



EMILY MUCCIANTI
Consulting



Unlocking Program Potential Through
Expert Reading Intervention Support



Hi there!
I'm Emily!

WELCOME TO MY WORLD!

As a reading specialist and former interventionist and induction mentor, I now serve teachers as a mentor, coach, and consultant. During my tenure in public education, my expertise in reading instruction, methodology, and data analysis propelled many of my programs to become Golden Bell and Distinguished School award winners.

I have presented to the *California League of Schools* and the *California Reading Association* the impact that our school-wide approach to intervention has had on students.

I continue to work with teachers, interventionists, and administrators to spread the important work related to the science of reading, beginning teacher support, and reading intervention through my digital courses, video content, and coaching partnerships.



What are you missing?

"LITERACY IS NOT A LUXURY, IT IS A RIGHT AND A RESPONSIBILITY."

There is one huge factor that is often overlooked when planning an intervention program: reading intervention needs a strong foundation as a system of support (SOS) to truly affect improvement in literacy outcomes. All of the curriculum in the world cannot compensate for a lack of vision and implementation of the bigger picture.

It's time to stop overcomplicating the process and focus on bringing the stakeholders of your school together with a common goal - helping all students be the best readers they can be.

If you are not completely happy with the results of your current intervention program, it is your responsibility as an educator to advocate for necessary resources, support, and adaptations to ensure that the intervention program is aligned with the unique needs of your students.

Your kids are counting on you.



IT TAKES A TEAM

*It is the
game changer*

"Alone we can do so little; together we can do so much. Collaboration in literacy education fuels the fire of learning."

INTERVENTION TEACHER

Suggested Roles and Responsibilities

- To manage **universal screening assessment** three times per year and identify risk level of all students K-5
- To provide **small group, skill-based instruction** to qualifying students receiving intervention
- To ensure quality, **evidenced-based curriculum** targeting the essential early literacy skills are matched to student need
- To collect frequent **progress monitoring** data of all students receiving intervention services and adjust instruction based on results
- To provide **professional development** and work collaboratively with teachers to strengthen tier one instruction
- To grow, train, and manage a **team of intervention** paraprofessionals in order to service additional qualifying students
- To **analyze all data** ensuring student needs are being met and make adjustments to program and instruction as needed.

ADMINISTRATION

Suggested Roles and Responsibilities

- To **provide overall leadership and direction** to the reading intervention program, and ensure that the program aligns with the school's goals, vision, and educational standards.
- To **allocate resources**, such as funding, personnel, and materials, to support the effective implementation of the reading intervention program.
- To **analyze data, assess outcomes, and make data-informed decisions** to continuously improve the program's impact on student learning.
- To **foster collaboration** among intervention teachers and general education teachers through professional development opportunities, workshops, and meetings that promote a cohesive approach to reading intervention.
- To collaborate with curriculum specialists or instructional coaches to **integrate effective reading strategies** into the broader instructional framework.
- To **provide guidance and support** to intervention teachers as they observe classroom instruction, provide feedback, and offer resources or professional development opportunities to enhance teaching practices and student outcomes.
- To **advocate for the importance of reading intervention** programs and communicate the program's impact and success stories.

WHERE DO WE BEGIN?

1. Initial Discovery Call

We begin with an informal get-to-know-you chat. This meeting will last 30 to 60 minutes. During this time, it's important for all parties to share background, questions, concerns, needs, and current practices. A summary of this call will be shared with all stakeholders.

2. Determine Needs

By gathering comprehensive data and insights, we create a tailored roadmap that addresses challenges, utilizes strengths, and aligns with educational goals, ensuring targeted and effective interventions for improved literacy outcomes.

3. Finalize Contract

To ensure a comprehensive and mutually beneficial partnership as we solidify the details of our collaboration, we will outline the scope of services, timelines, and expectations. The goal is to establish a clear and transparent working relationship.

4. Set the Schedule

Coaching sessions are designed to provide personalized support and guidance to educators through strategically planned meetings. We work collaboratively to establish a schedule that accommodates the specific needs and availability of teachers, ensuring regular and consistent sessions that empower educators.

DOWN TO THE NITTY-GRITTY

Program Analysis & Assessment Audit



- Conduct a thorough assessment of the current reading intervention program, including its goals, methods, resources, and outcomes.
- Analyze relevant data, reports, and feedback from teachers and administrators, to identify strengths and areas for improvement.
- Gather additional information through discussions with stakeholders to gain a comprehensive understanding of the program's strengths and challenges.

Goal Setting & Action Planning

- Collaborate with the school or intervention teacher to establish clear, measurable goals for improving reading intervention outcomes.
- Based on the assessment and analysis, develop a customized action plan that outlines specific strategies, resources, and timelines to address the identified areas for improvement.
- Ensure that the action plan is realistic, feasible, and aligned with the school's or teacher's resources and priorities.

Coaching & Support



- Support the school or intervention teacher in implementing the action plan, providing guidance, training, and resources as needed.
- Collaboratively monitor and track progress, making necessary adjustments to the plan as new insights and challenges arise.
- Offer ongoing support, coaching, and professional development to build the capacity of teachers and staff in implementing effective reading intervention practices.

Evaluation & Next Steps

- Regularly evaluate the effectiveness of the implemented strategies and interventions through data analysis, student progress monitoring, and feedback from teachers and stakeholders.
- Use evaluation findings to identify successes, challenges, and areas requiring further improvement.
- Collaborate with the school or intervention teacher to reflect on the process, celebrate successes, and make necessary refinements to sustain and enhance the reading intervention program over time.

TESTIMONIALS



Jamie Huff Martin - Mount Airy/North Carolina

Where do I start? I'll try from the beginning....Back in October of 2022 I ran across one of your videos while googling reading interventions for middle schoolers. I guess you could say I was in a slight state of panic at this point in my life! I had just accepted a new position as a reading interventionist at a middle school and I honestly had NO CLUE on where to start. To say that you were a lifesaver, more like a Godsend, would be an understatement! I spent hours watching video after video of you. I can honestly say it was some of the best PD I have ever had! Like you said in one of your videos, I am new to this position, but not to the profession. After 23 years in the profession, I know good stuff when I hear it! You are the real deal! I left each video feeling more confident and more importantly, I was getting the information I needed to start my intervention program. I took notes, ordered materials, and started my first day with a plan, all thanks to you!"

Marijoe Ashikwei - East Orange/New Jersey

There's just one phrase I can come up with when thinking about Emily and that is "game changer". The position of an interventionist is quite lonely; you are on an island by yourself with no one to lean on for support. In my case, I am the only one in my school with that title.

Emily changed all of that when she agreed to be my coach. She is brilliant, patient, inquisitive, kind, and very resourceful. As a coach, we worked to review my current practices of collecting data, grouping, and the resources I used for instruction. She told me what she thought was working which brought me some comfort. Then, she helped me make some necessary changes. She helped me select an assessment that was not time consuming, but offered so much information on each child's strengths and deficient areas. This whole process was amazing to say the least.

As a coach, Emily is always accessible and brings me ease when I am starting to question what I am doing. Emily restored my confidence and made me feel ready to face my kids daily for instruction. I feel truly blessed to have Emily as a coach and to no longer feel alone in the world of Tier 3 Reading Intervention.



PACKAGE BREAKDOWN

2023-24 school year

Individual Coaching of One Intervention Teacher

*Content specifications determined upon negotiation

- One hour Individual coaching sessions are held twice a month (biweekly)
- Email and Zoom support available between sessions
- Access to relevant reading research, resources, and materials
- Review and analysis of student data

5 month commitment required

Group Coaching of District Intervention Teachers

*Content specifications determined upon negotiation

- One hour group coaching sessions are held twice a month (biweekly)
- Email and Zoom support available between sessions to individuals
- Access to relevant reading research, resources, and materials
- Review and analysis of student data for each member

5 month commitment required

PACKAGE BREAKDOWN

Single School Site Consultation & Coaching

*Content specifications determined upon negotiation

- One hour coaching sessions with leadership (individual or group) twice a month (biweekly)
- Email and Zoom support available between sessions
- Access to relevant reading research, resources, and materials
- Review and analysis of school site data
- Training sessions (via Zoom) as determined by need

5 month commitment required

One hour call with site or district personnel

- A single coaching call
- An option for schools or districts that need a quick expert opinion
- Address common challenges and provide guidance.

COMMON QUESTIONS

1. What is your experience and background in reading intervention consulting?

The majority of my 30 year teaching career has been spent in reading intervention. My programs have been visited by numerous district stakeholders seeking to improve their own outcomes. I have consulted, advised, and assisted in their growth as literacy educators and shared my own experience on numerous platforms.

2. How can your consulting services benefit our school or reading intervention program?

My expertise, customized solutions, and data-driven approach can significantly benefit your site by improving student outcomes, providing professional development opportunities, and fostering collaboration among stakeholders. Services are tailored to your specific needs.

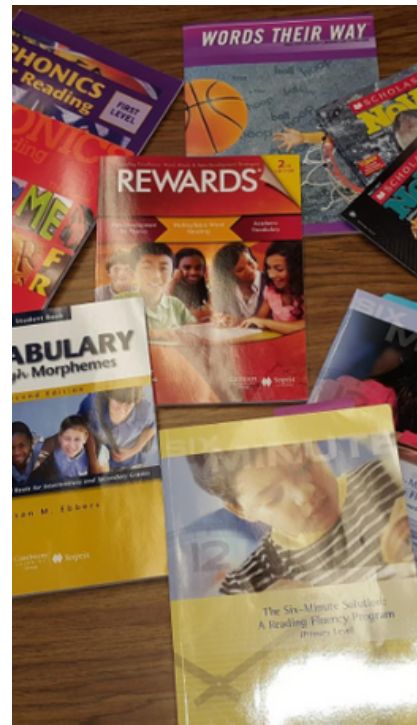
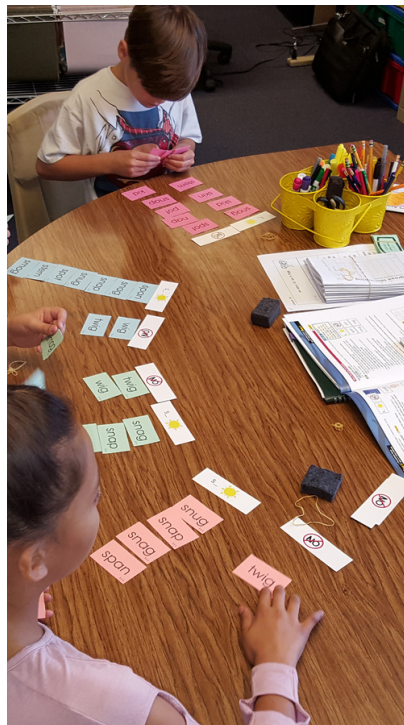
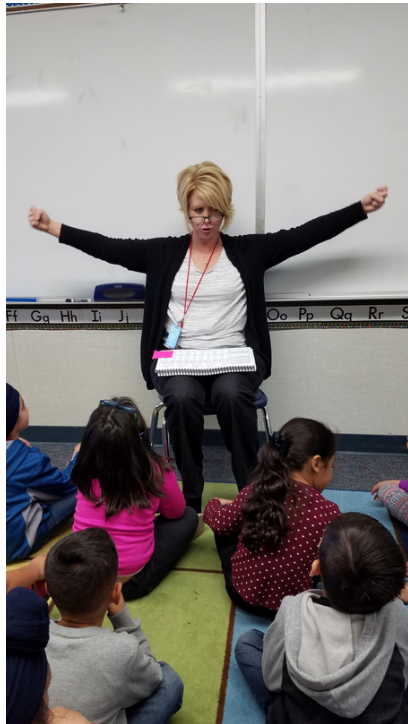
3. What is your approach or methodology in improving reading intervention outcomes?

In order to improve reading outcomes, we first need to ensure that students have foundational literacy skills. Intervention instruction must focus on the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. All assessment must align to measure these outcomes.

4. What is the typical duration of a consulting engagement?

Although the duration of coaching services vary, change takes times. Struggling readers, in many cases, have had years of failure that we must work to undo. A school staff may need to take baby steps as they learn new approaches. A strong partnership is a multi-year endeavor, but there is no set time limit.

HIGHLIGHTS



"Literacy is the foundation of all learning. It empowers individuals and communities, providing access to information, opportunities, and a brighter future."

DISCLOSURES

Intellectual Property

Any reports, resources, or content created by Emily Muccianti that is used during this partnership is owned by Emily Muccianti and may be repurposed for other projects. It may also be used by the client for their purposed with credit cited to *Emily Muccianti Consulting*.

Limitations of Liability

Consulting services are based on the information and materials available at the time of the engagement. While we strive for accuracy and reliability, we do not guarantee the completeness, timeliness, or accuracy of the information provided.

All consulting services are advisory in nature, and the ultimate responsibility for decision-making lies with the client. Emily Muccianti shall not be held liable for any actions, decisions, or outcomes resulting from the implementation of our recommendations.

The client acknowledges that consulting services may involve the use of third-party tools, software, or resources. We do not warrant or guarantee the functionality, security, or compatibility of such third-party tools, and we shall not be liable for any issues arising from their use.



Remember that each consulting or coaching engagement may require customization based on the specific needs and context of the school or intervention teacher.

Flexibility, collaboration, and ongoing communication are key to driving meaningful improvements in reading intervention outcomes.

Schedule a Discovery
call now

readingdiva06@gmail.com