



New York State Education Department
Office of Special Education
Educational Partnership



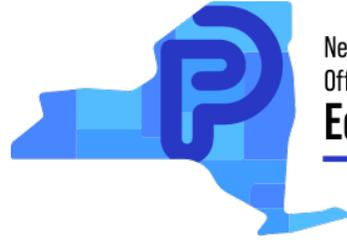


Phonological Awareness

Establishing the Foundations for Reading Success



Produced by the Technical Assistance Partnership for Academics at the University of Albany.



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Office of Special Education
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Disclaimer

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Agenda

- **Welcome**

- Introduction, Inclusion, and Norms

- **Purpose and Outcomes**

- **Review of the Science of Reading**

- **Teaching Phonological Awareness**

- What is phonological awareness?
- Why teach phonological awareness?
- When should phonological awareness be taught?
- How should phonological awareness be taught?
- Leveraging assessment for effective instruction

- **Wrap-up and Survey**

Slide Marker Icons



Our Staff



Staff Information



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs and learning styles
- Strive to start and end on time
- Presume positive intentions
- Be prepared with materials
- Action plan to implement what you are learning

Training Objectives

Participants will be able to:

1. Describe the legal and ethical importance of providing scientific research-based instruction in phonological awareness.
2. Define phonological awareness and describe why it is important to overall reading development.
3. Explain when and how to teach phonological awareness according to our current knowledge of the science of reading.
4. Identify ways in which classroom assessments can be used to improve phonological awareness instruction and student outcomes.
5. Describe ways in which students with diverse backgrounds and learning needs can be provided with individualized phonological awareness support.

Blueprint for Improved Results for Students with Disabilities

- **Self-Advocacy**
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- **Family Partnership**
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
- **Specially-Designed Instruction**
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- **Research-Based Instruction**
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- **Multi-tiered Support**
Schools provide multi-tiered systems of behavioral and academic support.
- **Inclusive Activities**
Schools provide high-quality inclusive programs and activities.
- **Transition Support**
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Purpose and Outcomes

The Urgency Behind the Science of Reading



Appropriate Instruction

Regulations of the Commissioner of Education



“A student shall not be determined eligible for special education if the determinant factor is...lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies”

[8 NYCRR §200.4(c)(2)(i)]

“A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
appropriate instruction delivered to all students in the general education class by qualified personnel...*appropriate instruction in reading* shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies”

[8 NYCRR §100.2(ii)(1)(i)(a)]

Literacy as a Human Right





Stop & Think I



How might a person's lack of literacy skills effect their ability to fully engage and participate as a citizen?

How, as educators, do we ensure that our students reach their full potential as readers and writers?

Reviewing The Science of Reading

Foundations of Reading Success



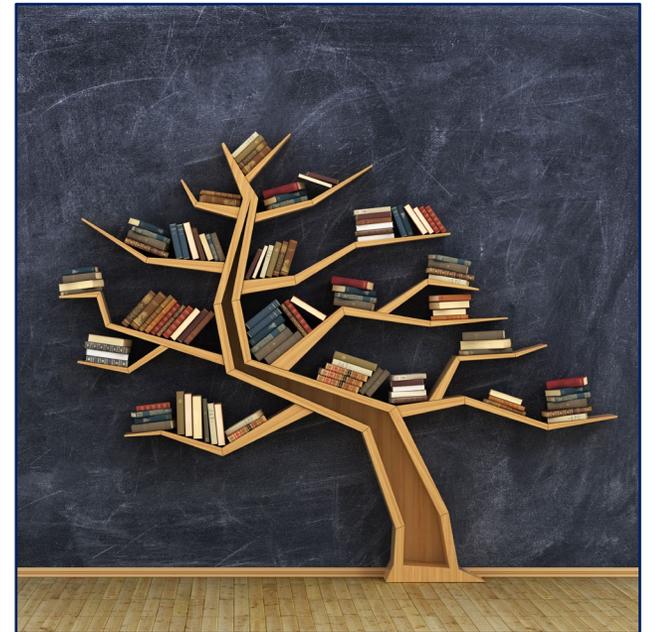
Defining the Science of Reading

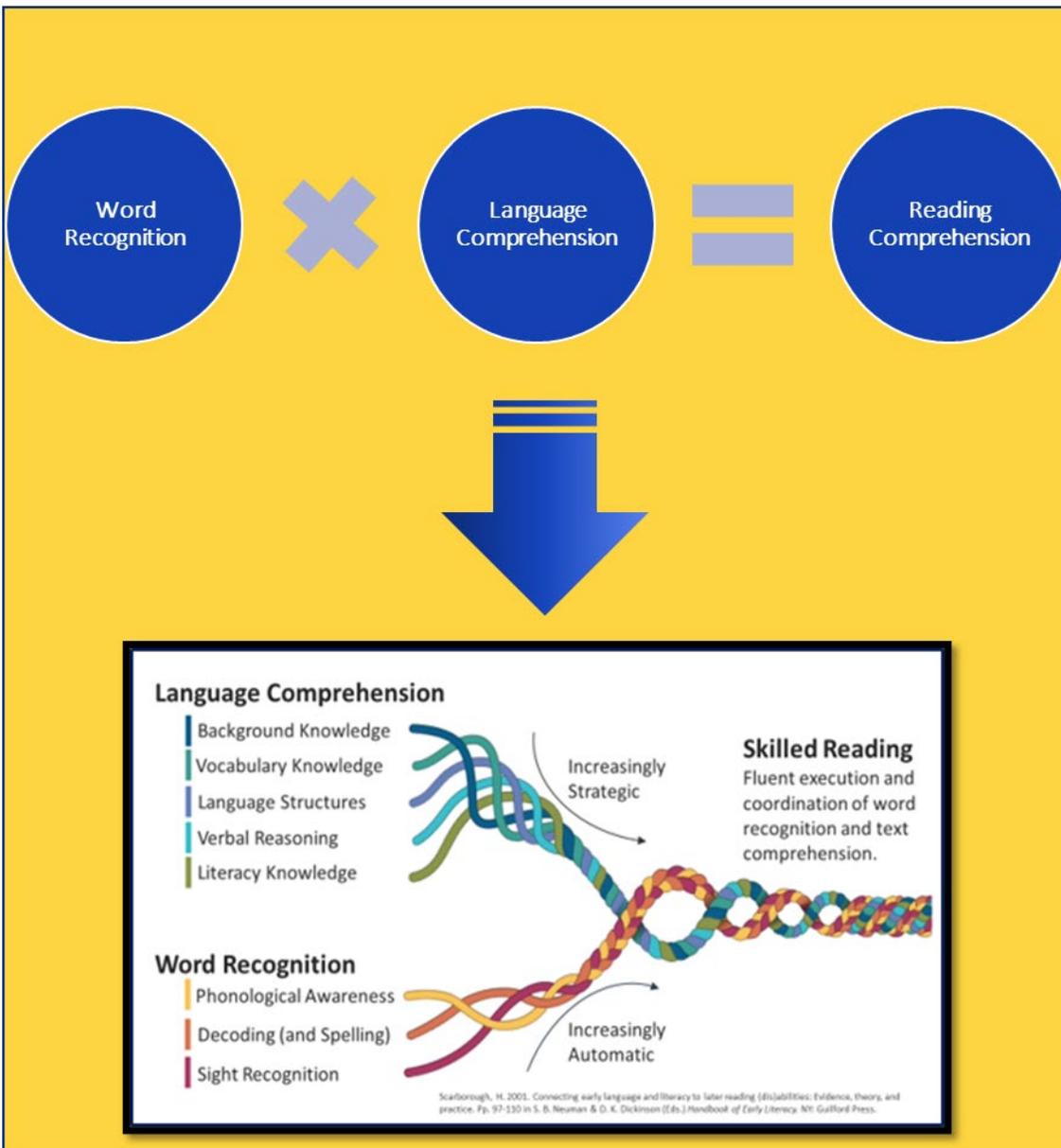
“‘The science of reading’ is a phrase representing the accumulated knowledge about reading, reading development, and best practices for reading instruction obtained by the use of the scientific method.”

Petscher et al., 2020

“The Science of Reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing.”

The Reading League (2021)





Key Instructional Areas

Word Recognition/Decoding

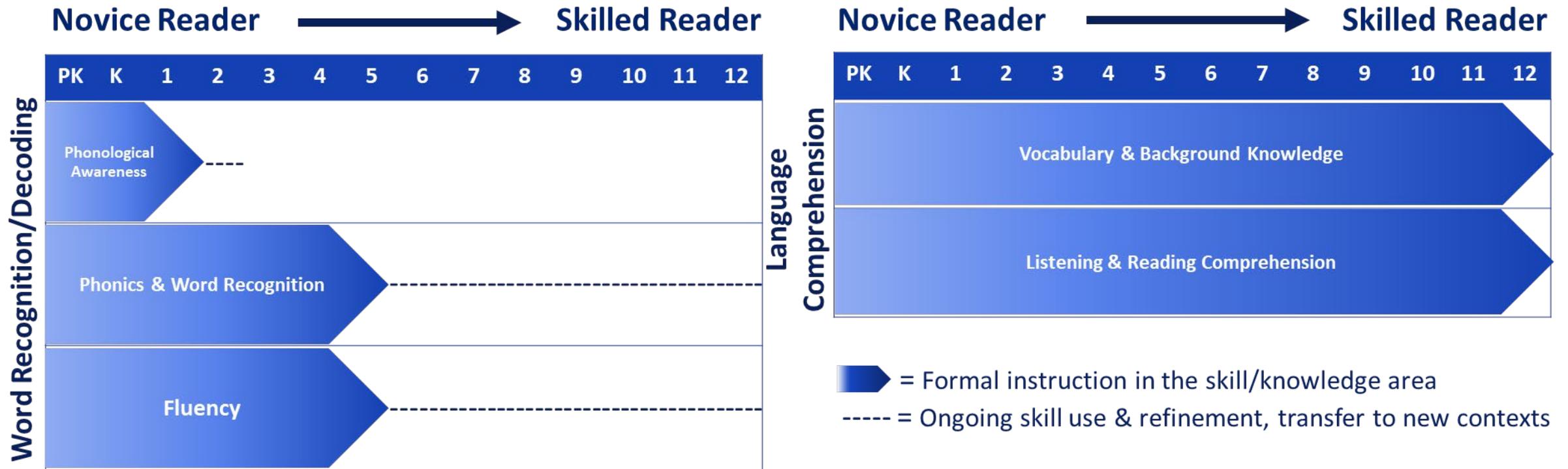
- ★ Phonological Awareness
 - Phonics & Word Recognition
 - Fluency

Language Comprehension

- Vocabulary & Background Knowledge
- Listening & Reading Comprehension
 - Language Structure
 - Verbal Reasoning
 - Literacy Knowledge
 - *Reading Comprehension Strategies*

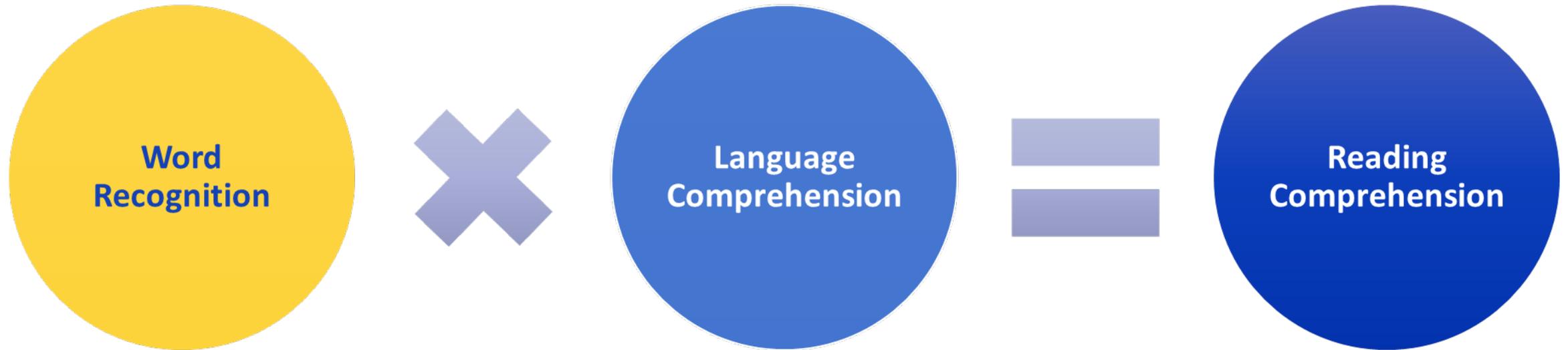
Learning Progression for Developing Skilled Readers

Timeline for Key Instructional Areas



Word Recognition and The Simple View

Reviewing the Science of Reading



- **Word recognition** involves fluently translating alphabetic text into oral language sounds and identifiable words.
- Developing the skill to recognize written words with automaticity permits readers to focus on understanding the meaning of text.

Explicit and Systematic Instructional Practices

Reviewing the Science of Reading

The most effective approach to teaching reading is through a structured approach that relies on the use of explicit and systematic instruction.

(e.g., Petscher et al., 2020, Gersten et al., 2009)

Explicit

An instructional approach that includes clear explanations, modeling, practice with specific feedback, and a gradual release towards independence until skills are mastered.

(e.g., Hughes et al., 2017)

Systematic

Skills are taught in an ordered manner, such as from less complex to more complex.

(e.g., Castles et al., 2018)

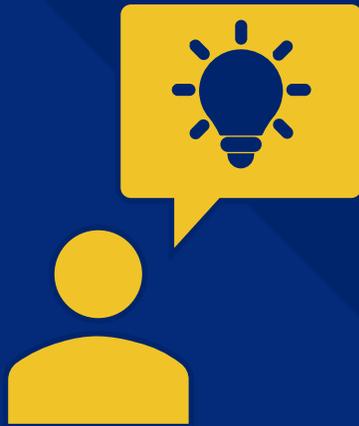
Phonological Awareness

What & Why





Stop & Think: What Words?



Review the following list of three different words. A single sound (phoneme) has been removed from each.

1. B_It
2. B_It
3. B_It

Can you determine what these words are?

Stop & Think Connections: What Impact?



Now review the list of words with the appropriate missing sound (phoneme):

1. Belt
2. Bolt
3. Built

How might this connect to a child's ability to learn to read and write?

Describing Phonological Awareness

WHAT is Phonological Awareness?

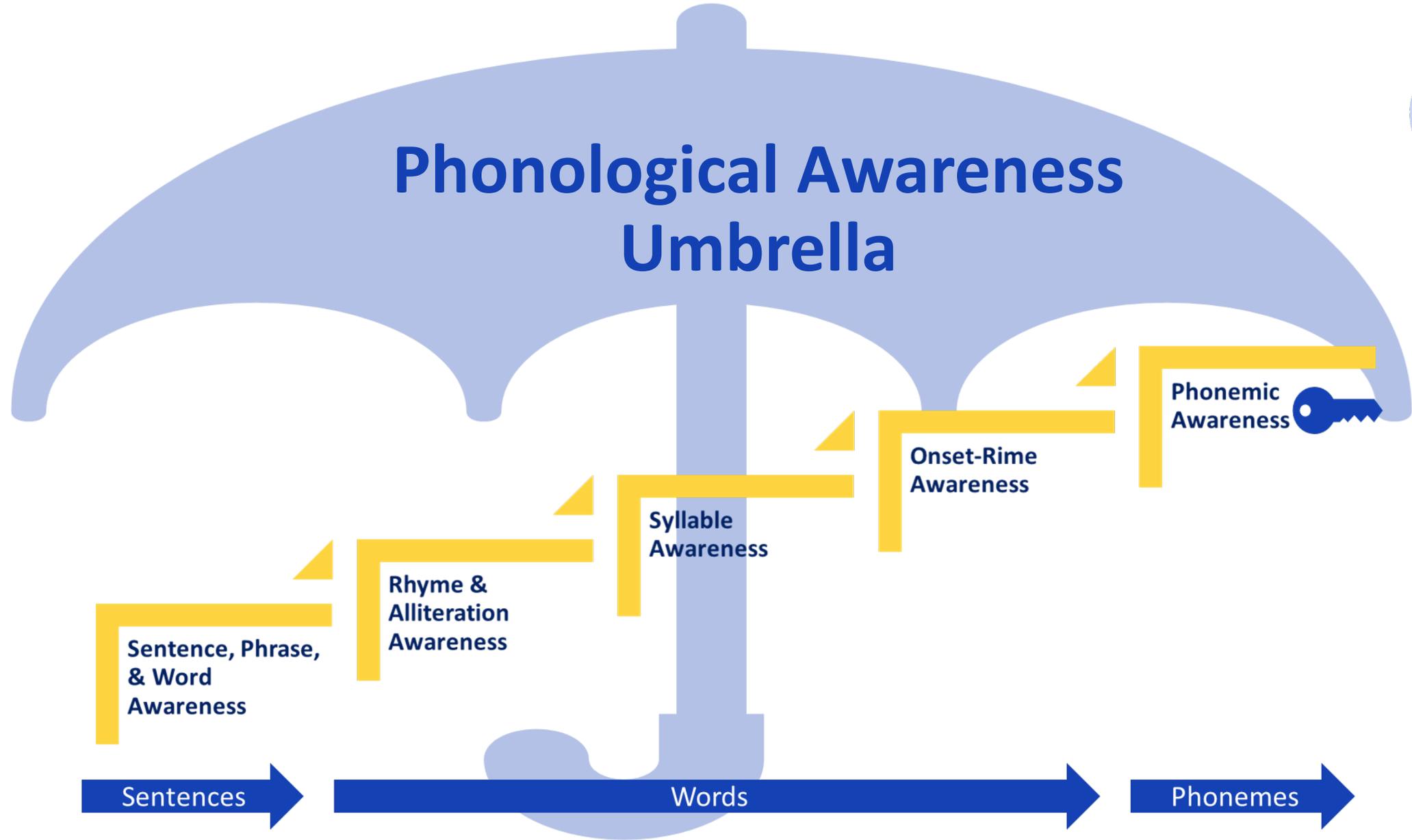


Defining Phonological Awareness

WHAT is Phonological Awareness?

“...awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes”

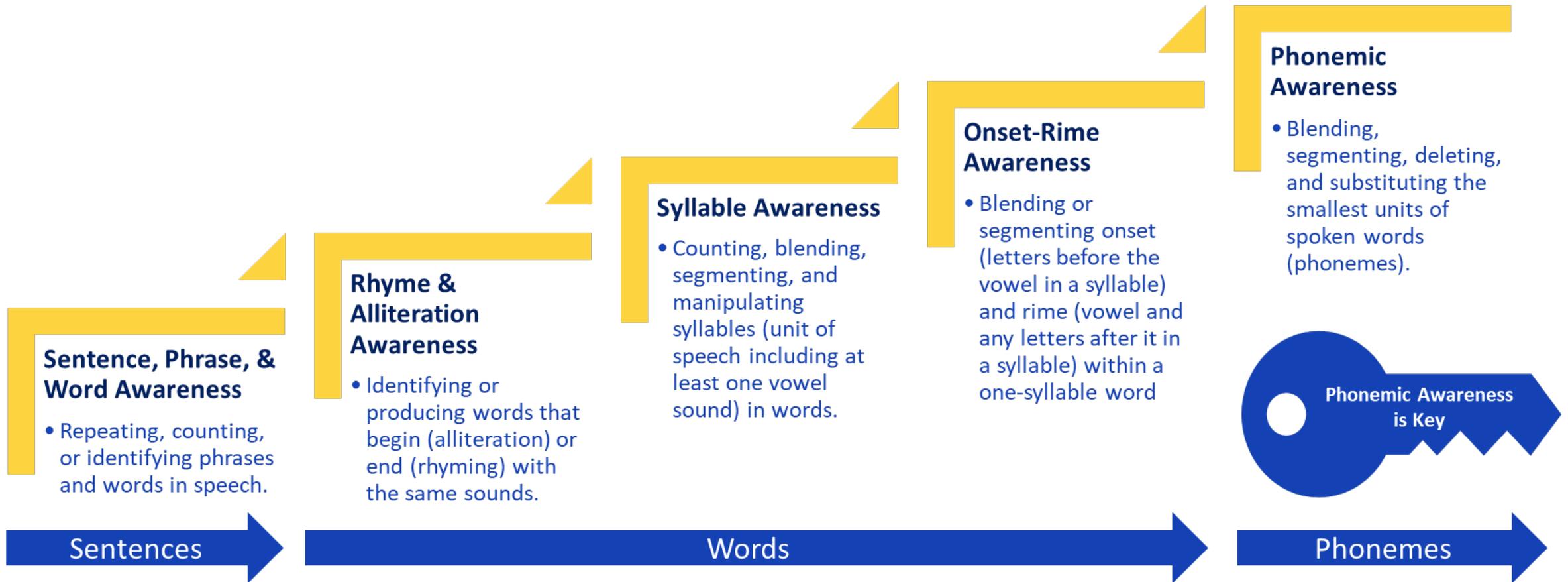
Moats, 2020, p. 302



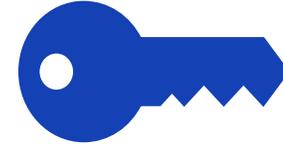
Phonological Skills Progression



WHAT is Phonological Awareness?



Phonemic Awareness is Key



WHY Teach Phonological Awareness?

“To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to:

- *identify the individual sounds, or phonemes, that make up the words they hear in speech*
- *name the letters of the alphabet as they appear in print*
- *identify each letter’s corresponding sound(s)”*

Foorman et al., 2016, p. 14

Importance of Explicit Instruction

WHY Teach Phonological Awareness?

“The good news is that most students can learn to read at acceptable levels when teaching is skillful, explicit, and informed and intervention begins early.”

Moats, 2020, p.8

- Many children (30-40%) do not develop phonemic awareness skills incidentally
- Difficulty with phoneme awareness is difficult to predict
- Phonemes differ across languages and dialects
- 70% of regular monosyllabic words can be decoded by linking phonemes to their letters (graphemes)

Connection Between Speaking and Reading

WHY Teach Phonological Awareness?

- Oral language supports and provides a foundation for the reading process.
- It is important for students to have a good knowledge of the sound system.
- Language and vocabulary skills affect reading acquisition.



English Language Learners (ELL)

WHY Teach Phonological Awareness?

- Phonemic awareness is a necessary precursor to successful reading acquisition in all alphabetic languages in which words are divided into smaller units.
- For many learners, phonological awareness does not emerge spontaneously but is a result of explicit instruction as they learn to read.
- The sounds of spoken language differ across languages, dialects, and accents.

Language Variation

WHY Teach Phonological Awareness?

"Teaching reading to children whose language differs from the oral language of the classroom and from the linguistic structure of academic text adds an additional layer of complexity to reading instruction."

Washington & Seidenberg, 2021

Vowel Sounds Across Languages

WHY Teach Phonological Awareness?

Language	Features	Examples of Possible Confusion
Arabic	8 vowels and diphthongs	Short vowels, such as /e/ (short <i>e</i>) and /i/ (short <i>i</i>)
Cantonese	6 vowel sounds, 12 diphthongs	Chinese is a tonal language; each syllable pronounced with a particular tone that gives it its meaning
English	Approximately 12 vowels and 8 diphthongs	--
Hmong	Approximately 16 vowel sounds	Hmong is a tonal language; tone conveys meaning
Spanish	5 vowel sounds	Sounds of: /ē/ (long <i>e</i>), /i/ (short <i>i</i>), /ō/ (long <i>o</i>), /o/ (short <i>o</i>)
Vietnamese	Complex vowel system with 11 pure vowels, many more diphthongs and triphthongs	Tonal language with short 1- to 2-syllable words; words ending in vowels, short and long vowel confusion, /a/ (short <i>a</i>)

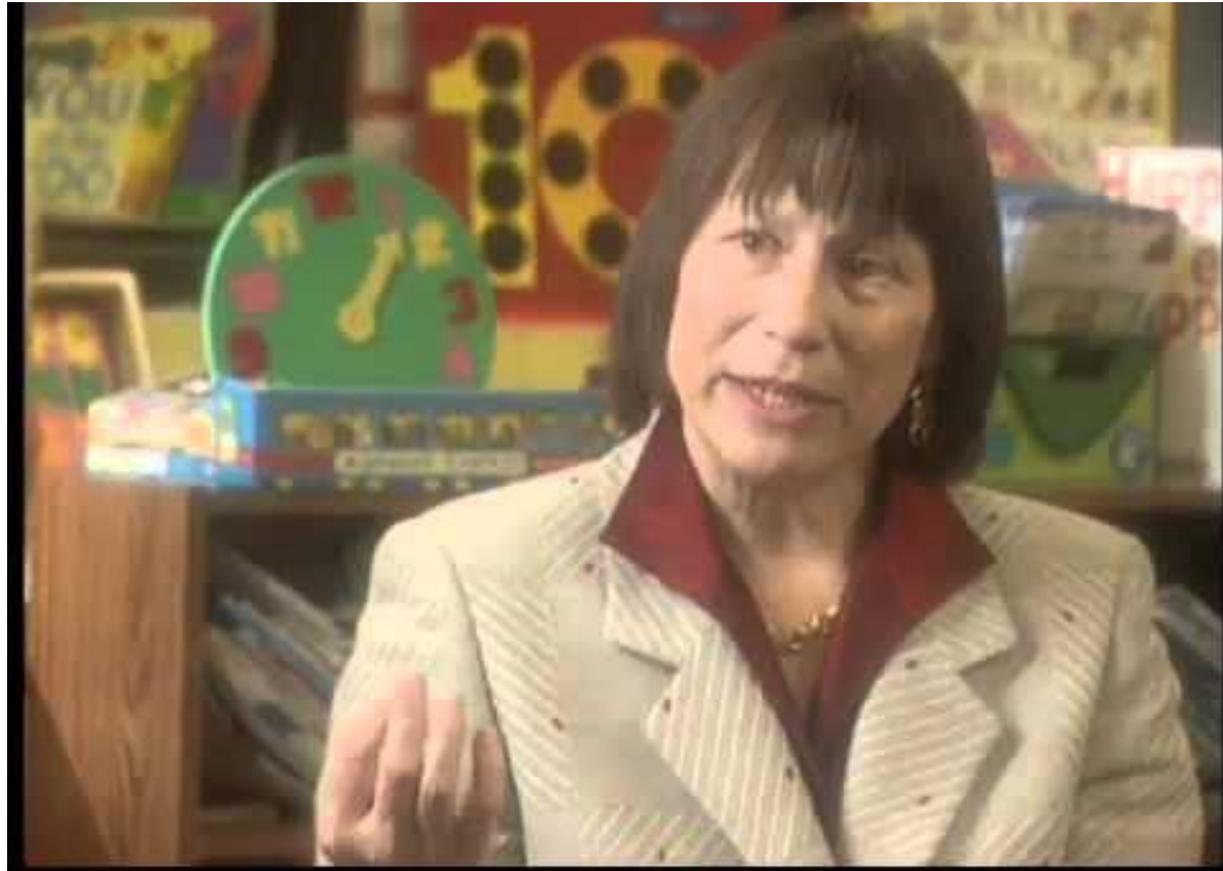


How Many Phonemes?

- Ice
- Toast
- Soothe
- Thorn
- Straight
- Fix

Stop & Listen





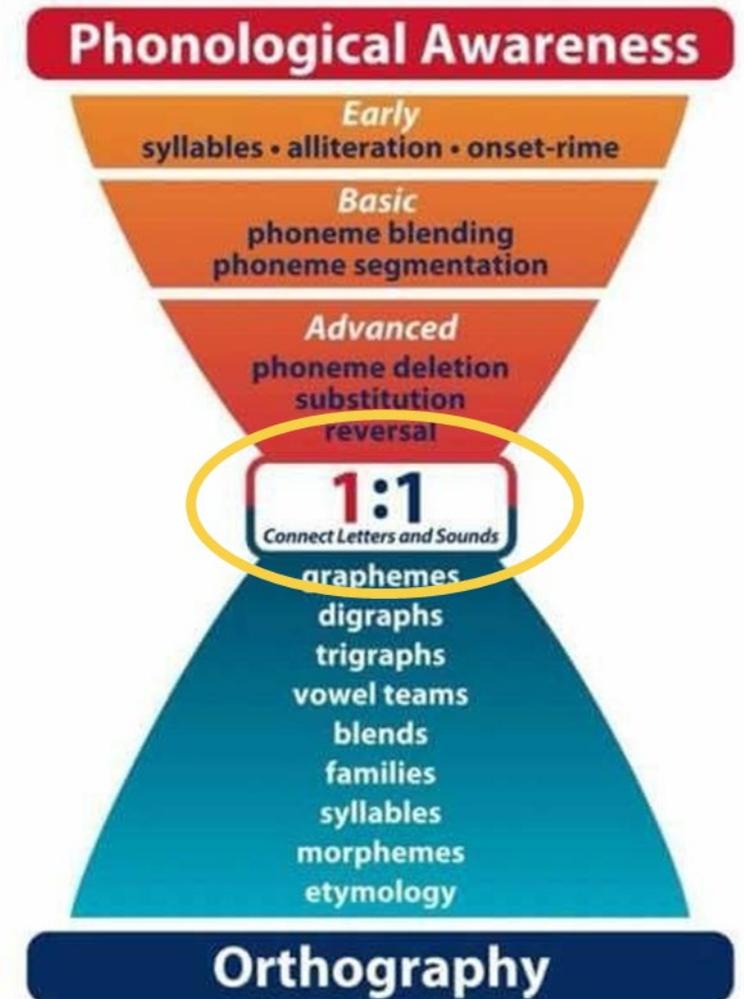
The Importance of Differentiating Between Letters and Sounds

Defining the Alphabetic Principle

WHY Teach Phonological Awareness?

“...the insight that words can be broken into phonemes, which, in turn, can be represented with symbols....”

Moats, 2020, p. 96



Tolman's Hourglass Figure® • drcarloolman@gmail.com



Write down a response you might have for each of the following statements:

- “Phonological awareness is not important.”
- “Students will learn phonological awareness on their own.”
- “Phonological awareness should only be taught in prekindergarten, or not at all.”
- “Phonological awareness and phonemic awareness mean the same thing.”
- “Students who speak a dialect of English or with an accent are pronouncing words incorrectly.”

Stop & Think II



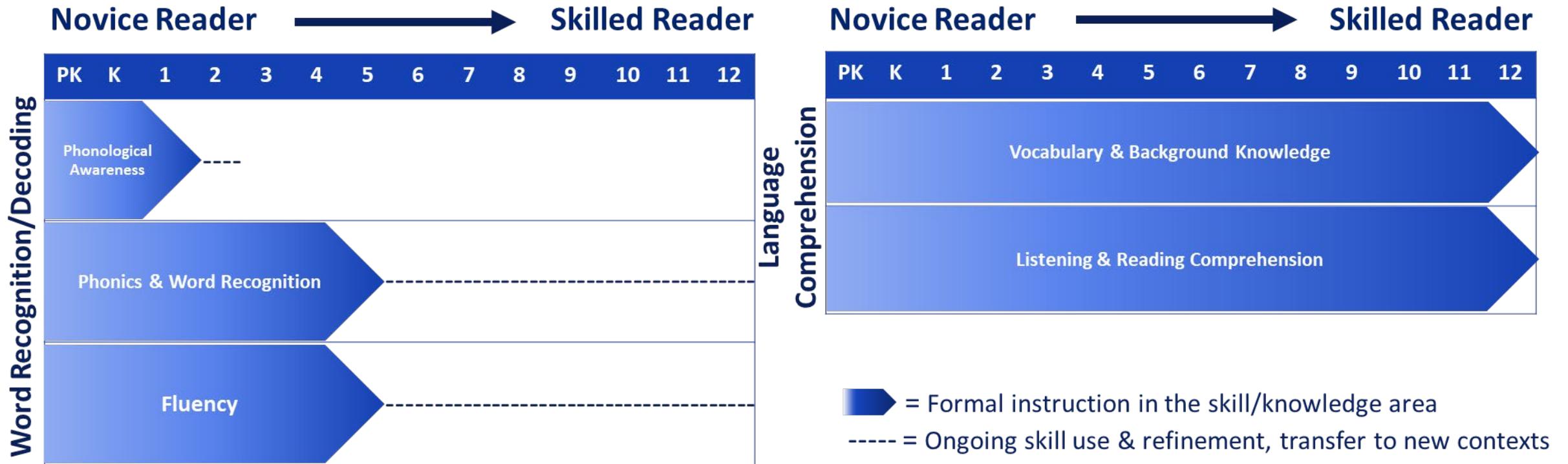
Phonological Awareness

When & How



Learning Progression for Developing Skilled Readers Revisited

Timeline for Key Instructional Areas



Phonological Awareness Skill Progression

Instructional Guide by Grade



Stage	Birth - 3	PreK	Kindergarten	First Grade	Beyond
Sentence, Phrase, & Word Awareness	--	--	--	--	--
Rhyming & Alliteration Awareness	--	--	--	--	--
Syllable Awareness	--	--	--	--	--
Onset-Rime Awareness	--	--	--	--	--
Phonemic Awareness	--	--	--	--	--

Next Generation ELA Standards

Connecting the Science of Reading to the Standards

Phonological Awareness

PK	K	1	2
<p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).</p> <p>PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).</p> <p>PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).</p>	<p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>KRF2a: Recognize and produce spoken rhyming words.</p> <p>KRF2b: Blend and segment syllables in spoken words.</p> <p>KRF2c: Blend and segment onsets and rimes of spoken words.</p> <p>KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words.</p> <p>KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p>1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1RF2a: Count, blend and segment single syllable words that include consonant blends.</p> <p>1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.</p> <p>1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.</p>	<p><i>Phonological Awareness Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.</i></p>

Students in 3rd Grade and Above

WHEN do older students need phonological awareness instruction?

- Provide instruction whenever there is an identified need
- Evaluate phonological awareness skills any time a student demonstrates reading skills below a second grade level
- Emphasize phonemic awareness skills after first grade
- Use results of diagnostic skills assessment to guide instruction
- *Do not* provide phonological awareness instruction/intervention in isolation!

The primary goal of phonological awareness instruction is to support skills necessary to read connected text.

English Language Learners

WHEN & HOW to Teach Phonological Awareness

Challenges for ELLs	Description
Sound recognition and production	Students may not be able to "hear" or produce a new sound in a second language.
Sound recognition and production	Students who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to letters when they see them in written words.
Strategies for ELLs	Description
Model production of the sound	Spend a few minutes at the beginning of class or in small groups demonstrating and reinforcing the correct production of the sound.
Help beginning readers learn to identify sounds in short words	Have students practice identifying the sounds in the beginning, middle, and end of words.
Help beginning readers learn to identify sounds in short words	Have students match pictures of words that have the same beginning, middle, or ending sound.
Help beginning readers learn to identify sounds in short words	Be careful to use only words that students know in English!



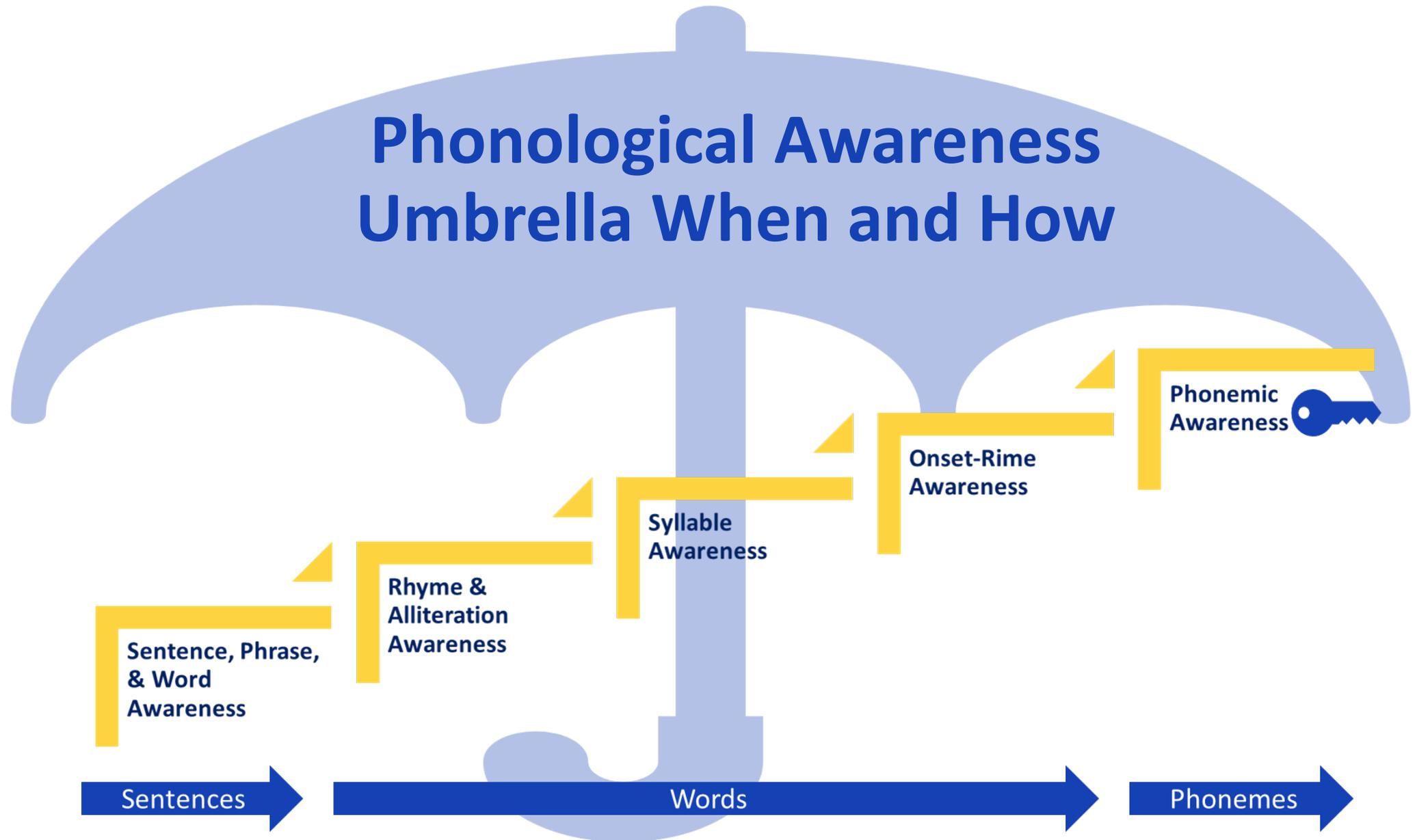
Review the example materials and consider:

- What tasks are students introduced to when?
- How do tasks change over time?
- How is phonological awareness instruction related to instruction in other skills in a lesson?
- How might these kinds of tasks look with your students?

Example Materials Review



Phonological Awareness Umbrella When and How



Sentence, Phrase, & Word Awareness

WHEN & HOW to Teach Phonological Awareness

- **When is it typically taught?**

- Birth to 3 years (incidentally, word play)
- Prekindergarten (formal instruction, if needed)

- **Examples of strategies**

- Using visuals (chips, paper squares, etc.) for sentences in a short story
- Clapping out words in a sentence

Sentence Segmentation

Small Group Example



Rhyme & Alliteration Awareness

WHEN & HOW to Teach Phonological Awareness

- **When is it typically taught?**

- Prekindergarten (formal instruction begins, basic skills)
- Kindergarten and First Grade (advanced skills)

- **Examples of strategies**

- Ask students to identify which of three words *does* or *does not* rhyme (rhyme identification, basic)
- Ask students to think of silly sentences with words that begin with the same sound (alliteration production, advanced)

Rhyme Awareness

Whole Group & Small Group Example



Syllable Awareness

WHEN & HOW to Teach Phonological Awareness

- **When is it typically taught?**
 - Prekindergarten (basic skills)
 - Kindergarten and First Grade (advanced skills)
- **Examples of strategies**
 - Ask students to blend two syllables together to make a word (basic)
 - Ask students to segment a word into its syllables using clapping or hand under chin (basic)
 - Ask students to delete or change a syllable in a word (advanced)

Syllable Awareness Example

Small Group Example



Onset-Rime Awareness

WHEN & HOW to Teach Phonological Awareness

- **When is it typically taught?**

- Prekindergarten (very early/basic skills)
- Kindergarten and First Grade (advanced skills)

- **Examples of strategies**

- Ask students to blend the onset and a rime together to make a word (basic)
- Ask students to change the onset in a word to make a new word (e.g., change the /b/ in *bat* to /sl/ → *slat*) (advanced)

Syllable & Onset-Rime Awareness

Individual/Small Group Example



Phoneme Awareness

WHEN & HOW to Teach Phonological Awareness

- **When is it typically taught?**
 - Kindergarten (early/basic skills)
 - First Grade and beyond (early/basic to advanced skills)
- **What about older students?**
 - Phonemic awareness skills, especially blending and segmenting, are most critical for older struggling readers to master
 - Phonemes should be linked to letters as soon as possible
- **Examples of strategies**
 - Blending 2 or 3 phonemes together to make a word (basic)
 - Segmenting a word into individual phonemes (e.g., “say all the sounds in *birds*.” → /b/ /er/ /d/ /z/; advanced)

Phoneme Segmentation

Individual/Small Group Example



Phoneme Pronunciation

How to Produce the 44 Phonemes



Early Literacy Lesson

HOW to Teach Phonological Awareness – Warm Up Activity



Types of Instruction

Phonological Awareness

Instructional Activities	Approx. Time Spent	Times per Day/Repetitions
Direct Teaching	2-10 minutes	0-2
Practice Activities	1 minute or less	4-8
Incidental Teaching	3-10 seconds	Many! Teachable moments throughout the day.

Example Lesson for Foundational Reading

Lesson Component	Typical Time Allotted
State the goal of the lesson	--
Review previously learned material	5 minutes
Phoneme Awareness	1-5 minutes
Introduce, explain new reading/spelling pattern	3-5 minutes
Give guided practice	5 minutes
Provide monitored, independent practice opportunities	5 minutes
Spell and write	5 minutes
Decodable text reading	5-10 minutes

Stop & Think



WHEN to Teach Phonological Awareness?



Now that you know what instruction may look like, in what ways might you adjust your current instruction to include phonological awareness?

What might you do for students in second grade and beyond who require intervention in this area?

Assessment to Inform Core English Language Arts (ELA) Instruction

Support & Strengthen
Phonological Awareness



Core ELA Instruction: Assessment Types

What can we use to inform our core instruction of phonological awareness?

Universal Screening

- Strong evidence they are reliable and valid assessments of current skill levels
- Predict the likelihood of future reading difficulties
- Allow for valid decisions to be made about the effectiveness of the instructional environment

Classroom Assessments

- Determine the group's mastery of specific skills taught in previous lessons
- Not necessarily evaluated for reliability and validity

Core ELA Instruction: Assessment Examples

What can we use to inform our core instruction of phonological awareness?

Universal Screening

- **Phonemic Awareness**
 - Preschool Early Literacy Indicators (PELIs)
- **First Sound Fluency**
- **Acadience Reading***
- **Phoneme Segmentation Fluency**
 - Acadience Reading*
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*
 - easyCBM*

Classroom Assessments

- **Unit/Skill Tests**
 - Core Knowledge Language Arts (CKLA) Unit Student Performance Task Assessments
 - Heggerty Progress Monitoring Assessments
- **Teacher-developed quarterly assessments of phonological awareness**
- **Other skill assessments administered to all students**

Case Example

Kindergarten Classroom: DIBELS 8th Edition Winter Screening Data

Student	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency -Correct Letter Sounds	Nonsense Word Fluency -Words Recoded Correctly	Word Reading Fluency
A	8	2	1	0	1
B	33	9	10	2	3
C	32	10	18	1	3
D	37	15	25	2	4
E	47	18	20	4	4
F	44	23	26	3	5
G	45	25	25	4	4
H	44	27	25	3	7
I	58	29	28	7	9
J	55	33	22	4	4
K	53	38	33	9	10

Classroom Case Example

Kindergarten Classroom: Grade Level Instructional Plan

Grade-Level Implementation Plan - Part 2: Instruction-Curriculum-Evaluation (ICE) Elements

ICE Area	Description & Action Steps		Goals	Who?	When?
Instruction	What we do:	We provide 60 minutes of reading instruction each day. During small group work, students sometimes play phonological awareness games.	Implement phonemic awareness instruction and practice activities for large and small group instruction 80% of students meeting the spring benchmark for Phoneme Segmentation Fluency (PSF)	All Teachers	By 1/31/23
	What else we need to do:	We need additional phonological awareness instructional activities to use during large group instruction as well as activities for reteaching and practice in the small group (instruction).			
Curriculum	What we have:	We have some phonological awareness lessons and materials in our curriculum. We also have some free resources and Elkonin box lists and materials from a recent training.	Collect, organize, and distribute instructional materials for phonological awareness activities/lessons to all teachers. Administer PSF in Feb. & April	Teacher 2	By 1/15/23
	What we need:	We need to make sure all classrooms have the instructional materials for the large group and small group phonological awareness tasks we plan to cover. We need to assess PSF more frequently.			
Environment	What we do:	We use Tier 1 Positive Behavior Interventions and Supports (PBIS) to promote readiness behaviors.	Maintain current Office Discipline Referral rate		
	What else we need to do:	We do not need additional support at this time.			

Other Considerations (e.g., Community Engagement, Assessment): Students in our school spend a lot of time at a local community center. We will reach out and offer to provide training and materials to staff on some phonological awareness activities.

Intervention: Assessment Types

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- Provides further assessment within a skill area or domain about which specific skills require additional support to develop
- May or may not have been evaluated for reliability and validity

Progress Monitoring Assessments

- Provides information on an individual student's or a group of students' progress on a specific skill or set of skills
- Is administered at frequent intervals
- Preferably, demonstrate strong evidence of reliability and validity in measuring growth over time

Intervention: Assessment Examples

Assessment to Inform Instruction

Diagnostic Assessments/Skill Inventories

- **Phonological Awareness and Word Reading and Decoding Diagnostic** (PA & WRD; Acadience Learning)
- **Phonological Awareness Screening Test*** (PAST; Kilpatrick, 2019)
- **Really Great Reading Phonological/Phonemic Awareness Survey*** (Really Great Reading)
- **Manual review of responses on completed Curriculum-Based Measurement (CBMs; Error Analysis)***

Progress Monitoring Assessments

- **First Sound Fluency**
 - Acadience Reading*
- **Phoneme Segmentation Fluency**
 - Acadience Reading*
 - DIBELS*
 - easyCBM*
- **Teacher-developed progress monitoring measures**



Intervention Case Example A: Data

Student Receiving Special Education: Phonological Awareness Skills

- 4th grade student with a learning disability in reading
- Developing first grade early reading skills (early decoding and reading fluency)
- Receiving consultant teacher (CT) ELA services and resource room (RR) support

Grade Level	Phoneme Segmentation Fluency Score	Descriptor
1 st	15 correct	Intensive
Informal Assessment Questions		Correct
Segment sentences into words		3/3
Match rhyming words		3/3
Produce rhyming words		3/3
Segment a two-syllable word		2/3
Blend onset and rime		1/3

Intervention Case Example A: Goals

Special Education Student: Phonological Awareness Skills

- Possible Measurable Annual Goal:
 - *Given a first grade phoneme segmentation fluency probe, the student will segment orally provided words at a rate of 50 phoneme segments correct per minute with no more than 3 errors in 2 out of 3 consecutive weekly trials.*



Intervention Case Example A: Objectives

Special Education Student: Phonological Awareness Skills

Example Measurable Annual Goal: *Given a first grade phoneme segmentation fluency probe, the student will segment orally provided words at a rate of 50 phoneme segments correct per minute with no more than 3 errors in 2 out of 3 consecutive weekly trials.*

Objectives	Strategies
<p><u>Short-term Instructional Objective 1:</u> The student will correctly segment a one-syllable word into onset and rime.</p>	<p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none">• Use clapping activities for syllable segmentation• Use colored chips for onset-rime segmentation
<p><u>Short-term Instructional Objective 2:</u> The student will correctly segment words with 3 phonemes.</p>	<p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none">• Use colored chips or squares for blending phonemes• Introduce Elkonin Sound Boxes for segmenting phonemes
<p><u>Short-term Instructional Objective 3:</u> The student will correctly segment words with 5 phonemes.</p>	<p><u>Instructional Strategies:</u></p> <ul style="list-style-type: none">• Transition to using letters with sound boxes (word boxes)• Use oral segmentation fluency exercises to target speed for segmenting phonemes in 4- and 5-phoneme words

Assessment & Linguistic Diversity

Assessment to Inform Instruction

- Use reliable and valid formative assessment measures to screen and progress monitor phonological awareness skills in the early grades
- Seek out evidence that assessments have been evaluated for use with linguistically diverse populations
- Use screening results in combination with other assessments
- Avoid delaying intervention when needs are evident
- Ensure assessment results indicate you have a strong core/tier 1

Stop & Think Assessments



Assessment to Inform Instruction

What core ELA instruction assessments do you currently use for universal screening? Classroom assessments?

What intervention assessments do you currently use for diagnostic/skill inventories? Progress monitoring?

Culminating Activity



Individually review the phonological awareness free resources for instructional materials



Work with a partner/group to determine where you might utilize relevant phonological awareness materials to supplement your current scope and sequence



Brainstorm how you might use the ICEL-RIOT matrix to complete the ICE Planning Template for a small group, class, or grade level

Questions and Answers



Check In



How are you feeling after today's training?

- **If you feel overwhelmed, you're not alone!**
- **Here are some possible next steps...**
 - Pick one thing you want to incorporate into your classroom.
 - Select one of the resources provided to read or learn more about.
 - Attend the training again – it's a lot of information!
 - Ask any follow-up questions you need. We are here to help!

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Regional Level Team (RLT) February 2021

Meeting Evaluation Survey



Meeting Evaluation Survey

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