Missouri.
- Lannin, A. and Selting, B. (2014). Guest teaching for two days with 12th Grade English classes at Battle High School, Columbia, MO.
- Lannin A. (2014). Transferable Skills in a Graduate Program: Focus on Written Communication. Presentation to the Graduate Leadership Seminar, University of Missouri.
- Lannin, A., & Selting, B. (2013). Campus Writing Program Overview. Parks, Recreation, and Tourism 2101 Special Topics: Social Aspects of Fishing.
- Lannin, A., Selting, B., & Chmidling, C. (2011). Campus Writing Program Overview. Department of English Seminar: E8640. University of Missouri, Columbia, MO.
- Lannin, A. & Kingsley, L. (2008). Reading strategies for the college student. Guest teaching. University of Missouri, Columbia, MO.

EXTERNAL AND INTERNAL FUNDING

External Grants (Funded)

I3 C3WP Professional Development Grant, 2019-2020, Missouri Writing Project. National Writing Project. Total Budget: \$105,001. Role: PI.

Strengthening Middle School Science and Health Education by Linking Grade-Level Inquiry and Reading of Complex Tasks. National Institutes of Health. Total Budget: \$1,336,549. 2018- 2022. PI: Bill Folk and Delinda Van Garderen; Role: Co-Investigator.

Missouri Writing Projects Network, 2019-2020. Missouri Department of Elementary and Secondary Education. Total annual budget: \$171,328. Role: PI.

So This is Missouri: Using Digital Playlists to Bridge Divides Through Storytelling, 2019-2020. The National Writing Project. Total annual budget: \$20,000. Role: PI.

STEM-Based Literacy: A Statewide Initiative. Improving Teacher Quality Grant, Cycle 15, Missouri Department of Higher Education. Cycle 13 Award Amount: \$500,000 for 2015-16; Renewed for Year 2, Cycle 14: \$500,000 for 2016-2017; Renewed for Year 3, Cycle 15: \$500,000 for 2017-2018. Total: \$1,500,000 over a three-year term. Role: PI.

Missouri Writing Project, 2017-2018 NWP CRWP-SEED Professional Development in a High-Need Middle or High School Grant. The National Writing Project. Total annual budget: \$20,000. Role: PI. Renewed for 2018-2019, \$59,500.

Missouri Writing Project, 2017-2018 NWP CRWP-i3 Scale-Up Grant. The National Writing Project. Total annual budget: \$20,000. Role: PI.

Missouri Writing Project, 2017-2018 NWP SEED Invitational Leadership Institute Grant. The National Writing Project. Total annual budget: \$15,000. Role: PI. Renewed 2018-2019, \$12,000.

Missouri Writing Projects Network, Missouri Department of Elementary and Secondary Education. Total annual budget: \$110,000 (distributed to Missouri's National Writing Project Sites. Role: PI. Funded. 2017-2018. Renewed for 2018-2019: \$149,680.

Missouri Writing Projects Network, Missouri Department of Elementary and Secondary Education. Total annual budget: \$82,500 (distributed to five National Writing Project Sites; \$27,500 to University of Missouri's Missouri Writing Project). Role: PI. Funded. 2016-2017.

Missouri Writing Project, Seed Grant. The National Writing Project. Total annual budget: \$20,000. Role: Co-PI. Funded. 2014; PI for 2015.

Missouri Writing Projects Network, Missouri Department of Elementary and Secondary Education. Total annual budget: \$330,000 (distributed to five National Writing Project Sites; \$58,000 to University of Missouri's Missouri Writing Project). Role: PI. Funded. 2011-2012, renewed for 2012-2013, 2014-2015 at \$200,000 (\$37,476 to MWP work at the University of Missouri). Renewed for 2015-2016 at \$28,000 for MWP.

Missouri Writing Project, The National Writing Project. Total annual budget: \$102,000. Role: Co-PI. Funded. 2008-2009; 2009-2010; 2010-2011; 2011-2012.

Local Sites Research Initiative, Ozarks Writing Project. The National Writing Project. Total budget: \$20,000. Role: Co-PI. Funded. 2010-2011; 2011-2012.

Intersections: An Imbedded Institute. Rural Sites Network. The National Writing Project. Total Budget: \$4,000. Role: PI. Funded. 2010-2011.

Missouri Literacy Academies. Missouri Writing Projects Network and Missouri Department of Elementary and Secondary Education, \$135,000. Role: Co-author. Funded. 2006-2007; 2007-2008.

Inquiry into Gender-Related Issues in Teaching and Learning, Teacher Inquiry Communities Network, The National Writing Project. Total budget: \$4,000. Role: PI. Funded. 2008-2009

Missouri Writing Project, The National Writing Project. Total budget: \$152,000. Role: Co-author. Funded. 2007-2008

Local Sites Research Initiative, Missouri Writing Projects Network. The National Writing Project. Total budget: \$20,000. Role: Co-author. Funded. 2007-2008; Renewed: \$20,000 for 2008-2009; Renewed: \$10,000 for 2009-2010. Role: Co-PI

Missouri Writing Project. The National Writing Project. Total budget: \$149,461. Role: Co-author. Funded. 2006-2007

Celebrating Rural Poetry. Rural School and Community Trust and The Rural Sites Network of The National Writing Project. Total budget: \$4,530. Role: Co-author. Funded. 2006-2007

Missouri Writing Project. National Writing Project. Total budget: \$86,000. Role: Co-author. Funded. 2005-2006

Missouri Writing Project. National Writing Project. Total budget: \$57,000. Role: Co-author. Funded.
2004-2005

Missouri Writing Project. National Writing Project. Total budget : \$57,000. Role: Co-author. Funded.
2003-2004

The Effects of Teaching Creative Nonfiction via the Internet on the Writing Skills and Attitudes of Teachers and Students. National Writing Projects Rural Sites Network, \$3,500. Role: Coresearcher. Funded. 2002

Technology and the World of Work. ConAgra Creative Educator Award, \$500. Funded. 1995

Electronic Portfolios. ConAgra Creative Educator Award, \$500. Funded. 1995

Technology in Our World. ESU #3 Technology Grant for Interdisciplinary Unit, \$500. Funded. 1994

Internal Grants (Funded)

Writing and Assessment Study Group. Columbia Public Schools, High School ELA, Columbia, MO – Missouri Partnership for Educational Renewal, \$3,000. Funded. 2018-2019. Renewed for 2019-2020, \$3,000.

Communication Arts and Boys' Literacy Development – A Professional Development Study on Teaching and Classroom Management Strategies to Close the Gender Gap (with Roy F. Fox). PaxtonKeeley, Fairview, Russell, and Mill Creek Elementary Schools, Columbia, MO –Missouri Partnership for Educational Renewal, \$4,000. Role: Co-author, Funded. 2006-2007.

External Grants (Submitted – pending or not funded)

Anchoring High School Students in Real-life Issues that Integrate STEM Content and Literacy. National Science Foundation. Total Budget: \$1,121,516. Role: PI. (Submitted Nov. 2019).

Anchoring High School Students in Real-life Issues that Integrate STEM Content and Literacy. National Science Foundation. Total Budget: \$964,080. Role: PI. (Submitted Nov. 2018). Not funded.

High school students explore real-life tasks that integrate STEM content and literacy practices. National Science Foundation. Total Budget: \$809,985. Role: PI. (Submitted Nov. 2017). Not funded.

An Innovative Multimedia Writing Curriculum to Prepare Nurse Leaders. The Future of Nursing: Campaign for Action. Total Budget: \$276,000. Role: Project team member. Not funded. (submitted Nov. 29, 2011).

Where I'm From: Exploring Rural Classrooms and Communities. Rural Sites Network, The National Writing Project, 2011. Total Budget: \$5,000. Not funded.

International Treasure: Language and Visual Literacy Exploration. English Language Learners Network, The National Writing Project, 2008. Total Budget: \$4,000. Not funded.

Teaching and Writing in Place. Rural Sites Network, National Writing Project, 2008. Total project \$5,000. Not funded.

Listen to the Voices: Writers in Rural Schools. Rural Sites Network, National Writing Project, 2006. Total project \$5,000. Not funded.

Project PACT: Prose & Art Connecting Teachers. Rural Sites Network, National Writing Project. 2005. Total project \$10,000. Not funded.

Project CRAFT: National Writing Project. \$10,000, 2004. Not funded.

PROFESSIONAL SERVICE

National

- Research and Publications Committee. Association of Writing Across the Curriculum, 2019-present.
- Publications Committee, Council of Writing Program Administrators, 2018-present.
- External Reviewer for an Assistant Professor, English Education, Promotion & Tenure Dossier, Fall 2019.
- Advisory board member. *Collaboration on communication and teamwork in engineering*. National Science Foundation study. Virginia Tech, Blacksburg, VA. 2012-2015.
- Affiliate Committee, Council of Writing Programs Administrators, 2012-2016.
- Nominated to Nominating Committee, National Council Teachers of English, 2012 elections.

Regional/State/Local

- Missouri Council of Teachers of English, a state affiliate of the National Council Teachers of English (Board Member; Elected as President, 2015-2017; Ex-officio board member, 2018- present).
- DESE Policy Committee for Missouri Assessment Program and Reviewer of State Language Arts Framework – 2018-2019.
- Coordinator for Scholastic’s Missouri Youth Writing Awards State Adjudication and Awards Ceremony, 2009 – 2014.
- Delta Kappa Gamma (Initiated 2007; Secretary 2012-2013)
- Coordinator of the Missouri Robert Greef Award for Outstanding English Education Pre-service Teacher, 2010-2011.

University

- Member of VPUG Committee (Vice Provost for Undergraduate Studies), 2011-present.
- Member of Doctoral Faculty, Learning, Teaching & Curriculum, University of Missouri, 2010 – present.
- Member of Teaching for Learning Center Advisory Board, 2018-present.
- Member of LLST (Language & Literacies for Social Transformation) committee, College of Education, University of Missouri, 2018-present.
- Search Committee, CWP Assistant Director and Coordinator, 2017-2018.
- Member, Teaching for Learning Center Task Force and Search Committee, 2017-2018.
- Co-Chair, Career Readiness Task Force, 2013-2015.
- Member, MU Advisory Board, Center for the Integration of Research, Teaching and Learning (CIRTL), 2016-present.
- Member, Composition Committee, 2017-present.
- Member, Search Committee. Director of Composition, Department of English, 2017.
- Member, MU Accreditation Task Force, 2013-2015.
- Member, MU Learning Center Review Team, 2013-2015.
- Chair, Search Committee, NTT English education position, College of Education, 2014-2015.
- Member, Search Committee. Literacy faculty position, College of Education, 2012-2013; English education faculty position, 2015-2016.
- Member of the Provost’s Integrating the Mizzou Student Experience Task Force, 2012-2013.

- Reviewer for English Education pre-service teacher Certification materials, 2013-2017.
- Reviewer for Master's in Literacy and Instruction Action Research papers, 2009-2017.
- Chair, Search Committee. Campus Writing Program Coordinator, 2012.
- Presenter at MU's Celebration of Teaching Conference, 2012-present.
- Missouri Undergraduate Teachers of English, Sponsor 2002-2011.

ORGANIZATIONAL MEMBERSHIPS

- Association of Writing Across the Curriculum
- Literacy Research Association
- National Council Teachers of English and Missouri Council of Teachers of English
- Conference on College, Composition, and Communication
- Conference on English Leadership
- Council for Writing Program Administration
- National Writing Project

PROFESSIONAL DEVELOPMENT

- Mizzou site Co-Facilitator for ACUE: Association of College and University Educators, 2017-2019.
- Accepted to and attended the 2016 Wakonse Conference, Shelby, Michigan, May, 2016.
- Completed the President's Leadership Development Program, 2014-2015, University of Missouri.
- Completed the HERS (Higher Education Resource) Institute for Women in Higher Education Administration, 2012-2013, Wellesley College, Massachusetts.
- Participated in the Writing Program Administrators Workshop, Institute, and Conference – 2011, Baton Rouge, LA.

Professional Objective

Having taught reading, research, literature, writing, and journalism for 31 years, I want to continue serving the educators and students of Missouri in a leadership capacity.

Experience

Missouri Department of Elementary and Secondary Education (Jefferson City, Missouri)

June 2016-Present

Assistant Director of English Language Arts; coordinate and lead ELA and school library professional development workshops; assist with development and review of state assessments; present MO-DESE updates at regional and statewide meetings for educators, librarians, and administrators; coordinate and manage MO-DESE's Recognition of Exemplary Library Programs initiative

Jefferson City High School (Jefferson City, Missouri)

August 1993-June 2016

Retired; instructor for sophomore English, journalistic writing, newspaper production, yearbook production, and senior college preparatory English; team leader for sophomore English instructors; lead facilitator for Professional Learning Community Leadership team; library media specialist; Jefferson City Public Schools Foundation grant recipient 2014 and 2015; Missouri Journalism Teacher of the Year 1999; Missouri Interscholastic Press Association President 2000-2001; JCHS "You Made a Difference" Award 1994, 2001; Missouri Association of School Librarians Board of Directors 2013-2016

Cole R-1 High School (Russellville, Missouri); Helias High School (Jefferson City, Missouri); Osage R-II Middle School (Linn, Missouri)

August 1985-May 1993

Language arts teacher; journalism teacher; Missouri Department of Education Incentive Grant recipient 1986 for author-in-residence workshop at Osage R-II Middle School

Education

University of Missouri; Columbia, Missouri; B.S. Ed., 1984

Secondary English Education; GPA 3.78/4.00; President of University of Missouri Council of Teachers of English 1983-1984

University of Missouri; Columbia, Missouri; M. Ed., 1991

Curriculum and Instruction with emphasis in secondary English; GPA 4.0/4.0

Journalism Education Certification, 1994; Library Media Specialist Certification, 2004

Civic Involvement

- Jefferson City Homelessness Task Force Subcommittee Chair 2014-2015
- Central Missouri Foster Care and Adoption Association Board of Directors 2010-2012; Forget-Me-Not Gala Chair 2012
- Jefferson City Chapter of Zonta International Service Committee Chair 2008-2010
- Jefferson City PTA Chair (various committees) 2000-2004
- First Baptist Church Child Development Center Board of Directors 1999-2000
- Cole County Juvenile Attention Center Volunteer Tutor 1992

Curriculum Vitae
NANCY ROBB SINGER

EDUCATION

- December 2004** Ph.D. **University of Missouri**, St. Louis, Missouri
- August 1992** M.Ed. **University of Missouri**, Columbia, Missouri
- December 1986** B.S. Ed. **University of Missouri**, Columbia, Missouri

RELEVANT PROFESSIONAL EXPERIENCE

- August 2004 to present** **Associate Professor**
University of Missouri, St. Louis, Missouri
- August 1987 to May 2001** **English/Journalism Teacher**
Boonville R-I School District, Boonville, Missouri

RELEVANT ADMINISTRATIVE EXPERIENCE

- September 2016 to present** **Chair, Dept. of Educator Preparation, Innovation & Research**
University of Missouri, St. Louis, Missouri
- July 2010 to 2018** **Co-Director, Gateway Writing Project**
University of Missouri, St. Louis, Missouri

SCHOLARLY ACTIVITIES

Refereed Publications

- 2014** Lannin, A., Kohnen, A., Kline, K., **Singer, N.**, Stokes, V., & Knowles, A. "From English language arts teacher to literacy expert: Reimagining our roles." *English Journal*, 104, (2), p. 54-60.
- 2013** Scherff, L., **Singer, N.R.** & Brown, M.A. "'We were cheerleaders for them': Mentoring 'pre' preservice teachers in third spaces." *Teacher Education and Practice*, 26, (3), 375-392.
- 2012** Scherff, L. & **Singer, N.R.** "The preservice teachers are watching: Framing and reframing the field experience." *Teaching and Teacher Education*. 28, (2), 263-272.
- 2011** **Singer, N. R.** & LeMahieu, P. "The effect of scoring order on the independence of holistic and analytic scores." *Journal of Writing Assessment*, 4, (1).
- 2011** Yonezawa, S., Jones, M. & **Singer, N. R.** "Teacher resilience in urban schools: The importance of technical knowledge, professional community, and leadership opportunities." *Urban Education*, 46, (5), 913-931.
- 2010** Huisman, S., **Singer, N. R.** & Catapano, S. "Resiliency to success: Supporting novice urban teachers." *Teacher Development*, 14, (4), 483-499.
- 2010** **Singer, N. R.**, Catapano, S. & Huisman, S. "The university's role in preparing teachers for urban schools." *Teaching Education*, 21, (2). 119-130.

- 2008** Scherff, L. & **Singer, N. R.** "Framing and re-framing through computer-mediated communication (CMC): Providing pre-service teachers with alternate support structures." *Learning Inquiry*, 2, 151-167.
- 2007** **Singer, N. R.** "Taking time for inquiry: Revising collaborative teacher inquiry to improve student achievement." *English Leadership Quarterly*, 29, 7-10.
- 2004** **Singer, N.R.** & Zeni, J. "Building bridges: Creating an online conversation community for preservice teachers." *English Education*, 37, 30-49.

Book Chapters

- 2016** Kohnen, A. M., Saul, E. W., & **Singer, N.** Developing support for teachers and students in secondary science classrooms through writing criteria. In S. Plane, C. Bazerman, & C. Donahue (Eds.), *Writing research from multiple perspectives*. Lorraine, France: Centre de Recherche sur les Médiations, pp. 211-232.
- 2015** Cordova, R.A., Taylor, A., Whitacre, M. **Singer, N.**, Cummings, K. and Koscielski, S. "Three durable practices for approaching video as a reflective tool: From siloed to connected cultures in educator preparation." In Evan Ortlieb, Lynn E. Shanahan, Mary B. McVee (ed.) *Video Research in Disciplinary Literacies: Literacy Research, Practice and Evaluation, Volume 6*. Emerald Group Publishing Limited, pp.167-188.

Technical Reports

- 2010** **Singer, N.R.** & Scollay, D. "Building leadership for a sustained district writing improvement program." University of California, Berkeley: National Writing Project, Berkeley, CA.
- 2008** **Singer, N.R.** & Scollay, D. "Building a district-based secondary writing program through the National Writing Project Model." University of California, Berkeley: National Writing Project, Berkeley, CA.
- 2006** **Singer, N.R.** & Scollay, D. "Increasing student achievement in writing through teacher inquiry: An evaluation of professional development impact." University of California, Berkeley: National Writing Project, Berkeley, CA.

SYNERGISTIC ACTIVITIES

1. Contributing faculty member to federally-funded grants including a U.S. Department of Education Teacher Quality Enhancement Grant preparing teachers for high-needs schools (STEP, \$3.2 million, 2004-2008); NSF grant teaching science literacy through science journalism (No. DRL-0822354, \$3.5 million, 2008-2012); CEEDAR grant preparing teachers to better serve special education populations (\$14,000, 2014-2017).
2. Extensive grant activity partnering with the Missouri Department of Elementary & Secondary Education to deliver teacher professional development on a number of activities but primarily in the area of content literacy (\$288,874, 2012-present).
3. Extensive grant activity with the National Writing Project to deliver teacher professional development on a number of initiatives (\$687,921, 2004-2017).
4. Long-term work with the National Writing Project on large-scale writing assessment/scoring.
5. As department chair, I serve in a variety of public and professional outreach capacities. I also have direct supervision and curricular oversight of teacher education courses including those that teach concepts of content/disciplinary literacy.

Lisa M. Sireno
Office of College and Career Readiness
Missouri Department of Elementary and Secondary Education

SUMMARY

Organizational leader with experience in education policy, educational assessment, research, state government, institutions of higher education and entrepreneurial development; well-developed ability to build coalitions among wide-ranging groups of professionals.

EDUCATION

Master of Business Administration December 1991
University of Missouri-Columbia

Bachelor of Science – Business Administration December 1988
Truman State University, Kirksville, Missouri

PROFESSIONAL EXPERIENCE

Standards and Assessment Administrator **2015 – Present**

Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri

Direct the activities of curriculum and assessment teams in the Office of College and Career Readiness (OCCR) at DESE. Deliver statewide assessment programming. Provide standards implementation and instructional support for Missouri educators.

- Lead teams assigned to the development, administration, scoring, reporting of Missouri’s mandated statewide assessment programs.
- Lead staff in strategic initiatives designed to serve customers and stakeholders, e.g., Missouri’s Seal of Bi-literacy, K-grade three reading screening program, Exemplary Library Program Recognition, Missouri Healthy Schools, Early Literacy Peer Coaching Pilot.
- Plan procurement and administer multiple large-scale assessment contracts.
- Develop and administer curriculum and assessment budgets ranging from \$100,000 to \$24,000,000.
- Establish mechanisms to ensure compliance with appropriate state and federal regulations and submit evidence to federal assessment peer review programs.
- Provide for meaningful stakeholder engagement in planning and creating Missouri’s statewide assessments. Create standing advisories and ad hoc discussion groups.
- Create opportunities for staff to engage in professional development activities.
- Lead strategic performance initiatives that help ensure effective teachers in every Missouri classroom and effective leaders in every Missouri school and district.
- Assemble nationally recognized experts in measurement in systematic program review that help ensure the reliability, validity and fairness of Missouri’s statewide testing program.

Associate Director**2012 – 2015****Assessment Resource Center, Columbia, Missouri**

Direct ARC's strategic programs, ranging from campus-wide initiatives and research support to large program evaluations and the delivery of large-scale assessment services. Support organization-wide initiatives and cross-functional teams, provide vision and leadership.

- Lead teams assigned to program design, policy development, and implementation activities for P-20 assessments, research projects, program evaluation, and accreditation efforts.
- Provide vision and guidance for high-profile or sensitive ARC activities and the staff assigned to them.
- Lead ARC's research and educational services team.
- Recruit, select, and supervise program managers and research staff.
- Devise, review, and/or approve ARC budgets. Closely monitor critical or large-scale projects. Review program-related income and expenditures.
- Represent ARC and its interests at senior levels to internal and external groups.
- Identify and pursue collaboration opportunities.

Senior Coordinator/Program Director/Assistant Director**2005 – 2011****Assessment Resource Center, Columbia, Missouri**

Direct large-scale assessment services, act as primary liaison with strategic clients, and supervise staff managing assessment programs.

Director of Operations & Contract Services**2000 – 2005****Strategic Solutions, Columbia, Missouri**

Provide specialized negotiation, capital formation, business development, and management services for physicians, healthcare institutions, and technology-based companies.

Executive Director and Chief Executive Officer**1997 – 2000****Central Missouri Physicians & Surgeons**

Direct an independent practice association providing key strategic services to member physicians, with managed care contract negotiation as a fundamental focus.

Assistant Director**1992 – 1997****Missouri Innovation Center**

Create and deliver agency services facilitating technology transfer, business incubation, training, and capital formation for early stage companies.

SELECTED ACTIVITIES AND HONORS

Technical Issues in Large-scale Assessment Group, Conference of Chief State School Officers
Interface Steering Committee, DESE

The Missouri Way Leadership Program, State of Missouri

Strategic Performance Management Division Leader, DESE

Administrative Leadership Development Program, UM System

Chancellor's Emerging Leaders Program, MU

Baldrige Performance Excellence Program, Excellence in Missouri Foundation

President's Distinguished Scholar, Truman State University

KIM STUCKEY

PROFESSIONAL SUMMARY

Experienced professional with a mission to provide all students with teachers who have exceptional knowledge and understanding of dyslexia, the science of reading and the best instructional methods to create proficient readers.

SKILLS

- | | |
|------------------------------|-----------------------------|
| Expertise in dyslexia | Team Leader |
| ● Evidence-based instruction | ● Student-centered learning |
| ● Public Speaking | ● Strong collaborator |
| ● | ● |

WORK HISTORY

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Director-Dyslexia Specialist | Jefferson City | March 2016 - Current

Design and deliver professional development addressing reading acquisition and disorder

Educate school personnel regarding indicators of students with reading disorders/dyslexia, the science of reading, classroom supports and accommodations

Disseminate best practice intervention and instruction models

Participate on the Missouri Legislative Task Force for Dyslexia

Co-write reports for task force and community audiences

Support school personnel in maintaining progress monitoring systems, multi-tiered systems of supports and educational interventions.

Collaborate with various stakeholder groups

PURPLE PEG LEARNING CENTER

Founder | Lake St. Louis | October 2005 - Current

Complete extensive diagnostic assessment battery and subsequent reports to families to determine severity of dyslexia

Advise families in special education eligibility determination processes

Provide individualized, structured, explicit, systematic instruction in phonological awareness, phonics,

reading, spelling comprehension to students

Collaborate with schools and universities to provide professional development and training to teachers regarding the characteristics of dyslexia and best practice instruction

Manage team of specialized reading tutors

CENTER POINTE HOSPITAL

Intake and Assessment | Weldon Spring | May 2003 - April 2005

Completed admission and intake screenings for 90-bed, in-patient behavioral healthcare facility

Maintained communications with medical staff regarding current and upcoming patient admissions

Secured certification for in-patient services with various insurance carriers

Collaborated with staff to facilitate transition to unit

Provided after-hours coverage for emergent intakes and facility transfers

Completed all relevant reports and necessary documents for facility and private insurance providers

EDUCATION

MASTER OF EDUCATION-COUNSELING Marriage and Family Therapy

University of Missouri- St. Louis

St. Louis, | 1995

BACHELOR OF SOCIAL WORK

University of Missouri-Columbia

Columbia, | 1990

ADDITIONAL INFORMATION

Certified LETRS Facilitator, Volume 1 December 2019, Volume 2 anticipated June 2020

Xtreme Reading, University of Kansas, November 2019

University of San Diego, Diagnosing Dyslexia Course, June 2005

Dyslexia Training Institute, Dyslexia Advocate Course, March 2016

**Angie Zapata, PhD
Associate Professor
University of Missouri**

EDUCATION

- 1997 Child Study and Language Development with Reading Specialization
2008 Master Reading Teacher Certification
College of Education, University of Texas at Austin.
Ph.D. In Curriculum & Instruction. Program: Language & Literacy.

SELECT HONORS & AWARDS

NATIONAL

- 2017 Recipient, Early Career Research Award, National Council of Teachers of English/Children's Literature Assembly
2013 Recipient, Literacy Research Association Student Outstanding Research Award

UNIVERSITY OF MISSOURI

- 2019 Recipient, College of Education Graduate Student Advisor of the Year Award
2018 Recipient, College of Education Faculty Diversity Award
2017 Recipient, MU Provost Outstanding Junior Faculty Teaching Award
2017 Recipient, University of Missouri- Excellence in Education Award
2017 Recipient, College of Education Outstanding Early Career Teaching Award

SELECT SCHOLARSHIP ACTIVITIES

Underlined names denote graduate students and ^names denote practicing teachers.

PEER-REVIEWED RESEARCH MANUSCRIPTS

- Zapata, A.** (in press). Cultivating critical translanguing contexts in elementary language arts classrooms. *Language Arts*. (Editorial review).
- Zapata, A.**, Van Horn, S., Fugit, M.^, & Moss, D.^ (2019) Improvisational Teaching as Being With: Cultivating a Relational Presence Towards Justice-Oriented Literacies. *Journal of Adolescent and Adult Literacy*. Acceptance Rate: 20% Impact Factor: 1.177
- Zapata, A.**, Sánchez, L. , & Robinson, A. (2019). Examining young children's envisionment building responses to postmodern picturebooks. *Journal of Early Childhood Literacy*. 18(4), 439-464.
- Zapata, A.** Kuby, C., & Thiel, J. (2018) Encounters with writing: Becoming-with posthumanist ethics. *Journal of Literacy Research*. Acceptance rate: 8% Impact Factor: 1.71 (Journal Citation Reports®, 2018 release)
- Zapata, A.** & Van Horn, S. (2017). "Because I'm Smooth": Material intra-actions and text productions among young, Latino picturebook makers. *Research in the Teaching of English*. 51(3), p. 290-316. Acceptance Rate: 5.1% Impact: Factor: 1.3
- Zapata, A.**, Franks, D.^, Moss, D.^ (2017). Awakening socially just mindsets through visual thinking strategies and diverse picturebooks. *Journal of Children's Literature*, 43(2), 62-69. Acceptance Rate: 11%)
- Zapata, A.**, & Laman, T. (2016). "I write to show how beautiful my languages are.": Examining translanguing pedagogical approaches to writing in elementary, English-dominant classrooms. *Language Arts*. 93(5), 366-378. Acceptance Rate: 10%

Zapata, A. (2013). Examining the multimodal and multilingual composition resources of young Latino picturebook makers. In Dunston, L. B. Gambrell, S.K. Fullerton, V.R. Gillis, K. Headley, & P.M. Stecker (Eds), *62nd Yearbook of the Literacy Research Association*, pp. 76-93. Oak Creek: WI. Acceptance Rate: 20%

BOOK & HANDBOOK CHAPTERS

Kuby, C.R., **Zapata, A.**, & Fontanella-Nothom, O. (2019). Teaching and learning literacy in early childhood programs. In C.P. Brown, M. McMullen, & N. File, *Handbook of Early Childhood Care and Education*. Hoboken, NJ: Wiley Blackwell.

Zapata, A., Laman, T. & Seely-Flint, A. (2017). Multilingual and multimodal language arts instruction in preschool and elementary schools. In Lapp, D. & Fisher, D (Eds). *The Handbook of Research on Teaching the English Language Arts*. 4th Edition. P 360-384. New York, NY: Routledge.

EDITED VOLUMES

Zapata, A., Metz, M., Sánchez, L., Compton-Lilly, C, Bauer, E., Gilles, C., Lannin, A., Kingsley, L., Metz, M., & Petrone, R.,(Eds.). (in production). *Literacy Research: Theory, Method, and Practice*, Volume 68. Literacy Research Association.

Sanchez, L., Compton-Lilly, C, Bauer, E., Gilles, C., Lannin, A., Kingsley, L., Metz, M., Petrone, R., & **Zapata, A.** (Eds.). (2019). *Literacy Research: Theory, Method, and Practice*, Volume 68. Literacy Research Association.

POLICY BRIEFS

Zapata, A. Equity and Early Childhood Policy Statement (2016). Equity and Early Childhood Task Force for the National Council of Teachers of English. Equity and Early Childhood Education: Reclaiming the Child.

Zapata, A. (2016). Supporting Linguistically Responsive Instruction In The Early Childhood Classroom. Individual Policy Brief for the Equity and Early Childhood Task Force of the National Council of Teachers of English.

FUNDED GRANTS AND AWARDS

2020-23 **Zapata, A.** (PI) (LOI Accepted 2019/Funded 2020). Foundation For Child Development/Young Scholars Program (FCD/2023 YSP). Teacher and Researcher Collaborative Inquiry As Ongoing Professional Development: Improving Early Childhood Experiences In Racially, Linguistically, and Ethnically Complex Missouri Classrooms. Funded \$225,000.

2019 **Zapata, A.**, Hoffman, W., and Locust Street School. Building Multilingual and Multimodal Literacies in Elementary English Language Arts Classrooms Through Diverse Picturebooks. Missouri Partnership for Renewal. \$2000.

2019-21 Kuby, C., P Gordon, M, Metz, M, Petrone, M, Syler, C., **Zapata, A.** Strategic Investment Grant Initiative Tier 2 (Funded). Missouri Language and Literacies Center \$375,000. (Funded)

2018 **Zapata, A** (Principal PI). Exploring Critical Language Awareness Through Diverse Poetry Picturebooks In Mid-Missouri Classrooms. Internal Funding: Cambio Center Fellowship for Research Support. 20% GRA Internal Funding

Johnson County Library
8700 Shawnee Mission Parkway
Merriam, KS 66202
Elementary Coordinating Librarian

[REDACTED]
[REDACTED]

May 18, 2020

To Whom It May Concern:

It is my pleasure to write a letter of support for the Missouri Writing Projects Network. As a public school educator and instructional coach for 16 years, I have been profoundly and positively impacted by the work of this group. This Writing Project's mission of access, relevance, and diversity is evident in the professional development and programs they offer, and also achieve a secondary mission of bridging important equity gaps by providing high-level learning opportunities for all state educators.

For the past three years, I have worked with educational leaders and fellow Writing Project members in partnership with the Missouri Department of Elementary and Secondary Education to provide standards-focused writing and science workshops for K-12 teachers statewide. During these professional development sessions participants collaborate, research student work, reflect, and apply grade level standards and educational theory to their current practice, actively rethinking and broadening their approach to standards, teaching, and student expectations.

On a more localized level, the Greater Kansas City Writing project offers more than 60 continuous improvement and learning programs to educators, including a variety of graduate courses. The content offered within these programs works to bring and keep educators at the forefront of educational trends and practice. The Math and Science Notebooking course offered to K-8 teachers in Raytown, MO taught teachers how to integrate writing practices into math and science content areas. Teachers developed

their own math and science notebooks throughout the course and had the opportunity to plan a unit of study in their grade level curriculum, creating readily usable classroom materials and resources with which to teach.

The Missouri Writing Project Network also offers professional development workshops tailored to specific school needs. As a Writing Project Teacher Consultant, I have offered professional development workshops in St. Joseph, MO, Spring Hill, KS, and Topeka, KS to name a few. These educator workshop topics included 6 Traits Writing, Project Based Learning, reading strategies across content areas, argumentative writing, and effective writing practices. In each of these settings, teachers applied new learning to relevant texts and student work, deeply impacting overall practice and understanding. Teachers worked in grade level and vertical teams to collaborate, share ideas, and understand how skills and concepts build across grades. The Writing Project stands firmly in the belief that teachers are the best teachers of teachers, so we work intentionally to honor, validate, and share educator voices in all the work we do.

The impact of the opportunities offered by the Missouri Writing Project Network goes far deeper and broader than a single letter can encapsulate. In the past five months, I have moved into a new position within the Johnson County Library System, and my work continues to be positively affected by the knowledge and skills I have gained as a Writing Project member. My current role of overseeing elementary-aged programming for the system consistently benefits from my enhanced ability to lead, facilitate, and understand the expansive needs existing in childhood literacy and the education system. It is with this robust knowledge that I can step into a school or program knowing how the library can best provide service, while also working to train library staff in how to intentionally connect with area educators and develop content responsive to student needs and children's developmental stages.

It is not an overstatement to say that the Writing Project has changed my life by opening avenues and opportunities to lead through its network. It has been a privilege to be involved and act as a current of this same change for others. I have seen it firsthand, in myself and others, the power that lies within learning and thinking together in innovative ways. It is the most authentic and relevant of experiences, and single-handedly what makes the work of the Writing Project so powerful, inspirational, and successful.





OZARK SCHOOL DISTRICT

*STUDENT Dedicated Every Day,
STUDENT Driven In Every Way*



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Dr. Craig Carson, Assistant Superintendent
Dr. Curtis Chesick, Assistant Superintendent
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May 22, 2020

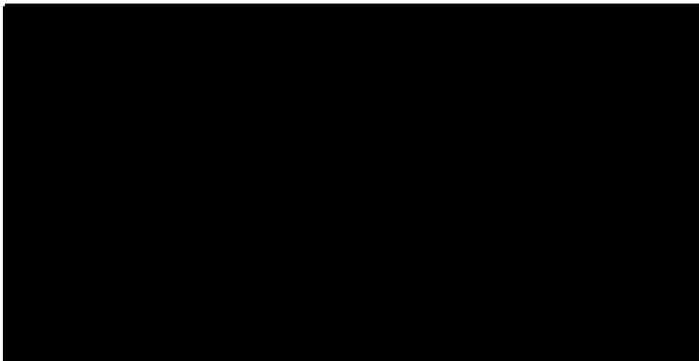
To Whom It May Concern:

Over the last sixteen years as an administrator, the Missouri Reading Initiative has been alongside me helping me make a difference in the lives of students. I highly recommend the Initiative as an imperative tool in the school improvement tool bag. In Hollister R-V Schools and in Ozark R-VI Schools, the training through MRI has helped turn the corner on best practice and student achievement.

When arriving at the Hollister R-V Schools as the Hollister Middle School principal, I needed something to help me make a difference in the school. Hollister at the time was one of only seven school districts in Missouri that had a provisional accreditation. There were so many areas to implement best practice and change. Partnering with MRI allowed my teachers great, just-in-time training to have a huge impact in the lives of students. We implemented secondary comprehensive literacy as well as moved the school to student-based instruction. MRI was also very instrumental in changing instructional and assessment practices at Hollister Elementary. When I left the district as the assistant superintendent of schools, the District had successfully implemented comprehensive literacy throughout the system. The school district moved from provisional accreditation to accreditation with distinction in performance. And, the most important aspect of the change – student achievement had grown significantly.

Within the Ozark Schools, the Initiative helped me accomplish two very important goals: implement comprehensive literacy in the secondary and train the elementary instructional coaches in a systems approach. The school district now leads southwest Missouri in MPI districtwide literacy, and that is in part to the help of the trainers of the Missouri Reading Initiative.

If you have questions or would like to discuss how MRI fits within a school continuous improvement model, please do not hesitate to contact me. With MRI involved, I am sure the grant to which you are applying will be successful and will mean great things for students.



District Cabinet

Gerald Chambers, Executive Director-Student Services; Dr. Melia Franklin, Executive Director-Secondary Learning;
Dr. Kent Sappington, Executive Director-Elementary Learning; Jeff Simpson, Executive Director-Special Services

PR/Award # S371C200019

May 19, 2020

To Lisa Scroggs at The Department of Elementary and Secondary Education:

As teachers that have been partnering with Dr. Angie Zapata for several years implementing the study of diverse picture books in K-5 education, we strongly support her work in enhancing all modes of literacy instruction in PK-12 education in Missouri.

Dr. Zapata has truly helped strengthen the mission of our school. As an arts integrated elementary school, our mission is that “learning through the arts best prepares children for life.” We integrate arts into our core curriculum to make learning accessible to all students and enhance understanding. Through this model, we utilize multimodal practices for students to communicate their understanding. Being able to analyze, explore, and make connections to the language, art, and themes in the diverse picture books that Dr. Zapata shares, is a strong way for all students to learn.

Our collaboration with Dr. Zapata is shaped by the shared desire for young children to experience the rich cultural and linguistic resources that they bring to their classrooms on a daily basis. Since Fall 2016, Dr. Zapata has demonstrated her commitment to the teachers and students in our building through monthly inquiry meetings that focus on strengthening more culturally and linguistically responsive language and literacy practices in their classrooms.

In the Fall of 2019 and continuing into Spring of 2020, Dr. Zapata partnered with three teachers in our building to bring enhanced learning to our students. In a first-grade classroom, Dr. Zapata and the classroom teacher used various texts to explore the theme of “family” and how families can be and look different. Students created art, had conversations, and collaborated with peers about their learning. In a fourth-grade classroom, Dr. Zapata and the classroom teacher explored the ideas of “refugee,” “migrant,” “immigrant,” and “borders” through a deep dive into diverse picture books centered around these ideas. The themes that were discovered throughout this study wove a thread of learning that lasted the rest of the school year. Dr. Zapata continued her study in a fifth-grade classroom, where she and the teacher focused on how diverse languages in picture books can be used to convey feelings, how people are perceived, as well as how language can be used in student writing. The thought-provoking conversations that occurred in all these classrooms, as well as change in teaching pedagogy for the teachers, has been immeasurable and transformational.

We offer our full support for all the work Dr. Zapata will continue to do for all the children and families in the state of Missouri. Please let us know if you need additional information.

Thank you,

This is a personal reference and it is not given as a representative of Columbia Public Schools. Per Board policy, GBLB, only the Superintendent or designee may respond on behalf of the district. All district reference checks are completed through CPS Human Resources at 1818 W. Worley, Columbia, MO 65203.

PR/Award # S371C200019

May 22, 2020

To Whom It May Concern:

I am enthusiastic to share about my experiences working Dr. Candace Kuby from the University of Missouri-Columbia. Candace and I have collaborated as teacher-researchers since 2010. She has been in my classroom regularly (at times 6 hours per week) over the past 10 years and we've spent even more time discussing and writing about the happenings in the classroom. One thing that has always stood out to me about Candace is that she is first a learner, and then a teacher and researcher. We've co-authored numerous articles, book chapters, and even a book together. She's also written and presented about happenings from my classroom by herself. And every time, she shares her work with me and invites me to be a part of the process or to provide feedback. I've yet to find another teacher who's had an opportunity to collaborate with a professor who invests in the partnership like Candace.

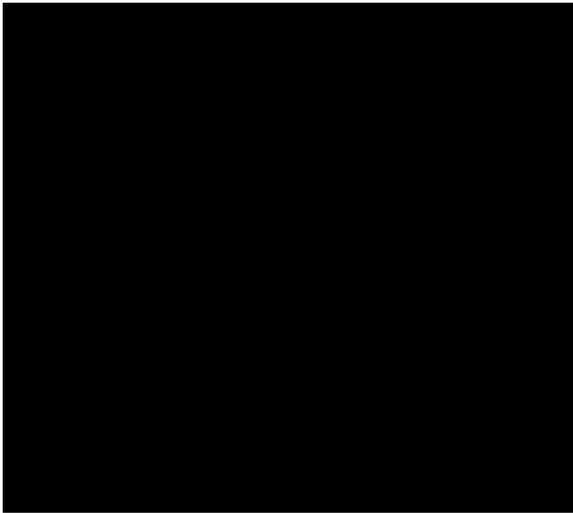
At first Candace's and my research focused on Writing Workshop. We considered what happens when a range of artistic and digital tools are set-out and students are invited to be writers. I remember early on a student asked me to make a book with cut-outs. I responded, "Of course." Later Candace asked me if the student had the supplies that he needed to make the book. I didn't answer her right away, but her question made me think. (The student didn't have the materials available to him to make the book.) Over the next few months, I posed a question to Candace: What would it look like to "open-up" Writing Workshop starting on the first day of school? Candace's initial question also caused me to consider: Were students' identities (as writers) affected by the materials? The result of this back-and-forth questioning led to new possibilities and expanded the possibilities of writing and literacy education for us. It has been central to our partnership and my growth as an educator.

While we've always had broad research questions, Candace and I don't always know what will unfold in the classroom each day. More recently, our research has included a focus on young children's curiosities and how sometimes we see the "why" questions that preschoolers have dissipate as they enter elementary school. We believe that inquiry is essential to learning and therefore want to spend time thinking together about this phenomenon. We wonder, how do we (as educators) make pedagogical spaces for children's inquiries about the world to be heard and acted upon as they enter elementary school. One of our goals is to stay attentive to surprises that become catalysts for our thinking together. This is possible because our partnership is one of transparencies where we talk about curriculum and pedagogy together. We see our partnership as a mutual collaboration where students come first -- their learning and wellbeing -- over the research project.

Working with Candace has challenged and grown me in ways that I couldn't imagine when we started working together. And while we each find joy in our long-term partnership, Candace and I also see many benefits for the school district and the larger educational community. As a teacher, our partnership provides a second set of eyes and ears in the classroom and opportunities to reflect deeply about pedagogical practices. This 'slowing down' of pedagogy causes moments for me to think about how and what I teach and why. It provides spaces for collaborative

conversations and cultivates a practice of deep reflection which I think is very important. More broadly, because we share at conferences and through publications, teachers in the U.S. and internationally learn from our collaborative research partnership. However, I am possibly most proud of becoming a writer myself. Before our work together, writing was the "elephant in my lesson plans." I think I am now more understanding of students as they "go be a writer."

I am grateful for the opportunity to collaborate with Candace. Our teacher-researcher partnership is one of the best gifts that I've been given as a teacher. I only hope that more teachers (and researchers for that matter) have the same opportunity.



1841 Cliff Dr.
Columbia, MO 65201
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May 22, 2020

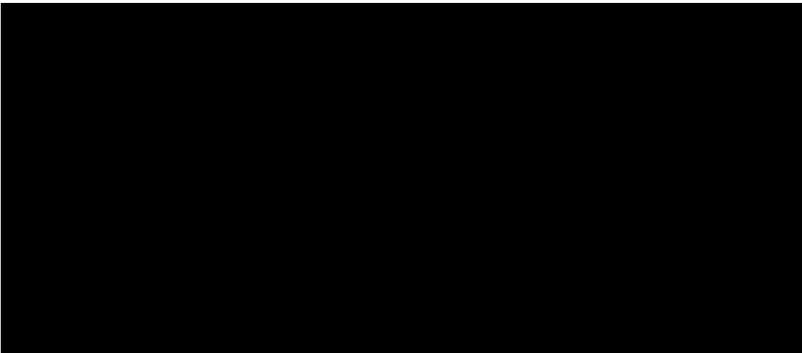
Dear Lisa Scroggs,

I am honored to write this letter of support on behalf of Dr. Angie Zapata for her role in strengthening language and literacy instruction in the state of Missouri. As a reading specialist for Columbia Public Schools, I am passionate about the role of literacy in every child's life and often seek professional and educational experiences to improve my own practice. I first met Dr. Zapata as a graduate student in her Multicultural Children's Literature course. Our relationship soon expanded to include collaborative action research inquiry, writing, and friendship. I have yet to meet an educator who is more committed to improving literacy experiences for all youths and literacy practices for all teachers.

What makes Dr. Zapata stand out from other dedicated literacy experts is her enthusiasm for the learning process. She reads, researches, observes, and wonders extensively about language and literacies. Dr. Zapata, despite her many peer-reviewed publications and depth of knowledge, is at heart an explorer and a collaborator. As her student, I found her to be an impassioned and inspiring professor. She encouraged me to think deeply about the ways language, culture, and identity intersect with and within literacy. Dr. Zapata's teaching positively influenced the ways I invite my students to respond to text and my students therefore blossom as readers and writers because of my own learnings from her class. I learned to consider how the rich cultural and linguistic backgrounds of my students play an integral role in literacy acquisition and development and thus in their understanding and comprehension of various texts. I learned that inviting multilingual and multimodal responses from my students strengthened my own understanding of where they are as readers, writers, and communicators, as well as my ability to effectively guide each of them forward on their unique literacy path.

Not only did Dr Zapata positively impact me professionally, but also personally. During our teacher-researcher collaboration focused on the use of diverse picture books in the secondary classroom, I discovered from her interaction with my students ways of bettering myself beyond the role of teacher. Dr. Zapata knows how to truly listen to others. She is authentic in her engagement in a way that moves others to open up about their own understanding of themselves and the world around them. I realized in my observations of Dr. Zapata that growing readers and writers means first listening to the stories they carry with them. By honoring the individual first, we open the doors for deeper learning. Dr. Zapata makes learning feel like an invitation towards becoming a better human.

I enthusiastically and whole-heartedly support Dr. Zapata's participation in enhancing our state's



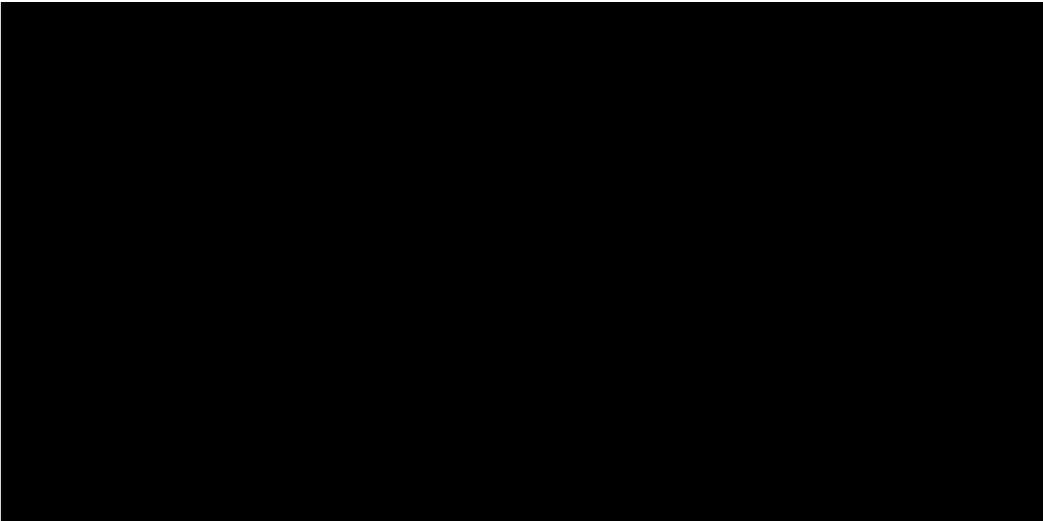
I am the principal of our 3-5 building in Perry County, and was previously the assistant principal when it was a K-4 building. I have been a part of the MRI professional development in our district from start (2016-17) to the current situation.

When my (then) principal and I came to the building in 2016, teachers used the basal almost exclusively. The textbook was followed and "instruction" came from the scripted questions and worksheets from the series. Teachers relied on the Title I teachers to push in and do the differentiation with students that was required. Many of them did not have research-based strategies in their teaching toolbox. Data was not being utilized to inform the instruction. Together with our leadership team, we investigated what our next steps would be and ended up moving forward with MRI due to the emphasis on professional development of teachers. We knew that creating better teachers would bring the greatest impact.

MRI has TRANSFORMED the teaching of reading and writing K-5 in our district. The basal was thrown out and relevant resources are now utilized with the excellent strategies incorporated into mini-lesson, reading groups, and conferencing. Literacy has been strengthened exceedingly and teachers are now the resources for each other. By using the data provided by DRA, progress monitoring, running records, small group observations, and individualization, our students have become better readers and writers. This year, we implemented a reading data wall and watched the progress as students grew.

With the cut-off in our year caused by Covid-19, we can't see the final product, but we were well on our way to meeting our building wide goals of reading achievement. I know that going forward with the coaching we will receive, the implementation will only get deeper. I believe that we will see greater gains as the students who have been immersed in a rich literacy culture move up through the grade levels.

I would not hesitate to wholeheartedly recommend MRI to schools. The collaboration and coaching that is centered around best practices in literacy is invaluable. I'm so grateful that our district committed to this 3-year process.





HALLSVILLE SCHOOL DISTRICT

421 E. HIGHWAY 124
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PHONE (573) 696-5512
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JOHN DOWNS
SUPERINTENDENT

May 20, 2020

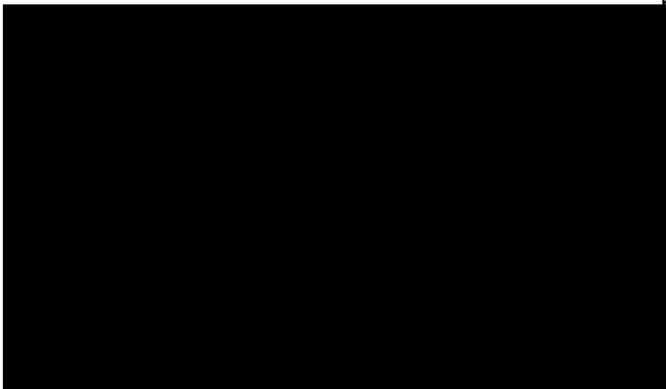
Sir or madam,

I am writing to share information on my prior experiences working with the Missouri Writing Project Network (MWPN). As a superintendent for a smaller rural district, I am keenly aware of the need for quality curricular resources and professional development to increase educator effectiveness. Of particular importance is growing educators to assist students in their development of discipline-specific literacy skills. The MWPN has a successful history in crafting and implementing programs to meet such goals.

I participated on the leadership team for a three-year Improving Teacher Quality Grant initiative led by the Missouri Writing Project Network. This team included a varied group of school practitioners and university faculty with complementary content expertise and instructional experience. The team developed and delivered a professional development curriculum focused on the integration of literacy practices into STEM instruction for middle and high school students.

The initiative was quite simply some of the best professional development I have observed. A teacher cohort representing rural and urban districts participated in a three-year collaborative program focused on pragmatic implementation of instructional practices to impact students and their learning. The experience included all the hallmarks of research supported best practices including embedded distribution over time, modeling, participant implementation with observation and coaching, and ongoing opportunities for shared debriefing to reflect on new practices.

red for involvement in any partnership focused on
of literacy curriculum and instruction.



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May 21, 2020

To Whom It May Concern:

I am an instructional coach in the Hazelwood school district. I have either taught or coached in this district for 24 years. During my career, I have benefitted in many ways from the work of the Gateway Writing Project (GWP) and the Missouri Writing Projects Network. Funding for this organization leads to lasting change in teacher practice that directly improves student learning. I have seen it happen in my classroom and my teachers' classrooms.

At Hazelwood North Middle School, our teachers were reluctant to teach writing--argument writing, in particular. When teachers attempted argument writing in their classrooms, it went something like this: Pick a topic, take a side, find some evidence, and write a paper. What followed was generally student reluctance, limited idea development, and formulaic essays at best. "It's like pulling teeth," was a common sentiment.

Through grant funding, the Gateway Writing Project worked with teachers at Hazelwood North Middle, changing our understanding of writing in general and argument writing specifically. College, Career and Community Writers Program (C3WP) resources from the National Writing Project and job-embedded coaching were a part of GWP's work with our school, and it made a difference in student learning. Just a few months after the initial training, I observed students from one class virtually debating with students from another class. Students, using methods their teachers learned from training, had conducted significant research into a topic, developed a stance based on evidence, and prepared counter-arguments. I saw students passionately arguing from evidence. No teeth-pulling here. The debate was a proving ground for their ideas, and the written arguments that followed were a source of pride for teachers and students.

If you and I had time to talk, I could share many more stories from throughout my career that illustrate the power of the Gateway Writing Project to transform teachers' professional lives. For 20 years, I've participated in professional development opportunities, including many teacher leadership opportunities, from the Gateway Writing Project and the Missouri Writing Projects Network that have transformed my practice and my students' learning.

Writing projects have the power to change the fundamental beliefs of teachers and give them the knowledge, confidence, and collegial guidance to innovate instruction and improve student learning. Grant funding for writing projects are crucial to continuing work that makes real and lasting change.



Mary 19, 2020

Ms. Scroggs,,

It is a genuine honor to write a letter of support for Dr. Angie Zapata as she partners with you and DESE to enhance language and literacy instruction in PK-12 Missouri settings.. I had the pleasure of working with Dr. Zapata for nearly six years as the University of Missouri College of Education Director for the Office of Field Experiences. My background also includes a career teaching public elementary students and serving as an elementary school administrator.

The impact Dr. Zapata has on the undergraduate students in the University of Missouri College of Education is significant and empowering. During the time I worked with Dr. Zapata, particularly notable was the manner in which she genuinely and purposefully connected with her students, opening their hearts and minds to focus on effective and research-based pedagogy and curriculum designed to encourage and ensure the academic growth and success of the elementary students in their care.

One of the courses Dr. Zapata teaches is "Literacy Assessment and Development", and because the elementary education program is the College of Education's largest program, I often interacted with elementary ed students, including those students in her class. In those interactions I was always keenly interested in how we were preparing our students to teach in tomorrow's schools. In this course, students participate in weekly intensive tutoring experiences with first graders, known as "Tiger Buddies" at Locust Street Elementary School, within Columbia Public Schools.. MU students design and conduct reading assessments, analyze the data to determine future instruction, and implement the individually targeted lessons, using quality children's literature. As they do so, Dr. Zapata is highly engaged in focused instruction, observation and providing in-the-moment feedback. Through this process and Dr. Zapata's inspiring and thorough instruction during the other class period in the week, her undergraduate students grow their teacher toolbox of evidence and research-based strategies that improve the reading performance of their current Tiger Buddies, and can again be applied when Mizzou Ed students have their own classroom post-graduation. Sending Mizzou Ed students out into the world ready to support the success of young readers all across Missouri and our nation directly aligns with the College of Education's mission: The **mission** of the **College of Education** is to address critical societal needs through the advancement of scholarship, enhancement of learning and **teaching**, and service to our global society.

I had the fortunate opportunity to directly observe Dr. Zapata and her students during a Tiger Buddies instructional and tutoring session. I was very impressed during that time on the professional focus of our students and the positive and meaningful relationship they each had built with their Tiger Buddy. The debriefing conference time Dr. Zapata led after the first graders returned to their classroom was inspiring. She shared several of the successful teaching strategies MU students had used with their buddy and provided timely encouragement and reteaching. As a person with more than 30 years in the field of education, I left highly optimistic about the impactful difference each of the MU students was going to make with their future students as they learn the skills of reading and the enjoyment of reading quality literature.

After my experience observing Dr. Zapata with Mizzou Ed students, I emailed the students offering them an opportunity to share their thoughts with me regarding their experience with Dr. Zapata that semester. A sampling of the thoughts they shared follows:

"When I picture the kind of teacher I want to be, I think about all the amazing qualities Dr. Zapata has exhibited. Her class covers a lot of content that can sometimes be difficult to grasp, but I never feel like I struggle because Dr. Zapata is such an effective instructor. When someone does struggle, she is always more than happy to meet with us, answer any questions, and support our learning."

"One day this semester I was having a tough time in another class. I was looking through Canvas, and Dr. Zapata had commented on an assignment I submitted. Her comment truly made me feel so much better and reminded me why I want to be a teacher. Her very long comment was about how wonderful I was with my reading buddy and how I'm going to make a great teacher. It was so personal and meant so

much to me.”

“She is the most passionate teacher I have ever had, and it really affects how much effort I give when I am teaching.”

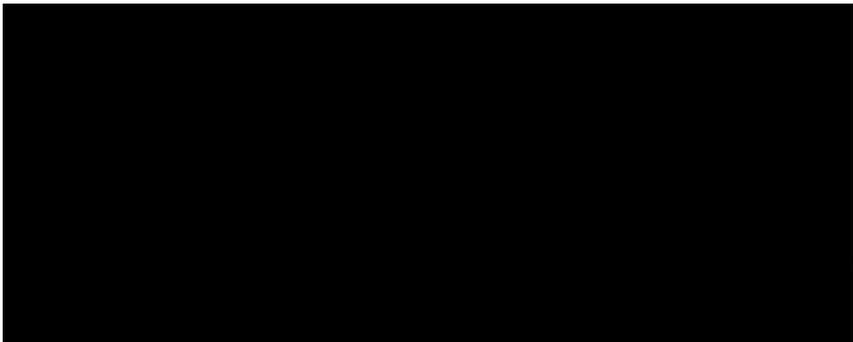
A partnership between Dr. Zapata and a group of teachers at Locust Street Elementary School was born four years ago. Initially Locust Street teachers invited Dr. Zapata to provide professional development in literacy, and they have been meeting monthly ever since that time. Seated around the table at these gatherings are Dr. Zapata, current Locust Street teachers, and MU undergraduate students from both the Early Childhood Education program and the Elementary Education program. This group of committed professionals discuss authenticity in diverse literature and instructional, research-based strategies designed to support active and purposeful literacy engagement. Dr. Zapata arrives for each meeting with quality literature in hand and spreads the books across the meeting table. As the teachers review the literature, Dr. Zapata provides prompts that engage participants in discussing the impact the literature has or may have on their students. They also discuss possible strategies to inspire their students to accept and celebrate the differences they see in their school community. Some of the prompts also address multimodal and multilingual instructional strategies.

I was fortunate to have the opportunity to participate in one of this group’s monthly meetings. In my education career, I have attended many professional development sessions. This authentic professional development facilitated by Dr. Zapata and born from a desire by the teachers to provide effective, enriching, engaging, and effective reading instruction is one of the most stimulating and heartening experiences I have encountered. Each educator was a co-investigator and collaborator on a mission to meet the literacy needs of each of their students and to do so with exquisitely written literature with diverse characters and settings. To witness college students engage side-by-side with teachers in deep conversations about teaching, learning, and engaging students in texts that also help create caring and compassionate classroom communities was truly incredible. I am certain these collaborations will have a lasting impact on all who were around the table as well as the young students they teach today and tomorrow.

The work in which Dr. Zapata fully invests herself is compelling, insightful and beautiful to witness. Yet, even beyond this critical work in the area of literacy, just as captivating is the manner in which she engages with everyone she meets every day, whether in the classroom, the hallway, or walking along the sidewalk on campus. She often leaves an informal discussion or the end of a class period with her undergraduates saying “I am grateful”. She truly cares about brightening and improving the world of those she encounters..

This amazing educator embodies the power of kindness and caring and its ability to provide hope and encouragement for a brighter future. She moves her students and classroom teachers to a greater understanding of who they are as educators, the teacher they desire to be, best practices to use in the classroom, and how they feel about the incredible importance of their work with children.

I believe DESE partnering with Dr. Zapata to implement a professional development sequence focused on the state literacy plan with enhancements such as attention to visual literacies, multimodal literacies, culturally responsive literacies, and family literacies will result in positive and valuable outcomes for all participants. If you desire further information, please feel



ge of Education

Missouri PK-12 Literacy Needs Assessment – A Framework

The Missouri Department of Elementary and Secondary Education (DESE) recognizes the critical importance of supporting literacy through access to high-quality, culturally responsive learning experiences for all students. In support of its literacy development program, DESE intends to engage stakeholders in the planning, implementation of, and assessment of the literacy needs of children in preschool through grade 12.

This framework provides a general outline for Missouri’s proposed study. It follows the guidance contained in the State Support Network’s *Needs Assessment Guidebook*.

https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf

The *Needs Assessment Guidebook* outlines the following elements necessary to a successful needs assessment:

- It is needs driven and context specific.
- It utilizes rigorous data analysis, including diverse and high-quality data sets, reflecting multiple viewpoints.
- It involves local stakeholders.
- It collaboratively identifies priority areas of focus that will inform improvement efforts.

Successful needs assessments follow this chronology of tasks:

1. Plan
2. Organize and Collect Data
3. Interpret Information
4. Determine Priorities
5. Connect to Implementation

Plan

This resource is arranged by the questions of WHAT, WHY, WHEN, WHO and HOW with resources suggested for use during the parts of the process. Tools include a root cause self-assessment tool, a transition lens tool, and resources to examine equity when making decisions and considering cultural paradigm shifts.

WHAT: Comprehensive Needs Assessment Process

The process of assessing needs is a critical step in the continuous improvement cycle. A comprehensive needs assessment is a systematic process that assists district and school teams in identifying systemic inequities, strengths, and opportunities within the context and constraints of the local setting then using that information to help prioritize improvement efforts in subsequent planning. A comprehensive assessment of needs examines data in three distinct areas: systems health, outcome and performance data, and considering input from community members (staff, students, and community members).

WHY: Comprehensive Needs Assessment Process

The comprehensive needs assessment process ensures that district and school teams are able to select improvement priorities and goals based on needs and strengths. The process should help to ensure the equitable implementation of policy, practices, and procedures that translates into resource allocation, educational rigor, and opportunities for all students and especially for historically and currently marginalized youth, students, and families including civil rights-protected classes.

Missouri's PK–12 Literacy Framework is intended to translate the research findings into advice and guidance to provide educators with the knowledge, tools, and resources necessary to meet the instructional needs of all students in reading, writing, listening, and speaking. The purpose of the framework is to support districts, charters, and schools in evaluating, refining, and monitoring the essential systems, structures, and literacy practices necessary to achieve greater outcomes in the area of literacy for all students.

WHEN: Comprehensive Needs Assessment Process

The Missouri Department of Elementary and Secondary Education (DESE), districts, and schools engage in a comprehensive needs assessment process every three years. Intermittently, segmented or focused needs assessments may be conducted to dive more deeply into specific areas or to help determine root causes for implementation or outcome challenges.

WHO: Comprehensive Needs Assessment Process

The process may span several weeks and should include a range of participants and voices at all points. Teams should be inclusive of staff with varied expertise including those who support students with disabilities, English Learners, social-emotional/behavioral learning, and content areas.

While all community stakeholders should be engaged in decision-making, it is important to make extra effort to engage with underrepresented and historically or currently marginalized staff and partners. These voices include but are not

limited to students and families experiencing poverty, students with disabilities, students of color, English learners, migrant students, and homeless and foster youth.

During engagement and outreach, consider the following groups and whether their voices are represented in decision-making:

- Students and Youth
- Parents, Families, and Communities
- District and School-level Educators and Education Professionals
- Classified Staff School Board Members
- Community Partners and Non-profit Organizations
- Before and After-school Programs
- Early Learning Providers
- Higher Education and Researchers
- Business Community
- Elected Officials

HOW: Comprehensive Needs Assessment Process

An examination of qualitative and quantitative data in several categories is essential during a comprehensive needs assessment process. Categories for data review include five key elements and are expanded upon below:

Element 1: Instructional Leadership

Element 2: Instruction and Intervention

Element 3: Assessment and Feedback

Element 4: Professional Learning

Element 5: Supportive Culture

Perhaps the essential aspect of the framework is providing a comprehensive system of support at the state, district, and school levels that will enable teachers to provide the literacy instruction students need to meet key goals. Leadership and professional development are mechanisms for providing this support. How all the pieces fit as a comprehensive system is articulated in the commitment made to provide the instruction students need to meet reading goals. Levels of support are needed at the state, district, and school level to establish and maintain a comprehensive system of literacy instruction that works for all students.

The Missouri PK-12 Literacy Framework focuses on what must be done at the state, district, and school levels to develop effective policies and procedures in each of these five components.

As a result of an intentional focus on the five strategic intents, the following outcomes are expected:

- An increase in student learning outcomes
- An increase in educator professional learning opportunities and literacy knowledge
- An increase in aligned partnerships

Organize and Collect Data

Element 1: Instructional Leadership

Instructional Leadership is evident when

- resources are organized around a shared, evidence-informed vision of student literacy.
- staff and stakeholders are engaged in collaborative goal setting, and strategies that meet local literacy demands and result in student and teacher growth are implemented and monitored at the state and/or district level.
- ethical and effective teacher evaluation systems are grounded in systematic, well-developed, research-based criteria drawn from multiple literacy data points that identify professional development needs and assess teacher effectiveness in the area of literacy and analyze their specific equitable distribution challenges such as
 - student access to effective teachers,
 - student demographics,
 - student achievement,
 - teacher ratings,
 - distributions (including summative and component-level scores),
 - teacher years of experience,
 - and teacher attrition.
- principals' managers are trained on how to analyze data and support principals in retaining their best teachers, letting their poor performers go and assigning the strongest teachers to the highest-need classrooms.
- districts cultivate caring environments that facilitate teacher collaboration and empowerment around literacy instruction.
- the state supports school administrators as interpreters of federal, state, and local literacy accountability efforts.
- principals, teacher leaders, literacy coaches, literacy specialists, and teachers are enabled to design coherent, focused, and additive efforts that contribute to high literacy achievement and include
 - measures of adult and student motivation;
 - documentation of effective literacy curriculum, instruction, and classroom-based assessment choices;
 - description of professional development in the area of literacy instruction for teachers;
 - student literacy achievement as evaluation variables.
- principals and teachers are encouraged to share decision-making authority on literacy instruction, using teachers' literacy instruction expertise.
- districts promote literacy teacher leadership.
- districts support school-level decision-making systems to "craft coherence" between stakeholder aspirations and school-level literacy standards, goals, and strategies.
- districts require the strategic and judicious use of technology use to support literacy instruction.

Element 2: Instruction and Intervention

Effective instructional practice aimed at improving student-learning outcomes includes

- evidence-based pedagogical approaches, and culturally relevant instruction that build upon students' funds of

knowledge and enacts culturally competent teaching including

- explicit and systematic instruction;
- proper pacing;
- adequate challenge;
- cognitive engagement strategies as demonstrated through planning, preparation, and observation;
- a broad range of literacy materials geared toward student interests and needs;
- student ownership through analyzing work, setting goals, and progress monitoring.
- a daily schedule with a minimum of 120-180 minutes (protected time) including whole- and small-group differentiated instruction and content integration, across the school day for Tier 1 universal core literacy components of
 - oral language, including vocabulary, print concepts, phonological awareness;
 - alphabet knowledge and other letter-sound knowledge/phonics (including larger orthographic units);
 - word analysis strategies (especially phonemic decoding with monitoring for meaning);
 - reading fluency (including accuracy, automaticity, and prosody);
 - handwriting and word processing;
 - broad content and background knowledge;
 - knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge);
 - knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies);
 - text structure, genre, and craft knowledge;
 - spelling and sentence construction strategies;
 - capitalization and punctuation;
 - literacy motivation and engagement;
 - vocabulary strategies, particularly morphological (meaningful word part) analysis.
- systemically delivered Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, in addition to core instruction, using strategies that are
 - evidence-based,
 - driven by student data,
 - aligned to student needs,
 - monitored, and
 - of sufficient intensity.
- effective extended day, week, and year programs for students who are struggling.
- a global learning network that connects students to diverse people and cultures and prepares them to collaborate with Web 2.0 technologies in a global society.
- up-to-date and affordable technological infrastructure in homes, neighborhoods, and schools providing technologies and adequate bandwidth for all students, especially disadvantaged students.

Element 3: Assessment and Feedback

Leaders hold educators accountable and provide them with time during the school day to

- follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning. Teachers must know where students are in the process and how to regroup if the strategy is not working. Formative assessments should answer
 - What do we know?
 - How do we know it?
 - When do we know it?
- based on an initial screening, have trained personnel administer diagnostic assessments when necessary.
- collaborate frequently to examine

- individual student and class data,
- student social and emotional growth,
- literacy academic performance.
- use assessment data to inform
 - lesson delivery and intervention/extension;
 - alignment to learning intentions, success criteria, and grade-level standards.
- monitor progress and provide targeted feedback to students on their current level of growth and proficiency.
- assist students in setting learning goals to monitor and assess their own learning based on learning intentions, success criteria, and targeted feedback.
- take proactive measures to avoid unethical literacy test preparation of students and the unethical use of literacy test scores by administrators and policymakers.
- use technology to organize and analyze assessment data to support data-based decisions about literacy instruction.

Element 4: Professional Learning

Professional learning and coaching at the state and/or district levels offer ongoing, high-quality, job-embedded learning opportunities that are responsive to the site, team, and individual learner needs and are designed to build staff capacity for improvement through

- setting goals, analyzing impact, and making adjustments for continuous improvement.
- aligning outcomes with performance standards for teachers and school administrators creating ongoing, intensive, and job-embedded professional development networks directly connected to effective, evidence-based literacy practices.
- incorporating reading, writing, speaking, and listening to support disciplinary literacy across all content areas as described in the Missouri Core for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.
- developing, designing, implementing, and evaluating evidence-based research and data from a variety of sources (e.g. student educator and/or system level).
- providing consistent, high-level professional development in literacy instruction for teachers which meets them where they are in their content and instructional knowledge and acknowledges the district’s literacy goals and sees that they are implemented, and adequately reports to district superiors and community stakeholders what is happening with literacy instruction in the building.
- providing high-quality professional development for teachers on how to select literacy instructional materials that will help students achieve grade-level proficiencies in literacy outcomes.
- engaging in targeted opportunities for learning through classroom observations, instructional coaching, and peer mentoring, leveraging the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.
- providing time to develop a coherent curriculum and ensuring the curriculum is horizontally and vertically aligned.
- addressing literacy at every level of study during coursework and clinical practice, coaching, and mentoring.
- providing preservice teachers with the knowledge, skills, and dispositions to teach the 21st-century literacy strategies needed in order for all students to become effective readers and writers.

Element 5: Supportive Culture

A supportive culture

- invests in high-quality, affordable early childhood education programs that are safe and nurturing, provide literacy rich environments, and are accessible to all families.
- sustain evidence-based practices over time to create lasting impact.

- demonstrates collective teacher efficacy and high morale.
- supports student learning.
- demonstrates a belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using rigorous instructional methods.
- provides families of students served in Tier 2 and 3 with regular updates on their child’s progress.
- promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self-/collective efficacy.
- interacts with individual families on literacy needs as students make the transition from one educational setting to the next: preschool; elementary, middle, and high school; graduation.
- endorses policies that allow for children of diverse languages, ethnicities, and cultures to use their existing experiences and learning strategies to develop literacy, acquire content, and thrive in school and beyond.
- broadens policies related to diversity beyond traditional classifications such as race, ethnicity, and gender to include socioeconomic status, neighborhood, language, and special education needs.
- funds school liaisons to work with a citizens’ advisory committee that includes members of families who live in high-stress neighborhoods.
- participates in community awareness activities to inform the public of the need for literacy education for children preschool-grade 12 and challenge community organizations to provide intellectual, monetary, or human resources to further the mission of literacy for all citizens.
- takes action to ensure that high-quality early childhood education programs are available and accessible to communities with patterns of low literacy achievement.
- provides ongoing literacy education and training for parents to enable them to be equal partners in the educational process and promote a supportive literacy learning environment in the home.
- has an advisory committee that engages educational community partners in planning, implementing, and evaluating the comprehensive and integrated literacy services and describes literacy accountability systems transparently for all stakeholders (parents, children, educators, policymakers) through quarterly reports of program effectiveness using jargon-free language.
- endorses partnerships with universities and colleges as well as with national and international education organizations that promote high levels of literacy achievement.

See Appendix for a sample Root Cause Self-assessment Tool.

Determine Priorities Following Self-evaluation and Data Collection

Improvement Theory of Action – improvement process typically cycles from

- Initial assessment of strengths/weaknesses
- Examination of effective practices most likely to produce results as part of plan creation
- Implementation of plan
- Course adjustment
- On-going monitoring process, tracking progress, and updating plan

Student Outcome Data:

During the analysis of student outcome data, the team must conduct a focused review of outcomes for each student population that is served, looking for over- or under-representation. A concerted effort to ensure that a critical examination of disaggregated outcomes, and in particular to examine historically and currently marginalized youth, students, and families including civil rights protected classes takes place.

Examples of disaggregated data analysis include

- PK/early learning experiences children have had before arriving in kindergarten
- Academic outcomes (state-level data and local assessment data) by student group
- Proportionality of students identified as eligible for special services, including special education, by student group, for example percent of never and ever ELs receiving services
- Discipline rates
- Attendance and mobility
- Rates of participation in academic, social-emotional supports
- Graduation rates
- Ninth grade on track
- Course grades
- Credits earned
- Rates of participation and success in college-level courses
- Rates of participation, concentration, and success in career and technical education programs
- Education plan and profile trends
- Participation in programs to involve students in career-related learning experiences

Both an **Equity** and **Transition Lens** tool are available in the Appendix to provide teams with key questions and traditional transition bands as they dive more deeply into student outcomes.

Systems Health Data:

A comprehensive needs assessment process includes a thorough examination of resources, policies, and initiatives. These domains include Leadership Talent Development, Well-rounded Coordinated Learning Principles, Inclusive Policy and Practice, Stakeholder Engagement, and Partnership.

Educator Performance:

Observation and Evaluation Data (Systems Health) is also a critical source of information relative to systems health. When using this type of data in analyzing systems health, it is important to use multiple measures. Rather than relying solely on final, aggregate evaluation scores, ideally, a school or district will have gathered data from formal and informal observations that will guide Professional Learning choices for the district, school, and individual teachers. If the school

and/or district does not collect this type of data, that is an important piece of information in itself, and something that the organization should consider addressing.

Perception Data (Systems Health):

Districts and schools have a responsibility to ensure all stakeholders and partners are able to engage in improvement process planning. To enable access and improve efforts aimed at ensuring educational equity, the strategies must extend beyond the usual people, processes, and practices (i.e. public comment at district meetings, reliance on already-formed advisory groups). Strategies to engage stakeholders, including but not limited to students, teachers and staff, families, and communities may include

- Online engagement or written responses
- Surveys
- Focus groups or small-group meetings
- Public meetings or forums
- Advisory panels
- Cross-sector partnerships
- Communication methodology approached in a culturally responsive manner, with accessible language and/or translation
- Empathy interviews

Interpret Information

Steps in a Content Needs Assessment

- Gather survey data
- Review survey data and compile into easily digestible format
- Onsite review to gather more data, analyze existing data, and determine findings and initial action items
- Create summary of finding to inform plan creation

Completion of Survey Data

- SEA sets the minimum requirements
- Partner designs tools and process
- Partner facilitates onsite
- Review team may consist of SEA staff, LEA staff, school staff, community members, and external partner staff
- Partner develops findings and deliverables

Methods of Data Collections could include

- compilation data from available sources;
- consensus compilation by school-based team, arriving at consensus on CNA items;
- surveys or questionnaires;
- interviews;
- focus groups;
- onsite review teams.

Appendix

The Missouri PK-12 Literacy Needs Assessment Framework focuses on what must be done at the state, district, and school levels to develop effective policies and procedures in each of these five components.

This guidance includes resources and tools to assist teams in engaging in a comprehensive needs assessment process:

1. Self-assessments
2. Equity Lens Questions
3. Critical Paradigm Shifts for Multicultural Education
4. Transition Lens Tool
5. Strategies and Actions Recommended to Support Implementation of the LEA Framework
6. Literacy Framework Planning Tool for Continuous Improvement Element

Sample Root Cause Self-Assessment

DEFINITIONS for Self-Assessment Scales

Instructional Leadership, uses a four-point categorical scale based on a continuum for professional leadership for evaluation: *not evident*, *minimal*, *effective*, and *highly effective* as defined in Missouri’s Educational Leadership Standards (2018).

4-Point Categorical Scale for Element 1

Level 1: Not Evident	Level 2: Minimal	Level 3: Effective	Level 4: Highly Effective
Leaders performing at the not-effective level do not yet implement the concepts underlying the Utah Educational Leadership Standards (UELS). Their practice, therefore, is below the minimum standards acceptable for professional educators.	Leaders performing at the emerging/minimal level seem to understand the concepts underlying the UELS and attempt to implement them. Their performance may be inconsistent or exhibit gaps in understanding or implementation.	Leaders performing at the effective level clearly understand the concepts underlying the UELS. They lead students, faculty, staff, and community through consistent implementation of all standards in the UELS. Their schools are dedicated to equitable teaching and learning for all and are well managed and safe.	Leaders performing at the highly effective level completely understand the concepts behind the UELS and implement them thoroughly. They contribute significantly to the field both in and out of the school setting. Their schools consist of a community of learners who are highly engaged in teaching and learning at high cognitive levels and who take major responsibility for their own learning and progress.

THE OTHER FOUR ELEMENTS use a 6-point categorical scale for evaluation: (1) not started, (2) exploration, (3) planning, (4) initial implementation, (5) full implementation, and (6) innovation and sustainability.

6-Point Categorical Scale for Elements 2–5

Level 1: Not Started	Level 2: Exploration	Level 3: Planning	Level 4: Initial Implementation	Level 5: Full Implementation	Level 6: Innovation & Sustainability
The LEA or school has not begun investigating the evidence-based practice.	The LEA or school is investigating evidence-based practices that would lead to the targeted outcome and matching those with resources to make decisions as to how to proceed.	The LEA or school is developing strategic and tactical plans for successful implementation of the strategies they will use to achieve the outcomes.	The LEA or school is just beginning to implement. The organization is building capacity of staff, students, and the system to implement the plans successfully (for example, skill building, organizational changes, cultural shifts, infrastructure, resource allocation)	In all targeted schools , the planned strategies and interventions are fully implemented with high fidelity. The focus is now on sustainability and continuous improvement of the implemented strategies, interventions, or models.	The LEA or school is reviewing results and using those data to improve their programming to reach and exceed the targeted outcome.

ROOT CAUSE SELF-ASSESSMENT TOOL

INSTRUCTIONAL LEADERSHIP

Level 1: Not Evident	Level 2: Minimal	Level 3: Effective	Level 4: Highly Effective
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CRITICAL INDICATORS		1	2	3	4
A	Resources are organized around a shared, evidence-informed vision of student literacy.				
B	Staff and stakeholders are engaged in collaborative goal setting, and strategies that meet local literacy demands and result in student and teacher growth are implemented and monitored.				
C	Ethical and effective teacher evaluation systems are grounded in systematic, well-developed, research-based criteria drawn from multiple literacy data points that identify professional development needs and assess teacher effectiveness in the area of literacy and analyze their specific equitable distribution challenges such as: students access to effective teachers, student demographics, student achievement, teacher ratings, distributions (including summative and component-level scores), teacher years of experience and teacher attrition.				
D	Principals’ managers are trained on how to analyze data and support principals in retaining their best teachers, letting their poor performers go and assigning the strongest teachers to the highest-need classrooms.				
E	Cultivate caring environments that facilitate teacher collaboration and empowerment around literacy instruction.				
F	State supports school administrators as interpreters of federal, state, and local literacy accountability efforts.				
G	Enable principals, teacher leaders, literacy coaches, literacy specialists, and teachers to design coherent, focused, and additive efforts that contribute to high literacy achievement and include: <ul style="list-style-type: none"> ○ measures of adult and student motivation; ○ documentation of effective literacy curriculum, instruction, and classroom-based assessment choices; ○ description of professional development in the area of literacy instruction for teachers; ○ student literacy achievement as evaluation variables 				
H	Encourages principals and teachers to share decision-making authority on literacy instruction, using teachers’ literacy instruction expertise.				
I	Promotes literacy teacher leadership.				
J	Supports school-level decision-making systems to “craft coherence” between stakeholder aspirations and school-level literacy standards, goals, and strategies.				
K	Requires the strategic and judicious use of technology to support literacy instruction.				

ROOT CAUSE SELF-ASSESSMENT TOOL

INSTRUCTION AND INTERVENTION

Level 1: Not Started	Level 2: Exploration	Level 3: Planning	Level 4: Initial Implementation	Level 5: Full Implementation	Level 6: Innovation & Sustainability
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CRITICAL INDICATORS		1	2	3	4	5	6
A	Evidence-based pedagogical approaches, and culturally relevant instruction that build upon students' funds of knowledge and enacts culturally competent teaching.						
B	The daily schedule includes a minimum of 120-180 minutes (protected time) including whole and small group differentiated instruction and content integration, across the school day for Tier 1 universal core literacy components.						
C	Systemically delivered Tier 2 (supplemental) and Tier 3 (individually responsive) instruction, in addition to core instruction, using strategies that are: <ul style="list-style-type: none"> ● evidence-based, ● driven by student data, ● aligned to student needs, ● monitored, and ● of sufficient intensity 						
D	Effective extended day, week, and year programs for students who are struggling						
E	A global learning network that connects students to diverse people and cultures and prepares them to collaborate with Web 2.0 technologies in a global society						
F	Up-to-date and affordable technological infrastructure in homes, neighborhoods, and schools providing technologies and adequate bandwidth for all students, especially disadvantaged students.						

ROOT CAUSE SELF-ASSESSMENT TOOL

ASSESSMENT AND FEEDBACK

Level 1: Not Started	Level 2: Exploration	Level 3: Planning	Level 4: Initial Implementation	Level 5: Full Implementation	Level 6: Innovation & Sustainability
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CRITICAL INDICATORS		1	2	3	4	5	6
A	Teachers follow a comprehensive assessment plan administering a variety of assessments throughout the school year. This should include the formative assessment process to monitor student learning. Teachers must know where students are in the process and how to regroup if the strategy is not working. Formative assessments should answer: <ul style="list-style-type: none"> • What do we know? • How do we know it? • When do we know it? 						
B	Based on an initial screening, trained personnel administer diagnostic assessments as necessary.						
C	Teachers collaborate frequently to examine: <ul style="list-style-type: none"> • individual student and class data • student social and emotional growth • literacy academic performance 						
D	Teachers use assessment data to inform: <ul style="list-style-type: none"> • lesson delivery and intervention/extension • alignment to learning intentions, success criteria, and grade level standards 						
E	Teachers monitor progress and provide targeted feedback to students on their current level of growth and proficiency.						
F	Students set learning goals to monitor and assess their own learning based on learning intentions, success criteria and targeted feedback.						
G	LEA takes proactive measures to avoid unethical literacy test preparation of students and the unethical use of literacy test scores by administrators and policymakers.						
H	LEAs use technology to organize and analyze assessment data to support data-based decisions about literacy instruction.						

ROOT CAUSE SELF-ASSESSMENT TOOL

PROFESSIONAL LEARNING

Level 1: Not Started	Level 2: Exploration	Level 3: Planning	Level 4: Initial Implementation	Level 5: Full Implementation	Level 6: Innovation & Sustainability
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CRITICAL INDICATORS		1	2	3	4	5	6
A	Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.						
B	Professional learning aligns outcomes with performance standards for teachers and school administrators creating ongoing, intensive, and job-embedded professional development networks directly connected to effective, evidence based literacy practices.						
C	Professional learning incorporates reading, writing, speaking, and listening to support disciplinary literacy across all content areas as described in the Missouri Core for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.						
D	Professional learning is developed, designed, implemented, and evaluated using evidence-based research and data from a variety of sources (e.g. student educator and/or system level).						
E	Leaders provide consistent, high-level professional development in literacy instruction for teachers which meets them where they are in their content and instructional knowledge and acknowledges the district’s literacy goals and see that they are implemented, and adequately report to district superiors and community stakeholders what is happening with literacy instruction in the building.						
F	Leaders provide high-quality professional development for teachers on how to select literacy instructional materials that will help students achieve grade-level proficiencies in literacy outcomes.						
G	Individuals and collaborative teams engage in targeted opportunities for learning through classroom observations, instructional coaching, and peer mentoring leveraging the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.						
H	Professional learning opportunities provide time to develop a coherent curriculum. Collaborative teams work to ensure the curriculum is horizontally and vertically aligned.						
I	Professional learning addresses literacy at every level of study during coursework and clinical practice, coaching, mentoring.						

J	Preservice teachers are provided with the knowledge, skills, and dispositions to teach the 21st-century literacy strategies needed in order for all students to become effective readers and writers.						
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ROOT CAUSE SELF-ASSESSMENT TOOL

SUPPORTIVE CULTURE

Level 1: Not Started	Level 2: Exploration	Level 3: Planning	Level 4: Initial Implementation	Level 5: Full Implementation	Level 6: Innovation & Sustainability
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CRITICAL INDICATORS		1	2	3	4	5	6
A	There is an investment in high-quality, affordable early childhood education programs that are safe and nurturing, provide literacy rich environments, and are accessible to all families.						
B	Administrators and educators sustain evidence-based practices over time to create lasting impact.						
C	Collective teacher efficacy and high morale supports student learning.						
E	Students, teachers, leaders, and community partners demonstrate their belief that all students can achieve at high levels—no excuses, no exceptions—by setting high learning expectations and using rigorous instructional methods.						
F	Schools provide families of students served in Tier 2 and 3 with regular updates on their child’s progress.						
G	The school community promotes student development of self-regulation skills, such as goal setting and monitoring, perseverance, and demonstrating self/ collective efficacy.						
H	The school interacts with individual families on literacy needs as students make the transition from one educational setting to the next: preschool; elementary, middle, and high school; graduation.						
I	The school endorses policies that allow for children of diverse languages, ethnicities, and cultures to use their existing experiences and learning strategies to develop literacy, acquire content, and thrive in school and beyond.						
J	The school broadens policies related to diversity beyond traditional classifications such as race, ethnicity, and gender to include socioeconomic status, neighborhood, language, and special education needs.						
K	The school funds school liaisons to work with a citizens’ advisory committee that includes members of families who live in high-stress neighborhoods.						

L	The LEA participates in community awareness activities to inform the public of the need for literacy education for children PK-grade 12 and challenge community organizations to provide intellectual, monetary, or human resources to further the mission of literacy for all citizens.						
M	The LEA takes action to ensure that high-quality early childhood education programs are available and accessible to communities with patterns of low literacy achievement.						
N	The LEA provides ongoing literacy education and training for parents to enable them to be equal partners in the educational process and promote a supportive literacy learning environment in the home.						
O	The LEA has an advisory committee that engages educational community partners in planning, implementing, and evaluating the comprehensive and integrated literacy services and describes literacy accountability systems transparently for all stakeholders (parents, children, educators, policymakers) through quarterly reports of program effectiveness using jargon-free language.						
P	The SEA and LEA endorse partnerships with universities and colleges as well as with national and international education organizations that promote high levels of literacy achievement.						

Connect to Implementation

Moving from needs to change – analyze data, consult best practice, plan and implement, monitor and adjust

Using an Equity Lens When Determining Strategies (to Implement)

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. Use the following equity questions to ensure strategies address or support equity in services and resources.

Possible Strategy (Written as a Theory of Action): If then and	
Question	Response
Does the strategy address a need of any racial/ethnic and underserved group identified by data?	
Does the strategy ignore or worsen existing disparities or produce other unintended consequences?	
What is the impact of this strategy on eliminating the opportunity gap?	
How does the strategy ensure each learner and communities' individual and cultural needs are met? How can you modify or enhance the strategy to do so?	
How will you collect performance data on race, ethnicity, and native language as they relate to this strategy?	
How will any professional learning related to this strategy demonstrate a commitment to equity? How does professional learning support cultural responsive instruction?	

How does the investment or resource allocation for this strategy advance the 40/40/20 goal?	
What is the potential impact of the resource allocation and strategic investment to these groups?	
How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation?	

Critical Paradigm Shifts for Multicultural Education

Compiled by Paul Gorski for EdChange and the Multicultural Pavilion

1. The Base Shift: Equality to Equity
 - a. Does every student who walks into our schools have an opportunity to achieve to her or his fullest regardless of race, ethnicity, gender, sexual orientation, religion, socioeconomic status, first language, (dis)ability, and other social and cultural identifiers?
 - b. Is my work contextualized in a bigger social picture that incorporates the history of oppression experienced by a variety of individuals and groups?

2. Identifying “at-risk” students to Acknowledging a broken system
 - a. Who am I problematizing?
 - b. Is my goal to make shifts in student outcomes (for which inequities are actually symptoms, not the root problems) working within a broken and inherently racist, sexist, classist, etc., system? Is this possible?

3. Color-blindness to Self-examination
 - a. How am I recycling the history of inequity in education?
 - b. Is color-blindness possible? And if so, is it desirable?

4. Learning about “other cultures” to Dismantling systems of power and privilege
 - a. “Other” than what?
 - b. Is my work focused on helping people feel OK sitting next to each other, or on addressing the root problem of imbalances of power and privilege that will remain regardless of who sits next to whom?

5. Celebrating diversity to Advocating and fighting for equity
 - a. Am I asking students who are already alienated by most aspects of education to celebrate a difference for which they are routinely oppressed? If so, to whose benefit?
 - b. Can I justify the use of limited resources for celebration when inequities persist?

6. Focus on intent to Focus on impact

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- a. Is it enough that I intend to do well and fight toward equity, even when my work is misguided and recycles oppressive systems?
- b. Is it enough to support equity philosophically (such as including it in a school mission statement) while I fail to reflect equity in practice?

From: Critical Paradigm Shifts for Multicultural Education

Using a Transition Lens When Analyzing Student Data

A Transition Lens focuses on identifying needs related to building student skills needed to successfully transition through one stage of learning to another, so students have the needed foundation for the next stage of learning.

Transition Stages	Data Source	Strengths as Evidenced by Data Statements	Opportunities as Evidenced by Data Statements
Entering K			
Transitioning into upper elementary			
Transitioning into middle school			
Transitioning to high school			
After the first year of high school			
High School to Post-Secondary			

Strategies and Actions Recommended to Support Implementation of the LEA Framework

Scale: Level 1: Not in Progress Level 2: Emergent Level 3: In Progress Level 4: Area of Strength

Support	1	2	3	4
1. The LEA has a transition committee (preschool - grade 12) composed of multiple stakeholders who are best able to meet the needs of the initiative.				
2. The LEA has documented information on retention, graduation rates, and other predictors to develop transition strategies for ensuring student success in school.				
3. A LEA transition plan birth-grade 12 has been written and includes a timeline, goals, and responsibilities for implementation.				
4. Transition goals are identified in the LEA improvement plan.				
5. There is an evaluation process that includes questions and measurements that will assess the effectiveness of evaluating effective classroom environments and a tool to monitor and improve the transition process.				
6. The LEA has developed tools to monitor and improve the transition process.				
7. Financial support is in place to continue successful transition planning for students and families.				
8. A variety of professional learning is offered to prepare staff to ensure successful transitions for students.				

LITERACY FRAMEWORK PLANNING TOOL FOR CONTINUOUS IMPROVEMENT ELEMENT

Circle one:

1 Instructional Leadership

2 Instruction and Intervention

3 Assessment and Feedback

4 Professional Learning

5 Supportive Culture

Alignment to Critical Indicator What is the area of need?	Proposed Solution What will be done to address the area of need?	Action Steps How will the proposed solution be implemented?	Responsible Individual(s) Who will be doing it?

Expected Measurable Outcome What is the	Projected Time Line When will it occur?	Resources What resources are	Lines of Evidence to Be Collected/
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expected change?			needed?	Monitored How will the impact of the change be monitored?
	Start date	End date		

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Missouri CLSD Program Budget Narrative

Personnel

A full-time project manager, the Missouri CLSD Program Director will be employed to lead day-to-day administration of this grant at 100% FTE through all five years of the project. [REDACTED]

This budgeted amount is \$ [REDACTED]

Fringe

Fringe is calculated on personnel costs, using MO-DESE's state assigned rate of [REDACTED]

This budgeted amount is \$ [REDACTED]

Travel

Includes site visits to subgrantee meetings (12 per year); travel for advisory committee (4 per year) meetings; participation in national conferences (e.g., AERA, NCME) to disseminate program information.

In accordance with OMB Circular A-87, costs were calculated using federal rates for lodging, meals, and incidentals and the State of Missouri rate for mileage calculations (\$ [REDACTED] per mile).

This budgeted amount is \$ [REDACTED]

Equipment

In year 1 only, consists of computer laptop/tablet, approximately \$ [REDACTED] hybrid printer/scanner, approximately \$ [REDACTED] and accessories (e.g., monitor, docking station, keyboard, communication equipment), for the Missouri CLSD Program Director.

This budgeted amount is \$ [REDACTED]

Supplies

Each year includes MO-DESE State Literacy Plan review and revision materials, materials for subgrantee activities (e.g., district literacy plan development, professional learning, data analysis, Missouri Learning Standards and Performance Level Descriptors), \$ [REDACTED] LETRS materials for subgrantees (80 in year one and 160 in years two through five at \$ [REDACTED] per volume); training materials and supplies for advisory committee; and office supplies, \$ [REDACTED]

This budgeted amount is \$ [REDACTED]

Contractual

The narrative below describes the contractual services in the Missouri CLSD Program budget, their function in the project, costs per contractor, a brief justification of the contractors' qualifications, and other required and relevant information. Proposed costs were prepared using the procedures for procurement under 2 CFR 200.317-200.326.

Contractual: University of Missouri – St. Louis (UMSL)

MO-DESE proposes to contract with UMSL for Missouri CLSD Program activities for K-5, 6-12, and pre-service/in-service teachers. This contractor would work with MO-DESE on the Missouri CLSD Program each of the five project years. As part of the University of Missouri System, UMSL is an appropriate contractor for these services as it has the capacity (instructors, researchers, technology, outreach) to develop curriculum, courses, and other learning opportunities to pre-service and in-service teachers statewide.

K-5 and 6-12 Activities

This contract would include services to increase the literacy capacity of subgrantee educators in 40 schools in the Greater St. Louis Region. It includes needs assessments, summer institutes for professional development, facilitation of professional development during the school year, and individualized coaching for teachers.

For each of the project's five years, three faculty members will be assigned to this work, along with two full-time 12-month literacy professionals, hired as postdoctoral research assistants or research associates; a full-time 12-month project coordinator to help with logistics, management of paperwork, and generation of reports; and a graduate research assistant to clean, process, and analyze project data.

Faculty and two literacy professionals will attend professional conferences at the state and national level to learn from others and to present findings of learning from the grant project to others. The contract includes provision of HD recording devices and tablets to support coaching in schools, external hard drives to store data, other technology devices and tools required to

conduct professional development learning activities, and annual licenses of data analysis software.

This contract includes a summer institute for subgrantee teachers; additional literacy professional development programming throughout the school year; \$ [REDACTED] for subgrantees to build their classroom libraries; and \$ [REDACTED] per subgrantee school to purchase technology devices, digital tools, and hot spots for participating teachers and their students and increased broadband internet for their school. Each participating school site will receive \$ [REDACTED] a year to cover teachers' stipends for graduate tuition toward a graduate certificate in writing or certification in reading.

Preservice and Inservice Teacher Activities

Under this contract, UMSL would provide Online Modules Creation and Massive Open Online Course (MOOC) to build capacity of teacher educators and preK-12 preservice teachers through online resources creation, curation, and distribution. Deliverables include six modules on literacy education to be housed on MO-DESE's website and a MOOC to teach evidence-based literacy practices consisting of the six modules, designed as interactive learning in a learning management system. Modules would feature an evidence-based article from a Missouri educator, a podcast interview with the article author, video case studies of the evidenced-based method in practice in a Missouri classroom. Once the modules are created, the MOOC would run once each summer in years 2, 3, and 4. The MOOCs for preservice and inservice teachers will be offered across the state during three summers with a microcredential or PD credit hours upon completion.

The contract includes a needs assessment in year 1 prior to design of module content, a professional videographer for module creation; an audio editor for podcast episodes with Missouri authors, and access permissions for six articles by Missouri authors.

This proposed contract amount is \$ [REDACTED]

Contractual: Missouri Reading Initiative (MRI)

MO-DESE proposes to contract with MRI for Missouri CLSD Program K-5. This contractor would work with MO-DESE on the Missouri CLSD Program each of the five project years. MRI is an appropriate contractor for these services because of its years of experience in providing intensive, research-based, classroom-based training and coaching for teachers in urban, suburban, and rural Missouri schools.

This contract would include K-5 and 6-12 services subgrantees. It includes on-site audits of instructional practices, resources and planning for individual sites in two cohorts, and on-site grade-level training. All staff, technology, resources, communication, and support for this work would be included in the contract. Evaluation activities, such as the gathering and assessing of relevant data from site visits, are included in this contract. MRI would provide subgrantees necessary instruction and assessment materials for each individual site.

This proposed contract amount is \$ [REDACTED]

Contractual: Missouri Language and Literacies Center (MLLC)

MO-DESE proposes to contract with MLLC for Missouri CLSD Program Birth - PreK activities.

This contractor would work with MO-DESE on the Missouri CLSD Program each of the five project years. MLLC is an appropriate contractor for these services because of its connections with highly respected early learning researchers at the University of Missouri-Columbia and experience working in the field with early learning programs in diverse communities.

Under the proposed contract, MLLC would provide to work with a minimum of birth-preK subgrantee sites across the state of Missouri. To conduct this work, MLLC would provide graduate research assistants, a post-doctoral researcher, a project coordinator, and senior personnel faculty. The contract would include planning, facilitating, and conducting summer institutes for subgrantees; assessment tools; software to process and analyze data; travel costs for the research team; literacy and language resources for subgrantee classrooms; summer institute costs, including stipends, for participating teachers; and transcription service for recorded conversations with teachers. Professionals with specific areas of expertise will be applied under this contract to assist with summer institutes and professional development experiences with preK educators. The contract calls for engaging communities and families in subgrantee communities with literacy supports and resources.

This proposed contract amount is \$ [REDACTED]

Contractual: Missouri Writing Projects Network (MWP)

MO-DESE proposes to contract with the three entities that make up the MWP (University of Missouri-Columbia, Marcelline School District, University of Central Missouri). Through MO-DESE contracts with the University of Missouri-Columbia and Marcelline School District,

MWPN would provide services to K-5 and 6-12 subgrantee educators in approximately 20 schools in the central, northern, and southern regions of the state. MO-DESE proposes to contract with MWPN through the University of Central Missouri to provide services to K-5 and 6-12 educators in approximately 20 schools in the Kansas City region. These contractors would work with MO-DESE on the Missouri CLSD Program each of the five project years. As affiliates of the National Writing Project, these three entities are appropriate contractors for these services because of their extensive, sustained experience in providing research-based training and materials for K-12 educators across Missouri. They have worked together to develop a unified plan of services for this grant.

Under these contracts, MWPN Director, based at the University of Missouri-Columbia, along with one MWPN program manager from Marceline School District and one from University of Central Missouri, will be responsible for coordinating the delivery of contracted services, including personnel and fiscal management, reporting, and project activities management and dissemination. The contract includes one 50% FTE Graduate Research Assistant and undergraduate assistants each year of the project. The GRA and student assistants will facilitate the project's goals by working closely with the other members of the management team to coordinate communication with other team members, evaluators, and participants; keep track of scheduled project activities; assist with participant recruitment; and assist with other day-to-day project implementation activities.

The proposed contract includes travel to project participation, project personnel to attend professional conferences for the purposes of disseminating project information, and professional development.

The proposed contract includes professional development activities and calls for consultants and program facilitators. This work will require instructional planning and development of materials; facilitation during the summer institutes; and follow-up, coaching, and observations at the schools during the academic year. Teams of facilitators will deliver the professional development to approximately 20 schools in the central, southern, and northern regions of Missouri (University of Missouri and Marceline teams) and Kansas City region (University of Central Missouri team). The project has also budgeted to support leadership development of teacher consultants in the Springfield/Southwest (Ozarks Writing Project), St. Joseph/Northwest (Prairieland Writing Project), and Kansas City (Greater Kansas City Writing Project) areas to reach teachers at schools in those areas.

The proposed contract includes necessary hardware and software to deliver the professional development online; necessary technology equipment for program leaders/facilitators; school materials (as part of the professional development); and devices and Wi-Fi for subgrantee participants and their students. Participating subgrantee schools will receive technology funds to acquire Wi-Fi access and purchase devices for participants and their students in order to implement project goals.

The proposed contract includes training activities to build and maintain literacy leadership capacity throughout the five years of the program and all office supplies, professional books, subscriptions, facilities, etc. needed to carry out the summer and school year workshops for participating subgrantee schools. In addition, participants from subgrantee schools will receive stipends for books and educational subscriptions needed to implement project goals and improve professional learning. Participating subgrantee school educators will receive amounts yearly to support teachers' tuition and stipends.

The proposed contract amount for MWPN - University of Missouri-Columbia is \$ [REDACTED]

The proposed contract amount for MWPN - Marcelline School District is \$ [REDACTED]

The proposed contract amount for MWPN - University of Central Missouri is \$ [REDACTED]

Contractual: ACS Ventures (ACS)

MO-DESE proposes to contract with ACS for independent evaluation services for the Missouri CLSD Program. This contractor would work with MO-DESE on the Missouri CLSD Program each of the five project years. ACS is an appropriate contractor for these services because they possess the expertise and experience to thoroughly evaluate programs on an ongoing basis, provide immediate feedback toward continuous improvement, and produce evaluation reports required under this grant.

Under the proposed contract, ACS will work with MO-DESE and Missouri CLSD Program contractors to review program goals, activities, and outcomes; ACS will also create and propose an evaluation design. The contract would include a systematic review of the program's theory of change and the inputs, activities, outputs, and outcomes and development of a measurement plan. Under the proposed contract ACS would use these measures used to evaluate the effectiveness of the Missouri CLSD Program, using a combination of information, including program-developed reports, surveys of school and district personnel, interviews with participants, and student assessment data. These data will be used to indicate the extent to which the interim program goals have been met and serve to gather baseline information that will help evaluate the effectiveness of the program over time. ACS will prepare and deliver an annual report to MO-DESE and prepare annual and other required interim reporting for the federal administrators and

evaluators of the grant. This report will provide the information for the administrators to understand the key activities completed, the data that have been collected, and the results of analyses.

This proposed contract amount is \$ [REDACTED]

Contractual: Literacy Advisory Committee

MO-DESE proposes to contract for experts to provide technical advice to its Literacy Advisory Committee. Qualifications for these individuals include technical expertise and experience in one or more areas related to the goals and activities of the Missouri CLSD Program, such as literacy, literacy education, language acquisition, instruction of English language arts, English language development, early learning, and the science of reading. The services of these technical advisors would be secured by MO-DESE under the State of Missouri procurement processes for such contracts. These contractors would work with MO-DESE on the Missouri CLSD Program each of the five project years.

This proposed amount for these contracts is \$ [REDACTED]

Contractual: LETRS Training

MO-DESE proposes to contract for delivery of LETRS training to birth-preK, K-5, and 6-12 subgrantees and literacy leaders. Services under this contract include delivery of specified professional development and teacher training to subgrantees that provide depth of knowledge, language and literacy skills, and classroom practices that address struggling students in K-12.

The contractor would also provide professional development and teacher training focused on the science of reading to teach foundational skills that young children, birth – preK need before learning to read and write. These services would be secured by MO-DESE under the State of Missouri procurement processes for such contracts. These contractors would work with MO-DESE on the Missouri CLSD Program each of the five project years.

This proposed amount for these contracts is \$ [REDACTED]

Construction

None

This budgeted amount is \$ [REDACTED]

Other

None

This budgeted amount is \$ [REDACTED]

Total Direct Costs

This budgeted amount is \$ [REDACTED]

Indirect Costs

Indirect costs are calculated on Personnel, Fringe, Travel, and Supplies at MO-DESE's Restricted rate of [REDACTED]

This budgeted amount is \$ [REDACTED]

Training Stipends

None

This budgeted amount is \$ [REDACTED]

Total Costs

This budgeted amount is \$ [REDACTED]

The Missouri CLSD Program budget is allocated among program activities according to the CLSD requirements, as illustrated in the table below.



INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Missouri Department of Elementary & Secondary
Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

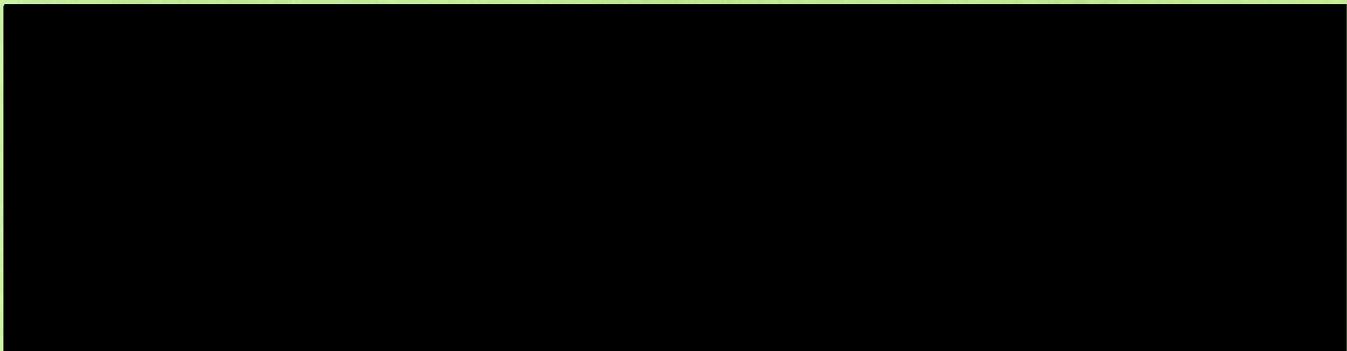
Date: July 24, 2019

Agreement No: 2019-094

Filing Reference: This replaces previous
Agreement No. 2018-052
Dated: 7/12/2018

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases



Applicable To:

- | | |
|--------------|-----------------------------------------------------------------------------------------------------------------|
| Unrestricted | Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563. |
| Restricted | Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563. |

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than [REDACTED]

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Missouri Department of Elementary & Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480



Margie Vanderen

Name

Commissioner

Title

7-26-2019

Date

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450



Signature

Frances Outland

Name

Director, Indirect Cost Division

Title

July 24, 2019

Date

Negotiator: Mae Ewell

Telephone Number: 