U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110006
Grants.gov Tracking#: GRANT10862417

Closing Date: MAY 09, 2011

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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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/04/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Indiana Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 35-6000158

* c. Organizational DUNS: 824799209

d. Address:

* Street1: 151 W. Ohio Street
Street2:
* City: Indianapolis
County:
* State: IN: Indiana
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 46204

e. Organizational Unit:

Department Name: Student Learning

Division Name: Curriculum and Instruction

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

Prefix:
* First Name: Adam
Middle Name:
* Last Name: Jones
Suffix:

Title: English Language Arts Specialist

Organizational Affiliation:

* Telephone Number: 317-233-4936

Fax Number:

* Email: ajones@doe.in.gov

Application for Federal Assistance SF-424 Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

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

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

Developing Opportunity School Communities:
Improving Literacy Achievement for Youth from
Birth through High School Graduation

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant IN-007 * b. Program/Project IN-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011 * b. End Date: 06/30/2016

18. Estimated Funding ($):

* a. Federal	109,244,372.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	109,244,372.00

*** 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.)**

☐ Yes ☒ No

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: Adam

Middle Name:

* Last Name: Jones

Suffix:

* Title: English Language Arts Specialist

* Telephone Number: 317-233-4936 Fax Number:

* Email: ajones@doe.in.gov

* Signature of Authorized Representative: Adam Jones * Date Signed: 05/04/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Indiana Department of 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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,389,400	$ 1,389,400	$ 1,389,400	$ 1,389,400	$ 0	$ 5,557,600
2. Fringe Benefits	$ 66,290	$ 66,290	$ 66,290	$ 66,290	$ 0	$ 265,160
3. Travel	$ 1,173,760	$ 1,173,760	$ 1,173,760	$ 1,173,760	$ 0	$ 4,695,040
4. Equipment	$ 4,042,500	$ 4,042,500	$ 4,042,500	$ 4,042,500	$ 0	$ 16,170,000
5. Supplies	$ 12,000,000	$ 12,000,000	$ 12,000,000	$ 12,000,000	$ 0	$ 48,000,000
6. Contractual	$ 6,842,500	$ 6,842,500	$ 6,842,500	$ 6,842,500	$ 0	$ 27,370,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 1,753,500	$ 1,753,500	$ 1,753,500	$ 1,753,500	$ 0	$ 7,014,000
9. Total Direct Costs (lines 1-8)	$ 27,267,950	$ 27,267,950	$ 27,267,950	$ 27,267,950	$ 0	$ 109,071,800
10. Indirect Costs*	$ 43,143	$ 43,143	$ 43,143	$ 43,143	$ 0	$ 172,572
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 27,311,093	$ 27,311,093	$ 27,311,093	$ 27,311,093	$ 0	$ 109,244,372

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2013 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Indiana Department of 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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Adam Jones	English Language Arts Specialist
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Indiana Department of Education	05/04/2011

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Indiana Department of Education

** Street 1* 151 W. Ohio Street *Street 2*

** City* Indianapolis *State* IN: Indiana *Zip* 46204

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:
Striving Readers

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* none *Middle Name*

** Last Name* none *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* none *Middle Name*

** Last Name* none *Suffix*

** Street 1* *Street 2*

** City* *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:** Adam Jones

***Name:** *Prefix* ** First Name* Adam *Middle Name*

** Last Name* Jones *Suffix*

Title: English Language Arts Specialist **Telephone No.:** 317-233-4936 **Date:** 05/04/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA Assurance.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA Assurance

In accordance with the provisions of GEPA, Section 427, the Indiana Department of Education examined six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access to or participation in the benefits derived from programs supported by the Striving Readers Comprehensive Literacy grant. Indiana is unequivocal in its commitment to erasing all barriers to participation in this program and to building safeguards in every phase of the program's implementation.

The LEAs participating in this grant are all public schools and are not allowed to discriminate based on any of the identified barriers, aside from ensuring that all students are of proper age for the school in which they are enrolled. The early childhood education providers participating in this grant are all licensed and are not allowed to discriminate based on any of the identified barriers.

The Indiana Department of Education is committed to ensuring that students with disabilities who attend public schools receive required services which fully embrace the purpose of the Individuals with Disabilities Act (IDEA) and adhere to policies, practices and procedures mandated by IDEA.

An increasing number of English language learners in Indiana, again in both rural and urban areas, represent a critical area of concern for the staff of the agency. Family literacy efforts give special attention in areas where there are large numbers of non-English speaking children. Every effort is made to publish parent materials in other (most predominant) languages.

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Indiana Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Adam Middle Name:

* Last Name: Jones Suffix:

* Title: English Language Arts Specialist

* SIGNATURE: Adam Jones * DATE: 05/04/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: | * First Name: Adam | Middle Name: | * Last Name: Jones | Suffix:

Address:

* Street1: 151 W. Ohio Street
Street2:
* City: Indianapolis
County:
* State: IN: Indiana
* Zip Code: 46204
* Country: USA: UNITED STATES

* Phone Number (give area code): 317-233-4936
Fax Number (give area code):

Email Address: ajones@doe.in.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

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Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Part 3 - ED Abstract Form (IN DOE).pdf**

Part 3: ED Abstract Form

I. Project Objectives and Activities:

The Indiana Department of Education (IDOE) and Indiana State Literacy Team (ISLT) believe that the Striving Readers Comprehensive Literacy grant program presents a unique opportunity to accelerate the implementation of Indiana's literacy frameworks serving children from birth through high school graduation.

The IDOE and ISLT propose selecting **Opportunity School Communities** (OSCs) based on this grant's criteria. OSCs are schools or early childhood education providers committed to implementing the appropriate Indiana literacy framework while collaborating with community partners.

Project objectives include the following:

1. OSCs will become model sites for implementation of Indiana's literacy frameworks.
2. An increasing number of students (including subgroups) in OSCs will demonstrate solid (or significant) academic gains in literacy by the conclusion of an OSC's two-year cohort commitment.

Activities include (a) a rigorous subgrant competition to select OSCs; (b) providing scientific- and research-based supports to OSCs; and (c) implementing Indiana's literacy frameworks with fidelity.

II. Applicable Priorities:

This project will sufficiently address the two absolute priorities as well as the competitive preference priority outlined in this grant. OSCs will facilitate *more data-based decision-making* while *improving learning outcomes* for *all* students. Finally, OSCs will *effectively use technology* to address students' learning challenges.

III. Proposed Project Outcomes:

The GPRA measures for this grant are the basis for the following outcomes:

1. **Four-year old** children attending OSCs will demonstrate significant gains in oral language proficiency as measured by the Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (ISTAR-KR).

2. An increasing number of **fifth grade** and **eighth grade** students attending OSCs will demonstrate adequate growth under the State's Department-approved growth model while meeting or exceeding proficiency for purposes of accountability determinations on the English language arts section of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) assessment.

3. An increasing number of **high school** students attending OSCs will meet or exceed proficiency on the English 10 End-of-Course Assessment (ECA).

4. Teachers in OSCs will make instructional changes, reflecting scientifically-based research practices.

5. Innovative technologies will be used to target students' specific, data-based needs.

IV. Number of Participants to be Served:

Up to 720 OSCs will be selected in a total of **four,** two-year cohorts during the 60 month project period. Each cohort will consist of up to 60 early childhood education providers, 60 schools serving students in grades K-5, and 60 schools serving students in grades 6-12 with an even distribution of funds between middle and high schools.

V. Number and Location of Proposed Sites:

Up to **720** OSCs will be selected and supported *throughout every region* of the state, targeting populations with disproportionate percentages of high-poverty, limited-English-proficient, and disadvantaged students.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1240-Part 4 - Project Narrative IN DOE.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1241-Appendix A - Acronyms and Abbreviations.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1242-Appendix B - B-5 Framework.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1243-Appendix C - K-6 Framework.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1244-Appendix D - DL Framework (proposal excerpts).pdf**

Attachment 6:
Title: Pages: Uploaded File: **1245-Appendix E - CEEP Performance Measures.pdf**

Attachment 7:
Title: Pages: Uploaded File: **1246-Appendix F - Growth Model Fact Sheet.pdf**

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Part 4: Project Narrative

Developing Opportunity School Communities: Improving Literacy Achievement for Youth from Birth through High School Graduation

Purpose of Project: The Indiana Department of Education (IDOE) will swiftly and effectively support the implementation of its Comprehensive Literacy Plan by selecting and sustaining Opportunity School Communities (including early childhood education providers, elementary schools, and middle and high schools), which will receive specialized assistance, including support by a highly-trained Literacy Advisor, ongoing professional development, and resources that target the specific needs of disadvantaged students and struggling readers. Student literacy learning outcomes will be dramatically improved through high-quality instruction and intentional, data-based decision making. Innovative technologies will make content and skill acquisition more accessible for students while making data analysis and dissemination more efficient for educators.

Note: For the reader's convenience, *Appendix A* lists common acronyms and abbreviations found in this proposal.

(A) Quality of State-level Activities (37 points)

(A)(i) How the SEA will carry out State-level activities (described in the <u>Additional Requirements</u> section of this notice) and how it will align those activities with its comprehensive State literacy plan (10 points).

In order to address the <u>Additional Requirements</u> directly, this portion of the application has been inserted below.

<u>Additional Requirements</u>

(a) Must develop or update, implement, and continuously improve a comprehensive State literacy plan

The Indiana Department of Education ("**IDOE**") in collaboration with the Indiana State Literacy Team ("**ISLT**") developed a Comprehensive Literacy Plan ("**CLP**") to serve children from birth through high school graduation. Based on a meticulous analysis of student achievement data and a policy agenda devoted to honoring the best interests of children, the CLP clearly states the need for cohesive literacy improvement efforts throughout the educational system. The pillars that support this vision are three frameworks intended to swiftly and dramatically improve educational outcomes for *all* children in Indiana:

1. **Indiana's Birth - Age 5 Literacy Framework** ("**B-5 Framework**"; IDOE, 2011a) addresses the unique needs of children in widely disparate learning environments. Please see *Appendix B*.
2. **Indiana's K - 6 Reading Framework** ("**K-6 Framework**"; IDOE, 2011b) provides expert guidance on scientifically-based reading research ("**SBRR**") to ensure that all students read at or above grade-level. A companion document focusing on writing is forthcoming. Please see *Appendix C*.
3. **Indiana's Disciplinary Literacy Framework** ("**DL Framework**"; est. 2011) incorporates *all* educators of middle and high school students in the mission to improve literacy achievement, building on the discipline-specific ways that knowledge is acquired, developed, and shared. Please see *Appendix D*.

Each framework was developed under the leadership of councils of expert educators and prominent community leaders. The IDOE has benefited, and will continue to benefit, from collaborative partnerships with several of the most talented and influential educational stakeholders throughout the state. The IDOE also benefits from the expertise of national reading experts. For example, Dr. Reid Lyon, Dr. Mel Riddile, and Dr.Timothy Shanahan presented at the 2009 Indiana Reading Summit.

The IDOE recognizes that the CLP (*Appendix H*) must be frequently evaluated for effectiveness and relevance. In order to continually improve effectiveness, the IDOE and the ISLT will annually analyze student achievement data, consult experts in the field, examine reports from an independent evaluator, and consider public feedback. Since Indiana's accountability assessments are administered near the end of the spring semester of each academic year, the IDOE and ISLT will annually convene in **June** to identify those aspects of the CLP that require clarification, enhancement, or more significant alteration.

The ISLT will consider various forms of quantitative and qualitative data to ascertain if and how the CLP should be updated. State formative and summative assessments will be tracked to indicate whether or not growth is occurring. For example, the Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness ("**ISTAR-KR**"; IDOE, 2010) will indicate the readiness of pre-K children for the literacy demands/expectations of kindergarten. A series of summative assessments indicate the reading proficiency of students in kindergarten through grade 3. These **IREAD** assessments provide a valuable snapshot of whether cohorts of students are advancing from year to year by evaluating student performance on key competencies directly related to reading achievement. In addition, the IDOE pays for schools to use formative assessments of reading, including the mCLASS®: Reading 3D system, which includes DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text Reading Comprehension) (IDOE, 2010a). In grades 3-8 student results on the English Language Arts portion of the Indiana Statewide Testing for Educational Progress Plus ("**ISTEP+**"; IDOE, 2010-11) assessments will be evaluated through IDOE's innovative **Growth Model** (see *Appendix F*; IDOE, 2011c), which uses technology to enhance data-based decision making. Students are measured in comparison to academic peer groups, clearly demonstrating which schools are advancing student achievement most rapidly. High school performance measures will be based on the English 10 End-of-Course

Assessment. With regards to each of these assessments, **Opportunity School Communities** (OSCs) should demonstrate adequate growth *and* achievement rates that decrease the gap between disadvantaged students and their more affluent peers.

In addition to internal expertise, the IDOE will use information gleaned from the analysis of a third-party evaluator. The **Center for Evaluation and Education Policy (CEEP)** at Indiana University promotes and supports rigorous program evaluation and education policy research, relying on nearly 40 years of experience as a leader in the field. Committed to analyzing the short- and long-term effects of the CLP as well as its overall design, intent, and public reception, CEEP's expertise will be crucial as the IDOE and ISLT monitor progress and seek to serve Indiana children more effectively.

(b) Must align the use of Federal and State funds and programs within the SEA and in LEAs in the State, including funds under Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and, as appropriate, under the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged students

As the IDOE considers how to best leverage existing and future resources to achieve its goals for student learning and educator effectivness, aligning State and Federal funding with IDOE initiatives and priorities is essential. Dr. Tony Bennett, Indiana Superintendent of Public Instruction, strongly believes that the IDOE must lead by example as subgrantees are urged to carefully consider how to use monies to target specific objectives.

Improving literacy achievement, particularly reading at or above grade-level in early grades, is at the forefront of the IDOE's priorities. Accordingly, Federal and State funds used by the IDOE will reflect this emphasis. In addition, the IDOE will use current programs and

relationships with schools and early childhood education providers more effectively. Title I staff will support literacy achievement by collaboratively planning training that supports Indiana's literacy frameworks and Indiana's **Response to Instruction** guidance document (IDOE, 2010b). Professional development monies (Title II-A) will appropriately target competencies that improve literacy achievement, in particular the increased expectations on *all* educators (including content-area teachers) for literacy instruction found in the Common Core State Standards ("**CCSS**"). Title III funding will reinforce instructional models and strategies that serve limited-English-proficient students effectively, based on the most rigorous scientifically-based research. Perkins Career and Technical Education programs will hone in on the role of literacy in all vocational endeavors, providing supports to educators not *traditionally* trained to provide literacy instruction.

Strong student literacy skills are among the most vital for college and career readiness (Haycock, 2010). For this reason, the IDOE will seek out innovative ways to engage educational stakeholders in the important work of making our children better readers and writers. For example, the Child and Adult Care Food Program (CACFP) affects thousands of individuals every year. These interactions could, and should, incorporate recommendations for improving the literacy proficiency of children and their families.

Likewise, as the IDOE considers applicants for Striving Readers Comprehensive Literacy (SRCL) funds, developing a comprehensive literacy reform plan at the LEA/school level will serve as an important criterion in the selection of subgrantees. More specifically, it must be clear that allocations have been made that reflect a commitment to improving student literacy. Coherence should be demonstrated by clearly articulating how Title I, Title II-A, and Title III monies will mutually reinforce and develop (a) educators' abilities to provide excellent instruction; (b) educators' data-based decision making capacities; (c) targeted literacy interventions for students; (d) innovative instructional technologies that provide

greater access and literacy learning opportunities for disadvantaged and limited-English-proficient students; and (e) systematic, deliberate implementation of one of Indiana's literacy frameworks (i.e., B-5 Framework, K-6 Framework, or DL Framework).

(c) Must make the process and the results of its review of subgrant applications publicly available, including the procedures the SEA used to review and judge the evidence base and the alignment with State standards for curricula and materials LEAs propose to use

Transparency regarding the selection of subgrantees is imperative for information-sharing and accountability purposes. Scores for all subgrant applications, regardless of success, will be posted online through the IDOE website. Brief annotations regarding the weaknesses of unsuccessful applications will be provided in order to encourage improvement in future application cycles. Applicants that are not awarded may refer to the grants of successful applicants to inform future efforts. Meanwhile, subgrantees may be held accountable by a variety of stakeholders because their applications and means for evaluating progress will be made readily available to the public.

The SEA's procedures for reviewing and judging the evidence base and alignment with State standards for curricula and materials applicants propose to use will be made public throughout the subgrant competition. The IDOE will post all of these procedures online, fielding questions as necessary. In addition, the IDOE and members of the ISLT will host *at least* two webinars regarding the subgrant competition's procedures, including how alignment with State standards and literacy initiatives will be determined.

(d) Must ensure that SRCL subgrant funds are used to implement a comprehensive and coherent literacy program that serves students from birth through grade 12, or at any period in the birth through grade 12 continuum as determined by a needs assessment, and includes each of the components of effective literacy instruction

All subgrant applicants must provide a comprehensive, coherent literacy reform plan that incorporates *all* major aspects of the appropriate Indiana literacy framework(s). These plans should not be formulaic. In other words, the comprehensive literacy plans of LEAs/schools and other subgrantees *must* be founded in local contexts, aligned and coordinated with the educational institutions that serve children throughout the P-12 continuum. Applicants must also demonstrate that community partnerships have been established that extend the systemic and cohesive efforts underway at school into other aspects of community life. External partners should be selected based on the results of needs assessment(s) conducted at the LEA/school level. For example, if students would most benefit from additional learning time, partnerships that facilitate afterschool tutoring or Saturday morning classes would be both needs-based and aligned with expectations set forth in Indiana's Plan. In another example, a needs assessment may reveal that secondary students are largely unable to grapple with the challenges of technical, career-related texts. Partnering with local artisans or professionals to explain strategies for tackling difficult texts would provide a relevant connection to academic learning.

(d)(1) Provides effective professional development in literacy, including instructional strategies to meet the literacy needs of disadvantaged students such as limited-English-proficient students and students with disabilities, to teachers of reading, English, or language arts, which may also include professional development for teachers of other subjects and for teachers or instructional providers for children from birth through age five

Indiana's CLP and project proposal for this grant focus on the creation of **Opportunity School Communities** (OSCs) - including early childhood education providers, elementary schools, and middle and high schools - that will fully implement Indiana's literacy frameworks, receiving focused technical assistance, high-quality consulting from an

IDOE-approved Literacy Advisor, professional development support, and allocations for materials and resources that directly address the learning needs of disadvantaged students (including, but not limited to, limited-English-proficient students and students with disabilities). Indiana's literacy frameworks offer a sophisticated vision of (a) goal setting, (b) high quality instruction, (c) proper use of assessments and data, (d) meaningful professional development, (e) transformative leadership, and (f) strategies for establishing and sustaining commitment within a school and the larger community to improve student literacy achievement. With the support of SRCL funding, outfitting OSCs with consultants, professional development tools, and student learning resources (including innovative technologies, reading level/text complexity measures, and targeted reading interventions) will swiftly and dramatically improve literacy achievement in Indiana.

All OSCs will participate in a **four-day Institute** in the summer prior to full implementation of the appropriate Indiana literacy framework. This Institute will be facilitated by leading literacy experts in the three sections along the P-12 continuum (i.e., birth – age five, K-5, and 6-12). At least **10** members of each OSC's Literacy Leadership Team (including a school administrator or director of an early childhood education provider) must attend this Institute in order to acquire the knowledge and skills to effectively implement one of Indiana's literacy frameworks. This substantial professional development opportunity will be based on the priorities indicated in the following paragraphs.

The **B-5 Framework** (IDOE, 2011a) recognizes that successful early literacy instruction does not happen by chance. It is the result of study, reflection, practice, and hard work. Moreover, professional development is the mechanism for professional growth for both early childhood education providers and the early childhood leaders who support them (National Governor's Association, 2010). In addition to improving the knowledge and skills of early childhood providers, effective professional development positively impacts their

beliefs, attitudes, and dispositions about how young children approach early literacy (Desimone, 2011). Professional learning opportunities should be ongoing and consistent in order to maximize the positive effects on children's early language and literacy growth (Helmer et al., 2011).

The following principles will guide professional development for early childhood education providers selected as OSCs:

- High-quality professional development is differentiated for teachers/caregivers to impact positive learning outcomes for children.
- A high-quality professional development plan is based on an assessment of children and educator needs.
- A high-quality professional development plan requires collaborating, communicating, and planning with all key stakeholders.
- Research-based professional development objectives are specific and clearly linked to child early literacy outcomes.
- Teachers/caregivers, paraprofessionals, and early childhood leaders participate in differentiated professional development to ensure cohesion across the program.
- Instructional practice is an explicit focus of professional development; practice and feedback are linked to teacher/caregiver knowledge, beliefs, and dispositions.
- The intensity of the professional development should be matched to the content being conveyed.
- The content is aligned with the organizational context and early childhood standards.
- Programs have resources that are appropriate, adequate, and readily available to effectively implement professional development learning.

- Ongoing assessments are conducted to ensure high-quality implementation of professional development practices and evaluate outcomes in early childhood settings.

While following these guidelines, it is critical to set forth priorities for what birth to age five educators should know. All professional development should be research-based, providing explicit instruction on and practice with strategies and resources that positively impact early literacy instruction.

The **scientifically-based reading research (SBRR)** in the report of The National Reading Panel (NRP) serves as a firm foundation for improved literacy achievement (National Institute of Child Health and Human Development [NICHHD], 2000). The panel concluded that effective kindergarten-to-grade-three literacy instruction includes components of (1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. Though children's early literacy skills develop at different rates, clear alignment and continuity between preschool and kindergarten is crucial for a child's future literacy success and for determining professional development topics for early childhood education providers.

According to *Developing Early Literacy: Report of the National Early Literacy Panel* (NICCHD, 2010), the following skills are the *strongest* and *most consistent* predictors of later literacy skills in children: (a) knowing the names of printed letters; (b) knowing the sounds associated with printed letters; (c) being able to manipulate the sounds of spoken language; (d) being able to rapidly name a sequence of letters, numbers, objects, or colors; (e) being able to write one's own name and individual letters; and (f) being able to remember the content of spoken language for a short time.

In addition, young children need support in oral language development, print awareness, and emergent writing (Beauchat, Blamey, & Walpole, 2010). Although the

introduction to and emphasis on these skills may shift slightly when talking about infants, toddlers, or preschoolers, they are important areas of focus and should be considered as goals and objectives for professional development opportunities. More detailed information regarding the instructional skills and strategies addressing each of the aforementioned areas is included in the Instruction chapter of the B-5 Literacy Framework (IDOE, 2011a).

The **K-6 Framework** (IDOE, 2011b) addresses the foundational knowledge of reading instruction as well as specific instructional delivery methods (based on scientifically-based reading research) to be focused on during professional development designed to improve student learning outcomes. The most valuable professional development results from careful analysis of student data to identify staff learning needs (Lee, 2004). Professional development does not only include workshops and conferences; in fact, high quality professional development is job-embedded, includes collaboration and study, grade level meetings, time to plan and reflect, data analysis conversations, and ongoing observations and coaching by experts and mentors to enable teachers to transfer new knowledge and skills to the classroom (Darling-Hammond, et al., 2009).

The following principles will guide professional development for OSCs serving students in grades K – 5:

- Leadership teams commit to and allocate time for educators to learn reading programs and improve instruction through individual and collaborative planning and reflection.
- Assessment data and the achievement of reading goals drive professional development.
- Professional development includes training and job-embedded support and is coordinated, ongoing, and multidimensional.

- Professional development is differentiated and targeted to meet needs and staff responsibilities.
- High-quality professional development fosters a deep understanding of reading priorities and leads to effective implementation of proven practices.
- The Elementary Reading Plan (mandated through Indiana's Plan to Ensure Reading Proficiency by the End of Third Grade) should outline the expected content, timing, and structure of professional development.

As Louisa Moats notes, "Teaching Reading IS Rocket Science," and to develop the expertise necessary to ensure all students become proficient readers, teachers need sufficient, focused time to learn (Moats, 1999). Regular grade level or team meetings provide a productive opportunity for collaborative lesson planning, data study and problem solving for students who are not responding to core instruction. Schools can allocate portions of grade level meetings for professional development focused on enhancing program routines, practicing and getting feedback from colleagues on delivery, and planning future lessons.

Classroom coaching is also a vital component of effective professional development. According to Joyce and Showers, sophisticated coaching increases the use and transfer rates of new skills and knowledge up to 95% (Joyce & Showers, 2002). Such observation sessions followed up with meaningful feedback may vary in length, but they are especially beneficial to novice teachers, teachers new to a particular curriculum, and for teachers who are not seeing sufficient improvement in student performance. This information, coupled with student data from program assessments or formative measures can be utilized to plan assistance for the teacher.

For professional development to be meaningful, it should be driven by data and focused on ensuring students meet important reading goals (National Association for State

Boards of Education [NASBE], 2006). If most students are meeting reading goals or are on track to meet formative and summative goals, professional development should focus on meeting the needs of students who are not making progress or are below grade level proficiency. Assessment data should lead to the thoughtful discussion of which targeted research-based practices and programs should be leveraged to assist disadvantaged students and struggling readers to swiftly improve literacy achievement.

The **DL Framework** addresses the unique needs of adolescents, paying special attention to motivation, the reading difficulties of older students, and the discipline-specific ways that knowledge is acquired, developed, and shared. While the phrase "reading and writing across the curriculum" has become common, the IDOE strongly believes that this phrase should be updated to "reading and writing *in the disciplines*." The DL Framework lays the foundation for preparing middle and high school students for the unique ways that various fields of knowledge process and disseminate valuable information.

The following principles will guide professional development for OSCs serving grades 6 – 12:

- Leadership teams commit to and allocate time for educators to learn discipline-specific literacy competencies and instructional strategies in order to improve instruction through individual and collaborative planning and reflection.
- Assessment data and the achievement of literacy goals drive professional development.
- Professional development includes training and job-embedded support and is coordinated, ongoing, and multidimensional.
- Professional development is differentiated and targeted to meet needs and staff responsibilities.

- High-quality professional development fosters a deep understanding of literacy priorities and leads to effective implementation of proven practices.
- Accurately assessing student reading levels as well as the complexity of texts should be a focus of professional development, leading to the selection of instructional texts that align with expectations found in the CCSS while building a coherent body of knowledge.
- Professional development should better enable educators to implement the CCSS.

Implementing the literacy expectations in the CCSS will require robust training opportunities regarding several topics: (1) selecting the right readings for children using assessment data on student reading levels and measures of text complexity to ensure students are on track to graduate college- and career-ready; (2) disciplinary literacy instructional and assessment strategies for educators in all content areas; (3) how to design meaningful, well-aligned performance tasks and assessments to monitor student learning; and (4) how to build a body of knowledge through interdisciplinary collaborations.

For educators of children from birth through high school graduation, research indicates that professional development should be job-embedded and ongoing (Habegger & Hodanbosi, 2011). In other words, "sit-and-get" sessions simply will not provide practitioners sufficient opportunities to incorporate their learning into daily practice. With this knowledge in mind, the IDOE will develop training modules that maximize capacity and keep teachers in their classrooms as much as possible. Furthermore, **IDOE-approved Literacy Advisors** will frequently provide expert guidance on instruction and assessment practices. This multidimensional, job-embedded approach will lead to greater investment by educators, ultimately increasing student literacy achievement more rapidly and more significantly. Using the Learning Forward, National Staff Development Council's (NSDC) standards to

guide our work, the IDOE will make every effort to get the most out of the valuable time that educators commit to improving student achievement outcomes.

(d)(2) Uses curriculum and instructional materials that are aligned with State standards, incorporate the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students

The IDOE's literacy frameworks insist that students are prepared to meet the academic expectations of state standards approved by the Indiana State Board of Education ("**ISBE**"). Currently, Indiana's Academic Standards for English Language Arts (IDOE, 2006) continue to be relevant because high-stakes assessments in grades 3-8 and the English 10 End-of-Course Assessment are aligned to these skills. However, the ISBE has also adopted the CCSS. As a governing state in the **Partnership for the Assessment of Readiness for College and Careers (PARCC)**, the IDOE is committed to ensuring that LEAs and early childhood education providers are deliberately aligning instruction with the CCSS for English Language Arts and Literacy Standards for History/Social Studies, Science, and Technical Subjects. All subgrant applicants must demonstrate that curriculum and instruction fulfills the full range of expectations as specified in the CCSS.

Effective literacy instruction is at the heart of Indiana's literacy frameworks. Each one offers a contemporary discussion of those instructional practices that are developmentally appropriate, explicit, evidence-based, and systematic (Slavin, Lake, & Davis, 2011). The **B-5 Framework** (IDOE, 2011a) insists that providers develop students' foundational skills and dispositions for literacy: rich vocabulary development, expressive language skills, receptive language skills, comprehension, phonological awareness, print awareness, alphabet knowledge, book knowledge, emergent writing skills, and other skills

that correlate with later literacy achievement. The **K-6 Framework** (IDOE, 2011b) prepares educators to deliver evidence-based instruction on (1) phonics, (2) phonemic awareness, (3) fluency, (4) vocabulary, and (5) comprehension (NRP, 1997). Built around rigorous research, this framework offers educators the tools they need to enable students to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in texts and on the background information that students possess. The **DL Framework** (IDOE, est. 2011) enables educators to provide discipline-specific instruction, emphasizing how literacy tasks grow increasingly specialized depending on the area of study. In other words, students develop the ability to comprehend complex texts, gleaning key information from a variety of formats and contexts. Students develop the ability to write clearly, accurately, and quickly in order to communicate ideas and deepen comprehension in ways that fit the purpose, audience, occasion, and discipline.

(d)(3) Uses coherent assessment systems that are aligned with State standards and assessments

The IDOE provides a variety of assessments (free-of-charge) that enable educators to refine instruction to meet the needs of diverse learners. In addition, OSCs may purchase additional assessments (as part of intervention programs or reading level/text complexity measures) that enhance data-based decision making.

Each of Indiana's literacy frameworks contains a section on assessment, emphasizing that several measures should be used for various purposes. Educators must be equipped to effectively use valid and reliable screening measures/strategies, diagnostic, and progress-monitoring measures. OSCs must leverage an assessment system that uses data to inform instruction, the selection and implementation of interventions, professional development needs, and continuous program improvement.

(d)(3)(i) Valid and reliable screening measures or strategies

Throughout a child's educational career, valid and reliable screening measures must be used to determine whether or not he or she has acquired basic literacy competencies. For children from birth to age five, these measures will assess their readiness for the literacy demands of kindergarten. Based on oral reading fluency and core literacy skills, these measures should identify whether children are on-track or not-yet-prepared for kindergarten. Once in elementary school, screening measures should indicate which tier (or tiers) of instruction students should receive. **Indiana's Response to Instruction** (RtI) guidance document (IDOE, 2010) provides detailed direction on how instructional tiers should be implemented based on the latest evidence-based research. For middle and high school students, screening measures will indicate at what level students are able to read and comprehend text. If students are not reading at a proficient level as indicated in Appendix A of the CCSS, this has significant implications for instructional decision-making. Particularly at the high school level, this may require substantial shifts in scheduling. Students may require intensive developmental literacy intervention. Underpinning the use of valid and reliable screening measures is the reality that they are most effective when identifying delayed literacy skill acquisition in young children (Cabell, Justice, & Konold, 2011; Torgesen, 1998). It's critical to bring children up to grade level as early as possible to minimize the gap between present skills and what is developmentally appropriate.

(d)(3)(ii) Valid and reliable diagnostic and progress-monitoring measures

In addition to screening measures, diagnostic and progress-monitoring measures provide crucial information about how to deliver excellent instruction for each child. Diagnostic measures indicate *precisely* which skills or standards are sources of difficulty for a student. These diagnostic results should inform the delivery of explicit, systematic instruction to ensure that students receive ample opportunities to remediate areas of weakness as swiftly as possible.

Diagnostic data must be used to determine which intervention programs are assigned for students. The key is that one size does *not* fit all. The same intervention is most likely not appropriate for all students. Once an intervention is selected based on assessment data, the program must be implemented with fidelity. The scientific research that has established the effectiveness of a given intervention was based on faithful implementation (Darrow, 2010). Accordingly, educators must not jeopardize student success with an intervention by not following its implementation guidelines with fidelity.

All students, regardless of proficiency, should be universally screened. For students demonstrating below grade level literacy proficiency, ongoing progress-monitoring tools will indicate their growth towards established goals. For students achieving grade level expectations, ongoing screening will validate that core instruction is enabling them to stay on track (or develop above grade level competencies). For students demonstrating above grade level proficiency (i.e., gifted and talented students), ongoing progress-monitoring should be used to ensure that growth does not stagnate. These students may require intensive interventions to ensure that they are not "held back" by core instruction. In all cases, data from universal screening and progress-monitoring are crucial for informing educators about whether the instruction provided to students accurately addresses their unique needs.

(d)(3)(iii) The systematic use of the assessment data to inform instruction, interventions, professional development, and continuous program improvement; and

In order for assessments to be used properly, they must be a part of a system that provides a wealth of information about children so that educators and leadership personnel can make high-quality decisions regarding instruction, professional development, and program improvement. Each Opportunity School Community (OSC) should implement an assessment system that includes (a) universal screening; (b) formative assessments; and (c)

diagnostic assessments to ensure that educators (as well as students) have the information they need to prepare for summative state-level assessments.

The IDOE provides several assessments (free-of-charge) that play a key function in any LEA's assessment system. For example, early childhood education providers and childcare centers have access to ISTAR-KR (IDOE, 2010), an assessment that measures the readiness of children for kindergarten. All subgrantees **must** use this assessment; this is a non-negotiable criterion. Once students enter the K-12 system, a variety of tools are provided. IREAD-K, IREAD-1, IREAD-2, and IREAD-3 assess the reading proficiency of students in grades K-3. While the first three are currently optional, as preparation for the mandatory IREAD-3, all subgrantees **must** use these assessments; this is a non-negotiable criterion. In grades 3-8, students demonstrate literacy competencies on the ISTEP+ assessments. In high school, students must pass the English 10 ECA to be eligible for graduation. The ISTEP+ and ECA exams are currently mandated by state law, and they provide excellent summative data on students that can be used to make instructional decisions for the following academic year. Beginning in the 2014-2015 school year, the IDOE will administer PARCC assessments, replacing ISTEP+ (the English Language Arts portion) and the English 10 ECA. IREAD assessments will continue to be used to evaluate the reading proficiency of students.

In addition to these summative measures, the state also funds the use of formative measurements in early grades. For example, the mCLASS: DIBELS assessment is available free-of-charge in grades K – 2. For grades 3 – 8, the IDOE also provides quarterly formative (both diagnostic and predictive) Acuity assessments that are free-of-charge. LEAs may choose to continue using this tool in high school, but that is not funded by the state. In high school, the state enables all children to take the PSAT, providing high-quality information

about the college and career readiness of students that can be used by educators to inform instructional decision making.

(d)(3)(iv) Appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed

A high-quality assessment system must provide appropriate accommodations to ensure that *all* children are reliably and accurately assessed. At the state level, there are several accommodations available to students with diverse needs. In addition, there are modified forms of the ISTEP+ assessment. IMAST and ISTAR reduce item complexity (i.e., shorter passages, fewer distractors, and/or simplified visuals) while assessing the same standards. This provides disadvantaged students the opportunity to demonstrate grade level proficiency in a modified context. Also, the IDOE provides LAS Links assessments. This annual assessment, administered in January and February, is used to determine a student's current level of English proficiency and is used for accountability purposes.

All subgrantees must demonstrate steps have been taken to accurately identify students requiring accommodations. These accommodations must not be haphazard; all children deserve the opportunity to demonstrate their full range of abilities.

(d)(4) Implements interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material are served appropriately

Interventions that address the specific needs of children performing above/below grade level are critical to ensuring that *all* students receive the educational supports necessary to reach their full potential. The IDOE recently revised its guidance regarding Response to Intervention, renaming the process *Response to Instruction* (IDOE, 2010b). The change indicated by this title merits consideration. Rather than exclusively targeting the needs of children performing below grade level, Indiana's Response to Instruction (RtI) guidance

document demands that educators deliberately address the specific needs of struggling students as well as those who are demonstrating above grade level proficiency.

OSCs will be able to leverage subgrants to **purchase intervention materials** that target the specific, data-based needs of students. For example, an elementary school might identify that a large number of limited-English-proficient students (also known as English Learners) do not yet have the phonics skills to appropriately blend phonemes, affecting fluency, vocabulary acquisition, and comprehension. In this scenario, the school may propose purchasing a program/product that had positively increased student achievement according to scientifically-based reading research. A high school might identify that a large number of students are able to pronounce words correctly, but not at a sufficiently fluent rate to support comprehension. In this case, the OSC might purchase a program/product that systematically improves reading fluency with increasingly complex texts. This product, depending on its capabilities, could also stretch students reading above grade level. In all cases, the selection and implementation of an instructional intervention must be based on rigorous, scientifically-based research.

(d)(5) Provides language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing

Learning environments that are language- and text-rich are critical in the engagement and motivation of children and youth as they develop speaking, listening, reading, and writing skills. The following descriptions of such environments should be modified based on what is developmentally-appropriate.

A language-rich environment provides opportunities for children to (a) practice listening and speaking skills in conversations and discussions; (b) use emerging language skills during daily routines and transitions; (c) practice various uses for language through role

play (i.e., dramatic play); (d) listen and engage with poetry, rhymes, finger plays, and songs; (e) listen and engage with story reading, storytelling, and retelling; and (f) build robust vocabulary by using new words with teacher scaffolding (i.e., conversational expansion) (Justice, 2004).

Elements of a text-rich environment include (a) highly visible print labels on objects, signs, and bulletin boards (e.g., labels for classroom objects, names displayed on cubbies, schedule, morning message); (b) a classroom library or reading area with easily accessible books that represent a variety of genres and formats; (c) books and writing materials that are accessible in all learning areas in the classroom; (d) a writing center with a variety of writing instruments and materials; (e) alphabet manipulatives (alphabet blocks, magnetic letters, sandpaper letters, etc.); (f) children's drawings and writings on walls and bulletin boards; and (g) an appropriate Word Wall (Newman, 2004).

(d)(6) Informs continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood provider, school, classroom, and student levels.

The IDOE will consistently monitor the progress of all OSCs. In each subgrant application, LEA's or other early childhood providers must describe the growth outcome they will achieve during the OSC experience (approximately two academic years). In addition to monitoring data on state-provided assessments, IDOE-approved Literacy Advisors will complete end-of-year qualitative assessments on each site, providing detailed descriptions of the benchmarks achieved (or not achieved) on the path towards full implementation with fidelity. This qualitative review, in combination with the objective data ascertained from state-provided assessments, will provide two components of the triangulation needed to determine whether a school is successfully delivering on its comprehensive literacy plan.

Annual self-reporting by subgrantees will serve as important formative measures. *At least* 90% of educators at OSCs must complete a survey developed by the IDOE that will capture information regarding how professional development altered instructional practices, the degree to which data was used in decision making, and the overall investment in the comprehensive literacy plan developed by LEA leadership.

All of these data will be reviewed annually by the IDOE and ISLT to address the strengths and weaknesses of subgrantees. Implementation refinements will be recommended as needed. At times, the IDOE will provide targeted technical assistance to ensure project success. Finally, in addition to identifying areas for intervention, OSCs that have demonstrated solid or significant gains will be celebrated in meaningful ways to honor their students' achievements.

(A)(ii) The SEA's goals for improving student literacy achievement outcomes throughout the State for all students (e.g., limited-English-proficient students and students with disabilities), including a description of the data (which may include data gathered through a needs assessment) that the SEA has considered or will consider and a clear and credible path that the SEA will take to achieve these goals with the support of its LEAs

The Indiana Department of Education (IDOE) is driven by an ambitious agenda to improve student achievement for *all* children in the state. Under Dr. Tony Bennett's leadership, all IDOE initiatives mutually support the attainment of the goals described in the **90-25-90** mission statement. This vision relentlessly pursues the following objectives:

- **90%** of students pass both Math and English/Language Arts sections of ISTEP+ (grades 3-8) and End-of-Course Assessments (Algebra I and English 10);

- **25%** of all graduates receive a score of 3, 4, or 5 on at least one Advanced Placement Exam, a 4 or higher on an International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years; and
- **90%** of students graduate from high school.

The **90-25-90** agenda includes both math and English Language Arts achievement, but it is clear that literacy is at the core of achieving this vision.

Evaluating Indiana's Needs

Indiana's Comprehensive Literacy Plan (CLP) is born out of a careful consideration of the current state of literacy in Indiana and across the nation. Many stakeholders contribute to the overall literacy achievement of our state. In fact, currently there are more than 1,850 schools and approximately 60,000 teachers across Indiana serving more than 1 million children. Also, children are served in over 3,000 licensed childcare homes and over 700 licensed childcare centers. And more than 15,000 children are currently enrolled in Head Start.

With so many people involved, analyzing recent student achievement data offers us an objective starting place to begin a thoughtful discussion about setting goals and purposefully planning to achieve them. In grades 3-8, students participate in the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program. This series of exams provides a snapshot of student achievement each year. The following figure depicts data from 2006 through 2010. The average totals for percent passing English Language Arts for each grade level are represented.

Figure 1: ISTEP+ English Language Arts Scores

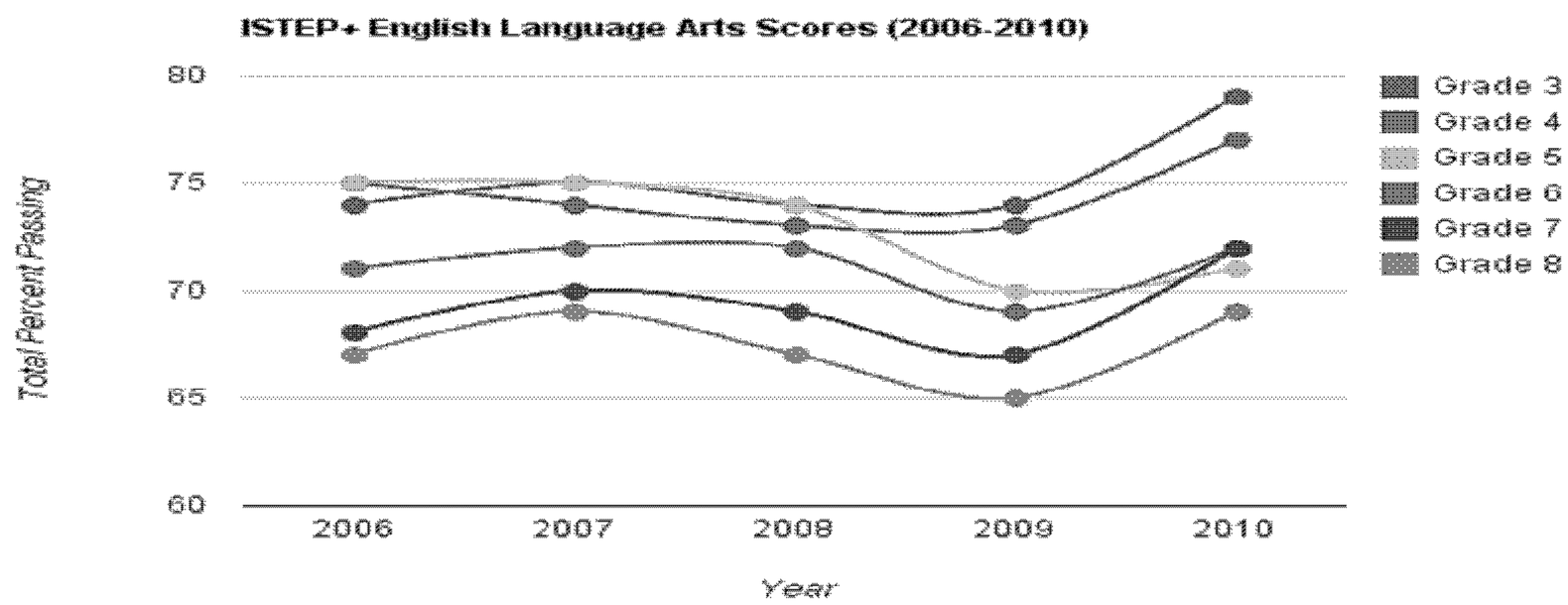


Figure 1 allows the reader to draw several conclusions. First, from 2006 to 2009, student achievement scores were relatively stagnant with a slight trend of decline. In 2010, scores significantly increased in all grade levels. Although it is too early to determine if this indicates the first of many years of growth, the results are promising. In addition to identifying patterns across calendar years, the data suggest that as students get older, their literacy achievement growth rate becomes slower. With rare exception, it is evident that more students pass the English Language Arts portion of ISTEP+ in earlier grades than in later ones. As a result, Indiana's CLP takes into account the unique needs of adolescents, especially during the middle school years where there appears to be a precipitous decline in achievement (Lee, 2010).

In addition to English Language Arts assessments, it is important to include information regarding content-area achievement. Processing complex informational texts is a fundamental requirement for success in social studies and science courses (assessed in grades 5 & 7 and 4 & 6, respectively). Figures 2 and 3 provide further information about Indiana's overall literacy profile.

Figure 2: ISTEP+ Social Studies Scores (2009-2010)

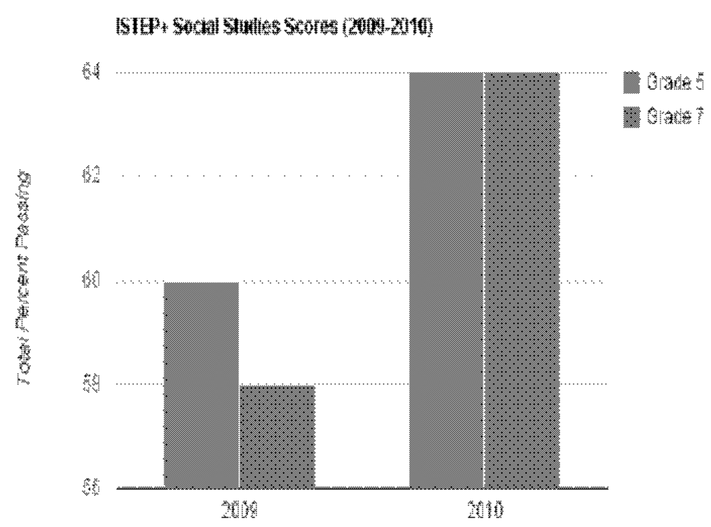


Figure 3: ISTEP+ Science Scores (2009-2010)

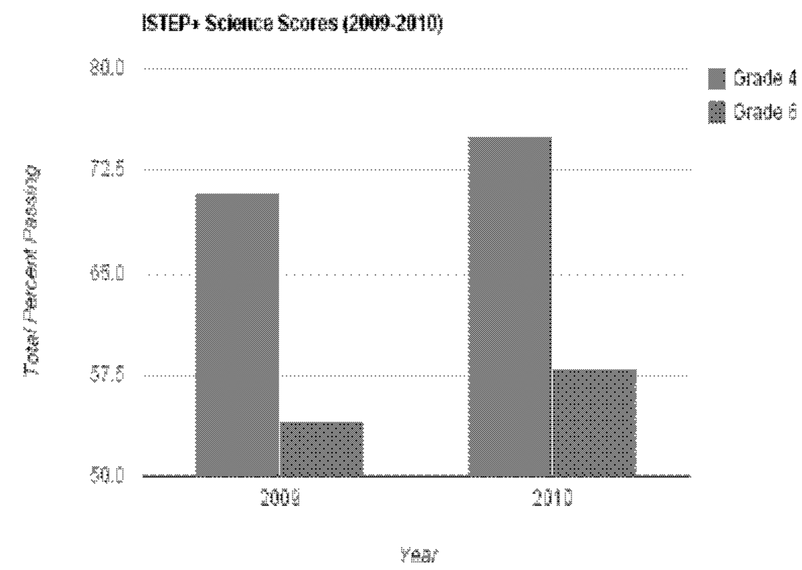


Figure 2 reveals that students in grades 5 and 7 are not demonstrating sufficient achievement in social studies. While it is encouraging to note that there is no demonstrable drop-off between the two grades in 2010, the overall percentage of students passing the exam remains below 65%. This is far too low. Figure 3 illustrates science scores for students in grade 4 and 6. While the overall percentages for science are better than for social studies, there is a sizable decline in achievement between the two grades in both 2009 and 2010. Clearly, there is significant room for growth in both content areas. In addition to increasing students' subject-area knowledge, literacy competencies must be further developed. Improved student achievement in these content areas depends on being an excellent reader and writer in these disciplines (Strong, Silver, & Perini, 2002).

In addition to the ISTEP+ exams, the National Assessment for Educational Progress (NAEP) provides data that helps us round out our understanding of the state of literacy in Indiana. Table 1 presents Indiana students' NAEP results compared to their national peers' results in 2002, 2005, 2007, and 2009.

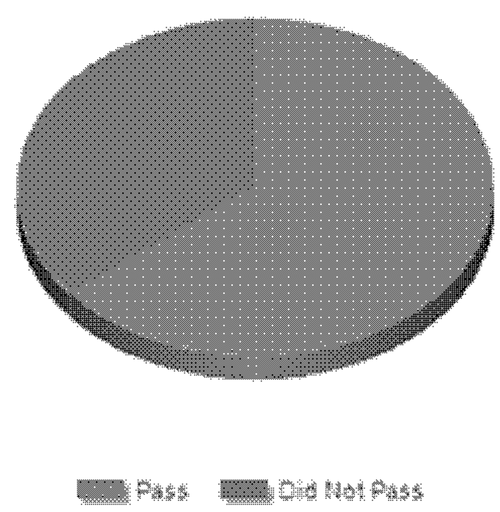
Table 1: NAEP Results – Indiana Scale Scores Compared to U.S. (average) Scale Scores

Grade Level & Subject	Indiana Scale Score	U.S. (average) Scale Score
Grade 4 Reading	222	220
Grade 4 Writing	154	153
Grade 8 Reading	264	261
Grade 8 Writing	155	154

While Indiana students achieve at slightly higher levels than many of their national peers, Indiana's educational stakeholders are not content to remain near the middle of the pack.

In order to measure high school literacy achievement, Indiana administers an English 10 End-of-Course Assessment (ECA). As the name suggests, this exam is primarily given in the sophomore year of high school. However, a small number of high-ability freshmen opt to complete this graduation requirement. The following chart depicts student performance on the 2010 administration of the English 10 ECA. Sixty-three percent of students passed.

Figure 4: English 10 ECA Performance (2010)



Clearly there is work to be done in order to ensure that all students have the literacy skills required for college and careers. A closer look at the data reveals an achievement gap between students from low-socioeconomic backgrounds and their more affluent peers. Additional disparities are evident when the data are disaggregated by ethnicity, special education eligibility, and English Learner (EL) status. The following figures depict these gaps.

Figure 5:

English 10 ECA Performance (2010) by Ethnicity

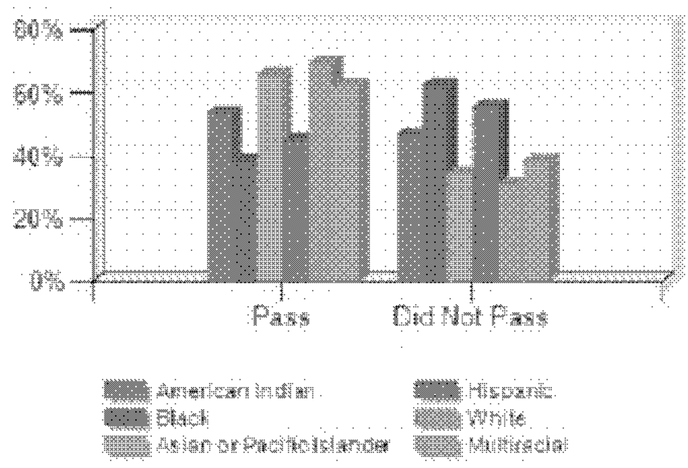


Figure 6:

English 10 ECA Performance (2010) by Free/Reduced Price Meals

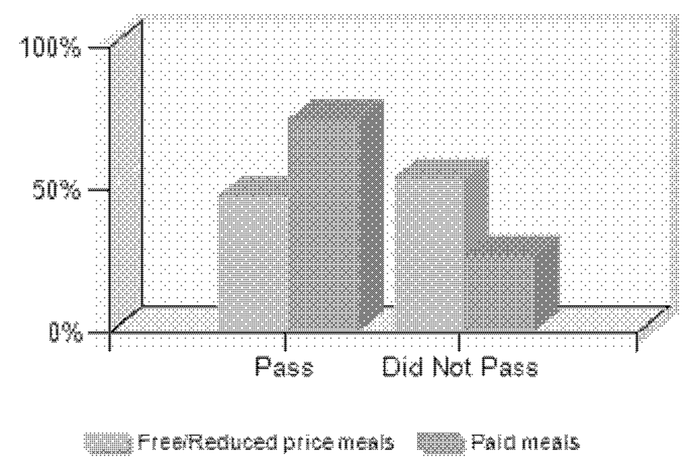


Figure 7:

English 10 ECA Performance (2010) by Special Education

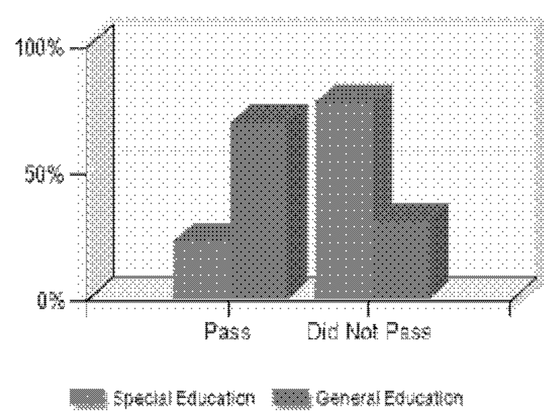
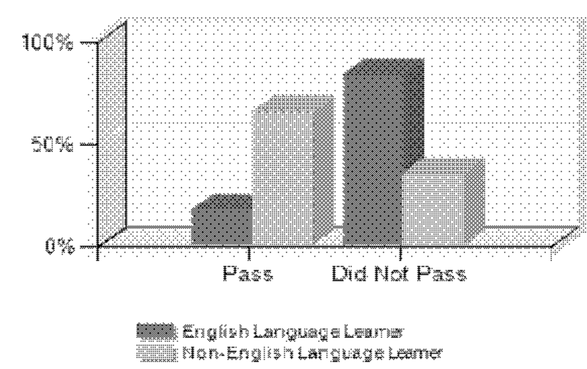


Figure 8:

English 10 ECA Performance (2010) by English Learners



While these figures refer only to performance on the English 10 ECA, the trends revealed in this set of achievement data are present in grades 3 through 8. For these reasons, Indiana's CLP specifically targets the needs of students from all backgrounds, including youth living in poverty, high-ability students, children receiving special education services, and students who are learning English as a second language. Of course, the complex mix of demands on educators may seem overwhelming, but with the right plans and policies, *all* students can be provided an excellent education that leads to success in college and careers.

A Clear and Credible Pathway to Success

The IDOE proposes to improve literacy achievement for youth from birth through high school graduation by developing **four cohorts** of Opportunity School Communities (OSCs) – including *up to* 60 early childhood education providers and/or childcare centers, *up*

to 60 elementary schools, and *up to* a total of 60 middle and high schools **in each cohort** (for a total of *up to* **720** schools and early childhood education providers impacted over the life of the project) – that will implement one of Indiana's literacy frameworks with fidelity. OSCs will also receive additional supports as a result of SRCL funds, including (a) sophisticated consulting from an IDOE-approved Literacy Advisor, (b) high-quality professional development, and (c) high-quality resources (i.e., reading interventions, reading level/text complexity measures, innovative technologies, and/or Standards-aligned curricular materials) that target the needs of disadvantaged students and struggling readers. Student literacy learning outcomes will be dramatically improved through improved instruction and data-based decision making. Innovative technologies will make content and skill acquisition more accessible for students while making data analysis and dissemination more efficient for educators.

Literacy Advisors – Transformational, Ongoing Consulting

The IDOE will screen and select Literacy Advisors that will provide ongoing, high-quality consulting to subgrantees. In nearly all cases, advisors *will not* be selected from among current staff of subgrant applicants. Literacy Advisors will deliver in-person services to OSCs *up to* **40** times during the two-year cohort commitment. Advisor duties include (a) supporting and assisting OSCs in the implementation of the appropriate Indiana literacy framework; (b) facilitating job-embedded professional development sessions and/or data analysis meetings for OSC personnel; (c) assisting Literacy Leadership Teams with identified needs; (d) providing technical assistance (i.e., identify obstacles, analyze data, develop action plans, monitor progress, and adjust instructional strategies) to improve student learning; (e) providing content-specific coaching through modeling evidence-based practices; and (f) providing monthly OSC reports to OSC personnel and the IDOE.

High-Quality Professional Development

At least 10 members from each subgrantee (including the school principal or the director of the early childhood education provider) will attend a focused, **four-day Institute** led by national experts in literacy achievement. During this time, Literacy Leadership Teams from each OSC will be thoroughly trained in the evidence-based practices described in Indiana's literacy frameworks. Furthermore, they will be enabled to train colleagues in order to engage all staff in full implementation of their OSC project proposal during the upcoming academic year. Institute sessions will be filmed and provided in a secure, online community for future viewing by OSC participants.

In addition, Literacy Advisors will provide job-embedded professional development based on the unique needs of each OSC.

Early childhood OSCs will benefit from **professional development modules** available online. These multimedia offerings will include direct instruction for early childhood literacy experts, interviews, modeling, printable materials, and a forum for all participants to discuss trending issues and to ask questions. The professional development modules will be carefully aligned to the B-5 Framework, enhancing the work started during the Early Childhood OSC Institute.

High-Quality Resources

OSCs will select high-quality resources that target the specific, data-based needs of their students. The types of resources acquired and implemented must be developmentally appropriate and clearly aligned with findings in a thorough needs assessment.

At the early childhood level, OSCs may select Standards-aligned, developmentally-appropriate curricular materials that support literacy development. Early Childhood OSCs will carefully research which instructional materials are engaging and effective. When

appropriate, OSCs will leverage innovative technologies that enable children with diverse needs to learn more efficiently and effectively.

Elementary and Secondary OSCs will select reading interventions, reading level/text complexity measures, and core curricular materials (as necessary) to improve literacy achievement. Reading interventions must be founded in scientifically-based reading research, having demonstrated effectiveness for the identified need and student population. OSCs must justify why a particular intervention is best suited to the needs of its students. Reading level/text complexity measures must align with the expectations of the Common Core State Standards, enabling educators to make informed decisions about text selection. These measures are crucial for informing educators and students about whether or not individuals are on-track to develop reading skills aligned with college- and career-readiness. As necessary, OSCs will leverage innovative technologies to enable students with diverse needs to learn more efficiently and effectively.

Each year, 15% of funding will be allocated to support students from birth to age five, 40% will be allocated to LEAs to serve students in grades K-5, and 40% will be allocated to LEAs to serve students in grades 6-12 (with an even distribution between middle and high schools).

The following two-year timeline represents the process for a cohort of OSCs. This will be replicated *four* times; the monthly timeline will remain intact with the years changing accordingly.

Academic Year 1 – Fall 2011
GOAL: Select subgrantees committed to improving literacy achievement, provide a detailed introduction to developing and sustaining an OSC, and begin equipping educators with tools that target the specific needs of disadvantaged students and struggling readers.

August 2011

U.S. Department of Education awards Indiana funds for selecting and developing OSCs.

1st week of September

Refine subgrant competition selection process based on U.S. Department of Education feedback.

2nd week of September

Publish subgrant application, using various communication channels to reach LEAs and early childhood education providers throughout the state.

3rd and 4th weeks of September

The IDOE and members of ISLT will host webinars regarding (a) the goals of the Striving Readers Comprehensive Literacy (SRCL) grant program, (b) the arduous work and benefits associated with becoming an OSC, (c) the selection/evaluation process, and (d) how to access the SRCL learning community on the Indiana Learning Connection (an online collaboration tool) for updates and more. Documents, questions, and announcements will be posted on the **Learning Connection** (*Appendix G*).

3rd week of September through 3rd week of November

The IDOE clarifies all aspects of the subgrant application process as needed. The IDOE plans "Introduction to Developing an OSC" seminar that will be delivered in the second semester throughout multiple regions of the state and online. Leadership representatives, including board members, community members, teachers, and administrators, *must* participate in one of these seminars.

4th week in November to end of December

The IDOE and the ISLT evaluate all subgrant proposals, providing feedback on the strengths and weaknesses of applications. All feedback will be publicly available on the Striving Readers Comprehensive Literacy grant program homepage hosted by the IDOE.

Academic Year 1 (continued) – Spring 2012

1st week of January to 2nd week in February

Leadership representatives, including board members, community members, teachers, and administrators from awarded OSCs *must* participate in the "Introduction to Developing an OSC" seminar that introduces the concepts and systems required to successfully become an OSC. These representatives will receive clear guidance on action steps that must be taken in order to begin preparing for staff development and full implementation of the appropriate literacy framework.

1st week of January to 1st week of June

Subgrantees complete the first action steps of their proposals. For example, Elementary OSCs purchase reading interventions and receive preliminary training on implementation with fidelity. Secondary schools purchase reading level/text complexity measures and/or reading interventions and receive preliminary training on implementation with fidelity and/or how to modify instruction. Subgrantees will complete a brief report on progress toward project goals in order to monitor commitment to OSC project. **Note:** For any purchased materials, staff must receive ample professional development to ensure use of a program or product with fidelity.

3rd week of February to 1st week of June

The IDOE screens and selects Literacy Advisors that possess expertise in the area of the P-12 continuum to which they are assigned. Considering the unique contexts of each school and early childhood education provider, the IDOE matches Literacy Advisors with Opportunity School Communities, ensuring that all sites will have sufficient supports for the upcoming academic year.

Academic Year 2 – Fall 2012

GOALS: Effectively implement the expectations found in Indiana's literacy frameworks throughout all OSCs. The IDOE provides technical assistance and support at key junctures throughout the year and as needed.

1st week of June to 1st week of August

At least **10 members** of each subgrantee's Literacy Leadership Team will attend a **four-day Institute** on the strategies and skills necessary for effective implementation of an OSC and achievement of project goals. During this multi-day training, educators will receive rigorous training on the core components of the appropriate Indiana literacy framework. Time will be set aside for teams of educators to discuss what steps must be taken in the upcoming academic year to significantly improve student literacy achievement.

August 2012 - June 2013

OSCs fully implement all aspects of their proposal. The IDOE hosts monthly webinars to field any questions or to provide other forms of technical assistance. Meanwhile, the IDOE-approved Literacy Advisors for OSCs complete their routine visits, sharing their reports and feedback with educators, administrators, and within a secure online community (through the Learning Connection). In this way, the IDOE can easily and effectively monitor progress throughout the state.

As the first round of OSCs continues implementation, the IDOE will facilitate another round of selections following the same timeline as before. This means that the process for selecting, developing, and fully implementing OSCs takes approximately **two academic years**. So, the IDOE proposes to select **four** cohorts of OSCs:

Cohort Selection

Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Cohort 1 ----------→				
	Cohort 2 ----------→			
		Cohort 3 ----------→		
			Cohort 4 ----------→	

(A)(iii) How the SEA will provide technical assistance and support to its SRCL subgrantees (and, at its discretion, to other LEAs or early childhood education providers) to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects

The IDOE is committed to providing high-quality technical assistance throughout project implementation. There are four critical ways that the IDOE will provide OSCs vital support: (1) oversee the development of major professional development offerings (including the "Introduction to Developing an OSC" and the "OSC Institute"); (2) interview and select well-trained, highly-qualified Literacy Advisors to observe and provide feedback throughout the project; (3) frequently host online discussions and respond to all inquiries through the Learning Connection; and (4) conduct site visits as needed to provide feedback, troubleshoot, and monitor progress.

LEAs that do not receive subgrants may still participate in this project, but they will not receive the funding for IDOE-approved Literacy Advisors, key professional development offerings, or resources (i.e., reading interventions, reading level/text complexity measures, and/or innovative technologies). However, the IDOE will always support *all* schools in the state upon request regarding framework clarifications, recommendations for professional development priorities, and discussions of scientifically- and research-based programs/products that improve student achievement. In addition, the IDOE will assist schools, regardless of subgrantee status, with data analysis in order to effectively plan

instruction and target the needs of disadvantaged students and those struggling to achieve grade level proficiency.

(A)(iv) How the SEA will evaluate the State's progress in improving achievement in literacy for children and youth from birth through grade 12, including disadvantaged students, including: (1) whether the evaluation will be conducted by an independent evaluator (whose role in the project is limited solely to conducting the evaluation); (2) whether the evaluation will use methods that are thorough, feasible, and appropriate to the objectives of the proposed project; and (3) how the SEA will use evidence to inform and continuously improve the design and implementation of its activities

Expertise and Experiences of Proposed Evaluation Team

The external evaluation of the Striving Readers Literacy Comprehensive Literacy Program will be conducted by the **Center for Evaluation and Education Policy (CEEP)** at Indiana University. CEEP has a strong background in a variety of content areas (e.g., education technology, teacher professional development, literacy, mathematics and science) and methodological approaches to research and evaluation (e.g., formative and summative evaluation, quantitative and qualitative evaluation designs). Additionally, the CEEP staff and proposed evaluation team possess expertise in evaluation and research design, data collection, data analysis, and communication of results and are uniquely qualified to deliver a high-quality evaluation that meets the needs of IDOE for a variety of reasons including the following: (a) **extensive experience and familiarity conducting evaluations and policy analyses in the State of Indiana,** including working with key stakeholders in the Indiana legislature, Indiana Department of Education (IDOE), and Indiana's schools; (b) **strong background and experience related to reading instruction, literacy, and educational technology,** including the evaluation of Indiana's Reading First initiative, the evaluation of Indiana's Title II-D Enhancing Education Through Technology Grant program and

developing the report "What Works in State Education Evaluations: The Top 10 Lessons Learned in Evaluating State Educational Technology Programs"; and a (c) **history of success in efficiently and effectively working with large numbers of schools/grantees to conduct site visits and gather program data.**

Evaluation Components

For the purposes of this evaluation project, CEEP plans on conducting both formative as well as summative evaluations of Opportunity School Communities. The formative component will provide IDOE with ongoing feedback about program implementation and will be particularly useful when making decisions about program design or implementation. Formative evaluation results will be shared with IDOE on an ongoing basis, using a mix of formal progress and interim reports as well less formal means such as telephone and email communication. Based on previous evaluation projects, this continual communication chain is an effective tool for monitoring the progress of the program, allows IDOE to make informed and data driven decisions about program implementation, and serves as a neutral channel for feedback between grantees and the IDOE. The formative evaluation will rely on both qualitative data such as site visits, key informant interviews, as well as quantitative data sources such as program records, survey, and assessment data. (See the Articulation between measures and data sources table in *Appendix E* for greater detail on the alignment between evaluation questions and data sources).

Although the formative evaluation component will focus on program improvement and implementation, CEEP will also conduct a summative evaluation to determine the impact and outcomes of the Opportunity School Communities on literacy achievement and instruction. The summative evaluation will examine the extent to which the Opportunity School Communities program is effective at influencing the instructional strategies of teachers, the extent to which technology is an effective strategy for improving student

literacy achievement, as well as the extent to which the program has improved the literacy achievement for students as a whole, as well as subgroups of disadvantaged (low income, disabled, limited English proficient, and minority) students.

Evaluation Methodology

Multiple data collection methods will be used to address the questions outlined in the previous *Evaluation Components* section and to provide the types of formative and summative data needed to inform program and implementation decisions. CEEP is committed in all its data collection to minimizing respondent burden (e.g., using extant data whenever possible, working with the IDOE and participating programs to minimize any duplication of efforts) and protecting the rights of human subjects (e.g., ensuring confidentiality and protection of sensitive information).

A combination of both quantitative and qualitative data will be gathered to provide the most comprehensive understanding of the impact and outcomes of the Opportunity School Communities program; and whenever possible, data will be triangulated to ensure the validity and meaningfulness of the findings. More specifically, the data collection methodology will include conducting site visits, interviewing stakeholders, observing instruction, surveying teachers pre and post program implementation, reviewing program data, and reviewing assessment data including ISTEP+ and End-of-Course Assessment results.

Dissemination of Evaluation Findings

In addition to providing formal and informal communication and interim reports to the IDOE throughout the duration of the project, CEEP will work with the IDOE to develop different avenues for disseminating the evaluation results to a variety of consumers including legislators, educators, families, evaluators and researchers. Examples of these types of strategies could include policy briefs, presentations, newsletter articles, written evaluation

reports, conference presentations, and interactive webinars, among others. Given that Indiana's literacy frameworks are based on scientifically-based research, it is likely that the audience interested in the evaluation findings of Indiana's Opportunity School Communities would extend beyond the state. Therefore, it is expected that CEEP and IDOE would seek to widely disseminate these results through published articles as well as national conference presentations.

(A)(v) How the SEA will disseminate information on project outcomes, disaggregated by student subgroup, and in formats that are easily understood by, and accessible to, the public, and how the SEA will make that information useful to varied groups (such as families, educators, researchers, other experts, early childhood education providers, and State leaders)

The IDOE strongly believes that the public deserves transparency when it comes to how time, money, and energy are expended in the effort to improve educational outcomes for students. Project outcomes, disaggregated by student subgroup(s), will be readily available for public review in formats that are easily comprehended by families, educators, researchers, early childhood education providers, and other key educational stakeholders.

Specifically, the IDOE will produce several annual reports on the effectiveness of literacy initiatives. OSCs will be an integral part of this reporting. The IDOE will create an **Early Childhood Literacy Report Card**; a K-**6 Reading Report Card**; and an **Adolescent Literacy Report Card** using multiple sources of quantitative (assessment results) and qualitative (anecdotes, community achievements) information. In addition, the IDOE will craft an **executive summary** of the detailed evaluation report produced by the independent evaluator. The IDOE will also **record a brief video** summarizing the successes and areas for improvement in the OSCs project. Finally, the IDOE will **reach out to various media providers** to share progress toward literacy goals, particularly in OSCs.

(B) Quality of the State subgrant competition

(B)(i) The extent to which the SEA will run a rigorous, high-quality competition for subgrants, including how it will review and judge:

The IDOE will run a rigorous, high-quality competition for subgrants, carefully assessing the readiness and capacity of leadership and faculty to implement meaningful changes in instruction, assessment, and resource allocation.

(B)(i)(a) The LEA's or early childhood education provider's capacity to successfully implement its proposal

LEAs and early childhood education providers must demonstrate the capacity to successfully become an OSC, effectively implementing the appropriate Indiana literacy plan along with the selected interventions, reading/level text complexity measures, and/or curricular materials. This portion of the subgrant competition will be worth *up to* **10 points** out of 100. In order to garner these points, LEAs and early childhood education providers must demonstrate the following:

- Readiness and commitment (at least over the past two years) to enact meaningful instructional reforms aimed at improving student literacy skills.
- Adequate staffing with the qualifications necessary for successful implementation.
- Clear literacy goals and (some) progress toward these goals.
- A thorough position statement on the entity's approach to literacy (particularly reading) instruction.
- A level three or higher rating according to Indiana's Quality Rating Improvement System (for early childhood education providers only).
- Commitment to set aside time for grade-level or content-area teams to reflect upon, collaborate on, and plan literacy instruction and assessment.

- A Literacy Leadership Team – led by a dedicated administrator – ready to execute all aspects of the school's or early childhood education provider's project proposal.

(B)(i)(b) The extent to which each SRCL subgrant applicant has proposed a comprehensive high-quality literacy program that meets all of the requirements set out in paragraph (d) of the Additional Requirements section in this notice and that:

All subgrant applicants must submit a literacy plan serving students within their literacy continuum responsibilities (i.e., birth – age five, K-3, K-5, 6-8, 6-12, etc.). Over the course of the OSC's cohort commitment, the subgrantee must update and revise this plan to ensure it is comprehensive, tying into *all* facets of the literacy continuum from birth through high school graduation. The IDOE will provide technical assistance as necessary to facilitate this process.

(B)(i)(b)(1) Addresses the needs of disadvantaged students and proposes to implement activities in schools and early learning programs with the highest levels of need and capacity for improvement

The IDOE recognizes the need to prioritize serving disadvantaged students, including those at risk of educational failure, children living in poverty, limited-English-proficient students, children far below grade level, youth not on track to become college- or career-ready by graduation, dropouts, the homeless, children in foster care, pregnant or parenting teenagers, previously incarcerated youth, new immigrants, migrants, and students with disabilities. The selection of OSCs must reflect this emphasis. Based on the percentage of disadvantaged students served by a subgrant applicant, a proposal will receive *up to* **10 points** out of 100. The following calculations will be used:

80% or more of student population qualifies as disadvantaged = 10 points
70% - 79.9% of student population qualifies as disadvantaged = 9 points
60% - 69.9% of student population qualifies as disadvantaged = 8 points
50% - 59.9% of student population qualifies as disadvantaged = 7 points
40% - 49.9% of student population qualifies as disadvantaged = 6 points
30% - 39.9% of student population qualifies as disadvantaged = 5 points
20% - 29.9% of student population qualifies as disadvantaged = 4 points
10% - 19.9% of student population qualifies as disadvantaged = 3 points
5% - 9.9% of student population qualifies as disadvantaged = 2 points
.1% - 4.9% of student population qualifies as disadvantaged = 1 point

(B)(i)(b)(2) Is informed by a needs assessment described in the application and is designed to support effective teaching and to improve student achievement of struggling readers

All subgrant applicants must use a valid, reliable needs assessment that supports effective teaching, improving the achievement of struggling readers. LEAs and early childhood education providers should use multiple sources of data to inform their decision making. *Triangulating* needs based on various measures, including quantitative (i.e., state-level assessment results) and qualitative (i.e., levels of student engagement during class and the degree of community involvement) will result in a more sophisticated literacy plan design. The quality of a subgrant applicant's needs assessment and its ability to support effective teaching, improving student achievement, will be evaluated and receive a score of *up to* **10 points** out of 100.

(B)(i)(b)(3) Involves other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students

When this project was originally developed, subgrantees were to be called Opportunity Sites or Opportunity Schools. Based on feedback from the ISLT, however, the term *Opportunity School Community* has been established. Meaningful, sustainable changes in student learning must include partners outside of the classroom. Other agencies, nonprofit

organizations, community-based organizations, and families must be dynamically involved in activities promoting the implementation of effective literacy instruction for disadvantaged students. These partnerships should reflect careful analysis of the needs of students as well as the community in which they reside. This section of the subgrant application will be worth *up to* **10 points** out of 100.

(B)(i)(c) The extent to which each SRCL subgrant applicant demonstrates that it will implement a coherent strategy to improve literacy instruction that aligns activities under the SRCL subgrant with literacy instruction supported with other Federal funds, including with funds the entity receives under Title I, Title II-A, and Title III of the ESEA and, as appropriate, the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, and State and local funds

Subgrant applicants must demonstrate a sustainable, coherent approach to improving literacy instruction, aligning and leveraging other Federal funds (including Title I, Title II-A, Title III, Head Start, Individuals with Disabilities Education Act, and the Perkins Career and Technical Education Act) as well as State and local funds. Subgrant applicants must articulate how funding streams will be focused on improving student literacy learning. Changes in allocations should be explained, and efforts to sustain literacy efforts with other funding sources will be rewarded within the subgrant competition. This section of the subgrant will be worth *up to* **8 points** out of 100.

(B)(ii)The extent to which the SEA will give priority to LEAs or providers of early childhood education that propose to serve high-poverty schools or a high-poverty population, based on a definition of poverty and process for applying the priority provided by the State

Serving high-poverty populations attending LEAs and early childhood education providers will receive high prioritization during the subgrant competition. The percentage of students qualifying for free and reduced lunch will signify the proportion of high-poverty students served by a LEA or early childhood education provider. This section of the subgrant will be worth *up to* **20 points** based on the following calculations:

80% or more of student population for free and reduced lunch	= 20 points
70% - 79.9% of student population for free and reduced lunch	= 18 points
60% - 69.9% of student population for free and reduced lunch	= 16 points
50% - 59.9% of student population for free and reduced lunch	= 14 points
40% - 49.9% of student population for free and reduced lunch	= 12 points
30% - 39.9% of student population for free and reduced lunch	= 10 points
20% - 29.9% of student population for free and reduced lunch	= 8 points
10% - 19.9% of student population for free and reduced lunch	= 6 points
5% - 9.9% of student population qualifies for free and reduced lunch	= 4 points
.1% - 4.9% of student population qualifies for free and reduced lunch	= 2 points

(B)(iii) The extent to which the SEA will give priority to LEAs or providers of early childhood education whose applications are supported by the strongest available evidence

This competition revolves around OSCs leveraging comprehensive reading and literacy assessment and intervention plans emphasizing research-based planning, fidelity of implementation and data-based decision-making and feedback. Subgrant applicants must demonstrate evidence that their project is based on a comprehensive literacy framework emphasizing sound reading research so all students develop effective skills in reading, writing, listening, speaking, and language. In addition, applicants must select targeted interventions, reading level/text complexity measures, innovative technologies, and curricular materials that meet the specific, data-based needs of students. All selected programs/products should be supported by rigorous, scientific research indicating effectiveness. Part of maintaining a strong, viable comprehensive literacy plan is relying on student data to inform decision-making. Applicants must articulate how student data will be used to continually

inform instruction, assessment, and intervention. This section of the subgrant competition will be worth *up to* **14 points** out of 100.

(B)(iv) The extent to which the SEA will develop or update a process, or use an existing process, to review and judge the evidence base and alignment with State standards for the curricula and materials that LEAs propose to use in implementing their subgrants, and how the SEA will make the process and results of any such review publicly available.

All potential subgrantees must demonstrate that their curricular materials (including those for instruction, intervention, and assessment) align with State standards. In August 2010, the Indiana State Board of Education adopted the CCSS for English Language Arts and Literacy Standards for History/Social Studies, Science, and Technical Subjects. Indiana is a governing state in the PARCC, so the IDOE is committed to ensuring that implementation of these college- and career-readiness standards are implemented with fidelity.

Currently, Indiana's accountability assessments in grades 3-8 and grade 10 are *only* aligned to Indiana's 2006 Academic Standards for English Language Arts. However, the IDOE has provided a transition road map to all K-12 LEAs regarding how to begin implementing the major literacy instructional shifts found in the CCSS. In addition, Instructional Transition Guidance Documents have been developed for grades 1 – 10, providing educators a helpful guide for decision-making regarding curriculum. State-level curriculum maps have also been developed, showing teachers how to effectively teach the CCSS while continuing to prepare students for current state assessments.

Applicants serving students in grades K-12 must describe in detail how their curricular materials align with the following academic domains found in the CCSS in order to earn *up to* **18 points** out of 100:

For **Grades K – 5**

1.	Reading: Literature	= *up to* 3 points
2.	Reading: Informational Text	= *up to* 3 points
3.	Reading: Foundational Skills	= *up to* 3 points
4.	Writing	= *up to* 3 points
5.	Speaking and Listening	= *up to* 3 points
6.	Language	= *up to* 3 points

For **Grades 6 – 12**

1.	Reading: Literature	= *up to* 4 points
2.	Reading: Informational Text	= *up to* 4 points
3.	Writing	= *up to* 4 points
4.	Speaking and Listening	= *up to* 2 points
5.	Language	= *up to* 4 points

Applicants serving students from birth through age five should align their curricular materials and instruction to Indiana's *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5*, a scientifically- and research-based document with scaffolded, developmentally-appropriate expectations. The following domains should be addressed to earn *up to* **18 points** out of 100:

1.	Emerging Reading	= *up to* 6 points
2.	Early Efforts to Write	= *up to* 6 points
3.	Listening and Speaking	= *up to* 6 points

The IDOE will provide feedback, available to the public online, on all subgrant applications regarding the alignment of materials and resources with State standards. Deficiencies in particular domains will be expressed concisely and clearly, indicating to LEAs and early childhood education providers how materials may be more tightly aligned in the future.

(C) Project Management

(C)(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

The IDOE will allocate sufficient personnel, resources, and time to adequately manage all aspects of the project establishing and supporting OSCs. The IDOE will leverage existing staff as well as a *new* project specialist in order to ensure that adequate human resources are applied throughout the duration of this project.

Adam Jones, K-12 English language arts specialist, will have the following responsibilities throughout the OSCs project:

- Serve as project co-director, ensuring that all deadlines are met and objectives completed; shares this responsibility with Anna Shults, John Wolf, and Dana Jones.
- Oversee the selection and support of Middle and High School OSCs.
- Facilitate the ISLT's annual review of Indiana's Plan; revise and communicate changes to the public.
- Manage Public Consulting Group's (PCG) writing of the DL Framework; complete final edits and revisions.
- Oversee the creation of professional development that will be used during OSC introduction, Institute, and implementation.
- Provide technical assistance regarding reading level/text complexity measures, reading interventions, and innovative technologies for adolescents.
- Provide technical assistance regarding K-12 implementation of the CCSS for English Language Arts.
- Screen and select Literacy Advisors for Middle and High School OSCS.

Mr. Jones will accomplish the following milestones in a timely fashion:

- **February 2012** - publish DL Framework
- **June 2012** - begin delivering professional development on DL Framework to OSCs
- **June 2012** - complete selection of Literacy Advisors

Anna Shults and **John Wolf,** elementary reading specialists, will have the following responsibilities throughout the OSCs project:

- Serve as project co-directors, ensuring that all deadlines are met and objectives completed; shares this responsibility with Adam Jones and Dana Jones.
- Update, as necessary, the K-6 Framework (published on the IDOE's website)
- Oversee the development of training on the most essential components found in the K-6 Framework.
- Manage the OSCs social networking community through Indiana's Learning Connection.
- Provide technical assistance regarding scientifically-based core reading programs, reading interventions, and innovative technologies for elementary students.
- Provide technical assistance regarding Indiana's approach to Response to Instruction (RtI).
- Provide technical assistance regarding K-5 implementation of the CCSS for English Language Arts and Literacy Standards for History/Social Studies, Science, and Technical Subjects.
- Manage the working relationships with the regional Educational Service Centers.
- Screen and select Literacy Advisors for K-5 subgrantees.

Mr. Wolf and Ms. Shults will accomplish the following milestones in a timely fashion:

- **May 2011** - oversee completion of professional development based on the priorities identified by the K-6 Framework
- **June 2012** - complete selection of Literacy Advisors

Dana Jones, early childhood specialist, will have the following responsibilities throughout the OSCs project:

- Serve as project co-director, ensuring that all deadlines are met and objectives completed; shares this responsibility with Anna Shults, John Wolf, and Adam Jones.
- Oversee the selection and support of early childhood providers and other non-profit providers of childcare selected as OSCs.
- Oversee the creation of high-quality professional development modules directly aligned with the key components of the B-5 Framework.
- Revise, as necessary, Indiana's B-5 Framework.
- Provide technical assistance to OSCs wishing to establish or further develop relationships with nearby LEAs serving kindergarteners.
- Screen and select Literacy Advisors for early childhood settings.

Ms. Jones will accomplish the following milestones in a timely fashion:

- **May 2012** - professional development modules completed
- **June 2012** - complete selection of Literacy Advisors

In addition to the aforementioned staff roles and responsibilities, the IDOE will also hire a *new* **SRCL Project Specialist** to provide additional assistance. This project specialist must have expertise in at least one area of the literacy continuum (i.e., birth to age five, grades K-5, and/or grades 6 - 12). In addition, the project specialist must be adept at processing grant

requests and managing program finances. The project specialist will have the following responsibilities throughout the Opportunity School Communities project:

- Manage subgrant application and evaluation process.
- Disseminate monies to subgrantees.
- Respond to inquiries regarding subgrant requirements and alignment of Federal and State monies with project priorities.
- Upload subgrant feedback online for public review.
- Serve as point of contact for inquiries regarding OSCs project; will respond when appropriate or forward to literacy specialists for attention.
- Provide monthly updates and webinars for subgrantees regarding project efficacy as well as frequently asked questions.
- Coordinate venues, vendors, and various supplies for "Introduction to OSCs" and "OSCs Institute" professional development events.

The following milestones will be accomplished in a timely fashion:

- **September 2011** - post subgrant application and evaluation procedures/process
- **September 2011** - host webinars with ISLT on subgrant application requirements and evaluation procedures/process
- **December 2011** - facilitate evaluation of subgrants with IDOE and ISLT
- **January 2012 - May 2012** - facilitate selection of Literacy Advisors for project
- **June 2012 - August 2012** - oversee professional development trainings, ensuring fidelity and applicability to local contexts
- **September 2012 - May 2013** - conduct site visits, provide monthly webinars on project efficacy as well as frequently asked questions, evaluate sites for sustainability of project initiatives

- **June 2013** - craft analysis of project effectiveness, working in collaboration with external evaluator to recommend ways to improve program quality during subsequent years

The aforementioned roles and responsibilities are based on a two-year timeline that includes subgrant applications, evaluations, selections of OSCs, training, and implementation. The tasks and timelines would be maintained, changing the year as appropriate, as new cohorts of OSCs are selected and developed.

(C)(ii) The qualifications, including relevant training and experience, of key personnel

Adam Jones, K-12 English Language Arts Specialist, graduated with honors from Indiana University with majors in English, Spanish, and political science. He taught English 9 and English 10 at a large urban high school in Indianapolis as a Teach For America corps member. In May 2010, Jones graduated from Marian University with a Master of Arts in Teaching. Later that summer, Jones joined the IDOE. His current responsibilities include supporting K-12 curriculum design, assisting educational stakeholders with the transition to the CCSS, serving as the IDOE's English language arts liaison to the PARCC, and overseeing the development of the DL Framework.

Anna Shults, Elementary Reading Specialist, graduated with honors from Anderson University in 1996 with a degree in elementary education. Shults served as a third grade teacher at the school where she student taught, located in a suburb outside of Indianapolis. Within her first couple of years, she enrolled at Indiana Wesleyan University to earn a Master's degree in Elementary Education, opening up various leadership roles within the LEA in the area of literacy instruction. After eleven years in the classroom, Shults was named Indiana's Teacher of the Year, a title that she shares with every teacher unconditionally dedicated to his/her students. The honor expanded her role within the

education profession, allowing her to teach undergraduate and graduate courses at Anderson University. Currently, after 15 years in the classroom, Shults serves as an Elementary Reading Specialist, traveling the state, working with teachers on effective practices in reading instruction, and designing and implementing statewide initiatives that have the potential to positively impact all Indiana children in grades K-6.

John Wolf, Elementary Literacy Specialist, served in the offices of Early Childhood, Title I, and Special Education at the Indiana Department of Education before assuming his current role. Wolf was an elementary teacher and curriculum coordinator in the Vigo County School Corporation and reading specialist for the Indianapolis Public Schools. A graduate of Indiana State University, he has a combined 26 years of experience as an educator, including at the classroom, central office, and state levels. Wolf is currently focused on reading achievement for elementary students, providing educators and administrators high-quality assistance with literacy endeavors.

Dana Jones, Early Childhood Specialist, has worked in several early childhood education settings. With degrees in child development and business administration, Jones collaborates with several agencies throughout Indiana, including the Indiana Association for the Education of Young Children (IAEYC). She has also worked for First Steps as a Service Coordinator and supervisor. In her current role, Jones supports developmental preschools and Title I preschools while serving on the Committee on Childcare.

The four aforementioned employees of the Indiana Department of Education will report to the Director of Curriculum & Instruction, Dr. Schauna Findlay, and the Assistant Superintendent for Student Learning, Dr. Stacey Hughes. Leveraging years of experience at the classroom, school leadership, central office, and state levels, Findlay and Hughes will ensure that **Project Co-directors Adam Jones, Anna Shults, John Wolf, and Dana Jones** receive necessary supports to ensure project success.

(C)(iii) The extent to which the State will ensure a diversity of perspectives in the design and implementation of the proposed project, including those of: families, teachers, early childhood education professionals, officials from other State and local agencies, Head Start Advisory Councils, professional organizations, institutions of higher education, community-based organizations, and libraries

Members of the ISLT represent a wide variety of constituencies. As the IDOE implements its Plan and undertakes this project proposal, the agencies, organizations, and communities represented by the ISLT will be fully engaged in the process of ensuring that OSCs meet the rigorous literacy achievement goals that have been established.

A brief description of each member of the ISLT indicates their wealth of expertise as well as the ways they can effectively represent the diverse perspectives needed to successfully implement this project proposal. Five elected representatives, including Governor Mitch Daniels, State Superintendent of Public Instruction Dr. Tony Bennett, state senators Dennis Kruse and Earline Rogers, and state representative Robert Behning, lead the charge to implement policies that reform(ed) Indiana's education system to better serve *all* students. Cheryl Miller, the director of the Indiana Head Start Association, has earned her Master's degree in early childhood education, served on a school board of trustees, and planned state training conferences. David Harris previously served as the charter school director for Indianapolis Mayor Bart Peterson. His efforts were recognized by Harvard University's prestigious Innovations in American Government Award in 2006. He founded The Mind Trust, a dynamic education entrepreneurship venture organization, successfully recruiting Teach For America to serve in Indianapolis beginning in 2008. Jackie Garvey is the executive director of the Indiana Partnerships Center and serves as a vocal advocate for families. She established the Indiana Academy for Parent & School Leadership in order to provide parents strategies for linking their activities to student learning and school

improvement. Dr. Joy Seybold is the current chair of secondary teacher education at Indiana University-Purdue University Indianapolis, and she previously served as the director of the teacher quality center for the Indiana State Teachers Association. Dr. Katy Sample holds her doctorate in reading education from the University of Virginia and currently serves as an assistant professor of education at Anderson University. She has previously served on advisory councils for the IDOE regarding reading at the elementary and secondary levels. Leslie Ballard is an award-winning secondary teacher with a Master's in English from Duke University. She is a National Board Certified Teacher in English Language Arts and currently serves as the state director for the Indiana North Central Commissions on Accreditation and School Improvement. Melanie Brizzi is the director of the Indiana Bureau of Child Care and currently serves on the United Way's Success by Six leadership council. Nancy Farley, the director of student services for Anderson Community Schools, was a recipient of First Lady Barbara Bush's Family Literacy Grant while serving as an elementary principal in Texas. Her efforts in Indiana led Anderson Community Schools to achieve adequate-yearly-progress for the first time since 2004. Dr. Rebecca Martinez, a former Teach For America corps member, is a professor of counseling and educational psychology at Indiana University. She has researched a variety of topics, including response to intervention, bilingual education, special education inclusion, the literacy crisis in education, and closing the achievement gap. Dr. Robert Taylor is the superintendent of Lebanon Community School Corporation. His leadership increased the corporation's academic state ranking from 123rd (out of 293 statewide) in 2005 to 17th in 2009. These achievements coincided with a reduction of the public tax levy by 34% during the same time span. Sandy Petrie, a former officer in the United States Air Force, currently directs the Noble County Public Library and actively participates in the Indiana Library Federation. Her initiatives include programs that target potential dropouts as early as middle school as well as a summer program for students

entering kindergarten. Sarah O'Brien teaches first and second grade and also serves on the Indiana State Board of Education. She holds a Master's in language education. Vendetta Gutshall, a former special education teacher and assistant principal, is the director of special services for Huntington County Community School Corporation. Todd Bess is the Associate Director for the Indiana Association of School Principals.

Each year the ISLT will evaluate its membership in order to ensure that diverse constituencies are adequately represented. When necessary, invitations will be extended to new groups or individuals to improve the ISLT's vision and overall representation.

(D) Adequacy of Resources

(D)(i) The extent to which the costs described in the SEA's budget are reasonable in relation to the number of objectives, design, and potential significance of the proposed project

All expenditures have been carefully reviewed to ensure that they are reasonable and sufficient for carrying out the ambitious goals of this project. In fact, the IDOE solicited responses to Requests for Information (RFI) regarding (a) the creation of professional development modules for the B-5 Framework; (b) reading interventions that target the specific, data-based needs of disadvantaged students and struggling readers; and (c) reading level/text complexity measures aligned with the expectations of the CCSS. Information gleaned from this process has been thoughtfully integrated into all budgeting calculations. Budget requests for this project are based on competitive, industry pricing as indicated in responses to the aforementioned RFIs. The sizes of OSCs will vary, requiring budget requests that extend *up to* a maximum amount.

Based on feedback from the ISLT, OSCs Literacy Advisors are permitted *up to* **40 visits** (approximately one visit per week during the academic year). Some OSCs may require

only bi-weekly visits, but the IDOE strongly feels that weekly visits could significantly impact instruction and assessment practices.

(D)(ii) The quality of the SEA's plan to ensure that SRCL subgrant funds are allocated as follows: at least 15 percent to serve children from birth through age five; at least 40 percent to serve students in kindergarten through grade five; and at least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools

The IDOE understands that the statutory requirements of the SRCL program insist that funds are allocated as follows: at least 15 percent to serve children from birth through age five; at least 40 percent to serve students in kindergarten through grade five; and at least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools. For this reason, subgrant applications will *not* be evaluated and funded on a rolling basis. All subgrants will be reviewed during the same time frame. Before any awards are made, the IDOE will ensure that its funding distribution reflects the statutory expectations for this program. Also, budget requests in the Budget Narrative reflect subgrant awards proportional to statutory requirements.

(D)(iii) The extent to which the SEA will use the grant to leverage other State and Federal funds in order to maximize the impact of the grant and how it will support LEAs and early childhood education providers in integrating funds with other local, State, and Federal funds and in developing a plan for sustaining funding after the end of the subgrant

The IDOE is committed to ensuring that OSCs are able to sustain their improved practices and student learning outcomes after grant funds are expended. Part of the IDOE's technical assistance for each cohort of OSCs will include consulting regarding the

advantageous alignment of other State and Federal monies with literacy initiatives promoted during this project. For example, if a subgrantee purchases a reading intervention for limited-English-proficient students, and it has facilitated increased academic achievement, it is imperative that OSCs build product/program licensure and ongoing professional development on the product/program into future budgets.

Title I, Title II-A, Title III, and Perkins Career and Technical Education funding will be leveraged at the SEA level in order to support literacy initiatives affiliated with this project. In particular, training on the literacy frameworks as well as how to design, implement, and assess curriculum aligned to the CCSS will be incorporated into Title I assistance and funding priorities for Title II-A monies. Likewise, explicit, high-quality instruction may be reinforced through Title III initiatives intended to serve limited-English-proficient students. Finally, the literacy frameworks (particularly the DL Framework) attend to the special role of career and technical texts in college and career preparation. In fact, the CCSS emphasize the need to read increasingly complex texts aligned with more rigorous complexity expectations; career and technical texts often meet, or exceed, these expectations, indicating that educators from these fields have an important role to play in increasing student literacy achievement.

(D)(iv) The extent to which the SEA will award SRCL subgrants of sufficient size to support projects that improve instruction for a significant number of students in the high-need schools or early learning programs serving children from birth through five that the SRCL subgrantee would serve

The IDOE carefully considered its budgeting requests for this project, building on lessons from the past and recent Requests for Information (RFIs) that yielded pertinent information regarding vendor and consultant pricing. The IDOE recognizes that potential subgrantees should select programs/products based on their own needs assessment. At times,

this means that purchases and accompanied training experiences will generate costs less than those estimated by the IDOE. The most important criteria for the selection of a program/product/service is that it directly targets the needs indicated by high-quality student assessment data. Budget requests for this project provide subgrantees sufficient funds to select the resources most appropriate for the unique needs of *all* students.

Appendix A

Acronyms and Abbreviations

1. **B-5 Framework:** Indiana's Birth - Age Five Literacy Framework
2. **CCSS:** Common Core State Standards
3. **CEEP:** Center for Evaluation & Education Policy at Indiana University
4. **CLP:** Indiana's Comprehensive Literacy Plan
5. **DL Framework**: Indiana's Disciplinary Literacy Framework
6. **English 10 ECA:** English 10 End-of-Course Assessment
7. **IDOE:** Indiana Department of Education
8. **IREAD**: Indiana Reading Evaluation and Determination
9. **ISBE:** Indiana State Board of Education
10. **ISLT** - Indiana State Literacy Team
11. **ISTAR-KR:** Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness
12. **ISTEP:** Indiana Statewide Testing for Educational Progress Plus
13. **K-6 Framework:** Indiana's K - 6 Reading Framework
14. **OSC:** Opportunity School Community
15. **PARCC:** Partnership for the Assessment of Readiness for College and Careers
16. **SBRR**: Scientifically based reading research

Indiana Birth – Age Five Literacy Framework

(b)(6)

2011

Indiana Birth-Age Five Literacy Framework

PREFACE

The purpose of the Birth-Age Five Literacy Framework is to ensure ALL children have the necessary early literacy skills to thrive in kindergarten - including children with special needs, English learners, and children from culturally diverse backgrounds. To reach this goal, the implementation of the Framework requires a concerted and coherent collaboration among early literacy stakeholders at every level. Therefore, the Birth-Age Five Literacy Framework is designed for early childhood leaders, teachers, family child care providers, parents, caregivers, allied health professionals, paraprofessionals, and others who work directly with children birth-age five.

The Framework is intended to serve as a roadmap for effective early literacy instruction for all Indiana children. It provides clear direction to early childhood leaders on the design and implementation of evidence-based practices for improving early literacy instruction and achievement. Though the Framework is aligned with the Foundations to the Indiana Academic Standards for Young Children from Birth-Age Five, which encompass all content areas and development domains, this Framework will focus specifically on early literacy skills, instruction, and supports. Consequently, this document provides sound guidance for establishing and improving conditions for early literacy learning in early childhood programs.

Because of the broad audience base for this Framework and the diverse settings in which early literacy skills are developed, it is important to explain some general terms that will be used throughout the Framework. For example, the term *preschool* will be the universal term for all types of early childhood programs. Please see the chart on page 2 for other common terms and definitions. In addition, a glossary at the end of the document will provide explanations to specific terms and vocabulary used at different points in the Framework.

Table 1: *B-Age 5 Literacy Framework Common Terms and Definition*

Term	Definition
Early childhood	Children birth to age eight
Infants/toddlers	Children birth to age three
Preschoolers	Children age three to age five
Teachers/caregivers	Adults in educational environments
Families/caregivers	Adults in home environments
Early childhood providers	Adults in educational and home-based environments
Early childhood leaders	Administrators and principals of early childhood programs; and directors of home- and center-based early childhood programs

Table 1

The Need for a Birth-Age Five Literacy Framework: Why Early Literacy Skills Matter

In the past decade significant research has informed the early childhood community of how best to teach early literacy effectively. In 2001, the National Research Council produced *Eager to Learn: Educating Our Preschoolers,* and in 2006, volume two of the *Handbook of Early Literacy Research* was released. Following the National Institutes for Literacy's 2008 *Developing Early Literacy: Report of the National*

Early Literacy Panel, the National Association for the Education of Young Children published its revised position statement on *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (3rd Edition). This position statement includes new information relating to the issues of 1) reducing learning gaps and increasing the achievement of all children; 2) providing a coherent curriculum from preschool to kindergarten; and 3) recognizing teacher knowledge and decision-making as vital to educational effectiveness. Additionally, the third edition updates the principles of child development and learning that inform practice and guidelines for developmentally appropriate practices. These seminal documents, along with many others, provide the information for the basis of evidence supporting the early literacy information discussed in this Framework. Below is a brief overview of what the research on birth-age five literacy learning says:

1. ***Language and literacy development are interwoven***. Literacy embodies receptive and expressive language (listening and speaking), reading, writing, and thinking; and the connections between these domains. Therefore, reading-related development begins early in children's lives. This development is influenced by differences in both biological and experiential factors as children grow. Children need well-developed language abilities, foundational skills for reading attainment, and varied emergent language experiences in the early years to set the stage for future literacy success.

2. ***Literacy acquisition is developmental***. Children progress through stages of literacy development beginning at birth. These progressive steps begin with the babbling and cooing of infant communication and gradually move to the emergent language patterns, print awareness, and scribbling of toddlers. As preschoolers enter the early fluent reading and writing stage, they show an understanding of phonological awareness, symbolic writing, and letter-word associations. Finally, school-age children exhibit fluent reading and writing. Though these stages are usually linear, children become readers and writers following various paths and their unique time table. A child may linger at one

stage of literacy development or appear to advance at an accelerated pace. It is important that adults: a) recognize these developmental stages; b) understand how best to support children's early literacy within each stage; and c) assist children in advancing their literacy skills when appropriate.

3. ***Nature and nurture contribute to literacy development.*** Language acquisition is a natural act, while the development of reading and writing is not. The brain is *hard-wired* at birth for language, but reading and writing must be taught. Children acquire early literacy skills by attending to spoken language and experiencing the world of print surrounding them. Therefore, it is important that adults interact intentionally with children to build oral language and literacy skills. These early listening, speaking, reading, and writing experiences serve as the foundation for language and literacy proficiency.

This state-wide birth-age five literacy framework summarizes Indiana's beliefs about effective early literacy development, instruction, and programs based on research, thereby informing early literacy practices across our state. The framework is meant to provide a coherent vision of how early literacy initiatives should be implemented across the state of Indiana.

The Major Components of This Framework

The six components of the Literacy Framework are explained in separate sections. In total, this comprises a comprehensive approach to balanced early literacy instruction. The Framework outlines the fundamental approach necessary for implementation with guidance at the program level. On page 5 is a chart listing the component name, description, and overarching Guiding Principle for each section.

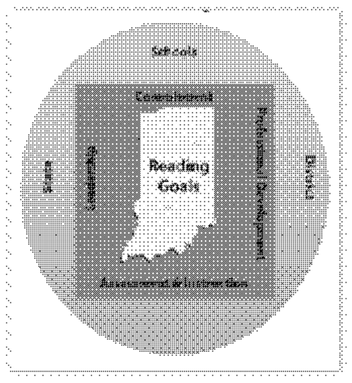
Table 2: *B-Age 5 Literacy Framework Components and Descriptions*

Component	Description	Guiding Principle
Goals	The importance of language and literacy development and its relationship to all developmental domains and future literacy achievement; the relationship between quality of preschool program design and achievement of language and literacy goals.	Learning to read and write is intertwined with language development and literacy skills; language and literacy provide the foundation for success in school.
Instruction	The components of scientifically research-based preschool instruction.	Appropriate instruction for young children is based on scientific research, emphasizes all domains of development (physical, social, emotional, and cognitive), and builds language and literacy competence.
Assessment	How to develop a child assessment plan and use data to track student progress.	A systematic assessment approach is used to collect multiple forms and types of data about children's language and literacy growth.
Professional Development	How to develop a high-quality professional development plan.	High quality professional development is differentiated for teachers/caregivers to impact positive outcomes for children.
Leadership	How early childhood leaders support and supervise shared expectations for language and literacy learning and teaching excellence.	Effective administrators, center directors, and school principals of early childhood care and education environments embrace the multiple roles of leadership as they ensure safe and healthy environments, promote appropriate learning opportunities for all children, and monitor effective instructional practices that build language and literacy skills.
Commitment	How all stakeholders (leaders, teachers, caregivers, families) are committed to work together to ensure that early childhood care and education is of high-quality.	Early childhood leaders commit to communicating the vision and providing leadership for high quality programming and services by involving all key stakeholders – teaching staff, families, and community members.

Table 2

At the beginning of each section of the Framework, a navigation bar icon indicates the level (early care and education environments, transition to kindergarten, and/or state leadership) that relates to the component. References to current research are cited at Reference Section at the end of the document.

Aligned to the Indiana K-6 Reading Framework, the guiding principles and high quality program implementation serve as the glue that binds together all the components of the Birth-Age 5 Literacy Framework. Guiding principles, a culture of shared expectations for excellence, and effective leadership are necessary to drive instruction and determine appropriate assessments. Undergirding high quality program implementation are scientifically-based instruction and assessment. The former focuses on the methods and pedagogy for teaching the skills and knowledge needed to reach learning goals and stay on track, while the latter serves as the gauge to determine the extent to which children have met those goals. In order to implement an assessment system and high quality, research-based instruction, an organized support system is vital; leadership and professional development are the crux of this support. Finally, without a clearly articulated commitment to provide excellent instruction, establish and maintain an assessment system, demonstrate the necessary leadership, and ensure ongoing and adequate professional development, achieving the state's ambitious goals will remain a dream rather than a reality.



Indiana Birth-Age 5 Literacy Framework

GOALS

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments	★					
Transition to Kindergarten	★					
State Leadership	★					

Guiding Principle:
Learning to read and write is intertwined with language development and literacy skills; language and literacy provide the foundation for success in school.

- ☑ Instruction: Appropriate instruction for young children is based on scientific research, emphasizes all domains of development (physical, social, emotional, and cognitive), and builds language and literacy competence.

- ☑ Assessment: A systematic assessment approach is used to collect multiple forms and types of data about children's language and literacy growth.

- ☑ Leadership: Effective administrators, center directors, and school principals of early child care and education environments embrace the multiple roles of leadership as they ensure safe and healthy environments, promote appropriate learning opportunities for all children, and monitor effective instructional practices that build language and literacy skills.

- ☑ Professional Development: Teachers/caregivers receive high quality, differentiated professional development to impact positive outcomes for children.

- ☑ Commitment: Early childhood leaders commit to communicating the vision and providing leadership for high quality programming and services by involving all key stakeholders – teaching staff, families, and community members.

Language and Literacy Development

The development of language and literacy are intertwined. Children are born "hard-wired" for language development because the ability to communicate is needed for their survival (Snow & Burns, 1998). On the other hand, most children must be taught to read and write; these literacy skills are not "hard-wired" at birth. The ongoing process of language development and becoming literate begins at birth and continues throughout adulthood.

Language does not occur in a vacuum, but is developed and nurtured through the environment through meaningful experiences within cultural contexts. Research

indicates that what children learn from listening and talking will enhance or impede their emerging skills in reading and writing (Dickinson & Tabor, 2001; Head Start Bureau, 2003b; Strickland, 2004). Hart and Risley (1995, 1999) researched how parents talk to their children and their findings indicate that the quantity of words, as well as the quality of word choice, influence children's language use, vocabulary development, and learning. If a child is exposed to rich and varied vocabulary through on-going dialogue, he/she has the opportunity to build a robust vocabulary and the critical skills that are the foundation for learning to read and write. The ability to use language influences thinking skills as well as social competence; both are crucial for success in school.

Young children constantly act on and process the world around them. Ideally, children are exposed to cognitively rich conversations and vocabulary during their preschool years and they have the opportunity to become involved in sharing their thoughts, opinions, and play experiences (Dickinson & Tabors, 2001). Teachers/caregivers play a central role in encouraging and nurturing children's language development through conversations, shared-book reading, singing, reading of nursery rhymes, and play experiences.

The *Indiana K-6 Reading Framework Goals* (2011) states that "the most critical reading goal for primary grade Indiana students is that they read at a third grade level or higher by the end of third grade" (p. 1). After third grade, students must use basic reading skills to comprehend the more academically challenging text of the content areas (e.g., social studies and science). This concept is further supported by The Anne E. Casey Foundation's (2010) report, *Early Warning! Why Reading by the End of Third Grade Matters: A KIDS COUNT Special Report* that shows that 3rd grade is a critical benchmark for reading proficiency. If children do not read proficiently by the end of 3rd grade then they will fall further behind their peers who are reading at or above grade level. Research findings indicate that as children move into the intermediate grades and the demands for expository reading increase, children have more difficulty comprehending unfamiliar and complex text (Miller & Veatch, 2010).

To ensure that all children have the foundational skills needed to succeed in school one must examine the importance of language and literacy development from birth to 5 years of age. These are critical years when children gain the fundamentals of speaking and listening that provide the blueprint for learning to read and write. Young children who demonstrate oral language skills and an understanding of print concepts have more success learning to read in kindergarten, first, second, and third grades (Scarborough, 2001). The *Foundations to the Indiana Academic Standards for Children, Birth to Age 5* (2006) list a number of key findings supporting how critical the early years are to language and literacy development for birth to 3-year olds and 3- to 5-year olds. The *Foundations* further outlines indicators that will make later academic achievement possible for children in all areas of learning.

Dunst, Trivette, Marsiello, Rpoer, and Robyak (2006) propose a developmental model describing early literacy related skills that follow a continuum from birth to 5-years of age (see Figure 1, p. 5). Beginning at the first stage of *pre-literacy*, infants use pre-language and non-verbal communication to connect with significant people in their environments. These skills are the foundation for both language acquisition and emergent literacy skills. As toddlers acquire spoken language and begin to show an interest in books and writing tools they enter the next phase of development, identified as *emerging literacy*. At this stage of development, vocabulary increases and young children begin to show print recognition and scribbling. The skills developed during this phase are those that are required in learning to read and write (Whitehurst & Lonigan, 2001). As children progress to the stage of *early literacy,* language and literacy skills advance as they develop phonological awareness, beginning writing skills, and letter-word association. Each part of the continuum builds on the other as children become readers and writers. Children will lag behind their peers and experience difficulty with learning to read and write if they do not have the essential building blocks necessary for obtaining a level of proficiency in reading and writing; the lack of literacy skills is a barrier to future academic success.

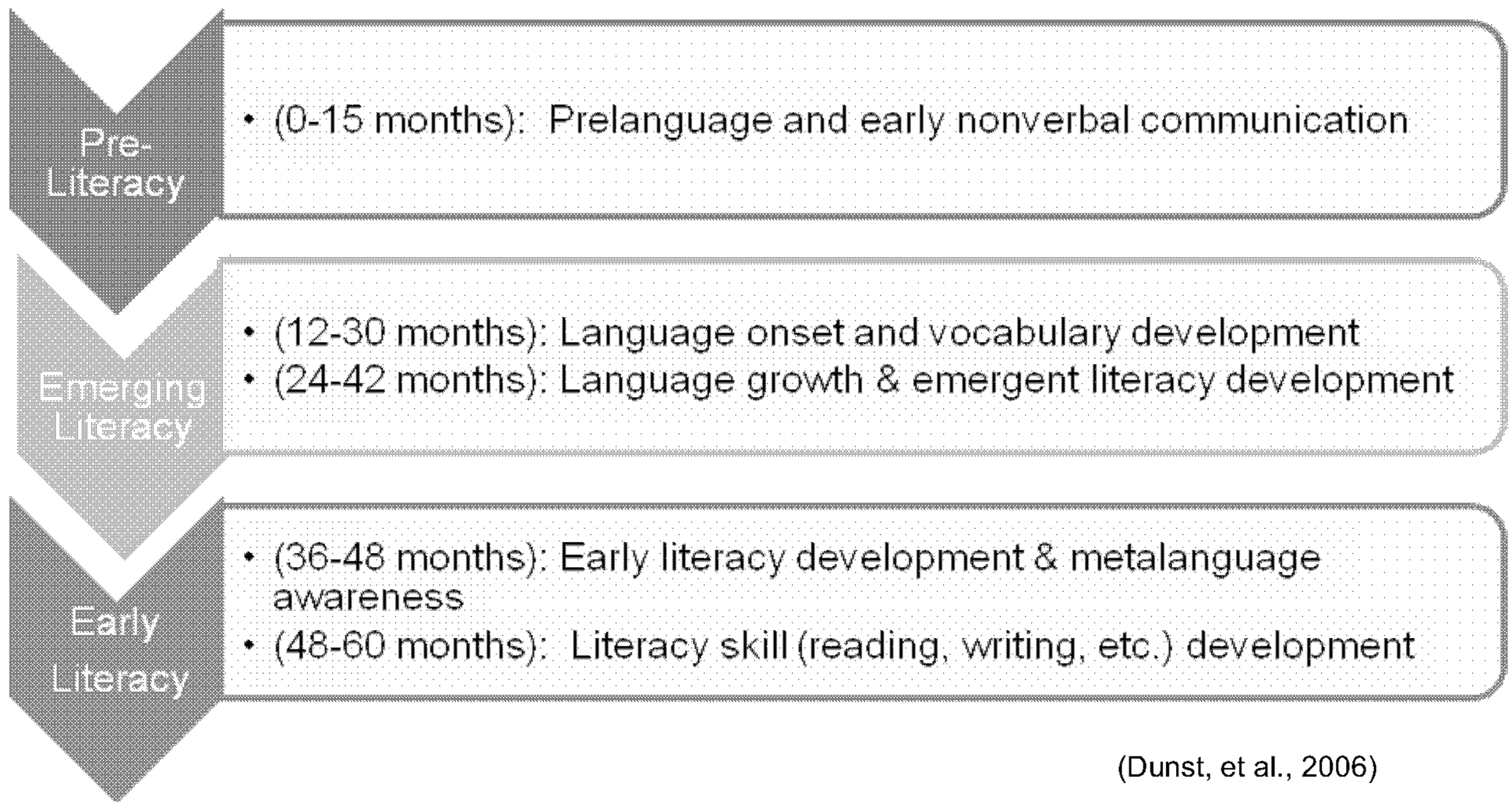


Figure 1: Early literacy skill development.

This figure illustrates a model of a Birth to Age 5 literacy continuum.

Various research studies and reports identify overlapping and interrelated skills that are precursors to learning to read and write, including the Head Start Bureau (2003), Early Reading First (2007), and the National Early Literacy Panel (NELP) (2008). These critical skills include the development of oral language skills, such as Receptive and Expressive Language; and early literacy skills that are more code-focused skills, such as Phonological Awareness; Print Awareness and Concepts of Print; Alphabet Knowledge, Vocabulary, and Writing (Lonigan & Shanahan, 2010). See Table 1, p.6, for a brief definition of each of these skills.

TABLE 1: *Identifying and Defining the Critical Skills for Learning Language and Literacy*

Domain:	Indicator:	Definition:
Oral Language Development	Receptive (Listening and Understanding)	The ability to listen and comprehend spoken language
	Expressive (Speaking and Communicating)	The ability to express wants, needs, and ideas using words and sentences
Emergent Literacy Skills	Phonological Awareness	The ability to notice, think about, and manipulate individual sounds (phonemes) in spoken language (i.e., awareness of the nuances of *pat* versus *cat*)
	Print Knowledge and Concepts of Print	The ability to recognize and understand the forms and functions of written language and concepts of print (i.e., read left to right; how to hold a book)
	Alphabet Knowledge	The ability to identify the names and sounds associated with printed letters
	Vocabulary	The body of words (lexicon) that are comprehended when listening (receptive) or are used when speaking (expressive)
	Writing	The ability to write and attach meaning to letters and words

Table 1

Oral Language Development

Oral language development includes both receptive language skills (listening and understanding) and expressive language skills (speaking and communicating). Children are able to understand a greater number of words than they are able to express.

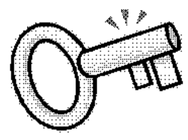
Receptive language, especially oral language comprehension, is critical to acquiring reading and writing proficiency (NELP, 2008). If a child is able to accurately decode a word, but does not know the meaning of the word, (i.e., the word is not part of the child's oral vocabulary), comprehension of the text is hampered. If a child has developed sufficient knowledge of vocabulary, grammar, and the skills to decipher unknown words, then reading comprehension will increase. As children move into the intermediate grades, they use textbooks to learn content and reading comprehension becomes critical to learning.

Expressive language skills provide the capability to convey one's ideas and feelings. This ability develops through social and personal interactions with families and teachers/caregivers in both home and school environments. Families and teachers/caregivers can enhance the development of expressive language by engaging young children in meaningful interactive conversations, scaffolding children's oral responses through conversational expansion, reading aloud and talking about books with children, and encouraging children to write about their ideas.

As children mature, they broaden their knowledge of words and increase their understanding of language. This enables children to communicate effectively with other children and the adults around them. Children deepen their understanding of words through observing the use of language and through interacting with others in their environment. Engaging conversation and manipulating learning materials provide meaningful contexts for learning words and grammatical structures. As children move along the continuum of language learning, they begin to acquire communication skills and learn the subtleties of language that are the precursors to literacy development.

Emergent Literacy Skills

Learning to read and write does not begin in kindergarten or first grade; the roots of literacy development begin when a child is born. Teachers/caregivers are able to enhance children's emerging literacy skills by providing playful experiences with language sounds, words, letters, stories, and books. Teachers/caregivers and families should, of course, read aloud to children on a daily basis, but they should also engage these young learners in singing; reciting nursery rhymes, poetry and finger plays; dramatic play, and interactive games. Through playful interaction, significant adults in the lives of children will be able to encourage **word consciousness** and cultivate an interest in reading and writing. Promoting an interest in books and reading aloud will provide motivation for learning basic literacy skills: phonological awareness, print awareness and concepts of print, alphabet knowledge, and writing.



Key term:

Word Consciousness refers to an awareness of and interest in words and their meanings.

(Graves & Watts, 2002)

Phonological awareness is the ability to notice, think about, and work with the sound structure of language, including awareness of syllables, onset-rime patterns, individual sounds (phonemes) (Paris, 2011), and words in spoken language. Others have suggested using *phonological sensitivity* as being a more accurate term because phonological awareness "is not necessarily involved in applying the knowledge to decoding text" (Paris, 2011, p. 233). For the purpose of this document, we will use the term "phonological awareness". Children need to develop awareness of these small units of sound and understand that when blended together the individual sounds make the words of language. Furthermore, children must be able to manipulate the phonemes of words to make new words. Children should have playful experiences with rhymes, including poetry and songs. Phonological awareness has been found to be one of the most powerful predictors of later success in reading (Snow, et al., 1998). Children who participate in phonological awareness activities from birth-age five are more likely to:

- Develop increasing sensitivity to the sounds of spoken words,
- Identify rhymes and rhyming sounds in familiar words,
- Attend to the beginning sounds in familiar words,
- Clap syllables in words, and are beginning to
- Add, substitute, and delete phonemes to create new words.

Print Knowledge and Concepts of Print provides an understanding of the forms and functions of written language and the awareness of the unique aspects of various texts. Children begin to have the knowledge that print and pictures are different, there are rules of print, there are print components (i.e., letters, punctuation, sentences), and that print carries meaning. *Concepts of print* is an understanding of how print is organized on the page, including directionality of print, identification of letters, and a recognition of words (Morrow, 2007). Children from birth to age-5 who participant in learning activities that promote print awareness and concepts about print understand that:

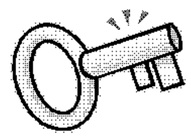
- Reading and writing are ways to obtain information, communicate ideas, and solve problems.
- Print carries a message by recognizing environmental print.
- Functions of print include: lists, signs, recipes, stories (both fiction and non-fiction), and letter writing.
- Differences exist between letters and numbers.
- Words are read from left to right and top to bottom on a page.
- Letters are grouped to form words and that words are separated by spaces.
- Different text forms are used for different functions (e.g., grocery lists, newspapers and Internet to learn about current events, letters and email for communication).

Alphabet Knowledge is the understanding that there is a systematic relationship between letters and sounds; and the words that are composed of letters. Alphabet

knowledge, specifically letter naming, has historically been among the *reading readiness* skills used for the prediction of reading achievement (Snow et al., 1998). Preschool children begin to learn letters as they make the connection between written symbols and word sounds. Children usually begin learning the connection between letters and symbols by recognizing, reading, and writing their own names. A child's name is meaningful. All letter learning should be meaningful to children and connected to reading activities, not an isolated "Letter of the Week" event.

The National Early Literacy Panel report (NELP, 2008) synthesized the research of early development of literacy. Their findings state that **rapid automatic naming (RAN)** of letters is predictive of later reading success. Additional research studies indicate that recognizing the alphabet at kindergarten entry is a strong predictor of success in reading during first grade (Snow, et al., 1998). Children who participate in alphabet learning activities from birth to age five are more likely to succeed with early reading skills, for example:

- Associate letter names with letter shapes
- Identify printed alphabet letters
- Recognize beginning letters in familiar words
- Distinguish letter/sound associations, and
- Identify high-frequency words



Key term:

Rapid Automatic Naming (RAN) refers to an assessment that measures the number of objects, pictures, colors or symbols (letters or digits) a child is able to name within a specified time limit.

Vocabulary is the body of words (lexicon) that are comprehended when listening (receptive) or are used when speaking (expressive). Children need to develop rich listening, speaking, reading, and writing vocabularies for successful reading and writing development. Children who are part of families that experience ongoing financial distress or poverty hear roughly 25% fewer words than children from more affluent homes (Hart & Risley, 1995). Young children learn vocabulary from the words they frequently hear and those that are learned within meaningful contexts (Harris, Golinkoff, & Hirsh-Pasek, 2011). Children build their vocabularies from everyday interactions with

teachers/caregivers and families. As children learn vocabulary from birth to age 5, they demonstrate an increase in word knowledge and in the construction of longer, more complex sentences.

Writing is the ability to form letters, but also includes an understanding of how print is used in the real world. It involves the knowledge that words are organized on a page, that writing has different purposes, and that a person can express different emotions through print (Schickedanz, 1999). A child's first attempt at writing begins with scribbling and progresses to discriminating between these unformed lines and specific symbols, called letters. With development, the scribbling becomes more purposeful as preschoolers pretend to write and engage in approximations of functional writing during play. Children who experience writing from birth to age five are more likely to succeed with early writing skills and demonstrate:

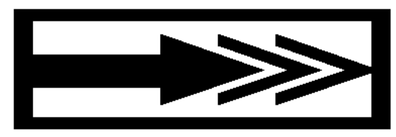
- an understanding of the purpose of writing
- the use of letters or letter-like markings to represent written language,
- an approximation of functional writing skills as part of play experiences,
- an understanding of the alphabetic principle (connecting letter sounds to printed letters,
- an interest in a variety of writing forms (e.g., stories, lists, messages), and
- the ability to dictate words, phrases, and sentences.

Learning Language and Literacy across Content Areas

The development of language and literacy is enhanced by learning experiences in all content areas, including mathematics, science, expressive and creative arts, movement and music, and social studies. The content areas provide background knowledge that is necessary for literacy learning and later reading comprehension (Head Start Bureau, 2003). Early childhood teachers often use themes or units of study to introduce concepts and provide experiential learning for young children. When units of study align to the reading and math curriculum, children are able to extend what they are learning about letters and numbers to the real world around them. It is important to

note that units of study should focus on learning about the environment that surrounds children.

A unit of study on insects is more conceptually meaningful than a unit of study on dinosaurs. Children are able to go outside and observe insects. Although a unit of study on dinosaurs may be interesting, it does not provide a better understanding of the world in which children live. Teachers are able to stimulate inquiry and discovery, important higher level thinking skills, by providing **authentic experiences**. The process of discovery builds conceptual knowledge and vocabulary. As children apply problem solving and hypothesis testing to scientific inquiry, they are steeped in robust language, engaged in rich conversations, and cognitively challenged as they move between linguistic and mental representations (Conezio & French, 2002).



Theory to Practice:

Authentic Experiences:

Rather than just talking about shadows, the teacher plans a lesson where the children go outside several times throughout the day to observe and "measure" their shadows. The teacher guides the children through the process of discovering how the brightness and position of the sun affect the visual image of their shadows.

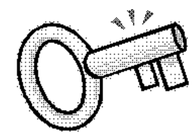
Connecting Home and School Learning Environments to Promote Language Development and Emerging Literacy Skills

Research indicates that families play a central role in children's language and literacy development (Dickinson & Tabor, 2001; Hart & Risley, 1995; 1999; Purcell-Gates, 2000), especially when considering the quality and frequency of adult-child book reading and intentional instruction (Bus, van Ijzendoorn, & Pelligrini, 1995; Lonigan & Whitehurst, 1998; Senechal, LeFevre, Thomas, & Daley, 1998; Landry & Smith, 2006).

Although families may engage in book reading activities, they often need suggestions about how to enhance language and literacy skills. Families are usually willing and able to contribute to children's early literacy learning, but they may be confused by conflicting messages regarding actual reading activities and strategies (Fitton & Gredler, 1996; Sénéchal & Young, 2008). Preschool teachers/caregivers can

be instrumental in providing support, suggestions, and encouragement. It is important to provide families with evidence-based literacy strategies to promote interactive and informal literacy-based activities in the home (Neuman & Neuman, 2009).

Research indicates that children's reading achievement increases when teachers/ caregivers provide families with specific training on how and what they can do to enhance their children's reading skills. For example, Sénéchal and LeFevre (2001) studied home environments, collecting longitudinal data on what experiences facilitate the development of children's literacy skills during the early childhood years. These researchers found that children benefit most when they are exposed to engaging literacy activities. Preschoolers made the most progress when families used systematic and direct teaching techniques, such as **dialogic reading**.



Key term:

Dialogic Reading refers to a specific technique for reading books aloud to children. This approach can be used by teachers, caregivers, or families to support oral language and vocabulary development. The technique for dialogic reading includes multiple readings of the book, during which the adult uses a systematic approach to "move the child beyond naming objects in pictures to thinking more about what is happening in the pictures, and how this relates to his own experiences."

Assisting families to work with their children at home has important implications for aiding children's typical language development. Children from low-income families are at risk for both oral language and reading difficulties (Snow, Burns, & Griffin, 1998). By encouraging and mentoring parents, children can receive additional support at home, particularly if parents know what is needed (Restar, Noell, Pelligrini, 2006) and receive specific training on how to effectively conduct a shared reading with children (Fitton & Gredler, 1996; Sénéchal & Young, 2008).

English Learners and Literacy Development

Language and literacy development, such as the alphabetic knowledge and phonological awareness, are important as children learn the mechanisms of language.

However, the development of these skills usually assumes that the teacher/caregiver and the children in the classroom share English as their common language. If children are English Learners (EL), it is important to support the continued development and maintenance of the home language while children acquire English (Tabors, 2008). In fact, evidence suggests that children who continue to learn academic concepts in their native language while gradually learning English outperform both academically and socially when compared to children who are in English-only programs (Restrepo & Kruth, 2003).

The center or school's approach to curriculum and instruction needs to address the language challenges that confront children who are learning English. For example, if oral language is critical for later literacy success, how do teachers support English Learners and help them meet this challenge? Children learning English face language and literacy challenges beyond those experienced by their English-speaking classmates. This may be obvious, but early literacy curriculum, instruction, and assessment does not always provide support for language diversity.

A teacher/caregiver can demonstrate sensitivity to the individual language needs of all children by defining and demonstrating basic concepts, such as what a word means through pictures, photos, and physical actions (Head Start Bureau, 2003). Children learning English may be hesitant to engage in conversations, which ideally provide opportunities to apply new vocabulary and conversational skills. Tabors & Snow (2001) found that English-speaking children engaged in rich dramatic play throughout the year but EL children were reluctant to participate until spring. They concluded that the EL children did not feel confident to join in. A teacher/caregiver who is aware of the conversational skill levels of all children can help nurture interactive play and language development.

Transition to Kindergarten

The transition from preschool or home learning environments to kindergarten can be a time of anxiety for children and their families. Research indicates the transition

practices used in many schools do not soothe the concerns of families (National Center for Early Development and Learning (NCEDL), 2002). A letter sent to the home inviting families to an "open house" does not bridge the gap between children's preschool experiences and the formal learning environment of kindergarten. Additionally, many kindergartens are very different than they were a decade ago. Full day kindergarten, less play, and greater academic expectations, create a difficult adjustment for many young children.

Schools often ask the question: "Is this *child ready* for kindergarten?" Indeed, this is the wrong question. Schools should be asking: "Is our *school ready* for the child?" To be *ready for children,* schools must work closely with area preschools and with families. NCEDL suggests the following transition policies:

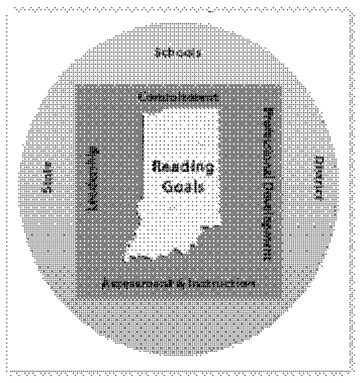
1. Strengthen the bonds between preschools and elementary schools
2. Strengthen the bonds between families and schools
3. Form transition planning teams that include school personnel, preschool staff, families, agency workers, and community leaders.
4. Provide high quality learning experiences that provide continuity between preschool and kindergarten classrooms.

A smooth transition from preschool to kindergarten is the first step to school success.

Summary

Early childhood programs today are expected to provide high-quality learning environments that emphasize the development of language and literacy skills for all children. The program must integrate curriculum, instruction, and assessment that best meets the individual learning needs for each child. To implement research-based curriculum, effective instructional practices, and an appropriate assessment plan, teachers/caregivers need high-quality differentiated professional development to understand how to design learning experiences that enhance positive outcomes for children and determine the effectiveness of instruction. To meet the goals and promise

of early childhood education, all stakeholders must be committed to using and supporting research-based practices so the common vision for high-quality programming and services come to fruition.



Indiana Birth-Age 5 Literacy Framework

INSTRUCTION

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments		★				
Transition to Kindergarten		★				
State Leadership		★				

Guiding Principle:

Appropriate instruction for young children is based on scientific research, emphasizes all domains of development (physical, social, emotional, and cognitive), and builds language and literacy competence.

- ☑ Teachers/caregivers create an environment and implement a developmentally appropriate language and literacy curriculum so that children attain learning goals across developmental domains and content areas.
- ☑ Teachers/caregivers recognize that children develop at different rates and have various styles of learning; therefore instruction must be differentiated to meet individual differences.
- ☑ Effective methods for delivering instruction in language and early literacy skills provide a balance between child-initiated exploratory play and teacher-directed intentional instruction.
- ☑ Scientifically-based research supports intentional instruction in early literacy skills, including oral language, phonological awareness, print knowledge, alphabet knowledge, vocabulary, and emergent writing.
- ☑ Teachers/caregivers use a wide range of instructional practices to engage children in literacy and language learning.
- ☑ Teachers/caregivers use assessment data to monitor student progress and plan instruction.

Early Childhood Language and Literacy Development

There is increasing recognition that literacy development starts long before children begin formal instruction in school and that later reading success is powerfully affected by the skills children acquire during these formative years. (NICHD, 2005)

The *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5* (2006) is built on the philosophy of developmentally appropriate practice (DAP). Indiana early childhood teachers are expected to plan and implement learning experiences that are appropriate for each child's age and developmental status. Developmentally appropriate practice is responsive to the social, emotional, and cultural context of children's lives. The National Association for the Education of Young Children (NAEYC) emphasizes that developmentally appropriate practice "requires both meeting children where they are – which means that teachers must get to know them

well – and enabling them (children) to reach goals that are both challenging and achievable" (Copple & Bredekamp, 2009, p. xii).

Developmentally appropriate practice is indicative of the instructional decisions that teachers/caregivers make that affect children's learning. These decisions are based on three sources of knowledge (See Figure 1 below):

1. Knowledge of child development and learning
2. Knowledge of the strengths, needs, and interests of each individual child
3. Knowledge of the social and cultural context in which each child lives.

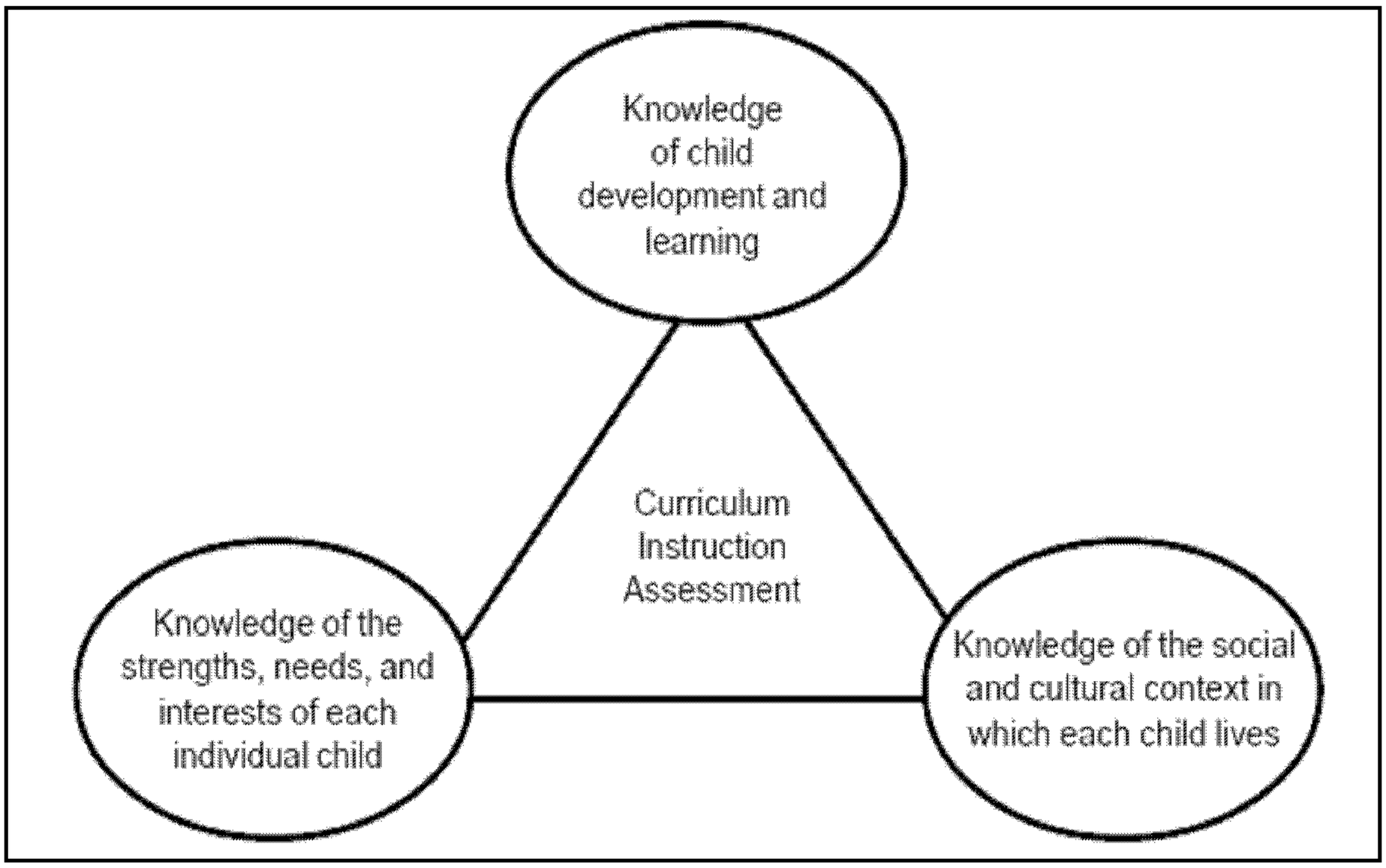


Figure 1: Sources of Knowledge for Early Childhood Teachers

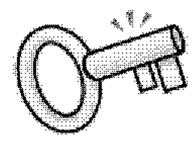
This figure indicates the three sources of knowledge needed for effective instructional decision making

Source: *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 (2006).*

Developmentally appropriate practice is dynamic. NAEYC has revised the guidelines for implementing developmentally appropriate curriculum, instruction, and assessment as research, especially neuroscience, provides new insight into how the brain develops and how young children learn. It is not a question of classroom practice being developmentally appropriate OR scientifically-based. Indeed, early childhood care and education must be founded on BOTH developmentally appropriate AND **scientifically-based** practice.

Quality Early Childhood Instruction is based on Scientific Research

The field of brain research has provided a wealth of discoveries that indicate the profound learning potential of infants from the minute they are born. Babies are *hard-wired* to explore their environment and learn. Studies using medical technology reveal that the brains of young children actually change as a result of their learning experiences. Brain research, or neuroscience, also provides educators with findings that inform teaching and learning during the preschool years. This research suggests that intentional (i.e., direct) instruction in literacy skills, with a focus on oral language, stimulates the developing brains of young children and strengthens the parts of the brain that are responsible for later reading and writing (Fletcher, Simos, Papanicolaou, and Denton, 2004). Quality early childhood care and education can enhance cognitive development and can even ameliorate many of the negative effects of neglect and poverty in young children. Furthermore, studies suggest that high quality preschool care and education can narrow the literacy achievement gap that is prevalent in many of our schools (Nisbett, 2010).



Key term:

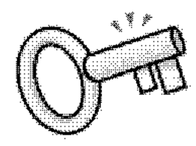
Scientifically-based is a term that was part of the *No Child Left Behind* legislation to ensure that federal dollars purchased literacy programs that "worked." Rigorous research evidence indicates that scientifically-based programs cause improvement in learning if teachers implement instruction with fidelity (correctly).

A high quality preschool program is characterized, in part, by an environment that nurtures language and literacy development by providing scientifically-based, engaging learning experiences and stable relationships between teachers and children.

Opportunities for learning and engagement within a secure base profoundly affect a child's language and literacy development (Center on the Developing Child at Harvard University (CDCHU), 2007; Hart and Risley, 1995).

A Positive Learning Environment promotes Language and Literacy Learning

The physical and aural environment of an early childhood program has a major impact on children's development. Copple and Bredekamp (2009) recommend that teachers/caregivers carefully organize the classroom environment, plan the schedule, and implement activities to promote optimal learning and development. The tone or climate of the environment should be nurturing and provide a **secure base** that supports children's natural curiosity and eagerness to explore. The frequency of verbalizations and conversations is a critical factor for facilitating language development (McGee, 2007). Teachers/caregivers should have verbal interactions and conversations with children of all ages throughout the day. Talking with children provides opportunities for the teacher/caregiver to deepen conceptual understanding, introduce vocabulary, model appropriate language use, support and extend children's vocalizations, and encourage positive peer interactions among children.



Key term:

First used by Mary Ainsworth in her research on infant attachment to primary caregivers (1969), **secure base** in this document refers to the trusting relationship between a child and the teacher/caregiver. A secure base provides a child with the confidence needed to reach out and interact with the environment. This emotional safety net is essential to support early development and learning.

The physical environment contributes to language and literacy development by surrounding children with the sights, sounds and materials that spark and support exploration and learning. An organized classroom that uses classroom space efficiently and appropriately includes areas for work and play. The room should enable the teacher to work with both small and large groups of children. Additionally, the arrangement of furniture and the use of classroom space should include several delineated areas for high interest activity centers.

Interest or activity centers provide opportunities for building language and social competence. Suggested interest or activity centers include, but are not limited to, the following:

- Block Center
- Book Center/Classroom Library
- Writing Center
- Listening Center
- Dramatic Play Center
- Science Discovery Table
- Art Center
- Housekeeping Center

Important Point

Activity or interest centers should provide children with opportunities for exploring, problem solving, creating, conversing, and role playing.

Materials in activity centers must be accessible (i.e., on shelves or in containers at a height that is easy for children to reach). Although there are separate areas for the book and writing centers that are devoted specifically to reading and writing, there should be books and writing materials available at other centers when appropriate. For example, there may be informational picture books at the Science Discovery Table to provide additional information about the bug collections that are on display or notepads available for "writing" orders at the Housekeeping Center that is set-up as a restaurant.

The Book Center, or Classroom Library, should include an abundance of print materials and books of various genres, including books representing children's cultural and linguistic backgrounds. There should be children's magazines, catalogs, board books, picture books, informational books, menus, comic sections from the newspaper, and other print materials. The Writing Center should have a variety of writing implements, types of paper, envelopes and "postage stamps," inkpads and rubber stamps. A Dramatic Play Center encourages dialogue and performance using puppets and dress-ups for role playing. The materials at the Housekeeping Center change based on the learning themes and projects children are working on. By introducing new props the Housekeeping Center becomes a post office or a restaurant that encourages pretend play to stretch the imagination of children. For example, by adding menus, tablets, and receipts, children can engage in pretend restaurant play.

Pretend play provides opportunities for children to build language skills, interact with other children, better understand the world around them, and practice various adult roles, such as mommy, daddy, doctor, builder, actor, cashier, grocer, or waiter. Children often become absorbed in the characters they play, as evident in the example below.

What does it LOOK like?

Pretend Play in Action: **Superman** by Mimi Brodsky Chenfeld

Red cape fastened to his back, he runs excitedly into my movement session with his class.

"Hi, Jackie," I call.

"I'm NOT Jackie, I'm Superman!"

While his classmates skip, leap, and hop around the room, Superman flies.

Each week, red cape floating behind him, he soars through our stories, poems, and songs. No matter what our curriculum he is saving people and fighting evil. My challenge is to include Superman with our Jack Be Nimbles, Dorothy and her friends on the Yellow Brick Road, with Olympic athletes, and with migrating birds.

One day, SURPRISE! Jackie's class bounds into my room for its weekly session. Jackie is NOT wearing his red cape!

"Hi, Superman," I greet him.

He whispers to me, "I'm not Superman."

"Oh, who are you?"

"I'm Clark!"

Lesson: Never underestimate the attention span of children totally involved in imaginative play! When children are fascinated by an idea they go on and on and on and on . . .

Source: (Klein, Wirth, & Linas, 2004).

Even the classroom walls and bulletin boards can promote learning and language development. Teachers should display children's writing and art work throughout the classroom and hallway. (Smith & Dickinson, 2002). The items should be

posted at or just above children's eye level so they are able to enjoy the work and study the details of the posted displays. When teachers/caregivers draw attention to the displays they encourage conversations and awareness of print. Table 1 (See below) summarizes the components of a language and print-rich classroom environment.

Table 1: *Components of a Language and Print-Rich Learning Environment*

Language-rich Environment	**Opportunities for children to:** • Practice listening and speaking skills in conversations and discussions • Use emerging language skills during daily routines and transitions • Practice various uses for language through role play (i.e., dramatic play) • Listen and engage with poetry, rhymes, finger plays, and songs • Listen and engage with story reading, storytelling, and retelling • Build robust vocabulary by using new words with teacher scaffolding (i.e., conversational expansion)
Print-rich Environment	**Physical environment provides:** • Highly visible print labels on objects, signs, and bulletin boards (e.g., labels for classroom objects, names displayed on cubbies, schedule, morning message) • A classroom library or reading area with easily accessible books that represent a variety of genres and formats • Books and writing materials that are accessible in all learning areas in the classroom • A Writing Center with a variety of writing instruments and materials • Alphabet manipulatives (alphabet blocks, magnetic letters, sandpaper letters, etc.) • Children's drawings and writings on walls and bulletin boards • An appropriate Word Wall (preschool classroom)

Table 1: Source: (Copple & Bredekamp, 2009).

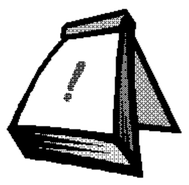
Two Critical Learning Goals from Birth to Age 5 in a Standards-Based Learning Environment

Two critical learning goals in early childhood are: (1) the development of oral language and (2) emergent literacy skills (Copple & Bredekamp, 2009; Dickinson, Golinkoff, & Hirsh-Pasek, 2010, Dunst et al, 2006; Lonigan & Shanahan, 2010; NELP, 2008; National Institute for Child Health and Human Development [NICHD], 2005). Together oral language and emergent literacy skills provide the foundation for future success in learning to read, write, and speak fluently. Reading, writing, and speaking, as well as listening, are the cornerstones for the Common Core State Standards (CCSS) in Language Arts and Literacy (IDOE, 2010). Although the CCSS provide the guidelines for instruction, it is the educators who will be the instructional decision makers in classroom practice. The following quote from the Indiana Department of Education's press release, announcing the adoption of the Common Core State Standards, emphasizes the important role of teachers and school leaders:

> *We want to ensure our students are held to the highest academic standard, and we believe the CCSS will position Indiana children well — nationally and internationally. While these common standards will serve as guidelines for success, it will be up to our outstanding educators to decide how best to deliver instruction to make sure our students receive an academically rigorous and globally competitive education.*
>
> Dr. Tony Bennett (IDOE, 2010)

It is important to reiterate that language and literacy skills in the early childhood years provide the foundation for school success. However, they should be integrated across all developmental domains so they bridge the content areas (science, social studies, math, the arts, physical education, and health). This chapter focuses on these critical learning goals by exploring robust curriculum and effective instructional practice for oral language development and emergent literacy skills (See Table 2, page 10).

Important Point



Developmental Domains:

- Physical
- Social
- Emotional
- Cognitive

Table 2: *Identifying and Defining the Critical Skills for Learning Language and Literacy*

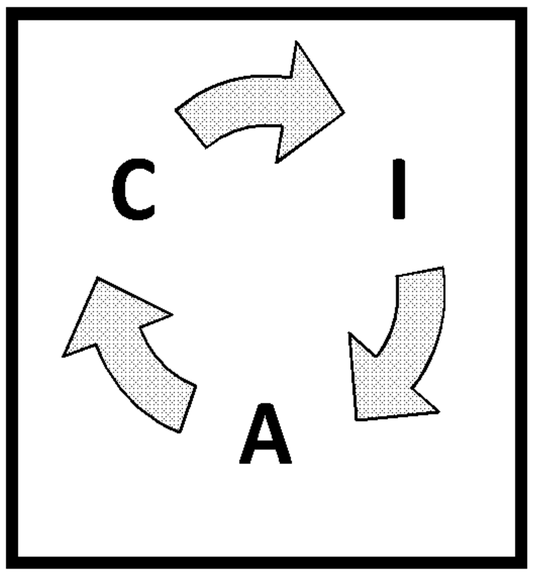
Critical Learning Goals	Indicator	Definition
Oral Language Development	Receptive (Listening and Understanding)	The ability to listen and comprehend spoken language
	Expressive (Speaking and Communicating)	The ability to express wants, needs, and ideas using words and sentences
Emergent Literacy Skills	Phonological Awareness	The ability to notice, think about, and manipulate individual sounds (phonemes) in spoken language (i.e., awareness of the nuances of *pat* versus *cat*)
	Print Knowledge and Concepts of Print	The ability to recognize and understand the forms and functions of written language and concepts of print (i.e., read left to right; how to hold a book)
	Alphabet Knowledge	The ability to identify the names and sounds associated with printed letters
	Vocabulary	The body of words (lexicon) that are comprehended when listening and reading (receptive) or are used when speaking and writing (expressive)
	Writing	The ability to write and attach meaning to letters and words

Table 2

High Quality Language and Literacy Curriculum

A curriculum is a written plan for instruction that identifies specific knowledge to be learned or skills to be attained by the intended learner. A comprehensive early childhood curriculum covers all domains of child development (See Table 2, page 8), and includes learning goals and a scope and sequence of instruction that are developmentally appropriate for the ages of children to be served.

When planning the sequence of instruction and learning experiences for children, it is important to consider the relationship between curriculum, instruction, and assessment. Curriculum can be thought of as the blueprint for teaching; it identifies the **WHAT**, or the content for instruction. The written curriculum must be robust and delineate content that builds conceptual understanding (knowledge) as well as basic skills and learning strategies (performance). Aligned to the *Foundations to the Indiana Academic Standards for Children, Birth to Age 5* (2006), a child-centered curriculum focuses on learning and is based upon developmentally appropriate practice (Copple & Bredekamp, 2009).



In a *backward design* approach to curriculum development, designers begin with the "end in mind" (Tomlinson & McTighe, 2006). In other words, curriculum designers begin with identifying the desired results (What will children know and be able to do as a result of learning?) and then they consider what developmentally appropriate assessments will provide evidence of learning (i.e., naturalistic observations, checklists, and portfolios of children's work, as well as more formal measures). Teachers should systematically assess children's learning as part of the instructional process (formative assessment), not simply evaluate student progress from the results of one standardized, formal assessment administered once each year. (See the chapter on Assessment for a more in-depth review of this topic.)

The final stage of *backward design* is to plan learning experiences and lessons that are aligned to the specific goals of the curriculum. Teachers intentionally construct lesson plans and learning activities based on what children should know and be able to do. The instructional process is the **HOW**. It is essential that the instructional decisions early childhood teachers make are child-centered, engaging, and based on what all children need to know, as well as individual learning needs. Effective teachers/caregivers differentiate instruction so each child is a successful learner.

Figure 2 (see below) illustrates the final stage of *backward design* (Wiggens & McTighe, 1998) adapted for the *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5* (IDOE, 2006). The nested ovals represent an example of possible priorities of literacy curricular content for preschoolers.

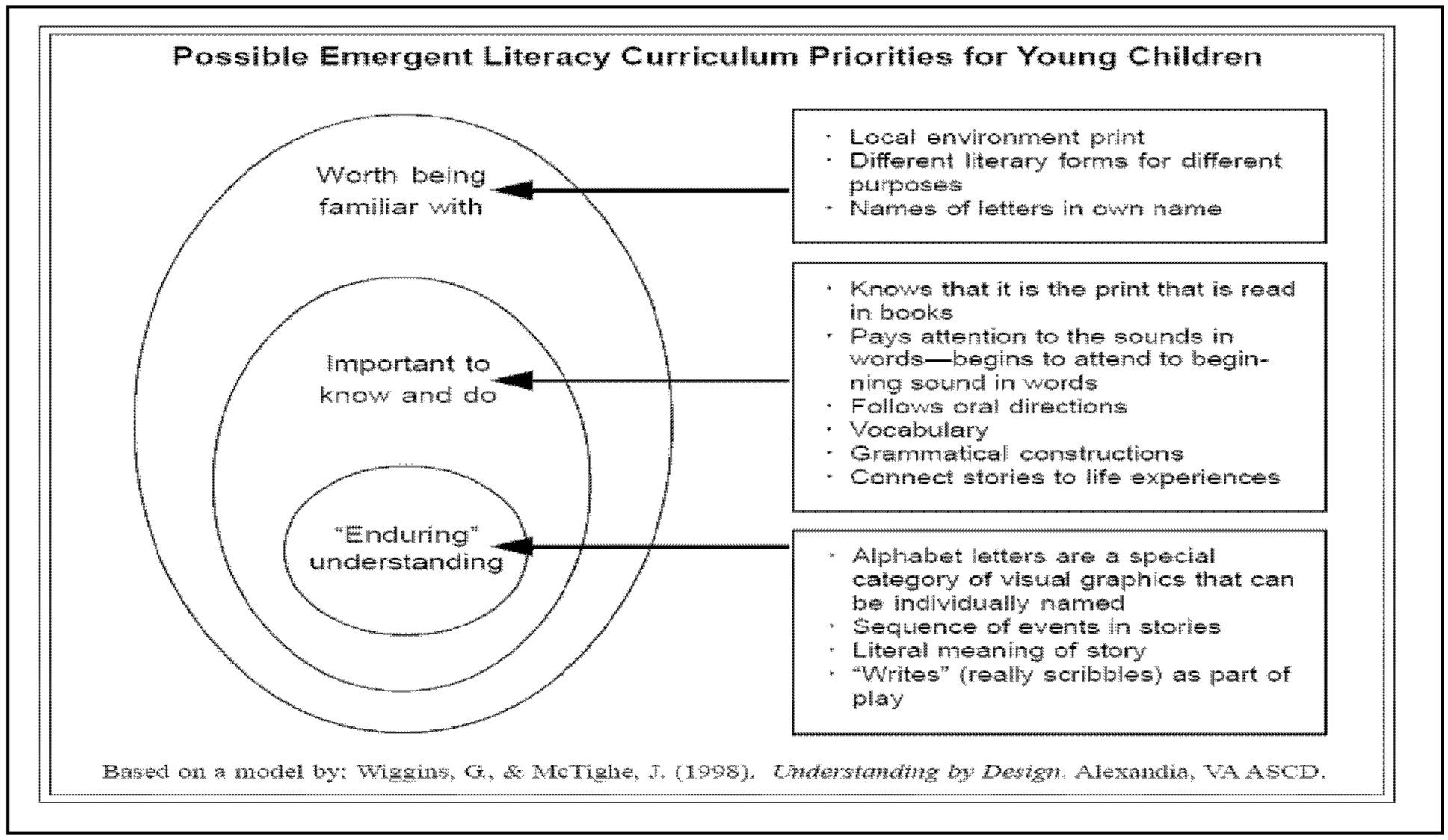


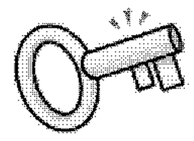
Figure 2: Emergent Literacy Curriculum Priorities for Young Children

This figure depicts a nested model of literacy curriculum priorities for young children.

Source: *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 (2006).*

The smallest oval denotes "Enduring Understanding" or the core content that ALL children must master. Responsive teachers/caregivers adapt instructional methods, materials, and pacing of the lesson to meet the individual learning needs, ensuring that all children have an enduring understanding of the basic content. When differentiating instruction, teachers/caregivers extend learning to "*Important to know and do*" and "*Worth being familiar with*" content for children who are ready for more challenging content.

The **scope and sequence** of instruction enhances children's ability to master the core content (enduring understanding). Although oral language development and emergent literacy skills are central to preschool curriculum (National Institute for Literacy, 2009), Copple and Bredekamp (2009) assert that the most important factor influencing learning and development is a teacher/caregiver's interactions with children. Interactions generated through child-initiated play, adult-guided play, and teacher-directed instruction provide opportunities for conversing, problem solving, and extending learning (Boat, Dinnebeil, & Bae, 2010; NAEYC & NAECS/SDE, 2003; NIFL, 2009). Positive and stable relationships between teachers/caregivers and children provide an emotionally safe environment to explore, take risks, and build confidence.



Key term:

Scope and Sequence refers to the listing of skills that are taught (scope) and the order in which they should be taught (sequence).

Research studies and reports identify overlapping and interrelated skills that are precursors to learning to read and write, including the Head Start Bureau (2003), Early Reading First (2007), and the National Early Literacy Panel (NELP) (2008). These skills include: Expressive and Receptive Language; Phonological Awareness; Print Awareness and Concepts of Print; Alphabet Knowledge; Vocabulary; and Writing. Together, oral language development and emergent literacy skills provide the foundation for future reading success. To expand knowledge and provide opportunities for practice, it is essential for early childhood programs to teach language and literacy skills across all developmental domains (See Table 3, page 14).

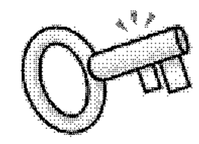
Table 3: *Language Development and Literacy Skills across Developmental Domains*

Domain	Clarification	Language Development and Emergent Literacy Skills
Physical	Healthy physical development is essential to overall well-being and learning. Opportunities to develop fine and gross motor skills need to be varied, unstructured, and play-oriented.	• Handle writing tools, such as crayons, pencils, markers • Employ fine motor skills through stringing beads, lacing, putting puzzles together, and using scissors • Explore art materials, such as painting, drawing, sculpting clay • Track print in big books and small books • Use multi-sensory materials to create/write the alphabet letters (i.e., play dough, sand, magnetic letters, finger paint, shaving cream, pipe cleaners) • Employ gross motor skills in role playing, dramatics, dancing, marching
Social/ Emotional	Social/Emotional development determines how children think, feel, and act. It affects learning in all areas of growth and development.	• Use language to engage in conversation with classmates and adults • Ask questions during conversations and discussions • Listen attentively to classmates and teachers • Participate actively in instructional activities and play • Use language to negotiate rules during play • Apply language skills to resolve conflicts
Cognitive	Active learning provides stimulation for brains. Critical thinking and problem solving skills help children deepen conceptual understanding and explore their environment.	• Use language to clearly express thoughts and ideas • Develop the ability to classify, compare and contrast, predict, question, and discuss results • Learn to explore, observe, and describe the natural environment • Observe, participate, conduct simple science experiments, and share results with others

Table 3: Adapted from: Bowman, Donovan, & Burns, 2000; IDOE, 2006; Maryland Model for School Readiness (MMSR), 2009; Copple & Bredekamp, 2009

Developmentally Appropriate Instruction: Play, Language, and Literacy

Copple and Bredekamp (2009) assert that the most important factor influencing learning and development is a teacher/caregiver's interactions with children. Interactions generated through child-initiated play, adult-guided play, and teacher-directed instruction provide opportunities for dialogue and problem solving (Boat, Dinnebeil, & Bae, 2010; NAEYC & NAECS/SDE, 2003; Copple & Bredekamp, 2009; NIFL, 2009). Positive and stable relationships provide children with an emotionally safe environment to explore, take risks, build confidence, and learn.



Key term:

Developmentally appropriate practice (DAP) refers to "best practices" for young children. DAP is a construct derived from research that is based on child development, learning theories, and observed practice. DAP is not a curriculum, but rather a philosophy or belief about how children learn.

www.doe.in.gov/educationallicensing/ EarlyChildDevStds

Developmentally appropriate practice is grounded in the learning theories of Piaget, Vygotsky, Bronfenbrenner, and others. All of these theorists highlight the connection between play and learning. Play is essential for children - it contributes to healthy child development cognitively, socially, and physically. It is through active play that children acquire and refine many of the prerequisite skills that contribute to successful learning. Perhaps Neill (1960) says it best:

Childhood is Playhood!

Play is natural to children. Pretending, moving, laughing, talking, singing, solving problems, and negotiating are all aspects of play that provide opportunities for learning. Children who are provided with ample time to engage in self-directed play benefit in a variety of ways. Play provides children with the chance to interact with their environment and begin to make sense of their world. Healthy infants, toddlers, and preschoolers are energetic and passionately engage with toys, objects and people in their surroundings. Play also encourages interaction between children. As children socialize during play, they learn to express their ideas and to listen to the suggestions expressed by others.

Early childhood staff should understand the developmental stages of play (See Table 4 below) and the adult's role in supporting learning through playful experiences. It is the action and dialogue of play that are important for learning, not the end product.

Table 4: *Types and Stages of Play*

Stage	Description	Age
Solitary Play	Child plays independently.	Solitary play begins in infancy and is common in toddlers due to their limited social skills. It is important, however, for children at any age to have some time to play alone.
Parallel Play	Children play side by side, but they do not interact with each other.	Parallel play is most often observed with toddlers.
Associative Play	Children involved with associative play do not set rules. They play together, but there is no formal organization.	Associative play often begins when children are toddlers and extends through preschool.
Cooperative Play	Cooperative play is organized around group goals. There is a play "leader" and children can be identified as in or out of the group.	Cooperative play begins in the late preschool years and extends throughout childhood.
Onlooker Play	Children watch others play, but do not attempt to join the group.	Onlooker play is observed in toddlers and extends throughout childhood.
Structured or Guided Play	Structured play involves adult input, either in organizing, initiating or intervening in the play activity	Structured play often begins in the late preschool years and extends throughout childhood.

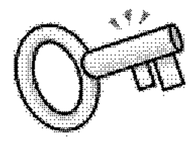
Table 4: Adapted from: www.healthofchildren.com/P/Play.html; Copple & Bredekamp (2009)

In a child's world, play is a child's prime educator. Play enhances the physical, social, emotional, and intellectual development of the young child. A child needs opportunities for play that are active and quiet, spontaneous and planned, indoors and outdoors, and done alone and with peers. When reviewed as a learning process, play becomes a vehicle for intellectual growth. Play involves not only materials and equipment, but also words and ideas that promote literacy and develop thinking skills. Play promotes problem solving, critical thinking, concept formation, creativity, and social/emotional development. Indiana Department of Education (2006).

Role of the Teacher

Early childhood caregivers and teachers have a significant role in supporting learning through play. They establish the learning environment, provide engaging materials, and encourage children to extend skill-building activities during play. Teachers and caregivers can model new approaches to using materials or extend children's understanding through dialogue during play.

Vygotsky's concept of **scaffolding** (building knowledge incrementally), is useful when considering the role of the teacher to deepen conceptual understanding and develop mastery of foundational skills. Scaffolding learning, in which teachers and caregivers offer responsive comments that elevate children's thinking and performance, should occur during all types of play and instructional interactions with children. Scaffolding guides and supports learning by building on what children already know, moves children from lower to higher levels of skill use, and builds language and literacy skills in young children. Teachers and caregivers scaffold learning by providing just enough support to match the child's skill level, providing more support if the child is struggling,and



Key term:

Scaffolding refers to the process of providing extra support or targeted instruction that builds on what a child already knows so he/she is able to successfully learn or perform more complex tasks.

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decreasing support when the child is ready to move ahead (Bowman, Donovan, & Burns, 2001).

During structured or guided play, teachers purposefully design play experiences to support specific learning goals. Unlike child-initiated play, adults guide children to participate in particular play activities, observe children's success or struggles with the activity, and provide scaffolding when necessary to optimize learning opportunities. Effective teachers/caregivers adapt instruction to meet the needs of each child and use a variety of spontaneous and planned teaching strategies to scaffold children's learning (Copple & Bredekamp, 2009). Below is an example of scaffolded learning.

What does it LOOK like?

Scaffolding Language Development during Play

Classroom setting: A 3-year old boy chooses the Block Interest Center and is stacking five blocks when the teacher joins him.

Child: (points to the tower of blocks) See, *I builded a big house*.

Teacher: (following the child's lead and modeling correct grammar): *Yes, you built an* ***enormous*** *house.* (The teacher uses elaboration and extension, rather than just saying "Yes, you built a big house." which provides only repetition and slight extension.)

Child: (placing more blocks on the stack) *I am making a 'normous house.*

Teacher: (again, following child's lead): *Your house IS* ***enormous****. Enormous is another word for big; it is something that is very big. Say, "Enormous."* (model)

Child: *enormous*

Teacher: *The house is* ***enormous****. Say it with me.*

Child and **Teacher:** *The house is* ***enormous****.*

The teacher might provide additional scaffolding by asking the child to say the word in three parts by syllable and then model putting it together. Later, the teacher might prompt by saying, *"This house is not only big, it is _____,"* waiting patiently for the child to insert the new vocabulary word.

Teachers/caregivers also use **intentional instruction** to build word knowledge. Storybook reading provides an engaging venue for children to learn print concepts and new vocabulary. The teacher/caregiver intentionally plans instruction, selecting a book that will interest the children and deciding which words to teach to the children. A typical storybook may have numerous words that will be new to young children. The goal is not to teach every new word, but to select two or three words to teach intentionally and explicitly. In the following example the teacher intentionally and explicitly teaches the word "enormous." Compare the scenario below to the spontaneous teaching during play that is depicted in the example on page 18.

What does it LOOK like?

Intentional Instruction

Classroom setting: The teacher is reading the story, The Enormous Turnip, by Alexei Tolstoy. The children are gathered around her.

Teacher: (Holding the book so the children are able to see the cover, the teacher introduces the storybook.) *Today I am going to read you this book. The title of the book is The Enormous Turnip."* The teacher points to the turnip on the cover of the book, leaning down from her chair so all the children are near the book. *"Look at this turnip. A turnip is a vegetable. We eat vegetables here at the center. Look at how* ***BIG*** *this turnip is; it is* ***VERY BIG.*** *A word that means very big is* ***enormous****. This turnip is* ***enormous****; it is very big!"* Say the word **enormous** with me.

Children: (in unison) enormous

Teacher: *"The turnip is* ***enormous****; it is very BIG. Say that with me."*

Together: *"The turnip is* ***enormous****; it is very BIG."*

Teacher: *"I'm thinking of something else that is* ***enormous****. It is an animal that has a trunk and floppy ears. We saw one when we went to the zoo. It is an* ***enormous*** *animal. Tell your partner what animal I'm thinking of."*

Children: (whisper to their partners)

Teacher: *"I heard you! Did you say elephant? Yes, an elephant is very BIG, it is _____."* (The teacher waits for the children to say "**enormous**."

Teacher: *"Okay, let's find out more about this* ***enormous*** *turnip."* The teacher begins reading the story.

Oral Language Development: Instructional Strategies and Practices

> *The most important aspect to evaluate in childcare settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers.* (Hart & Risley, 2004)

Oral language skills play a crucial role in reading and writing acquisition as well as the development of learning and thinking processes (NICHD, 2005). Research indicates that language development actually begins BEFORE as the fetus, at approximately the 7th month of gestation, begins to recognize and respond to the sound of the mother's voice. From birth, the infant learns to communicate, using non-verbal cues: crying, cooing, babbling, and laughing. The infant is also listening to the surrounding voices and words. The research of Hart and Risley (2004) indicates the importance of both the quantity and quality of the language a child hears in the early years of life. Although language development follows a natural progression, the quantity and quality of a child's oral vocabulary is highly dependent on early environmental variables. For additional information refer to the *"What Should a Child Be Able to Do?"* and *Language-Progression of Skills* (Appendices A and B) at the end of this chapter.

Effective teachers/caregivers are aware of the language development milestones. They use rich vocabulary and converse with infants, toddlers, and preschoolers throughout the day using strategies that promote oral language development. As children begin to talk, teachers/caregivers use interactive conversations and discussions in whole group, small group, and one-on-one settings to build language, vocabulary and developing thinking skills. These early language skills provide the foundation for reading and writing.

Take the time to listen to the "noise" of an early childhood classroom. Ask yourself, "Who is doing the talking?" Do you hear just the teacher/caregiver or do you hear the voices of children? The teacher must refrain from being the *sage on the stage*; early childhood classrooms should be filled with the voices of children. Children learn when they are responding to the learning environment. (Bennett-Armistead, et/ al.,

2005). Peer interactions and conversations should be encouraged. Children learn language from each other, as well as from the teacher.

A teacher/caregiver should implement **instructional strategies** that enhance children's language skills from the birth to age 5. Infant and toddler instruction occurs informally, primarily during unstructured play. Although preschoolers are able to participate in more structured learning activities, they need ample opportunities to engage in interactive and purposeful play to allow them opportunities to practice their developing language and literacy skills. (Table 5 lists various instructional strategies.)

Table 5: *Instructional Strategies that Enhance Oral Language Development*

Strategy	The Teacher/Caregiver should . . .
Conversational Expansion	• Engage children in conversations about topics that interest them (large group, small group, one-on-one) • Listen carefully to what the child is saying • Model correct grammar • Use robust vocabulary • Expand child's understanding of language through modeling and intentional instruction
Pretend Play	• Participate in the dialogue of pretend play • FOLLOW the lead of the child, but provide background knowledge, deepen understanding, and use robust vocabulary (The Housekeeping Corner can be used as a thematic center for language – provide the props so it becomes a post office, hospital, grocery store, etc.)
Language Play	• Sing songs and listen to music • Recite finger plays and simple poetry • Recite Nursery Rhymes • Play word games (I See Something that is *describe item in the environment.* What is it?)
Shared Reading; Interactive Read Alouds	• Use BIG Books for Shared Reading. Discuss the pictures and characters • Conduct Dialogic Reading (a systematic book reading strategy) • Read stories from various genre and authors

Table 5

Instructional practices that enhance oral language development include: (1) Interactive Read Alouds, (2) Storytelling, and (3) Dialogic Reading. These instructional practices are effective with toddlers as well as preschoolers. Because of the short attention span of toddlers, however, teachers/caregivers may not finish reading a book or telling a story before children lose interest. The adult should follow the lead of young children and not continue with the activity if interest has waned. Children will often return to the activity or want to hear more of the story at a later time. (See Table 6.)

Table 6: *Instructional Practices that promote Oral Language Development*

Strategy	The Teacher/Caregiver should . . .
Interactive Read Alouds (Intentional instruction)	• Select an appropriate book with engaging illustrations (consider the age and interest of the children) • Read the book and select 2 or three words to intentionally teach to the children • Construct a "kid-friendly" definition so children understand the meaning of the word(s) • Discuss the chosen word(s) as you read the story • Engage students in dialogue about the story and targeted words • Use the targeted word(s) in follow-up discussions
Storytelling	• TELL stories as well as read stories to children. • Select familiar stories (fairytales, etc.) for storytelling • Use props, such as puppets or flannelboard cutouts • After telling the story, encourage children to use the props to retell the story
Dialogic Reading (Shared book reading)	• Use the Dialogic Reading process (PEER) with small groups of children • Conduct Dialogic Reading as a "second read," after children are familiar with the story • Use the systematic prompts (CROWD) • Access the *Doing What Works* website for detailed directions for implementing Dialogic Reading: http://dww.ed.gov/learn/?T_ID=15&P_ID=31

Table 6

Emergent Literacy Skills and Intentional Instruction

Teachers/caregivers of infants to preschoolers use developmentally appropriate practices, providing scaffolded instruction in foundational skills. Each child comes to the classroom with different literacy experiences and abilities. As a result, teachers and caregivers need to consider each child's individual learning needs and provide programs that balance play and intentional instruction, focusing on meaningful emergent literacy activities (Copple & Bredekamp, 2009).

Participation in carefully planned, purposeful emergent literacy activities help children manipulate the sounds of language, name and write the letters of the alphabet, and understand the purposes for print. In time, children begin to synthesize this information by matching sounds with letters of the alphabet and attaching meaning to letters and words. Through exposure to books, children gain an understanding of the conventions of print, such as how to turn pages and which direction to read. These emerging reading and writing skills allow children to understand that print conveys the spoken message.

Teachers use intentional instruction to teach many of the foundational skills. Intentionality, however, does NOT translate to didactic "stay in your seat and complete these worksheets" methods of teaching and learning. Intentional instruction is explicit and systematic. For instruction to be effective and developmentally appropriate, teachers must also be intentional. See Figure 3 on page 24 to clarify the instructional attributes of an *intentional teacher.*

> *. . . an "intentional" teacher aims at clearly defined learning objectives for children, employs instructional strategies likely to help children achieve the objectives, and continually assesses progress and adjusts the strategies based on that assessment. The teacher who can explain just why she is doing what she is doing is acting intentionally . . .*
>
> (Epstein, 2007)

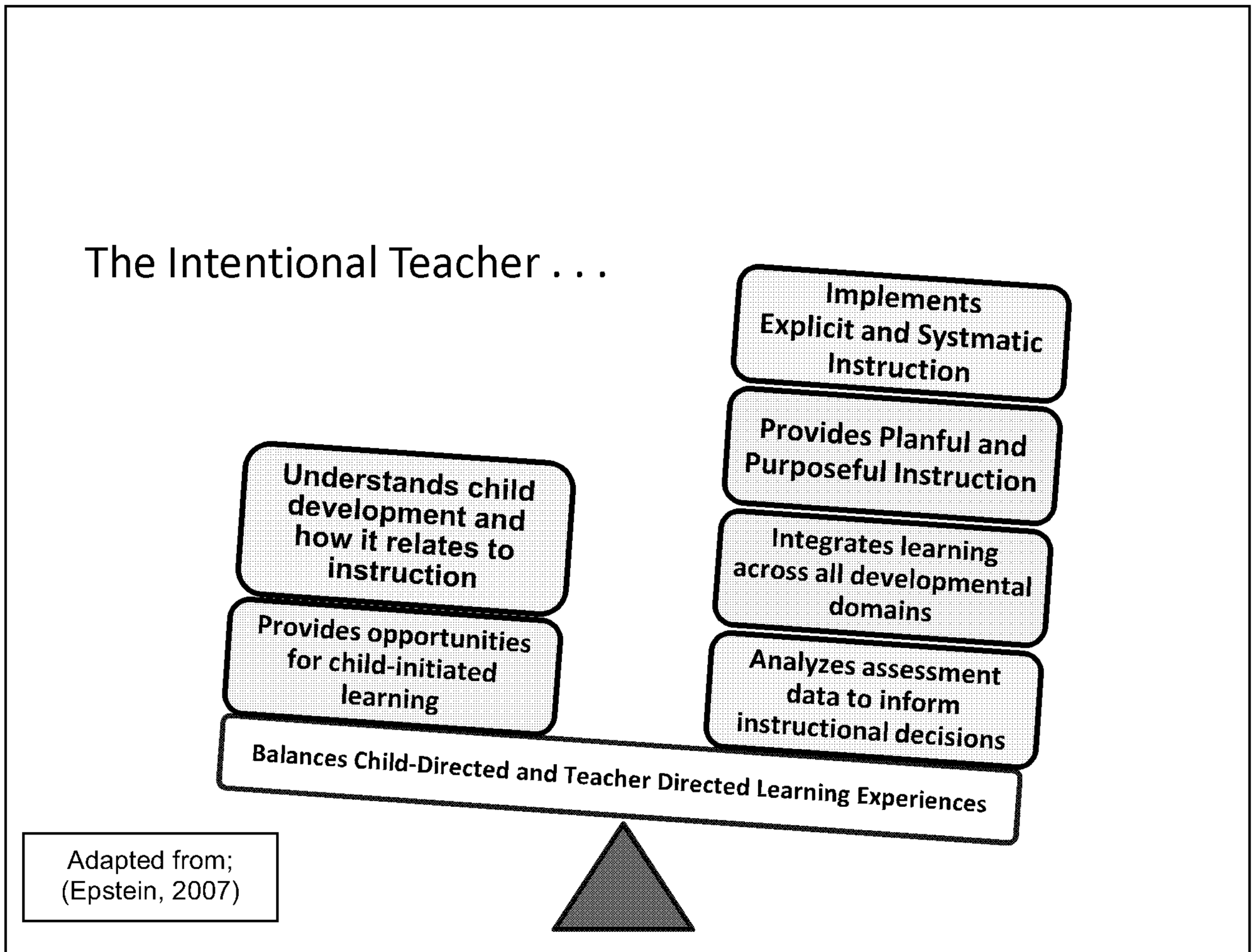


Figure 3: Balancing Child-Directed and Teacher Directed Learning

This figure depicts the instructional attributes of an Intentional Teacher

Early Literacy does not mean Early Reading

The components of early reading instruction (kindergarten to Grade 3) include phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. Early literacy skills, especially at the emergent level of development, provide the precursors for reading. Oral language is the foundation for reading and writing; other emergent skills are phonological awareness, print awareness and concepts of print, alphabet knowledge, vocabulary, and writing. The goal of intentional teaching of these emergent skills is not to require preschoolers to memorize all the letters of the alphabet

or twenty high-frequency words. The goal is to prepare children for learning to read and write. There is a need to balance teacher-directed and child-initiated learning. Instruction in the preschool years should be neither didactic nor laissez-faire. Emergent literacy skills should be taught intentionally, systematically, and explicitly across all domains, using developmentally appropriate methods with an awareness of the individual learning preferences of children (Epstein, 2007).

Five Emergent Literacy Skills

1. *Phonological Awareness*

   Phonological awareness is the ability to hear and manipulate the sounds, or phonemes, in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds. (Yopp, 1992).

This awareness of individual and groups of sounds is a critical part of learning to read and write. As children enter elementary school, phonological awareness is important for spelling or decoding unfamiliar words. Research indicates that the most common cause of early reading difficulties is a weakness in children's phonological processing skills (Snow, Burns, & Griffin., 1998; Whitehurst & Lonigan, 2001; NELP, 2008). Children with poor phonological processing skills have difficulty "cracking" the alphabetic code that connects the graphemes (letters) in written alphabetic languages to the phonemes (sounds) in spoken language.

Research consistently states that children with strong phonological awareness skills become better readers (Snow, Burns, & Griffin, 1998). It is critical that teachers/caregivers develop purposeful and planned instruction in phonological awareness to ensure that children have opportunities to develop this skill. **Studies indicate that ten minutes a day of intentional instruction that is playful and engaging for children can make a difference for children's emerging reading skills** (Ehri & Roberts, 2006; Gillon, 2004).

Obtaining phonological awareness is a progression, beginning with the realization that there are separate words in the stream of oral language. From word awareness, children discern finer segments of sound: syllables, onset-rimes, rhyme, and finally to the smallest unit of sound, the phoneme. When reaching the level of phoneme awareness, a child is phonologically aware of the sounds of language. Figure 4 depicts the progression of phonological awareness.

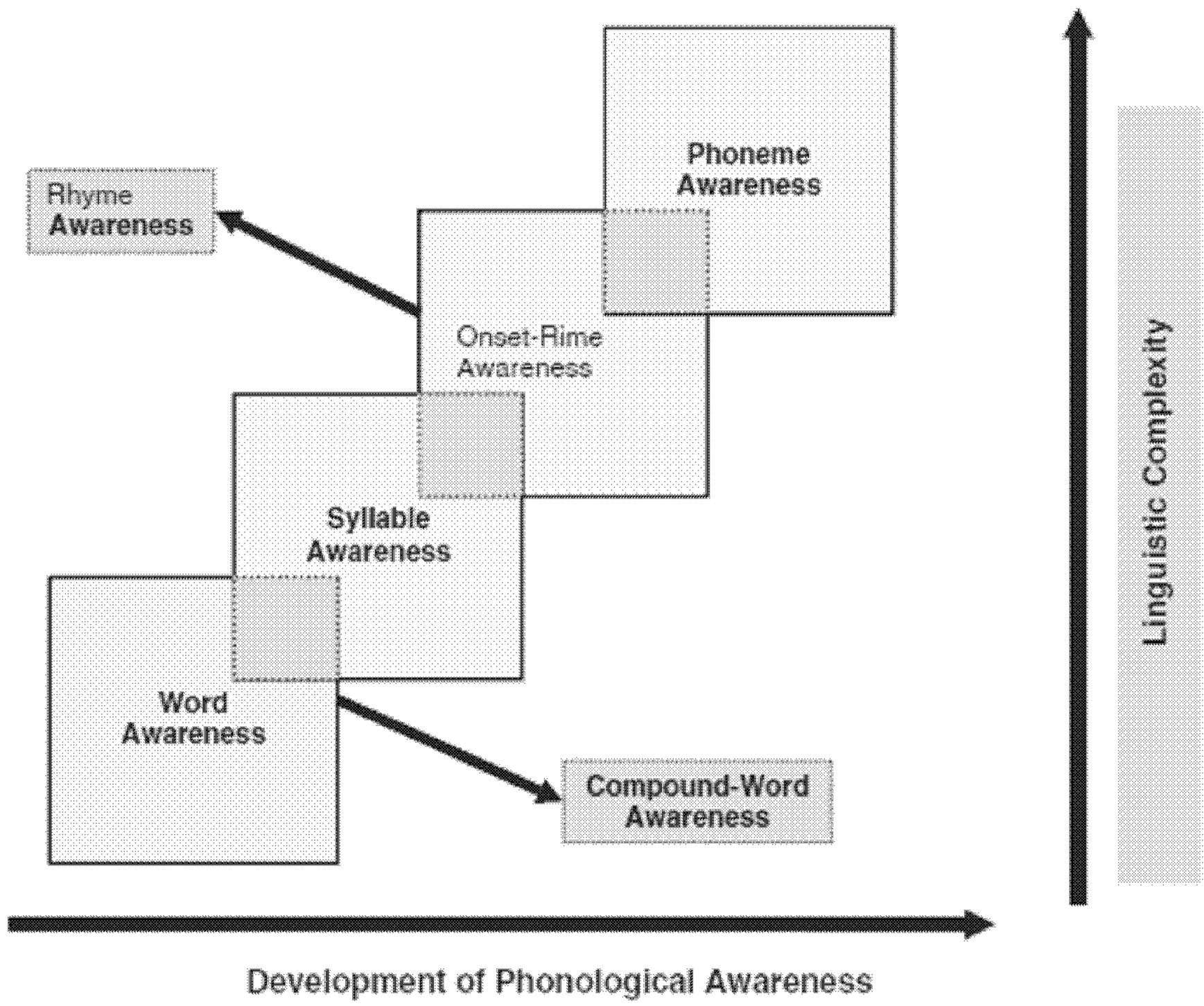


Figure 4: The Developmental Continuum of Phonological Awareness

This Figure depicts a child's progression of phonological awareness, from the word level to the phoneme level.

Source: *Phillips, Clancy-Menchetti, & Lonigan (2008)*

Examples of intentional instruction of phonological awareness include:

- Providing intentional instruction in rhyming, segmenting, and blending words
- Singing songs
- Reciting nursery rhymes, simple poetry, tongue twisters, and riddles
- Playing word games (clapping syllables, identifying rhyming words)
- Stretching words (slowly draw out the pronunciation of words to hear the individual sounds)
- Choosing books for Read Alouds that focus on targeted sounds

2. *Print Awareness and Concepts of Print*.

Children perceive that print surrounds them in their everyday lives and that print conveys meaning. This awareness of print is one of the first steps toward learning to read. From birth, children interact and enjoy books and print in varying ways: infants chew on books, but also gaze at pictures and their eyes track when an adult points to details in an illustration; toddlers pretend to read and insist that their favorite books are read to them repeatedly; preschoolers progress from awareness of print to understanding the alphabetic principle (the connection between the sounds of language and the symbolic letters of the alphabet). They become aware that print conveys a message (Burns, Griffin, & Snow, 1999). Teachers/caregivers should encourage children to interact with print through Shared Reading activities. The interaction of the adult and child with a book increases the understanding of print awareness, functions of print and print concepts. Table 7 lists the basic concepts of print that preschoolers should know (See page 28.). Examples of intentional teaching practices that promote print awareness and concepts of print include:

- Providing access to high quality books that are appropriate for the child's age (board or cloth books for infants and toddlers; colorful picture books for preschoolers)
- Drawing attention to environmental print (matching familiar logos and the word)

- Labeling objects in the classroom
- Drawing attention to the variety of print that exists in the world (mail, flyers, menus, magazines, newspapers, letters, books, etc.).
- Providing access to an assortment of writing materials so children can practice writing notes, lists, letters, etc.
- Explaining and demonstrating how print works on the written page
- Modeling that all spoken words can be written and read

Table 7: *Concepts of Print*

Using a children's book, the teacher prompts the child with the following questions and instructions :

1. What is the correct way to hold this book?
2. Show me the front cover of the book.
3. Point to the title of the book.
4. Point to the part of the book that tells the story.
5. Where does the story begin?
6. Where does the story end?
7. Point to the place where some begins to read.
8. Move your finger to show me the words that someone would read next.
9. Move your finger to show me where to go after finishing the first line.
10. When I get to the end of this page, where do I go to continue reading?
11. Point to a word on this page.
12. Point to the first letter in the word.
13. Point to the last letter in the word.
14. Find a capital (or upper case) letter and point to it.
15. Point to a small (or lower case) letter.
16. What is the name of this mark? (Teacher points to a period.)
17. What is the name this mark? (Teacher points to a question mark.)
18. What do you call these marks? (Teacher points to quotation marks.)

Table 7 Adapted from: Clay (2000)

3. *Alphabet Knowledge.*

The first letters children usually recognize are those that are associated with their own names. Most children are fascinated with the awareness that letters can represent their names. Gaining knowledge of the alphabet is enjoyable for preschoolers when they are not pressured to memorize letters; often using meaningless flashcards. Teaching the alphabet should include a variety of instructional strategies that are both playful exploration and guided learning. Most children learn to recite the letters of the alphabet by singing the *Alphabet Song.* Teachers should build upon children's initial interest in the alphabet by using music, movement, and the arts to learn letters.

The traditional method of teaching the *Letter of the Week*, especially when the teacher begins with "A" and introduces the letters in a lockstep progression, is not as successful as teaching children letters that are meaningful to them (Morrow, 2007, p.131). Letters should be selected in clusters so children are quickly able to construct simple words. Additionally, if letters are learned in the context of a particular unit of study or theme, the association helps children remember the letter. For example, if a unit of study focuses on pets, the letter "c" for cat or "d" for dog might be introduced. By providing ongoing guided and independent practice, children will be able to identify the letter or letters in new contexts. It is important for preschoolers to gain knowledge of the alphabet. Research indicates that knowing the alphabet at kindergarten entry is a strong predictor of success in reading during first grade (Snow, et al., 1998).

The following instructional strategies can be used by teachers/caregivers or families to encourage children to learn the alphabet letters.

- Providing opportunities for children to practice identifying the letters in their names and matching those letters with print within the environment.
- Displaying a word wall with the children's pictures and first names
- Playing letter bingo and other letter games
- Providing manipulatives that include alphabet puzzles, magnetic upper and lower-case letters, tactile letters made from fine sandpaper or sand, and letter stencils.

- Reading and displaying alphabet books.

4. *Vocabulary*

Children's vocabulary increases rapidly during the preschool years. Their receptive vocabulary (words they hear) is larger than their expressive vocabulary (words they speak). Eventually children will have four categories of vocabulary: hearing, speaking, reading, and writing. During the preschool years, children learn new words by hearing them and practicing new words in conversations. Once children are fluent readers, usually by the end of third grade, their vocabularies will expand most rapidly when confronted by new words during reading. They independently unravel the meanings of the words through context and word learning strategies (Harris, Golinkoff, & Hirsh-Pasek, 2011).

The average preschooler knows about 5,000 words (speaking vocabulary) and after age 3, children learn about 2,000 new words each year (Roskos, Tabors, & Lenhart, 2004). Children from disadvantaged home environments hear roughly 25% fewer words than children from more affluent home and research indicates that not only do they begin school with smaller vocabularies, but they learn fewer words per year . (Hart & Risley, 1995). This deficit impacts their success as readers unless teachers intervene. English learners may present a dual challenge if they do not speak English and also come from homes where the conversations in their native language are not robust with sophisticated words. If teachers/caregivers intervene and help children build robust vocabularies in the preschool years, there is a greater chance to overcome the *vocabulary gap* (Harris, Golinkoff, & Hirsh-Pasek, 2011).

Children learn vocabulary in meaningful contexts and through numerous exposures to words. The following instructional strategies encourage the development of oral vocabulary and an interest in print, precursors for reading and writing:

- Use conversational expansion to introduce children to more robust words (For example: enormous instead of big; famished instead of hungry; elated instead of happy)

- Use both simple everyday words, especially for English Learners, as well as the sophisticated words when explaining daily activities or during conversations.
- Promote curiosity about words (also known as word consciousness).
  - Model your curiosity about new words
  - Plan playful activities and word games to encourage learning new words.
  - Praise children when they ask about a new word or use a new word in conversation.
  - Read engaging books and *fast map* robust words. *Fast map* is a term used to indicate the learning strategy of providing a quick, child-friendly definition immediately after reading a robust word in a story. (For example: The boy sprinted *(he ran quickly)* across the street. The words in italics *fast map* the word sprinted.)
  - Use Shared Reading practices with BIG books to emphasize robust words in print. Highlighting tape can be used to draw attention to these words.

An important bridge that connects oral vocabulary to written vocabulary is writing. Children should begin to write as soon as they are able to hold crayons and pencils. The next section explores the importance of writing in the toddler and preschool years.

5. Emergent Writing

Learning to write follows a developmental continuum. (See Appendix D at the end of this chapter.) Children begin at the scribbling level and progress through drawing pictures. Preschoolers practice writing, but early attempts are random symbols and waving lines. As children become more aware of print and develop greater hand-eye coordination, they begin to make recognizable letters. Eventually, children connect symbolic letters with sounds and begin to refine their writing using conventional spelling. Although there is a developmental progression to learning to write, the stages are not rigid and children may go back and forth between levels of emergent writing as they

move toward conventional spelling (Sulzby, 1985; Bennett-Armistead, 2005; Morrow, 2007).

Writing reinforces the alphabetic principle (the connection between language sounds and letters of the alphabet). Teachers/caregivers model writing behaviors through *morning message*, Language Experience, or dictation. Teachers should scaffold children's early writing endeavors by encouraging children's attempts to put their ideas and thoughts on paper, whether through simple drawings or random symbols.

As children advance, teachers/caregivers should assist children in sounding out words and teaching the correct formation of letters. As independent writers, children will practice writing the alphabet, composing messages, creating signs, or writing stories. Journal writing should be an integral part of the preschool writing curriculum. From scribbling to drawings to inventive spelling, a journal provides a record of a child's writing development. As children transition from preschool and kindergarten to first grade, they tend to use a combination of invented spelling and conventional spelling.

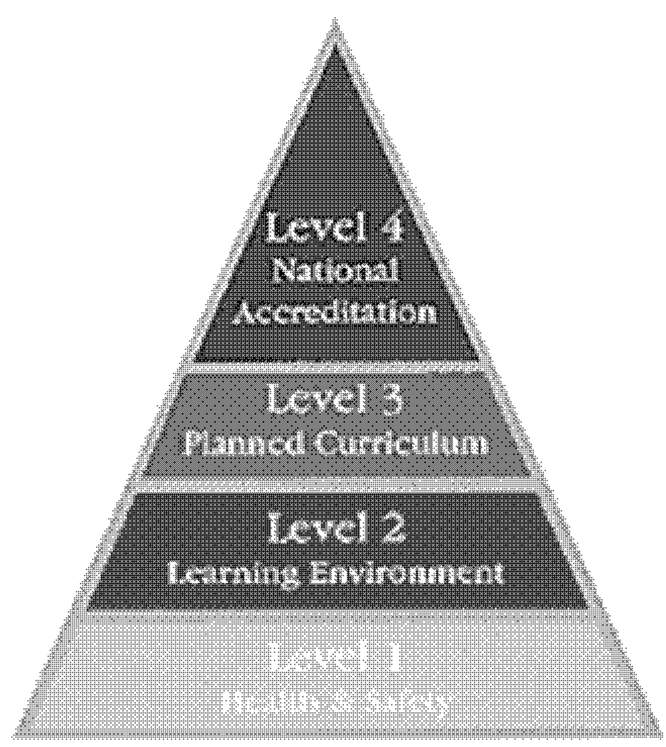
One of the best ways for teachers/caregivers to promote the development of writing is to provide ample opportunities for writing by establishing a writing center. A writing center is a designated location in the classroom where children experiment with and practice writing. Learning activities range from drawing to writing in journals. A writing center should be stocked with a variety of materials, including:

- Various types of paper (white, colored, lined and unlined, envelopes)
- Colored pencils, crayons, gel pens, rubber stamps, markers
- Magazines, menus, and other authentic print materials
- Photos and pictures for story starters
- Clipboards for portable writing surfaces
- Non-paper writing materials (chalkboards or whiteboards)

High-Quality Preschool Care and Education in Indiana

Effective early childhood programs include high quality curricula and high quality instruction to develop language and early literacy skills in young children. Language and early literacy instruction should be developmentally appropriate to help children master goals across developmental domains and content areas. Effective language and emergent literacy instruction should take place during child-initiated play and teacher-directed intentional instruction in large groups, small groups, with partners, and one-on-one. Teachers/caregivers should use assessment to guide instructional decisions and use a variety of instructional practices or routines that provide active engagement and tap children's unique interests.

The Indiana Bureau of Child Care provides a "roadmap," titled *Paths to Quality,* to guide and evaluate early childhood programs. This rating system provides a systematic approach to assessing the structure and processes of early learning centers and programs. Figure 5, below, illustrates the four levels of quality.



Indiana Paths to QUALITY establishes four levels of quality and the criteria to determine the level attained by licensed centers:

Level 4: National Accreditation

Level 3: Planned Curriculum

Level 2: Learning Environment

Level 1: Health & Safety

Figure 5: Four Levels of Quality of the *Indiana Paths to Quality*

This figure illustrates the progressive levels that can be attained by Indiana Early Learning centers and programs.

http://www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf

Table 8: A Guide to Establishing Positive Early Learning Environments and Planning Effective Curriculum using the Indiana Paths to Quality

Level 2 Learning Environment	Level 3 Planned Curriculum
• Provide an environment that is welcoming, nurturing, and safe for the physical, emotional, and social well-being of all children. • Activities and materials reflect the age, interests, and abilities of all children. • Provide for children's language and literacy skill development. • Provide pertinent program information to families. • Promote staff/assistant caregivers' development and training. • Program has a written philosophy and goals for children.	• A written curriculum and planned program for children reflects developmentally appropriate practice. • Program evaluation is completed annually by parents and staff. • Actively engage in program evaluation and have an action plan for improvement • Demonstrate professional growth of Director and staff or lead caregiver and assistants in excess of licensing requirements • Facilitate family and staff input into the program. • Program has been in operation for a minimum of one year or lead Caregiver has at least 12 months experience in a licensed or Bureau of Child Care nationally recognized accredited child care setting as a child care provider.

Table 8 (Elicker, Clawson, Langill, & Kwon, 2007)

Transition to Kindergarten

Getting ready for kindergarten begins at birth.

Leaving preschool and entering kindergarten is a major transition in a child's life. Although adults often do not realize the anxiety experienced by a child during this transition, the emotions that accompany this change in a child's educational environment can impact the entire family. Teachers/caregivers and families can help preschoolers with this educational milestone. Below are a list of accomplishments that will help preschoolers prepare for the transition to kindergarten feeling confident and eager to take the next steps in becoming a reader and writer.

14 Preschool Literacy Accomplishments – Preparing for Kindergarten

1. Knows that alphabet letters can be used to make words
2. Recognizes environmental print
3. Understands the basic concepts of print
4. Knows that different forms of print are used for different functions (reading stories, making grocery lists, labels, signs, etc.)
5. Is phonologically aware (able to hear and manipulate the sounds of language)
6. Uses new vocabulary during conversations
7. Understands and follows oral directions
8. Able to retell a familiar story
9. Shows an interest in books
10. Is able to identify the letters in his/her name and some additional letters
11. Is eager to learn to read
12. Communicates through drawing and emergent writing (random symbols or letters)
13. Enjoys rhyming and word games
14. Is building confidence in literacy skills

Source: Adapted from: Starting Out Right (1999)

Summary

Becoming a reader and writer does not begin in kindergarten. The foundation for literacy begins at birth with an infant's eagerness to learn and communicate. As children develop, they need a balance of child-initiated play and adult-directed intentional instruction. Caregivers/teachers who work with infants, toddlers, and preschoolers have the opportunity to impact the learning trajectory of the children in their care. Neuroscience indicates that positive early learning environments impact brain development and thinking skills. Effective teachers/caregivers use a variety of instructional practices and routines during play, intentional instruction, and daily functional tasks to enhance children's oral language development and support children's emerging literacy skills.

Language and early literacy instruction should be developmentally appropriate to help children master goals across all domains and content areas. Effective language and early literacy instruction should occur in large groups, small groups and one-on-one. Teachers/caregivers should use assessment to guide instructional decisions and differentiate instruction to meet the individual learning needs of all children. Infants, toddlers, and preschoolers should be actively engaged in learning activities and teachers/caregivers should use a variety of instructional practices based on the developmental levels and interests of the children..

Successful language and emergent literacy experiences are contingent upon teachers/caregivers' knowledge of child development, effective instructional practice, the language and literacy curriculum, and the ability to adapt instruction to meet individual needs. Teachers/caregivers must work with their colleagues, leaders, and families to ensure the excellence in learning and teaching.

(See Appendix E for helpful websites.)

Appendix A

What Should a Child be able to Do?
Birth to 12 Months

Hearing and Understanding	Talking
Birth-3 Months • Startles to loud sounds • Quiets or smiles when spoken to • Seems to recognize your voice and quiets if crying • Increases or decreases sucking behavior in response to sound	**Birth-3 Months** • Makes pleasure sounds (cooing) • Cries differently for different needs • Smiles when sees you
4-6 Months • Moves eyes in direction of sounds • Responds to changes in tone of your voice • Notices toys that make sounds • Pays attention to music	**4-6 Months** • Babbling sounds more speech-like with many different sounds, including *p, b* and *m* • Chuckles and laughs • Vocalizes excitement and displeasure • Makes gurgling sounds when left alone and when playing with you
7-12 Months • Enjoys games like peek-a-boo and pat-a-cake • Turns and looks in direction of sounds • Listens when spoken to • Recognizes words for common items like "cup", "shoe", "book", or "juice" • Begins to respond to requests (e.g. "Come here" or "Want more?")	**7-12 Months** • Babbling has both long and short groups of sounds such as "tata upup bibibibi" • Uses speech or noncrying sounds to get and keep attention • Uses gestures to communication (waving, holding arms to be picked up) • Imitates different speech sounds • Has one or two words (dada, mama, bye-bye) around first birthday, although sounds may not be clear

Appendix A

What Should a Child Be Able to Do?
1 to 4 Years

Hearing and Understanding	Talking
1-2 Years • Points to a few body parts when asked. • Follows simple commands and understands simple questions ("Roll the ball," "Kiss the baby," "Where's your shoe?"). • Listens to simple stories, songs, and rhymes. • Points to pictures in a book when named.	**1-2 Years** • Says more words every month. • Uses some one- or two- word questions ("Where kitty?" "Go bye-bye?" "What's that?"). • Puts two words together ("more cookie," "no juice," "mommy book"). • Uses many different consonant sounds at the beginning of words.
2-3 Years • Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down"). • Follows two requests ("Get the book and put it on the table"). • Listens to and enjoys hearing stories for longer periods of time	**2-3 Years** • Has a word for almost everything. • Uses two- or three- words to talk about and ask for things. • Uses *k, g, f, t, d,* and *n* sounds. • Speech is understood by familiar listeners most of the time. • Often asks for or directs attention to objects by naming them.
3-4 Years • Hears you when you call from another room. • Hears television or radio at the same loudness level as other family members. • Answers simple "who?", "what?", "where?", and "why?" questions.	**3-4 Years** • Talks about activities at school or at friends' homes. • People outside of the family usually understand child's speech. • Uses a lot of sentences that have 4 or more words. • Usually talks easily without repeating syllables or words.

Appendix A

What Should a Child Be Able to Do?

4 to 5 Years

Hearing and Understanding	Talking
4-5 Years • Pays attention to a short story and answers simple questions about them. • Hears and understands most of what is said at home and in school.	**4-5 Years** • Uses sentences that give lots of details ("The biggest peach is mine"). • Tells stories that stick to topic. • Communicates easily with other children and adults. • Says most sounds correctly except a few like *l, s, r, v, z, ch, sh, th.* • Says rhyming words. • Names some letters and numbers. • Uses the same grammar as the rest of the family.
Source: Retrieved and adapted from American Speech-Language Association, http://www.asha.org/public/speech/development/01.htm	

Appendix B

Language - Progression of Skills

Age of Child	Typical Language Development
6 months	• Vocalization with intonation • Responds to his name • Responds to human voices without visual cues by turning his head and eyes • Responds appropriately to friendly and angry tones
12 months (1 year)	• Uses one or more word fragments or words with meaning • Understands simple instructions, especially if vocal or physical cues are given • Practices inflection • Is aware of the social value of speech
18 months	• Has vocabulary of approximately 5-20 words • Vocabulary made up chiefly of nouns • Some echolalia (repeating a word or phrase over and over) • Much jargon with emotional content • Is able to follow simple commands
24 months (2 years)	• Can name a number of objects common to his surroundings • Is able to use at least two prepositions, usually “in, on, or under” • Combines words into short sentences (2-3 words) of largely noun-verb combinations • About 75% of what child says should be intelligible, and has vocabulary of approximately 150-300 words • Rhythm and fluency are not well-developed • Can use two pronouns correctly - “I, me, you” - although “me and I” are often confused • “My and mine” are beginning to emerge • Responds to such commands as "show me your ____” (eyes, nose, mouth, hair)
36 months (3 years)	• Use pronouns “I, you, me” correctly • Is using some plurals and past tenses • Knows at least three prepositions, usually “in, on, under” • Knows chief parts of body and should be able to indicate these if cannot name them • Handles three word sentences easily • About 90% of what child says should be intelligible, and has vocabulary of approximately 900-1000 words • Verbs begin to predominate • Understands most simple questions dealing with his environment and activities • Relates his experiences so that they can be followed with reason

Age of Child	Typical Language Development
36 months (3 years) continued	• Able to reason out questions, such as "what do you do when you are sleepy, hungry, cold, or thirsty?" • Should be able to give his sex, name, age • Should not be expected to answer all questions, even though he understands what is expected
48 months (4 years)	• Knows names of familiar animals • Can use at least four prepositions or can demonstrate his understanding of their meaning when given commands • Names common objects in picture books or magazines • Knows one or more colors • Can repeat 4 digits when they are given slowly • Can usually repeat words of four syllables • Demonstrates understanding of “over and under” • Has most vowels and diphthongs and the consonants p, b, m, w, n well established • Often indulges in make-believe and imitation with extensive verbalization as he carries out activities • Understands such concepts as longer, larger, when a contrast is presented • Readily follows simple commands even though the stimulus objects are not in sight • Much repetition of words, phrases, syllables, and even sounds
60 months (5 years)	• Can use many descriptive words spontaneously - both adjectives and adverbs • Knows common opposites: big-little, hard-soft, heavy-light • Has number concepts of 4 or more • Can count to ten • Speech should be completely intelligible, in spite of articulation problems • Should have all vowels and the consonants, m,p,b,h,w,k,g,t,d,n,ng,y • Should be able to repeat sentences as long as nine words • Should be able to define common objects in terms of use (hat, shoe, chair) • Should be able to follow three commands given without interruptions • Should have simple time concepts: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today • Should be using fairly long sentences and should use some compound and some complex sentences • Speech on the whole should be grammatically correct

Retrieved and adapted from Child Development Institute, LLC, January 31, 2010 at http://www.childdevelopmentinfo.com/development/language_development.shtml

Appendix C

Phonological Awareness - Progression of Skills

Discriminating
Children listen to determine if two words begin or end with the same sound.

Counting
Children clap the number of words in a sentence, syllables in a word, sounds in a word.

Rhyming
Children create word families with rhyming words (all, call, fall, ball).

Alliteration
Children produce groups of words that begin with the same initial sound (ten tiny tadpoles).

Sentence Segmentation
Children separate the individual words of a sentence.
(The dog ran away. = /The/ /dog/ /ran/ /away)

Blending Syllables
Children blend syllables to say words or segmenting spoken words into syllables (/mag/ /net/ = magnet and /pa/ /per/ = paper).

Blending Onsets and Rimes
Children blend the initial consonant or consonant cluster (*onset*) and the vowel and consonant sounds spoken after it (*rime*).
(/m/ /ice/ = mice and /sh/ /ake/ = shake)

Segmenting
Children say the word and then say each syllable or sound
(inside = /in/ /side/ or /i/ /n/ /s/ /i/ /d/).

Manipulating Phonemes:

Deleting:
Children listen to words and then say them without the first syllable (*baseball* becomes *ball*) or sound (*bat* becomes *at*).

Adding:
Children listen to words and add syllables (to *come* add */ing/),* or sounds (add the */s/* sound to the beginning of */un/).*

Substituting:
Students listen and change sounds (change /r/ in *run* to */b/* to make *bun*).

Appendix D

Conventions of Writing
A Developmental Continuum for Infants – Toddlers – Preschoolers

Level 1: Scribbling/Drawing (9 to 12 months and older)

Makes uncontrolled or unidentifiable scribbling, lines and circular shapes

Level 2: Pictorial (Toddler and PreKindergarten)

Draws somewhat recognizable pictures, imitates writing

Level 3: Precommunicative (end of PreKindergarten)

Prints own name or occasional known word, uses letter-like forms or letters, attempts to convey a message with writing and "read it back"

Level 4: Semiphonetic (Early and Middle Kindergarten)

Forms letters correctly (although may reverse some letters), usually writes left to right and top to bottom, correctly uses one, two or three letter spellings and can spell some grade-level high frequency words correctly

Level 5: Phonetic (Late Kindergarten)

Writes left to right and top to bottom, separates words with spaces, begins to use lower-case correctly, correctly spells one, two and three letter words and spells some grade-level high frequency words correctly, represents most consonant sounds and some vowel sounds

Level 6: Transitional (Early and Middle First Grade)

Uses appropriate spacing between words, uses lower-case correctly most of the time, correctly spells many grade-level high frequency words, uses logical phonetic spelling including vowels in most syllables (although vowels may not be correct)

APPENDIX E

Online Websites to Support Language Development and Literacy Skills

Birth to Age 5

1. **American Speech-Language-Hearing Association (ASHA)**
   This website provides information on language development, including developmental milestones from birth to age 5; speech and language disorders

   http://www.asha.org/public/speech/development/

2. **Center for Early Literacy Learning (CELL)**
   This website provides a wealth of ideas, suggestion, and learning activities that focus on language and literacy for infants, toddlers and preschoolers.

   http://www.earlyliteracylearning.org/pgpracts.php

3. **Center on the Developing Child**
   This website, developed by Harvard University, provides information about brain research and learning, child development, and early intervention.

   http://developingchild.harvard.edu/

4. **Doing What Works**
   This website provides research based materials – ideas and suggestions that work (based on rigorous scientific study). Topics include: Preschool Language and Literacy.

   http://dww.ed.gov/

5. **ED PUBS**
   Order free materials from the U.S. Department of Education

   http://www.edpubs.gov/\

6. **Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5**

   http://www.doe.in.gov/primetime/foundations.html

APPENDIX E

7. **International Reading Association (IRA)**
   This website provides a wealth of information on reading instruction. Some of the materials are accessible only to IRA members; however the position statement, *Literacy Development in the Preschool Years* is available to the general public.

   http://www.reading.org/Libraries/Position_Statements_and_Resolutions/ps1066_preschool.sflb.ashx

8. **National Association for the Education of Young Children (NAEYC)**
   The NAEYC website provides resources for early childhood care and education teachers, caregivers, center directors, principals, and families. Materials accessible to non-members include position statements, research findings, and an extensive list of early childhood websites.

   http://www.naeyc.org/

9. **National Center for Family Literacy**
   This website provides materials for families and educators, including the online tool *Thinkfinity Literacy Network.*

   http://www.famlit.org

10. **National Institute for Early Education Research (NIEER)**
    This website provides news reports, research findings, statistics, and publications that focus on early care and education. Access the report *The State of Preschool* and policy briefs at this site.

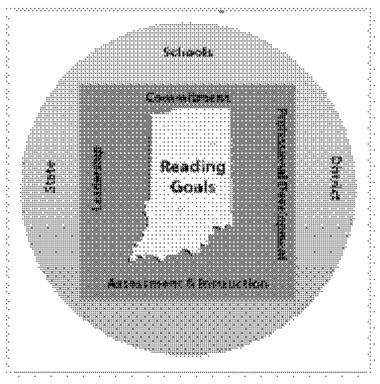
    http://nieer.org/

11. **Report of the National Early Literacy Panel**
    Download the report of the National Early Literacy Panel from this website.

    http://lincs.ed.gov/earlychildhood/NELP/NELPreport.htm

12. **Zero to Three**
    This website promotes the health and development of infants and toddlers. This site provides free resources for caregivers and families, including articles, guidelines, webinars, and videos.

    http://www.zerotothree.org/



Indiana Birth-Age 5 Literacy Framework

ASSESSMENT

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments			★			
Transition to Kindergarten			★			
State Leadership			★			

Guiding Principle:

A systematic assessment approach is used to collect multiple forms and types of data about children's language and literacy growth.

- ☑ A clearly defined purpose exists for assessing all children.
- ☑ Assessment procedures and content are age-appropriate.
- ☑ Multiple approaches are used to assess children's literacy learning including formative and summative measures that are reliable, valid, and fair for the purpose intended.
- ☑ Differentiated professional development provides opportunities for teachers/ caregivers to deepen their understanding and use of data for instructional decision-making.
- ☑ Teachers/caregivers have the knowledge, skill, and competence to effectively communicate with families about assessment.
- ☑ Families are part of the assessment process, including providing input to teachers/caregivers and sharing of results.

Language and Literacy Assessment

> Assessment allows teachers and parents to see how a child is progressing and helps teachers to prepare instruction appropriate for their students' ever-changing language development and literacy needs. (Enz & Morrow, 2009, p. 2)

All teachers/caregivers strive to create the optimal learning environment for all children entrusted to them. An essential part of doing this is to use assessments to gain insight into children's interests, knowledge, skills, and attitudes. Assessment is best defined as involving "the multiple steps of collecting data on a child's development and learning, determining its significance in light of the program goals and objectives, incorporating the information into planning for individuals and programs, and communicating the findings to parents and other involved parties" (Hills, 1992, p. 43).

The principles and philosophies that are applied to the assessment of young children are part of a continuum that begins at birth and extends through age six into elementary school. Assessment of skills learned by young children must align to expected developmental milestones and then change, as appropriate, to support children as they grow and develop. All children learn by doing, but infants and toddlers exhibit this through their actions rather than through language or writing. Children's growth is more rapid and uneven from birth to preschool than at any other period of development so it becomes difficult and challenging to capture children's skills and abilities, particularly if it must be done at a singular point in time (Zaslow, Calkins, & Halle, 2000).

Generally, teachers/caregivers individually assess all domains of development to ensure that each child attains appropriate milestones and that the curriculum is serving the child's learning needs. It is also critical to examine children's developing early language and literacy skills. Research has consistently demonstrated that deficits in language and literacy skills are associated with learning difficulties in the elementary years (Snow, Burns, & Griffin, 1998). By assessing language and literacy in the preschool years, issues and challenges can be addressed to ensure children have all the foundational skills necessary for school success.

Assessment has tremendous value for both the teacher/caregiver and the family. First, information from assessments allows teachers/caregivers to provide an optimal learning environment for all children. Assessment data can provide information about children's interests and learning that teachers/caregivers can use to plan lessons and experiences that target children's curiosity and abilities, particularly as these opportunities relate to language and literacy. Using assessment affords teachers/caregivers a greater understanding of individual learning needs and how to best differentiate instruction. Second, assessments inform teachers/caregivers of children's progress toward meeting the language and literacy goals that are critical for school success. Third, assessment enables early detection of learning differences and/or disabilities. Instruction must be differentiated so all children benefit. **One size does not fit all.** Children use all of their senses to learn, but may have preferred modalities. Furthermore, children who struggle in the elementary years may have an

undiagnosed learning disability and through early childhood assessments, this disability may be detected and addressed. Finally, assessment often enlightens families and they gain insight into their children's abilities, interests, and developmental level. Families are able to use this information to make important educational decisions for their children.

The principles and purposes for assessment are similar whether assessment addresses children's overall development or a specific learning domain such as language and literacy. Throughout this chapter, assessment procedures and instruments are discussed through the lens of language and literacy development. When language and literacy development, concepts, and skills are assessed and the findings are used to inform instruction, children benefit.

Assessment Guidelines and Purposes

Recommended practices in assessment for young children are guided by specific professional standards and position statements established by national organizations, including the National Association for the Education of Young Children (NAEYC), the National Association for Early Childhood Specialists in State Departments of Education (NAECS/SDE), the Division for Early Childhood (DEC) of the Council for Exceptional Children; the National Association of School Psychologists, the Head Start Program Performance Standards (2006); and the National Education Goals Panel (1998) . The following guidelines inform decisions when planning assessment for children from birth to Age 5:

- Assessment data are used to understand and improve learning.
- Data collection is ongoing and authentic, occurring within the child's daily contexts, including interactions with materials, adults, and other children.
- Assessment instruments are used appropriately, for the purpose specified.
- Assessments are based on scientific research, child development, early learning standards, and curriculum goals for all domains of learning (social, emotional, language, cognitive, and physical).

- Assessments are age-appropriate in both content and the method of data collection.
- Assessments should be linguistically appropriate, recognizing that to some extent all assessments are measures of language.
- Staff and families are knowledgeable about the assessments administered and the data collection techniques.
- Families are a valued source for assessment information and are provided suggestions for working with their children based on the findings.

These guidelines support appropriate assessment practices and ensure accurate and reliable data collection. Through appropriate assessment practices, a teacher or caregiver gains insight about children's interests and development. This information assists teachers as they plan lessons and organize their classrooms to provide rich learning environments for children.

Snow and Van Hammel (2008) state that the key dimensions for decisions about assessment are condensed into three basic questions of *Why? What?* and *How?*. In essence: *Why are we assessing? What are we assessing?* and *How do we conduct the assessments?* Recently, Snow and Oh (2011) added the fourth question "*Who is being assessed?*" The answer to this question enables teachers to make an appropriate match between the assessment instrument and the characteristics of the population being assessed. For example, assessment decisions will vary if children are monolingual versus bilingual or if children are 2 years of age versus 4 years of age.

Teaching and learning are reciprocal processes, each influencing the other. Only through assessment is a teacher able to determine if children are learning and, in turn, whether changes are needed to improve teaching and learning. (Roberts, Kellough, & Moore, 2005). The first step is to clearly understand the purposes for assessment and to select an assessment instrument that is appropriate for the children who will be assessed. Data results provide information about the progress of children's learning, as well as the effectiveness of instruction. Thus, the findings are dependent on the

selection of the assessment instrument. The table below provides a list of purposes and questions to assist teachers in selecting appropriate assessment tools.

TABLE 1: *Language and Literacy Assessment Purposes and Clarifying Questions*

Purpose	Questions
Planning for Instruction	1. What are the child's strengths, needs, and learning processes? 2. What are the child's interests? 3. What are the skill levels of children in language? In literacy? 4. How can instruction be responsive and appropriate to each child's abilities? 5. Are developmental milestones being met, and if not, what can be adapted in the curriculum? 6. What gaps exist between the child and the curriculum? What can be modified to minimize this gap?
Reflecting on teaching	1. How well is classroom instruction working? 2. How can I improve my instructional practice?
Identifying children with special needs	1. What is needed for the program to meet the child's needs? 2. Is further intervention necessary?
Communicating with families	1. Do families understand the assessment procedures? 2. Do families understand the assessment results? 3. Do families know what to do at home to support their children's language development and literacy learning? 4. Do families contribute information about their child's home learning experience?

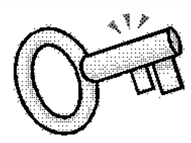
Table 1 Source: (Hills, 1992)

Methods of Assessment

An assessment system or plan for obtaining data about children's learning styles, abilities, and interests involve a multi-source approach. An assessment system may

include the following: (1) ongoing observations of children that use checklists and anecdotal records, (2) student work samples and portfolios, and (3) formal assessment measures that may be part of the literacy program.

Observation assessment must be authentic, occurring during daily learning experiences, play activities, and care routines to record and describe the development and learning of children. Children are rapidly changing and growing and by engaging in authentic, observational assessments, it is easier for the teacher or caregiver to monitor and improve children's learning, as well as their own teaching. The observations provide immediate feedback about the child's development and literacy progress which then informs the teacher or caregiver about how to adapt the curriculum and instruction to meet the child's needs. Further, by noticing differences in children's abilities, teachers or caregivers can engage in differentiated instruction to target and scaffold each child's learning. Student **work samples** also provide ongoing evidence of learning progress and development. Teachers collect sample of children's drawings and other work which is dated and placed in a folder or portfolio. Learning growth is evident when the collected materials are reviewed by teachers/caregivers and families. Observation data and work samples are types of **formative assessment**. This is the most common assessment for young children.



Key term:

Formative Assessment: Ongoing assessment that informs instruction.

Formative assessments document children's individual growth and development, focusing on the individual child. The defining characteristic of effective formative assessment is its interactive or cyclical nature (Sadler, 1988; Wright, 2009). Assessment should not be a single occurrence, but an ongoing process. The Indiana *Early Childhood ISTAR-KR Assessment Handbook* (2010) states that assessment "is the process of gathering information from several sources of evidence, organizing the evidence, and finally interpreting the evidence, using it to inform instruction and monitor child progress" (page 17). This process should repeat itself as teachers and caregivers work with children.

Based loosely on Jones' (2003) 5-stage literacy documentation cycle, each step describes a process where the teacher collects and examines data. Teachers or caregivers follow the cycle of data collection to continually monitor children's learning. Each step in the cycle is part of a system where assessment is integral to the teaching and learning process (Jones, 2003; Indiana DOE, 2010). The steps of a Formative Assessment Cycle are depicted in Figure 1 below.

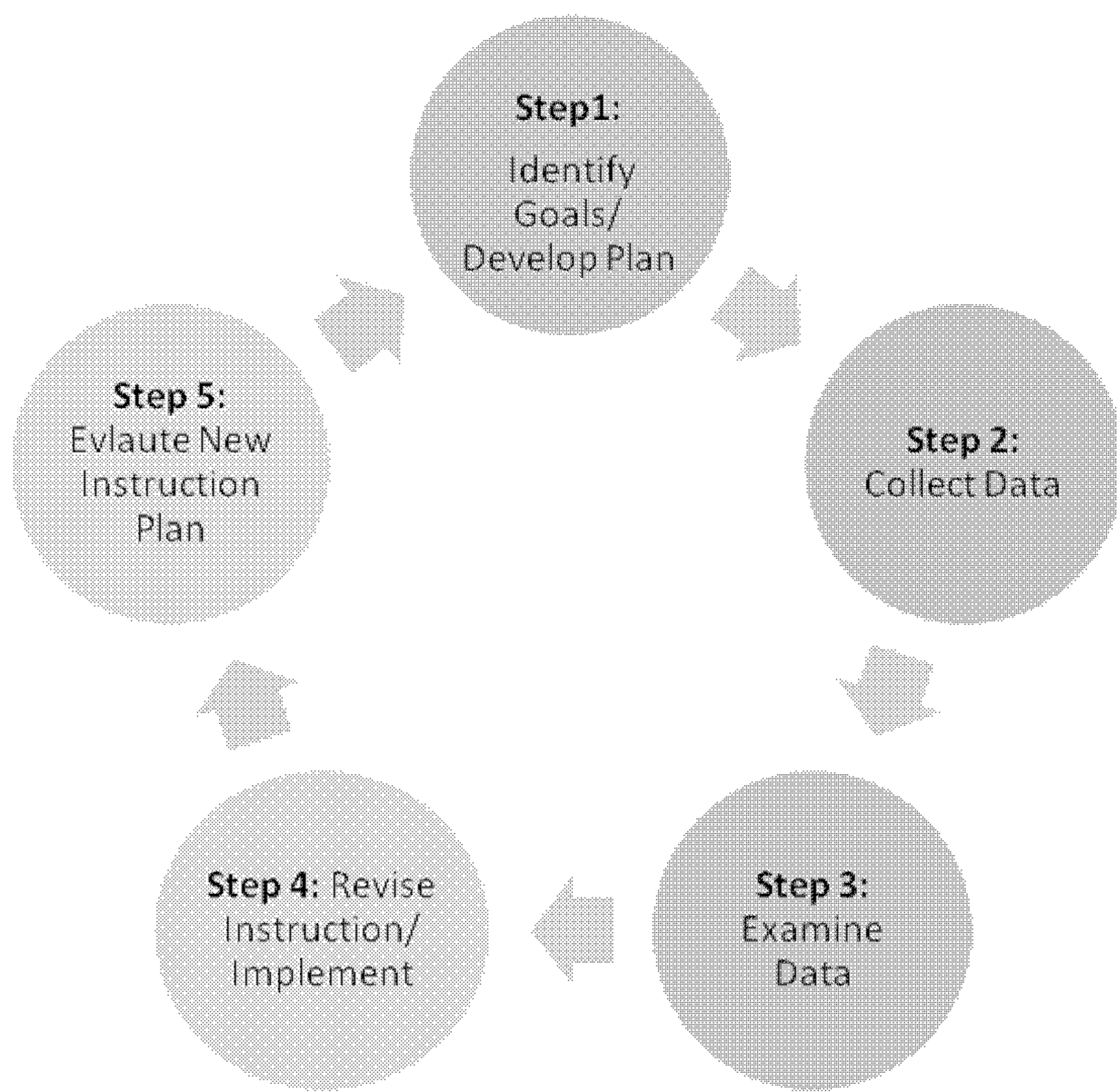


Figure 1: Formative Assessment Cycle.

This figure illustrates the 5 steps of the Formative Assessment Cycle.

Step1: Identify Goals

The teacher or caregiver, working with the school principal or facility director, clarifies the purpose of the assessment, determines which goals are being targeted, and identifies the evidence of learning.

- What evidence of learning will indicate that children have mastered the learning goals?

Step 2: Collect Data

This step includes planning and collecting multiple sources of data, including observations, checklists, audio and videotapes, portfolios, records of children's conversations and drawings, and other informal techniques.

Step 3: Examine Data

A thorough and reflective examination of the data by the teacher or caregiver, as well as the school principal or center director, is scheduled to determine each child's strengths and challenges and to establish if progress is being made toward the identified learning goals. Teachers and caregivers might ask themselves the following questions:

- "Is my instructional practice working for all children?"
- "What instructional changes do I need to make or what other learning opportunities can I develop so every child meets his/her learning goals?"

Step 4: Revise Instruction/Implement

This important step is where adaptations are made to the curriculum and then implemented based on the findings from the data.

Step 5: Evaluate new instruction plan

The teacher or caregiver determines if the adaptations made to the curriculum resulted in learning success and if other modifications need to be made. The cycle then repeats itself.

One aspect of formative assessment is **progress monitoring**, which is the measure of children's progress toward meeting a particular goal. Progress monitoring can vary in frequency depending on the learning growth of individual children. Teachers may ask: "Is this child making adequate progress toward the goal(s) or is the child in need of more intervention to achieve age-appropriate outcomes in language and literacy?" If children are at high-risk and are achieving below learning expectations,

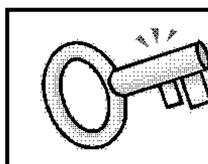
progress monitoring should occur weekly to every two weeks. Table 2, below, outlines a progress monitoring schedule similar to that found in the *Indiana Reading Framework* (2011).

TABLE 2: *Progress Monitoring Schedule*

Level of Need/Risk	Skill Level	Frequency of Progress Monitoring
Low Risk	Meeting or exceeding age-level goals	Several times a year
Moderate Risk	Somewhat below age-level expectations	Once to two times per month
High Risk	Well below age-level expectations	Once a week or every two weeks

Table 2 Source: (IDOE, 2011)

Summative assessments, on the other hand, are often formal instruments that provide a *snapshot* of what a child knows and is able to do. These assessments are typically administered once or twice a year. Both types of assessments, formative and summative, are necessary to provide teachers/caregivers, principals/center directors, and families with the evidence needed to determine if children are learning and making appropriate progress. Summative assessments usually measure progress against typical development; measuring specific learning goals, such as literacy or math skills. Summative assessments provide information about a child's achievement of these goals and may support findings from formative assessments. The methods and purposes for each type of assessment are distinct, but ultimately they should be used as part of an integrated



Key term:

Summative Assessment: An indicator of what children have learned over time -- usually at the end of the year.

program that includes an assessment system, standards-aligned curriculum, and evidence-based instruction (Johnson & Jenkins, 2009).

Whereas formative assessments inform curriculum and instruction, summative assessments determine if the learning outcomes of children have been met. This type of assessment summarizes the learning after instruction and is often labeled as "high stakes testing" (American Educational Research Association, 2000). Two types of summative assessment are:

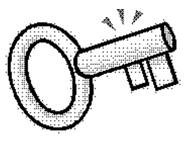
1. Criterion-referenced: instruments that test a child's mastery toward a particular content or pre-set benchmark.

2. Norm-Referenced: instruments that are designed to compare one group of students against another and are administered, scored, and interpreted in a standard manner (standardized).

Enz and Morrow (2009) discuss concerns associated with standardized testing as it relates to language and literacy development. The content of these tests often do not assess emergent literacy skills, such as oral language or prior knowledge. Teachers/caregivers, principals and center directors must carefully review standardized tests before administering these assessments to young children to determine if they are developmentally appropriate and if they will provide the data needed to assess children's progress, instructional effectiveness, or program outcomes.

Developing an Assessment Plan

School leaders and teachers, as well as center directors and caregivers should design a systematic plan to determine children's progress that includes multiple measures of assessment. A written plan will provide clear expectations and procedures for assessing language and literacy skill development.



Key term:

Assessment Audit refers to an evaluation of present data collection procedures and how the results are used to inform instructional practice.

Prior to developing an Assessment Plan, it is useful to perform an **assessment audit** to identify what

is currently being used to assess children's learning. Through this audit, instructional leaders can determine if the assessments match the purpose or goals of the curriculum; if any assessments currently being used are unnecessary or redundant; and if the assessments meet the learning needs of the children in the program. In the end, the audit will help develop a focused and streamlined assessment plan.

Teachers/caregivers, with the support of leadership, need to design a plan that matches the goals of the Birth to Age 5 program (see the *Indiana Standards Tool for Alternate Report for Kindergarten Readiness* (ISTAR-KR) *Handbook* (IDOE, 2010) for state early childhood learning goals. The plan includes both formative and summative measures for ongoing and outcome-based assessment. A significant purpose of the assessment plan is to ensure that progress monitoring is part of the instructional program so teachers/ caregivers monitor children's learning and adjust instruction when needed. According to the National Association for the Education for Young Children's guidance for accreditation (NAEYC; 2010), the assessment plan* is expected to contain the following principles and/or information:

- Assessment information is used to support children's learning and is collected through a variety of methods, including observations, checklists, rating scales, and individually administered tests (formal assessments).
- A description of the purpose, procedures, and use of the results.
- An understanding that there are multiple purposes, such as, identifying children's interests and needs, progress monitoring, informing the curriculum, diagnosing the need for more in-depth assessments, and communicating with families.
- Methods that are sensitive to culture, home language, and developmental disabilities.
- Multi-domain assessments and additional methods to target specific language and literacy skills.

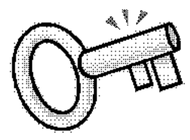
* See Appendix A for a sample child assessment plan based on the NAEYC criteria.

- Use of summative measures (i.e., norm-referenced or formal instruments) to gauge program outcomes. However, these summative measures are combined with informal, naturalistic methods.
- Methods for effectively communicating with families.

Role of the Teacher/Caregiver

The assessment plan must be comprehensive and aligned to the curriculum. The concepts and skills for language development and emergent literacy found in the *Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5* (IDOE, 2006) will assist assessment planners as they develop learning goals, lesson plans, and instructional activities. The identified learning goals will guide teachers/caregivers as they determine what to assess and where to focus instructional time so children are prepared for kindergarten and beyond. The teacher/caregiver observes and records children as they are engaged in learning activities and language interactions, using observation templates and checklists. Samples of children's work are gathered in individual portfolios to provide evidence of progress throughout the school year. See the ISTAR-KR Handbook for examples (IDOE, 2010).

Gathering assessment information is only the first step toward determining if developmental milestones and/or children's learning goals are met. Once the data are collected it is necessary to analyze and interpret the results. Typically, standardized instruments require a person with adequate training to administer the assessment and specialized knowledge to **analyze**, interpret, and report the results. Informal assessments, however, can be analyzed and interpreted by the teacher/caregiver because the data collection tools are designed to match curriculum goals and the learning goals.



Key term:

Analyze: to examine data systematically by separating the findings into parts and studying how the parts relate.

The assessment results also help the teachers/caregivers to reflect upon their instruction as it relates to children's learning. If the assessment demonstrates that children are learning, then they should move on to new material. On the other hand, if

the assessments indicate that children are not learning the expected content, then they must reconsider what is being taught and the method of instruction (Enz & Morrow, 2009). The teachers/caregivers may also notice that only particular children are struggling with the content and based on this knowledge, they should differentiate the instruction to meet individual development and skill levels. The progress monitoring cycle repeats itself as teachers/caregivers continually examine and reflect upon the assessment results, and then determine if changes need to be made to the curriculum and/or instruction to ensure children are learning the foundational skills of language and literacy. By engaging in differentiated instruction, teachers/caregivers use assessment information proactively to help design and implement the best learning opportunities for children.

Role of the Center Director or School Principal

Curriculum, assessment, and instruction must be aligned in order to establish an effective assessment system that informs practice and meets the learning needs of all children. Effective center and school leaders build a shared vision that addresses the purposes for assessment and how it should be implemented. A number of elements are important when designing and implementing an efficient assessment system (Jones, 2003). First, the individual learning goals need to be clearly defined and understood by the leaders, teachers/caregivers, paraprofessionals, and families. If the goals are not understood, then unnecessary assessment of children often occurs. Second, leadership must design the daily schedule to provide teachers/caregivers adequate time to collect and interpret the data, as well as to reflect and adapt curriculum so instruction meets children's learning needs. Third, appropriate professional development that ensures an understanding of valid data collection and the application of the findings to instructional practice is crucial.

Important Point

Four Essential Questions

1. ***Why*** are we assessing?
2. ***What*** are we assessing?
3. ***Who*** are we assessing?
4. ***How*** are we assessing?

(Snow & Oh, 2011)

Professional development should be differentiated to meet the individual learning needs of the staff. Teachers/caregivers need both breadth and depth of assessment

knowledge so they are able to implement a systematic assessment plan and answer the questions: *Why? What? Who?* and *How?* (Snow & Van Hemel, 2008; Snow & Oh, 2011).

Role of Families

To understand children's development and the learning progress, families, teachers/caregivers, and leadership need to work together as a team. Because every child and every family is unique, the assessment of infants', toddlers', or preschoolers' should be planned with children and families in mind. Although they want to be involved, many families lack an understanding of the processes of assessment and what is expected and appropriate.

Generally, families need an explanation of the assessment process, an understanding of the assessment tool, an explanation of the results, and resources so that they continue to be involved. Families are also crucial to the data collection process because they are data informants, providing teachers/caregivers with information about their child's behaviors and activities at home, such as developmental milestones and preferred learning styles. By engaging families in the assessment process, a number of positive outcomes will occur. Families will benefit from partnering with teachers/caregivers by:

- Sharpening their own observation skills,
- Recognizing new abilities in their child, and
- Learning the stages of appropriate development.

Early Childhood Assessment Instruments

The *Indiana Standards Tool for Alternate Report for Kindergarten Readiness* (ISTAR-KR; www.doe.in.gov/assessment) is a tool available without cost to all public and private early childhood providers to assess children's overall development. One section, English/Language Arts, focuses on children's language and literacy development. The ISTAR-KR Handbook (Indiana DOE, 2010) provides valuable information to the teacher about how to gather data. In particular, three

chapters provide information that are applicable to any type of formative assessment: (1) Ongoing Assessment: Observation and Documentation, (2) Using ISTAR-KR Data to Improve Planning and Expected Outcomes, and (3) Adjusting the Curriculum.

In brief, the ISTAR-KR is a rating tool that is comprised of 30 behaviors that represent developmental skills of children ranging from 4 months to 6 years of age. In particular, the two areas of Mathematics and English/Language Arts are aligned with the Kindergarten Common Core State Standards, which serve as Indiana's Academic Standards. Scores on these two scales represent a child's skill/age level "on the assessment data compared to typically developing same-aged peers" (p. 10). The behavior competencies on the ISTAR-KR were derived from Indiana's Early Learning Standards, the *Foundations to the Indiana Academic Standards for Children, Birth to Age 5* (2006). The ISTAR-KR is completed when a child enters a program, annually at the child's birthday, and when the child exits the program. This schedule is the minimum expected by the State of Indiana, but ongoing progress monitoring is critical for informing instruction to meet the needs of all children.

The chapter, Ongoing Assessments: Observations and Documentation, in the ISTAR-KR Handbook (IDOE, 2010) outlines step-by-step procedures for engaging in child observations from determining what to observe, how to collect the information, and what to do with the information. Once the data are collected, teachers/caregivers complete matrices to help interpret the data. For additional and more detailed information, teachers/caregivers can use the *ISTAR-KR Progress Monitoring Instrument* with a child. The *Progress Monitoring Instrument* is a Detailed/Second Level assessment "that monitors a child's progress on performance indicators through incremental descriptive behavior examples of the next performance expectation of a child's learning" (pp. 20-21). The instrument contains rubric criteria that rates children's behavior within a range: introduced, emerging, developing, ongoing, demonstrated, and applied.

There are numerous commercial early childhood assessment instruments available. Snow and Oh (2011) provide a brief review of a number of instruments that assess language and literacy skills and an explanation of the scores generated for those skills.

TABLE 3: *Assessment Instruments and Measurements of Language and Literacy*

Domain	Language/Literacy Domain(s)	
Creative Curriculum Developmental Continuum	Head Start Outcomes Framework	
Child Observation Record (for both infants and toddlers and preschoolers)	1. Phonological Awareness 2. Concepts about Print 3. Alphabetic Principle 4. Comprehension	
Developmental Assessment of Young Children (birth to 6 years)	Communication subscale: 1. Receptive and expressive vocabulary 2. Verbal and nonverbal expressions	
ECHO Early Childhood Observation System (Pre-K to grade 2)	1. Letter knowledge/phonics 2. Oral language and vocabulary 3. Comprehension 4. Emergent writing/writing 5. Print awareness/concepts of print	
The Early Learning Accomplishment Profile (birth to 3) and The Learning Accomplishment Profile-3 (LAP-3) (preschool)	1. Language/pre-literacy (ELAP) 2. Language/prewriting (LAP-3)	
Galileo Pre-K	1. Listening and understanding 2. Speaking and communicating 3. Phonological awareness 4. Book knowledge and appreciation 5. Print awareness and concepts 6. Early reading and writing 7. Alphabet knowledge	
The Ounce Scale (birth to 3) and the Work Sampling System (pre-K to grade 6)	(The Ounce Scale) 1. Understanding 2. Communicating	(Work Sampling System) 1. Listening 2. Speaking 3. Reading 4. Writing

Table 3

Classroom Literacy Environment

The classroom for infants, toddlers, and preschoolers needs to be a nurturing environment. The physical and emotional surroundings provide the setting for teachers/caregivers to engage in authentic assessments as children are engaged in play and learning activities. Teacher/caregivers often focus their attention on lesson planning not realizing that the physical arrangement of the classroom plays an equal part in contributing to how children learn language and literacy (Enz & Morrow, 2009). Research indicates that children who attend high-quality programs not only engage in more complex activities with peers and materials, but also score higher on standardized measures of school readiness (Pianta, 2004).

Language and literacy rich classrooms typically have word walls, morning meeting areas with functional print (calendars, weather chart, helper chart, etc.), and classroom labels, and instructional charts (e.g., directions, songs, poetry). Furthermore, each of the activity centers is stocked with engaging materials that enhance opportunities for children to learn through play and dialogue about what they are doing. A substantial quantity and variety of books and other print materials are available for children's use. Games provide practice in literacy skills such as word concentration, lotto, and puzzles; computer programs involve children in creating their own stories and activities. Classrooms with materials that are engaging to children provide opportunities for observing children's play, interactions, and learning, providing fertile ground for authentic data collection.

To ensure that the classroom environment supports language and literacy development, an assessment of the physical environment is important. Two such instruments are the *Early Language and Literacy Classroom Observation* (ELLCO; Smith & Dickinson, 2002) and the *Classroom Literacy Environment Profile* (CLEP; Wolfersberger, Reutzel, Sudweeks, & Fawson, 2004). Each of these tools examines the "literacy richness" of the classroom. For an instrument that examines the global or overall quality of the environment, the *Infant/Toddler Environmental Rating Scale* (ITERS; Harms, T., Cryer, D., & Clifford, R. M., 1990) or the Early *Childhood*

Environmental Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 1998) are often used.

The ELLCO measures the quality of language and literacy experiences in classrooms by examining literacy practices and environmental supports. The ELLCO identifies instructional practices and supports that encourage children's early literacy and language development from preschool to elementary school (classrooms that serve 3-year olds to 8-year olds). The ELLCO is comprised of three interdependent observation components: (1) *Literacy Environment Checklist*, (2) *Classroom Observations and Teacher Interview*, and (3) *Literacy Activity Rating Scale*. The ELLCO is a comprehensive tool that examines dimensions of classroom environments related to student achievement in literacy.

The CLEP is another instrument that examines the "literacy richness" of the classroom. This tool provides and assessment of the quantity and organization of print materials and literacy materials available in the classroom, as well as spatial organization, and literacy interactions using print materials. The findings help refine and design classrooms to enhance literacy learning. See Table 4 (page 20) for a list of the key literacy elements measured with the ELLCO and the CLEP.

Another critical aspect of the classroom environment is the quality of interactions children have with their teachers/caregivers. Examples of classrooms with high-quality interactions include teachers who promote children's learning through scaffolding and support, establish episodes of joint attention with children, and offer appropriate questioning and feedback (La Paro, Pianta, & Stuhlman, 2004). The *Classroom Assessment Scoring System* (CLASS), developed by La Paro, Pianta, & Stuhlman (2004), examines the emotional and instructional climate of the classroom. This instrument has nine subscales to assess classroom quality in terms of emotional and instructional climate and quality of teacher-child interactions, including classroom management and instructional supports for learning. Because materials can be variable across early childhood programs, this instrument is unique because it examines the use and implementation of curriculum and materials. The CLASS examines what teachers do with the materials as opposed to what is available in the physical environment.

TABLE 4: *Environmental Rating Scales and Key Literacy Elements*

Instrument	Key Literacy Elements
Early Language and Learning Classroom Observation (ELLCO)	• Classroom structure • Curriculum • Language environment • Books and book reading opportunities • Print and early writing supports
Classroom Literacy Environment Profile (CLEP)	• Literacy related tools • Variety of text materials • Classroom organization • Child literacy product displays • Reference materials available • Forms of written communication • Writing utensils, writing surfaces • Technology

Table 4

Language and Literacy Assessments

Although early childhood providers may use an assessment system that measures global language and literacy skills or the literacy environment, some teachers/caregivers may be interested in pursuing more precise measures that target particular areas of children's language and literacy development. Many of these instruments fall within the more formal, standardized realm of assessment tools. To diagnose if a child is lacking a particular language and literacy skill, it is often necessary to move away from informal assessments, such as observational scales and checklists. Table 5 lists a number of formal or standardized instruments identified for assessing targeted skill areas of language and literacy (Enz & Morrow, 2009).

TABLE 5: *Language and Literacy Assessment Tools*

Domain:	Indicator:	Standardized Assessment Tools
Oral Language Development	Receptive & Expressive	• Preschool Language Scale 4 (PLS-4) • Test of Language Development (TOLD) • Peabody Picture Vocabulary Test -4 (PPVT-4) • Expressive Vocabulary Test, 2nd Ed. (EVT-2) • Oral Written Language Skills (OWLS)
Emergent Literacy Skills	Phonological Awareness	• Test of Phonological Awareness • Auditory Analysis Test • Early Literacy Skills Assessment (ELSA) • Phonological Awareness Literacy Screening (PALS Pre-K)
	Print Knowledge and Concepts of Print	• Concepts about Print • Early Literacy Skills Assessment (ELSA) • Test of Early Reading Ability, 3rd Ed. (TERA-3) • Phonological Awareness Literacy Screening (PALS Pre-K)
	Alphabet Knowledge	• Early Literacy Skills Assessment (ELSA) • Test of Early Reading Ability, 3rd Ed. (TERA-3) • Phonological Awareness Literacy Screening (PALS Pre-K)
	Vocabulary	• Boehm Test of Basic Concepts, Preschool 3rd Ed. • Peabody Picture Vocabulary Test – 4 (PPVT-4) • Expressive Vocabulary Test, 2nd Ed. (EVT-2)
	Writing	• Phonological Awareness Literacy Screening (PALS Pre-K)

Table 5

English Learners and Assessment

Early childhood programs are serving young children who are increasingly diverse in cultural background and language (Snow & Van Hemel, 2008). Unfortunately, there has not been a corresponding development of appropriate assessment instruments for English Learners. The predominant method is to assess all children in English, but by doing this, the teacher/caregiver ignores children's existing skills and abilities in their home language. Teachers/caregivers may also have difficulty knowing how to distinguish between language differences and language disorders since many of the characteristics of second language acquisition can easily be mistaken for language disorders. Finally, unresolved issues exist with language assessments that are currently in use (Espinoza & Lopez, 2007), including:

- Many of the current instruments are direct translations of English versions, which may compromise the validity of the instrument.
- The order in which the instrument items are organized may vary in difficulty from language to language.
- Words that are translated from English to Spanish, for example, may have different levels of exposure for young children.
- The normative samples may not include a representative number of minorities.

Ideally, a program should assess a child in both the home language and English, but this may not always be feasible if the teacher/caregiver does not speak or understand the home language. In light of this, high quality professional development can assist the teacher/caregiver to understand the variability of how children learn a second language and how to appropriately assess English Learners.

Professional Development

Teachers/caregivers and center directors/principals need an in-depth understanding of how a comprehensive assessment system contributes to a high-quality learning environment. Teachers/caregivers need to understand what role

assessment plays in planning learning activities for young children, as well as the protocols and procedures for administering the required assessments. Professional development focusing on assessment may include a number of the topics (See Table 6 below for a list of topics.)

TABLE 6: *Focus Areas for Professional Development: Assessment*

1. Child development as it relates to appropriate assessment practices
2. Elements of a high quality literacy environment
3. Knowledge of the *Indiana Foundations to the Indiana Academic Standards for Young Children birth to age 5*, focusing on language and literacy
4. Formative and summative assessment
5. Appropriate assessment measures
6. Appropriate use of informal and formal assessments
7. Analysis and application of data to guide curriculum and instructional decisions
8. How to assess English Learner children
9. Effective and appropriate communication with families about all aspects of assessment (purpose, administration, interpretation, implications, activities for the home, etc.)

Table 6

Although professional development provided to all teachers/caregiver may be useful in developing a knowledge base on assessment practices and strategies,

research indicates that teachers/caregivers who receive additional ongoing support and guidance through individualized coaching are more likely to learn and implement new instructional and assessment practices (Joyce & Showers, 2002). Differentiated professional development enables teachers/caregivers to deepen their understanding of the assessment process and to use data to plan appropriate instruction. Research indicates that following-up on professional development sessions with on-going, differentiated coaching is more effective in improving instructional practice than coursework or isolated one-day professional development sessions alone (Neuman & Wright, 2010). (See the chapter on Professional Development for additional information).

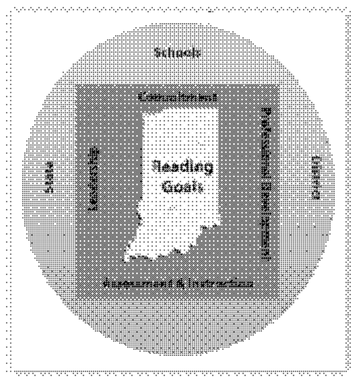
Summary

Early childhood assessment needs to be an integral part of all early learning classrooms. In particular, a focus on language and literacy development is necessary to ascertain if children are achieving the critical skills needed for later reading and school success. Early childhood classrooms need to combine formative and summative assessment methods and progress monitoring to obtain a complete picture of a child's development. Accurate data collection, meaningful professional development activities, supportive leadership, and a comprehensive assessment plan are essential for achieving success.

Appendix A
Sample Child Assessment Plan

✔	Criteria	Evidence
	A variety of methods are used to collect assessment information: ☐ Observations ☐ Checklists ☐ Rating scales ☐ Video/audio tapes ☐ Individually administered tests	
	A written plan exists describing the: ☐ Purpose of assessment ☐ Procedures (i.e., timeline, conditions for assessment) ☐ Use of assessment results ☐ Methods for involving and communicating with families	
	Written plan includes multiple purposes of assessment ☐ Progress Monitoring ☐ Improving the curriculum and adapting teaching methods and environment ☐ Program evaluation and improvement ☐ Diagnosing the need for more in-depth assessments ☐ Identifying children's interests and needs	
	Assessment methods are sensitive to culture, home language, and developmental disabilities	
	Assessments gather information in all areas of children's development and learning, including cognitive, language and literacy, social-emotional, health, approaches to learning, and physical development.	
	Summative measures are used to gauge program outcomes and to make improvements.	
	Effective methods of communicating with families about: ☐ Gathering input about the child's development, behavior, and home language/ literacy use ☐ Planning and implementing classroom assessments ☐ Sharing and discussing classroom assessment results ☐ Suggesting at home activities to support growth in language and literacy	

(Adapted from the *Guidance to the NAEYC Accreditation Criteria, 2010)*



Indiana Birth-Age 5 Literacy Framework

LEADERSHIP

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments				★		
Transition to Kindergarten				★		
State Leadership				★		

Guiding Principle:

Effective administrators, center directors, and school principals of early child care and education environments embrace the multiple roles of leadership as

they ensure safe and healthy environments, promote appropriate learning opportunities for all children, and monitor effective instructional practices that build language and literacy skills.

- ☑ Early childhood leaders are visionaries who set high expectations, create a common culture of excellence, and get results.
- ☑ Early childhood administrators, directors, and principals are instructional leaders who understand that the early learning years provide the best opportunity for closing the achievement gap.
- ☑ Early childhood leaders use scientifically-based research to support and supervise effective instructional practices that increase language and literacy learning for infants, toddlers, and preschoolers.
- ☑ Early childhood leaders use a continuous improvement model and work with their staffs to achieve standards of quality that are higher than the minimum state licensing requirements, as defined by the Indiana *Paths to Quality.*
- ☑ Early childhood leaders strengthen the relationship between preschool and kindergarten to assure a smooth transition for children.

The Essence of Leadership

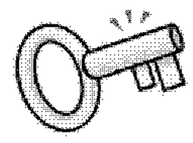
Effective leaders convey a vision and, through their example, expand others' view of what is possible. They set high expectations, create a strong sense of community, and get results. Leaders accomplish this both by what they do, as well as by who they are. In terms of tasks, good leaders enhance the skills and knowledge of the people in the organization, create a common culture of expectations around the use of those skills and knowledge, hold the various pieces of the organization together in a productive relationship with each other, and hold individuals accountable for their contributions to the collective results.

(Elmore, 2000)

Early Childhood Leadership Today

This is an exciting and challenging time to be a leader of early childhood care and education. Throughout the past twenty years neuroscientists have studied the basis of learning. Findings indicate a connection between early brain function and success in school (Blair, 2002). **Scientific research** confirms that an infant is not born with a fully developed brain. The National Scientific Council on the Developing Child (NSCDC) states that a child's brain is "built over time" (2007, p. 1). As a result, the day to day experiences of early care and education will affect a child's developing brain function, especially in the areas of self-regulation, language, and literacy (Blair, Protzko, & Ursache, 2011). It is essential, therefore, that early childhood leaders establish nurturing environments and high quality educational programs for the children entrusted to their care.

High quality care and education for infants, toddlers, and preschoolers is now a focus of interest and discussion from the United States Congress to local town meetings. Universal access to high quality preschool education is considered a significant step toward decreasing the **achievement gap** that is prevalent in elementary and secondary classrooms across the United States. Responsive early childhood care and education environments are in the midst of adapting to higher expectations. The traditional preschool model of childcare and school readiness has broadened to focus on evidence-based learning and intentional instruction of literacy and numeracy skills.. Early childhood leaders must determine and mediate how these new expectations influence all aspects of child development and learning.



Key terms:

Scientific research refers to rigorous studies that focus on problems that are tested using scientific methods, findings are peer-reviewed and published, and the results are replicated through additional experimentation.

Achievement Gap refers to the documented disparity of performance between diverse groups of students, especially when assessment is disaggregated by socioeconomic status, gender, ability, language, and race/ethnicity.

Before establishing *high quality* literacy programs for infants, toddlers, and preschoolers, early childhood leaders must have a deep

understanding of child development, appropriate teaching practices, and possess the interpersonal skills to establish a common culture of excellence. This chapter of the *Birth-Age 5 Literacy Framework* focuses on the critical aspects of early childhood leadership, highlighting the essential roles of visionary, instructional leader, and change agent.

Building High Quality Early Childhood Care and Education Literacy Programs: Birth to Age-5

Quality affects what children learn, how well they learn it, and what long-term benefits they derive from what they learn. All the positive outcomes attributed to early education come about only when children experience high-quality programming. (Kostelnick & Grady, 2009)

High quality* early childhood programs do not just happen because the building is clean, there is an abundance of learning materials, classrooms have computers, or teachers are certified in early childhood education. These are all aspects of high quality programs, but alone and disjointed they do not create dynamic and caring early childhood learning environments. At the helm of a high quality early childhood program is an effective leader with the "right vision" of excellence.

A dynamic leader "attracts commitment and energizes people" (SEDL, 1993). With commitment and energy from staff members and families, the early childhood leader can begin to establish a common culture of excellence. The first step is to articulate the "**right vision**," one that is child centered, respectful of teachers, and reaches out to families. This common culture of excellence is the result of

Important Point

5 Characteristics of the "Right Vision"

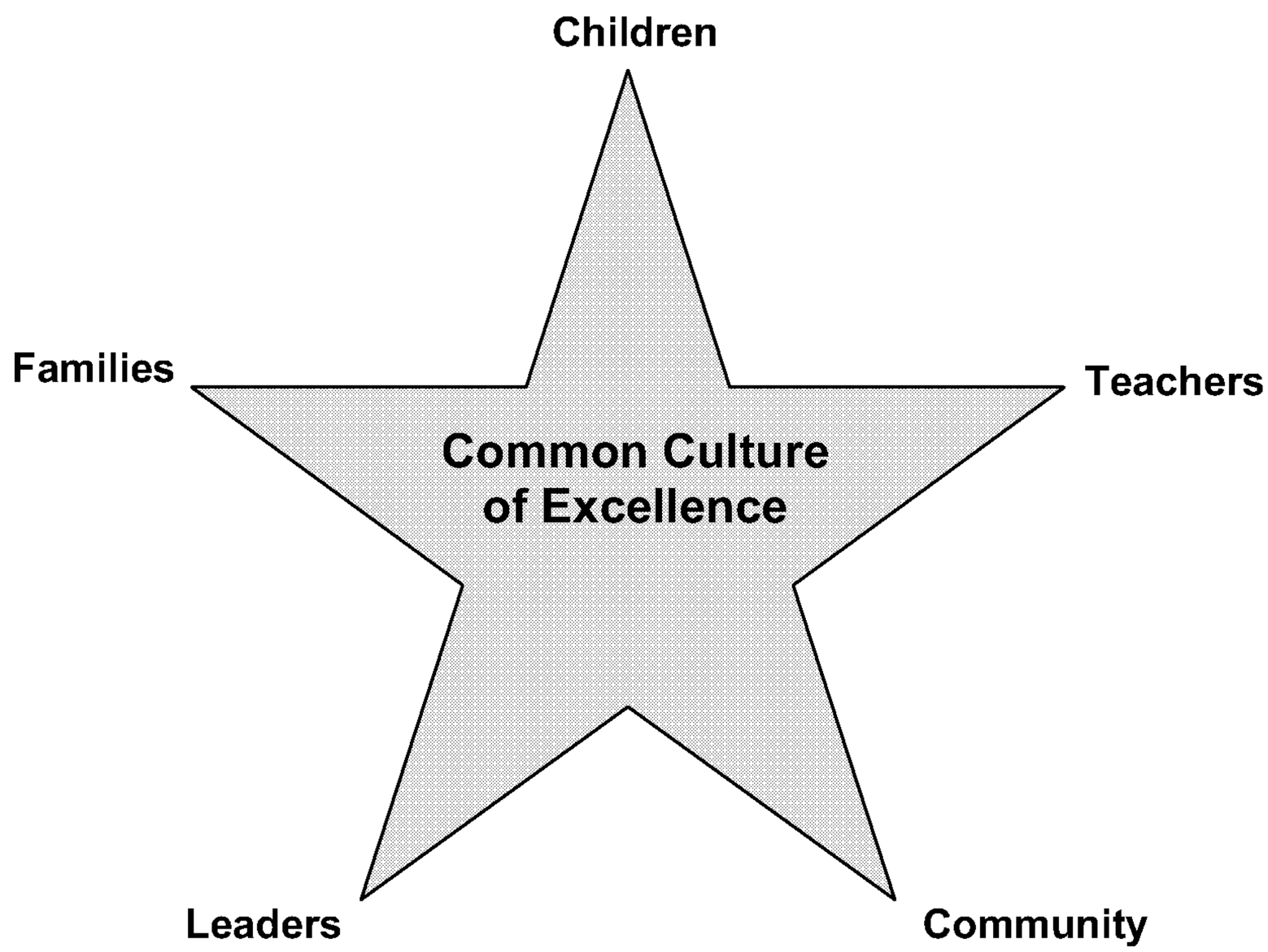
The "Right Vision" . . .

1. Attracts commitment and energizes people.
2. Creates meaning in the lives of teachers/ caregivers and families.
3. Establishes a common culture of excellence.
4. Bridges the present to the future.
5. Transcends the status quo.

(Adapted from SEDL, 1993)

*See Appendix A: Components of a High Quality Early Childhood Program

the values, beliefs, and traditions of the individuals who are part of the center or school, including the leader, teachers, caregivers, children, parents, community leaders, and governing boards of centers and schools (See Figure 1, below).



Source: Adapted from: Copple & Bredekamp (2009)

Figure 1: The Stakeholders of a Common Culture of Excellence

This figure illustrates the stakeholders that must work together to ensure learning and teaching excellence in early care and education.

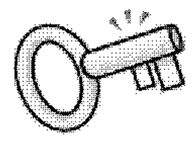
The stakeholders of a *Common Culture of Excellence* answer these questions:

1. What is important to us?
2. What do we stand for?

3. How do we get along?
4. What is worth striving for in this environment?

Focus on the Whole Child

Effective leaders construct a shared vision of excellence with their staff and the families they serve. Fostering an inclusive culture and a climate of high expectations for children and staff, early childhood administrators, center directors, and principals lead by example. They build a cohesive team that focuses on the well-being and education of the **whole child**. All leadership decisions are made from the perspective of what is best for children. ASCD (formerly known as the Association for Supervision and Curriculum Development) proposes that educational leaders advocate the perspective of educating the *whole child*. The following tenets of a *whole child* approach to learning and teaching are adapted for Birth to Age 5 from the ASCD Whole Child Initiative (ASCD, 2011).



Key term:

Whole Child refers to a commitment to promote the development of children who are healthy, safe, engaged, supported, and challenged.

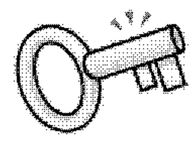
http://www.ascd.org/programs/The-Whole-Child/The-Whole-Child.aspx

- Each child learns in an intellectually stimulating environment that is physically and emotionally safe for children and adults.
- Each child is actively engaged in learning and is connected to the school and broader community.
- Each child receives instruction that is developmentally appropriate and personalized to meet individual differences, supported by qualified, caring adults.
- Each child will enter kindergarten healthy and ready to learn how to maintain a healthy lifestyle.

Setting the Tone: The Learning and Teaching Climate

The center director or elementary principal has a strong influence on the emotional climate and culture of a center or school. The beliefs and values of the leader permeate the learning environment. To establish a culture of excellence in literacy, the director or principal must make learning and teaching a priority and clearly communicate the importance of preparing children to be lifelong readers and writers.

The **climate** of the center or school can be sensed when entering the building. This first impression is based on the friendliness of the staff and the cleanliness of the building, as well as how classrooms are arranged, whether children's work is displayed, the number and variety of books that are accessible to children, and the interaction between children and teachers. The emotional climate is an important part of the culture of a center or school. It is like a barometer that measures the attitudes, caring, and interactions of the individuals. The Center Director or School Principal sets the tone or the climate for the learning and teaching environment. The McCormick Tribune Center for Early Childhood Leadership (2011) cites the following components of high-quality early care and education environments:



Key term:

Climate refers to the collective personality of a school or center. The atmosphere or tone (climate) is characterized by the attitudes, social and professional interactions, culture, organization, and vision of the leader and staff.

- well-educated teachers, knowledgeable about child development and curriculum
- caring and compassionate staff, able to connect with children and families
- regular, reflective supervision of staff, providing continuous support for professional development
- clear educational goals and objectives with flexibility to address children's individual strengths and needs
- adequate and consistent staffing to ensure continuity in care

- a family focus, stressing involvement both within and beyond the center
- a comprehensive curriculum, geared to the developmental needs of young children
- systematic evaluation and benchmarking of progress to improve practice

. . . all depend on strong program leadership.

See Appendix B for the *Early Childhood Work Environment Survey: Short Form.*

Shared Vision for Birth to Age 5 Literacy Education

An effective early childhood leader not only has the *Right Vision,* but it is a vision of excellence that is shared by all stakeholders, this is especially true when considering the curriculum, instruction, and assessment of early literacy. It is well known that there are philosophical differences regarding what, how and when children should be taught language and literacy skills. For example, centers and schools may confront the following questions . . .

- How do teachers balance exploratory play with intentional instruction?
- What instructional materials are appropriate?
- What are the developmentally appropriate methods for differentiating learning experiences?
- Should preschoolers be required to know all the letters of the alphabet?
- Will a commercial literacy program increase instructional effectiveness and student learning?

These are important concerns that leaders of early care and education centers should discuss with staff, families, and other stakeholders. An essential element of leadership is to be sure that all members of the organization understand the literacy goals and to determine if everyone is moving forward in the same direction. Reaching

out to others through staff meetings, small group dialogue, classroom visits, and family interactions provide the leader with the opportunity to build a shared vision for literacy education. Table 1 (below) addresses important questions to guide Indiana leaders as they build a shared vision of literacy education for early care and education with staff, families, and stakeholders.

TABLE 1: *Building a Shared Vision of Literacy Education*

Questions to Consider when Developing a Shared Vision of Literacy Education

1. Do we have a shared philosophy of teaching literacy? (i.e., how? and what?)
2. Do we have a written curriculum that is cohesive and well-articulated?
3. Are the literacy curriculum, instruction, and assessment aligned to the state early learning standards (Indiana Foundations)?
4. Who are our students? (e.g., demographic data)
5. What special characteristics and qualities of our students need to be addressed? How are we addressing them? (e.g., early intervention)
6. What assistance might be needed outside of the school (e.g., social services)?
7. What do families expect from our center/school?
8. How are we communicating with families?
9. What are our strengths in teaching literacy?
10. What do we need to improve?
11. Are we using the resources that are available to us from the Indiana Department of Education?
12. How will we continue to improve? Do we have a Plan of Action?

Table 1 Adapted from: Strickland & Riley-Ayers (2007)

Instructional Leadership

. . . any dedicated educator has the capability to become an exemplary instructional leader. All that one needs is a willingness to learn, accompanied by the commitment to follow through in day-to-day behavior.

(McEwan, 2002)

Instructional leadership reflects the decisions and actions made by a center director or elementary principal to promote excellence in learning and teaching. Early childhood leaders prioritize their supervisory role to support, guide, and monitor the instructional process. To do this effectively, center directors and principals are visible, frequently visiting classrooms to observe children learning. Focusing on children's growth across all developmental domains, instructional leaders are knowledgeable of scientifically-based curriculum, best instructional practices, and the potential for reliable and valid assessment data to propel improvement (See the Assessment chapter). Furthermore, effective instructional leaders are good communicators and clearly articulate teaching and learning expectations.

It is important to note that instructional leadership is not possible unless the early childhood leader is also an efficient manager. Center directors and elementary principals must manage budgets, coordinate scheduling, and administer the daily operations of the building. Most early childhood leaders are also responsible for security, discipline, and safe working conditions. Good building management is essential for instructional leadership; a chaotic childcare center or elementary school negates the opportunity for leaders to effectively guide curriculum, instruction, and assessment practices. Effective leaders balance the roles of building management and instructional leadership. This "balancing act" is often challenging when there are many tasks that compete for the leader's attention. The first step to creating a personal schedule that prioritizes instructional leadership is to consider the many management and instructional leadership tasks. Table 2 (see page 11) provides a task comparison of management and instructional leadership.

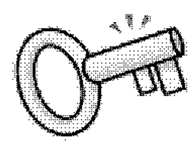
Table 2: *Task Comparison between Building Management and Instructional Leadership*

Building Management	Instructional Leadership
• Supervise building cleanliness and maintenance • Assure safety and security • Maintain an orderly environment, including student discipline • Manage budgets and resources • Develop effective schedules • Order materials and equipment • Update technology • Hire new staff • Evaluate staff • Organize professional learning and development • Complete required paperwork • Communicate with staff, families, and stakeholders	• Establish a shared vision of excellence • Maintain a positive climate for learning and teaching • Model professionalism, integrity, dedication, courtesy, and collegiality • Promote reading educational journals and books to continue to build knowledge of best practices and scientifically-based curriculum, instruction, and assessment • Analyze and use data for instructional decisions • Mentor new staff members • Supervise instruction: visit classroom daily (walk-throughs, coaching) • Promote lifelong learning • Monitor implementation of scientifically-based curriculum and new instructional practices • Identify instructional needs and differentiate professional development

Table 2

Instructional leadership focuses on improving teaching and learning through formative supervision. Leaders are visible throughout the day, interacting with staff, children, families, and other stakeholders. Classroom visits are a priority for instructional leaders; they use ongoing dialogue about effective instructional practice and targeted coaching to promote professional growth and improve student learning. Supervision is not the same as evaluation. Supervision is formative; evaluation is summative. Evaluation is a judgment of teacher performance, including a written report, a required management task. On the other hand, supervision concentrates on improving the instructional process – one teacher/caregiver at a time. As a result, supervision needs to be differentiated to meet the various instructional needs of staff members.

Walk-throughs provide the opportunity to conduct formative supervision. The leader should schedule two or more walk-throughs every day. These classroom visits are brief, but frequent. They provide snapshots of teaching and learning. Numerous walk-throughs enable leaders to use the "snapshots" to determine patterns of instructional practice; a "photo album" that portrays the learning and teaching in each classroom. Leaders should always provide feedback to the caregiver/teacher. This can be an informal dialogue about what was observed or more formal support, such as instructional coaching. The ultimate goal of the walk-through is to improve children's learning.



Key term:

A **walk-through** is an instructional leadership strategy that provides opportunities for on-going, differentiated supervision. A walk-through is a brief classroom visit (5 to 15 minutes). During the visit the leader is able to observe patterns of learning and teaching. After visiting the classroom, the instructional leaders should provide feedback to the teacher or caregiver.

See Appendix C for a sample Literacy Walk-Through protocol.

Literacy "Look Fors" - an Early Childhood Leadership Perspective:

As an instructional leader in early care and learning environments, what should center directors or principals see when they visit classrooms? What is effective practice at the infant, toddler, and preschool levels? The answers to these questions begin with the BIG picture, the characteristics of an effective early childhood program. At a minimum, early childhood programs should have the following basics:

1. Identified learning processes – an understanding of how children learn
2. Safe and Nurturing environment – the learning context
3. Written curriculum – a plan that clearly states what children are expected to learn
4. Instructional practices – evidence-based teaching methods and materials
5. Assessment plan – identification of what children have learned and what they need to learn, including what adjustments are needed

To establish and maintain the "basics," and move toward a culture of excellence, the leader must be a dynamic and lifelong learner. As the "learning leader" of the center or school, it is important for the director or principal to continually "grow" as an instructional leader and supervisor. Thus, center directors or school principals should have personal learning goals that include increasing their knowledge of child development, instructional practice, and effective supervision. This is especially important when the focus of instruction is increasing children's language development and literacy skills.

Research by Robert Pianta (2004) and colleagues at the University of Virginia shows that many preschool teachers provide children with emotional support, motivate children to participate in classroom activities, and build children's social skills, but the learning tasks they offer often lack challenge, creativity, and authenticity. The

importance of nurturing emotional and social growth cannot be underestimated; however, the developing brains of young children also must be stimulated. Children need learning tasks that provide them with opportunities to solve problems, tap their imaginations, and become physically involved in learning. It is the nexus of nurturance and learning that is the key to advancing children's cognitive development and preparing them to be readers and writers.

So, we return to the question: What should *leaders of learning* see when they observe classroom literacy environments, learning, and teaching? What instructional practices foster language development and literacy skills? The list below delineates *Literacy "Look Fors."* It provides an initial guide for Walk-Throughs that focus on emergent literacy learning, imagination, and thinking.

Teaching and Learning Literacy *"Look Fors"* - Birth to Age 5

Literacy Classroom Environment:

- Teachers/caregivers are responsive, enthusiastic, and caring.
- Children's voices are heard – talking, laughing, and singing.
- The classroom is organized and has designated areas for large group instruction, small group discussion, and one-on-one conferences.
- The toddler and preschool classrooms have activity centers (big blocks, easel painting, writing center, listening center, housekeeping corner, dramatic play center, etc.).
- There is an abundance of books in the classroom that are easily accessible to the children.
- The classroom has a variety of interesting learning materials; including a "discovery" table with engaging items that attract the interest of children. These hands-on materials are related to classroom units of study or themes.
- Children's work (drawings, paintings, emergent writing activities) is displayed on walls and bulletin boards.

- The toddler and preschool classroom environments are "print rich;" there are classroom labels, appropriate word walls, charts, lists, a *morning message*, etc.

Literacy Learning:

- Children are actively engaged in playful learning experiences; they are talking to adults and other children.
- Children participate in shared reading lessons at least twice each day.
- Children show an interest in books and print.
- Children "read" books (infants may chew on books, toddlers will look at the pictures on the cover and/or back of books, preschoolers will page through books looking at pictures and print).
- Children "write" throughout the day (toddlers will scribble; preschoolers may draw pictures and/or write random letters).

Literacy Teaching:

- Teachers/caregivers scaffold and expand children's language during conversations and discussions; building their vocabularies and an understanding of grammar.
- Teachers/caregivers provide intentional instruction to develop children's phonological awareness.
- Teachers/caregivers provide intentional instruction to build children's conceptual understanding of print and book concepts.
- Teachers/caregivers use a gradual release of responsibility model to teach. ("I Do – We Do – You Do")
- Teachers/caregivers systematically plan for literacy instruction. Plans are written with alignment to the *Foundations to the Indiana Academic Standards for Children - Birth to Age 5* and the center/school literacy goals.
- Teachers/caregivers differentiate instruction based on children's learning needs.
- Teachers/caregivers use assessment data to plan instruction.

- Teachers/caregivers follow the lead of children with regard to pacing, use of instructional materials, etc.
- Teachers/caregivers scaffold children's attempts to try new words and literacy activities, building competence and confidence. Source: Schickedanz (1999)

The following *"What does it LOOK like?"* boxes provide a quick reference for literacy behaviors at the Birth to Age 3 and the Age 3 to 5 levels.

What does it LOOK like?

Literacy Leadership "Look-Fors: Birth to Age 3

Book Handling Behaviors

Behaviors related to a child's physical manipulation or handling of books, such as page turning and chewing.

Looking and Recognizing

Behaviors related to how children pay attention to and interact with pictures in books, such as gazing at pictures or laughing at a favorite picture.

Behaviors that show recognition of and a beginning understanding of pictures in books, such as pointing to pictures of familiar objects.

Picture and Story Comprehension

Behaviors that show a child's understanding of pictures and events in a book. (e.g., imitating an action seen in a picture or talking about the events depicted in a story)

Story-Reading Behaviors

Behaviors that include children's verbal interactions with books and their increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words.

What does it LOOK like?

Literacy Leadership "Look-Fors: Ages 3 to 5

Concepts of Print and Print Knowledge

Behaviors that indicate children know that it is the print that is read when an individual reads a story.

Behaviors that show children recognize print in the environment.

Phonological Awareness

Behaviors that demonstrate children are able to hear individual sounds in language (phonemes) and manipulate the sounds (e.g., alliteration, rhyme, blending and segmenting sounds).

Oral Language and Vocabulary

Behaviors that exhibit children's attempts to use new words and an interest in words (word consciousness).

Alphabet Knowledge

Behaviors that demonstrate children are learning the letters of the alphabet.

Listening Skills

Behaviors that demonstrate children's ability to understand and follow oral directions.

Picture and Story Comprehension

Behaviors that confirm that children are comprehending stories that are read to them (e.g., retelling, placing story pictures in the correct sequence).

Behaviors that suggest children are able to connect events in stories to their own lives.

Behaviors that indicate children comprehend stories by asking and responding to questions.

Story-Reading Behaviors

Behaviors that indicate children are interested in books and reading.

Writing

Behaviors that indicate children understand that different text structure is used for different functions of writing (grocery lists, personal letters, story writing, newspapers, menus, etc.)

Curriculum Leadership

The most effective instruction will not result in learning excellence if the curriculum is not robust. High quality teaching of trivia does not produce children who are proficient readers and writers. Curriculum for infants, toddlers, and preschoolers must be " . . . thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive . . . " (NAEYC & NAECS/SDE, 2003, p. 1) and it must be based on scientific evidence of what works. The purpose of curriculum is to delineate WHAT teachers should teach. Early childhood leaders and teachers are surrounded with information and competing agendas; they must make responsible choices that advance children's learning. The hours spent with children must be used wisely. These early years provide the best hope for closing the achievement gap and this is dependent on effective teaching and well-designed curriculum (NAEYC & NAECS/SDE, 2003; Wiggins & McTighe, 2005)

As instructional leaders, Indiana center directors and principals must ensure that teachers/caregivers understand the literacy learning goals and implement the curriculum with fidelity. Fidelity does not mean rigidity; it is teaching with continuity and the flexibility to meet the learning needs of all children. The following **indicators** for effective curriculum promote positive learning outcomes for children (NAEYC & NAECS/SDE, 2003):

1. The curriculum is challenging and uses developmentally appropriate content; a "backward" design (i.e., beginning with the end in mind) is used to develop curriculum.

2. The curriculum goals are clear and shared by all.

3. The curriculum is evidence-based.

4. The curriculum is implemented using investigative play, and focused, intentional teaching.

5. The curriculum builds on prior learning and experiences.

6. The curriculum is comprehensive and it is based upon the *Foundations to the Indiana Academic Standards for Children - Birth to Age 5.*

The literacy curriculum should be dynamic. As scientific findings brings new insights to how children learn to read and write, the curriculum should be modified, updated, or rewritten. The leader should always be aware of the most recent research-based recommendations for improving instructional practice. See Appendix D for reflective and analytical questions to help early childhood leaders, staff, and other stakeholders evaluate the quality of the present literacy curriculum or one that is in the early stages of design.

Leading at a Time of Change

Policy, politics, and power are transforming early childhood education. The Center for the Study of Child Care Employment (CSCCE) at the University of California at Berkeley underscores the need for early childhood leaders who are *intentional change agents*. These are leaders who understand the development and learning of young children and are effective advocates at the "tables where decisions that shape the quality and availability of services are made" (CSCCE, 2010, p. 1).

Early childhood leaders who are *intentional change agents* use their knowledge, influence, and power to insure that local, state, and federal policies promote appropriate care and education for young children. These leaders are committed to improving

Important Point

The Three P's: Policy,Politics, and Power

(adapted from CSCCE, 2010)

Policy: A course of action selected from among alternatives, which guides and determines decisions and practices. Policy may refer to actions of governments and of public and/or private organizations.

Politics: Competition among interest groups or individuals for power or leadership in government or other groups.

Power: The capacity to affect the outcomes for oneself, others, and the environment.

outcomes for children and advocate for high quality early childhood care and education at all levels of governance, from their own centers and schools to the agencies of state and federal government. Leaders who are intentional change agents have the following attributes:

1. Articulate learning and teaching goals: Effective leaders of change construct a shared vision with their staff, families, and the community. These leaders clearly articulate, energetically promote and continuously support the goals to increase children's healthy development and learning achievement.

2. Believe change is possible: Effective leaders believe they can guide their staffs to a higher level of excellence. If the leader does not believe change is possible, positive reform is unlikely to occur. When leaders are ambivalent to change, the result is often resistance and stagnation among the staff members.

3. Take Calculated Risks: Effective leaders are not foolhardy, but they know that change does not occur without being proactive and taking some risks. Change agents study the problems, research options, and discuss possible solutions with staff and stakeholders before launching new ideas and practices. Change agents are flexible if faced with barriers or disappointment; they know that what may appear to be a failure is often a learning opportunity and perhaps an indication for a course correction.

4. Persist when reform is difficult: Change is a process that does not happen overnight; it takes time for meaningful reform to "take root." Effective leaders of change do not give up when faced with problems; they find a way to achieve the desired results.

5. Sustain enthusiasm: Effective leaders are motivators who inspire others to embrace the effort and hard work that change entails. These leaders celebrate the small successes along the way and encourage others to share the lead.

6. Maintain effective communication: Effective leaders are articulate and inspiring, however, they are also good listeners. Change cannot happen if others are not invested in the new idea, program, or direction. An exchange of ideas (i.e., listening and learning, as well as speaking and leading) is crucial to implementing and sustaining change.

7. Organize and systematically plan: Effective leaders of change are organized. They determine the stages and steps to implement new ideas and practices; then they scaffold change through careful planning and attention to the details.

8. Provide guided support: Effective leaders provide opportunities for their staff to learn new practices through professional development and coaching. They support and monitor change from the initial idea to implementation to sustainability. (Source: Hall & Hord, 2010; CSCCE, 2010, SEDL, 2010)

Leadership and the *Paths to QUALITY*

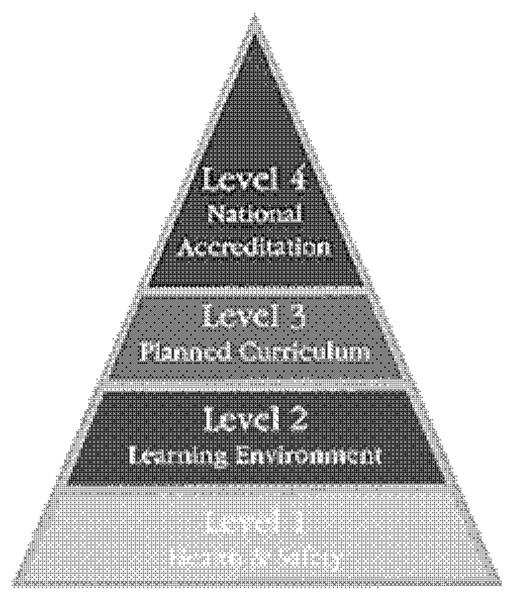
The state of Indiana requires all public schools to have a *School Improvement Plan.* Regardless of student data, teacher effectiveness, and family involvement, leaders of public schools in Indiana are required to submit a written plan each year by June 30. The *School Improvement Plan* outlines the goals for continuous improvement and how school leaders and teachers will implement the changes. Does the state of Indiana address continuous improvement at the early care and education level? Should early childhood programs spend time developing an improvement plan?

Indiana uses a systematic approach to rating the quality of early childhood care and education. Known as ***Paths to QUALITY***, the purpose of this rating system is to:

1. Increase the quality of care and education for children
2. Increase families' understanding and demand for higher quality care
3. Increase professional development of child care providers

Source: Elicker, et. al. (2007), p. 5.

Early childhood leaders who are proactive and embrace continuous improvement use *Paths to QUALITY* to rate their program effectiveness and plan improvement strategies. The Indiana *Paths to QUALITY* identifies four levels of excellence. Each level specifies criteria that must be met to be awarded the designated level by the state. A triangle is used to graphically depict the following labels:



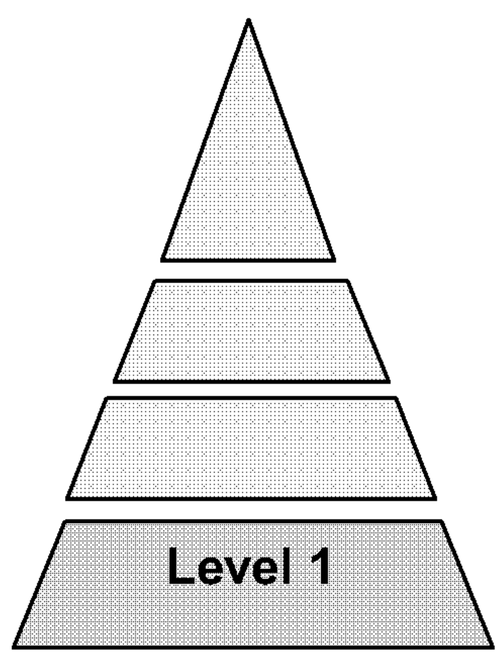
Level 4: National accreditation

Level 3: Planned Curriculum

Level 2: Learning Environment

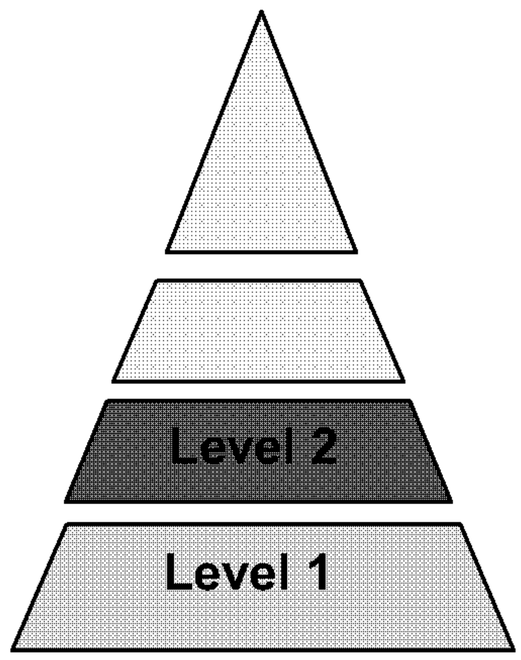
Level 1: Health & Safety

The four levels of quality identified in the *Paths of Quality* can be compared to the trajectory of growth for an early childhood leader. At each level of quality, the early childhood leader plays a significant role: (1) manager, (2) builder of a positive learning and teaching climate and establishing a culture of excellence, (3) instructional leader, and (4) an intentional change agent and visionary.



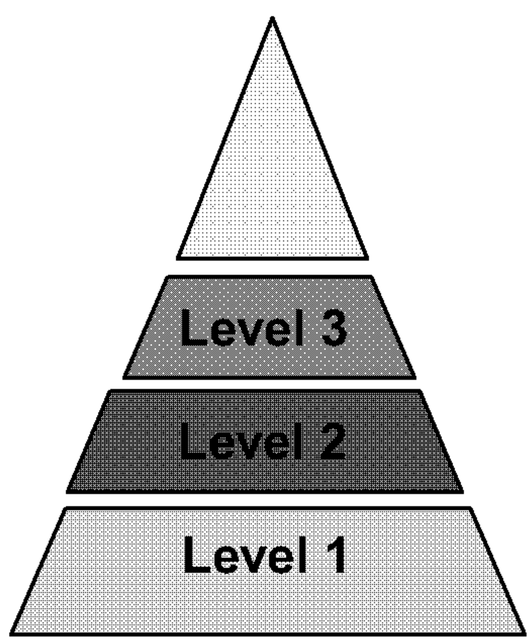
At **Level 1** the early childhood leader is a **manager** of the building. The criteria for a rating of Level 1 (Health & Safety) include:

- Managing safety concerns
- Making financial decisions
- Constructing schedules



At **Level 2** the early childhood leader is a **builder of climate and culture**; a leader who establishes a positive climate and a culture of learning that is based upon a shared vision of excellence. Criteria for a rating of Level 2 (Learning Environment) include:

- An environment that is welcoming, nurturing, and safe for the physical, emotional, and social well-being of all children.
- Activities and materials reflect the age, interests, and abilities of all children.
- Language and literacy skill development.
- Pertinent program information provided to families.
- Teachers/caregivers' staff development and training.
- Written philosophy and goals for children.

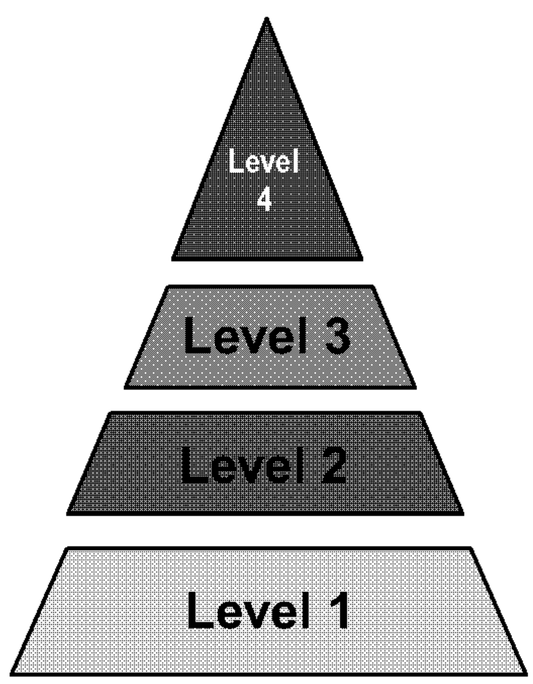


At **Level 3** the early childhood provider is an **instructional leader** who supports and monitors the implementation of a developmentally appropriate written curriculum.

The leader is proactive and uses an improvement plan to engage caregivers, teachers, families, and stakeholders in systematic improvement of learning and teaching.

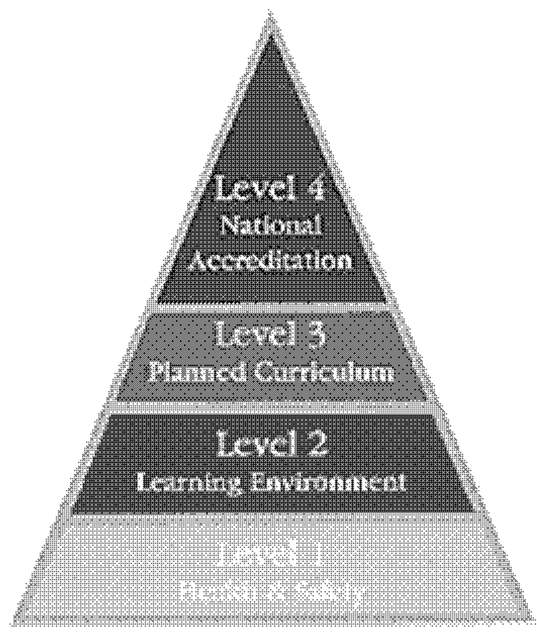
Criteria for a rating of Level 3 (Planned Curriculum) include:

- A written curriculum that reflects developmentally appropriate practices.
- A program evaluation that is completed annually by parents and staff.
- Stakeholders who are actively engaged in the program evaluation and development of an action plan for improvement.
- A professional development plan for the Director and staff that is beyond the licensing requirements.
- A process for facilitating input from family and staff
- The program has been in operation for a minimum of one year or the lead teacher/caregiver has at least 12 months experience in a licensed or Bureau of Child Care nationally recognized accredited child care and education setting as a child care provider.



At **Level 4** the early childhood leader is an **intentional change agent** and **visionary**; a leader who "gets results." Achieving National Accreditation is not easy. It requires a cohesive team who is committed to a vision of excellence.

Criteria for a rating of **Level 4 (National Accreditation)** include:



- Accreditation through National Association for the Education of Young Children (NAEYC) , National Early Childhood Program Accreditation (NECPA), Council on Accreditation (COA), National Association for Family Child Care (NAFCC) or Association of Christian Schools International (ACSI)

- Professional development and leadership involvement continues, including mentoring other directors/providers.

Ready Children – Ready Schools:

Facilitating the Transition to Kindergarten

Beginning kindergarten signals a major transition for young children and their families. Although transitions are defined as the "*continuity of experiences* that children have between periods and spheres of their lives" (Kagan, 1998, p.366), research conducted by Pianta and Kraft-Sayre (2003) indicate that young children face many *discontinuities* as they enter kindergarten, including the following:

- A shift in learning culture and expectations
- More formal academic demands
- Greater complexity in the social environment
- Less individual time with teachers due to larger class sizes

Young children experience emotional, social, cognitive, and physical adjustments that often produce stress and anxiety. Brain research indicates that emotion plays an important role in learning (National Research Council, 2000). Anxiety and stress, which often occur when children are transitioning from preschool or kindergarten, trigger the production of adrenalin and other chemicals that may negatively impact attention and memory (Wolfe, 2001). For a young child, transitioning from preschool to kindergarten is

not just changing buildings or meeting a new teacher. Leaving the familiarity of preschool and going to kindergarten means making new friends and learning new procedures, rules, and routines.

Although research confirms the importance of a smooth transition from preschool to kindergarten, a national survey conducted by the National Center for Early Development and Learning (NCEDL) indicated that most "transitioning" practices occur after the kindergarten year has started. These activities included: sending a letter home to parents and Open House or Back to School Night. As a result, kindergarten teachers have little information regarding children's preschool experiences. Preschool teachers, on the other hand, have a wealth of information about their young students, but it never reaches beyond the preschool doors. "In short, schools do too little, too late to connect with children and families" (NCEDL, 2002).

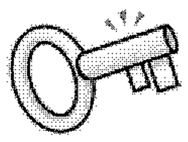
Research by Pianta and Cox (1999) suggests that when kindergarten and preschool teachers collaborate there are significant benefits for children, teachers, and families. Kindergarten teachers and preschool teachers reported the following benefits when they were given the opportunity to collaborate:

- A heightened appreciation for each one's efforts in stimulating children's learning and development.
- A greater awareness of pre-kindergarten and elementary school expectations and curriculum.
- an increased knowledge of the children.
- A larger network of professional support.
- An increased awareness of the preschool and kindergarten programs.

Early childhood leaders, both center directors and elementary school principals, have a responsibility to work together to develop a *transition plan*. The purpose of the

plan is to insure a smooth transition for children as they leave preschool programs and enter kindergarten. A successful transition plan considers the *whole child* as he/she prepares for kindergarten. A plan that relies solely on sharing assessment data misses the opportunity for the kindergarten teacher and school principal to better understand the many characteristics of each individual child.

It is important to include families in the transition process. It is not just the child who makes the transition. Families are also involved and they are excellent resources for the kindergarten teacher. An **Early Learning Passport** can be prepared by the preschool teacher and family. This passport provides valuable information about a child's development and the kindergarten teacher will start the year with a deeper understanding of the child. The transition period is a critical time for building partnerships between schools and families to support student learning (NCEDL, 2002). Figure 2 (see page28) provides ten steps for successful kindergarten transitions to assist center directors and principals as they develop a Transition Plan.



Key term:

Early Learning Passport refers to an organized folder filled with checklists, documents and work samples that is prepared by the preschool teacher and presented to the kindergarten teacher. The passport provides a basis for discussion about the development of the child across all domains of learning. The passport assists the kindergarten teacher in starting the year with a deeper understanding of the child.

Early childhood leaders, teachers, and caregivers should begin working with families to prepare children for a successful transition to kindergarten when the children are just infants and toddlers. Assisting families in creating literacy rich home environments will have a significant impact on children's successful transition to kindergarten (Hart & Risley, 2005). Table 3 provides steps to consider when planning a successful transition.

See Appendix E for a Home Literacy Environment Scale.

TABLE 3: *Planning a Successful Preschool – Kindergarten Transition*

1. Early childhood leaders (Center Director and School Principal) need to contact each other to discuss the importance of developing a Transition Plan.
2. Schedule a time to meet in person to begin the planning process.
3. Identify a Transition Coordinator at each site (elementary school and preschool).
4. Conduct a Needs Assessment (What information is needed?).
5. Include teachers, family representatives, and stakeholders on the transition planning team.
6. Create a *transition timeline* and schedule regular meetings.
7. Generate ideas for transition activities.
8. Anticipate barriers and possible solutions.
9. Implement transition practices.
10. Evaluate success and revise plan.

Table 3 Source: Science of Early Childhood Development, Center on the Developing Child

Insights for Leadership Success

Karin Chenoweth (2010) identifies five "insights for success" based on her study of principals from high-performing, high-poverty, and high-minority schools. These findings are applicable to early childhood settings as well as K-12 schools. The "insights for success" listed below are adapted for early childhood leadership.

1. *It's everyone's job to run the school*
   When center directors and principals use distributed leadership, they not only build a cohesive team, but they share the responsibility of building excellence. The center director or principal does not abdicate his/her responsibilities of leadership, but sharing decision-making and the many tasks that are involved in managing and leading a center or a school,

2. *Inspect what you expect and expect that all students will meet or exceed standards*
   This is a popular clique in school leadership circles, but it addresses the importance of aligning supervision to center/school goals and learning expectations for children.

3. *Be relentlessly respectful and respectfully relentless*
   Leaders need to be persistent, but not at the expense of civility and kindness toward staff members. When center directors make decisions focused on what is best for children, build a respective working climate, and clearly communicate teaching and learning goals, there is a greater chance that everyone will be working in the same direction. Staff resistance is often the result of confusion, mixed messages, and a breakdown in communication.

4. *Use student achievement data to evaluate decisions*
   There are many ways to collect data to determine student learning. This is addressed in the section on assessment

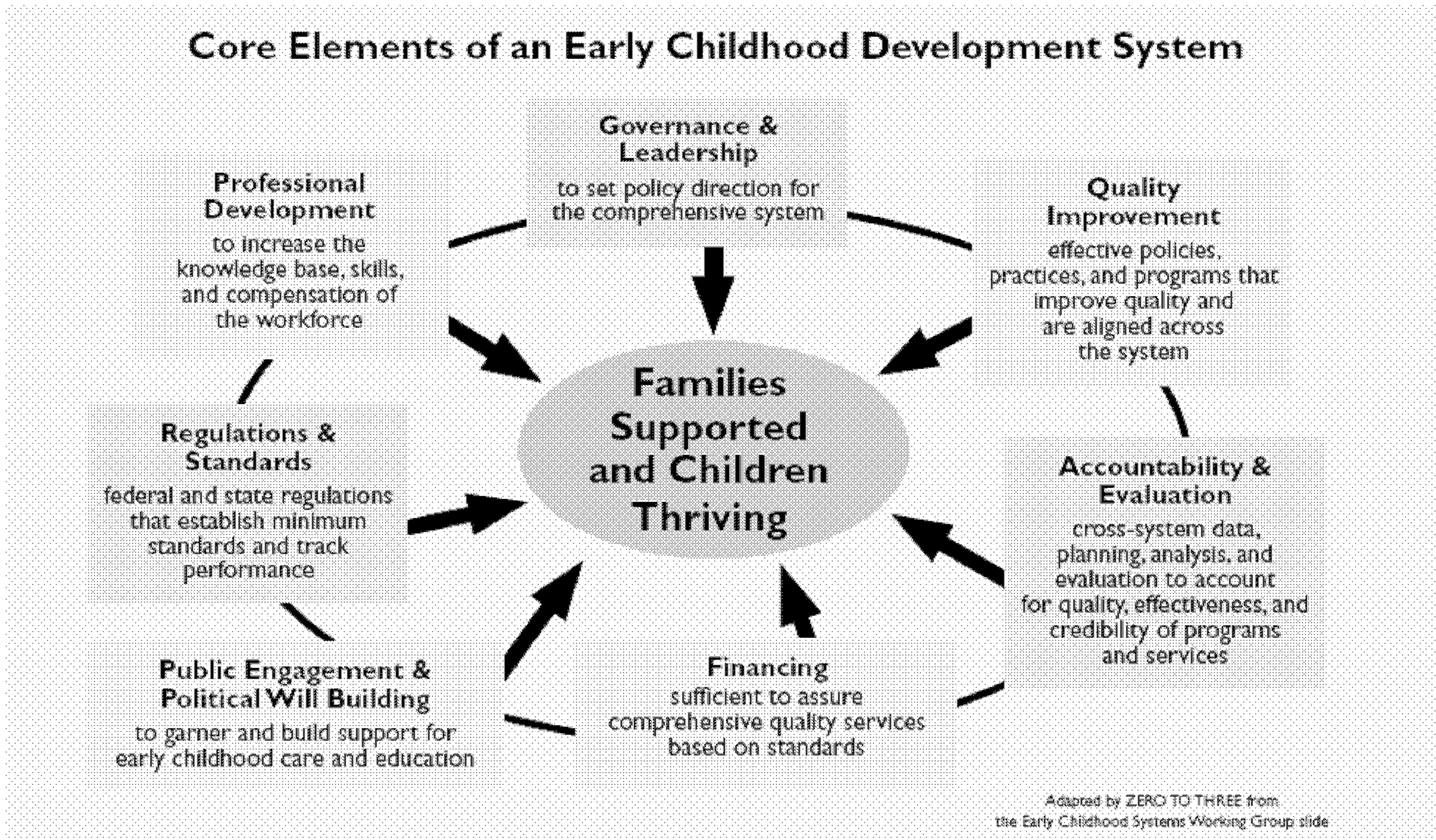
5. *Do whatever it takes to make sure students learn*
   Effective early childhood center directors and principals lead by example. They not only do the right thing, but they do things right. They are leaders who get results.

Summary

The ultimate goal for early childhood leaders is to provide a safe and nurturing classroom environment where children learn and grow across all domains of development. Successful preschool experiences enable children to transition to kindergarten feeling competent in their social, emotional, physical, and academic skills. Becoming an effective early childhood leader, however, is a complex endeavor. Center directors and principals are influenced not only by their prior educational experiences, but by the families, children, and stakeholders they serve. Men and women gravitate to positions of authority with a rudimentary understanding of leadership. As they become leaders, their success is influenced by policies, politics, and practices at local, state, and national levels.

An early childhood leader, in turn, influences families, children, and stakeholders, as well as the staff of the center and other educational leaders. When embracing the many challenges and roles of leadership, center directors and principals affect student learning through the climate and culture of the center or school; their knowledge of curriculum, instruction, and assessment practices; and their ability to establish a shared vision of educational excellence.

An effective early childhood leader maintains a focus on excellence in teaching and learning by conveying a shared vision of what is possible when everyone works together to insure student learning. A clear vision holds everyone accountable for children's success. Dynamic leaders invest in people, supervising and coaching staff to raise their level of effectiveness. Leaders are effective not only because of <u>what</u> they do, but because of <u>who</u> they are. They are individuals of integrity; they not only do the right thing, but they do things right. They are leaders who get results.


Core Elements of an Early Childhood Development System
Governance & Leadership
to set policy direction for the comprehensive system
Professional Development
to increase the knowledge base, skills, and compensation of the workforce
Quality Improvement
effective policies, practices, and programs that improve quality and are aligned across the system
Families Supported and Children Thriving
Regulations & Standards
federal and state regulations that establish minimum standards and track performance
Accountability & Evaluation
cross-system data, planning, analysis, and evaluation to account for quality, effectiveness, and credibility of programs and services
Public Engagement & Political Will Building
to garner and build support for early childhood care and education
Financing
sufficient to assure comprehensive quality services based on standards
Adapted by ZERO TO THREE from the Early Childhood Systems Working Group slide

Appendix A

Components of a High Quality Early Childhood Program

High Quality Learning Environment	• Physical space is safe, flexible, and child-oriented; spaces are secure, inviting, and encourage curiosity • Physical space and materials are organized with children's activities in mind (play, group learning, and care areas) • Learning activities tap children's interests and are cognitively engaging • An abundance of developmentally appropriate materials are available for play and teacher-directed intentional instruction • Teachers and caregivers use rich vocabulary when conversing and encourage children to "try-out" new words • Infants, toddlers, and preschoolers have the opportunity to establish and sustain long–term, secure, and trusting relationships with knowledgeable and responsive caregivers/teachers • Small class sizes assure low child-to-teacher ratios
High Quality Curriculum	• Curriculum is written and all teachers receive training and guided practice so they are able to implement it with fidelity • Curriculum is developed using a "backward design" that begins with the outcome goals for learning • Curriculum identifies the knowledge and skills children need to acquire • Curriculum integrates children's learning within and across the domains (physical, social, emotional, aesthetic, moral, language, and cognitive) • Curriculum is designed to stimulate brain development across all content areas (language, literacy, math, science, social studies, the arts, health, physical education) • Curriculum includes examples of learning experiences that provide opportunities to master the identified knowledge and skills • Curriculum clearly delineates the learning goals, essential questions, instructional plan • Curriculum provides guidelines to adapt instruction to children's individual differences
High Quality Instruction	• Instruction is appropriate to children's age and developmental status • Instruction to build literacy concepts and skills and concepts is integrated across all domains (physical, social, emotional, aesthetic, moral, language, and cognitive) and content areas (language, literacy, math, science, social studies, the arts, health, physical education) • Instruction provides a balance of play and teacher-directed intentional instruction • Instructional decisions are informed by assessment data • Instruction uses modeling and demonstration of skills by the teacher/caregiver. • Instruction is scaffolded, providing opportunities for children to practice skills with corrective feedback by teacher/caregiver • Instruction is incremental, building on what children already know

	• Instructional routines provide multi-sensory experiences • Instruction includes opportunities for practice and reflection (metacognition) to strengthen and expand brain connections
High Quality Instruction specific to Language and Literacy	• Instruction promotes oral language development using conversational expansion, socio-dramatic play, puppetry, and building interest in learning new words through read alouds and word play • Intentional teacher-directed instruction of language (i.e., vocabulary, grammar, and listening comprehension) and early literacy (i.e., phonological awareness, print concepts, and alphabet knowledge) is planned, aligned to early learning standards, and child-centered • Instruction includes a variety of scientifically-based literacy practices and routines (e.g., Interactive Read-Alouds, fast-mapping, Dialogic Reading, and word blending/stretching) for language and literacy development) • Instruction in language and literacy is not limited to a specified block of time; it is a focus throughout the day and in all content areas (science, social studies, math, art, etc.) • Instruction uses a variety of groupings (whole class, small group, and individual) to meet the instructional needs for all young children • Instruction encourages interactions with adults and other children to expand complex thought processes, such as problem solving and critical thinking

Bowman, Donovan, Burns (2001); CDCHU, 2007; Copple & Bredekamp, 2009; Espinosa, 2002; Goffin, 2010a; Goffin, 2010b; IN Department of Education, 2006; Lombardi, Cohen, Lurie-Hurvitz, & Oser, 2003; National Institute for Literacy, 2009; NSECSP, 2007; Albert Shanker Institute, 2009; Schiller, 2001).

Appendix B

http://cecl.nl.edu/evaluation/resources/ecwes_short.pdf

Early Childhood Work Environment Survey
Short Version

This survey is designed to find out how you feel about this early childhood center as a place to work. The success of the survey depends on your candid and honest responses. Please know that your answers are completely confidential; you do not need to sign the form. When you have completed the questionnaire, put it in the attached plain envelope, seal it, and give it to your staff representative.

Indicate in the space provided the numeral (0–5) that most accurately describes how you feel about each statement.

Never	Seldom	Sometimes	Somewhat regularly	Frequently	Always
0	1	2	3	4	5

_____ Staff are friendly and trust one another.
_____ Morale is high. There is a good team spirit.
_____ Staff are encouraged to learn new skills and competencies.
_____ The center provides guidance for professional advancement.
_____ Supervisor(s) are knowledgeable and competent.
_____ Supervisor(s) provide helpful feedback.
_____ Communication regarding policies and procedures is clear.
_____ Job responsibilities are well defined.
_____ Salaries and benefits are distributed equitably.
_____ Promotions are handled fairly.
_____ Teachers help make decisions about things that directly affect them.
_____ People feel free to express their opinions.
_____ Staff agree on school philosophy and educational objectives.
_____ Staff share a common vision of what the center should be like.
_____ The program is well planned and efficiently run.
_____ Meetings are productive. Time is not wasted.
_____ The work environment is attractive and well organized.
_____ There are sufficient supplies and equipment for staff to do their jobs.
_____ Staff are encouraged to be creative and innovative in their work.
_____ The center implements changes as needed.

What three words describe the climate of this center as a place to work?

What do you perceive to be the center's greatest strengths?

What areas do you feel could use some improvement?

Thank you!

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Appendix C

Sample Protocol: Walk-Through for Literacy Learning and Teaching

Birth to Age 5

WALK-THROUGH Language and Literacy	
Date: _____ Classroom: _____	Timeframe: _____ Observer: _____
Observation of Learning: Children are . . .	Observation of Teaching: The teacher/caregiver is . . .
Comments, Praise, Suggestions, Recommendations:	
Follow-Up Discussion:	

Appendix D

High Quality Curriculum – Questions for Reflection and Analysis

Qualities	Questions for Reflection and Analysis
Goals	1. Are the goals clearly outlined, aligned to the Foundations to the *Indiana Academic Standards for Young Children from Birth to Age 5*, and shared by all stakeholders? 2. Do the goals address all developmental domains? 3. Do the goals connect language and literacy to all content areas? 4. How were families involved in the development of the goals?
Implementation and Instruction	5. Does the curriculum provide an instructional plan that assists teachers in implementing the curriculum so it is tailored to children's ages and developmental levels? 6. Is the content developmentally, culturally, and linguistically relevant for all children and families? 7. Does the curriculum encourage language and literacy connections through relationships, routines, and rituals? 8. Does the curriculum integrate learning opportunities across subject areas? 9. Does the curriculum planning and implementation emphasize an understanding and respect for each child's native language and culture?
Child Engagement	10. Does the curriculum provide examples of instructional practice that is engaging for all young children? 11. Does the curriculum facilitate children's construction of knowledge through their interactions with materials, other children, and adults? 12. Does the curriculum empower children to initiate ideas and activities? 13. Does the curriculum provide guidance for teachers to scaffold and motivate learning?

Appendix E

http://www.getreadytoread.org/

Get Ready to Read!

www.GetReadytoRead.org

Home Literacy Environment Checklist

Is your home literacy-friendly?

You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading.

Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the "true" column. If the statement is false, place a check in the "false" column. When you are finished, count up the number of checks in the true column and find that number on the chart at the end of the checklist. Use the results as a guideline to see what you can do for your child.

What my child has...	TRUE	FALSE
My child has at least one alphabet book (e.g., Dr. Seuss's *ABC* book).	☐	☐
My child has magnetized alphabet letters to play with.	☐	☐
My child has crayons and pencils readily available for writing and drawing.	☐	☐
My child has paper readily available for writing and drawing.	☐	☐
My child has a table or surface readily available for writing or drawing.	☐	☐
My child has at least one rhyme book (e.g., Joseph Slate's *Miss Bindergarten Gets Ready for Kindergarten*).	☐	☐
My child has more than one rhyme book.	☐	☐
My child has at least 10 picture books.	☐	☐
My child has at least 20 picture books.	☐	☐
My child has at least 50 picture books.	☐	☐
My child plays beginning reading and alphabet games on a computer (e.g., *Reader Rabbit* or *Bailey's Book House*).	☐	☐
My child has materials and games to help learn the alphabet.	☐	☐

What I or another adult do...	TRUE	FALSE
I or another adult in the house read a picture book with my child at least once a week.	☐	☐
I or another adult in the house read a picture book with my child at least four times a week.	☐	☐
I or another adult in the house teach new words to my child at least once a week.	☐	☐
I or another adult in the house teach new words to my child nearly every day.	☐	☐
I or another adult in the house have a detailed and informative conversation with my child at least once a week. (e.g., "How do you think ice cream is made?")	☐	☐
I or another adult in the house have a detailed and informative conversation with my child nearly every day.	☐	☐
I or another adult in the house help my child learn nursery rhymes.	☐	☐
I or another adult in the house encourage my child to tell me what he or she wants using complete sentences.	☐	☐
I or another adult in the house take my child to the library or a bookstore at least once every two months.	☐	☐

What my child sees me or another adult doing...	TRUE	FALSE
My child sees me or another adult in the house reading books, magazines or the newspaper at least once a week.	☐	☐
My child sees me or another adult in the house reading books, magazines or the newspaper nearly every day.	☐	☐

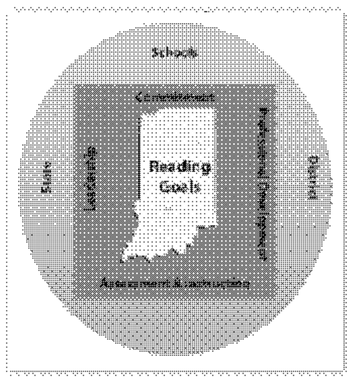
What I am...	TRUE	FALSE
I am a good reader.	☐	☐
I have a large vocabulary.	☐	☐
I began to read picture books with my child before he or she was a year old.	☐	☐
I enjoy reading picture books with my child.	☐	☐
I expect that my child will work to his or her potential in school.	☐	☐

Now or in the past, I or another adult encourage or help my child...	TRUE	FALSE
I or another adult in the house encourage my child to watch beginning reading shows on TV or tapes (e.g., Between the Lions on PBS).	☐	☐
I or another adult in the house encourage my child to play with computer games that introduce the alphabet and beginning reading (e.g., *Reader Rabbit*).	☐	☐
I or another adult in the house help my child learn to sing or say the alphabet.	☐	☐
I or another adult in the house help my child learn to name letters of the alphabet.	☐	☐
I or another adult in the house help my child learn to write letters of the alphabet.	☐	☐
I or another adult in the house help my child learn to write his or her name.	☐	☐
I or another adult in the house help my child learn to write other people's names.	☐	☐
I or another adult in the house help my child learn how to rhyme.	☐	☐
I or another adult in the house help my child learn the sounds that letters of the alphabet make (e.g., "M makes the mmmm sound").	☐	☐

Count up the number of statements marked TRUE and put that number in the box to the right. See the chart below to find out how literacy-friendly your family child care program is. ☐

30 - 37 Home literacy environment has most of the necessary supportive elements
20 - 29 Home literacy environment has many supportive elements
11 - 19 Home literacy environment has some supportive elements
0 - 10 Home literacy environment needs improvement

Get Ready to Read! is a project of the National Center for Learning Disabilities. For more information about this program please visit our Web site www.GetReadytoRead.org.



Indiana Birth-Age 5 Literacy Framework

PROFESSIONAL DEVELOPMENT

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments					★	
Transition to Kindergarten					★	
State Leadership					★	

Guiding Principle:

High quality professional development is differentiated for teachers/caregivers to impact positive outcomes for children.

- ☑ A high-quality professional development plan is based on an assessment of children and educator needs.
- ☑ A high-quality professional development plan requires collaborating, communicating, and planning with all key stakeholders.
- ☑ The research-based, professional development objectives are specific and clearly linked to child early literacy outcomes.
- ☑ Various evidence-based professional development models are used to convey the knowledge and instructional practice to be learned.
- ☑ Teachers/caregivers, paraprofessionals, and early childhood leaders participate in differentiated professional development to ensure cohesion across the program.
- ☑ Instructional practice is an explicit focus of the professional development and practice is linked to teacher/caregiver knowledge, beliefs, and dispositions.
- ☑ The intensity of the professional development should be matched to the content being conveyed.
- ☑ The content is aligned with the organizational context and early childhood standards.
- ☑ Programs have resources that are appropriate, adequate, and readily available to effectively implement professional development learning.
- ☑ Ongoing assessments are conducted to ensure high-quality implementation of professional development practices and evaluate outcomes in early childhood settings.

Comprehensive Professional Development

Successful early literacy instruction does not happen by chance. It is the result of study, reflection, practice, and hard work. Professional development is the mechanism for professional growth for both early childhood providers and the early childhood leaders who support them. This chapter focuses on the principles of effective, high quality early childhood professional development that support children's language development and literacy growth. Though the research on connecting early childhood professional development to children's achievement outcomes is at an early stage, results of recent studies point to promising practices for improving the professional learning of early childhood providers. Studies show that participation in professional development is found to increase teachers' knowledge and improve teaching (U.S. Department of Education, 2010). This outcome leads to improved literacy learning for children. Not only do the knowledge and skills of early childhood providers affect the quality of support for children's literacy development, but their beliefs, attitudes, and dispositions about how young children approach early literacy also play a role. Ongoing and consistent professional learning opportunities are a key to providing quality care and learning opportunities to children and to successfully supporting children's early language and literacy growth.

Although it is clear that early childhood professionals, early childhood leaders, other individuals who care for young children need appropriate pre-service preparation, the focus of the information discussed in this chapter is in-service professional development. The definition of professional development provided by the National Staff Development Council (NSDC) is:

> *. . . a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.*

This definition is grounded in the essential elements of NSDC's Standards for Staff Development, which describes the broad conditions necessary for high quality professional development, while also detailing specific practices that lead to improved performance for educators and children. There does not seem to be an agreed upon professional development definition for early childhood. The National Professional Development Center on Inclusion (NPDCI) defines professional development as:

> *Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.* (In Buysse 2009, NPDCI, 2008, p. 3)

The National Association for the Education of Young Children (NAEYC) defines professional development as:

> *. . . initial preparation (preservice) and learning experiences (inservice) designed to improve the knowledge, skills/behaviors, and attitudes/values of the early childhood workforce.*

The definitions above, coupled with the conclusions drawn from a U.S. Department of Education literature review on professional development for early childhood educators, form the goal for this chapter. The professional development goal will be applied and described in relation to the evidence from the literature review's professional development studies targeting the following outcomes:

1) improving early childhood providers' and early childhood leaders early language and literacy knowledge;
2) improving early childhood providers' and early childhood leaders practice; and
3) improving children's early language and literacy development.

Based on a summary of the findings, in general, participation in professional development was found to increase early childhood providers' knowledge, improve early childhood providers' practice, and improved child outcomes. Eight concepts relating to the goal are most consistently linked with at least one of the three outcome categories mentioned above. The description of each concept below includes information synthesized from other relevant sources in addition to the literature review (National Association for the Education of Young Children [NAEYC], 1993; National Research Council, 2000; National Staff Development Council, 2001).

Professional development needs to be organized, carefully planned and implemented. The concepts here can serve as guidelines for developing an effective professional development plan in center, school, or home-based settings, or may be used by individuals as "look fors" in personal professional development pursuits. High quality professional development offering must be made available to early childhood providers, leaders, and others who care for young children. If developing a professional development plan is the objective, each of the concepts below should be carefully considered. A professional development plan that addresses these concepts, and is developed collaboratively with contributions from early childhood leaders, providers, and stakeholders, ensures not only a high quality plan, but one that will be appropriate and of value to the implementers and recipients of the plan. The professional development plan serves as the foundation for an effective professional development system, in other words, "a comprehensive system of preparation and ongoing support for all early childhood education professional working with and on behalf of young children" (NAEYC). To begin, a planning team can ask its members, and early childhood providers:

- What does an analysis of children's needs reveal about their major literacy learning issues?
- What knowledge and skills do early childhood providers need to learn to more effectively address the identified children literacy learning difficulties?

- What support or assistance do early childhood providers require as they work to apply to their instruction the knowledge/skills they learned in professional development? (Mizell, 2010)

The answers to these questions will serve as the foundation for the professional development plan. Next, the planning team can use the information in each discussed in this section to refine the content of their plan and develop goals and action steps.

"The professional development of teachers has been shown to be related to quality of early childhood programs, and program quality predicts developmental outcomes for children." (National Research Council, 2001)

First and foremost, securing highly qualified and credible professional development providers is essential. Trainers can be external, internal, or a combination of both, but they need to have the appropriate content knowledge, skills, experiences, and understanding of adult learning principles to effectively convey information to participants. Researching, interviewing, and observing professional development providers in action is important to ensuring that the match between provider and participant is a good fit and that the providers has a clear understanding of the professional development goals.

Establish and Articulate Specific Goals for Professional Development

What should birth to age 5 educators know? Beyond knowledge of child development and developmentally appropriate practices, early childhood providers need strong content knowledge. A reemerging theme in the best practices literature on professional development is that all professional development training, regardless of topic, should be research-based. This means that the professional development content should be based on what is known about effective early literacy instruction. The most valid information to inform professional development content comes from experimental and quasi-experimental studies linking early literacy instruction to improved literacy achievement in young children. These types of studies provide the

most rigorous basis of research. However, the What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, recently expanded their standards to include two other research designs, single case study and regression discontinuity, along with randomized, controlled trials, as the strongest scientific evidence for what works in education.

One example of a summary of scientifically based reading research is the report of The National Reading Panel (National Institute of Child Health and Human Development, 2000). The panel concluded that effective Kindergarten to grade three literacy instruction includes the components of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Understanding what children should know and be able to do at the beginning of kindergarten can help preschool educators better prepare children for the transition to kindergarten. This occurs by ensuring that children meet literacy learning expectations by the time they leave preschool. Though children's early literacy skills develop at different rates, clear alignment and continuity between preschool and kindergarten is crucial for a child's future literacy success and for determining professional development topics for early childhood providers.

But what does the research say about what early literacy skills are most important for a child's early literacy and language development? Previous reports, such as The Committee on the Prevention of Reading Difficulties in Young Children (Snow, Burns, and Griffin 1998), and more recently, The Report of the National Early Literacy Panel (Eunice Kennedy Shriver National Institute of Child Health and Human Development 2010), provide guidance on what research-based early literacy skills are essential for early childhood providers to know. The Report of the National Early Literacy Panel determined that the following skills were the *strongest* and *most consistent* predictors of later literacy skills in children:

- Knowing the names of printed letters
- Knowing the sounds associated with printed letters
- Being able to manipulate the sounds of spoken language

- Being able to rapidly name a sequence of letters, numbers, objects, or colors
- Being able to write one's own name and individual letters
- Being able to remember the content of spoken language for a short time

Furthermore, young children need support in oral language development, print awareness, and emergent writing. Though the introduction to and emphasis of these skills may shift slightly when talking about infants, toddlers, or preschoolers, they are all important areas of focus and should be considered as goals and objectives for professional development opportunities. For more detailed information about the instructional skills and strategies within each of these areas, please refer to the Instruction section of the Framework.

A final, but no less important topic of professional development for early childhood providers is how to work effectively with parents. Early childhood providers need training in strategies for how to involve parents in literacy activities that support children's language and literacy development at home. Unfortunately, this is a topic that has limited research. Research does indicate however, that there are important connections between school and home literacy practices and child outcomes among both English-speaking children and English language learners (U.S. Department of Education, 2010). More research is needed in how best to engage parents in ways that support their children's literacy learning and complement early childhood providers' literacy instruction. Besides learning activities that help their children understand letters and sounds, parents can be mentored on how to talk in ways that develop their child's oral language skills, how to effectively read aloud, and how to support children's early efforts at writing. For example, parents can be encouraged to talk and sing to their children at birth. They can point to and name familiar objects and answer their children's questions. Parent should also learn what's developmentally appropriate and how to recognize signs of trouble. Most importantly, the professional development should focus on how early childhood providers can help parents reinforce the literacy skills their children are learning and how to "support and engage diverse families

through respectful, reciprocal relationships that support, involve, and empower families in their children's development and learning" (NAEYC Standards for Early Childhood Professional Preparation Programs, 2009).

Whatever the chosen goals and objectives are for the professional development opportunities, they should be made transparent to the participants upfront. That way, participants can monitor their learning throughout the course of the professional development event. They can ask questions or seek clarification if the objectives do not seem to be met by the end of the professional development session. One promising practice seems to be giving attendees a voice in determining some of the professional development objectives. Professional development opportunities in which participants set their own personal goals, are involved in the planning and design of the professional development events, and are encouraged to self-reflect throughout the professional development process appear to be most successful (U.S. Department of Education, 2010). It is important that professional development opportunities help early childhood providers to 1) reflect on literacy activities they are already doing, 2) use data to determine whether they are on the right path, and 3) refine the activities based on best practices (Mizell, 2010). In the end, it is critical that the professional development provider be highly-qualified to teach the required content in order to meet these outcomes.

Use Various Professional Development Models

Fruitful professional development opportunities are not one-shot events. They are based on the idea of continuous learning, expert mentoring, and immediate feedback. There are many different approaches to professional development that incorporate these aspects: course work, a series of interactive workshops, on-site support, or a combination of all three. Furthermore, professional development events can be technology-based, structured as a training of trainers, or as a book study. Professional development includes discussions with colleagues or learning from a more knowledgeable peer, such as in professional learning communities. Some of these

approaches are more formal and some are considered informal. The goal of all of these approaches is to convey information on literacy research and best practices for developing children's language and literacy skills. When reviewing the research on course work, workshops, and on-site professional development approaches, each seem to benefit early childhood provider *knowledge* equally. However, the greatest benefit to early childhood provider *practice* – based on empirical research studies - seemed to be with the combination of course work with on-site support, such as the work of a coach (U.S. Department of Education, 2010).

This conclusion is verified by professional developments studies by Neuman and Wright (2010) showing coaching to be more effective than coursework alone in improving early childhood teacher practice and by Joyce and Showers (2002) indicating an estimated ninety-five percent of teachers who received ongoing support and guidance through coaching were more likely to learn and implement new practices than through theory, demonstration, and practice alone. Furthermore, Garet and colleagues (2001) found that three core features – developing content expertise, active learning, and coherence – had a significant impact on teacher's self-reported increases in knowledge, skills, and changes in practice. These features affected teacher learning best in job-embedded approaches, or those that encouraged collective participation, in-depth discussion with peers, practice opportunities, and timely feedback. Though there is very little rigorous research on the direct impact of teacher practice and student learning of job-embedded approaches, implementing their key features is a wise bet. Below is a summary of three promising job-embedded approaches:

Coaching: On-site support consists of the professional development provider or a site-based content expert "coaching" the early childhood provider by observing literacy instruction and providing formative feedback that will positively influence instruction in the future. The coaching may involve demonstrating strategies learned from professional development sessions in the colleague's classroom. This is usually followed by a self-reflective discussion about what worked, what did not, and why, along

with ongoing problem-solving dialogue with the coach as the early childhood provider applies new practices over time. Through ongoing support and feedback over time, the knowledge and skills of early childhood providers improve as a result of being able to apply and refine the information acquired through professional development sessions to their real-world situations. The success for this type of coaching has been verified by a study conducted by Griffin et al. (2010) that found professional development for preschool teachers and aids in instructional practices coupled with coaching over multiple years produces positive results in teaching and student learning.

Professional Learning Communities: Professional learning communities (PLC) is a favorable and effective format for enhancing professional learning. PLCs are small groups of educators who come together to help one another improve children's learning, often by analyzing data and planning lessons. The purpose of PLCs is to enhance implementation of curriculum rather than change it. PLCs foster critical reflection based on shared experiences between educators. One process for a PLC is: 1) reflecting on the previous collaboratively planned lesson; 2) discussing the research pertaining to the instructional concept being applied; 3) reviewing an upcoming lesson to discuss strengths and weakness based on the research; and 4) collaboratively planning a lesson that incorporates the targeted research principle (Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009). Though the research base is sparse, studies on PLC suggest that their success is due to having a formal, systematic approach, and possibly experts, to help guide educators. One study found larger achievement gains for schools whose learning teams used formal protocols, a leadership structure for meetings, and a process for solving problems (Gallimore, Ermeling, Saunders, & Goldenberg, 2009) and another study showed significant improvements on observed teaching practice for teachers participating in PLCs compared to those who did not (Gersten et al., 2009).

Lesson Study: The Lesson Study approach is a cyclical process where teachers take an existing lesson and collaborate to develop and teach a new lesson. One educator implements the lesson while the other educators observe and collect

observational student data. These observed lessons are called research lessons (Lewis, Perry, & Murata, 2006). After the lesson, the group meets to reflect on the lesson and data and to decide the extent to which the instructional goals were met. Then the educators revise the lesson, conduct another lesson study cycle, report on the findings, and share research-based lessons. In this process educators serve as on-site researchers, becoming more child-centered as they observe what children are learning and how. Lesson Study promotes continuous knowledge sharing and transfer between educators and furthers educator responsibility for the improvement of classroom practice.

Establish the Link between Theory and Practice

Regardless of the type of approach used, it is crucial to establish a clear linkage between theory and practice in professional development. Without this connection, early childhood providers may dismiss the information as theoretical and not practical. The closer the professional development experience can simulate real contexts that the early childhood providers may face, and allow for opportunities to try out the strategies as they are learning them, the more likely that the knowledge and skills learned will be implemented in the classroom.

For transference to occur, professional development providers should activate participants' prior knowledge of the topic at the beginning of the session to connect the "known" to the "new," thereby sparking interest, questions, and relevance. Consideration should be given to a multi-modal approach to professional development to promote a comprehensive and complete professional development plan.

Professional development should not be a single event, but a coherent plan to build knowledge and skills systematically. This allows not only for information to solidify, but for attendees to see the connections between what they already know, what they previously learned, and what they are currently learning. Opportunities for multiple interactions between the professional development provider and participants, as well as

among participants, provide a venue for discussion. The interactions permit participants to collaborate with peers to ask questions, seek clarification, and apply new knowledge, while simultaneously building instructional confidence.

An approach such as the scaffolding model from Pearson and Gallagher (1983), which uses modeling, guided practice, and independent practice elements, is designed to support a gradual release of knowledge and practice from the professional development provider to the early childhood provider during professional development trainings.

Involve Teachers, Paraprofessionals, and Administrators

Training a group of early childhood providers from one center, along with the early childhood leaders and support staff, appears to be a successful practice for establishing "buy-in" from all levels of the organizations, creating a professional learning community, developing on-site experts who can support others, and support the sustainability of practices when challenges arise (U.S. Department of Education, 2010). Early childhood leaders who attend events along with their staff show: 1) commitment to the professional development goals; and 2) support by leading the learning.

To adequately support their staff needs, early childhood leaders require specific professional development designed for their role, such as how to be the instructional leader in their setting and how to support and monitor the implementation of practices effectively. This includes recognizing effective early literacy instruction, providing constructive feedback, and conducting "walk-throughs." Their professional development goals should be different from, but complement, those of their staff.

Execute Instructional Strategies That Support Early Literacy Learning

The instructional practices shared during professional development must directly align with children's early literacy outcomes, such as those discussed in the establishing goals explanation earlier. It is valuable to teach early childhood providers the Pearson

and Gallagher scaffolding model as an effective technique for ensuring explicit instruction, since it is not topic dependent. Training for early childhood educators in how to conduct Interactive Shared Book Reading and Dialogic Reading are key topics for professional development. These strategies, along with phonological awareness training, has been shown to have positive effects on children's early reading/writing, oral language, and phonological processing respectively (What Works Clearinghouse, 2007; 2006). Specifically, early childhood educators should be taught how to use Interactive Share Book Reading and Dialogic Reading to engage children by asking open-ended questions, discussing illustrations, and extending the story into art and writing activities. See the end of the section for a description of each of these strategies.

Other important topics for professional development trainings include creating a literacy-rich environment, such as easy access to books and how to increase environmental print to support children's print awareness; supporting emergent writing; promoting oral language, listening comprehension, and reasoning skills; developing concepts of print; integrating literacy across the content areas; and inspiring motivation to read. In combination with these instructional strategies and topics, early childhood providers should be allowed to reasonably adapt strategies to suit their own children and environment, in order to promote buy-in to the new methods.

In order to get a clear and accurate picture of children's literacy learning, early childhood educators need to be trained in and use a variety of assessment methods. An over-arching and critical focus for professional development should be how to assess and monitor progress of individual children's language and literacy skills. That is because both formative and summative assessment provides relevant information about the literacy levels of all children. Once early childhood educators understand the purpose and type of various assessment measures, then the suitable measure may be selected for the right purpose. If a standardized and/or normed assessment measure is used, then training in how to interpret the assessment results and determine instructional implications is crucial. Decision-making should be based on data collected

from standardized and/or normed assessments as well as practitioner-developed assessments, project-based assessments, running records, anecdotal notes, and observations.

In addition to an initial assessment of children literacy learning needs, early childhood providers need to learn how to monitor children's progress over time. Not only does frequent progress monitoring help early childhood providers to determine who may need extra support at any given time, it provides them with information for differentiating their instruction. Differentiated instruction is a method of helping more students in diverse settings experience success. This requires thinking about children's varying background knowledge, readiness, language, preferences in learning, and interests. Early childhood providers should react responsively by meeting each child where he or she is, and assisting them in the learning process. This process helps even precocious children progress in their literacy learning. Differentiated instruction works when it is based on assessment data. Otherwise, it's like driving a car in the dark without its lights on. Therefore, professional development formats that allow for frequent collaboration and communication between early childhood providers is best suited to promoting data-based decision making and the subsequent differentiated instruction planning that follow.

Match the Intensity to the Content

Scheduling time for professional development can be challenging. Although there never seems to be enough time in the day to get everything accomplished, allocating time for professional learning is imperative. Early childhood leaders need to show their commitment to professional learning by building and preserving time in the schedule for early childhood educators to acquire and maintain knowledge and skills. A recently released national study commissioned by the U.S. Department of Education on the effect of teacher professional development on student achievement K-12, found that only the teachers who received between 30 and 100 hours of professional development for one topic were correlated with positive student achievement gains. The teachers

who received between five and 14 hours showed no effect on student achievement (Yoon, K. S., Duncan, T., Lee, S.W.-Y., Scarloss, B., & Shapley, K., 2007). These studies indicated a wide variation in the intensity and duration of professional development. One study found that a site provided 100 hours of professional development over four weeks, while another provided about the same amount of hours over ten months. Similarly, Blank & de las Alas' 2009 meta-analysis concluded that when professional development focused on targeting the learning needs of teachers with frequency of professional development, it produced a positive relationship. The measure of time (contact hours, frequency, and duration) indicated positive correlations of professional development on student achievement. The mean contact time with teachers in program activities in this study was 91 hours.

Research findings indicate that even small dosages of professional development can be beneficial when taking into account time and quality. (US Department of Education, 2010). Professional development is not just about the time, but also *quality*. Many hours can be spent in low-quality professional development events with no real beneficial outcomes. Conversely, smaller dosages of high-quality professional development that are precise in focus can lead to learning and application. When the professional development goals are focused on a discrete set of targeted skills, then short-term or a brief dosage of professional development appears to be adequate. When the professional development goals have a broad, comprehensive focus, then long-term/intensive professional development is most effective. Therefore, the goals and objectives of professional development are critical in determining the amount of time necessary. Professional learning that leads to change in practice requires intensive study as well as guided practice. When early childhood providers see positive results from the implementation of the practice with children, then they are more likely to continue that practice.

A report published by NSDC (2009) recommends that teachers receive 50 hours of professional development in a 12 month period. The studies highlighted above

support the notion that professional development that is rigorous and extensive seems to be associated with positive outcomes for early childhood providers and children alike. However, there is still no conclusive answer to the question of how much training time is best.

Differentiate Professional Development

Professional development should not be a "one size fits all" approach. Children vary in learning styles and rate; early childhood teachers/caregivers also have preferred modalities of learning and differences in their rate of learning and implementation of new ideas. The most sophisticated professional development plans are differentiated based on individual staff needs. The professional development experiences should be tailored to the experience, previous education, and teaching competence of the participants. It should be responsive and respectful to the background and contextual constraints of the early childhood educators and their environment.

This approach is consistent with the National Research Council Report *How People Learn* (Donovan, Bransford, & Pellegrino, 1999) that indicates an understanding of the preconceptions or misconceptions adult learners bring to the table is crucial to building new knowledge. By doing this, the overtone of professional development is one in which trust, collegiality, and respect is conveyed between the professional development provider and the participants. When the environment is positive and supportive, participants are more likely to take instructional risks, share concerns, and ask questions. The goal of effective professional development is to meet participants where they are and use their existing strengths to build their knowledge and skills incrementally over time. These adult learning principles - safety, sound relationships, collaboration, engagement, and respect for participants as decision-makers – need to be incorporated into all professional development opportunities (Vella, 2002).

Changing and enhancing practice is more likely to occur when the professional development provider has a firm handle on early childhood providers' current practices

and early childhood providers see strong data results from implementing the knowledge and practices learned. One way to gather information about early childhood providers' current practice is to administer a needs assessment prior to beginning the professional development. Doing a needs assessment is a basic principle of adult learning, honoring the different experiences and expectations that participants bring with them. The questions or indicators of the needs assessment should be aligned to children's learning outcomes. The results of the needs assessment will provide useful information on the knowledge, practices, topics of interest, and concerns of the early childhood providers that will assist in tailoring the professional development goals. A post assessment will indicate to the professional development provider if the professional development goals were met.

Designing follow-up sessions to an initial training allows for the most consideration to be given to individual needs, and therefore is most appropriate for differentiating. Some early childhood educators will require minimal support and may be perfect as a mentor or coach to peers, while others may need more intensive, individualized support. Making professional development opportunities more context-specific is especially important because of the variation of early childhood settings in which the professional development takes place.

Lastly, because early childhood centers are likely to have staff turnover, each setting should anticipate the professional development needs of new staff. That means incorporating strategies in the professional development plan for determining who will require training, what type, how frequently, and for what duration. For example, some sites have developed an "in house" new staff training that occurs each year and is taught by internal staff. This ensures consistency and continuity of the early literacy practices between new and veteran staff, which results in a shared and lasting vision for how early literacy should look in that setting.

"Teachers' belief about their efficacy influences other behaviors, such as willingness to work and openness to new ideas…" (National Research Council, 2001)

Provide Adequate Resources for Implementation of Practices

Strong professional development trainings provide resources that participants can take away with them to use with their children, such as instructional guidelines, planning templates, websites, and reference lists. The resources should be explained and modeled by the professional development provider. Participants also have an opportunity to practice using the resources during the training while receiving feedback from the professional development provider and/or their colleagues. Participants are then able to take the resources back to their setting so they can immediately begin using them with children. The benefit to receiving and "testing out" materials at a training is that it prevents a lag time in implementation, resulting in a greater chance that early childhood providers will remember and use the techniques with greater confidence. To ensure sustainability of instructional resources shared, the 'take away" materials should be easy to use and create a link between the training and real-world practice. For example, when implementing Shared Book Reading or Dialogic Reading (See Appendix A), participants need time to interact with big books during the professional development and then have access to big books at their site in order to implement the techniques.

Finally, it is imperative that when participants return to their setting they have the appropriate instructional resources to implement the practices learned at the professional development events. This includes research-based curriculum manuals for instructional programs, scope and sequence charts, state standards, and benchmark documents. If early childhood providers do not have adequate resources to implement what they learned, then the professional development is futile and they may not see the value in attending future professional development sessions.

Evaluate Professional Development Outcomes

The value and results of professional development can be determined by evaluating (1) what new knowledge and skills early childhood providers and literacy

leaders acquire from participation, (2) the use of learning to improve teaching and leadership, and (3) how student learning and achievement increases as a result of professional development (Mizell, 2010). Many different tools can be used to gauge the benefits of professional development opportunities in these ways, such as the *Needs Assessments* discussed previously. Surveys, interviews, and observations are all effective ways of measuring the benefit to cost ratio of professional development. At the conclusion of professional development sessions, encourage participants to be self-reflective about their professional development experiences, noting what they learned, what they still want to learn, and why. This perception data, along with questions such as the following can provide a comprehensive and accurate picture of professional development outcomes:

- What is the evidence that the professional development impacted language and early literacy instruction?
- What is the evidence that the professional development enabled teachers/caregivers to increase their effectiveness in responding to children's literacy learning problems?
- What is the evidence that children's language and literacy skills have increased as a result of applying new instructional strategies and skills to classroom practice? (Mizell, 2010)

In addition, the effects of professional development should be evaluated at multiple time points throughout the year by early childhood leaders or a planning team. Ongoing, on-site observation is a powerful way to gather a complete understanding of teachers' adherence to an instructional strategy, process, or program, while simultaneously assessing if a child's literacy learning is evolving. Plus, the information collected on the needs of early childhood providers and children can be used to develop next year's professional development calendar and/or refine the professional development plan.

Summary

Professional development is a vital component of any early childhood program design. Participation in professional development is found to increase early childhood providers' knowledge, improve instructional practice, and increase child outcomes. Research suggests that establishing precise goals and objectives for professional development to build knowledge of effective instructional practices, increase the use of research-based instructional strategies, and focus on sound professional development delivery methods contribute to adult learning and instructional change. In addition, paying attention to the intensity of professional development, the resources needed to support implementation of new ideas and practices, and a plan to evaluate the effectiveness of the professional development are crucial to success.

Finally, consider the unique context that each early childhood provider faces when planning and providing professional development. How can teachers/caregivers contribute their ideas and thoughts to make professional development a success? Although there is much to learn about early childhood professional development, and many more questions to be asked, the principles addressed in this chapter provide early childhood leaders with a solid foundation to develop and implement an effective professional development plan. A cohesive, systematic and well thought out professional development plan ultimately prepares birth to age 5 children with the skills they need to thrive in the transition from preschool to kindergarten. For that reason, high-quality professional development is a powerful investment.

Appendix A

Professional Development - Instructional Practices

Shared Book Reading:

Teachers/caregivers use interactive shared book reading with individual children, pairs, small groups, and/or a large group.

- The teacher/caregiver reads an appropriate, engaging book to children using interactive techniques before, during, and after reading the text.

- During book reading, the teacher/caregiver may provide additional details (background knowledge), give explanations, use prompts for student responses, and/or ask questions using think-pair-share or calling on a child to answer a specific question.

- Teachers/caregivers may focus on modeling fluent reading to children and/or highlight various aspects of print awareness and text features.

- After reading the book, the teacher, caregiver may discuss the book with the children and draw connections between events in the story and in the children's lives.

- The books chosen for shared reading often have large print and a small number of words per page, with colorful illustrations throughout.

Other factors to consider in selecting books for shared book reading include regional relevance (e.g., reading a story about children making snow angels may not be relevant to children in Southern California). Although Interactive Shared Book Reading practices vary in frequency, reading sessions are generally brief (e.g., 10 to 15 minutes) and occur several days a week. (What Works Clearinghouse, 2007).

Dialogic Reading:

Teachers/caregivers use dialogic reading, a systematic method of shared book reading, with individual children or in small groups. Teachers/caregivers or families can become familiar with the principles of Dialogic Reading through a training that includes a videotape followed by role-playing and group discussion. While reading books aloud, the adult uses five types of prompts (CROWD) to elicit children's thoughts about the story:

Completion prompt: the child fills in "blank" at the end of an oral sentence. Example: *"The Billy Goat was BIG and _____."*
Recall prompt: basic knowledge-level questions about the book Example: "How many children are in this family?"
Open-ended prompt: questions that cannot be answered with a simple yes or no response. Example: "Tell me about this picture."
Wh- prompt: "wh-" questions (what, when, who) about the pictures in the book. Example: "Who do you see in this picture?"
Distancing prompt: adult relates pictures and words in the book to children's own experiences outside of the book. Example: This story is about the beach. Tell me about a time when you went to the beach.

The prompts are used by the adult in a reading technique called PEER:
P: adult prompts the child to say something about the book.
E: adult evaluates the response.
E: adult expands the child's response.
R: adult repeats the prompt.

As the child becomes increasingly familiar with a book, the adult reads less, listens more, and gradually uses more higher level prompts to encourage the child to go beyond naming objects in the pictures to thinking more about what is happening in the pictures and how this relates to the child's own experiences. (What Works Clearinghouse, 2007)

Phonological Awareness Training:

Teachers should schedule daily learning activities that focus on phonological awareness. Instruction can focus on whole group, small group or individual children. These practices can also be used as a supplement to the regular curriculum for children who need extra support. Phonological Awareness Training practices may include such activities as:

- **rhyme detection** training (e.g., teachers may engage children in games involving rhyming words and questions about which word in a series of three does not sound like the others)

- **blending** training (e.g., teachers may say three sounds and teach children how to blend the sounds together to make a word)

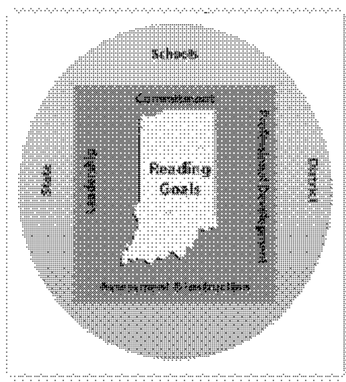
- **segmentation** training (e.g., teachers may say a short word such as "cat" and teach children how to separate the word into the three sounds that make up the word) at the phoneme, syllable, or word level. (What Works Clearinghouse, 2006).

Appendix B

Checklist for Effective Professional Development for Early Childhood Teachers/Caregivers and Center Directors/School Principals

- Professional development goals and objectives stem from program goals and a systematic needs assessment.
- Various professional development delivery methods are used to convey knowledge and practice.
- Theory, practice, and a rationale for each are presented during professional development sessions.
- Modeling, demonstration, and practice are included in initial and ongoing professional development opportunities.
- Training in implementing a variety of research-based instructional strategies is provided.
- Training on the use of literacy assessments is provided.
- Training on using data from literacy assessments to inform instructional practices is provided.
- The timing, content, and duration of professional development is appropriate for the topic.
- Professional development is sensitive to and reflective of the current context of early childhood providers.
- Professional development trainings provide adequate resources for the implementation of learned knowledge and skills.
- Early childhood leaders have developed a system for determining the extent to which early childhood providers are implementing programs and strategies effectively and follow-up and onsite support to improve fidelity of implementation are based on this information.
- A systematic, ongoing needs assessment informs short and long term professional development planning.
- High-quality, knowledge trainers have been secured and other logistics have been finalized.

Adapted from the National Center for Reading First Technical Assistance, 2004



Indiana Birth-Age 5 Literacy Framework

COMMITMENT

	Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Early Care and Education Environments						★
Transition to Kindergarten						★
State Leadership						★

Guiding Principle:

All stakeholders (Early Childhood leaders, teachers/caregivers, families, and the community) commit to providing high quality care and learning environments for children from birth to age 5; preparing all children for future success in school and throughout their lives as lifelong readers and writers.

- ☑ Early childhood leaders commit to communicating the vision and providing leadership for high quality programming and services by involving all key stakeholders – teaching staff, families, and community members.

- ☑ Teachers and other staff commit to including families in plans for instruction and assessment by eliciting input on their children, ensuring they understand program activities, and providing information on children's abilities, needs and progress.

- ☑ Early childhood leaders, teachers/caregivers and families commit to participating in professional development that enhances their knowledge and effectiveness in helping children to develop, learn and succeed.

- ☑ Administrators, teachers and families commit to ensuring that preschool children are prepared for kindergarten, and that the transition from early childhood settings to kindergarten is smooth and successful.

As the African proverb says, "It takes a village to raise a child." A focus on the "whole child" must include collaborations among families, teachers and key community stakeholders to ensure that all the needs of infants/toddlers and preschoolers are met. Early childhood programs, families and the communities in which they operate show their commitment to high quality programming and support for young children's language and literacy development by working together to provide learning opportunities for all children. Central to this dynamic is the positive and meaningful involvement of families. Over thirty years of research have demonstrated that "parent/family involvement significantly contributes, in a variety of ways, to improved student outcomes related to learning and school success" (Carter, 2002). Parents who are involved in early childhood programs read to their children more, are more likely to visit the children's kindergarten classrooms (after they enter kindergarten), and are more likely to network with other parents (Kreider, 2002).

One of the foremost experts on parent involvement and school-family-community partnerships, Joyce Epstein of Johns Hopkins University, has developed a research-

based framework that is widely used by thousands of schools and organizations (Epstein, 1992 and 2009). The six types of parent/caregiver involvement that early childhood programs should strive to incorporate are outlined in the framework (See Figure 1, below).

Type 1	**Parenting**: Help all families establish home environments to support children as students.
Type 2	**Communicating**: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
Type 3	**Volunteering**: Recruit and organize parent help and support.
Type 4	**Learning at Home**: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.
Type 5	**Decision Making**: Include parents in school decisions, developing parent leaders and representatives.
Type 6	**Collaborating with Community**: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Figure 1: Epstein's Framework for Six Types of Parent Involvement
This figure lists six types of parent or family involvement.

Source: *Epstein's framework of six types of involvement (1992)*

While Epstein's framework is usually applied to K-12, it easily can be adapted for families of young children, and teachers/caregivers of early childhood programs. The overall principles of the sections of the Indiana Birth-Age 5 Framework relate well to and can be cross-referenced with these principles. Figure 2, on page 4, aligns the two

frameworks and includes additional suggestions that can be used by early childhood providers to inform the design of meaningful family and community involvement that supports children's development.

IDOE Framework Sections	Epstein's Six Types of Parent Involvement
Goals, Instruction	**Parenting**: Help all families understand child development and establish home environments that support children's development in all domains. Provide parent education (e.g., family literacy) that enables families to become full partners in their children's development and learning.
Assessment, Leadership, Professional Development	**Communicating**: Design effective forms of program-to-home and home-to-program communications about program services and children's progress. Develop user-friendly and regular means of communicating with families (e.g., newsletters, phone calls, one-on-one meetings). If necessary, provide translation services and/or translated materials.
Leadership	**Volunteering**: Recruit and organize family help and support. Welcome, train and provide ongoing support to enable parents and family members to volunteer. Ensure that parents and family members feel welcome in the classroom and center, and that their input and volunteer efforts are recognized and valued.
Instruction, Professional Development	**Learning at Home**: Provide information and ideas to families about how to help children at home with learning activities and planning. Provide information and resources (e.g., toys, books, activities) that enable families to support children's development through daily activities. Conduct home visits to observe, model and ensure transfer of learning from the program to the home environment.
Leadership	**Decision Making**: Include families in program decisions, developing parent leaders and representatives. Support parent committees and individual efforts that promote participation in making decisions that affect services for children and help families to advocate for their children.
Goals, Leadership	**Collaborating with Community**: Identify and integrate resources and services from the community to strengthen early childhood programs, family practices, and child learning and development. Provide information to families on community health, cultural, recreational, social support, and other programs or services.

Figure 2: IDOE Birth-Age 5 Framework aligned with Epstein's Framework

This figure aligns Epstein's Types of Parent Involvement with the IDOE Birth-Age 5 Framework.

Positive and successful family involvement rarely happens by chance. It requires planning at the center and classroom level to develop a true partnership between the early childhood program and families (Epstein, 2009 and Sanders, 2003). Training for early childhood staff in the design and implementation of such plans should be part of professional development, since staff may not have prior experience with formal community or family involvement models or multicultural training, which also comes into play when dealing with diverse families. The importance of building strong relationships with parents and families of young children cannot be overstated. Trust between the teacher/caregiver and parent is the foundation for everything the program hopes to achieve with its families – providing personal information on children; asking for help when needed; accepting advice that may be different from their current beliefs and practices; being willing to learn and use new information, strategies and habits (Mullis et al., 2004).

A position statement of the NAEYC specifically addresses how important it is for teachers/caregivers and families to commit to working together for the benefit of their children. It provides the following description of "the kind of relationships that are developmentally appropriate for children, in which family members and practitioners work together" (NAEYC, 2009):

- In reciprocal relationships between practitioners and families, there is mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals.
- Practitioners work in collaborative partnerships with families, establishing and maintaining regular, frequent two-way communication with them (with families who do not speak English, teachers should use the language of the home if they are able or try to enlist the help of bilingual volunteers).
- Family members are welcome in the setting, and there are multiple opportunities for family participation. Families participate in program decisions about their children's care and education.

- Teachers acknowledge a family's choices and goals for the child and respond with sensitivity and respect to those preferences and concerns, but without abdicating the responsibility that early childhood practitioners have to support children's learning and development through developmentally appropriate practices.
- Teachers and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day-to-day communication and in planned conferences. Teachers support families in ways that maximally promote family decision-making capabilities and competence.
- Practitioners involve families as a source of information about the child (before program entry and on an ongoing basis) and engage them in the planning for their child.
- The program links families with a range of services, based on identified resources, priorities, and concerns.

Excerpt from "Developmentally appropriate practice in early childhood programs serving children from birth through age 8," NAEYC (2009).

The NAEYC statement clearly echoes the principles found in Epstein's framework. Early childhood programs that adopt these principles pave the way for families and children to make a smooth transition to kindergarten. Not only will families be comfortable with and have prior experience as active participants in their children's learning, they also may find a similar structure for their continued involvement at the elementary school level and beyond. Epstein's framework is a key component of several federally-supported programs, including those under the No Child Left Behind (NCLB) Act, the Parent Information Resource Centers (PIRCs), and Comprehensive School Reform Demonstration models (CSRD). Among the many school districts and organizations that have adopted the model, the national organization of the Parent Teacher Association (PTA) built upon Epstein's framework when it created its national standards (See Figure 3, page 7).

Standard 1	**Communicating**: Communication between home and school is regular, two-way, and meaningful.
Standard 2	**Parenting**: Parenting skills are promoted and supported.
Standard 3	**Student Learning**: Parents play an integral role in assisting student learning.
Standard 4	**Volunteering**: Parents are welcome in the school, and their support and assistance are sought.
Standard 5	**School Decision Making and Advocacy**: Parents are full partners in the decisions that affect children and families.
Standard 6	**Collaborating with Community**: Community resources are used to strengthen schools, families, and student learning.

Figure 3: National PTA Standards for Parent/Family Involvement

This figure lists the National PTA Standards for family involvement in schools.

Source: National PTA Standards for Parent/Family Involvement (1997)

When children transition to kindergarten, schools provide many opportunities for families to be involved and to volunteer. This usually begins with "kindergarten orientation" and "open house" sessions to familiarize parents and children with kindergarten teachers, classrooms, schedules and expectations. Effective early childhood providers collaborate with their local elementary schools and engage in joint planning for families to shepherd them through this process of transition, ensuring that it

is a positive and successful experience. There also should be a process for exchanging student data related to learning progress and needs between the early childhood provider and elementary school staff, especially in cases where there is no shared data collection system.

Summary

When early childhood leaders and teachers commit to creating and delivering age-appropriate, high quality services, and program staff and families commit to working together, children are immersed in a world of enriched learning opportunities and support that enables them to reach their full potential. Involving families at the earliest stages of preschool services establishes a foundation for family-school relationships that can ensure a successful transition to kindergarten and long-term academic success for children. The Indiana Birth-Age 5 Literacy Framework provides a wealth of information to guide those who are responsible for ensuring that our youngest children have a chance to learn, thrive and flourish.

For further information on parent and family involvement resources, models and organizations, visit the web links below:

Center on Schools, Family and Community Partnerships (Johns Hopkins University)
http://www.csos.jhu.edu/p2000/center.htm

Family Friendly Schools/ 4sight learning
www.familyfriendlyschools.com

Harvard Family Research Project
www.finenetwork.org

Indiana Parent-Teacher Association
http://www.indianapta.org/

Indiana Partnerships Center (PIRC)
http://www.fscp.org/

National Coalition for Parent Involvement in Education
http://www.ncpie.org/

ParentNet
http://www.parentinvolvementmatters.org/

U.S. Department of Education
http://www.ed.gov/

GLOSSARY

Alphabet Knowledge – knowledge of the names and sounds associated with printed letters

Alphabetic Principle – the understanding that there is a systematic relationship between the sounds and written symbols of letters

Analyze - to examine carefully by separating into parts and studying how the parts relate

Anecdotal Observation Notes – the teacher records student interactions with peers, print, literature, writing processes, and center activities

Assessment Audit – an evaluation of present data collection procedures and how the results are used to inform instructional practice

Authentic Assessment – assessment based on activities that represent and reflect the actual learning and instruction in the classroom

Big Book – an oversized book, usually a brightly illustrated storybook, that teachers use for shared readings with groups

Concepts of/about Print – the understanding of the use of print and the elements of a book (words tell a story, cover, title, author, beginning and ending, left to right, top to bottom sequence)

Constructivism – a theory of learning that suggests that children build knowledge by actively engaging with their environment; new information is connected with prior knowledge to build new understanding

Conventions of Print – the understanding that there are standard aspects and patterns of print (words are made of letters, use of spaces between words, use of upper case letters, spelling patterns, punctuation, etc.)

Criterion-Referenced – instruments that test a child's mastery toward a particular content or pre-set benchmark

Developmental Checklists – predetermined observation guides to document children's development on specific aspects of language or literacy behavior

Dialogic Reading – refers to a specific technique for shared reading that includes multiple readings of the book, during which the adult uses a systematic approach to engage children in conversation about the illustrations and story

Differentiated Instruction (DI) – lessons and activities that are planned and implemented to meet the specific learning needs of individual children

Direct Instruction (DI) – a structured, systematic lesson, often a commercial program that targets basic skills; the teacher usually implements the instruction using a written guide or script

Emergent Literacy – a developmental approach to learning to read and write; children gradually gain the foundations of language and literacy, beginning at birth and continuing throughout the preschool years

English Learners – Individuals whose first language is not English; levels of English proficiency may vary, from no English to some.

Expressive Language – speaking; ideas expressed using oral words and sentences; development is incremental

Explicit Instruction – teacher directed learning that emphasizes a step-by-step approach to learning specific skills and learning strategies

Formative Assessment – ongoing assessment that informs instruction

Graphemes – the letters that represents the sounds of language

High-Stakes Testing – standardized measures or any one measure that is used to make major decisions about children's promotion or retention, often without using other information about the child

Informal Assessment – a nonstandardized measure of progress, including teacher-made checklists and anecdotal records

Interactive Writing (shared writing) – a teacher scaffolds a child's writing through the use of dictation (writing down what a child says) or supporting a child's early attempts to write (assisting with spelling, punctuation, etc.)

Morning Message – an instructional practice used to model the process of reading and writing; a teacher writes one or more sentences on a chart at the beginning of the school day that informs children about an event or asks a meaningful question leading to further discussion

Norm-Referenced – instruments that are designed and standardized using a normative sample that is representative of the population that will be tested; a standardized measure that is administered, scored, and interpreted comparing the tested group of students against a normative group

Phonemes – the individual sounds that make up spoken words

Phonics – the instruction of the relationship between the sounds of language (phonemes) and the letters that represent the sounds (graphemes); children use this relationship to decode and encode words for reading and writing

Phonological Awareness – the ability to notice, think about, and work with individual sounds (phonemes) and rhyming patterns in spoken language (i.e., substituting the sound /p/ for /c/; cat becomes pat)

Portfolio – a collection of children's work that can be used to provide evidence of a child's progress in reading and writing

Print Knowledge– knowledge of the forms and functions of written language

Progress Monitoring – to measure children's progress toward meeting a particular goal

Rapid Automatic Naming (RAN) – an assessment that measures the time to name aloud objects, pictures, colors, or symbols (letters or digits)

Receptive Language – ability to listen and comprehend what is being said; a child's listening vocabulary

Retelling – after the teacher reads a story, a child tells the story; a teacher can use retelling as an informal assessment to measure a child's listening comprehension skills, understanding of sequence, and vocabulary

Scaffolding - an approach to teaching and learning where the teacher assists or supports a child complete a task or skill that is at a level just above what the child is able to perform successfully on his/her own

Standardized Assessment - an instrument or test that has statistical validity and reliability; it is administered using prescribed directions

Summative Assessment – an instrument that measures what children have learned over time – usually administered at the end of the year

Vocabulary – the body of words (lexicon) that are comprehended when listening (receptive) or are used when speaking (expressive)

Word Consciousness – an awareness of, and an interest in, words and their meanings

Word Wall – a designated area of the classroom or a chart that lists targeted vocabulary words; the word wall should be at children's eye level so they are able to interact and refer to the words

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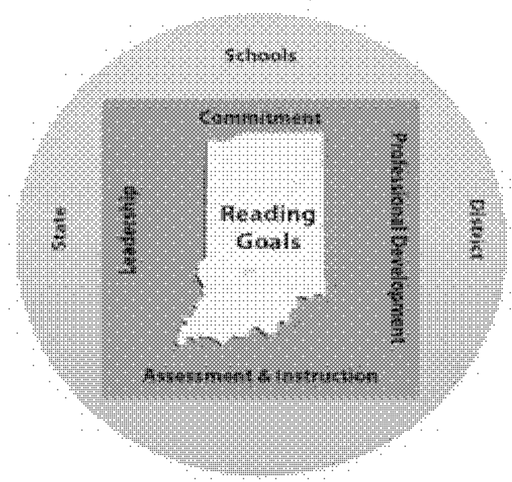

PREFACE
Indiana K-6 Reading Framework

The Indiana K–6 Reading Framework will serve educators throughout the state as a road map for effective instruction for all Indiana students. The purpose of this framework is to ensure all students are proficient readers by the end of grade 3 and that they progress along a positive trajectory in order to remain at or above grade level each year throughout their school careers. To reach this goal, the implementation of this framework requires concerted efforts and collaboration among the State Education Agency (SEA), Local Education Agencies (LEAs), and schools.

Reading is the foundation for learning and meaningfully pursuing goals and aspirations. Educators must ensure all students acquire sufficient knowledge and skills to lead productive and fulfilling lives. Young people should be prepared for postsecondary education, meaningful employment, lifelong learning, and citizenship. While the range of skills referred to by the term *literacy* is vast, this framework focuses on the most fundamental aspect - reading.

The Need for a K–6 Reading Framework: Why Reading Skills Matter

In the past decade, significant research has informed the education community's understanding of how best to teach reading, particularly in the primary grades. Based on the National Reading Panel Report (2000) and findings from Reading First, the American Federation of Teachers (AFT) published its position on teaching reading, recognizing the connection between early reading skills and later school success.

> *Reading is the fundamental skill upon which all formal education depends. Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully*

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> *complete elementary school*—unless these students are identified early in their school career and given the intensive, systematic intervention they require. *Any child who doesn't learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.*[1]

In addition to focusing on early literacy, recent reports have started to examine the literacy needs of older students (grades 4–12) and the direct link between literacy and economic success.

> *Neglecting students' literacy has serious economic consequences for individuals and states. Today, almost 40 percent of high school graduates lack the reading and writing skills that employers seek, and almost a third of high school graduates who enroll in college require remediation. Deficits in basic skills cost the nation's businesses, universities, and underprepared high school graduates as much as $16 billion annually in lost productivity and remedial costs.*[2]

Learning is cumulative. What students learn in each grade directly impacts their knowledge and skill development in later grades. Every educator is responsible for the academic achievement and growth of all students. This framework provides guidance to ensure that instruction is aligned, focused, and coherent throughout the grades.

Indiana's Superintendent of Public Instruction, Dr. Tony Bennett, has set a rigorous goal for educators and students: "The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world." More specifically, the Indiana Department of Education (IDOE) is driven to ensure that 90% of students pass ISTEP+ exams. Thoroughly understanding the importance of literacy, the IDOE strives to institute and sustain an emphasis on reading at the

[1] American Federation of Teachers, 2008
[2] National Governors Association, 2005

elementary level and integrate reading and writing into all content areas to ensure students are able to comprehend and to apply new knowledge across the curriculum and in practical settings. Ultimately, leaders and educators must ask the following question: *How well are we preparing our students for rewarding postsecondary opportunities?*

Our data presents a mixed answer to this question. In some areas we see pockets of excellence, but in others we find dismal results. Preparing all students to thrive in the twenty-first century requires substantial educational improvements throughout the state. The foundation for academic improvement is stronger reading abilities, and that means stronger reading instruction. Until all Indiana students acquire the sophisticated reading skills they need to be prepared for college and careers, reading must become and remain a high priority for every school.

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The Indiana K–6 Reading Framework provides clear direction to districts and schools to design and implement research- and evidence-based practices for improving reading and increasing student achievement. The focus on reading does not suggest that speaking and listening, language, and writing effectively are not also critical skills. Because reading and writing are interrelated skills, improvement in one area positively affects the other. While students should have multiple reading and writing opportunities throughout the school day, times for direct, explicit instruction in these areas should be reserved. The Indiana K-6 Reading Framework's components provide expert guidance on providing excellent instruction.

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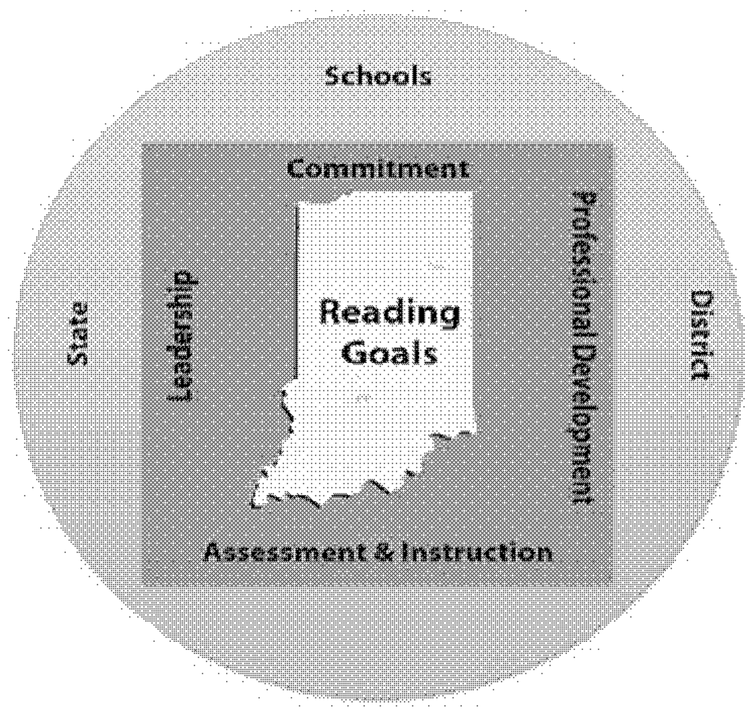
The Components of the Indiana K-6 Reading Framework

For all of Indiana's students to develop the reading skills they need to do well in school, in postsecondary education, and/or in careers, a concerted and coordinated effort will be needed at every level.



The framework is organized around six components:

1. Reading Goals
2. Instruction
3. Assessment
4. Leadership
5. Professional Development
6. Commitment

Reading *goals* that are measurable serve as the glue that binds together all the other components. Clear goals are necessary to drive instruction and to determine appropriate assessments. Undergirding the goals are *instruction* and *assessment*. The former focuses on the methods and pedagogy for teaching the skills and knowledge needed to reach the goals and to stay on track, while the latter serves as the gauge to determine the extent to which students have met the goals. In order to implement an assessment system and high-quality, research-based instruction well, an organized support system is vital; *leadership* and *professional development* are the core of this support. Finally, without a clearly articulated *commitment* to provide excellent instruction, establish and maintain an assessment system, demonstrate the necessary leadership, and ensure ongoing and adequate professional development, achieving the state's ambitious goals will remain a dream rather than become a reality.

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Component 1: Reading Goals

The overall goal for all Indiana schools should be to guarantee that every student reads at grade level by the end of each academic year. This goal is ultimately measured by student performance on summative assessments, IREAD and ISTEP+. Formative reading goals for students in grades K–3 will help determine whether or not students are on track to meet the IREAD and ISTEP+ grade-level expectations.

Component 2: Instruction

The National Research Council's major consensus report (1998) found that the most efficient way to prevent early reading failure is to ensure that all children receive appropriate *high-quality reading instruction* in grades K–3.[3] The Report of the National Reading Panel in 2000 verified the findings in the earlier report.[4] In addition, students who fall behind and are at risk of reading failure will need extra and more intensive instruction to get them on track and remain at grade level.[5]

Component 3: Assessment

Instruction must meet each student's needs. Teachers must have access to and know how to use valid and reliable reading assessments to inform instruction. Each school must provide a comprehensive assessment system, including (a) screening measures to identify students at risk of failure, (b) diagnostic assessments to identify specific deficiencies, (c) progress-monitoring tools to determine if students are on track, and (d) summative assessments to identify whether or not students have met grade-level expectations. Information gleaned from these assessments will drive instruction, inform small-group differentiation, and identify intervention and extension needs.

[3] Snow, Burns, & Griffin, 1998
[4] National Institute of Child Health and Human Development, 2000
[5] Torgesen, 2004

Component 4: Leadership

A review of successful Reading First schools identified strong leadership as a necessary and common characteristic of effective schools.[6] Strong leadership in these schools was defined by extensive knowledge of children, reading programs, scheduling, data, and teacher needs. Site leadership does not function in a vacuum, however. A coordinated and congruent effort is needed at the state and district levels to support school implementation of this framework and to ensure that schools and their leaders are equipped with the knowledge, skills, materials, and professional development necessary to be successful. The state and district leadership roles are included within the State and District Actions Charts. At the school level, the building leadership is responsible for collecting and analyzing student assessment data to determine if students are on track and whether teachers need additional support and professional development. Based on the data from ongoing classroom walk-throughs, school leadership is responsible for garnering the necessary materials and training to assist teachers with consistently delivering high-quality, scientifically-based reading instruction. An effective school leadership model includes distributed responsibilities among the principal, the Reading Leadership Team, and grade-level teams. Each section of this framework begins with list of actions necessary to implement that section, a School Action Checklist.

Component 5: Professional Development

Professional development is the vehicle to provide teachers with the support, knowledge, and skills they need to provide effective, high-quality instruction in the classroom. Teacher quality, and the extent to which educators receive training and ongoing support, makes a significant difference in student achievement. Darling-Hammond found that the quality of the teacher is the most important predictor of student success.[7] A Tennessee study

Strong professional development goes beyond single-session workshops to repeated exposures in which new teaching behaviors are learned over time in the classroom.

[6] Torgesen & Crawford, 2006
[7] Darling-Hammond, 1998

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discovered that when low-achieving students were taught by a highly effective teacher, achievement improved by as much as 53%.[8] Additionally, a study by Cohen and Hill found that if professional development focused directly on the curriculum educators were teaching, they embraced effective practices and their students showed achievement gains.[9]

Leaders at all levels (school, district, and state) have a role to play in providing differentiated professional development that is ongoing and includes classroom follow-up. Two types of professional development are important:

- Effective teaching principles, strategies, and practices with follow-up coaching
- Program-specific professional development that equips teachers to masterfully implement their curriculum[10]

Professional development should target classroom instruction that will enable students to meet grade-level reading goals. Just as students may need differentiated instruction, professional development should be based on identified needs. This is true for teachers, administrators, and coaches, who will all benefit from ongoing professional development.

Component 6: Commitment

Districts and schools must foster a deep sense of commitment to improve reading achievement. *Merriam-Webster's Collegiate Dictionary* defines *commitment* as "an agreement or pledge to do something." It is also defined as the "act of engaging oneself" and constitutes an "obligation." Commitment is more than taking a verbal position. We must act decisively to deliver on our pledge. State, district, and school leaders must do whatever it takes to realize our goal of ensuring all students learn to read proficiently. This requires motivating the entire school community, including staff, board members, community volunteers, and parents; dedicating the necessary resources and time to get the job done; reporting data publicly; adhering to clear accountability

[8] Haycock, 1998
[9] Cohen & Hill, 2001
[10] Torgesen, Houston, Rissman, & Kosanovich, 2007

measures; establishing and following problem-solving processes; and sharing the responsibility to implement a comprehensive, scientifically-based reading program so that all students will be successful.

Current Reading Skills of Indiana Students

In order to understand Indiana's present reading achievement, we look to data from the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) as well as data from the National Assessment of Educational Progress (NAEP).

2010 ISTEP+ Results Overview

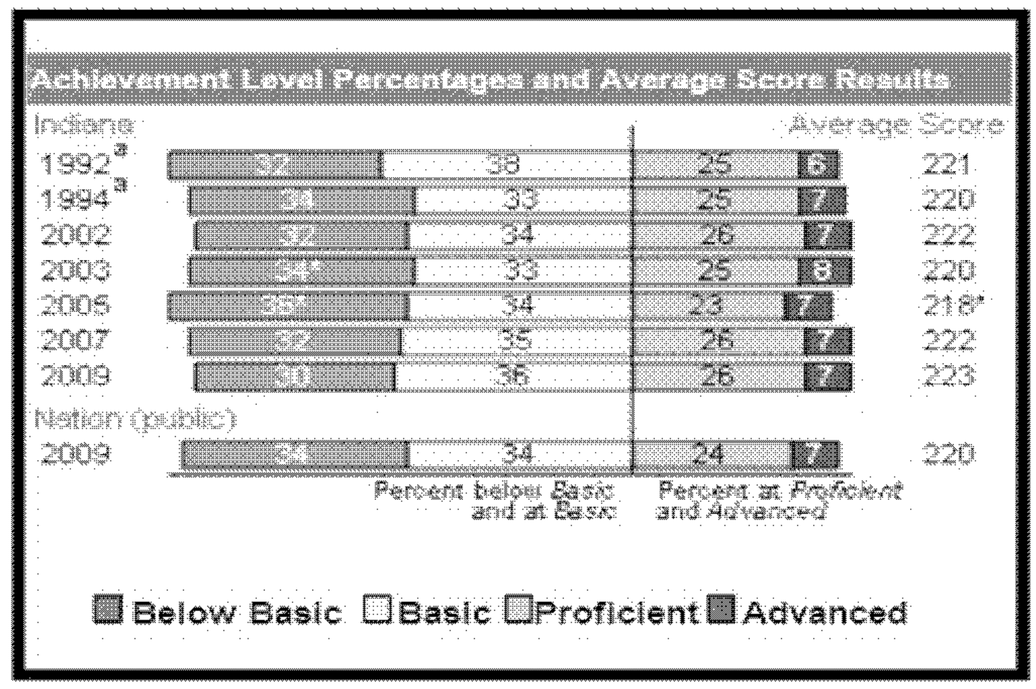
English/Language Arts				
Grade	Passing Rate Percent (Total)*	Percent Pass +	Percent Not Passing	Undetermined
3	79	12	19	2
4	77	14	20	3
5	71	14	27	2
6	72	20	25	2
7	72	16	25	3
8	69	10	27	5
Average Pass Rate: 74 %				

The state has set an ambitious, yet feasible goal that 90% of students will pass the ISTEP+ exams at each grade level. Clearly, we have much work to do to reach this goal. In addition, the percentage of students achieving the highest passing designation, Pass +, is quite low. When the data is disaggregated into special populations, we see significant differences. Disparities exist between the achievement of white students and African American, Hispanic, and multiracial students. Furthermore, the gaps between English learners and native English speakers, and between special education and general education students, remain wide.

While no single national reading test presently exists in our schools, the closest measurement tool is the National Assessment of Educational Progress (NAEP). Each year, students from around the country participate in the NAEP state samples, and the results provide a scale with which Indiana's students can be compared to students outside of the state. Student scores are divided into four categories: *below basic*, *basic*, *proficient,* and *advanced*. Students who read

at grade level score proficient and advanced on the NAEP. The average scale score in Indiana for 4th graders was 223 on the 2009 NAEP reading assessment compared to 220 for the national public, while the percentage of Indiana students scoring at or above proficient at 4th grade was 33%, similar to the national performance. Sixty-six percent of Indiana's fourth grade students scored below proficient in 2009. By 8th grade, the average scale score was 266 as compared to the national score of 262, and the percentage scoring proficient, 32%, was not statistically significant when compared to the national profile. Indiana's scores place it roughly in the middle of all states in performance on the NAEP. Of the 50 states and other jurisdictions that participated in the 2009 4th grade assessment, Indiana's average scale score was higher than that in 21 states, not significantly different from that in 21 states, and lower than that in 9 states.[11]

2009 Achievement Level Percentages and Average Score Results
Indiana Grade 4



The data for disaggregated populations at grade 4 is even more problematic, with 49% of black and 50% of Hispanic students scoring below basic.

[11] The Nation's Report Card, 2007

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above *Basic*	*Proficient*	Percent at *Advanced*
Gender					
Male	51	218	65	29	6
Female	49	227	75	38	8
Race/Ethnicity					
White	77	227	75	38	9
Black	11	206	51	15	2
Hispanic	6	203	50	15	2
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
National School Lunch Program					
Eligible	44	210	57	20	2
Not eligible	56	232	80	45	11

Eighth grade data shows an even more challenging trend when disaggregated. Eighty-three percent of white 8th grade students scored at or above basic with 36% at or above proficient, compared to only 60% of black 8th grade students scoring at or above basic and 15% scoring at or above proficient. Hispanic students also performed significantly lower than white students.

Taken together, the ISTEP+ data and the NAEP data provide compelling evidence that we have more hard work ahead of us to prepare our students to be strong readers. To ensure our schools have the support to meet this challenge, the state, districts, and schools must all work together to equip educators with the knowledge, skills, and resources they need. By using what we know about the teaching of reading, along with early intervention, more students will be reading at or above grade-level by the time they reach 4th grade. We have the technology and measurement tools to be able to assess children as early as kindergarten in order to identify whether students are on a positive trajectory to becoming readers or whether they may need targeted intervention.

How to Use this Document

The State and District Guiding Principles serve as starting points for framing the roles and responsibilities of the SEA and the LEA. Each section that

follows provides guidance to implement the six components at the school level. Footnotes cite resources with a complete reference list at the end of each component. Endnotes appear at the end of each chapter to provide web resources and other supporting tools.

Beginning Stages

As a starting point, the district guiding principles serve as a strategic planning tool. For example, the establishment and use of a District Reading Leadership team is an important action required by the guiding principles. The school-level guiding principles define beliefs and actions schools must take to implement each of the six components essential to an effective school-wide reading program. The guiding principles found at the beginning of each component may be used to conduct an initial self-audit. This information can then be used to develop the school's reading plan or to review, evaluate, and revise one that already exists.

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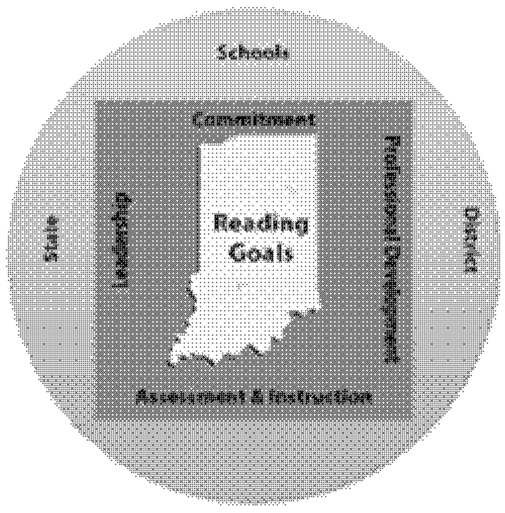

Indiana K-6 Reading Framework

READING GOALS

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools						

Guiding Principles:

- ☑ The school is responsible for ensuring students reach measurable reading goals as outlined in the school's Reading Plan.
- ☑ Students who meet the identified reading goals are likely to enjoy reading, use reading as a tool for further learning, and successfully navigate challenging academic content.
- ☑ Students and teachers set student-level reading goals aligned to academic standards and state expectations. These goals are part of the classroom culture.
- ☑ Students and teachers monitor student progress toward established reading goals. Meaningful interventions and extensions are implemented as necessary. Students who are not meeting formative and summative reading goals should receive targeted reading intervention to increase the likelihood that they will reach the essential reading goals.
- ☑ Formative reading goals should be established each year. These will indicate the extent to which students are learning important underlying reading skills in the primary grades and will track reading performance in the upper grades to

ensure students remain on a positive trajectory toward achieving the summative goals on IREAD-3 and ISTEP+.

Reading Goals Drive Instruction

The goal of instruction at grades K–3 is to ensure that all students read at or above grade level by the end of third grade. Research confirms that students who are not reading at grade level, or are not yet reading at all in grade 1, are less likely to catch up with their peers unless there is early intervention.[1] What occurs in school from kindergarten through grade 3 is the single greatest determinant of whether students will develop the skills and knowledge needed to read proficiently.[2] Therefore, it is important to establish formative goals at each grade K–3 to ensure students are on a positive trajectory to meet the summative goal of reading at or above grade level by the end of third grade. If students are reading well by the end of third grade, they have the tools and more complex reading behaviors they need to learn the more challenging academic content they will encounter in grade 4 and above. The primary grades lay the foundation for the more rigorous work that will occur later. Thus, primary grade students must be equipped not only with foundational reading skills to read efficiently (phonemic awareness, alphabetic knowledge, phonics, fluency, and comprehension), but also with sufficiently rich content from which to develop vocabulary and background knowledge.

. . . primary grade students need to be equipped not only with foundational procedural skills to read efficiently but also with sufficiently rich content from which to develop vocabulary and background knowledge.

If students are reading at or above grade level by the end of third grade, then in grade 4 and above, they will likely have the necessary foundational skills, as well as the vocabulary and background, to read a variety of materials (including Internet-based text) and increasingly complex content. However, to stay on target, not only will these students need to learn reading strategies that have been *explicitly* taught and measured as part of formative and summative

[1] Juel, 1994
[2] Snow, Burns, & Griffin, 1998; National Reading Panel, 2000; Torgesen, 2004

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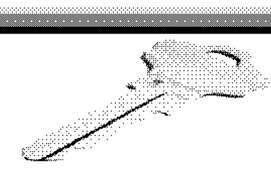
tests, but they will also need to continually grow their vocabulary, learn how to recognize different text structures, and be exposed to rich content. Thus, reading goals for grades 4-6 should include measures of the degree to which students can comprehend academic content and vocabulary in a variety of disciplines.[3]

Students who do not complete grade 3 reading at or above grade level face significant academic challenges. Some of these students need to learn foundational skills as well as the advanced strategies and background knowledge that will enable them to comprehend their content texts and literature. The degree of foundational skill instruction upper elementary students require will depend on the extent to which they are below grade level. To bring students who are significantly below grade level to proficiency, schools must devote additional instructional time, expert instruction, and resources to assist these students. In addition, upper elementary teachers must adjust their instruction to ensure that these students are still able to access content materials in specific disciplines.



Key Terms

Summative Reading Tests: Tests typically given at the end of a school year to measure the extent to which students have met standards-based outcomes.

Formative Reading Tests: Tests typically used to monitor progress and administered more frequently in order to determine whether students are making progress toward summative outcome measures.

In K–3 the reading goals focus on *how to read*, while in grade 4 and above, the goals must include *reading to learn*. Yet schools cannot make the mistake in grades K–3 of too narrowly focusing on foundational skills at the expense of content. This focus on content must continue into upper elementary school so that students are on track to succeed in middle and high school and graduate prepared for postsecondary education, meaningful employment, lifelong learning, and civic participation.

[3] Torgesen, 2007; Hirsch, 2009; Willingham, 2007, 2009

Standards Establish Grade Level Expectations

Indiana adopted the Common Core State Standards in August 2010, which guide academic content and specify grade-level expectations. Presently, Indiana expects the class of 2011 to complete the Indiana CORE 40 Diploma. This requirement, in addition to the Common Core State Standards, means that students will be taking challenging course content during their high school careers. To ensure that students will be able to meet the CORE 40 and the Common Core requirements, students must enter high school with the knowledge and skills in reading to be able to comprehend rigorous academic content in science, math, English, history/social studies, and technical subjects. This means students must master each grade-level's content and reading expectations year by year.

If students are going to leave middle school ready for rigorous high school work, they need to enter middle school having mastered the standards in Reading. In the elementary grades 4–6 the standards represent increasingly sophisticated performance expectations. In turn, the grade 3 standards in Reading prepare students to be successful in grades 4–6.

Since grade 3 is the first grade at which the ISTEP+ is administered, meeting the standards in Reading in grades K–2 will establish a positive course for ensuring that students meet the ambitious standards in each subsequent grade.

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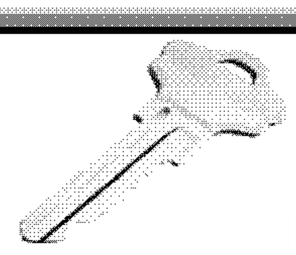
Essential Qualities of Reading Goals

Both summative and formative reading goals have the following essential qualities:

1. **Reading goals represent important priorities** that the entire school staff should know, understand, and commit to accomplishing. This means all instruction provides a learning progression from one grade to the next, and each subsequent grade depends upon the prior grade. This web of interdependency means that all teachers, regardless of their present grade, are responsible for the standards and have an important role to play in preparing students for the next grade. In the early grades, the reading assessments measure how well students accomplish established goals related to phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the later grades, students work toward reading goals that still address foundational skills. In addition, goals for adolescents should emphasize improving comprehension of increasingly complex text.



Key Terms

Summative Reading Goal: An overall comprehensive goal that represents desired performance at milestone points in time.

Formative Reading Goal: A goal typically reflecting subskills that determine if students are on track to meet the summative goals.

2. **Reading goals should be measurable**. Teachers, administrators, and parents should know what students must do to meet or exceed a reading goal, when a goal should be reached, and when it has been met.

3. **Reading goals should guide instruction**. If students do not reach an important summative or formative reading goal, schools should marshal their resources to implement reading instruction and interventions that will increase students' opportunities to reach their goals.

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Two Types of Reading Goals

In order to meet these ambitious standards, the Indiana K-6 Reading Framework includes two types of measurable goals. Summative reading goals determine whether students are reading at grade level or above, while formative reading goals determine whether students are on track to read at grade level. Summative reading goals are usually determined by end-of-year measurements, while formative reading goals are typically measured more frequently. The most important reading goal is one that represents targeted reading performance at milestone points in time, typically the end of each school year. These milestone points in time act as summative evaluations. Reading at or above grade level is the single most important, measurable reading goal in grades K–6.

Formative reading goals are measurable goals that indicate whether students are on track to achieve summative reading goals. Typically, these formative goals require proficiency in specific components or subskills of reading. Initial sound fluency, phoneme segmentation, letter naming, decoding, and oral reading fluency are all essential to ensure the ultimate goal of comprehension is achieved. A comprehensive reading plan includes both summative and formative reading goals. Measuring students' progress toward these goals serves as each student's reading check-up. School teams will use these results to determine whether students are prepared for the academic challenges they will continue to encounter.[4] LEAs and the SEA will monitor goal attainment to gauge whether schools and LEAs are preparing their students to be academically successful. In the following sections, summative and formative goals are explained as well as information regarding mCLASS: Reading 3D (Wireless Generation, K–2) and the text complexity expectations found in the Common Core State Standards.

[4] Refer to the "Leadership" section for information on school teams.

Summative Reading Goals

In grades K–3, the most important summative goal is for students to read on grade level or higher by the end of grade 3. IREAD-3 is designed as a summative assessment. Students who do not meet state expectations should receive intensive intervention and be given a chance to retake IREAD-3 prior to the start of the next school year. If a student is still not proficient, that student shall be retained and provided instruction and intervention to ensure the student meets grade-level proficiency. In addition to IREAD-3, students in grade 3 also take ISTEP+ which measures the complete set of English/language arts standards. The Standards Summary provides detailed insight into student performance on specific standards and component skills. Students who score Pass + *exceed* the state standard, whereas students who score Pass *meet* the state's minimum standard. In grades 4–6, the most important summative goal is for all students to be competent readers of grade-level content as determined by effective:

- ☑ acquisition of foundational reading skills to the extent that reading mechanics do not interfere in the reading process and students can focus attention on making meaning of complex content and literature.
- ☑ application of skills and strategies necessary to read competently and with good understanding of specific subject-area content.
- ☑ sufficient background knowledge in history, social studies, science/ technical subjects, and literature so that comprehension is facilitated.

Student performance on IREAD and ISTEP+ determines whether students have met the summative goal and are able to read on grade level. It is the intent and the hope that this framework will provide the focus necessary to ensure *all* students are able to read on grade level.

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Formative Reading Goals

Serving All Students

The intent of the Indiana K-6 Reading Framework is to provide guidance for teaching all students. *All* includes students with and without disabilities, native English speakers and English learners, and economically advantaged and disadvantaged students. Students without disabilities* should culminate their K-12 academic career with a high school diploma that will propel them into advanced learning, work, and citizenship. Indeed, students with *high-incidence disabilities* should have the same academic goals and opportunities for postsecondary experiences. For students with *low-incidence disabilities**, a Core 40 or general diploma may or may not be a reasonable goal. For these students, reading instruction and goals should have the same level of importance as it does for students who are expected to meet grade-level reading goals. However, the goals for these students and the ways instruction will be organized and delivered should be determined in each student's Individualized Education Program (IEP). The IEP should include specific information about the expected outcomes that should be realized and the specific instruction that will occur. Similarly, English learners should have the same reading goals and reading instructional opportunities as native English speakers. However, it is the school's responsibility to provide the proper instruction to ensure that English learners receive additional language support, vocabulary, and academic language development to enable them to become fluent English readers. Just as important, students who are economically disadvantaged are expected to also receive the same high-quality reading instruction and meet the same grade-level goals as their advantaged peers. Again, the school is responsible for providing additional support to ensure that they are able to succeed.

*High incidence disabilities: speech and language impairments, specific learning disabilities, and mild/moderate mental retardation. Low incidence disabilities: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment, multiple disability, autism, and emotional disorders.

Formative reading goals are necessary to determine if students are on track to meet the summative reading goals and read at or above grade level. Formative reading goals provide a sort of reading "temperature check" to be sure that essential subskills have been met. Meeting formative reading goals is important for two main reasons:

1. **When students reach or exceed a formative goal, it means they have met an important reading objective or benchmark that serves as an**

indicator of proficient reading. Research confirms that early skills such as phonemic awareness and the ability to name letters are accurate predictors of subsequent ability in reading (Kaminski and Good 1996).[5]

2. **Formative reading goals indicate whether students are on track to meet summative goals and read at or above grade level**. Just as a fever may be an early warning sign of a possible underlying infection, students who are not meeting certain critical subskills (e.g., a phonemic awareness goal at the end of kindergarten or a phonics goal in the middle of grade 1) are less likely to read at or above grade level without targeted intervention. Meeting formative goals increases the likelihood that students will meet summative goals.

Schools should set formative grade level goals when developing their Reading Plans. In addition, teachers should set individual goals for each student. Teachers, students, and parents should all be involved in attaining these goals. Indiana's use of the mCLASS: Reading 3D Assessments (Wireless Generation), includes two sets of formative measures and goals: Dynamic Indicators of Basic Early Literacy (DIBELS) and Text Reading Comprehension (TRC).

The standard approach to reading in grades K–2 "balances foundational [reading] skills with the development of positive reading behaviors and effective comprehension strategies."[6] mCLASS: Reading 3D combines efficient and proven reading indicators (DIBELS) with a more in-depth observation of text reading based on the work of Marie Clay (TRC). The following table shows the DIBELS and TRC targets or goals. DIBELS targets are for the category

[5] Kaminski, R. A., and Good, R. H. (1996). Toward a technology for assessing basic early literacy skills. *School Psychology Review*, 25, 215–227. Kaminski, R. A., and Good, R. H. (1998). Assessing early literacy skills in a problem solving model: Dynamic indicators of basic early literacy skills. In M. R. Shinn (Ed.), *Advanced applications of Curriculum-Based Measurement* (113–142). New York: Guilford.

[6] mCLASS: Reading 3D Indiana Alignment Guide, p. 13.

Established or Low Risk. TRC targets are those identified as Independent level or Proficient. For more details and an explanation of all the levels, see the "Assessment" section. The targets below can inform the setting of formative goals.

DIBELS 6								
Grade Level and Time of Year		Initial Sound Fluency (ISF)	Letter Naming Fluency (LNF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)	Oral Reading Fluency (ORF)	Retell Fluency (RTF)	Word Use Fluency (WUF)
Kindergarten	Fall	8 and above	8 and above	N/A	N/A	N/A	N/A	Optional
	Winter	25 and above	27 and above	18 and above	13 and above	N/A	N/A	Optional
	Spring	N/A	40 and above	35 and above	25 and above	N/A	N/A	Optional
Grade 1	Fall	N/A	37 and above	35 and above	24 and above	N/A	N/A	Optional
	Winter	N/A	N/A	35 and above	50 and above	20 and above	Optional	Optional
	Spring	N/A	N/A	35 and above	50 and above	40 and above	Optional	Optional
Grade 2	Fall	N/A	N/A	N/A	50 and above	44 and above	Optional	Optional
	Winter	N/A	N/A	N/A	N/A	68 and above	Optional	Optional
	Spring	N/A	N/A	N/A	N/A	90 and above	Optional	Optional

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The following table shows the target scores on the TRC. Scores are shown for both Proficient and Above Proficient. Print Concepts and Reading Behaviors scores are shown for the Independent level. For more details and an explanation of all the levels, see the "Assessment" section. The TRC is used to provide information about how well students understand whole text. The TRC is not designed to show growth from grade-to-grade but rather represents the target score within that grade for that time of year.

TRC Note: F=Fall, W=Winter, S=Spring			
Grade Levels	Knowledge of Print		Reading Record Scores Scores below are for Proficient category, followed by Above Proficient
	Print Concepts	Reading Behaviors	
Grade K	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	S=B or above
Grade 1	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	F=B or above W=E or above S=I or above
Grade 2	F=13-16 W=13-16 S=13-16	F=5-6 W=5-6 S=5-6	F=I or above W=K or above S=L or above

In grades 3-6, the Indiana Department of Education provides Acuity to measure student proficiency on the English language arts standards. Students in grade 3 are still developing foundational reading skills, which require additional measurements to ensure accuracy. An example of Oral Reading Fluency (ORF) goals for grade 3 using DIBELS is shown in the chart below.

Grade 3 DIBELS ORF Targets, Words Correct per Minute

	High Risk	Some/ Moderate Risk	Low Risk
Early (fall)	52 or lower	53–76	77 and above
Middle (winter)	66 or lower	67–91	92 and above
Late (spring)	79 or lower	80–109	110 and above

Formative Measures of Vocabulary and Comprehension

Presently, TRC is used as a formative measure for vocabulary and comprehension. In practice, this tool does not directly assess vocabulary knowledge. Valid and reliable formative assessments in vocabulary and comprehension are emerging. Two such emerging measurement resources, Maze and Cloze, both provide direct indicators of vocabulary and comprehension. These two measures can be used to establish formative goals in vocabulary and comprehension and to track growth.

Additionally, reading comprehension can be measured with a Lexile score. The Common Core State Standards provide grade level ranges of text complexity that students should be able to read. Goals should ensure that students are meeting the expectations described in Standard 10 for each grade level. Please see the Lexile ranges chart and examples of Standard 10 below.

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

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For Grades K – 2

Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

For Grades 3 – 5

Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

For Grades 6 – 8

Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

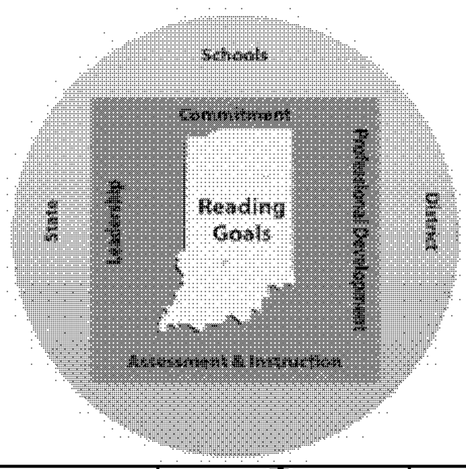
Reading's Impact on Other Tested Subjects

In addition to English/language arts, students are given state-level tests in mathematics, science, and social studies. In one study of mathematics performance, it was found that grade 3 reading comprehension performance predicted applied and conceptual aspects of math achievement even five years later (Grimm, 410–426).[7] Strong reading skills enable students to perform well on content-area tests because the students can comprehend the text. Reading proficiency also enables students to acquire greater background knowledge and apply it to new content.

Summary

Reading goals must be measurable to be useful. If the school ensures that all students meet their goals, students will find reading rewarding and will be able to use reading as a tool for further learning. The most important goal for primary grade students is to read at grade level or higher by the end of third grade as measured by IREAD-3. The most important goals for students in grades 4-6 are demonstrating proficiency on ISTEP+ and reading at or above grade level.

[7] Grimm, 2008



Indiana K-6 Reading Framework

Instruction

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools		★				

Guiding Principles:

- ☑ Sufficient scheduled, protected, and effectively used time for daily, comprehensive reading instruction;
- ☑ Programs and materials based on scientifically-based reading research that focus on the essential skills and content standards and that are adopted and used school-wide with a high level of fidelity;
- ☑ Instruction that is explicit, systematic, efficient, and high quality;
- ☑ Instruction aligned with established grade level standards that clearly delineate student expectations;
- ☑ Assessment data used to inform instruction for all students and to monitor student learning of critical skills students need at each stage of reading development;
- ☑ Instruction that is differentiated and targeted based on student need;
- ☑ Effective instructional delivery that promotes high levels of student engagement

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Since the ability to read is a crucial lifelong skill, providing effective reading instruction is a school's primary responsibility. Therefore, reading instruction must be central to a school's educational mission and not just in the early grades.[1] High quality reading instruction throughout each grade requires integration of five key elements: (1) sufficient and effectively used time for reading, (2) scientifically-based methods and strategies that target essential reading skills and content, (3) programs and materials that are based on scientifically-based reading research that target content, skills, and strategies and are used with fidelity, (4) differentiated instruction based on student need, and (5) effective teacher instructional delivery. A school's Reading Plan should explicitly address these key elements.

Instructional Time

Time does matter. In order for students to learn to read well, the school must allocate sufficient time for explicit reading instruction, and the time allotted must be uninterrupted and used effectively. Scheduling uninterrupted time for reading instruction will only be useful if students are academically engaged for the allotted time. Maximizing student engagement means ensuring that every minute of instruction counts. Students are academically engaged when they are actively involved in reading or writing about text and/or practicing related concepts and skills. **When students are only watching and listening, academic engagement is low and students' achievement is reduced.** In most classrooms, the teacher is very active, interacting with students all day long. Even though the teacher is very busy, the focus should be on what the students are doing. **During whole-class reading instruction, students often spend as much as 70% of their time passively watching and listening to others.**[2] Struggling readers are least likely to be engaged when they are not actively reading: reading is difficult for them and they are not always motivated to follow along while other students are reading. Struggling readers also typically read much less than good readers who tend to

[1] Kamil et al., 2008; Biancarosa & Snow, 2006; Torgesen, Houston, Miller, Rissman, & Kosanovich, 2007

[2] National Center for Reading First Technical Assistance, 2005, An introductory guide for Reading First coaches, Portsmouth, NH: RMC Research Corporation.

read more both in and out of school. They often read more text when called on to read aloud in class because of their ability to read fluently.

Students must be engaged for learning to occur. Engaged learning begins with explicit instruction followed by teacher modeling for the students. Student efforts are followed by corrective feedback from the teacher, shaping student skill development. With frequent student practice and continued feedback, the teacher can scaffold instruction to prompt students when needed as they practice and become more independent.

In grades K-3 students should receive at least 90 minutes of uninterrupted daily reading instruction focused on the five scientifically-based components of beginning reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.[3] For students who have not met formative or summative goals and are not meeting progress monitoring targets, additional reading time should be provided. Students well below benchmarks should receive more added time than students who are close to meeting their goals. Upper elementary students should also receive 90 minutes of reading instruction, but reading instruction should be broadened to include reading instruction alongside content area instruction. This may mean the 90 minutes will occur in chunks throughout the day. Students in these grades who are reading well below grade level will benefit from a separate intensive intervention that addresses the five components of reading previously noted. Students in all grades who are not meeting grade level targets should be provided additional intensive reading instruction. Another instance where supplemental materials may be necessary is for high ability students. Supplemental programs can extend the core reading program. However, to appropriately meet the needs of most high ability students, a replacement core program is needed. Replacement core programs are typically developed by researchers and publishers who are experts in working with gifted and talented students.

[3] Haager, Klingner, & Vaughn, 2007

Regardless of the grade, interventions need to be instructionally robust and targeted to student needs. The design should include appropriate group size and time allocation. For some students intensive interventions will focus on foundational skills. Other students may need interventions that focus on fluency, vocabulary, comprehension and background knowledge.[4] Additional instructional time is essential for English learners (EL)[5] to focus on vocabulary development, comprehension and background knowledge, and English syntactic structures and should be connected to specific instruction ELs receive during English Language Development.[6] The goal of the intervention is to accelerate reading development so that students can reduce the gap between current performance and grade level expectations.

Strong systematic instruction in the early grades should be preventive in nature; that is, by explicitly teaching students the important reading foundational skills carefully sequenced, the need for intervention will be diminished. In the upper elementary grades, strong instruction will enable students to extend and apply their skills as they encounter increasingly complex content. Both regular instruction and targeted interventions form the basis for ensuring all students meet or exceed grade level expectations. The effective interplay between initial instruction and intervention is described in more detail in the section on Assessment under the heading of Response to Instruction. This model calls for successively more intense and explicit instruction as well as increased time as student needs warrant. Using the framework of a three-tiered approach, the chart below describes minimum time allocation recommendations for the core program, as well as typical intervention time allocations based on level of student need. For ease of understanding, instruction without intervention will be referred to as core instruction or Tier 1. Targeted and intensive interventions will be referred to as Tiers 2 and 3 respectively.

[4] Kamil et al., 2008
[5] Gersten et al., 2007
[6] English language development (ELD) differs from reading instruction.

Time Allocations			
Grade Level	**Core (Tier 1)**	**Intervention (Tier 2)**	**Intensive Intervention (Tier 3)**
K-3	90-minute uninterrupted daily block	30-45 additional minutes daily	Up to 60 additional minutes daily or replacement of 90-minute core with a complete intensive intervention block
4-6	Recommended 90 minutes daily	30-45 additional minutes daily	Often a more specialized replacement of the core with a complete intensive intervention block

Using Time Effectively in Grades K-3

In grades K-3, the allocated reading time should focus on the five foundational components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional time dedicated to social studies, science, and other content areas should also include practice applying the skills and strategies students learned during the reading block. Instructional time during reading should include whole class and small group differentiated instruction and literacy stations. By structuring learning time this way, the whole class instruction provides an efficient and equitable way to initiate instruction, while the small group instructional time enables the teacher to focus on specific skill needs and intensify instruction based on student progress. Thus, the small group instruction is an effective way to improve a student's response to initial instruction before adding additional time and additional intervention.[7] Small group time also provides a way to accelerate learning for high performing students. Small group instruction has the following benefits:

- allows teachers to work closely with individual students and monitor their performance;

[7] Elbaum, Vaughn, Hughes, and Moody, 1999; Torgesen, Fall 2004; Gersten et al., 2009

- enables teachers to work more directly with both struggling and high performing students to meet their learning needs;
- enables reteaching of skills initially taught to the whole class or pre-teaching of skills before they are taught to the whole class;
- allows teachers to address prerequisite skills that may not have been mastered at an earlier time or grade
- facilitates multiple student-teacher interactions and increased practice time;
- allows teachers to correct errors immediately and reinforce instructional concepts
- facilitates a more intimate setting for teachers to scaffold student learning, while building their independent use of the skills and strategies they have learned

In particular, small group instruction is especially beneficial for English learners. The group size and teacher focus allows English learners to have more opportunities for academic and oral language usage and can focus on particular syntactic knowledge (sentence structure) and morphological skills (understanding of prefixes, suffixes, and roots) that will enable students to more easily read and write in English.[8] In a small group setting students can also receive primary language support as needed.

Small group instruction is especially beneficial for English learners.

In the primary grades the size of the group and the amount of time spent in small group instruction is dependent both on resources and student performance. Students who are well below grade level need greater amounts of small group instruction than others. Students who are not meeting reading goals will benefit from small group instruction during the reading block and often an additional 30 minutes beyond the 90-minute reading block. It is important to provide small group time even for students meeting reading goals because it is an efficient and effective way to provide high performing students with accelerated and enriched instruction.[9]

[8] Gersten et al., 2007
[9] O'Connor 2007, Fletcher, Denton, Fuchs, & Vaughn, 2005

The table below provides general guidelines for small group sizes in the primary grades. However, program materials and specific student needs will also determine the most appropriate group sizes and the number of groups needed.

Guidelines for Small Group Sizes in Grades K-3[10]	
Student Skill Level	**Number of Students per Group**
Significantly below grade level	3-5
Somewhat below grade level	8 or fewer
Grade level or above	12 or fewer

In some cases the specific core, supplemental, and intervention reading programs will provide small group size guidelines and time recommendations, and the composition of the small groups should be based on student performance and need. By homogeneously grouping students during small group time based on identified skill need or performance level, teachers can target the specific range of skills needed and intensify or accelerate instruction. The extent to which the small group instruction is serving its purpose and the need for adjustments and added time should be based on reading data. This data should come from formative, progress monitoring assessments and diagnostic tests that provide information about the specific subskills of reading. (Refer to the Assessment section for more information about how to use detailed item analyses to target instruction.)[11]

While homogeneous grouping is important for many students, it may not always be the preferred grouping method, especially for English learners when the target focus is vocabulary development and reading comprehension. For English learners and native English speakers weak in vocabulary, a diverse group composition will provide more proficient language models. These groups could range from 3-6 students and should focus on multiple opportunities for active

[10] Oregon K-12 Literacy Framework, 2009
[11] Fuchs et al., 2008

language engagement with the teacher and peers.[12] However, when English learners are developing language and reading skills, small group instruction should be structured based on their specific need. When this is the case, homogeneous grouping is appropriate.

While teachers work with students in small groups, literacy stations can be used to maximize student engagement and provide differentiated instruction. These are special places in the classroom where students can work in small groups, pairs, or individually. Each literacy station contains meaningful, purposeful activities that reinforce or extend what the teacher has already taught explicitly in reading groups or during the whole group lesson. Literacy stations offer students the opportunity to apply previously taught skills, so each activity must be pre-taught before it is placed in a literacy station for independent practice. Students should know exactly what skill they are practicing and be able to explain the purpose of each literacy station activity. Literacy stations are an ideal way to keep students actively, yet academically, engaged and motivated during the uninterrupted reading block. Taking the time to develop literacy stations and teaching students routines for literacy stations provides the structure that allows teachers to teach in small groups. When structure is provided and rules and routines are established, students can build their knowledge and skills and practice what they have learned.

Using Time Effectively in Grades 4-6

Especially in the upper elementary grades, reading instruction should be taught both as a discrete subject and within content-area subjects. As a discrete subject, reading instruction should continue to develop foundational skills, including multisyllabic word attack strategies, skills and strategies to read informational text, and important vocabulary concepts including morphology and context usage. Within other content-area subjects, students should be taught the reading strategies and skills they need to comprehend specialized content texts and how to respond to text by reasoning logically and analyzing text. While the need to teach students

[12] Gersten et al., 2007

how to apply their reading skills and strategies to access increasingly complex content is most important in middle and high school, the upper elementary grades lay the foundation for student success.

In addition to whole class instruction, students in grades 4-6 will also profit from time spent in small groups and literacy stations, targeting particular skill needs and enhancing vocabulary learning. The sizes and times may be similar to those suggested for grades K-3. However, it is important to note that for students well below grade level in grade 4 and above, typical core material does not sufficiently address foundational skills in phonemic awareness and phonics. For students well below level in these skills, a separate or added intensive intervention may be necessary.

More Time on Task and More Time Reading

In addition to purposeful, small group instruction as a vehicle to improve student reading proficiency, partner and peer reading activities can increase practice opportunities. Students can be taught specific routines, methods and strategies for working together.[13] With explicit training, partners can productively work together on the following reading tasks:

- Fluency practice
- Decoding accuracy
- Content summarization
- Vocabulary practice
- Academic language practice in content-specific conversations[14]

Research-Based Reading Instruction that Targets Essential Skills and Content

The most prominent feature of scientifically-based reading instruction is the use of programs and materials based on scientific research. An effective reading program provides continuity for children and adults by supplying teaching tools in a

[13] Gersten et al., 2007; Klinger & Vaughn, 1999; Fuchs, Fuchs, and Burish, 2000.
[14] Gersten et al., 2007; Francis et., 2006; Diamond, Goldenberg et al., Vocabulary Booster Program in Press, 2009.

systematic progression. **The use of a reading program based on scientifically-based reading research saves time for the teacher and does not leave instruction to chance.**

Essential Reading Instruction

The table below spotlights the essential elements of reading instruction based on the findings of the National Reading Panel.

TIMELINE OF INSTRUCTIONAL FOCUS OF ESSENTIAL READING ELEMENTS							
GRADE	K	1	2	3	4	5	6
PHONOLOGICAL AWARENESS							
PHONICS							
ADVANCED WORD STUDY							
FLUENCY *(ACCURACY, SPEED AND PROSODY)*							
VOCABULARY							
COMPREHENSION AND BACKGROUND KNOWLEDGE							

The essential research-based components of reading are included in the standards. Students who have the skills and understandings they need in these elements should be able to master the skills needed for Indiana's IREAD-3 assessment. The instructional emphasis shifts within the components and grades. In kindergarten phonological awareness instruction is a heavy emphasis and continues into the first part of first grade. Phonics instruction begins in kindergarten and grade 1 with sound-symbol correspondence, decoding of simple words and then progresses starting in the latter part of first grade to patterns and multisyllabic words. More difficult letter and multisyllabic patterns continue to be taught in

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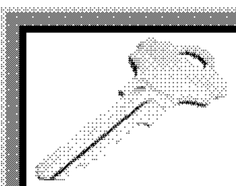
grades 2 and 3 with advanced word study focused on more complex word patterns and affixes commencing in grade 4. Fluency instruction begins with a focus on rapid recognition of letters, sounds, and phonemes starting in kindergarten, as well as immediate recognition of sight words, then moves to fluency with connected text at least by first grade. Fluency receives heavier emphasis in grade 2 and 3. Vocabulary development needs to be emphasized throughout the grades, often developed in the early grades as teachers read aloud to students. As students read independently, more and more of their vocabulary development will come through increasingly complex text they read on their own as well as through continued direct, explicit instruction in important "teachable" words. Comprehension instruction begins as listening comprehension in kindergarten. Listening comprehension continues to be emphasized, and reading comprehension instruction is added as students begin reading. Comprehension instruction, including the building of background through a common core of literary and informational text, must start early and continue to receive heavy emphasis.[15] Thus, rather than think of a "balanced model" of reading instruction which suggests that each skill element receives equal weight, it is technically more accurate to understand that at different grades, different skills warrant varied amounts of instructional focus. Each of the five scientifically-based reading components is described in greater detail below.

[15] National Reading Panel, 2000; Kamil et al., 2008

Grades K-3: The Foundation

Phonological and Phonemic Awareness Instruction

Phonological awareness is a sensitivity or awareness of the sounds in spoken words. It is an oral language skill. Phonological awareness includes awareness of the larger parts of spoken language: words in sentences, syllables, onsets and rimes, and ultimately the smallest units—the phonemes. "Phonemic awareness is the ability to detect, identify, and manipulate phonemes in spoken words."[16] Since a phoneme is the smallest unit of spoken language that makes a difference in a word's meaning, it's important that students can distinguish sounds in words. For example, the phonemes /h/ and /m / are different, and, therefore, the meaning of the word *hat* is different from the meaning of the word *mat.* Phonemic awareness is a reliable predictor of later reading achievement and impacts students' ability to learn to read.[17] The relationship between phonemic awareness and phonics is reciprocal; that is, phonemic awareness enables phonics instruction to be efficient and effective, and phonics instruction improves phonemic awareness.[18] Phonological awareness is developed along a hierarchy of skills moving from easier to more complex tasks and from larger language units to the smallest units—phonemes. Many different hierarchies of phonological awareness skills exist, some include rhyme recognition and production, both early childhood or kindergarten tasks. It is also important to understand that recognition and awareness tasks are often easier for students than production tasks. The table below shows a sample phonological awareness hierarchy that progresses from easier to more challenging tasks. Beyond a suggested progression of tasks, the



Key Terms

Phoneme: Smallest unit of sound, which when combined with other phonemes, creates a word.

[16] Diamond and Honig, *Teaching Reading Sourcebook*, 2nd Edition, 2008
[17] (Bishop 2003; Bus and van IJzendoorn 1999; Ehri et al. 2001; O'Connor and Jenkins 1999)
[18] Lane and Pullen 2004

National Reading Panel also indicated the importance of focusing on one task at a time and a focus on blending and segmenting activities.[19]

Phonological Awareness Task Hierarchy

	Task Name	Example
WORD	Sentence segmentation	Tap one time for each word you hear: *Tom loves cookies.*
SYLLABLE	Blending	Can you put these parts together to make a whole word: *pup ● pet*? (puppet)
	Segmentation	Clap the word parts in *rocket* (rock ● e*t)* How many times did you clap? (2)
ON SET-RIME	Blending	Let's put these sounds together to make a word: */s/… /it/.* (sit)
	Segmentation	Can you say *sit* in two parts? (/s/…/it/)
PHONEME	Isolation	What is the first sound in *bus*? (/b/) What is the last sound in *bus*? (/s/) What is the middle sound in *bus*? (/u/)
	Identity	Which word has the same beginning sound as *cat*: *ran, cup*, or *mat*? (cup)
	Blending	What word is */h/ /i/ /d/* ? (hid)
	Segmentation	How many sounds in *hid*? Tap them. (3) Can you say them sound by sound? (/h/ /i/ /d/)
	Deletion	What is *spot* without the */s/*? (pot)
	Addition	What word do you get when you add */s/* to the beginning of *peck*? (speck)
	Substitution	The word is *ran*. Change the */r/* to */m/*. What's the new word? (man)

[19] National Reading Panel, 2000

Phonics Instruction and Word Study

The aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words.
--Ehri, 2004

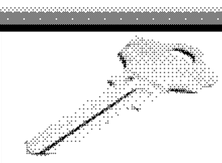
Phonics instruction teaches students the systematic relationship between the sounds (phonemes) and the letters and letter combinations (graphemes) in English. Forty-four English phonemes represent the sounds of the language, and in order to read, students need to understand what letters and letter combinations represent each of those phonemes. Effective reading instruction teaches students these sound-letter(s) relationships explicitly through isolating individual letter sounds (called synthetic phonics) as well as within the context of decodable (e.g. largely made up of words that contain the sound-letter relationships students have learned) or connected text.[20] In kindergarten and first grade, students focus on individual sound-letter/letter combinations and as they move up to grade 2 and 3, they focus on more complex forms and multisyllabic word patterns.

As a result of 50 years of combined research, Jeanne Chall and Helen Popp (1996) suggest the following phonics instructional sequence based on utility as well as ease of learning. Appendix A of the Common Core State Standards also provides research on phonics instruction. While no two commercial programs follow the exact same sequence, most are systematic and are appropriate. It is also vital to assess young students, as well as struggling readers, to find out what phonic elements they have or have not previously mastered.

- Single consonants and short vowels
- Consonant digraphs (/ch/, ch)
- Long vowels with silent *e* (CVCe pattern)
- Long vowels at the end of words or syllables
- *y* as a vowel
- *r-controlled vowels (/ur/, ur, ir, er)*
- silent consonants (the *k* in *know*)
- vowel digraphs, also called vowel pairs (the *ai* in *bait*)

[20] National Reading Panel, 2000

A solid approach to phonics instruction includes systematic and carefully sequenced instruction, coupled with sufficient practice to enable students to read words with automaticity. When students do come to an unfamiliar word, phonetically sounding it out is the most important strategy able readers use to decipher unfamiliar words and then store those words for future rapid retrieval.[21] Effective phonics instruction leads to automatic word recognition and increasingly effortless decoding of words. With repeated practice, students will learn to use this strategy regularly, increase their retention of words, and develop reading fluency, which in turn, is a necessary step to reading with comprehension.



Key Term
Automaticity: effortlessly; without conscious thought. Automaticity in reading words means students read them without sounding them out.

Fluency Instruction

Students should be taught explicitly to read fluently. Building fluency comes from more than just independent reading. In fact, having students simply read on their own, while important to develop vocabulary, content knowledge, and a passion for reading, is not the best way to promote reading fluency.[22] Research supports the practice of guided oral reading to develop fluent readers. Given that instructional time is limited, using classroom time for extended periods of silent, independent reading is neither efficient nor effective for students who are not yet fluent readers. During small group instruction, however, students who are already fluent readers can read independently, while the teacher provides guided oral reading practice for students still developing fluency. Fluent reading means a student is reading text accurately and at a sufficient pace so that comprehension is not impeded.[23] A fluent reader also reads with expression and appropriate inflection, referred to as *prosody.* Fluency instruction means

To become fluent readers, students need practice, practice, and more practice with reading.
--Osborn & Lehr, 2003

[21] Ehri et al., 2001; Adams, 1998; Hudson et Al., 2006
[22] National Reading Panel, 2000
[23] Pikulski & Chard, 2005; Simmons, Fuchs, Fuchs, Mathes, and Hodge, 1995

attention to four elements: accuracy, rate, prosody, and meaning. Since these four elements are intertwined, instruction on one element may also mean simultaneous attention to another element. However, fluency instruction can be varied, with a specific focus on one identified element. Students should practice reading fluently with connected or decodable text. By using this type of text, students will have a higher rate of success applying their phonics knowledge and phonemic awareness skills to words they are likely to be able to read. When students are given text to read in which too many of the words contain phonics elements or patterns they do not yet know, their fluency is inhibited, and teachers often misdiagnose the problem as one of a lack of fluency. In fact, when students are having difficulty decoding text, phonics instruction needs to be the focus. For fluency instruction to be effective, the text students are given needs to be adjusted to text students can read and reread with about 90-95% accuracy.[24] Besides decodable text for practice, students should also practice using grade-level text that may include more high frequency words and may be leveled based on systems such as Lexiles or Fountas and Pinnell levels. Fluency instruction may include repeated oral reading, peer or teacher-assisted reading, timed repeated reading, partner-rereading and even choral reading. The key is practice.

Vocabulary Instruction

Because students enter school with wide disparities in vocabulary knowledge, it falls to the schools to close the vocabulary gap, and this requires serious vocabulary instruction.[25] Vocabulary knowledge is a key component of reading comprehension. To be accomplished readers, students require both fluent word recognition and a sizable vocabulary; "the presence of either of these accomplishments does not guarantee a high level of reading comprehension, but the absence of either word recognition or adequate vocabulary ensures a low level of reading

Of the many benefits of having a large vocabulary, none is more valuable than the positive contribution that vocabulary size makes to reading comprehension.
--Nagy, 2005

[24] Center for Improvement of Early Reading Achievement, 2001
[25] Biemiller, 2005

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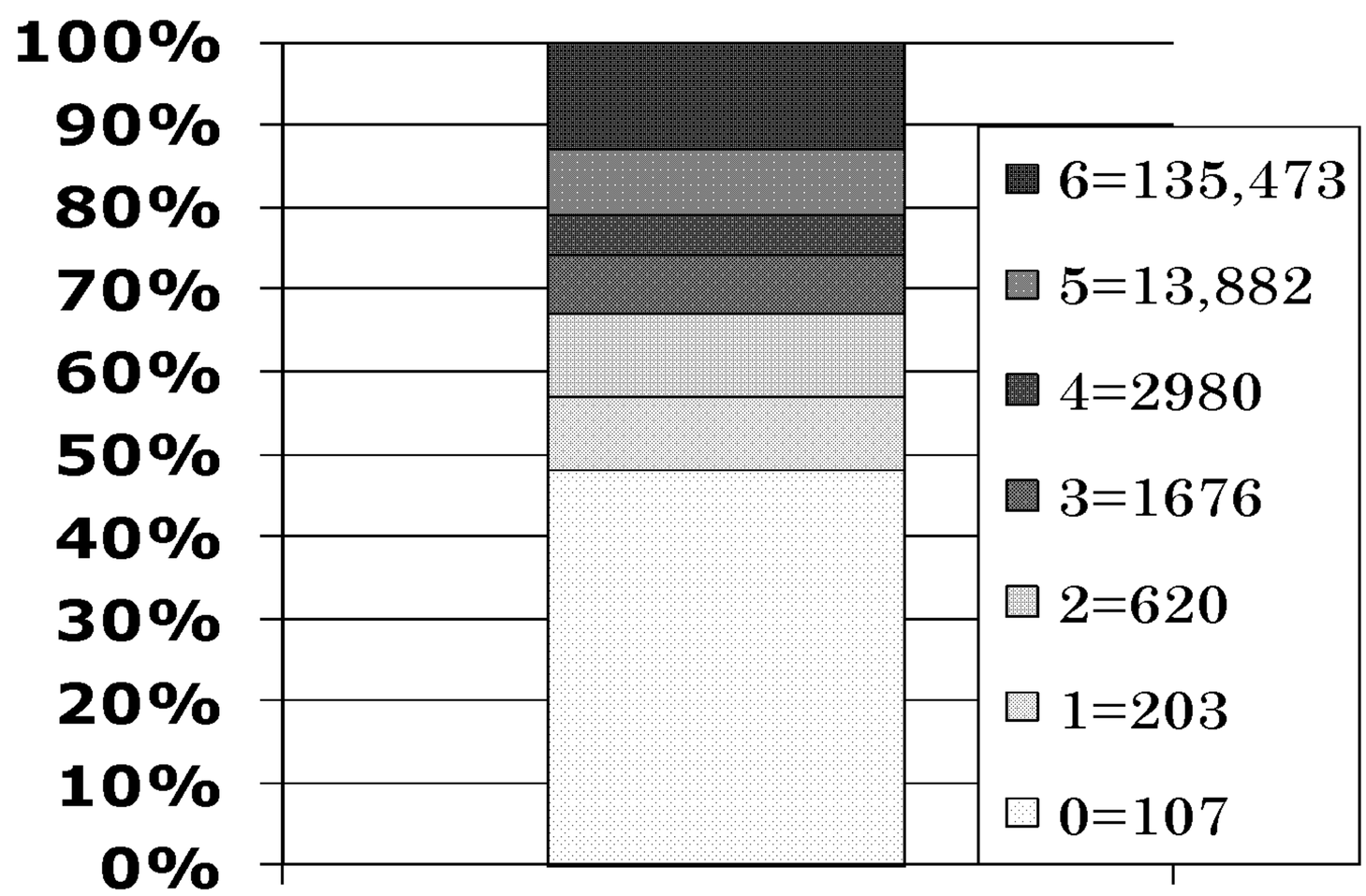
comprehension."[26] Dr. Freddy Hiebert identified seven word zones that indicate whether students are likely to have seen these words in written language or whether, if their teachers spend considerable time on the vocabulary, students will encounter the words any time soon. The first three zones with around 930 words account for 67% of the total words in written English. These are words such as the, of/away, between/day, and different. The next two zones –green and red—are words that occur approximately 10-99 times per million words of texts. These are words such as tree/travel and invited/blanket. The last two zones are where most of the words in English sit—and these occur infrequently—at least in written language. These words less than 9 times per million in the case of the blue words, words such as butterfly/frosting and less than once per million in the case of the purple words—words such as jeered/parasol.



The table below shows that by ensuring know and can use the vocabulary in books through Level F, students will have facility with the approximately 5,575 most frequent words (and many of the "derivatives"--i.e., "ed, ing, s, 's,

[26] Biemiller, 2005b

ly, er) of these words, significantly enhancing their opportunities as successful readers.

Level A	**300 most frequent words; short and long vowels**
Level B	**600 most frequent words; short, long and r controlled vowels**
Level C	**1000 most frequent words; all monosyllabic words**
Level D	**1000 most frequent words; monosyllabic words; two-syllable words with regular vowel patterns**
Level E	**2,500 most-frequent words (plus monosyllabic words)**
Level F	**5,000 most frequent words (plus monosyllabic words)**

As students move up through the grades, their need for even greater and more precise vocabulary knowledge grows. Students must continue to learn the meanings of many words not previously in their oral vocabularies. Much vocabulary learning occurs incidentally, as students engage in conversations with adults, while listening to books read aloud to them, and through independent reading. However, naïve readers and those seriously behind grade level simply do not read enough to gain sufficient vocabulary. Thus, all students, in particular English language learners and students who enter school with impoverished vocabularies, profit from explicit, robust instruction in vocabulary and the use of affixes and roots to determine meanings.[27] In school students can be taught about 300-400 words each year, or about 8-10 words per week.[28] Researchers recommend four components of effective vocabulary instruction:[29]

1. Wide and extensive independent reading
2. Instruction in specific words with multiple exposures to those words
3. Instruction in independent word-learning strategies (recognizing prefixes and suffixes, using context clues and dictionaries)
4. Word-consciousness activities such as word play

[27] Beck et al., 2002
[28] Biemiller, 2005a; Beck et al. 2002; Stahl et al., 1986
[29] Graves, 2000 (see SB)

Vocabulary Instruction in the Primary Grades

For all students, extensive and varied reading is a crucial component of vocabulary development. However, young readers and struggling readers usually do not read enough to grow their vocabularies through reading alone. That is why, in addition to extensive independent reading, instruction in specific words is vital. According to various researchers somewhere between 8-10 words per week is the right number to target for direct, explicit instruction.[30] For students in the primary grades, teachers should read aloud to them and identify and teach important words that are used in a wide variety of reading materials and across content areas. Andrew Biemiller, Ph.D., refers to these as "teachable" words, while Isabel Beck calls these Tier 2 vocabulary words. Both Biemiller and Beck have identified a similar sequence of instruction to teach the selected words explicitly after reading the story or text. In addition, stopping briefly at the point-of-use and providing a quick paraphrased, student-friendly explanation for the word is also helpful.

1. Use the word as it was used in the text.
2. Have students pronounce the word with you.
3. Provide a student-friendly explanation in language the students know for the word.
4. Use the word again in a new sentence.
5. Engage students to actively process the word and demonstrate their understanding.
6. Have students pronounce the word again.

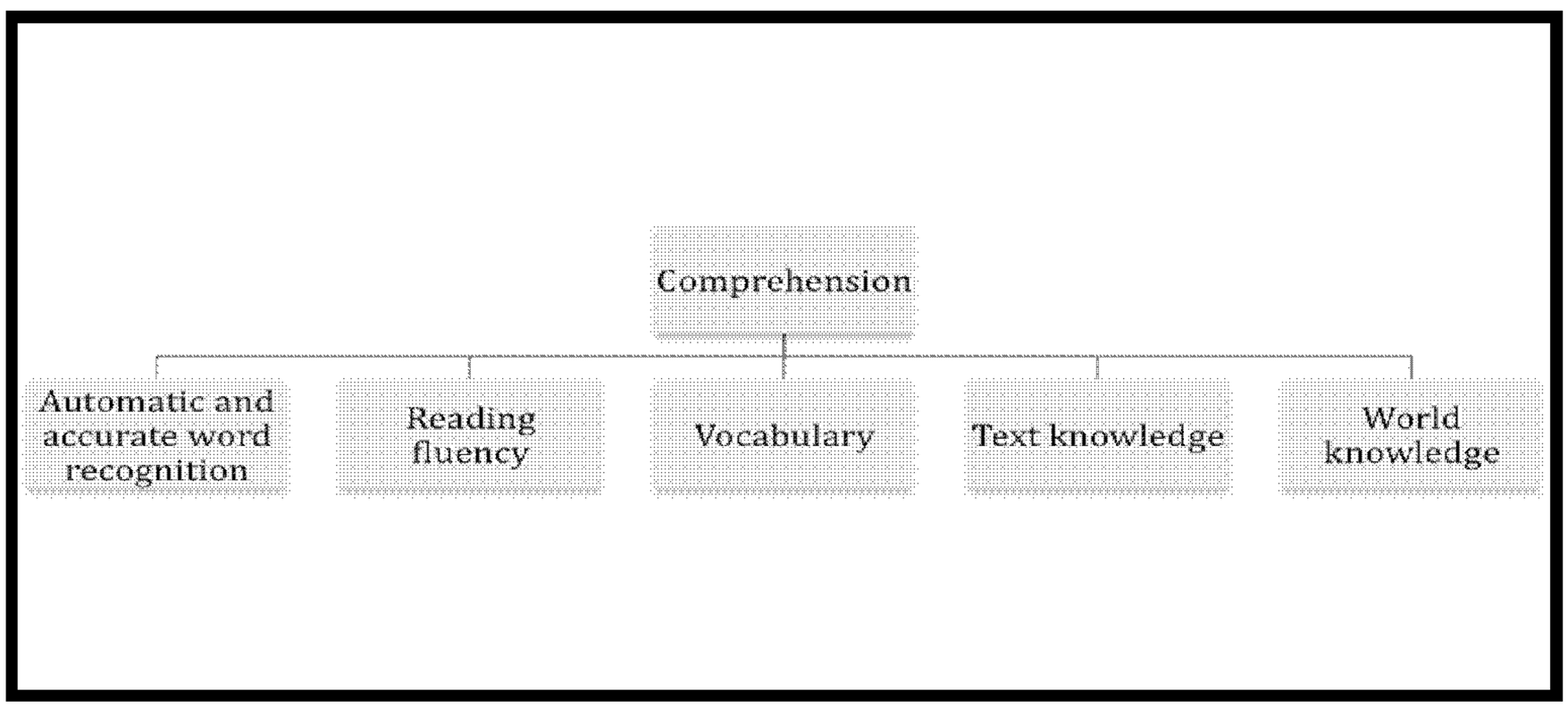
In addition to explicitly teaching important Tier 2 vocabulary words in the primary grades, it is important to teach students word-learning strategies to enable them figure out word meanings on their own. Specifically, primary grade students should learn frequently used word endings (suffixes) and how they affect meaning. These suffixes will include inflectional endings *-ed, -ing, -es, -s* and derivational endings such as *-ful*, *-less*, and *-ly*. They should also learn frequently used prefixes and how they affect word meaning such as *un-* and *re-*. Young students can also

[30] Biemiller 2005; Beck et al. 2002; Stahl et al. 1986 (see SB p. 412)

learn how context clues can assist them to figure out the meaning of an unfamiliar word. Finally, in addition to the explicit teaching of carefully selected words and instruction in word-learning strategies, primary grade students also need many opportunities to practice and apply the words they are learning and to have learning words be a fun and enjoyable experience. Young children naturally enjoy playing with language and can invent words using prefixes and suffixes they know, make up rhymes with new language, and solve riddles using new vocabulary. Most importantly, young children profit by seeing and hearing their teachers using "big" words precisely and adeptly.

Reading Comprehension

The major goal of reading instruction is to ensure students understand grade-level text deeply. To be a good "comprehender," students must bring to bear their phonological awareness, phonics, fluency, and vocabulary skills as well as their background knowledge.[31] The graphic below shows the skills that lead to strong comprehension.



All students, particularly students who continue to struggle with decoding and fluency, will benefit from comprehension instruction that is explicit. Teachers should provide direct instruction in specific skills and strategies to comprehend text,

[31] La Berge & Samuels 1974; Biancarosa & Snow, 2006; Willingham, 2006/2007

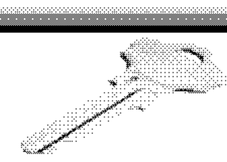
both literary and informational.[32] The National Reading Panel identified a set of strategies that have a strong scientific basis for improving comprehension; other researchers have expanded upon or enhanced these strategies.[33]

Research-Based Comprehension Strategies	
Self monitoring comprehension (which includes making inferences and synthesizing information)	Teaching students to recognize when they understand or do not understand the text they are reading
Cooperative and collaborative learning	Teaching students to work together to apply comprehension strategies
Graphic and semantic organizers/ constructing mental images	Teaching students to use and make graphic representations of the text and form mental pictures during reading
Answering questions	Teaching students how to answer questions by finding and using information from the text and from background knowledge in order to respond to teacher and student-generated questions
Asking questions	Teaching students to formulate questions for themselves as they read
Recognizing text structure	Teaching students to know and use the underlying structure of a story or text to recall information and make meaning of the content
Making predictions	Teaching students to think about and make informed guesses about what will come next in a text
Summarizing	Teaching students to distill and integrate ideas from the text

Explicit instruction in comprehension strategies is an important delivery method for many students. To be explicit, instruction must include teacher

[32] Sweet and Snow, 2003 (SB page 611); Williams, 2005 (SB page 620); NICHY, 2007; Biancarosa & Snow, 2006; Torgesen, Houston, Miller, & Rissman, 2007
[33] National Reading Panel, 2000; Duke & Pearson, 2002; Pressley, 2002a;

modeling and explanation, guided practice and independent application.[34] Teaching students comprehension strategies requires multiple practice opportunities. Students need to be supported as they learn new strategies in order to internalize them. Thus, teachers must "scaffold" reading instruction, gradually increasing the opportunities for students to transfer and apply the strategies they have learned to new and varied texts.[35] This will mean that many instructional episodes should include multiple strategies so that students practice the way good readers comprehend text.[36] For example, an instructional episode may focus on both making connections between new text information and prior knowledge or making predictions of text content and drawing inferences.



Key Term

Scaffold: Support. Literally scaffolding is used in construction to hold up parts of a building during the building process. Once those sections are complete, the scaffolds are removed, so the building can stand on its own.

While explicit comprehension instruction does result in reading comprehension improvement, Willingham makes the case that good readers do not require such explicit instruction.[37] In fact, a growing body of researchers are emphasizing the role that background knowledge about content (sometimes referred to as world knowledge) plays in reading comprehension. E.D. Hirsch Jr. and Willingham argue for greater attention to ensuring all students have a common core of grade-appropriate content. Cognitive scientists have known for some time that comprehension cannot be treated as a skill alone; rather, it results from the accumulation of prior knowledge, most of which is domain specific. Students acquire this prior

Schools should establish a common core of literary content, historical texts, mathematics content, and scientific content, to equitably equip all students with important background.

[34] Duke & Pearson, 2002; Griffin, Malone, & Kame'enui, 1995; Duffy et al, 1987; Torgesen et al., 2007, National Reading Panel, 2000 (see SB 624)
[35] Pressley, 2002; Palincsar & Brown, 1984
[36] Trabasso & Bouchard, 2002.
[37] Willingham, 2007

knowledge as a result of wide reading of newspapers, magazines, and books and the study of a content-rich curriculum. Simply teaching students strategies such as finding the main idea, making inferences, or retelling will not be sufficient.[38] Consequently, this framework also should spur schools to establish a common core of content that all students will have the opportunity to learn each year, content covering literature, history, science, mathematics, and the arts.

Reading in the Content Area

Reading in the content area poses special challenges for struggling readers and involves new vocabulary and text comprehension for all students. Given the increasingly rigorous demands students will encounter as they move up the grades, this framework includes a special focus on content area instruction, starting in grades K-3 and becoming even more focused in grades 4-6. To ensure that all students become proficient readers of a variety of content, the specific reading instruction block should include text not only from literature but also informational text about historical, technical, scientific subjects. In the primary grades, students should have opportunities to apply their growing decoding knowledge, learn new vocabulary, and apply their comprehension skills and strategies to content across subject areas. For example, after learning to decode and use affixes such as *-ed*, or *-ing,* students can also be directed to find words in a historical passage with those endings. If, a core reading program, for example, uses a specific strategy for teaching main idea, that same strategy should be practiced and applied to other content areas outside the reading block. By starting this process in the early grades, students in grades 4-6 will be better able to understand and learn from subject matter texts.

[38] Willingham, Daniel. "Reading Is Not a Skill—And Why This Is a Problem for the Draft National Standards." *Washington Post*. Ed. Valerie Strauss. *Washington Post*, September 28, 2009. Accessed online January 6, 2010. http://voices.washingtonpost.com/answer-sheet/daniel-willingham/willingham-reading-is-not-a-sk.html.

Adolescent Reading Instruction: Grades 4-6

In the document "Effective Instruction for Adolescent Readers," adolescent reading is defined as including grades 4-12.[39] The five essential reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) are treated somewhat differently for grade 4-6 students. The table below compares the required elements at the two levels, adding a very important element—motivation.

Essential Reading Elements at the Primary Level vs. Grades 4-6		
Element	**Primary Level K-3**	**Grades 4-6**
Phonemic awareness	✓	
Phonics/Advanced Word Study	✓	✓ advanced word study
Fluency	✓	✓
Vocabulary	✓	✓
Comprehension	✓	✓
Motivation	✓	✓

Advanced Word Study

In grades 4-6 advanced word study focuses on teaching students to analyze longer, multisyllabic words. Students in these grades must be taught how to break difficult words into prefixes, suffixes, and roots and apply meanings of these to determine word meanings. They also use letter-patterns to decode larger words. From fifth grade on, the new words students encounter will contain two or more syllables.[40] Since intermediate grade content area text is composed of many of these multisyllabic words, gaining comprehension requires decoding those words and recognizing their meaning.[41] The foundational decoding skills students learn in grades K-3 is not sufficient for on-going reading success. Advanced word study requires explicit teaching of ways to read multisyllabic words. The following word

[39] Boardmen et al., Center on Instruction, 2008
[40] Cunningham, 1988; Nagy & Anderson, 1984
[41] Archer et al., 2003

study strategies are appropriate for teaching students to decode multisyllabic words:

- Teach students how to identify and break words into specific syllable types.
- Teach students how to blend parts together to figure out multisyllabic words.
- Teach students to recognize irregular words that do not conform to predictable patterns.
- Teach students to recognize and know the meanings of common affixes (prefixes, suffixes, inflectional endings) and roots, and this includes instruction in how words are related (e.g., transfer, transformation, transient) and when to use structural analysis to figure out a word.
- Teach students flexible strategies for breaking a word into parts.

Word study instruction should take place in both the reading classroom and in content area instructional time, focusing on base words and affixes that are directly related to the content studied. When teaching these content-centered words, the instructional emphasis should be on both decoding/spelling and on how the morphemes affect meaning.

Fluency

While fluency instruction is a particular focus in the latter half of grade 1 and then throughout grades 2 and 3, for students who are not reading fluently, instruction to develop and improve fluency needs to continue. Older students who continue to struggle with fluency will have difficulty comprehending their content-area texts since laborious text reading will tax their ability to construct meaning as they read. The Center on Instruction suggests two techniques to improve fluency in the upper grades:

- repeated reading of the same, previously taught passage to improve sight word recognition, and

- teacher-supported non-repetitive independent reading using passages at the student's independent or instructional reading level.[42]

Formal fluency instruction is best provided within the reading block and intervention. However, even within content area instruction, teachers can model fluent reading by reading aloud, use choral reading as a way to provide supportive practice for struggling readers, and provide opportunities for partner reading by pairing more fluent readers with less fluent readers to read together selected content passages.[43]

Vocabulary Instruction for Older Students

In social studies, science, technical subjects, and math, grade 4-6 students will encounter domain-specific vocabulary and academic language that will render the texts they must read ever more challenging. Teachers should continue providing students the meanings of new words during reading and other content instruction, as well as strategies for figuring out word meanings independently.[44] Selecting specific target words to teach becomes a critical first step in assuring upper grade students can comprehend their content-area texts. The table that follows highlights ways to select and teach specific words, recommendations for ways to teach word-learning strategies, and recommendations for vocabulary development in specific, academic content areas.[45]

[42] Boardmen et al., Center on Instruction, 2008
[43] National Institute for Literacy, 2007
[44] Kamil et al., 2008
[45] Boardmen et al., Center on Instruction, 2008

Approach	Method	Example
Selecting specific words	Three-tiered vocabulary method (Beck and McKeown, 1985) Recommendation: Focus on Tier 2 vocabulary words Pre-teach words that are important to the text understanding, that activate students' prior knowledge, that have multiple meanings, and that provide opportunities to further enhance conceptual understanding[46]	Tier 1: basic words Tier 2: words that are useful across many domains and academic words across the curriculum (observe, analyze) Tier 3: specialized content-specific words, low frequency words but necessary to a particular text or concept
Teaching the specific words	Start by providing a student-friendly definition. Then read a contextualized usage of the word and discuss examples and non-examples, all with the goal of providing multiple exposures to the word and actively engaging students.	Example: A *route* is the way you travel to get from one place to another. Example: "My dad found the shortest *route* to take to get to the campground."
Teaching word-learning strategies	Teach students about new words by having them use their prior knowledge about similar words and word parts. In addition, focus on affixes— prefixes, suffixes, and roots— coupled with contextual cues to aid students in figuring out the meanings of unfamiliar words.	Example: You already know the word *portable*, what do you think *transport* means? What word part is similar?
Teaching about Words in Specific Academic Content	Teach students an important corpus of academic words directly for the specific content. The words chosen should be selected from the social studies, science, technical, and mathematics texts students use. Prior to reading the text, students can be taught critical words through direct definition, examples and non-examples, semantic maps, and computer resources. They also can be taught specific affixes, roots, and suffixes that have generalized meaning to the content.	For example, the suffix *-ology* is useful in science. Number prefixes are useful to science and math (e.g., *tri-, bi-)*

[46] National Institute for Literacy, 2007

Comprehension in the Upper Grades

While the techniques and strategies previously referenced are important for all elementary students, the text demands change in grade 4 and above, and a more focused approach to content-area or informational text comprehension will be necessary. Students still benefit from explicit comprehension strategy instruction.[47] However, older students need to understand how, why, and when to use particular strategies and which strategies may be more or less useful for different types of texts (for example, prediction is not always the best strategy to use with informational text that focuses on steps or procedures). The following tips will enable teachers to scaffold comprehension instruction for older students across content areas:[48]

1. Carefully select text before introducing a strategy. For example, if the target skill is teaching main idea, informational text is preferable over narrative text.
2. Provide ample opportunities for students to apply the strategies they are learning to different texts.
3. Select text at the appropriate instructional level. Text that is too hard does not lend itself to teaching a new strategy.
4. Tell students what the strategy is, explain it, and provide examples, and tell students why they are learning it.
5. Model the strategy used by thinking aloud. Then provide guided practice with feedback, and once students are successful, transition to independent practice.
6. Be sure students understand that the focus is on understanding the text, rather than learning a strategy for strategy-sake.

Because upper grades transition from fairly easy-to-comprehend text to more complex, content-specific texts, students in grades 4-6 need to be alerted to specific features of textbooks and informational text. They need to be taught directly the distinction between different forms of literary texts—poetry, short story,

[47] Kamil, 2008;, Torgesen, 2007
[48] Kamil et al., 2008; Duffy, 2002; Duke & Pearson, 2002

drama—and informational texts that persuade, argue, or explain. Upper grade students who struggle with comprehension may be unaware of the underlying text structure in the materials they are reading, and instruction in text structures and features can help them access and recall information from their readings.[49] In the primary grades, students should be introduced to the basic features of stories: plot, setting, characters. However, older students need to understand theme, tone, language choice, and conflict. Older students also benefit from learning the different ways informational text can be organized to suit differing purposes: description, comparison and contrast, cause and effect, problem and solution, or chronological order. Each of these organizational methods makes use of specific signal words that can cue students, if they are taught to recognize them, into understanding an author's purpose. The chart below shows different texts and their signal words.[50]

Informational Text Structure and Signal Words	
Text Structure	**Signal Words**
Description	For example, for instance, main parts, such as, this particular
Compare-Contrast	Like, alike, same, just as, similar, both, also, too; unlike, differ, but, in contrast, on the other hand, however
Cause-Effect	Because, due to, since, therefore, so, as a result, consequently, lead to, this is why, the reason, result in, consequences
Problem-Solution	Problem, question, the trouble; solution, answer, in response
Chronological Order	First, next, then, afterward, later, last, finally, now, after, before, stages, steps

[49] Williams, 2005; Klingner, Vaughn, & Boardman, 2007
[50] Honig, Diamond, & Gutlohn, 2008

Literacy development must also be integrated across subject matter domains if we expect to develop students' multiple capacities. Science classrooms, for example, can contribute significant opportunities for students to acquire greater literacy proficiency, just as greater literacy proficiency is essential to students' acquisition of deep scientific understandings and inquiry skills. Science inquiry and literacy practices share important properties that make the integration of literacy and science particularly powerful. Participation in investigation-oriented science relies on sophisticated literacy skills, such as the ability to access scientific terminology, interpret arrays of data, comprehend scientific texts, engage in interpretive and critical reading, and read and write scientific explanations.[51] Both science and social studies instruction provides a setting in which students may be intellectually obligated to set purposes, ask questions, clarify ambiguities, draw inferences from incomplete evidence, and make evidence-based arguments—the very dispositions required as good readers and writers.[52] Professional development opportunities for teachers of early adolescents must go beyond training to implement instructional strategies, follow pacing guides, or implement core reading curricula. Professional development opportunities must also help teachers build the flexible repertoires of practice they will need to develop the advanced academic proficiencies of a broad range of students in all disciplines.[53]

Motivation

Students in grades 4-6 have increasing interests outside of school and express greater independence than do students in grades K-3. Because of this, keeping them engaged and motivated is quite important. Several researchers have focused on the issue of motivation with older students, noting that students in the upper grades need to have opportunities to read materials that relate to their lives, choose their own texts from a set of teacher-designed selections, and engage in deep and collaborative discussions about what they read.[54] If students are not

[51] Conley, 2008; Norris & Phillips, 2003; Osborne, 2002
[52] Cervetti, Pearson, Bravo, & Barber, 2006; Osborne, 2010; Pearson, Moje, & Greenleaf, 2010
[53] Ball & Cohen, 1999; Hargreaves, 2003; Sparks, 2004
[54] Kamil, 2008; Guthrie & Humenick, 2004; Biancarosa & Snow, 2006

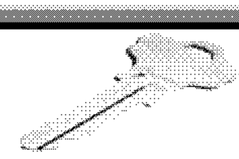
motivated to read, comprehension can suffer.[55] Successful readers are more engaged with the texts they are reading than less proficient readers. Engaged readers are more apt to use their strategies to understand what they are reading because they are interested in the topic, and this in turn means they will learn more vocabulary, learn more content, and read more.[56] Since Anderson, et al. found a positive relationship between the amount of reading students do outside of school and their reading comprehension, vocabulary, and reading speed, motivated students who read more will be more proficient than unmotivated students who read less.[57] Guthrie and colleagues identified four practices that increase engagement and motivation:

- Setting a purpose for reading;
- Giving students opportunities to self-select text that they are able to read independently or with some instructional support;
- Ensuring the texts students read are interesting to them;
- Increasing collaboration opportunities and discussion during reading.[58]

While motivation is an important issue for older students, it is also important not to confuse skill problems with motivation. Students may also be unmotivated because reading is too difficult for them. This is especially true for students who had difficulty learning to read and thus find it unrewarding because it is too laborious.[59]

Programs, Materials, and Fidelity

By selecting programs and materials that focus on the essential reading elements and that are aligned to the best research available on instruction, schools will greatly improve the odds of more students learning to read well. Programs and materials selected by schools should be validated by



Key Term

Scientific: Programs that have been proven effective based on formal scientific studies supported by evidence.

Research-based: Programs designed to conform to elements deemed by science to be essential.

[55] Morgan & Fuchs, 2007
[56] Boardman et al., 2008
[57] Anderson, Wilson, & Fielding 1988
[58] Guthrie & Humenick, 2004
[59] Eccles et al., 1993; McKenna, Kear, & Ellsworth, 1995

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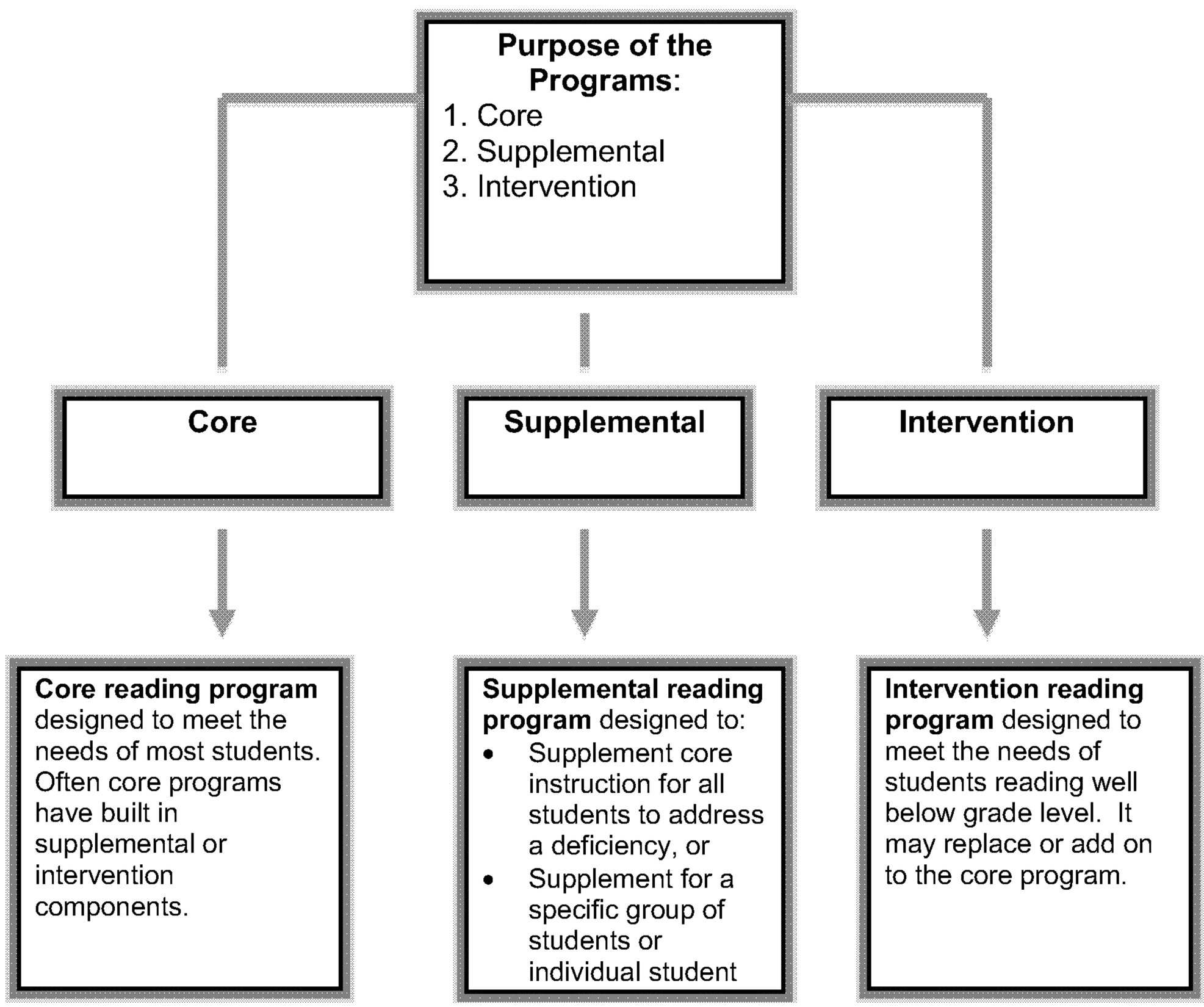
experimental research. These programs can be referred to as "scientifically-based." Scientifically-based programs have been identified as effective based on formal scientific studies. However, many commercial programs have not been subjected to rigorous randomized control studies, but are instead designed based on the reading elements that science has identified as essential to effective reading instruction. These materials can be referred to as "research-based."[60] Not all research-based programs have undergone scientific study. Each school should select research-based programs and materials that are designed to meet the needs of all the students in the school. Ideally, these programs also have scientific evidence of their effectiveness. Schools should use a core reading program, supplemental programs, materials, and intervention programs that are research-based and which are designed to meet the specific needs of the students in school with special attention given for students who are well below grade level and are not meeting reading goals. When schools select materials, it is vital that careful attention is paid to the alignment of the scope and sequence and instructional methodologies of the core, supplemental, and intervention programs. For example, the phonics sequence and method of phonics instruction in the core program may not align to the phonics sequence and instructional method in the supplemental or intervention program. If this is the case, it may be preferable to provide the intervention program's phonics instruction as a replacement to the core phonics instruction rather than in addition to it. In this way students will not be confused by two different approaches, two different sequences, and often two different sets of sound-letter patterns. The graphic that follows describes the three different types of materials and programs that are needed.[61]

The Core Reading Program

A core reading program is defined in this framework as a program that is systematically and carefully designed to incorporate all components of essential reading instruction across grades K-6. Many Indiana schools have selected core

[60] Oregon K-12 Literacy Framework, 2009
[61] Adapted from Vaughn, Hughes, Moody, & Elbaum, 2001; Oregon K-12 Literacy Framework, 2009

programs that fit this description. Some schools, however, have not purchased a core program, preferring to utilize multiple instructional programs or even designing their own. While this may be appealing, designing a complete program that is effectively sequenced and contains sufficient practice is very difficult.



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Why a Core?

"A core reading program provides the entire staff with a systematic approach which scaffolds and spirals instruction with multiple opportunities for reading components and standards to be introduced, practiced, and mastered."

"A core program helps us guarantee that all teachers deliver consistent curriculum to all children in K-12. Curriculum must be properly planned, sequenced, and delivered to ensure it is guaranteed and viable."

Dr. Schauna Findlay, Director of Curriculum and Instruction
Indiana Department of Education

Thus, there are many advantages to selecting a well-designed scientifically-research-based program:

- **Students** benefit by having instructional continuity and coherence from grade to grade; the skills and content knowledge students learn will build upon previously acquired skills and content in a systematic way (i.e., a scope and sequence that is vertically aligned for all five reading components).
- **Teachers** benefit by being able to plan their instruction and pace together and share data that is meaningful and consistent. A common program provides the substance for a professional learning community to collaborate and refine their instruction.
- **Coaches** benefit by being able to learn one program well and thus provide consistent support to all teachers.
- **Schools** benefit by having a common core program around which to design cost-effective and efficient professional development.
- **Districts** with high mobility benefit from a common core program because they ensure consistency in instruction and scope and sequence regardless of which school a student attends.

The core reading program should be used for all students, including those meeting or exceeding grade level reading goals and those slightly below target areas. Even students performing well below grade level will benefit from a core program. A well-designed core program will address all five reading components comprehensively and provide explicit and systematic instruction in a carefully designed scope and sequence. Such a program, if taught by teachers with fidelity,

should ensure that most students will develop the necessary reading skills to enable them to meet reading goals and become proficient readers. If such a well-designed program is not used correctly, the likelihood that students will acquire the knowledge and skills they need to become proficient readers declines. Selection and faithful implementation of a core program may be the single best instructional intervention schools can choose to improve achievement.[62]

Just as faithful adherence to a medication regimen will increase the chances of a patient's health improving, so too faithful implementation of a core reading program increases the odds of most students learning to read. Contrary to some interpretations, fidelity does not necessarily mean that *all* aspects of a commercial program are implemented exactly as written by the publisher. Core programs can contain too much material for the time allotted and some program aspects may be too vague or lack sufficient explicitness to be effective. Some may not address the full range of what is called for by the standards. If this is true, teachers should work together to make weaker instructional aspects more explicit, more systematic, and aligned to standards. Assessment data inform decisions about program gaps and effectiveness. In some cases, supplemental materials will be needed to fill significant gaps in one or more of the five essential components of reading instruction. If too many gaps exist, it may be time to replace the core program.

What Is Fidelity?

Fidelity is:	Fidelity is not:
• following the scope and sequence of a core reading program for developing the skills of the five components of reading (this can be done with content area text in addition to the core), and	• teaching every story or lesson page by page
• the "unpacking" or the interpreting of the standards into a set of skills to be learned and sequenced to align with the core reading program, and	• teaching the standards or indicators without the level of detail and support provided by a well planned curriculum
• following the needs of the children based on data to deliver a well-conceived hierarchy of skills using systematic and explicit instruction, and	• just following a scope and sequence chart from a publisher or a set of leveled readers without the use of data
• ensuring curriculum is aligned with standards across and within grade levels with increasing cognitive difficulty at each level.	• individually unique with each teacher developing his or her own interpretation of the standards and sequence of instruction

[62] *Similar Students, Different Results: Why do Some Schools Do Better*? EdSource, 2006

Implementing a core program does not happen overnight. Teachers will need extensive and focused professional development and continued in-class support during the first year of implementation. In addition, differentiated professional development can target specific teacher or grade-level needs. Publisher professional development alone is usually insufficient. For more details and discussion of the type and quality of professional development implementation will require, see the section on Professional Development.

Selecting a Core Reading Program: A Critical Step

Selecting a core program is no small task. Different publishers present many commercial programs, all claiming to be research-based. It falls to the school or district staff to be thoughtful consumers and carefully examine whether or not the programs they are considering are really research- and scientifically-based. It is important to consider all components and aspects of the program. For individual schools, reviewing core reading programs requires a great deal of time and expertise. LEAs and the SEA should work together to comprehensively evaluate various programs and provide their findings to individual schools and districts. The following design elements will guide decision making:

- ☑ Is the instruction sufficiently explicit and systematic, carefully sequencing skills and tasks to foster mastery?
- ☑ Does the program provide ample massed and distributed practice of high-priority skills in order to facilitate retention?
- ☑ Does the program design include corrective feedback?
- ☑ Do additional intervention and differentiated instruction components exist and are they carefully aligned?
- ☑ Are directions to the teachers clear?
- ☑ Does the program demonstrate and build relationships between foundational skills and higher order skills?[63]
- ☑ Does the program align with academic standards?

[63] Simmons & Kame'enui, 2005 "Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis"

What is Systematic and Explicit Instruction?

Systematic instruction is teaching in a carefully selected and logical sequence that builds subsequent skills upon prior skills.

Explicit instruction is characterized by clarity of explanation and directions, clear modeling, guided practice, and structured feedback and application of the learning. Instruction is usually carefully broken down so that discrete skills required for subsequent skills are taught in a focused and overt way.

Example from a phonics lesson:
Model Sound-by-Sound Blending: Say: *Today, I am going to show you how to blend words sound-by-sound. Watch me blend the first word.* Print the first letter in the word *at*. Say: *Sound?* Point to the letter *a* and say: */aaa/*. Print the letter *t*. Say: *Sound?* Point to the letter *t* and say: */ttt/*. Point to the left of *at* and say: *Blend.* Sweep your finger under the *a* and *t* as you blend the sounds together without stopping: */aaattt/*. Point to the left of *at* and say: *Watch me as I read the whole word.* Quickly sweep your finger under the whole word and say *at*. Prompt students to say the word: *at*.

Checklists are available as guidelines for districts and schools to compare reading programs and intervention materials with the recommendations derived from reading research. The purchase of a reading program is a significant investment. Therefore, the program should be thoroughly reviewed before resources are committed. Following are examples of online resources to review reading:
Oregon Reading First Center at http://reading.uorgeon.edu/curricula/con_guide.php
Florida Center for Reading Research at http://fcrr.org/FCRRReports/index.aspx#
Reviewing a Reading Program at http://centeroninstruction.org

Supplemental Materials and Programs

Supplemental materials are selected either because they provide additional practice and more intensive instruction of a particular component of reading, because they fill a gap in the core program in a particular skill, or they extend and enrich learning for high performing students. For example, a supplemental phonemic awareness program may be used for kindergarten and first grade students needing more practice and more explicit instruction. A supplemental fluency program may augment fluency work provided in the core program. A supplemental phonics program, carefully linked to

Benefits of a Supplemental Program:
1. Address a gap in the core program for *all* students.
2. Address the needs of a subset of students.

the core phonics program, may be needed for even more explicit instruction and also additional practice. Typically, a supplemental program addresses discrete tasks, breaking skills down so that students can master the particular skill before moving on to the next skill.

When a supplemental program is considered because of a skill gap in a core program, the supplemental program should be used for *all* students to fill the gap. For example, the core program may insufficiently develop vocabulary, and a supplemental vocabulary component is selected to augment the core program's instruction. In filling a program gap, the supplemental program is used to add to the core, not substitute for it.

Exception to Adding a Supplemental Program to the Core: Phonics

Each commercial program has its own phonics approach and sequence. For example, a core program may begin with single consonants, progress to short vowels, and then move on to digraphs. A supplemental program, however, might start from a different sequence of single consonants, then move to short vowels, and proceed to long vowels. In the core program, a sound-by-sound blending method may be used, but in the supplemental program, continuous blending may be used along with a special color-coding and graphics for the phonic elements. Students having to learn both approaches and both sequences will become confused. It is also important for the school staff to be mindful that the decodable text that comes with the core program and aligns to its phonics sequence may not be appropriate to use with the supplemental program's phonics sequence and vice versa. This is because a decodable text's decodability is based on the words containing the previously taught phonics elements as well as the previously taught high frequency or irregular words.

Many core programs, however, now come with their own supplemental program components, and these usually align to and add to the core in a consistent way.

In addition to the need to fill a gap for *all* students, another reason to select a supplemental program is to provide added, more intensive and more explicit practice and instruction in a particular skill element for a subset of students. When this is the case, the program will again be used in addition to the core rather than as a replacement for it, unless the area of focus is phonics and, as noted in the box above, it conflicts with the core program. In this case, because the supplemental program may be a better fit, it can replace the phonics instruction entirely.

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Just as the selection of the core reading program requires careful analysis, teachers also should thoroughly evaluate supplemental programs, particularly because they are often needed for struggling readers. Another instance where supplemental materials may be necessary is for high ability students. Supplemental programs can extend the core reading program. However, to appropriately meet the needs of most high ability students, a replacement core program is needed. Replacement core programs are typically developed by researchers and publishers who are experts in working with gifted and talented students.

Intervention Programs

Unlike supplemental programs that either fill a gap for all students in a core program or add additional practice and intensity for a subset of students targeting specific skills, an intervention program is more comprehensive. Intervention programs are usually engineered for students who are well below grade level. Core reading programs may address all components of literacy instruction: reading, writing, conventions, spelling, and often oral communication. Intervention programs in reading, however, usually target only the five essential components of reading. Schools selecting such programs should do so carefully, seeking in particular those interventions supported by empirical evidence as a result of scientific studies. In the absence of such data, it will be important to critically evaluate the alignment of the program with scientifically-based research and its ability to work well for the target audience.

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A Supplemental Program Resource for K-3: freereading.net

Open source material, that is material available online and at no cost, is increasingly popular. One such program does an excellent job of providing supplemental instruction and material for grades K-3, particularly for grades K-1. While the program includes discrete activities in the five components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, an organized and sequenced intervention for grades K-1 is also available.

While many intervention programs address phonemic awareness, phonics, fluency, vocabulary, and comprehension, some specialize in one particular reading element. Just as is the case with supplemental programs, some core programs now come with their own interventions. This will more likely ensure consistency of alignment. However, in some cases, the interventions designed to accompany core programs are not sufficiently intense to meet the needs of students well below grade level.

What Characterizes an Intervention Program?

- More explicit and systematic than a core or supplemental program
- Mastery-focused with clear criteria for proficiency within a carefully sequenced set of learning objectives
- Built-in formative measures of progress for ongoing monitoring
- Detailed pacing

When implementing an intervention program for students, it is important to determine if the program is sufficiently comprehensive to work along with the core reading program. In many cases, if the intervention program is not included with the core program, it will usually differ in consistency of scope and sequence from the core program and will work better as a replacement for those elements of the core program included within the intervention. Students may still be involved in other elements within the core program, such as writing instruction and even literature and comprehension. For students in grades 4-6 who are far below grade level goals, an intervention program is more likely to replace the core reading program. This is because most cores at those grade levels do not address early

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foundational skills such as phonemic awareness or phonics and may not include sufficient appropriate materials for fluency practice.

Intervention programs are not intended to be permanent replacements for the core program. The goal is to instruct students intensely for a designated period of time in order to return them to the core program. This requires careful monitoring, adherence to a clearly specified instructional pace, and attention to mastery. A school grade-level team or RtI problem-solving team (see the Assessment section) should focus on the progress of students within an intervention, help identify the extent to which the intervention is working, make adjustments in a timely manner, plan for students to return to the core program, and assist colleagues with lesson delivery and pacing.

The student's assessment data will determine whether or not an intervention is needed. For example, kindergarten students who begin school substantially at risk on early screening measures will benefit from an intensive intervention right from the start alongside the core program, usually an intervention that focuses on phonemic awareness and beginning phonics. This intervention will require added time. Older struggling readers will also require added time beyond the regular reading block, especially when using a specialized intervention that replaces the core program. However, a significant caution must be heeded. Schools and districts are under increased pressure to place low-performing students into reading intervention programs with the well-intentioned goal of increasing their literacy proficiency, yet some researchers suggest that the skill-based instruction they receive may perpetuate low literacy achievement rather than accelerate literacy growth.[64] It is critical that intervention programs for adolescents accelerate students' learning and attend to complex reading behaviors in addition to previously unlearned foundational skills. Moreover, we must guard against intervention programs which are designed to address reading problems resulting in lost opportunities to learn in other academic subjects, particularly, science.[65]

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[64] Allington and McGill-Franzen, 1989; Greenleaf and Hinchman, 2009; Haycock, 2001; Hiebert, 1991; Hull & Rose, 1989; C. D. Lee & Spratley, 2010
[65] McMurrer, 2007; Rentner et al., 2006

Withdrawing adolescents from instruction in science and other subjects to remediate reading difficulties threatens to exacerbate historic inequities in achievement for populations of students traditionally underrepresented in the sciences.[66] There is, therefore, increasing urgency to integrate reading instruction into science and other content area learning in order to advance the reading and content area achievement of underachieving youth.

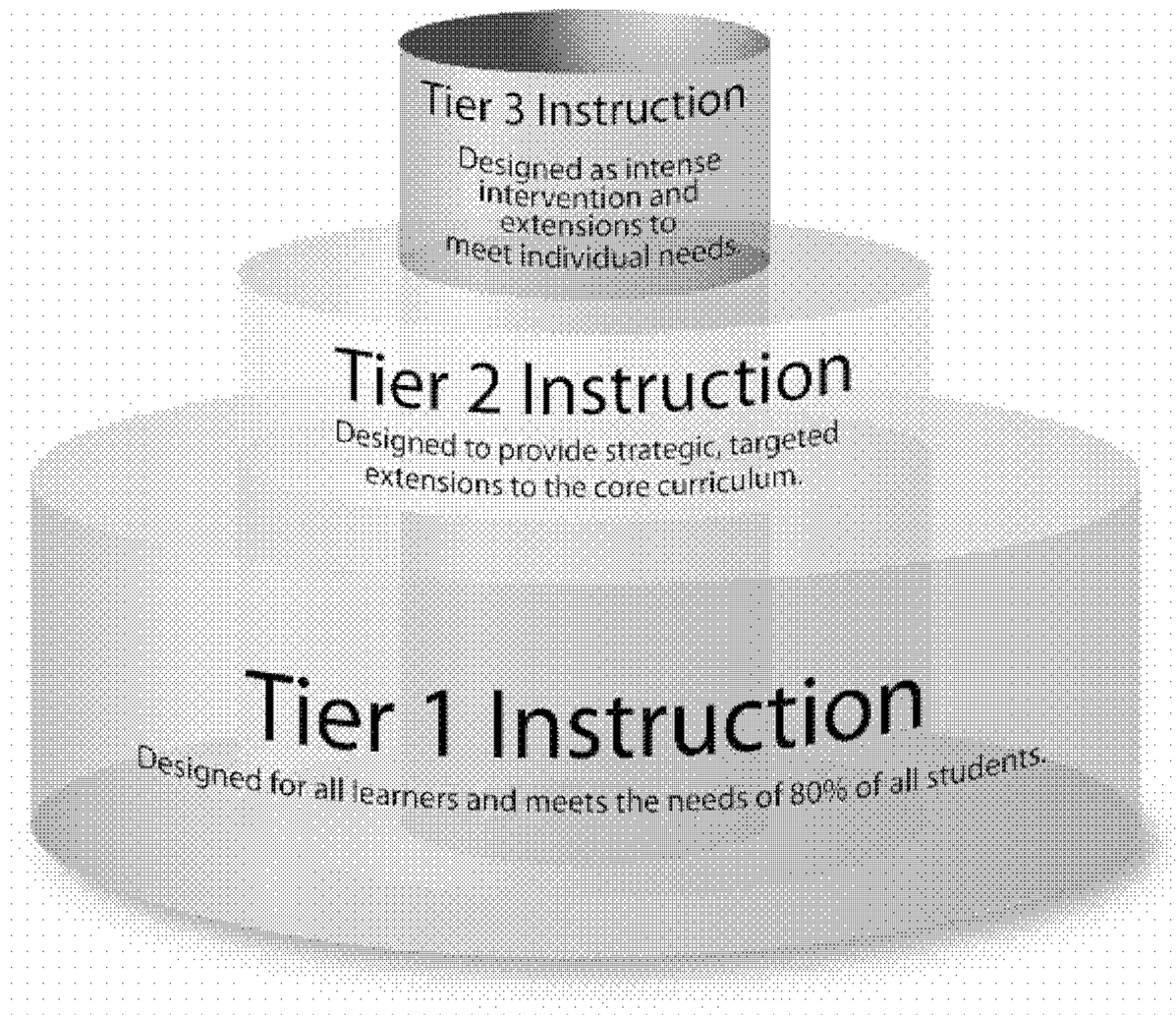
Targeted and Differentiated Instruction to Meet Student Needs

For below grade level students, targeting their needs is essential. This means instruction will have to be differentiated. However, high performing students also benefit from differentiated instruction. The graphic below shows the characteristics of differentiated instruction.

Differentiated Instruction Is…
• Proactively-planned up front to address needs • Rooted in assessment—based on data from screening and formative assessment • Varied by intensity and degree of explicitness—more intense and more explicit for students well below grade level; less intense and less explicit for high performing students • Varied by degree of scaffolding—carefully constructed supports with more or less teacher modeling and guidance • Varied by pace—faster or slower, distributed practice, cumulative review • Small group, partner, one-on-one-based on needs identified and response to instruction and intervention

Differentiated instruction, when effective, is crucial to ensure all students become or remain proficient readers. By learning to differentiate instruction effectively, a teacher can often meet the needs of a range of learners within the regular classroom without additional intervention. Three tiers of instruction, reflected in the graphic that follows. characterize a differentiated model. Indiana's Response to Instruction plan reflects the layering of support that rests on the Tier 1 instruction.

[66] Barton, 2003



How to Differentiate

The first step is to analyze screening and formative assessment data as well as any diagnostic test information and use the findings to group students based on level and need. Tier 1 students are reading at or above grade level and are at low risk for reading failure. Tier 2 students typically are not meeting grade level goals and benefit from strategic, targeted interventions in addition to the core curriculum. Tier 3 students are often far below grade level in many foundational elements of reading and need an intensive intervention to meet their needs. Advanced students who are in Tier 1 core instruction, however, also benefit from specialized instruction. The table that follows from Indiana's Response to Instruction Guidance Document describes the various elements of a three-tier model.

	Tier 1	Tier 2	Tier 3
Materials	Scientifically- or evidence-based core curricula and instructional materials Above grade level materials used with advanced replacement core	Scientifically- or evidence-based materials aligned to Tier 1's core curriculum and selected to match student needs and progress monitoring data Above grade level materials used with advanced replacement core	Scientifically or evidence-based instructional materials selected to meet individual needs of struggling students not responding to Tier 2 and Tier 1 Students with most significant need may require a replacement core program

Instructional organization	Whole group instruction of strategies and skills Differentiated, flexible groups determined by benchmark and progress monitoring data for application of skills, reteaching, additional practice, compacting, and/or challenge activities	Small, homogeneous groups Differentiated instruction increases in depth and intensity based on benchmark screening and progress monitoring data Frequent opportunities for students to practice and apply their learning Scaffolded critical and creative thinking	Individual or small, homogeneous groups Classes specifically designed for students identified as having high intellectual abilities in a general or specific academic domain Explicit, intense, and scaffolded Critical and creative thinking of appropriate depth and complexity Multisensory approaches as appropriate
Instructional responsibility	Highly qualified classroom teacher with training and requisite background to implement scientifically-based best practices for all learners, including those with above or below grade level needs High ability licensed teacher for the cluster of identified students with high ability	Highly qualified classroom teacher, coordinated with content and program area specialist or other appropriate certified personnel High ability licensed teacher for the cluster of identified students with high ability Additional support opportunities provided by trained personnel and supervised by licensed staff	Highly qualified classroom teacher, coordinated with content and program area specialist or other appropriate certified personnel High ability licensed teacher for the cluster of identified students with high ability Additional support opportunities provided by trained personnel and supervised by licensed staff
Assessment	Benchmark data (3 times a year), progress monitoring, diagnostic assessments, including those that assess above or below grade level Pre-assessment is needed to plan instruction	Diagnostic and ongoing progress monitoring (at least monthly or bi-monthly) to determine growth and make targeted instructional decisions	Diagnostic, ongoing progress monitoring that provides data to address intense needs (weekly or bi-weekly)
Parent communication	Consistent communication with parents regarding student progress and academic needs	Required written notification to parent when student experiences academic difficulty and requires intervention not provided to all	Required written notification to parent when student experiences academic difficulty and requires intervention not provided to all See notification requirements for students who have not made adequate progress and have been provided with appropriate instruction
Scheduling	Occurs daily in the general education classroom Reading: 90 minute uninterrupted block	In addition to Tier 1 for students requiring reinforcement or extension For students with high ability, vertical extensions to the curriculum add further challenge	Up to 60 minutes added time or 90 minutes if replacing Tier 1 instruction

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Movement among Tiers

It is important for the school to plan for a way to transition below grade-level students, who are receiving interventions that remove them from the core program, back to the core program when it is clear they will be successful. The purpose of an intensive replacement intervention should be to accelerate students' reading development to bring them to grade level. For this transition to occur, additional reading instruction outside the 90-minute reading block will be vital. Some schools, particularly those with large numbers of at-risk students, may choose to implement an intensive intervention program from the start with all students. Students may be grouped by instructional level across classrooms and begin the program at different entry points and progress through the program at varying paces. English learners (EL) will have particular needs that also will require attention to their language levels as well as their reading skill needs when determining small group placements.

ELs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

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Second-language learners benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors. ELs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELs in becoming proficient and literate in English. To help ELs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELs to participate fully in grade-level coursework;
- Coursework that prepares ELs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELs with models and support.

Spotlight on English Learners

Schools must first ensure that students receive English Language Development instruction. Some students will also need an intervention. Not all intervention programs are designed to meet the needs of English learners. In some cases, a commercial intensive intervention used for English learners should not be the same one used for native English speakers. Several intervention and supplemental programs exist that are designed specifically to address syntactic, morphological, and language needs of English learners. It is likely that a school will have more than one intensive intervention program in order to meet the needs of all students.

Developing a Plan to Meet Student Needs

To be certain that instruction is appropriately differentiated for students to meet their needs, Indiana's Problem Solving Model (PSM) provides guidance for arriving at a robust instructional plan for each student. Indiana's Response to Instruction (RtI) Guidance Document contains a template for designing an Intervention Action Plan. Similarly, this Intervention Action Plan can be adapted for content-area classes, identifying specific supports for science, social studies, and mathematics. The plan may include specific strategies, time for advanced word study, content-specific vocabulary, etc. An adapted sample of a content-specific support plan is provided below:

Content Area: Social Studies, Grade 5

Interventions	Resource/Strategy	Timing	Implementation Dates	Progress Monitoring	Progress Monitoring
Intervention 1	Advanced word study of multisyllabic words from textbook with focus on prefixes and suffixes	3 times a week, for 15 minutes	Begun by social studies teachers October 5	Date of quiz: Result:	Date of quiz: Result:
Intervention 2	Vocabulary enhancement lesson on words specific to theme/text	Daily, 10 minutes	Begun by social studies teachers Nov. 5	Date of quiz: Result:	Date of quiz: Result:

Effective Reading Instruction Delivery

An excellent program, whether core, supplemental, or intervention is critical to successful reading instruction; however, it can only be as effective as the quality

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of delivery. Teachers make the difference.[67] Skillful teaching applied to essential content in well-designed programs will increase the probability that students will learn to read at or above grade level. Teachers who are adept at delivering complex reading instruction in an engaging manner are most likely to meet the needs of advanced, at grade level, and below grade-level students. Effective reading instruction delivery is not illusive: key features stand out in quality delivery. These features are independent from specific programs or materials, and while some or all may be incorporated directly into commercial programs, it is more likely teachers will need to attend to these features to augment their programs. The chart below identifies nine features of effective instructional delivery.[68] These features have been studied and replicated by the Center on Teaching and Learning at the University of Oregon and have been referenced extensively in Reading First.

[67] Moats, 1999; Lyon & Chabra, 2004
[68] adapted from Oregon Reading First; see http://oregonreadingfirst.uoregon.edu/inst_obs.html

General Features of Instruction

1. **Instructor models instructional tasks when appropriate.**
   - ❑ Demonstrates the task (e.g., uses think alouds) and proceeds in step-by-step fashion
   - ❑ Limits language to demonstration of skill
   - ❑ Makes eye contact with students, speaks clearly while modeling skill

2. **Instructor provides explicit instruction.**
   - ❑ Sets the purpose for the instruction
   - ❑ Identifies the important details of the concept being taught
   - ❑ Provides instructions that have only one interpretation
   - ❑ Makes connection to previously-learned material

3. **Instructor engages students in meaningful interactions with language during lesson.**
   - ❑ Provides and elicits background information
   - ❑ Emphasizes distinctive features of new concepts
   - ❑ Uses visuals, scaffolds, and manipulatives to teach content as necessary
   - ❑ Makes relationships among concepts overt
   - ❑ Engages students in discourse around new concepts and elaborates on student responses
   - ❑ Reads aloud to build comprehension and develop rich vocabulary

4. **Instructor provides multiple opportunities for students to practice instructional tasks.**
   - ❑ Provides multiple opportunities to practice each new skill at introduction and after each step
   - ❑ Elicits group responses when feasible and individual checking for understanding
   - ❑ Provides extra practice based on accuracy of student responses

5. **Instructor provides corrective feedback after initial student responses.**
   - ❑ Provides affirmations for correct responses
   - ❑ Promptly corrects errors with provision of correct model
   - ❑ Limits corrective feedback language to the task at hand
   - ❑ Ensures mastery of all students before moving on

6. **Students are engaged in the lesson during teacher-led instruction.**
   - ❑ Gains student attention before initiating instruction
   - ❑ Paces lesson to maintain attention and transitions quickly between tasks
   - ❑ Maintains close proximity to students
   - ❑ Intervenes with off-task students to maintain their focus

7. **Students are engaged in the lesson during independent work.**
   - ❑ Independent work routines and procedures previously taught
   - ❑ Models task before allowing students to work independently
   - ❑ Checks for student understanding of the task(s)
   - ❑ Students use previously-learned strategies or routines
   - ❑ Independent work is completed with high level of accuracy

8. **Students are successful completing activities at a high criterion level of performance.**
   - ❑ Elicits a high percentage of accurate responses from group and individuals
   - ❑ Holds same standard of accuracy for high performers and low performers
   - ❑ Adjusts instruction for inaccurate responses and to provide additional instruction as needed

9. **Instructor encourages student effort**.
   - ❑ Provides feedback before, during and after task completion
   - ❑ Provides specific feedback about student's accuracy and/or effort
   - ❑ Majority of feedback is positive
   - ❑ Celebrates or displays examples of student success in reading

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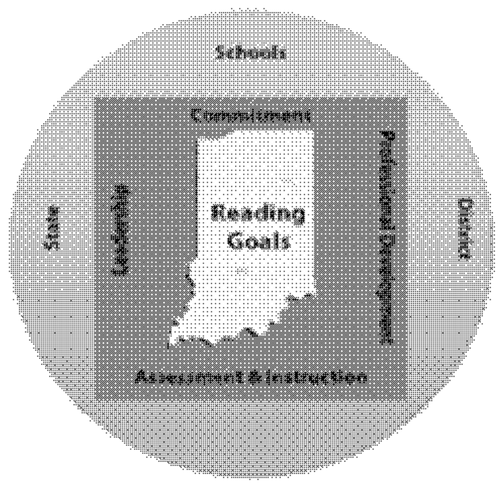
Summary

Louisa Moats was correct when she wrote *Teaching Reading IS Rocket Science*.[69] High quality reading instruction that has a strong likelihood of ensuring students read at or above grade level requires the judicious and conscious integration of five elements: (1) Sufficient and effectively used time, (2) Instruction and strategies that target essential content, (3) Programs and materials that focus on the essential content and are implemented with fidelity, (4) High quality instruction, differentiated to meet student needs, and (5) Effective teacher delivery. Only when all of these components are present, will students meet Indiana's goal of all students reading at or above grade level.

[69] Moats, American Federation of Teachers, AFL-CIO, 555 New Jersey Ave., NW, Washington, DC 20001-2079 (Item No. 372). Web site: http://www.aft.org. 1999



Indiana K-6 Reading Framework

READING ASSESSMENT

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools			★			

Guiding Principles:

- ☑ Schools should implement an assessment system that uses valid, reliable, and efficient reading assessments that directly measure the essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- ☑ An assessment system should be designed for five purposes: (1) to screen and place students, (2) to monitor progress of students, (3) to diagnose specific skill needs that may be the source of reading difficulty and lack of progress, (4) to determine overall proficiency and the extent to which students meet the reading goals, and (5) to monitor the overall effectiveness of instruction and the school reading system.
- ☑ The school's assessment plan should be comprehensive and aligned to Indiana's plan for Response to Instruction.
- ☑ Data from reading assessments should be used to make instructional decisions about students and to guide decisions about the professional development needs of educators

In order to implement an effective reading program, schools should have a coordinated and clearly understood assessment plan that includes formative, progress monitoring, summative and diagnostic measures to guide instruction and make informed decisions about the needs of students and educators. Assessment can be defined as "the process of collecting data for the purpose of making decisions."[1] Data from well-designed reading assessments assist schools with pinpointing student needs and identifying and differentiating professional development for teachers, in order to make decisions about core and intervention programs and monitor reading implementation. Assessment data assists LEAs and school leadership to plan professional development, allocate coaching time, identify students who need frequent progress monitoring, and make resource distribution decisions. Indeed, districts and schools using assessment data for these purposes recognize the power of data-driven instruction.

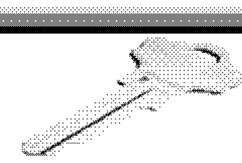
The term "reading assessment," as used in the framework, refers to measures that are conducted systematically and in a standardized manner. These assessments are in contrast to the other informal, ongoing, instruction-embedded assessments that are part of the daily practice of teaching. When teachers ask questions, monitor student responses during small-group and whole-class instruction, or listen in as students collaborate, they are, in fact, also assessing students in order to make informed instructional decisions. These informal monitoring processes are vital to intentional teaching. However, for the purposes of this framework, we are focusing on systematic, standardized assessments.

[1] Salvia & Ysseldyke, 2001

Aligning K–6 Reading Goals and Assessment

A comprehensive assessment structure is the foundation of a successful K–6 reading system.[2] The school's assessment plan should be overtly linked to student proficiency with grade-level reading and the formative reading goals tied to phonemic awareness, phonics, fluency, vocabulary, and comprehension (see the Reading Goals section). A system of assessment and progress monitoring must begin in kindergarten and continue through the grades. While the standardized state tests (ISTEP+ and IREAD-3) are first administered at the end of grade 3, formative measures must begin in grades K–2.[3] Summative assessments for Grades K-2 will begin in the Spring of 2012. These end-of-the-year assessments will not be mandatory, but are highly suggested and will provide guidance to parents and teachers about a child's developmental reading progress.

The specific reading skills assessed in the early grades serve as the foundation for comprehension of grade-level content. Research on the prevention and early remediation of reading problems compels schools to implement early reading assessments that have demonstrated strong predictive value.[4] Early identification of both student reading problems and school-wide reading challenges allow for prompt intervention. Scientifically-based research studies have demonstrated the value of regular and ongoing assessment to ensure students remain on track.[5] The following table summarizes findings that make the case for an assessment plan that includes



Key Terms

Reliable: A dependable, consistent measurement of a specific trait or measurement.

Valid: An assessment that accurately measures the identified trait or ability.

[2] Consortium on Reading Excellence, 2008; Kamil et al., 2008; No Child Left Behind, 2002; Torgesen & Miller, 2009; Florida Center on Reading Research, http://www.fcrr.org/assessmentReadingFirst.shtm
[3] Gersten et al., 2009
[4] Torgesen, American Federation of Teachers, 1998
[5] Fuchs & Fuchs, 1999; Shinn, 1998

reliable and valid measures in grades K–3, as well as ongoing screening and monitoring measures for upper elementary grades.

Why Use Early Reading Assessments?
1. Patterns of reading development form early and remain static unless interventions occur, which are usually more expensive than prevention.[6]
2. Without intense and often costly intervention, struggling readers do not catch up to their peers. In fact, the gap between strong and weak readers grows.[7]
3. Reading interventions that do not begin until grade 3 or later are less successful and less cost-effective.[8]

Assessment Purposes

A school's Reading Plan should include assessments that address five main purposes:

1. *identify* and *screen* students at the beginning of the year to determine who may be at risk for reading difficulties
2. *monitor* student progress to determine whether students are making adequate progress toward preset goals
3. *diagnose* specific skill needs that may warrant a more intensified and individualized intervention when a student is not making sufficient progress despite targeted core instruction and intervention
4. determine through *summative* measures whether students are reading with sufficient proficiency to meet grade-level reading goals and whether the collective grade and/or school achievement indicates overall program effectiveness

[6] Torgesen, 1998, 2000, 2001
[7] Torgesen, 2000, 2001; Juel 1988; Clay,1983
[8] Torgesen, 2000, 2001; National Research Council, 1998; Good, Simmons, & Kame'enui, 2001; Torgesen & Miller, 2009

5. *monitor* through *curriculum-embedded and standards-based progress-monitoring assessments* the extent to which students are learning the skills and content they are taught in their specific curriculum to determine effectiveness and identify school, grade, or teacher support and professional development needs

It is often true that a school may use a particular assessment measure for more than one purpose. When used at different points in time, certain measures can screen students, monitor progress, and determine whether students have met important formative outcomes. The next section explores each of the specific assessments that should be in a school's Reading Plan.

Screening Measures

Screening tests provide information about the knowledge and skill base of a student. They should be quick and repeatable so that they may be used efficiently. They can determine the most important instructional starting point, guide instructional grouping and placement decisions, and identify students who need more in-depth assessment. Screening measures involve all children and are usually administered at set benchmark points, typically the beginning, middle, and end of a school year or unit in a core program. Screening tests serve to identify students at risk of reading failure, students on track to meet grade-level goals, and students above grade level. Students who are well below grade-level expectations are deemed "high risk" and will require greater instructional support than students who are determined to be "low risk." The level of risk determines the intensity and type of support students may need:

- **Low risk**: Provide grade-level support and instruction with appropriate in-class differentiated instruction for students who are reading at or above grade level.
- **Some or moderate risk**: Provide moderate additional support and intervention for students somewhat below grade-level expectations.

- **High risk**: Provide added and intensified support for students substantially below grade-level expectations.

Screening represents the first entry point into subsequent tiers of instruction and intervention. Screening can be done more than once and serves three important purposes:

1. identify students in need of further, more in-depth assessment and possible movement to Tier 2 and more intensified instruction;
2. provide feedback about class and school performance to help school leadership identify when individual teachers or groups of teachers might need added support;
3. identify students who slip through earlier screening but are then identified at later points in their school careers.[9]

DIBELS and English Learners

DIBELS have been used appropriately with English learners for assessing and monitoring progress in acquisition of early reading skills. However, decisions to administer DIBELS should be consistent with the students' Individual Learning Plans, and teachers should consider the students' English proficiency levels when interpreting the data.

In the primary grades, screening tests should measure phonemic awareness, phonics, fluency, vocabulary, and comprehension. Presently, the mCLASS®: Reading 3D• system, which includes DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text Reading Comprehension), is used to screen K–2 students and to monitor progress.[10] DIBELS are a series of short tests that screen and monitor the early literacy skills of phonemic awareness, letter names, phonics, and oral reading fluency. Text Reading Comprehension

[9] National Center on Response to Intervention. http://www.rti4success.org/index.php?option=com_content&task=view&id=613&Itemid=2
[10] Haager & Windmueller, 2001

screens print concepts and comprehension. In grade 3-6, screening measures may start with oral reading fluency and comprehension or with the careful analysis of reading results from ISTEP+ and IREAD-3. Screening should occur at least three times a year in the elementary grades, ideally beginning within the first month of school. The following charts show the skills to be used as screeners at different levels according to Indiana's mCLASS®: Reading 3D• Alignment Guide for Grades K–2 and based on DIBELS formative assessment measures for grade 3.

ALL MEASURES and Time of Year (TOY)

DIBELS 6								
Grade Level and Time of Year		Initial Sound Fluency (ISF)	Letter Naming Fluency (LNF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)	Oral Reading Fluency (ORF)	Retell Fluency (RTF)	Word Use Fluency (WUF)
Kindergarten	Fall	Required	Required	N/A	N/A	N/A	N/A	Optional
	Winter	Required	Required	Required	Required	N/A	N/A	Optional
	Spring	N/A	Required	Required	Required	N/A	N/A	Optional
Grade 1	Fall	N/A	N/A	Required	Required	N/A	N/A	Optional
	Winter	N/A	N/A	Required	Required	Required	Optional	Optional
	Spring	N/A	N/A	Required	Required	Required	Optional	Optional
Grade 2	Fall	N/A	N/A	N/A	Required	Required	Optional	Optional
	Winter	N/A	N/A	N/A	N/A	Required	Optional	Optional
	Spring	N/A	N/A	N/A	N/A	Required	Optional	Optional
Grade 3	Fall	N/A	N/A	N/A	N/A	Required	N/A	N/A
	Winter	N/A	N/A	N/A	N/A	Required	N/A	N/A
	Spring	N/A	N/A	N/A	N/A	Required	N/A	N/A

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TRC						
All Grade Levels K-2	**Knowledge of Print**		**Reading Record**	**Oral Comprehension**	**Written Comprehension**	**Word Recognition (WR)**
	Print Concepts	**Reading Behaviors**				
Fall	Required	Required	Required	*Required (level I and above)*	*Required (level M and above)*	Optional
Winter	Required	Required	Required	*Required (level I and above)*	*Required (level M and above)*	Optional
Spring	Required	Required	Required	*Required (level I and above)*	*Required (level M and above)*	Optional

The chart that follows shows target DIBELS scores in three categories: high risk, some risk, and low risk. The targets for K–2 can be found in Indiana's mCLASS: Reading 3D Alignment Guide.

DIBELS 6																	
Grade Level and Time of Year		**Initial Sound Fluency (ISF)**			**Letter Naming Fluency (LNF)**			**Phoneme Segmentation Fluency (PSF)**			**Nonsense Word Fluency (NWF)**			**Oral Reading Fluency (ORF)**		
Kindergarten	**Fall**	High Risk 0-3	Some Risk 4-7	Low Risk 8+	High Risk 0-1	Some Risk 2-7	Low Risk 8+	N/A			N/A			N/A		
	Winter	0-9	10-24	25+	0-14	15-26	27+	High Risk 0-6	Some Risk 7-17	Low Risk 18+	High Risk 0-4	Some Risk 5-12	Low Risk 13+	N/A		
	Spring	N/A			0-28	29-39	40+	0-9	10-34	35+	0-14	15-24	25+	N/A		
Grade 1	**Fall**	N/A			0-24	25-36	37+	0-9	10-34	35+	0-12	13-23	24+	N/A		
	Winter	N/A			N/A			0-9	10-34	35+	0-29	30-49	50+	High Risk 0-7	Some Risk 8-19	Low Risk 20+
	Spring	N/A			N/A			0-9	10-34	35+	0-29	30-49	50+	0-19	20-39	40+
Grade 2	**Fall**	N/A			N/A			N/A			0-29	30-49	50+	0-25	26-43	44+
	Winter	N/A			N/A			N/A			N/A			0-51	52-67	68+
	Spring	N/A			N/A			N/A			N/A			0-69	70-89	90+
Grade 3	**Fall**	N/A			N/A			N/A			N/A			0-52	53-76	77+
	Winter	N/A			N/A			N/A			N/A			0-66	67-91	92+
	Spring	N/A			N/A			N/A			N/A			0-79	80-109	110+

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In addition to the DIBELS targets, the following chart shows target scores for Text Reading Comprehension for grades K–2.

		Guided Reading Levels			
Grades and Times of Year Administered		**Far Below Proficient**	**Below Proficient**	**Proficient**	**Above Proficient**
Grade K	BOY	All students assessed are proficient.			
	MOY	All students assessed are proficient.			
	EOY	N/A	A or Below	B	C or Above
Grade 1	BOY	N/A	A or Below	B	C or Above
	MOY	B or Below	C, D	E, F, G	H or Above
	EOY	E or Below	F, G, H	I, J	K or Above
Grade 2	BOY	E or Below	F, G, H	I, J	K or Above
	MOY	H or Below	I , J	K, L	M or Above
	EOY	J or Below	K	L	M or Above

The screening assessment measures like DIBELS have been shown to be important predictors of potential reading difficulty and are easy to use.[11] While it is essential that students in grades 1–3 have strong phonics skills, by first assessing general reading ability, which is what a timed oral reading fluency test measures, it is possible to reduce unnecessary testing for many students (see the following box for an explanation of the CBM Oral Reading Fluency).[12] This is because students who perform at grade-level targets on standardized oral reading fluency CBMs are generally presumed to have the necessary decoding skills. It is only when students do not perform as they are expected to on an oral reading measure that further screening of phonics or phonemic awareness is necessary.

[11] Adams, 1990; O'Connor & Jenkins, 1999; Spector, 1992; National Center on RtI, 2009
[12] Shinn, 2010

Timed Oral Reading Fluency: What It Really Measures

Educators are often misinformed about the CBM referred to as Oral Reading Fluency. While a test of oral reading fluency measures how fast a student reads, it is intended to serve as a test of general reading ability. This characteristic makes a test of oral reading fluency similar to that of an informal reading inventory, as the teacher can listen to a student and determine through timing and tracking word accuracy how well the student actually reads, providing information not about reading faster but about reading better. This is especially true if the teacher also attends to a student's expression while reading. Although a test of oral reading fluency will not directly measure reading comprehension ability, being able to read text accurately and with adequate speed is a necessary, but not sufficient, precondition for reading comprehension, and low scores on a timed oral reading measure warn of likely comprehension difficulty.

In grades 3-8 both the Predictive and the Diagnostic Acuity assessments can be used as screeners because of their alignment to the Indiana Academic Standards and ISTEP+. These measures address reading comprehension more directly than do present CBMs such as in DIBELS. Acuity predictive tests are administered three times a year, while the diagnostic tests are administered four times a year. A maze CBM reading assessment procedure and a timed oral reading measure are also useful next-step screeners for older students who exhibit inadequate comprehension on the Acuity Predictive or Diagnostic tests or on ISTEP+. A maze comprehension measure, unlike a standard oral reading measure, is able to gauge whether students sufficiently understand a text passage to be able to select appropriate vocabulary words that have been systematically omitted from a given passage. The maze passage assessment requires students to read with sufficient fluency and understanding so that they can effectively use the context and content of a passage to be able to select the correct missing words. Maze procedures are most effective when coupled with a timed oral reading measure.[13] While an oral reading test is not a direct measure of reading comprehension, it is a general measure of reading ability that is correlated with comprehension. A major study on oral reading fluency conducted in 1995 by NAEP confirmed the high correlation between reading fluency and

[13] Torgesen, 2009

reading comprehension.[14] This correlation was confirmed again by a study in Florida.[15] The reason for this close correlation is the impact of fluency and automatic word recognition on cognitive resources. If readers continue to spend time decoding words, they are devoting too much of their cognitive resources to word analysis instead of comprehension.[16] Some researchers caution, however, that a focus on fluency may detract from using good comprehension strategies such as rereading or summarizing.[17] Also, some students may read with sufficient fluency but still have difficulty comprehending text. While research indicates this is rare, by combining a reading fluency test and a maze test, it will be relatively easy to identify these students.[18] The following table shows DIBELS Oral Reading Fluency targets in the upper grades.

GRADE	Times Administered	High Risk	Some/ Moderate Risk	Low Risk
4	Early (fall)	0-70	71-92	93 and above
	Middle (winter)	0-82	83-104	105 and above
	Late (spring)	0-95	96-117	118 and above
5	Early (fall)	0-80	81-103	104 and above
	Middle (winter)	0-93	94-114	115 and above
	Late (spring)	0-102	103-123	124 and above
6	Early (fall)	0-82	83-108	109 and above
	Middle (winter)	0-98	99-119	120 and above
	Late (spring)	0-103	104-124	125 and above

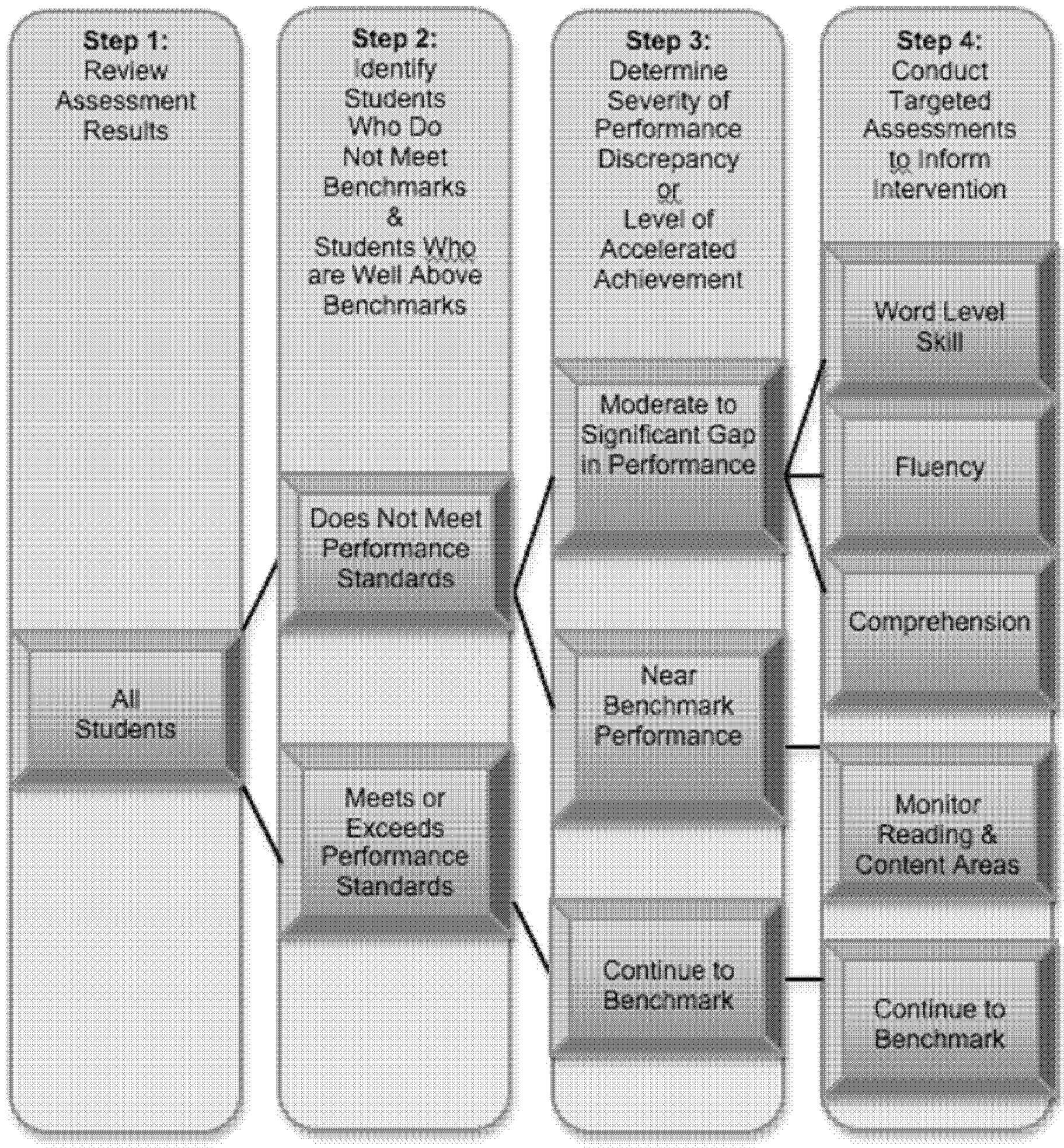
[14] U.S. Department of Education, 1995
[15] Torgesen, 2002
[16] National Institute for Literacy, http://www.nifl.gov/readingprofiles/MC_Oral_Reading_Rate.htm
[17] Samuels, 2007
[18] Shin, Deno, & Espin, 2000; Torgesen, 2009; Johnson & Pool, RtI Action Network; Stanovich, 1986

Using Screening Data

Collecting data is not enough; it must be used. To be useful, data needs to be promptly accessible. Soon after the completion of screening assessments, including Acuity Predictive or Diagnostic tests, reports can be printed for staff. Grade-level team members, armed with the data, should meet after each school-wide screening. The teams should use the information to make decisions about instructional grouping, to determine placement in intervention or acceleration classes or groups, to plan school-wide or grade-specific professional development, and to identify programmatic needs. Screening data not only provides valuable information for students at risk of reading difficulty, but also alerts teachers to students who demonstrate above grade-level skills and who may be further screened for specialized placements, such as high ability students. One such measure is SAGES-2, published by PRO-ED. This test assesses aptitude and achievement and requires special administration qualifications. The Gifted and Talented Evaluation Scales (GATES), also published by PRO-ED, is another instrument that assesses the characteristics, skills, and talents of gifted students. The following flowchart provides a suggested decision-making approach for the screening process. [19]

[19] Johnson & Pool, RtI Action Network

Screening Assessment Decision-Making Flowchart



Progress Monitoring

To be effective, instruction must be responsive to student needs. This means knowing students' challenges and building on their strengths in a timely manner. Ongoing and continuous progress monitoring enables teachers to determine whether students are demonstrating critical skills and making adequate progress toward grade-level goals. Progress-monitoring assessments should inform educators about the extent to which students are reaching important reading outcomes and specific skills, and the extent to which students are learning what they are being taught. Not all students are equally responsive to the instruction they are receiving. They may require instructional modifications. In addition, progress-monitoring assessments such as DIBELS measures, coupled with curriculum-embedded assessments (see the upcoming section on curriculum-embedded assessments) and standards-based periodic measures (Acuity for grades 3–8), may reveal patterns of student performance that indicate the need for specific professional development.

Progress monitoring assessments are similar to well-checks provided by doctors. They tell educators whether students are progressing on a positive trajectory to meet goals or whether they need intervention.

Continuous assessment is important to be sure students are on pace to meet end-of-year reading goals. Assessments should be administered as part of the regular instructional routine: weekly, biweekly, or monthly, depending upon the extent of student need.[20] Progress-monitoring assessments may be likened to the health-care "well-checks" pediatricians use to screen and monitor the growth and development of infants. Young children are weighed and measured regularly to determine if growth is progressing along typical developmental patterns. If growth rates are within the normal range, the doctor does not recommend interventions. When growth rates depart significantly from what is expected, the doctor may introduce dietary changes or medication. While these interventions

[20] Indiana's Response to Instruction (RtI) Guidance Document, 2010, p. 22

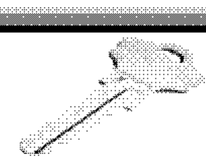
take place, monitoring becomes more frequent. This same model applies to teaching and learning.[21] Students who are reading below grade level need to accelerate their progress in order to "catch up." Consequently, regular and timely assessment assists teachers in making instructional changes sooner rather than later.

Frequency of progress monitoring depends upon the level of student risk. For students demonstrating low risk and making good progress toward grade-level goals, implementing screening/benchmarking assessments three times a year may be sufficient. However, for students demonstrating some or moderate risk for reading problems, assessing every two to four weeks is desirable. For students at high risk and significantly below expectations, assessing every one to two weeks is vital. In addition to these general recommendations, various commercial intervention programs contain built-in progress-monitoring tools. Assessment should follow the guidelines and timing of the specific intervention curriculum. The following table summarizes general timing recommendations for progress-monitoring assessments for students at all levels.

Level of Need/Risk	Skill Level	Frequency of Progress Monitoring[22]
Low risk	Meeting or exceeding grade-level goals	Screening only three times a year using formative or screening measures noted on the previous pages
Moderate risk	Somewhat below grade level; Tier 2 supplemental intervention	One to two times per month
High risk	Well below grade level; Tier 3 intensive intervention	Once a week or every two weeks

[21] Deno, 2009
[22] Indiana's Response to Instruction (RtI) Guidance Document, 2010, p. 22

Educators should have access to many efficient resources for progress monitoring that may be used repeatedly and as often as needed. A chart of progress-monitoring tools is available through the National Center on Response to Intervention. Two types of progress-monitoring assessments are important to have in a school's Assessment Plan: assessments for mastery monitoring (MM) and assessments for general outcome measurement (GOM). Mastery monitoring is based on testing small component reading skills, such as phonics elements and measuring progress until mastery. General outcome measures, such as oral reading fluency, measure the performance of students on a single task that can be repeatedly assessed to monitor changes in performance. DIBELS contains general outcome measures. If students do not perform successfully on these measures, more precise diagnostic testing is necessary. Once a student is receiving an intervention, assessments for mastery monitoring become important.



Key Terms

Mastery Monitoring:
A progress monitoring assessment that can be used to measure progress in attaining a small subskill of reading, such as specific phonics elements.

General Outcome Measure:
A broader single task, such as timed oral reading, that can show the change over time in achieving the desired outcome.

In both primary and upper grades, the specific progress-monitoring tools to be administered depend on the skill needs of the students. Three-times-a-year screening assessments are the first line of progress monitoring for *all* students.

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Validated Kindergarten Reading Progress-Monitoring Measures[23]

Because phoneme segmentation and letter-sound fluency are two measures that relate closely to skills children need to master reading, the data from these two measures provide guidance for the kindergarten teacher's instruction. DIBELS (see chart that follows) includes these and other measures of early reading skills.

DIBELS 6			
	What is it?	**When Administered**	**Advantages**
Initial Sound Fluency (ISF)	Tester says the words, then the student says the initial sounds of as many words as possible within one minute.	Fall and winter. Use to track progress every one to two weeks based on risk level.	Considered a better target of instruction than rapid letter naming because it relates more directly to what students need to master to learn to read.
Phoneme Segmentation Fluency (PSF)	Tester says the words, then the student says the constituent sounds of as many words as possible within one minute.	Winter and spring. Use to track progress every one to two weeks based on risk level.	Considered a better target of instruction than rapid letter naming.
Letter Naming Fluency (LNF)	Tester presents randomly ordered upper- and lowercase letters, then the student names as many as possible within one minute.	Fall, winter, and spring. Use to track progress every one to two weeks based on risk level.	Easy to administer compared to phoneme segmentation; therefore, accuracy of administration tends to be stronger.
Nonsense Word Fluency (NWF)	The student reads a page of consonant-vowel-consonant and some vowel-consonant nonwords and has one minute to read as many as possible.	Winter and spring. Use to track progress every one to two weeks based on risk level.	Easy to administer; therefore, accuracy of administration tends to be stronger. Also considered better target of instruction than rapid letter.

[23] Fuchs, RtI Action Network

Validated 1st Grade Reading Progress-Monitoring Measures[24]

Researchers have studied two different approaches to progress monitoring in grade 1. In one approach, students begin with screening on nonsense word fluency and then switch to passage reading fluency around January. DIBELS uses this same approach and includes a phoneme segmentation measure to ensure students maintain that skill. A second approach involves students reading for one minute from a page of 50 high-frequency words, as well as timed oral passage reading; the data from each measure are used to show progress toward established goals. The advantage of nonsense word fluency, however, is that it will help teachers identify the sounds students do not know. In both approaches, oral reading fluency is an important assessment used to track growth. The DIBELS assessment, used by some Indiana schools, include the following measures.

DIBELS 6			
	What is it?	**When Administered**	**Advantages**
Phoneme Segmentation Fluency (PSF)	The student produces verbally the individual phonemes for each word. The number of correct phonemes produced in one minute determines the final score.	Fall, winter, and spring. Used to track progress every one to two weeks based on risk level.	Relates directly to what students need to master to learn to read.
Nonsense Word Fluency (NWF)	The student is given VC and CVC nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sound or read the whole nonsense word. The final score is the number of letter-sounds produced correctly in one minute.	Fall, winter, and spring. Used to track progress every one to two weeks based on risk level.	Helps identify sounds students may not know and may be used as mastery monitoring if it includes all phonics elements for first grade. Cannot compare growth from fall to spring.
Oral Reading Fluency (ORF)	The student is presented with grade-level text and reads aloud for one minute while the tester marks errors.	Winter and spring. Used to track progress every one to two weeks based on risk level.	Easy to administer and growth can be tracked over time. Recommend for checking expression and intonation.

[24] Fuchs, RtI Action Network

Validated 2nd through 6th Grade Reading Progress-Monitoring Measures[25]

In grades 2 and 3, "reading fluency measures provide the strongest source of reading development information."[26] At grade 4 and above, however, research suggests that the validity of an oral reading fluency test may decrease. In fact, students in the upper grades generally only need to be monitored more frequently if they are not meeting grade-level targets and are receiving supplemental or intervention support. The Acuity Predictive and Diagnostic tests serve to monitor progress at preset, limited times. More frequent progress monitoring for older students should be determined by the specific skill needs of the students and the supplemental and intervention programs used. CBM Maze or a periodic comprehension measure may be a useful progress-monitoring tool starting in grade 4 for students below grade level because it directly taps into some aspects of comprehension.[27] For upper grade students, teachers may use oral reading fluency measures to monitor the progress of those students below grade level, and for students in grade 2, the DIBELS Nonsense Word Fluency Test may also be used to monitor progress. The following chart shows measurement resources for progress monitoring students in grades 2 and 3 and below grade-level students in grades 2–6. For grades 4–6, the oral fluency and maze measures would be necessary only for students demonstrating poor performance on other comprehension measures.

[25] Fuchs, RtI Action Network
[26] Fuchs & Fuchs, 1988
[27] Espin, 2006

	What is it?	When Administered	Advantages
Nonsense Word Fluency (NWF)	The student reads a page of phonetically regular nonwords and has one minute to read as many as possible.	Fall (for grade 2 only). Use to track progress every one to two weeks **only** if determined to be a skill gap.	Helps identify sounds students may not know and may be designed, for mastery monitoring if it includes all phonics elements and even multisyllabic words.
CBM Oral Reading Fluency	The student is presented with grade-level text and reads aloud for one minute while the tester marks errors.	Fall, winter, and spring (grades 2 and 3 only). This may be administered weekly or biweekly based on risk level. Useful to progress monitor older students who are below grade level.	Easy to administer and growth can be tracked over time.
CBM Maze[28]	The student is presented with a passage from which every seventh word has been deleted and replaced with three possible choices, only one of which truly makes sense. The student has three minutes to read and replace the blanks, and he or she is scored on the number of correct choices.	Fall, winter, and spring (grades 4–6 for students receiving intervention). This may be used more frequently to monitor progress in students in intervention programs.	CBM Maze has demonstrated strong reliability and is best coupled with CBM Oral Reading Fluency.

The DIBELS assessments include the types of progress-monitoring measures just noted with the exception of CBM Maze. Other resources are available through the RtI Action Network and easyCBM.

Using Progress-Monitoring Data

For progress-monitoring assessments to be useful, the data must be promptly available to teachers. The assessments themselves should be easy to administer in order to minimize the loss of instructional time. Because progress-monitoring assessments must be given frequently to high-risk students, teachers

[28] Espin, 2006

need access to alternate forms of the same difficulty level to track student performance growth on a set scale. As soon as data is available, teachers should analyze the information to determine if students require a change in instruction. To determine if students are correctly placed, need more intensive intervention, or are able to be successful in core instruction without further supports, a school should set growth targets to use for making decisions. As an example, the following table shows suggested growth rates on Oral Reading Fluency CBM that can be used to establish decision rules.[29]

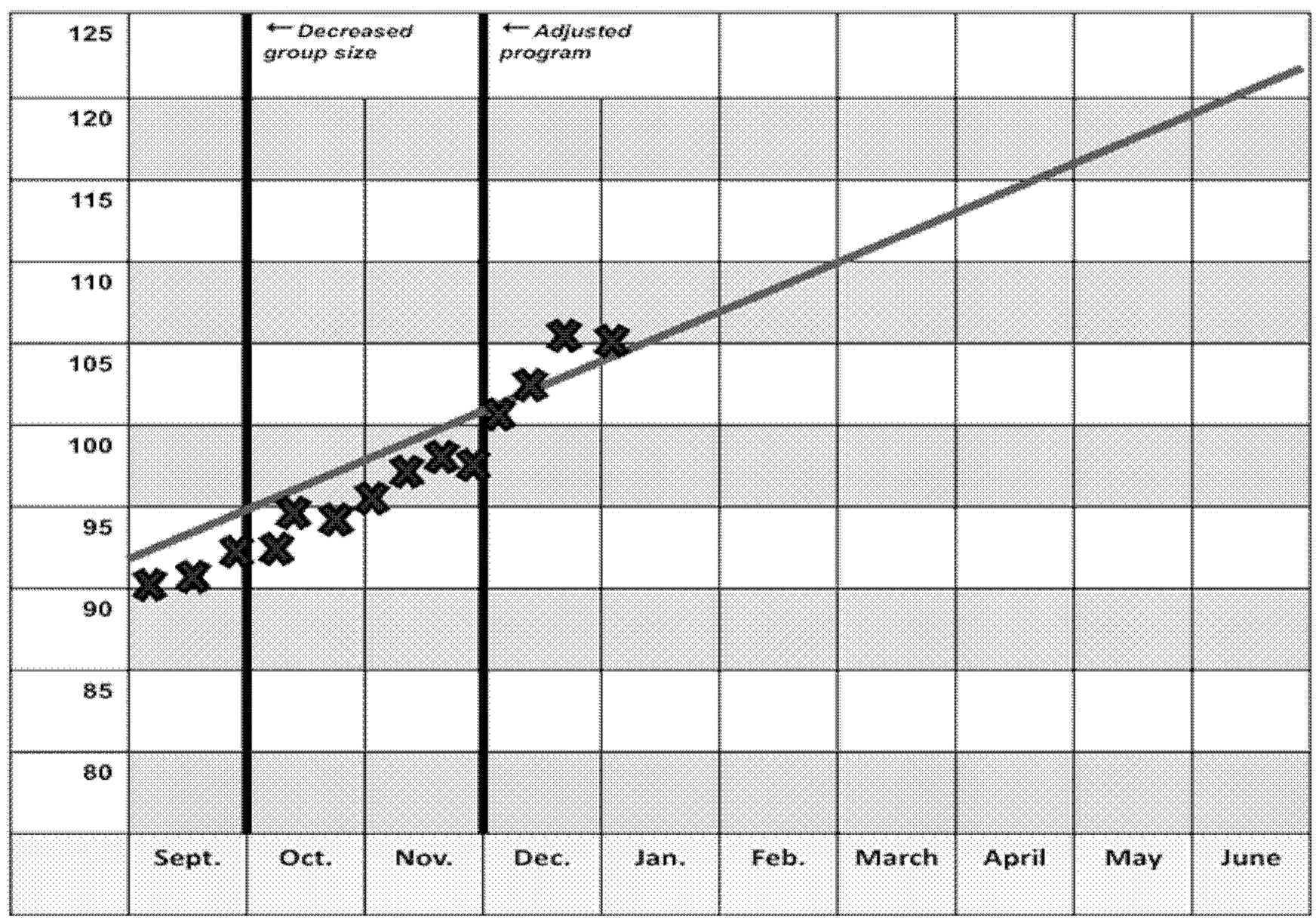
Grade	Reasonable Words Correct per Week Growth Rates	Ambitious Words Correct per Week Growth Rates
1	2 words correct per week	3 words correct per week
2	1.5 words correct per week	2–3 words correct per week
3	1 word correct per week	1.5–3 words correct per week
4	.85–1 words correct per week	1.5–3 words correct per week
5	.5–1 words correct per week	1.5–3 words correct per week
6	.3–1 words correct per week	1.5–3 words correct per week

Developing readers increase their number of words read correctly every year while in elementary school. The largest growth occurs in grade 1, while students in the upper grades typically make less growth. Once growth rates are understood, teachers can monitor student progress in relation to an expected rate of growth on an aimline graph (see example that follows). After selecting a weekly improvement target (e.g., 1.5 WRC improvement per week), teachers compute an aimline using this formula: goal = (number of weeks of instruction x rate of improvement) + baseline median. Teachers then plot this information onto the student's aimline chart, beginning at the baseline and continuing to the goal throughout the period of instruction. Various online systems are available for

[29] Fuchs, Fuchs, Hamlet, Walz, & Germann, 1993

teachers to plot this information, including DIBELS, AIMSweb, Edcheckup, and easyCBM. Another useful resource is the University of Washington CBM-R Growth Calculator available at http://www.fluentreader.org/calc.html.

As illustrated in the graph below, the line represents the student's expected rate of growth using normal growth rates and established targets. The line begins prior to intervention and continues to the point at which the goal should be met. The student is then monitored frequently, and when a number of specific predetermined data points fall below the aimline, an instructional change is necessary. A general rule of thumb is that three to six consecutive data points below the aimline warrant an instructional change. When a change occurs a vertical line notes the change point. In the following example, the student's intervention plan changed in November, resulting in consistent progress.



Curriculum-Embedded Assessments and Standards-Based Progress Monitoring

In addition to standardized progress-monitoring measures such as those in DIBELS, it is also important to use the curriculum-embedded assessments that accompany most core and intervention programs and any standards-based formative or predictive measures aligned to state standards.[30] These assessments can provide useful information to help teachers determine the degree to which students are actually learning what has been taught, whether students require reteaching, or even whether teachers may benefit from further professional development with identified curriculum components in order to get better results. Most commercial programs contain four useful curriculum-embedded assessments:

- ☑ Core program inventory
- ☑ Core program unit or theme skill tests
- ☑ Core intervention program mastery tests
- ☑ Placement tests

Core program inventory samples a broad range of skills on a certain reading component, such as phonics or comprehension. Teachers then use information from these assessments to design small-group instruction using the core, supplemental, extension or intervention materials.

Core program unit or theme skill tests are useful to assess students on the skills they have been recently taught in that section of the program and on previous sections. Teachers then can use this information to identify any content that should be reviewed for the whole class, for small groups, or for individuals. Grade-level teams can use the information from these tests to determine whether individual teachers or entire grades are having difficulty with certain program content and can work collaboratively, assisting each other to improve instruction.

[30] For grades 3–8, Indiana has used CTB Acuity.

Intervention program mastery tests gauge whether or not students reach a designated performance standard before advancing in the curriculum. Teachers can use information from these assessments to determine whether students are ready to move on, are in need of repeated practice, or would benefit from reteaching of prior lessons. Many intervention programs provide specific steps to take based on student performance on the mastery tests. These tests can help teachers determine student placement within the intervention.

Placement tests are used by teachers to assess student strengths and weaknesses in relation to the skills taught in the program. Although placement tests provide a starting point, mastery tests will refine the placement decision.

Acuity Predictive and Diagnostic Assessments

In addition to the assessments noted previously, Indiana uses Acuity assessments that are directly aligned to the Indiana Academic Standards. The Predictive version of Acuity serves as an indicator of expected student performance on ISTEP+. When administered in advance of ISTEP+ the assessment data provides information that will enable a teacher to make informed instructional decisions. Acuity Diagnostic tests, which are administered more frequently, provide detailed information aligned to the standards to enable a teacher to pinpoint areas requiring greater instructional emphasis. Acuity Predictive assessments in grades 3-8 include open-ended items that can be scored locally. Additional assessments should also be used to monitor students' attainment of performance-based standards.

Diagnostic Assessment

Some students will continue to struggle even after receiving intervention and additional support. If students continue to fall behind, as demonstrated on two to three consecutive weekly progress-monitoring assessments, they will have great difficulty ever catching up. For these students, more precise diagnostic measures, usually commercially designed, will pinpoint specific difficulties.

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Administration of a formal, standardized diagnostic assessment serves two fundamental purposes. First, it will help teachers understand underlying causes of poor reading performance, and second, it will help teachers understand a student's instructional needs. A formal diagnostic assessment will help teachers know whether a specific disability is present and is inhibiting progress. Formal diagnostic measures are designed to ensure technical adequacy, which is necessary to determine the presence of a disability. The most useful purpose of diagnostic assessment is to pinpoint areas of strength and weakness and to design instruction that addresses the student's instructional needs. If the student has a disability, the instruction is usually developed in the context of special education; more often, the diagnostic assessments will help the general education teacher design supplemental or even more intensive interventions with the goal of catching these students up. Formal diagnostic assessments are intended for use only when students demonstrate continued poor progress despite interventions implemented with fidelity. Informal specific skill measures and those noted previously under progress monitoring and curriculum-embedded assessments may be sufficient to plan instruction for most students.

If students are at or above grade level or making adequate progress to meet goals, formal diagnostic tests are unnecessary. Since these tests are lengthy and time consuming, administering them without an indicated need is a poor use of limited school resources. Since the results of formal diagnostic tests are to be used to provide highly specialized and intensive interventions, the goal is to administer these tests only to those students who are truly not responding to previously implemented, targeted interventions. For most students, screening and progress-monitoring tests, coupled with specific curriculum-embedded assessments, will be sufficient to enable teachers to carefully implement supplemental instruction or intensive tiers of instructional intervention. The following chart lists a set of diagnostic measures reviewed by the Florida Center for Reading Research.

Diagnostic Measures

Diagnostic	Grade Range		Administration		
	K–3	4–6	Individual	Group	Time
(CTOPP) Comprehensive Test of Phonological Processing	**PreK–3**	**All**	**X**		**30 min.**
(DAR) Diagnostic Assessment of Reading, 2nd ed.	**K–3**	**All**	**X**		**20–30 min.**
(EVT) Expressive Vocabulary Test	**K–3**	**All**	**X**		**15 min.**
Fox in a Box	**K–2**		**X**		**30 min.**
(GMRT) Gates-MacGinitie Reading Test, 3rd ed.	**PreK–3**	**All**	**X**	**X**	**55–105 min.**
(GORT-4) Gray Oral Reading Test-4	**1–3**	**All**	**X**		**20–30 min.**
(GRADE) Group Reading Assessment & Diagnostic Evaluation	**PreK–3**	**All**	**X**	**X**	**45–90 min.**
(PPVT-III) Peabody Picture Vocabulary Test – III	**PreK–3**	**All**	**X**		**12 min.**
(SDRT) Stanford Diagnostic Reading Test, 4th ed.	**1–3**	**All**		**X**	**100 min.**
(TPRI) Texas Primary Reading Inventory	**K–2**		**X**		
(WDRB) Woodcock Diagnostic Reading Battery	**K–3**	**All**	**X**		**50–60 min.**
(WRMT) Woodcock Reading Mastery Test	**K–3**	**All**	**X**		**10–30 min.**

Summative or Outcome Assessments

Presently ISTEP+ serves as the only statewide outcome measurement for elementary students. ISTEP+ provides a composite score for English/language arts and writing. Beginning in Spring 2012, IREAD-3 will measure Indiana Academic Standards 1, 2, and 3 and will align with Common Core State Standards Reading Foundational Skills, Reading Literature, and Reading Informational Text as those standards are fully implemented.

Comprehensive Reading Assessment Plan

Each school should have a comprehensive assessment plan aligned to Indiana's plan for Response to Instruction that identifies the assessment measures the school will use to guide instructional decisions about screening, progress monitoring, diagnosing specific instructional needs, meeting summative outcomes, as well as to determine overall program effectiveness.[31] The following table displays the essential purposes of reading assessments, their key features, the students to whom they apply, and the important questions that are addressed by each assessment purpose.[32]

Purposes and Features of Reading Assessments			
Purpose	**Educational Question**	**Key Features**	**Who is assessed?**
Screening	Is the student at risk of reading problems?	Brief; predictive of reading outcomes	All students (usually 3 times a year)
Progress Monitoring	Is the student making sufficient progress toward reading goals?	Brief; alternate forms for multiple administrations and sensitive to small changes over time	Students not meeting reading expectations and in interventions
Curriculum-Embedded Assessments	Are most students learning what is being taught? Do teachers need assistance with selected program components in order to improve student responses?	Directly from the core or intervention curriculum; measure of content taught in specific segments of the curriculum	All students in those programs based on program guidelines
Diagnosing Instructional Needs	What specific instructional need does a student have that will improve his/her rate of progress toward reading goals?	Provides in-depth instructional profile	Students who are not making adequate progress despite interventions
Summative Evaluation	Is the student reading at grade level and meeting standards? Is our instruction and/or is the program appropriate?	Comprehensive measure of overall reading proficiency and school performance	All students

[31] Torgesen & Miller, 2009
[32] Adapted from the Oregon K–12 Literacy Framework, 2010

Some assessments may be used for multiple purposes. For example, an early literacy indicator, such as Phoneme Segmentation Fluency, is used for both screening and progress monitoring. ISTEP+ provides summative data at the end of a year, and that data may also serve as initial screening for the beginning of the subsequent year. The Reading Plan (described in the "Commitment" section) will include the assessments used by a school to address the Educational Questions presented in the table on the previous page.

Collecting Reliable and Valid Data

Assessments must be reliable, valid, and useful for the intended purposes. A *reliable* assessment means that the data obtained will be similar regardless of the number of testing times, number of testing settings, use of different versions, or testing by different examiners. If an assessment is not reliable, it cannot be *valid*. A valid assessment measures what it is intended or designed to measure, for example, an oral reading fluency test measures rate and accuracy of oral reading. Information about the reliability and validity of an assessment is usually available in the test manual. The Florida Center for Reading Research and the National Center on Student Progress Monitoring are useful sources to evaluate the reliability and validity of assessment measures.

In order to ensure accuracy of assessment data, all individuals responsible for completing the assessments need to have been appropriately trained. LEAs may use carefully trained school teams to complete screening assessments. Designated teams trained to administer all screening tests can do so efficiently and accurately. In fact, many schools avoid having teachers screen or give summative tests to their own students in order to avoid questions about the data's accuracy. However, with adequate preparation and practice, teachers also can effectively and efficiently administer assessments.

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The Oregon Department of Education has identified six strategies for ensuring the quality of data collection.[33]

Six Strategies for Ensuring the Quality of Data Collection

1. Provide high-quality professional development on the administration and scoring of reading assessments.
2. Provide brief "refresher" trainings for teachers and staff who conduct reading assessments.
3. Have an assessment expert "shadow score" alongside individuals collecting assessment data. The expert can provide feedback to the tester on the standardized administration and scoring procedures and efficient and effective administration.
4. Conduct a retrospective check of scoring accuracy. After all testing is completed, choose a random sample of the tests (approximately 20%) and check scoring according to the guidelines. If scoring errors are identified in more than 10% of the booklets, re-check all of the booklets.
5. Conduct a retrospective check of the data entry of a random sample of scores. If errors in data entry were made in more than 10% of the scores, re-check all data entries.
6. Retest a random sample of students (i.e., approximately 10%) and look for significant score discrepancies.

Using Data to Guide Instructional Decisions

Assessment data will be used to make instructional decisions for individual students and to inform a school's entire system of reading instruction. First, data is used to make decisions about an individual student. For example, screening data may identify a student at risk for reading difficulty and lead to an immediate plan for extra support within the classroom. Progress-monitoring data is used to indicate whether a student is making adequate progress toward a goal, and if any instructional changes are necessary. Second, student assessment data assists

[33] Oregon K-12 Literacy Framework, 2010

the school in making decisions about its system of reading instruction, the quality of teaching, the quality of the materials used, and the need for professional development.

The basic idea is simple. When only a few students are experiencing difficulty and demonstrating insufficient progress, the teachers can focus on ways to improve reading instruction to meet the specific needs of individual students. However, when many students are neither meeting established goals nor making adequate progress, it becomes critical for the school and teachers to consider the overall program and the support needed for teachers when developing a plan to increase reading performance. When grade-level teams examine data, patterns and trends may emerge that indicate many teachers are having difficulty with instruction of a specific skill. If so, the school leadership can tailor professional development and in-classroom support to address this need. It may be possible that only selected teachers are having more difficulty than others, and targeted assistance may be necessary to support such teachers.

When many students are struggling, whether in selected classrooms or throughout the school, it is important for the school to view this as a system-level issue and make decisions that will improve instruction for large numbers of students. When underlying system-level problems—for example, insufficient training on a new program—are addressed only on an individual student level, they will continually have to be addressed and will soon overwhelm school resources. By carefully analyzing data to determine whether underlying system-level issues are occurring and then addressing those alongside individual issues, schools will be able to simultaneously improve instruction while reducing the likelihood that more students may have reading difficulty. Schools will increase the odds that more students will become strong readers by addressing system-level needs swiftly. When the system is not overwhelmed by a large number of many below-grade-level students, those individual students still identified as at-risk can receive the targeted interventions they need.

Making Decisions for Individuals

The first step in making appropriate instructional decisions for individual students is to use the screening data to determine the student's reading level (e.g., reading at a level of proficiency to meet grade-level goals, met the identified formative goals, or performing well above grade level). If the student is performing below expectations, then the school identifies the necessary instructional support, sets data decision rules, and establishes a progress-monitoring plan (for example, a school may decide to monitor a student by using a particular assessment every week). Generally, instructional support and progress monitoring continue even when the student makes adequate progress. If the student is not making adequate progress, the school will need to fully analyze the situation and determine the reason for the lack of progress. The school should consider all three of these reasons when analyzing a student's lack of progress:

1. The *level of support* that is to be provided is not actually occurring. For example, if a grade 3 student was to have repeated oral reading fluency practice each day, but has not received such practice, then the support has not been provided.
2. The *quality of support* is not what the student needs to be successful. For example, the passages provided to a student for oral reading practice are too difficult.
3. The *level and quality of support are implemented as intended* and the student is still not making adequate progress. In this case an instructional change is needed.

When students continue to make insufficient progress despite the intended quality and level of support, the school will need to find ways to increase the intensity of the support provided. Implementation variables to consider include time of instruction, content, programs and materials, grouping

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for instruction, and coordination with others. The following table shows implementation variables that can be altered to increase instructional intensity.

Element	Specific Adjustments[34]				
	Less Intense →				More Intense
Instructional Time	Increase attendance.	Provide instruction daily.	Increase response opportunities.	Vary schedule of easy/hard tasks/skills.	Add a second instructional period (double dose).
Program Efficacy	Preteach components of core program.	Use extensions of core program.	Supplement core with appropriate materials.	Replace current core program.	Implement a specially designed program.
Program Implementa-tion	Model lesson delivery.	Monitor implementation frequently.	Provide coaching and ongoing support.	Provide additional professional development.	Vary program schedule.
Grouping for Instruction	Check group placement.	Reduce group size.	Increase teacher-led instruction.	Provide individual instruction.	Change instructor.
Coordination of Instruction	Clarify instructional priorities.	Establish concurrent reading periods.	Provide complementary reading instruction across periods.	Establish communication across instructors.	Meet frequently to examine progress.

Making System-Level Decisions

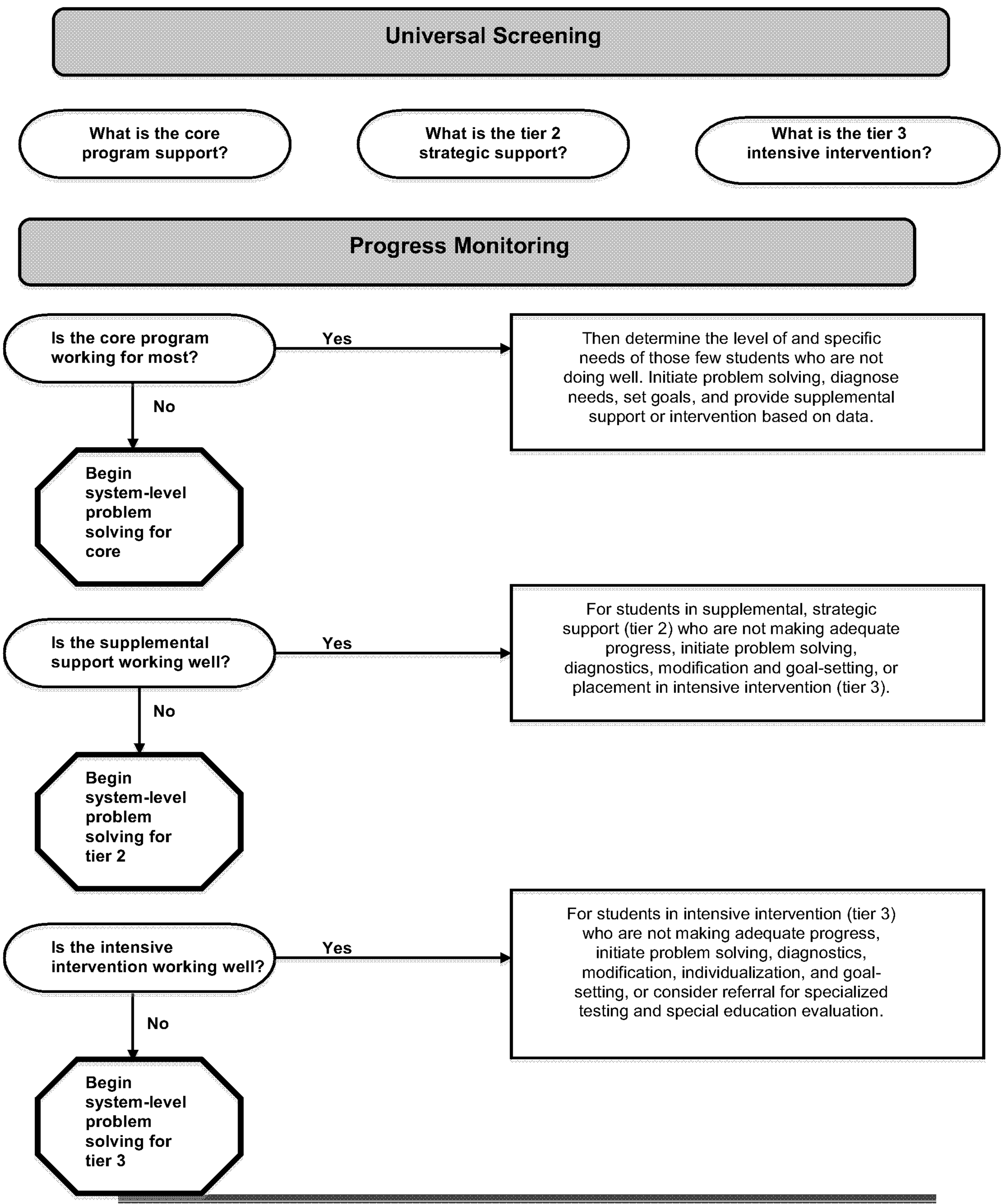
When it becomes evident that many students within certain classrooms or in the school as a whole are not meeting grade-level goals, the school should carefully examine its system of reading instruction. Data will assist the school staff to identify issues that need to be addressed. The first question to ask is the following: Is our system of reading instruction and support effective for at least 80% of students in our school? After careful examination of screening, progress monitoring, and summative data, the school might determine that reading instruction is highly effective, generally effective, or seriously ineffective. Based on the answer to the first question, the school should drill down more deeply to examine the system of reading instruction at *each grade level*, at *each level of*

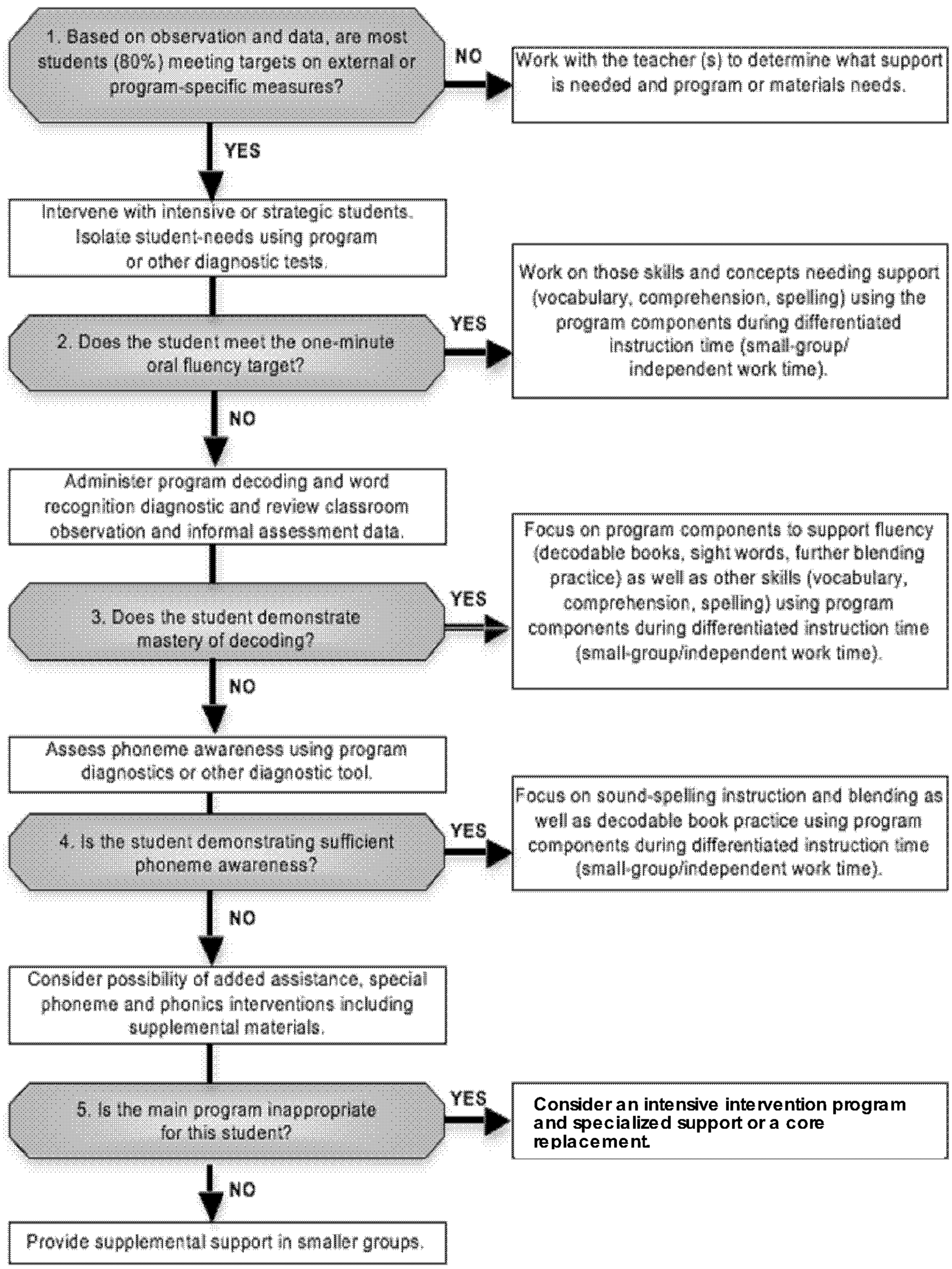
[34] Oregon K–12 Literacy Framework, 2010

instruction (at or above grade level, somewhat below grade level, and well below grade level), and for *specific groups of students* (English Learners, students with disabilities, students with high mobility, disadvantaged students or high-ability students).

After analyzing data, a school may determine that students who began the year at or above grade level exceeded grade-level expectations. However, this same school may determine that students who started the year below grade level did not make sufficient progress to reach reading goals. The school can then use an organized decision-making process chart that is focused on data to make instructional decisions about individuals and groups of students. Two decision-making charts follow, one for examining the system as a whole and the other for focusing on individual students.[35]

[35] First chart adapted from Fien, Oregon Reading First Center, 2007; second chart from Diamond, 2005


Universal Screening
What is the core program support?
What is the tier 2 strategic support?
What is the tier 3 intensive intervention?
Progress Monitoring
Is the core program working for most?
Yes
Then determine the level of and specific needs of those few students who are not doing well. Initiate problem solving, diagnose needs, set goals, and provide supplemental support or intervention based on data.
No
Begin system-level problem solving for core
Is the supplemental support working well?
Yes
For students in supplemental, strategic support (tier 2) who are not making adequate progress, initiate problem solving, diagnostics, modification and goal-setting, or placement in intensive intervention (tier 3).
No
Begin system-level problem solving for tier 2
Is the intensive intervention working well?
Yes
For students in intensive intervention (tier 3) who are not making adequate progress, initiate problem solving, diagnostics, modification, individualization, and goal-setting, or consider referral for specialized testing and special education evaluation.
No
Begin system-level problem solving for tier 3


Assessment-Driven Instruction: A Systems Approach
to determine the locus of intervention: the school, teachers, and/or the students
1. Based on observation and data, are most students (80%) meeting targets on external or program-specific measures?
NO
Work with the teacher (s) to determine what support is needed and program or materials needs.
YES
Intervene with intensive or strategic students. Isolate student-needs using program or other diagnostic tests.
2. Does the student meet the one-minute oral fluency target?
YES
Work on those skills and concepts needing support (vocabulary, comprehension, spelling) using the program components during differentiated instruction time (small-group/ independent work time).
NO
Administer program decoding and word recognition diagnostic and review classroom observation and informal assessment data.
3. Does the student demonstrate mastery of decoding?
YES
Focus on program components to support fluency (decodable books, sight words, further blending practice) as well as other skills (vocabulary, comprehension, spelling) using program components during differentiated instruction time (small-group/independent work time).
NO
Assess phoneme awareness using program diagnostics or other diagnostic tool.
4. Is the student demonstrating sufficient phoneme awareness?
YES
Focus on sound-spelling instruction and blending as well as decodable book practice using program components during differentiated instruction time (small-group/independent work time).
NO
Consider possibility of added assistance, special phoneme and phonics interventions including supplemental materials.
5. Is the main program inappropriate for this student?
YES
Consider an intensive intervention program and specialized support or a core replacement.
NO
Provide supplemental support in smaller groups.

Summary

A comprehensive assessment system, linked to formative reading goals and overall reading proficiency, is an essential component of a school's overall Reading Plan. An assessment system should serve five purposes: (1) screening, (2) monitoring student progress, (3) diagnosing specific causes of persistent reading difficulty and instructional needs, (4) evaluating overall reading performance, and (5) monitoring program and system effectiveness. Data from reading assessments should be used to make decisions about individual student instructional needs; the needs of groups of students; the quality and level of implementation of the core, supplemental, and intervention programs; and about teacher support and professional development needs. Schools should use reading assessment data to identify students who need added support and intensified progress monitoring and students who need high-ability curriculum, as well as teachers who would benefit from customized coaching time, and to determine if different materials are needed.

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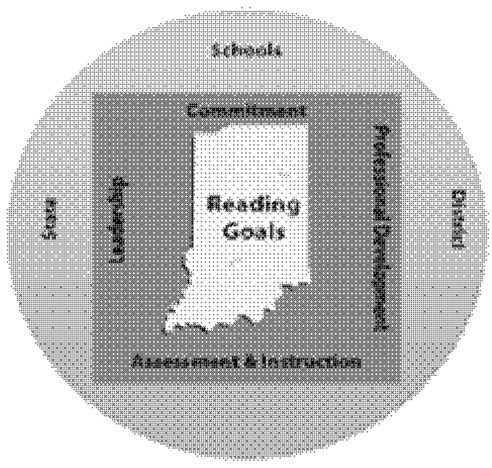

Indiana K-6 Reading Framework

PROFESSIONAL DEVELOPMENT

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools					★	

Guiding Principles:

- ☑ Leadership teams commit to and allocate time for educators to learn reading programs and improve instruction through individual and collaborative planning and reflection.
- ☑ Assessment data and the achievement of reading goals drive professional development.
- ☑ Professional development includes training and job-embedded support and is coordinated, ongoing, and multidimensional.
- ☑ Professional development is differentiated and targeted to meet needs and staff responsibilities.
- ☑ High quality professional development fosters a deep understanding of reading priorities and leads to effective implementation of proven practices.
- ☑ The Reading Plan should spell out the expected content, timing, and structure of professional development.

All professionals learn their crafts through training and practice. Ongoing professional development equips teachers with the knowledge and skills to effectively provide the instruction students need to become proficient readers. Effective professional development addresses both the theoretical knowledge of reading instruction as well as specific instructional delivery methods to ensure students are learning. The most valuable professional development results from careful analysis of student data to identify staff learning needs. The National Staff Development Council recommends "at least 25% of an educator's work time be devoted to learning and collaboration with colleagues."[1] Professional development does not only include workshops and conferences; in fact, high quality professional development is job-embedded, includes collaboration and study, grade level meetings, time to plan and reflect, data analysis sessions, and ongoing observations and coaching by experts and mentors to enable teachers to transfer new knowledge and skills to the classroom.[2] This section of the framework focuses on four principles of effective, high quality professional development.

Leadership Allocates Committed Time to Plan, Reflect Upon, and Improve Reading Instruction

Professional development involves much more than handing teachers reading manuals. As Louisa Moats notes, "Teaching Reading IS Rocket Science," and to develop the expertise necessary to ensure all students become proficient readers, teachers need sufficient, focused time to learn.[3] Not only is teaching reading complex, but the diverse needs and backgrounds of students make teaching even more challenging. Many professional development sources recommend ways to increase time for focused professional development, with the National Staff Development Council website[4] a useful starting place. Teachers need and deserve time before instruction to prepare and time after instruction to

[1] National Staff Development Council, 2001 (retrieved from http://www.nsdc.org/standards/resources.cfm)
[2] National Staff Development Council, 2009 (retrieved from http://www.nsdc.org/standfor/definition.cfm)
[3] Moats, 1999
[4] National Staff Development Council http://www.learningforward.org/index.cfm

determine effectiveness and refine their practices.[5] This type of planning and reflection time should be both individual and in collaboration with colleagues.

Regular grade level or team meetings provide a productive opportunity for collaborative lesson planning, data study and problem-solving for students who are not responding to core instruction. Schools can allocate portions of grade level meetings for professional development focused on enhancing program routines, practicing and getting feedback from colleagues on delivery, and planning future lessons. For example, a team may work together to practice a new routine for teaching students to decode multisyllabic words before the routine comes up in the core program. They may also collaborate on developing lists of important vocabulary words for upcoming units and creating student-friendly definitions to be used or researching brain-compatible strategies for teaching vocabulary.

Time for professional development can also come in the form of collaborating with an expert teacher or an administrator following regular, brief observations. Joyce and Showers found compelling evidence that classroom coaching is a vital component of effective professional development, bringing use and transfer rates of new skills and knowledge up to 95%.[6] Observation sessions can be as brief as five to ten minutes and still be useful. Longer observations and instructional feedback, including lesson modeling and co-teaching, are especially beneficial to novice teachers, teachers new to a particular curriculum, and for teachers who are not seeing sufficient student performance improvement. An expert teacher or administrator can each serve in a coaching capacity to observe student responses as teachers are teaching. This information, coupled with student data from program assessments or formative measures can be utilized to plan assistance for the teacher. Subsequent to the observation, a post conference provides the vehicle to identify necessary steps the teacher may take to improve instructional delivery and student mastery. For example, a coach may observe that a number of students are not responding correctly to blending lessons. The coach

[5] Gersten, Chard, & Baker, 2000
[6] Joyce & Showers, 2002; Neufeld & Roper, 2003; Sturtevant, 2003

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can then work with the teacher to model instruction, making sure students receive corrective feedback for inaccurate responses, or can practice with the teacher and then watch again as the teacher provides added modeling and guided practice. By assisting the teacher to analyze student responses and data, the coach will enable the teacher to become more reflective and be able to identify lesson components that need additional practice, require preteaching, or warrant reteaching.

In addition to professional developed focused on reading instruction, professional development can also target specific vocabulary and reading comprehension strategies to assist teachers in delivering social studies and science content. Grade level teams can collaborate to develop content-specific vocabulary instruction, and then coaches can focus on the extent to which students are learning to understand and use the vocabulary. This could include assisting teachers to engage students actively in processing the meanings of the words, using the words in speaking or using the words in writing tasks. Coaches and other observers can assist teachers through deep discussion about content taught and model strategies for students and teachers. In these ways professional development time centers on both reading instruction and content-specific instructional strategies.

Assessment Data and Reading Goals Drive Professional Development

For professional development to be meaningful, it should be driven by data and focused on ensuring students meet important reading goals.[7] If most students are meeting reading goals or are on track to meet formative and summative goals, professional development should focus on meeting the needs of the students who are not making progress or are below grade level. If student are not making progress, professional development needs to focus more generally on ways to improve instruction. In the former case, the need for instructional adjustments is limited and professional development can focus on ways to ensure continuous growth for all students, ways to differentiate for those not making progress, and

[7] National Association for State Boards of Education (NASBE), 2006

strategies to increase overall outcomes incrementally each year. In the second case, when many students are not meeting formative or summative goals, it is necessary to analyze the data carefully to determine what adjustments are needed and then provide professional development in the form of training and/or coaching to assist teachers in order to make those adjustments. For example, school data analysis may show that only 60% of students are meeting formative oral reading fluency targets in grades 3-6. This scenario indicates that grade-level teams need to carefully analyze data from other sources, such as prior grades, and plan together a potential school-wide approach. This would then be followed by professional development to support teachers with the approach.

Targeting Practices and Programs

Professional development for elementary school teachers should target both research-based practices and specific programs. For the reading block, professional development should focus on strong and faithful implementation of core, supplemental, and intervention programs adopted by the school, as well as how to provide explicit and effective reading instruction.[8] Too often teachers receive professional development on new programs that is limited; for example, they may only receive training from the publisher, focusing on initial program organization. Publisher professional development on reading programs and materials should be enhanced and deepened to ensure teachers develop a high level of expertise.[9]

In-depth professional development should focus on the specific mechanics of the reading programs adopted by the school.

In-depth professional development should focus on the specific mechanics of the reading programs. This should include modeling and practice of the program routines, how to provide corrective feedback, and practice delivering program components to ensure all students master the critical concepts and skills. Professional development should also address how to use the program

[8] Lehr & Osborn, 2005; Torgesen, Houston, Rissman, & Kosanovich, 2007
[9] Gersten and Dimino, 2001

assessments, how to structure small group instruction, and how to integrate the program ancillary materials effectively. The SEA, LEA, and the school all play a vital role in ensuring organized and systematic professional development leads to strong student outcomes.

Starting in third grade, students must apply reading skills to content-area textbooks as well as to academic content from the Internet and other sources. Informational texts present new challenges to both students and teachers. Supportive professional development should address how to identify critical information students need to learn, how best to teach that content, and how to ensure students are learning it.[10] Reading a social studies or science text requires understanding how those texts are structured and how to get information from them. This means professional development should show teachers how to recognize different organizational structures for students (for example, cause and effect or chronological order), how to use charts and graphs to gain information, and how best to identify and teach the subject-specific terminology students need to learn in order to understand what they read. In addition to classroom teachers, specialists, coaches, and administrators will profit from professional development that focuses on both reading instruction and how to read and understand content area texts.

Professional Development Is Coordinated, Ongoing, and Multidimensional

Studies conducted by Joyce and Showers, as well as by subsequent researchers, show that for instructional change to become institutionalized, teachers need ongoing consultation, feedback, and support.[11] Perfecting teaching techniques requires practice and judicious review. One-time workshops or conferences, without structured and concerted follow-up, will not result in sustained instructional improvements.[12] Instead, effective professional development provides educators with repeated exposure to new knowledge and skills, along with regular

[10] Heller & Greenleaf, 2007; Torgesent et al., 2007
[11] Garet et. Al., 2001; Gersten and Dimino, 2001
[12] Lehr & Osborn, 2005

opportunities to practice and apply their learning in the classroom.[13] Professional development can take the following forms:

- ☑ State or regional institutes
- ☑ District-wide professional development
- ☑ School-based professional development, coaching, and support
- ☑ Grade level team meetings and staff meetings
- ☑ Classroom observation and feedback
- ☑ Internet-based professional development resources
- ☑ Virtual learning opportunities
- ☑ Professional learning communities

Professional development that is provided through multiple resources and over time is most likely to enable teachers to transfer new practices to their regular teaching. What is important, however, is to ensure that the various professional development opportunities focus on common goals and are derived from assessment data. Different professional development formats may be more or less appropriate to a particular objective. Initial presentation of a new teaching strategy or information can begin in a large group format, followed by site-based or small group work sessions to assist teachers with transferring skills and content they learned to their classrooms. Schools can then bring in experts to provide classroom demonstrations, connected to the core program, or follow-up with grade level meetings at which teachers develop lessons and practice what they learned, embedding their learning into their instruction. A coach may follow up during observation and feedback sessions, focusing on the implementation of the fluency strategies, and the principal incorporates the strategies into walk-throughs during classroom observations.

Once schools gain experience with programs and practices, they should develop their own experts within the building and throughout the district to enable sustained and ongoing professional development and support, thereby

[13] Torgesen, Houston, Miller, Rissman, & Kosanovich, 2007; Biancarosa & Snow, 2006; Torgesen, Houston, Miller, & Rissman, 2007

institutionalizing the new learning. These "experts" should represent teachers who have implemented their reading programs with fidelity and have been effective in achieving expected outcomes. They can open their classrooms to observations, provide program practice and data review sessions, and model lessons. By developing internal expertise, schools will foster a continuous learning environment for the professionals in the building and assist all teachers to provide high quality reading instruction.

Timing of professional development is also an important consideration. For a novice teacher just beginning the first unit of a core program, it is important to provide professional development that focuses on what must occur, rather than concentrating on skills that appear later. A new first grade teacher who is just beginning to introduce sound blending needs to have support that focuses on how to present those lesson components right away. By providing such "just in time" professional development, the teacher will be less overwhelmed with new learning.[14] This is why when organizing initial instruction on a new core or intervention program, it is practical to focus on the first unit and the critical components of the reading portion of the lesson first.

The summer and beginning of a new school year is a productive time to offer initial professional development on new programs, new reading strategies, and new data systems. Such professional development, grounded in data-based school needs, may include a menu of options that are all focused in a coherent way, but tailored to different grades and educator needs. It can be differentiated by role and experience. For example, at the start of the year, newly hired teachers may need an introduction to their core reading program, while veteran teachers may benefit from a refresher or an advanced professional development experience. The end or beginning of a year also is an opportune time to introduce teachers to a new reading framework and the school's Reading Plan. Whatever occurs before school starts should extend throughout the year through in-service days, in classroom coaching and support, and through grade-level and staff work sessions.

[14] Gersten and Dimino, 2001

Professional Development Is Differentiated

It is a mistake to assume that all educators at a school need the same professional development. The principal, coaches, classroom teachers and specialists, instructional assistants, new staff members, and even substitutes all require appropriate professional development to be effective implementers of the Reading Plan. While professional development should be differentiated by role, knowledge, and skill, common professional development is also necessary to enable the school staff to collaborate and use a common language throughout the school and district.[15]

Principals

Principals, who must lead their schools to ensure that all students meet summative reading goals, benefit from focused professional development to help them be effective. Their professional development should include the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension, a solid understanding of effective delivery methods and practices, deep understanding of the school's assessment system and how to interpret the data, as well as sufficient knowledge about the core, supplemental, and intervention reading programs to be able to effectively observe instruction and monitor fidelity. Principals need support to know how to recognize effective reading instruction, how to provide constructive feedback to individual teachers, and how to manage and direct human and material resources. They also need support to be able to identify school-wide or grade level problems that will require focused professional development. Principals will benefit from district-wide professional development on their programs and assessments, on content-area reading strategies, and on leadership skills. They also benefit from job-embedded professional development, including shadowing external consultants, participating in collegial walk-throughs, and joint debriefing sessions. Observation tools,

[15] Klinger, 2004

including fidelity monitoring checklists, are vital resources to support the principal's professional learning.

Coaches and Other Mentors

Coaches and other mentors providing ongoing support and in-classroom professional development also need their own training. Because of the vital role coaches play, they may require many hours of professional development and ongoing collaboration with other coaches.[16] Coaches are expected to be experts in the school's reading programs and practices. Therefore, coaches require specialized professional development in understanding the elements of curriculum design, providing effective instructional delivery, giving feedback, conducting observations, demonstrating model lessons, and in understanding the programs and assessments the school will use in order to be successful. Coaches, in fact, have three main roles:

1. supporting the improvement of reading instruction
2. implementing the Reading Framework and the Reading Plan
3. helping teachers use student assessment data to inform instruction

To provide teachers with the support they need, coaches must develop deep understanding of the core, supplemental, and intervention programs, how these address the standards, proven reading instructional practices, high quality instructional delivery, and how best to teach reading during content area instruction. To build their own expertise, coaches must participate in the professional development the teachers receive also. Coaches profit from professional development through "training-of-trainer" work sessions and through apprenticeships with outside consultants who work with coaches in the school setting. In order to become proficient in each grade with a core program, a coach may plan 4-week cycles per grade to learn, practice, demonstrate, and model specific implementation criteria. Effective coaches need to be able to deliver demonstration lessons that serve as strong models of high quality instruction and

[16] Baker, Smith, Fien, Otterstedt, Katz, Baker, et al., 2007

accurate use of core, supplemental, and intervention programs. Coaches need to understand the principles of strong delivery and be able to model them to demonstrate to others. They must be skillful in pacing, providing corrective feedback, building in sufficient practice, and eliciting active student responses. As part of their professional development, coaches also need to learn how to give structured feedback, how to develop positive teacher-coach relationships, how to overcome resistance, and how to manage their time and differentiate the level and type of support they will provide. Resources for observation and time utilization are important topics to address in the coaches' own professional development.

In addition to the reading program-specific and instructional delivery expertise noted, coaches need a thorough understanding of the Indiana K-6 Reading Framework. Coaches should have knowledge in all six components of the framework, understand formative and summative goals, and be able to guide the school staff as they implement the framework and assess student progress toward the reading goals. Coaches will need a strong working relationship with their building principal so that together they can communicate expectations and maintain a focus on achieving goals and fully implementing the school's Reading Plan. This means coaches need to know how to drive implementation and how to communicate reading performance data to teachers, administrators, and parents focused on improving student progress toward the attainment of reading goals.

Finally, coaches must take the lead with the building principal to ensure that all teachers fully understand how to administer their reading assessments and use the data to make instructional decisions. Coaches should learn how to facilitate data study sessions and problem solve when classrooms, grades, and students are not making sufficient progress. Coaches should also know how to help teachers meet the different needs of high achieving and high ability students either through differentiation and extension or replacing the core curriculum with high ability curriculum. Coaches should participate in training sessions using formative and summative tests to link the findings with decisions about student placement,

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grouping, materials, intensity of instruction and decisions about professional development needs within the school.

Teachers

Teachers need sufficient and ongoing professional development. They need to understand the Indiana K-6 Reading Framework and how to implement their core reading programs and interventions effectively. They need to thoroughly know the standards and expected outcomes, and to understand fully the formative and summative goals and the assessments used to determine whether students are meeting them. A comprehensive professional development program for teachers may include all of the following features of reading instruction:

- ☑ active engagement and positive classroom management;
- ☑ the five essential components of reading instruction;
- ☑ assessment purposes and administration processes;
- ☑ assessment use for grouping students, planning instruction, and adjusting and modifying curriculum and instruction;
- ☑ delivery of core, supplemental, and intervention or replacement programs with fidelity using their scope and sequence;
- ☑ establishment of pacing plans and tracking mastery;
- ☑ integration of effective teaching and delivery techniques for application to content-area texts;
- ☑ delivery of effective differentiated instruction for students at risk of reading difficulty or extensions/alternatives for high ability students;
- ☑ data analysis and use

Providing high-quality professional development in all of the above areas is a tall order. Yet too often teachers have either been left on their own to learn new strategies and content, or have been participants in limited professional development experiences that are neither sufficiently detailed nor deep enough to enable the teachers to become truly proficient and feel confident in their instruction. Professional development experiences for teachers can come from many providers:

the SEA, Education Service Centers, the LEA, universities, professional consultants, coaches, principals, and professional organization. Teachers can also access Internet-based sources, take online courses, and attend webinars. For deeper professional development that scaffolds learning and is targeted directly to the classroom, teachers benefit from observation and feedback sessions with a colleague, an external consultant, a coach, or a lead teacher, as well as opportunities to observe model teachers. Collaborative grade level meetings are also excellent vehicles for professional development targeted to the needs of a group of teachers. Time for collaboration is vital, and schools must recognize the usefulness of joint planning and group reflection on an aspect of instructional delivery, collaborative problem solving for groups of students or individuals who are not progressing adequately, and collegial refinement of new program routines. Finally, teachers can also form study groups to review and discuss current research. They can join together to focus on scientific research and learn to discern credible studies from those less credible in order to make instructional decisions based on the best possible evidence available. Many professional resources exist to springboard study groups: Report of the National Research Panel, *Effective Instruction for Adolescent Struggling Readers*, and the Institute of Education Sciences (IES) Practice Guides from the What Works Clearinghouse.[17]

Perhaps the most useful and practical experiences schools can provide their teachers are specific program trainings that are extended over time and include ample opportunities for teachers to practice implementation and get feedback.[18] Such program-specific professional development must include time for teachers to practice presenting routines and lessons to colleagues and then receive constructive feedback from trainers leading the groups. The best program professional development is targeted at the specific grade level components the teacher must use, while ensuring teachers have a broad understanding of all program expectations. For example, an external consultant can meet with specific grade groups over multiple sessions for two to three hours at a time to review

[17] NRP, 2000; Boardman et al., 2008
[18] Briman, Desimone, Porter, & Garet, 2000; Garet, 2001; Joyce & Showers, 2002

program routines, demonstrate lessons, and observe the teachers instructing. Over the course of several visits, each teacher can see the program taught expertly, practice with colleagues, and then teach the same lesson routine while being observed. In between the external consultant's visits, the site coach continues the cycle of modeling, collegial practice with feedback, and independent practice and application until teachers are confidently implementing their programs with fidelity.

Not all teachers will require the same professional development experiences. Schools must differentiate professional development based on teacher need and student data.[19] A school may want to plan more extensive professional development for teachers who will implement Tier 3 intensive intervention programs, or an individual teacher may be having difficulty teaching the comprehension components of the core program and would benefit from added peer support. The site coach, mentor, and the building administrator are critical resources for planning and organizing professional development that meets teacher needs.

In addition to the certified staff, professional development opportunities are important for instructional assistants, many of whom provide additional small group instruction. Some schools use instructional assistants to provide a double dose of instruction to the students with the greatest needs. Since many instructional assistants have not received formal preservice preparation, it is important for the principal to make thoughtful decisions about their roles. It may be preferable that the most vulnerable learners receive their small group instruction from the most skillful teachers, while instructional assistants provide support to or monitor other students. Regardless of the decision on how instructional assistants are used, they need professional development to be effective, including instruction and practice in the program components they may be expected to use with students.

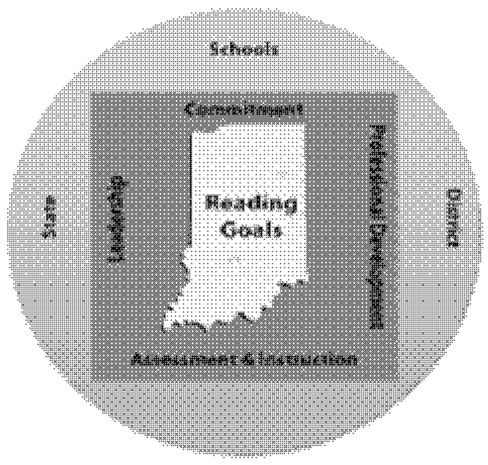
Finally, two groups of teachers warrant special attention and careful planning: new staff and substitutes. Since schools are likely to have some degree

[19] Pedigo, 2003; Klingner, 2004

of annual turnover, a professional development plan for new staff as well as substitutes should include an overview of the Indiana K-6 Reading Framework, the purpose and use of expected assessments, standards, the five components of reading, the routines and instructional strategies of the reading programs and materials teachers must use. While schools within a district may experience turnover, new staff training should be a focus of the LEA. In addition, new teachers should have a mentor teacher to provide ongoing support and guidance.

Summary

High quality professional development is an important vehicle to enable all educators at a school to ensure that students achieve reading goals. An effective professional development plan means the school allocates time for professional learning and uses assessment data to plan multidimensional, ongoing, and coordinated professional development that drives deep understanding of reading priorities and proven practices, and results in effective implementation of the school's Reading Plan.



Indiana K-6 Reading Framework

LEADERSHIP

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools				★		

Guiding Principles:

- ☑ School administrators and leadership teams work collaboratively to establish a coherent plan for effective reading instruction for all students.
- ☑ School administrators and leadership teams make reading achievement at grade level or above a priority for *all* students.
- ☑ School administrators and leadership teams understand the key elements of reading instruction as well as the expected reading standards, assessments, and instructional program and materials.
- ☑ Leadership is distributed and nurtured at many levels—principal, mentor, coach, grade-level teams, and the Reading Leadership Team—in order to establish and sustain the instructional coherence and structures necessary to enable all students to read at grade level or above.

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The role that effective school leadership plays in raising student achievement is well documented in research. Studies cite the importance of a committed and knowledgeable leader to drive instructional improvement and maintain a focus. In fact, in interviews with 20 superintendents regarding their districts' most effective strategies for school improvement, 18 cited the principal's role as the top strategy that made a difference.[1] A study of schools that *Beat the Odds* identified leadership as having a "strong direct influence on the school environment and professional community, which, in turn, directly affected instruction."[2] In particular, this study found that when school leaders promote a vision of high achievement for all students, create a more orderly environment, share leadership, and clearly articulate goals and expectations, low-performing schools made great gains.[3] School level leadership will be most effective when the State Education Agency (SEA) and Local Education Agency (LEA) provide a coherent system of support and work closely with school leadership to implement the Indiana K-6 Reading Framework.

Leadership Fosters a Coherent and Coordinated Plan

To ensure that the Reading Plan is clear, consistent, coherent, and fully implemented, the principal and Reading Leadership Team must work together; without a coordinated effort, the plan is less likely to be effective.[4] In a distributive leadership model, where multiple people have responsibility for implementing the Reading Plan, ongoing and clear communication is vital. The overarching vision, beliefs about reading, knowledge of proven practices, and understandings of the critical reading elements must be shared and aligned. If one member of the leadership team, for example, believes fervently in a less systematic or more holistic approach while others support scientifically-based reading research, staff will be confused and will receive mixed messages. Thus, the first task of the Reading Leadership Team is to develop all aspects of the

[1] EdSource, 2006
[2] Apthorp, Englert, Barley, Lauer, Gamache, Van Buhler, & Martin-Glenn, 2005.
[3] Same source as above.
[4] Meltzer, 2006; Torgesen, Houston & Rissman, 2007

plan and communicate in one voice. The leadership team also works with the principal to develop a schedule that maximizes and protects reading instructional time, allocates necessary resources and personnel to meet the needs of all students, and ensures that instruction for special populations (Special Education, Title 1, English learners, High Ability) is coordinated with the general reading instruction and the tiered Response to Instruction plan. The principal and leadership team must also work with teacher teams to find and protect time for grade-level teams to meet and collaborate in order to use assessment data effectively to design and implement high-quality reading instruction that meets the needs of all students (see Commitment section).

Leadership Prioritizes Reading Achievement

School-level leadership must respond to many issues at the school. The principal must ensure that day-to-day operations are smooth, discipline is maintained, parents are involved and welcome, and staff is supported. However, the central priority of the school leadership must be instruction, and in particular, reading instruction.[5] School leaders sometimes find that other initiatives impede their ability to focus solely on reading. Therefore, the SEA and the LEA have to be equally focused in maintaining the achievement of reading goals as their priority.

With the expectation that all students will meet or exceed reading goals, the Reading Leadership Team should regularly review student progress and monitor and evaluate implementation of the Reading Plan and provide support to the staff to communicate information about students who are not meeting specific goals, identify areas for growth that may require additional focus, and recommend specific interventions. Similarly, the Reading Leadership Team should monitor high achieving, above

In a study of high-poverty schools that out-performed similar schools, teachers and principals identified a shared and focused vision of high expectations for student achievement as a crucial factor.

-EdSource, *Similar Students, Different Results,* 2006.

[5] Haynes 2007; Torgesen & Miller, 2009

grade-level students to ensure they continue to grow and their performance does not lag due to boredom or lack of challenge.

As the Reading Leadership Team studies results, they should regularly present information about possible reasons students did not meet reading goals and lead discussions about the variables that the school staff can alter. These variables may include schedule or grouping changes, reallocation of time, the acquisition of different or additional instructional materials, and professional development. In many cases, weak or incomplete implementation of the core reading program may be the root cause of a lack of student learning. More likely, a combination of variables may be impacting student reading achievement. Effective school leaders will facilitate the determination of the impediments to student achievement and develop a plan to address those problems. The case study that follows describes how one school's leadership team prioritized its reading goals based on data.

At the first screening test, 82% of the students in grade 2 performed at low risk on the DIBELS Oral Reading Fluency measure. However, by the second assessment, only 74% remained at low risk, while the number of moderate risk or high-risk students increased. When the leadership reviewed data from coaching logs, pacing charts, and principal observations, it became evident that most students in grade 2 were not receiving the full 90 minutes of required reading instruction, and students were behind. To address this issue, the Reading Leadership Team met with second grade teachers and helped them rework their schedules to maximize reading time. Additionally, for the remainder of the school year, all the second grade teachers used the DIBELS progress monitoring measures at least monthly (or more frequently with those identified as moderate or high risk.) Each week the coach worked closely with the second grade team to solve scheduling challenges and check in on how well the revised schedule was working. At weekly grade-level meetings, the teachers, the principal, and the coach reviewed program assessment data and data from the most recent DIBELS measures. Within a relatively short time, by making simple structural adjustments, almost all students were back on track.

If most students are meeting or exceeding reading goals and it is apparent from other data that reading instruction is of the highest quality, then the focus for the school leadership is on reinforcing and celebrating the instruction and results while assisting with students who are not meeting goals. When most students are reaching goals, the leadership can spotlight effective practices. Teachers will then serve as models for others to observe. By recognizing and celebrating the hard work that results in large numbers of students meeting targets, the leadership is communicating the central importance of effective instruction and also acknowledging that teachers make the difference.

When a school succeeds in raising the reading achievement of most students, the leadership shifts its focus to raising the achievement of the students who are not yet attaining reading goals. In addition, the leadership can champion even more ambitious targets for students who have met reading goals including the development of more complex cognitive reading behaviors. For example, using the previous case study, once most second graders are reading with an adequate level of fluency and with strong comprehension, the teachers may decide to raise and expand the learning goals, while focusing relentlessly on the students who are not yet attaining reading goals. The school leadership should support the vision of struggling students becoming proficient readers and good readers becoming outstanding readers.

Leadership Is Knowledgeable about SBRR, Reading Instruction, Standards, Assessments, Programs, and Materials

The school principal and the leadership team must be knowledgeable about what the research indicates is necessary for effective reading instruction. This means they need to understand the five components of scientifically-based reading research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They must understand when and how those components are to be taught, what appropriate goals are for various times in the year in each grade for each component, what effective instruction includes, and what steps should be taken if students are not developing the important formative skills that will lead

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to attainment of reading goals. The leadership team needs to thoroughly understand the Indiana K-6 Reading Framework. The leadership team must understand how the reading standards, assessments, and instruction should work together to ensure all students become proficient readers. The leadership team must understand Indiana's Academic Standards, Common Core State Standards, and student performance expectations. The leadership team needs to know the assessment system thoroughly, including what measurements are used, how and when to administer the measures, what the results mean, and how to use the data to make purposeful instructional and professional development decisions. Finally, to effectively support teachers and monitor program fidelity, the leadership team needs to know effective reading instruction and deeply understand core, supplemental, and intervention reading program materials and routines. The six sections of the Indiana K-6 Reading Framework provide guidance for developing and implementing schools' Reading Plans that are grounded in data and address the needs of all students.

Ultimately, the principal is the instructional leader of the school and is responsible for the implementation of effective reading instruction and results. The principal must ensure that the Reading Leadership Team develops expertise in all aspects of the framework.[6]

By possessing a thorough and deep knowledge of reading instruction and the school assessment plan, the principal and team members will be equipped to make informed instructional decisions. Armed with this knowledge, the principal understands the importance of scheduling screening assessments early so that groups can be formed in order to initiate differentiated instruction promptly. The informed principal also understands the importance of assigning the most effective reading teachers to work with the students who have the greatest need for intensive intervention.[7] A knowledgeable principal will also understand that

[6] Leithwood et al., 2004; NASBE, 2006

[7] Gersten et al., 2009 (Nicole: Gersen, R., Compton, D., Connor, C. M., Dimino, J., Santora, L., Linan-Thompson, S. & Tilly, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. (NCEE Publication No. 2009-4045). Washington, DC: U.S. Department of Education.)

for teachers to deliver instruction well, they need high-quality professional development and ongoing support.

Leadership Is Distributed and Nurtured at Many levels

Effective leaders regularly communicate, collaborate, and foster distributed leadership in order to ensure high achievement for all students. As instructional leaders, principals are expected to transform schools "into learning-centered organizations by focusing them on student learning."[8] However, they cannot do this alone. By nurturing and developing leadership among different individuals, the school principal not only ensures that the full range of leadership tasks can be accomplished, but promotes a sense of shared responsibility for student reading achievement. Two principles guide effective school leadership.

- Leadership is distributed among different individuals within the school to increase the likelihood that important instructional tasks are completed.[9]
- Leadership tasks are identified as functions to be performed by a team rather than the role of single individuals. The school's Reading Plan articulates a blueprint for how the essential instructional leadership functions are carried out (see Commitment Section). Regardless of personnel changes or changes to positions, the critical functions necessary to ensure implementation and sustainability of an effective reading plan should remain in place. The chart below lists functions necessary to implement an effective reading plan.

[8] Knapp, Copland, & Talbert, 2003 (Nicole: Knapp, Michael S., Michael A. Copland, and Joan E. Talbert, *Leading for Learning: Reflective Tools for School and District Leaders*, Seattle, Wash.: Center for the Study of Teaching and Policy, University of Washington, February 2003.)
[9] Leithwood, Seashore Louis, Anderson, & Wahlstrom, (2004). "How leadership influences student learning"

Functions to Implement a Strong Reading Plan	Actions that Promote Sustainability
1. Provide leadership and establish a strong reading culture	
Leadership function	▪ Job descriptions ▪ Supervision plans ▪ Distribution of tasks ▪ Opportunities for training and support ▪ Plan of succession to address staff turnover ▪ Use reading-based hiring practices for screening, interviewing, and selecting new staff
Reading culture support function	▪ Regular communication of priorities and progress to staff ▪ Acknowledgement of staff efforts ▪ Schedules, committees, resources aligned to promoting effective reading practices ▪ Ongoing supervision and support ▪ Time for collaboration, learning, and planning within and across grades
2. Provide the conditions that result in high-quality, research-based reading instruction for *all* students	
Curriculum function	▪ All necessary materials are readily available ▪ All staff are trained on the core, supplemental, and intervention programs used ▪ Curriculum is explicitly planned, sequenced, and aligned to standards grade by grade ▪ Curriculum is monitored for fidelity ▪ Internal program experts provide ongoing support
Instruction function	▪ Support and supervision of ALL staff for high fidelity implementation ▪ Frequent formative assessment data drives planning and instruction ▪ Additional targeted daily instruction for strategic (tier 2) and intensive (tier 3) students ▪ Grade level teams meet 1-2 times monthly to review and adjust ▪ Follow-up monitoring
Time management function	▪ Provision of adequate training and collaboration time ▪ Schedules designed with reading as the priority protected, sufficient, and monitored ▪ Swift implementation of differentiated instruction
Professional development function	▪ Staff trained to use programs ▪ Staff trained to teach differentiated instructional groups ▪ Staff trained to administer assessments and use the data ▪ Teachers new to school provided ongoing training and support ▪ Training needs identified from data and differentiated by position and need ▪ Adequate time for professional development
Coaching and support	▪ Adequate support allocated using coach, peer, teacher leader ▪ Coaching support differentiated by need and linked to student progress data ▪ Staff acknowledged for efforts ▪ Guidance provided to grade-level teams in use of data to guide instructional decisions

Each member of the leadership team performs various aspects of the functions listed above. The specific responsibilities that leaders in different roles perform follow.

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Principal Responsibilities

Clearly, the principal is responsible for establishing the organizational structure, schedules, and resources for providing effective reading instruction. Ultimately, the principal is accountable for ensuring that all elements of a school's Reading Plan are well implemented and consistent with the Indiana K-6 Reading Framework. The following chart outlines key responsibilities of the principal.

Function	Description
Facilitate instructional planning	• Principal designates time for teacher collaboration and planning.[10] • Principal participates actively in early planning sessions to review screening data and plan use of core, supplemental, and intensive interventions.
Make data-based decisions	• Principal understands how to interpret formative and summative reading assessment data and helps guide instructional decisions using the data. • Principal reviews progress-monitoring data to determine whether individuals or groups of students are making sufficient progress and whether data indicates the need for professional development. • Principal works with school teams to review and interpret outcome data (summative) to gauge overall program effectiveness. • Principal uses data from all assessments to make overall decisions and to review schedules, materials, grouping, standard decision-making rules (see Assessment Section), intervention plans, quality and fidelity of implementation, professional development, and instructional delivery.[11]
Observe and monitor reading instruction	• Principal knows what reading instruction should look like by observing master teachers and working with external and internal experts. • Principal observes instruction to monitor implementation and delivery and uses the information obtained to support teachers' effectiveness. • Principal dedicates frequent and regular time to in-class observation to demonstrate that reading is a priority. • Principal communicates that the purpose of instructional observations differs from supervisory observation/evaluation. • Principal varies frequent structured walk-throughs (5-10 minutes) with longer observations based on need and focus (see resource in endnotes).[i] • Principal communicates what she/he will "look for" during observations. • Principal works with the Reading Leadership Team or coach to identify schoolwide "look fors" based on implementation plans/issues.

Sample "Look Fors"

"Look Fors" for my next classroom observations:

1. Sound-spelling cards are clearly visible and in correct order
2. Corrective feedback is concise and prompt
3. Checking for understanding is evident
4. Students respond in complete sentences with sentence frames to support English learners

[10] Herman et al., 2008
[11] Biancarosa, & Snow, 2006

Following observations, it is important that the principal provides prompt feedback. Supportive feedback should be specific, positively framed, and student focused. For feedback to be received well, it needs to be clear, professional, and respectful. An example of written feedback follows based on the "Look Fors" noted above.

Written Feedback to a First Grade Teacher

Maintain

- Students were able to see and use the sound-spelling cards as they sounded out words.
- Students responded in complete sentences with careful prompting by you.

Refine

- It is important that students get short, corrective feedback right at the point of error and that you check them for their understanding of a task before moving on.

Because a principal may rely on a coach, teacher mentor, or lead teacher to work closely with teachers on instructional strategies, the principal and coach must align their observations in order to avoid giving teachers conflicting messages.

Reading Coach Responsibilities

Recent research indicates that a reading coach can make a difference in a school's overall reading program effectiveness; in fact a study of 17 east coast schools indicated that literacy coaches working with teachers boosted student achievement by as much as 32% over three years.[12] The research of Joyce and Showers and others view coaching as a vital component of professional development.[13] The purpose of the reading coach is to support teachers in improving reading achievement. In their roles, reading coaches observe instruction and provide feedback, collect data on students and teachers, and

[12] Viadero, 2010 (http://www.edweek.org/ew/articles/2010/05/04/31literacy.html?tkn=UONFrEbwD1klXF2Yl8jJP9bnveX6913kVYB6&cmp=clp-edweek). Coaching of Teachers Found to Boost Student Reading. Education Week. May 8, 2010 Web)

[13] Sowers & Joyce, 1996; Neufeld & Roper, 2003; IRA, 2006; Bean, 2008

advise and support teachers on improving their instruction. At different times, the school reading coach may be an instructor, a planner, a collaborator, a data or curriculum expert, or a problem solver. These duties can be distributed among members of the Reading Leadership Team, but they are most efficiently coordinated by an individual reading coach. The three major functions of a coach are identified in the chart below.

Function	Actions
Support for robust reading instruction	• Observing • Lesson modeling • Co-teaching • Providing feedback • Collaborative planning of curriculum and instruction
Implementation of the school's Reading Plan	• Monitoring of specific measurable goals • Training on reading assessment administration • Monitoring of prompt data entry • Providing intensive professional development on core, supplemental, and intervention programs • Facilitating and supporting grade-level/ team collaboration meetings
Facilitation of data analysis and use of data	• Facilitating data study at grade-level/team meetings • Using data to make instructional decisions

The school should select a coach based on expertise as a classroom teacher and the ability to establish rapport with other staff members. However, to be effective the reading coach needs to receive extensive professional development, including coaching skills such as active listening and providing feedback.[14] Coaches need in-depth understanding of the selected core reading materials, curriculum development, the key elements of reading instruction, the critical attributes of high-quality instructional delivery, and the specific reading assessments the school uses, how to use the data to make instructional decisions, and how to plan professional development based on data and observation. Since the relationship between a coach and the teachers is critical to effective coaching, focusing on what students need rather than on what teachers should do differently is the most productive approach. Maintaining

[14] Bean & Eisenberg, 2009

positive communication and a supportive attitude are keys to fostering a productive working relationship.

Ideally, coaches should not have direct teaching responsibilities other than to model lessons for teachers. Having to teach a classroom or student group hinders the coach's ability to observe reading instruction, provide support to teachers, and fulfill the other functions that are part of the coaching role. To assist the coach in keeping track of responsibilities and the support provided to teachers, coaching logs are useful. They can also document how coaching time is used. Because the coaching role requires availability and prompt communication, it is also important that a coach not be assigned to handle clerical tasks, such as ordering and distributing materials.

Since the job of a reading coach is challenging, it is important that the principal provides strong support to and serves as an advocate for the coach and the importance of the coaching function. The principal must communicate to the staff the purpose of the coaching role, what the coach will be doing, and how the coach's actions will support the teachers to be able to improve reading achievement. By removing obstacles to the coach's success, and by working as a team, the principal increases the likelihood that the school will raise the reading achievement of all students.

Grade Level Team Responsibilities

In an elementary school, grade level colleagues often work together. To implement the Reading Plan, grade-level teams must establish improved reading achievement as their focus. A grade level team includes all the teachers in the grade and important support staff (e.g., specialists, school psychologist, reading coach, instructional assistants, when appropriate). In order to ensure that regular grade-level meetings take place, the principal must create a protected schedule that enables all necessary participants to attend.

Grade level meetings focus on planning curriculum and instruction using formative and summative assessment data to make instructional decisions about materials, resources, and practices. At the beginning of the year, grade level

teams examine the screening data to determine the instructional support needs of each student (see Instruction section). As a result of this screening review, the grade level teams may make adjustments to the school's Reading Plan and also design student support plans based on needs. Such plans should include added support or intervention that will be provided to the student, materials to be used, who will provide it, where it will be provided, and when it will be provided. Individual support plans should also include the frequency of progress monitoring, the assessments that will be used, and how reading instruction will be coordinated with the classroom teacher and any specialists working with the students.

Grade-level teams should also assess the current state of implementation of the school's Reading Plan. The grade level team works together to strategize ways to improve implementation and effectively communicate its plans and ideas with the Reading Leadership Team. In order to keep track of grade level decisions and report back to the principal and coach, grade level teams should record their decisions and recommendations. Team Meeting Report forms and Grade Level Action Forms can serve this purpose.

At the end of the school year, grade level teams meet to review all of their data from all tiers of reading instruction. They calculate the percent of students who met summative reading goals within and across all tiers. The results of this analysis from every grade can be used in a school-wide Data Summit (see Commitment Section) to enable the staff to discuss the effectiveness of their materials, instructional delivery, and interventions in order to make decisions about curriculum and professional development modifications. The degree of modification should be proportionate to the data. In a grade where 90% of the students met end-of-year goals, modifications should be few and targeted at those students who are not meeting goals. However, in a grade where only 50% of the students met end-of-year goals, the staff will need to make significant modifications. The following table shows a Summary of Goal Attainment template one school used at their Data Summit to make decisions about changes to their Reading Plan.

Summary of Goal Attainment

Grade and Reading Skill	Percent Meeting Goal End of Prior Year	Percent Meeting Goal End of This Year	Percentage Increase/ Decrease (+ or -)	Percent Not Meeting Goal End of Prior Year	Percent Not Meeting Goal End of This Year	Percentage Increase/ Decrease (+ or -)
Kindergarten Phonemic Awareness	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
Kindergarten Word Reading	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
1st Grade Word Reading	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
1st Grade Oral Reading Fluency	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
1st Grade Text Reading Comprehension	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
2nd Grade Oral Reading Fluency	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
2nd Grade Text Reading Comprehension	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
3rd Grade Oral Reading Fluency	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
3rd Grade IREAD	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
3rd Grade ISTEP+	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
4th Grade Oral Reading Fluency	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
4th Grade Comprehension	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
4th Grade ISTEP+	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
5th Grade CBM Maze	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
5th Grade Comprehension	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	
5th Grade ISTEP+	_____% ___/___	_____% ___/___		_____% ___/___	_____% ___/___	

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Reading Leadership Team Responsibilities

In an elementary school, the Reading Leadership Team may consist of the principal, coach, specialists, school psychologist, and grade level representatives. This team meets regularly at planned times. The Reading Leadership Team has three main functions:

- ☑ **Maintain the focus on the overall implementation of the Reading Plan** by monitoring core instruction and interventions for students who are not reading at grade level, and ensuring that the needs of all students, including high performing students, English learners, and special education students are being met.
- ☑ **Analyze data on student reading performance and recommend modifications** by establishing an action plan and communicating its importance to the staff.
- ☑ **Help grade-level teams solve challenging problems** by determining whether they result from a need for focused professional development, inadequate materials, insufficient time for reading instruction, or from a lack of intensity of intervention.

The actions taken by the Reading Leadership Team will change depending on the time of year. The following table shows a sample of activities.

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Time of School Year	Reading Leadership Team Focus
Beginning of year	• Collect screening data from each grade level. • Collect each grade's plans for instructional support for all students. • Review support and intervention plans. • Establish professional development and support plans for school, grades, or individuals based on data. • Review materials, schedules, and staffing.
During the year	• Meet regularly to review formative data, coaching logs, and plans for instructional support. • Review status of implementation of the Reading Plan. • Review adequacy of support for teachers and adjust coaching plans. • Review grade-level team reports and make necessary adjustments in the reading plan as needed.
End of year	• Evaluate overall effectiveness using end of year achievement data pertaining to goal attainment. • Evaluate effectiveness across all tiers of instruction, in all grades, and in all classrooms. • Make decisions about what practices, materials, resources, or schedules need to be maintained and what modifications may be necessary. • Schedule necessary professional development before the next school year begins. • Establish action plans and communicate them to the entire staff for implementation at the beginning of the next school year.[ii]

Summary

In effective schools, staff work together to raise the reading achievement of all students. The principal, reading coach, grade-level teams, and the Reading Leadership Team are the critical leaders who together will implement a coordinated, coherent, and high-quality plan for reading. The leadership must make the attainment of reading goals the school priority by understanding the standards, framework, and reading curriculum, as well as what constitutes effective instructional delivery, and how to interpret and use assessment data. Leadership functions must be distributed and nurtured, and important individuals and groups must have time to meet, plan, analyze data, and solve problems. These individuals and groups include the principal, a reading coach, and grade level teams. While the coach works most closely with classroom teachers, the Reading Leadership Team monitors the implementation of the Reading Plan.

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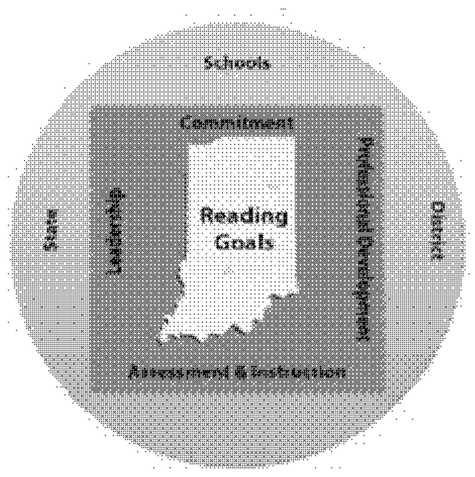

Indiana K-6 Reading Framework

COMMITMENT

	Reading Goals	Instruction	Assessment	Leadership	Professional Development	Commitment
Schools						★

Guiding Principles:

- ☑ Each school's Reading Leadership Team should develop a Reading Plan.
- ☑ Schools must be committed to implement the necessary changes to improve reading achievement for all students.
- ☑ Regular progress reports are provided to stakeholders regarding the Reading Plan.
- ☑ Staff and resources are purposefully and effectively used to support reading goals.
- ☑ The Reading Leadership Team promotes a culture of shared responsibility and accountability for results.
- ☑ The whole community is engaged in promoting reading achievement.
- ☑ The Reading Leadership Team develops a system for ongoing evaluation and utilization of assessment and observational data to monitor progress and ensure instruction meets students' needs.

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School staffs are involved in the implementation of many curricular initiatives. However, no single academic goal is as important to school achievement and lifelong success as learning to read well. Schools must focus on reading achievement and be very specific about what they will do to enable all students to become proficient readers. For students reading below grade level, schools must clearly articulate how they will provide the strongest core instruction and the most precise and intensive interventions possible to help these students become capable readers. For students reading at or above grade-level, schools must clearly describe how they will maintain strong reading skills, how they will advance reading skills to the highest possible level, and how they will challenge students who are already highly capable readers. In addition to designated reading instructional time, schools must identify how students will learn to successfully read all content materials and use reading to further their knowledge.

Commitment without action is a hollow pledge.

--Linda Diamond, author *Teaching Reading Sourcebook*

The commitment of the school community to ensure a high level of reading achievement for all students is reflected only in the actions it takes. The school's Reading Plan is the written pledge; the actual observable classroom instruction and the evidence of student achievement reflect the actions taken.

The Reading Plan

Indiana's K-6 Reading Framework lays out the structure for a school's Reading Plan. This reading plan may be articulated within a broader literacy plan that addresses reading, writing, speaking and listening, and language. The information in the framework, however, focuses on the Reading Plan. The major components of the school's plan should include the following, but not be limited to:

- ☑ Establishing formative and summative reading goals (see Goals Section)
- ☑ Assessing students on a regular basis to inform instruction (see Assessment Section)
- ☑ Providing scientifically-based reading instruction that focuses on the five components of reading (see Instruction Section)

- ☑ Developing and implementing leadership structures and behaviors that promote guidance and support of effective reading instruction (see Leadership Section)
- ☑ Designing and implementing an ongoing professional development system that focuses on effective reading instruction and is grounded in student data (see Professional Development Section)
- ☑ Implementing effective communication strategies for all school stakeholders (see Commitment Section)

The Reading Plan should be made public and promoted in the school community in order to build a shared understanding of the school's expectations. In essence, the plan is the reading program blueprint and the school's commitment to its students and families. The Reading Plan should be institutionalized so that it remains intact despite staff changes. A school's Reading Plan should not be dependent on a particular administrator or teacher. Rather, the Reading Plan should be built on a solid base of proven practices and designed to meet the needs of the school's students.

While the Reading Plan should be relatively stable from year to year, the Reading Leadership Team should update it regularly based on schoolwide decisions derived from fully analyzing student achievement data. While summative and formative goals will likely remain fairly constant, reviewing student data may result in changes to formative goals. As Indiana implements the Common Core State Standards, a new generation of summative assessments will be developed. These changes will need to be reflected within the Reading Plan.

Professional development is one area within the Reading Plan that is likely to change from year-to-year. While it should reflect enduring principles of high-quality professional development, including extended opportunities for job-embedded practice, guidance by an expert, and connections to assessment data, professional development must be responsive to needs and, therefore, must be dynamic. In one year, the focus may be on learning about methods to improve fluency as a result of low scores on formative tests. In another year, with adoption of new materials, the focus will be on learning a new program. Student data, staff input, and observed instructional needs will drive specific professional development areas of focus. However, professional development should be sustained, rather than started one year and dropped the next.

An excellent Reading Plan should include both a summary statement about each component of the Indiana K-6 Reading Framework and details about how each of the six components will be implemented. The assessment component, for example, will include the specific assessments to be used at each grade, who will administer them and when, how the data will be entered into a database, when analysis will occur, and how the results will be used. A list of resources and tools are provided at the end of this section, including a detailed calendar of schoolwide actions leading to full and effective implementation. Other excellent resources are available at the Oregon Reading First website and the Center on Teaching and Learning at the University of Oregon (http://ctl.uoregon.edu/).

The school's Reading Plan should be regularly shared with others, including LEA staff, school board members, community leaders, and parents. Each school's Reading Plan should be aligned to the LEA's overall comprehensive reading plan and approved and supported by the superintendent and district leadership. LEA staff may actively assist a school to develop its Reading Plan. Each school's plan should then become the focus of regular board and LEA reports on student progress. In this way, the LEA facilitates collaboration between and among buildings, reduces issues due to student mobility, and ensures that the Reading Plans are prominent priorities.

Taking Action

During the course of the school year, staff should monitor student progress toward individual formative and summative reading goals. Monitoring is only effective when rapid response is provided. As soon as student data indicates student, grade-level, or school-wide problems, action is required. The Reading Leadership Team must be ready with a plan and be prepared to assist with its execution. When many issues emerge at once, the Reading Leadership Team should respond strategically, prioritizing action steps. When students are not making progress, teachers must have time to meet with the appropriate support staff and/or the principal to plan and implement instructional modifications and interventions. The Reading Leadership Team should identify standard intervention protocols so that each intervention decision does not need to be idiosyncratic. This will enable changes to occur rapidly. For example, when a

student experiences difficulty with fluency, the school should have an identified plan for further diagnostics, such as administering a phonics assessment to determine whether underlying decoding issues are impeding fluency. Based on the results, the standard protocol may require the use of a phonics supplement for a specified period of time. Once the decoding deficiency is corrected, if fluency is still an issue, the protocol would require the use of a fluency supplement.

Action Plans should be regularly reviewed. Following major data points, the Reading Leadership Team should meet to make decisions about adjustments to the Reading Plan and to address immediate instructional issues. The leadership section included reference to an Action Plan for identified issues. Well-designed Action Plans include the following elements:

- The component that needs to be addressed (e.g., assessment, professional development)
- The target for the action (e.g., grade, whole school, or specific group)
- The specific action(s)
- The person/group responsible
- The resources needed
- The measures used to gauge progress
- A timeline for implementation and when progress will be reported

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Sample School Action Plan[1]

	Reading Plan Element	Schoolwide, Grade, and/or Group	Action	Person Responsible	Progress Report
1	**Instructional Materials**	3rd grade, intensive students	1. Implement with fidelity *Reading Mastery Classic* with all 3rd grade students in the High Risk category 2. Implement *Language for Learning* to support English learners	Reading Coach and 3rd grade Intensive Intervention Teachers	9/15 2010
2	**Time**	3rd grade, intensive students	1. Establish a pacing guide for Reading Mastery 2. Provide 45 minutes of direct instruction at correct level every reading block, 15 minutes of rereading, and 5 minutes for review 3. Provide additional 60 minutes of double dosing	Reading Coach and 3rd grade Intensive Intervention Teachers	9/15/ 2010
3	**Differentiated Instruction/ Grouping/ Schedules**	3rd grade, intensive students	1. Students will be grouped based on program placement guidelines, DIBELS, and diagnostic data 2. Intensify and provide explicit instruction 3. Groups will be no larger than 8 students	Reading Coach and 3rd grade Intensive Intervention Teachers	9/15/ 2010
4	**Professional Development**	3rd grade intensive students	1. Staff will receive 3 days of training during the summer 2. Coach will meet every two weeks with 3rd grade interventionists to practice lessons 3. External *Reading Mastery* expert will provide 3 days of in-class coaching 4. If more than 30% of students continue to have difficulty, principal will work with coach to determine added professional development	Reading Coach, principal, and 3rd grade Intensive Intervention Teachers	8/2010 9/2010 Regularly
5	**Principal**	3rd grade intensive students	1. Principal will observe 3rd grade intensive intervention classes weekly, once during reading block, and once during double dose sessions	Principal	Start of year and throughout first quarter
6	**Differentiated Instruction/ Grouping/ Schedules**	All 5th grade students at moderate risk	1. Group students for additional 30 minutes of targeted vocabulary instruction 2. Use identified "teachable" words from Dr. Biemiller's list and content-specific words	Reading Coach, principal, and all 5th grade teachers	Start of year August 2010 to develop vocabulary lists

[1] Note: this plan is merely a sample from one school. The Indiana Department of Education does not endorse a specific curriculum.

Monitoring the results of such an Action Plan by regularly observing instruction and studying progress monitoring data allows the Reading Leadership Team to decide if any changes are needed in the Reading Plan.

Reporting to Stakeholders

Successful implementation requires active participation among a variety of stakeholders, school staff, LEA staff, community members, parents, and school boards. By keeping all constituents informed about the progress of the school's Reading Plan and student achievement, the Reading Leadership Team will keep reading instruction in the forefront of its improvement efforts.

A data summit is an excellent vehicle for involving the staff in regular analyses of student reading data.[2] At a data summit, the whole staff meets together to review schoolwide and grade level student reading data. Data reviewed should include formative and summative achievement results for students in all tiers and of all ability levels. By making data transparent, everyone working in a school will be able to contribute to ensuring all students meet or exceed reading goals. At a data summit that brings together the entire staff, teachers may develop Action Plans and celebrate and acknowledge their successes.

The principal leads the data summit by opening with a State of the School's Reading Progress, much like the President's State of the Union address. This report should include mid-year or end-of-year outcomes, comparisons across years, and reports about the effectiveness of instructional support systems and tiered interventions. The opening should present data on the percentages of students meeting or exceeding grade-level reading goals along with trend data. A second section of the report should discuss the extent to which student needs have been met, showing the percentage of students who made adequate reading progress over the year, as well as students who started at no or low risk and remained at no or low risk. The report should include information on specific priority groups of students: English learners, special education students,

By focusing on data, all staff will understand professional development priorities and action plans. All staff can celebrate their successes together and receive public acknowledgement for their hard work.

[2] NASSP, 2005; Torgesen, Houston, Rissman, & Kosanovich, 2007; Torgesen, Houston, & Rissman, 2007

students in tiered interventions, as well as high performing students. If 40% of the students in a school, for example, demonstrate high, above-grade-level reading performance at the beginning of the year, but by the middle of the year, only 60% maintain their performance level, the staff needs to examine the causes and plan appropriate interventions.

Beyond the school staff, the principal should report progress to the LEA. The State of the School's Reading Progress Report could show the LEA how well a school's Reading Plan is working and what is still needed to improve outcomes. The LEA could hold its own data summit to review each school's reading progress and determine what actions are needed at the LEA level to improve student reading performance. Such mid-year and end-of-year reports should become a regular agenda item for school board meetings and community presentations so that all stakeholders share responsibility for student reading achievement.

Parents, of course, need to know the progress of their children. At parent meetings, school staff should share the Reading Plan. At these meetings, teachers should explain the assessments used and the expected benchmarks the students should be meeting. Using data displays can be helpful, particularly aimline charts and trend data that highlight progress. When students are not reading at grade level, it is important to explain to parents what actions are being taken and how they can help their students.

Maximizing Resources and Staff

The Reading Leadership Team must address staffing for all tiers of reading instruction. When vacancies occur, the school leadership should actively identify and attract highly qualified educators who will help move the school's reading program forward. Because reading instruction has often been cause for debate and argument, when hiring new staff, it is important to be clear about the school's reading instructional practices and expectations.[3] Sharing the school's Reading Plan with prospective candidates is useful. In addition, the LEA and school leadership should have a plan for teacher turnover and new teacher and principal induction. A school's Reading Plan

[3] Smith, 2008

should document opportunities for yearly professional development for novice teachers, teachers new to the school, and veteran teachers aligned to core instruction, interventions and assessment. To build local expertise, grade-level leads can attend program trainings as well as trainings focused on meeting facilitation and data study. In this way, multiple staff members can ensure the program runs smoothly regardless of staff changes.

Although school budgets are never ample, it is important for schools to carefully coordinate their different funding sources and maximize the resources needed for the reading program. While the LEAN and principal manage the school budget, the Reading Leadership Team may uncover additional resources that can support the Reading Plan. Many school staffs are unaware, for example, that they may use up to 15% of special education funding to support early intervening services for all students. This means that the school can fund tiered reading interventions from special education resources.[4]

In addition to staffing and funding, maximizing the use of instructional time, and purposefully organizing instruction, selecting the most appropriate materials is a way to improve reading instruction and student performance. The Reading Leadership Team must ensure that time for reading instruction is sufficient and protected (see Instruction Section). Teachers must have all the materials that are essential for full implementation of the core as well as supplemental and intensive intervention programs (see Instruction Section). Flexible grouping and intervention class size are resource decisions that also affect reading outcomes.

Sharing Responsibility

"The design of an effective system of schools must aim to nurture in every school community, and in each of the school professionals who work there, the responsibility to educate every child well and to support their parents."[5] This finding from an extensive study of an urban district's reform strategy, applies equally well to effective implementation of a school's Reading Plan. In a culture of shared responsibility for ensuring all students read at or above grade-level, elementary staff work together.

[4] IDEA
[5] Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010

Grade-level teams develop their instructional support and action plans, they monitor student progress, meet to solve seemingly intractable problems, and provide collegial support for each other in order to perfect their instructional delivery.

After teachers receive screening assessment results, they can meet together to set individual student goals and plan instructional groups within or across classrooms. In some schools, the team may develop a "walk to reading," or regrouping model in which students at the same instructional level but from different classrooms are taught by a particular teacher or specialist for a portion of their reading instruction and then return to their main classroom for the remainder of instruction. Cross-class and even cross-grade flexible instructional grouping requires teachers to share ownership of student outcomes. Such an approach requires greater communication and planning than retaining one's own students for the entire reading instructional time, but it creates options for providing students with efficient, targeted instruction. High-ability students should also be grouped to receive a high-ability replacement core. This should be delivered a teacher trained in high-ability education.

Engaging the Whole Community

Garnering community-wide support for reading as a priority is crucial. In 2009 The Indiana Department of Education made reading the state's top educational priority, starting with a Reading Summit in October to raise awareness of the need for a statewide reading framework. In 2010, Indiana legislators passed Public Law 109 which requires third-grade students to master reading proficiency skills necessary to be successful in subsequent grades. The Department of Education expects LEAs to prioritize reading by reexamining their current practices, materials, and instructional time, and by incorporating reading into all other subject areas. The Superintendent of Public Instruction has issued a call to action not just to schools but also to parents, business leaders, and community members. Each school's Reading Plan should be a starting point for community engagement on reading achievement. The school can host parent and volunteer literacy events spotlighting student work and the Reading Plan. During those literacy events, schools can also provide training for parents on ways to help their children improve their reading skills at home and share ways families can

promote reading outside of school. Teaching parents how to improve their child's reading by sharing the strategies used in school gives parents direction and enables them to use a common vocabulary with their children. The focus should be on positive suggestions that include ways to read with and to a child as well as ways to interact around letters, sounds, language, and print information. The following table provides a **sample** of tips for parents taken from Indiana's *OnTrack* Student Success Mini-Magazines.

Grade	Activity
Kindergarten	▪ Set aside 20 minutes a day to read together. ▪ Identify the author and illustrator of the books you read together. ▪ Name the parts of the book and move your finger from left to right as you read. ▪ Discuss pictures and words. ▪ Before you turn the page, ask your child what he or she thinks will happen next. ▪ Point out easy "sight" words like "the" and "said."
1st Grade	▪ Set aside 20 minutes a day to read together. ▪ Identify the author and illustrator of the books you read together. ▪ Point out easy "sight" words. ▪ Use word and picture clues to help your children predict what will happen next.
2nd Grade	▪ Make sure your child reads at home for at least 30 minutes each day. ▪ Keep reading aloud. Bedtime is a great time to read from literature and information sources that promote vocabulary and content growth. ▪ Visit a library together.
3rd – 6th Grades	▪ Make reading a part of every day, and make sure your child reads every day. ▪ Point out newspaper articles of interest. ▪ Subscribe to your child's favorite magazine. ▪ Visit the library together.

Parents want to know how their children are doing, and by regularly sharing student progress and any planned actions the school will take when a youngster is not making progress, parents will trust that the school is living up to its commitment to ensure that every student reads at or above grade level. If the students are not demonstrating adequate progress, the communication strategies detailed in the Reading Plan should be followed. For example, if a student has missed a progress monitoring benchmark, the parents should receive notification along with the plans for getting the student back on track. This may require further diagnostic testing, a

schedule of frequent progress monitoring, adjustments to the instructional group, added time for reading instruction, or a change in the intervention program.

Beyond the immediate family, the community and state have an interest in building strong readers. *Learn More Indiana* represents a statewide effort to raise the education level of all of Indiana's youth. This collaborative project brings together the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana Department of Workforce Development, and the State Student Assistance Commission of Indiana. In addition to this statewide effort, schools can invite community members to support the Reading Plan by purchasing books for the school and classroom library collections, by becoming reading buddies, tutors, and mentors. With all stakeholders committed to improving reading achievement, all of Indiana's students will become capable and enthusiastic readers.

Summary

By ensuring that all K-6 students meet formative and summative reading goals, the school staff makes a commitment to each student's future success, including the attainment of a high school diploma, the opportunity to excel in post-secondary education, and the prospects of a rewarding career. The Indiana K-6 Reading Framework provides a structure for the development of and implementation of a Reading Plan at each school. The subsequent Action Plan and Reading Plan serve as visible documentation of how the school will implement the Indiana K-6 Reading Framework as required by PL 109. Through regular progress reports to all stakeholders, the school makes its commitment transparent, and through thoughtful allocation of resources, the school leadership enables the plan to take root. By sharing responsibility for reading achievement and garnering the support of the whole school community, the school's commitment will be strong and enduring.

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Indiana Department of Administration

Secondary Literacy Framework
RFP # 11-40
Renamed: Disciplinary Literacy Framework

January 14, 2011

Indiana Department of Administration
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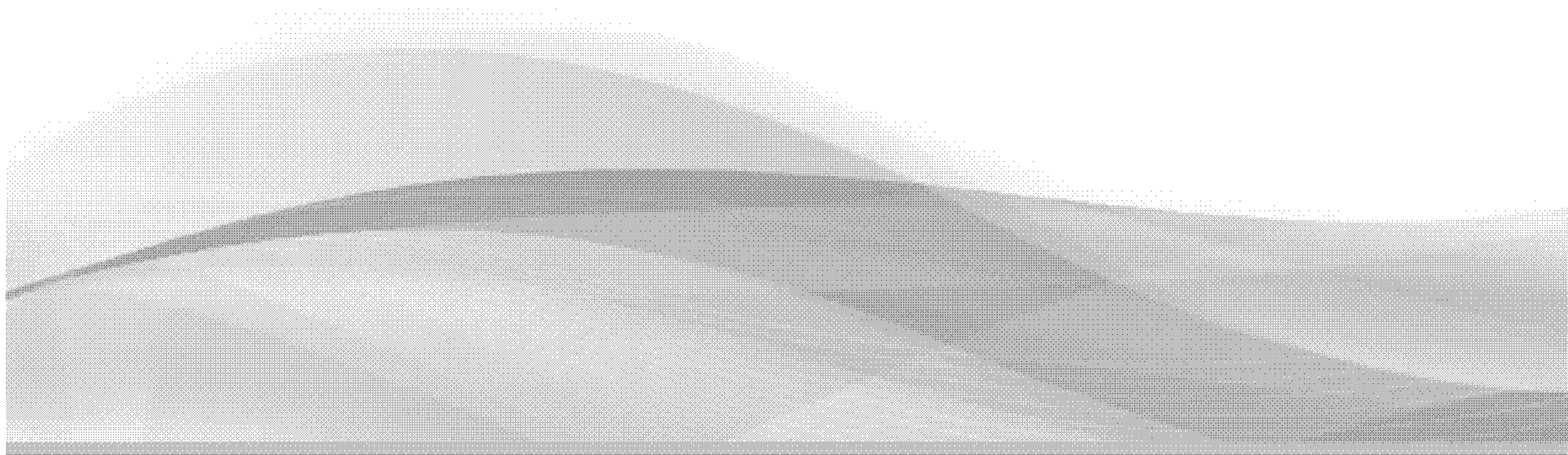


2.4 Technical Proposal

2.4.1 Points 1–12

2.4.2 Points 1–5

2.4. TECHNICAL PROPOSAL

2.4.1 Points 1–12

1. ***Design a scientifically based and research-based disciplinary literacy framework for grades 6-12 that is directly aligned to the expectations in the Common Core State Standards.***

One critical component of statewide literacy improvement efforts is the ability of the state to develop and disseminate a Secondary Literacy Framework and associated guidance for implementation that balances the desire for consistent statewide implementation of research-grounded practices with the flexibility to respond to the needs of local communities, the student populations they serve, and the unique challenges they present. PCG Indiana has developed two frameworks for adolescent literacy, both of which are in widespread use today. Both exemplify our ability to create frameworks that achieve this balance: the Adolescent Literacy Support Framework (2002, 2009) and the *Taking Action* Literacy Leadership Model (2006). PCG Indiana will bring this experience in developing research grounded frameworks for educators to use when supporting the content learning and literacy development to the work of developing a disciplinary-based Secondary Reading Framework for the state of Indiana.

In order to maintain a consistent message about literacy support and development throughout the State of Indiana, PCG Indiana proposes to develop the 6-12 disciplinary Secondary Literacy Framework utilizing the same six broad components of the K-6 Reading Framework but with specific attention to the issues associated with supporting students in grades 6-12 to develop the literacy habits and skills associated with success in college, the workplace and active citizenship.

- Goals
- Instruction
- Assessment
- Professional Development
- Leadership
- Commitment

To do this, PCG Indiana will draw on its extensive knowledge of the research and practice literature in the area of adolescent literacy and disciplinary/content literacy as it relates to each of these components. PCG Indiana understands that usable Frameworks for guiding instructional focus and improvement need to be clear, actionable and supported by materials and resources to assist their implementation. For example, our Adolescent Literacy Support Framework is based on research across a number of fields, including reading, cognitive psychology, linguistics, education, English language arts, and second language acquisition. By implementing the best practices found within each key component of the framework, middle and high schools can take the necessary steps to meet the literacy needs of a wide variety of learners.

PCG's Adolescent Literacy Support Framework (2002, 2009)

Student Motivation and Engagement: A successful literacy improvement initiative takes into account the social and emotional needs of adolescents by creating opportunities for students to:

- Choose topics, texts, and how they will demonstrate learning
- Apply critical literacy skills to authentic reading, writing, and speaking tasks
- Connect content learning to their lives within the context of safe responsive classrooms
- Purposefully and frequently interact with each other and with text
- Use technology and media to support literacy and learning

Frequent Use of Instructional Practices and Student Learning Strategies. A successful literacy improvement initiative uses research-based instructional approaches to literacy teaching and learning such as:

- Ongoing teacher modeling, strategy instruction, and use of multiple forms of assessment
- Emphasis on the use of reading, writing, speaking and presenting, listening and viewing, and critical, innovative and metacognitive thinking as integral parts of content area learning
- Use of differentiated approaches to advance the growth of all students as competent readers, writers, and thinkers

Consistent Emphasis on Literacy Across the Curriculum. A successful literacy improvement initiative supports students to identify and meet the literacy demands of each content area through literacy-rich instruction that includes:

- Clear alignment of literacy expectations to curriculum and assessment requirements
- Teaching students to recognize and understand text formats and structures
- Focused and ongoing vocabulary development
- Teaching students to recognize and analyze the types of genre, research, presentation, academic language, and conceptual approaches used in each content area

Schoolwide Leadership for Literacy and Learning. A successful literacy improvement initiative relies on key organizational structures and leadership capacity to ensure systemic focus, support, and sustainability through:

- Articulation, communication, and actualization of literacy improvement as a priority
- Data-driven decision making, including the use of reading and writing assessment data
- Ongoing teacher professional development
- Ongoing action planning, progress monitoring, and program evaluation
- Allocation of resources to build capacity and strengthen instructional programming
- Strategic interventions for struggling readers and writers
- Involvement of parents, the community, and students as partners in literacy improvement

Resources associated with implementation of the Adolescent Literacy Support Framework include the Adolescent Literacy in the Content Areas Spotlight on The Knowledge Loom (http://knowledgeloom.org/adlit/index.jsp), *Adolescent Literacy Resources: Linking Research with*

Practice (Education Alliance at Brown University, 2002), the design for the Collaboratory (Education Alliance) and the design for PCG Indiana's Middle and High School's Literacy Audits and literacy action planning process.

These synergistic components include those mentioned in the K-6 Reading Framework, but focus more heavily on specific outcomes and types of action steps required to make literacy improvement a reality. For instance, PCG Indiana's literacy framework articulates the need for clear alignment with curricular and assessment requirements, like the Common Core and ISTEP. Additionally, PCG Indiana focuses explicitly on the need both for professional development around assessment, but also includes looking at assessment from a data use perspective. Finally, PCG Indiana addresses commitment by thinking critically about the need for involving all stakeholders in the process, and working on creating community and parent partnerships to strengthen the literacy improvement effort.

As Indiana is well aware, a wealth of theoretical and empirical research supports such a multifaceted approach to improving literacy at all levels. PCG Indiana has extensive experience developing disciplinary and adolescent literacy capacity at the school, district, and state levels, as evidenced by work in Massachusetts, Maine, New Hampshire, and Ohio. The components of PCG Indiana's Adolescent Literacy Support Framework and the *Taking Action* Literacy Leadership Model (see description in section related to *leadership)* dovetail nicely with the components of the K-6 framework being developed in Indiana. To develop the Secondary Reading Framework, PCG Indiana will build on the components of the K-6 Framework, supplementing it with the additional elements necessary to development of disciplinary and adolescent literacy. Making the two Frameworks congruent, while ensuring that the Secondary Framework specifically addresses the issues inherent within adolescent and disciplinary literacy, will help deliver a consistent message to Indiana's policy makers, district and school leaders, and educators of where focus is needed to successfully implement literacy improvement efforts in grades 6-12.

PCG Indiana is currently working with schools and districts in states that have adopted the Common Core. As a result, we are well positioned to leverage this expertise to benefit the State of Indiana's schools. Because 6th grade, in particular, varies with respect to whether it is treated in individual districts as a self-contained classroom or as part of a middle school model in which students move throughout the day, the attention to the relationships among all the disciplines begins to be critical at this level. PCG Indiana proposes to develop a comprehensive framework for 6-12 literacy that is fully aligned to the Common Core. This alignment will include a skills and strategy map containing a fully articulated matrix of standards, research based practices and strategies, assessment suggestions, a professional development timeline, and references to the literacy leadership materials, self assessments, and planning templates to provide implementation guidance for Indiana educators.

2. *Provide general reading strategies that are applicable in multiple contexts.*

One of the most powerful contributions of the Common Core State Standards to education at the 6-12 level is the identification and explication of the reading, writing, thinking, and communication skills that have always under-girded the development of disciplinary understanding. For example, summarizing, visualizing, predicting, making inferences, and questioning differ across content areas in how they are

most productively applied within the context of teaching and learning. However, it is necessary for students to develop proficiency in these basic transversal literacy skills so that they can apply them productively across contexts. Research supports the idea that we can teach weaker readers, writers and thinkers the strategies and approaches that stronger readers, writers and thinkers use (e.g., Pearson, et.al., 1992; Taylor, 2007). For example, by teaching, modeling and practicing Reciprocal Teaching (Palinscar & Brown, 1984) or annotation or text coding strategies, students can learn to better comprehend, interact with and question the text. By using a collaborative protocol such as group summarizing or using the SUM IT UP or Cornell Notes strategies, students can learn and practice summarizing, Since these are independent learning skills important across content areas, great benefit can be seen when common literacy support strategies are taught and practiced in cross content contexts. This is particularly important at the 6-12 level because developing a culture that focuses on literacy becomes more challenging as content instruction becomes housed in separate classrooms, instructors, and departments. Adoption of the Common Core can provide teachers and administrators with a way to talk about student standards and outcomes that foregrounds the commonality of the skills that form the basis of learning. PCG Indiana's adolescent literacy experts take a more nuanced approach to addressing the concerns of teachers of adolescents. Our professional development approach and materials focus heavily on helping educators think through and identify their learning goals, the cognitive demands associated with those goals, and the attendant standards that a given lesson addresses. Once this has been accomplished, PCG Indiana has had broad successes in developing a streamlined set of cross-disciplinary strategies for states to communicate, teachers to learn, and students to take ownership of and to utilize. With the publication of our Thinkquiry Toolkit I, PCG Indiana has made accessible high-impact, research-based strategies that support literacy development, complete with elementary, middle school, and high school examples that span the core content areas. We propose to utilize content from *Thinkquiry Toolkit I*, which includes student learning strategies, collaborative routines and instructional practices that can be used across content areas, as a foundation for professional development materials provided to assist teachers with implementation of the Indiana Secondary Literacy Framework. See Appendix B for a matrix of suggested cross-content reading strategies and the reading, writing, and thinking skills these strategies support.

3. ***Provide discipline-specific strategies for reading comprehension and writing the English language arts, history/social studies, science, and technical subjects (including career/technical and fine arts education courses).***

Part of the challenge of developing instructional capacity in adolescent literacy lies in the different types of cognitive demands associated with each content area. As content increases in complexity, it also increases in specificity, requiring discipline specific ways of reading, writing, thinking, knowing, and communicating. For example, mathematics is heavily dependent on critical thinking, vocabulary and concept development, and the ability to learn from dense concise text. The text formats in the math classroom include word problems, textbooks, proofs, articles, graphs, and charts. Mathematical language usage requires an understanding of operations, terminology that has precise meaning, and relevant conceptual vocabulary. Mathematical writing includes being able to write succinctly and clearly

various types of text: problem write-ups, manuals, proofs, statistical analysis, response to problematic situations, notes combining symbols and text, and directions for solving problems and explanations.

Science is heavily dependent on reading and research skills, critical thinking and vocabulary and concept development. Success in the science classroom requires skilled reading, skimming and scanning, and interpretation of a wide variety of genres and formats including articles, lab reports, textbooks, informational websites, graphs, charts, tables, and complex diagrams. Students use focused language in the study of science including process words, terminology with precise meanings, and conceptual vocabulary. Types of writing include lab reports, analytical essays, notes from text, demonstration, film and lecture, I-search and research projects, observational and procedural notes, summaries, and evidence-based conclusions. Literacy and learning skills are especially critical in the area of science because scientific knowledge is evolving so rapidly and students must constantly learn and evaluate new information and make connections to what they already know.

Social Studies/History is heavily dependent on reading, critical thinking, vocabulary, and concept development and writing. When studying history and government, students need to be able to read and make sense of information from a wide variety of text formats including primary sources, textbooks, articles, nonfiction texts, maps, historical photographs, government documents, regulations, biography, graphs, charts, and artifacts. When discussing issues in history, students need to understand concepts and how they translate across settings and periods. They need to be able to verbally summarize and debate, taking and defending a point of view. They need to be competent writers who can produce analytical essays, opinion essays, I-search and research projects, summaries, and evidence-based conclusions.

English Language Arts is heavily dependent on reading and writing. However, English language arts teachers may not know how to support literacy development, especially in the area of reading. Literary genres and formats—the poem, essay, short story, play, biography, memoir, novel, and letters—require a wide variety of reading approaches and skills. Language usage includes grammar, technical, and conceptual vocabulary related to the study of literature. Types of writing include narrative, persuasive and expository.

Fine Arts is heavily dependent on critical and creative thinking, vocabulary and skill development. When studying fine arts, students need to be able to read, make sense of, analyze, and often replicate information from textual, visual, and auditory sources. Text formats in fine arts courses can range from musical scores, film, sculpture, painting, photography, dance, and a wide range of other types of art. To make sense of it requires students to employ such critical thinking skills as questioning, visualizing, making connections, and analyzing. Writing includes analysis and reflection papers; and communication frequently includes the actual production of artistic material.

Career and Technical courses frequently contain some of the most demanding material students will encounter in schools. These courses are heavily dependent on critical thinking, vocabulary, concept development, and the ability to transfer learning from the abstract to the concrete. Students must be able to learn from concise, dense, and often cryptic text. Writing assignments include reports, plans,

analysis papers, proposals and instruction manuals. Literacy and learning skills are particularly important in this area since these courses most directly prepare students to enter the workforce.

The differences in content literacy demands increase as the subjects become more complex. In addition, adult learners are best able to incorporate new learning into their instructional practice if they are provided with contextually specific examples. Because middle and high school instructors are more likely to teach a limited number of subjects, they require more scaffolding with respect to discipline-specific examples of how strategies are used with students. For these reasons, discipline-specific strategies that support content reading comprehension are critical to the success of adolescent literacy initiatives. PCG Indiana has identified content-specific, research-based strategies that can be incorporated into the Secondary Literacy Framework for each of the core academic subjects. However, because we know that learning involves supporting the development of student brains in areas beyond the traditional core, we also will include targeted strategies for career and technical subjects, and the fine arts. In this way, we will be able to insure that the State of Indiana is well positioned to support broad and deep literacy development in grades 6-12.

4. ***Describe how literacy (in various disciplines) is fundamental to problem solving and critical thinking.***

The definition of literacy has broadened from simply the ability to decode texts to a cadre of critical skills that encompass what it means to read, write, learn, speak and think in a specific context for specific purposes. In the 21st century, literacy includes the ability to learn from texts—be they written, visual, auditory, electronic, or a combination of these and others—to communicate that learning to those who need to know, and to transfer that learning to new contexts (Irvin, Meltzer, and Dukes, 2007). For this reason, the research is clear that "literacy" means much more than "reading." Importantly, it undergirds students' ability to solve problems and think critically in every discipline. The ACT study (2006) made evident that the ability to read is a predictor of success in Math, Science, and Social Studies. The importance of literacy was recognized by the developers of the Common Core, who embedded the language throughout their standards. PCG Indiana has built its extensive expertise in adolescent literacy with this understanding. Working at the state, district, and school level, PCG Indiana's approach to adolescent literacy framework development and implementation is founded on the role of literacy in creating fully literate adolescents, rather than simply competent decoders of text. This means that our strategies, approach to professional development, and materials all have to help educators focus on developing all students into excellent thinkers and problem solvers.

5. ***Describe the relationship between identifying student reading levels, selecting appropriate text, text complexity, and student skill development.***

It has been well established in the literacy research that schools, districts, and states, need to increase the attention paid to developing students' capacity to work with complex texts. One study (ACT, 2006) found that one of the most reliable predictors of student success in college was the level of complex text the student could read and comprehend in high school. The complexity of college and workplace texts has been increasing steadily for decades; while the complexity of text taught in K-12 has decreased (e.g.,

Chall, Conrad, & Harris, 1996; Williamson, 2006). To address this issue, the Common Core State Standards recommends exposing students to increasingly complex texts, earlier and more frequently.

To accomplish this, however, is no simple task. Working in a student's zone of proximal development (Vygotzke, 1978), provides an optimal environment for many types of learning, particularly those that are skill-based, such as literacy. However, creating literacy programs that do this involves negotiating several variables, both with respect to the student and to the material with which the student interacts. For example, we know that students whom one might label "advanced" in one discrete reading skill, might be "benchmark" in another, and "struggling" in a third. This makes matching texts and strategies to students for optimal growth a much more sophisticated process than is often described by purveyors of ready made "programs" to improve literacy achievement. Current research identifies three things in this area that impact student literacy skill development (Chall, et.al, 1996):

- Selecting an appropriate text
- Providing targeted, direct strategy instruction to support comprehension
- Matching the cognitive task to the complexity of the text.

The first component, selecting an appropriate text, is now understood to be particularly important to literacy skill development. We know that text complexity relative to student skill has a significant impact on the amount of new content information a student learns from that text. Researchers are consistent in their observation that, in order for a student to be able to learn optimally from a text, he or she must be able to comprehend more than 75% of the words carrying the meaning of the text. Of course, determining what an appropriate text is has historically been challenging. The widespread adoption of the Lexile framework (Metametrics) by book publishers and educational institutions has provided at least one metric by which to determine whether a student will be able to learn from, or will be frustrated by, a given text. However, using leveled texts is by no means the only way to address the issue, nor is it sufficient. It does suggest that in order to identify appropriate texts for students, it is important to have some understanding of a student's current reading ability, something which is still rare in many schools that serve students in grades 6-12.

The second component that impacts literacy skill development is the inclusion of targeted, direct strategy instruction, in classrooms, around texts instructors actually use. This is particularly critical at with respect to adolescent literacy for several reasons. First, because texts increase in complexity, length, and specificity, literacy instruction must be embedded in content areas. In middle and high schools, educators often make the argument that English Language Arts or dedicated reading specialists should "handle" this instruction. However, the ELA curriculum has its own genres and cognitive demands and should not, therefore, be given short shrift so that these teachers may provide instruction to serve the curricular needs of all other departments. Additionally, we know that literacy instruction works best when it is embedded within existing curricula, rather than undertaken in a decontextualized way as can be the case when students are "sent to" reading specialists or intervention classes within middle or high schools (Shanahan & Shanahan, 2008).

The third component that impacts literacy skill development is the extent to which educators are able to match the cognitive demands of an assignment or engagement with a text to the complexity of that text (Conley, M. 2008). The relationship between these two elements – cognitive demands and text complexity—should be an inverse one. However, this is an area in which well meaning educators often act in ways that undermine, rather than support, literacy skill development. Specifically, once educators have developed an awareness of the need for leveled content texts in their classrooms, they often make the mistake of pairing complex texts with complex cognitive tasks, and simple texts with simple cognitive tasks. Although we understand the rationale behind such decision making, in order to support both academic content development and literacy skill development, we know that educators should be taking the exact opposite approach. Easy texts should be accompanied by more complex cognitive tasks; and complex texts should be accompanied by less demanding cognitive tasks. In this way, the adolescent brain is able to focus on one highly complex area at a time. This builds content and literacy capacity more effectively than trying to split the brain's attention, or avoiding giving it anything to focus on at all.

6. ***Describe how to develop effective assessments for reading and writing and describe how they may be used to monitor student progress in order to serve formative and summative roles.***

In the arithmetic of adolescent literacy, the Alliance for Excellent Education asserts that "15-3=0" (2004, p. 29). That is, of the fifteen key elements of effective adolescent literacy programs, they considered three to be particularly foundational: ongoing professional development, ongoing formative assessment, and ongoing summative assessment. Irvin, Meltzer & Dukes (2007) echo this observation by making the use of data to inform instruction one of the pillars of their literacy leadership framework. They suggest that middle and high schools typically have a wide variety of summative, formative and diagnostic assessment data to inform instruction and program review (see attachment X in the Appendix – chart from Ch. 4 in Taking Action). In PCG Indiana's district literacy action planning work. district literacy teams use self assessment rubrics to describe the assessments they use for screening/benchmark assessment (e.g., NWEA MAP test, Scholastic Reading Inventory, Degrees of Reading Power); for diagnostic assessment to determine the specific needs of struggling readers and writers; for classroom, course or local district assessments (e.g. district writing prompt) and for summative or program assessment (state assessments, PSAT). All of these can play valuable roles in a robust literacy assessment framework.

Assessment results should have implications for placement, programming and policies but these need to be handled carefully and with an understanding of nuance. For example, one challenge when dealing with literacy assessments and adolescents who are completing them is data quality. A student who does not apply him or herself will obviously not provide accurate assessment of his or her skills as a reader or writer. Adolescents need to understand why the assessment is important, what information it will provide and what the results will be used to determine. Anomalous results should be questioned before being used to make decisions about placement. Multiple data points are always preferable when making these decisions. However, many students in grades 6-12 require support. It is not fair to them if we cannot identify those who need help and provide them with the instruction and intervention they need to attain and maintain grade level proficiency.

Unfortunately, assessment carries heavy political baggage, both in and out of schools. For this reason, it is critical not only to insist upon assessment, but also to develop the capacity of districts, schools, and teachers to use data to inform instruction. Approaching the assessment issue from this perspective has been particularly successful in the work PCG Indiana has done with 6-12 school change initiatives. In order to secure buy in among middle and high school teachers, it is critical to position them as collaborative and users of assessment data, rather than as targets of it. One approach we have used is helping teachers to examine the assessments they give to students and to use a analysis protocol to examine what the assessment tells them about students as readers, writers and thinkers and how it can be strengthened to provide more valuable information. Another approach is to teach teachers how to read the student and class reports from assessments being administered in their school, what the results mean for the instruction of individual students and groups, how to determine adequate growth and how the data can be helpful to them as teachers. A third approach is to provide data analysis protocols for educators to use when determining which students are in need of additional support such as the stoplight protocol. We show groups of teachers how they can use local and course assessments aligned to state standards to provide feedback on how well students are learning the material and which students need extra help (Ronka, Geier, & Marchiniak, 2010).

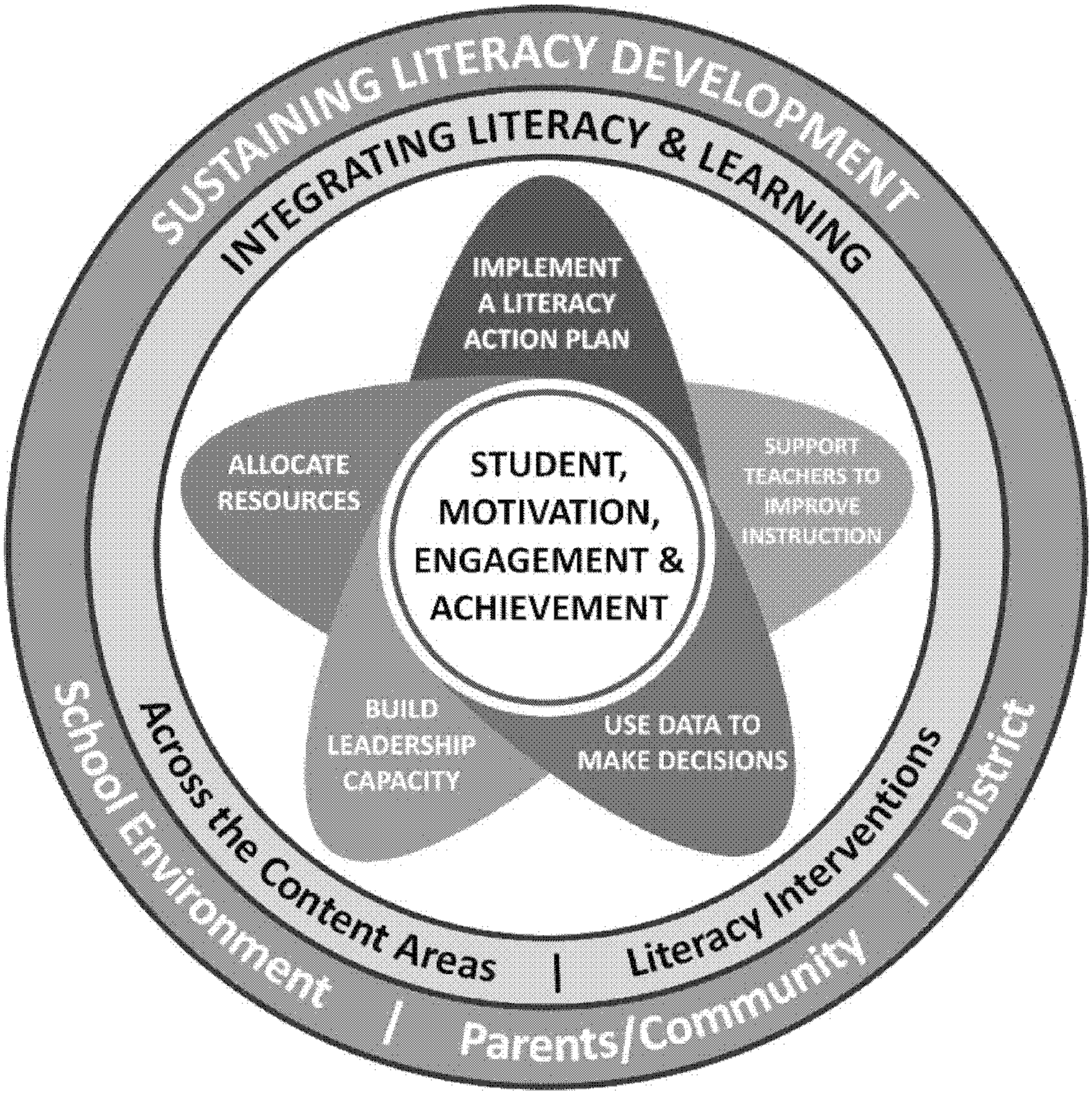
Changing the conversation from assessment as evaluation to assessment as information has allowed PCG Indiana to work successfully with states, districts, and schools throughout the country on improving data use and productively using assessment to inform instruction

7. ***Describe the necessary role of school and district leaders for successful implementation of the Framework, providing specific actions and support tools and methods for establishing meaningful literacy goals. (Embed content found in the leadership standards from the National Association of Secondary School Principles (NAASP) into this description).***

School and district leaders are critical to the success of a literacy initiative. School leadership is second only to teaching when considering factors that impact student academic success (Leithwood, Anderson, & Wahlstrom, 2004). Committed instructional leadership is essential to improving classroom literacy instruction, professional learning opportunities, student assessment and achievement (e.g., Marzano, Waters, & McNulty, 2005; NASSP, 2005). PCG Indiana's professional development sessions provide leaders with developing skills that: a) validate teaching and learning that is central to school success; b)create and support collaborative structures to build an environment of shared decision-making to improve teaching and student learning; c) use data to plan and make decisions for continuous improvement of teaching and learning; d) develop systems of accountability to assure continuous improvement; and create a culture of sharing and continuous problem-solving to improve learning opportunities of all groups of students (NASSP standards, ISLLC Standards, don't have citation)

Empirical, theoretical, and evaluative research has demonstrated that successful schoolwide literacy initiatives require active, ongoing support on the part of leaders, particularly at the middle and high school levels, where schools are frequently larger and more diverse. PCG Indiana's widely implemented literacy leadership framework makes explicit the critical functions of school and district leaders in effecting positive school change. The literacy leadership process is based on the *Taking Action Literacy*

Leadership Model which was developed through a project funded by the Carnegie Corporation of New York. The model was designed to answer the question, *What do literacy leaders need to do to successfully improve student literacy and learning in grades 4-12?* The model is based on multiple data sources, including strategies that successful principals use to improve student literacy in their schools, the research and practice literature, feedback from educational leaders throughout the country, and reviews by a national advisory board. The model is fully described in *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders* (Irvin, Meltzer & Dukes, 2007). The model incorporates two synergistic components: goal areas (represented in the graphic by a center circle surrounded by two concentric bands) and action points (represented in the graphic by a five point star).



Understanding the components of the Taking Action Literacy Leadership Model helps a literacy team understand the larger picture of school change that leads to a sustainable literacy improvement effort. Implementation support materials associated with the Model include two other books. The first, *Meeting the Challenge of Adolescent Literacy* which is an issues based approach designed to support

courageous conversations about how schools will systemically address challenging issues including low teacher expectations, increasing writing across the content areas, supporting English learners, sustaining literacy improvement efforts through times of transition, and engaging parents and the community in literacy improvement initiatives at the middle and high school level. The third book, *Taking the Lead on Adolescent Literacy* describes a five step literacy action planning process and includes a set of six implementation rubrics keyed to the model along with specific chapters geared to school and district leaders.

Goal Areas of the Model

The goal areas of the model correspond to the three critical outcomes of a schoolwide literacy improvement effort. At the center of an adolescent literacy initiative is Student Motivation, Engagement, and Achievement. When students are motivated and engaged to read and write in school, they can improve their abilities as readers, writers, and thinkers. Improved achievement follows, both in content knowledge and in literacy and learning skills. The second goal area is Integrating Literacy and Learning, which focuses on the school's instructional offerings and has two components: Literacy Across the Content Areas and Literacy Interventions. Literacy Across the Content Areas includes the content focused courses that students take as they move through the grades (e.g., math, science, social studies, English/language arts, art, music, and foreign language). Students grow as readers and writers when they learn to apply literacy skills (such as activating prior knowledge, summarizing, questioning, and sequencing) to complex content area text. Literacy Interventions targets those students whose performance is significantly below their grade placement level. Literacy interventions can be offered in many formats including an academic literacy class, an ELL teacher team teaching with an English/language arts teacher, or before and after school tutoring sessions. Whatever the format, literacy interventions are intended to provide targeted assistance to under-performing students so that they become more proficient readers and writers. Addressing the literacy and learning needs of all students in a school typically requires a focus on both components (content area and intervention) of Integrating Literacy and Learning to meet students' literacy and learning needs.

The goal area represented by the outer band, Sustaining Literacy Development, represents three important resources necessary to sustain and promote a school-based literacy improvement initiative. First, it is critical to establish a Literacy-Rich School Environment, Culture and Policies. This includes a school climate that actively communicates to students that they are important contributing members of the school community, through displays of current student work in hallways and classrooms, evidence of literacy related student activities, and celebrations of progress. The school environment is also, of course, positively or adversely influenced by the policies, structures, schedule, and practices of the school. When these policies and structures focus on supporting all students to grow as readers, writers, and thinkers, a literacy-rich culture can be developed and maintained.

Parents, caregivers, and community Members can also provide critical resources for student literacy development. When schools work collaboratively to invite and access the support and opportunities

provided by their families and through the community, students get the message that they and their futures are seen as a valuable asset worth investing in.

Finally, district support can mitigate the many roadblocks and pitfalls that often accompany fledgling initiatives. Districts broker resources across schools, establish literacy improvement as a priority across the district and facilitate school-based efforts. District leaders can provide schools with resources to support teachers as they embark on a new instructional model where a strict focus on content delivery shifts to an expectation that teachers provide literacy embedded content instruction. District leadership can also provide direct support to instructional leaders through professional development and to school-based literacy leadership teams as they carry out their literacy action plans.

Action Points of the Model

The five action points located in the center of the model describe the actions that literacy leaders need to take to implement a literacy improvement effort successfully: develop a plan, support teachers to improve instruction, use data, build leadership capacity, and allocate resources These action points are not necessarily sequential. However, our experience with schools has shown us that designing and implementing an effective literacy action plan is critical to achieving results. Without a good plan, the good intentions of teachers and leaders may evolve into random activities that lack cohesion and purpose. But, developing and implementing a successful plan to improve literacy can be complicated and time-consuming. School leaders are under pressure to take action that can be at odds with development of a good plan. A guided process for developing and implementing an effective literacy plan is, therefore, the central topic of this book.

Literacy leaders take many different approaches to initiating and sustaining literacy improvement. Some begin with professional development and supporting teachers to improve instruction; some begin with collecting and examining the data; some begin by establishing a literacy team and building leadership capacity, and others begin by locating resources to support the effort. These actions correspond to the five action points on the graphic of the Taking Action Literacy Leadership Model.

- Implement a literacy action plan
- Support teachers to improve instruction
- Use data to make decisions
- Build leadership capacity
- Allocate resources

PCG Indiana and our partners at the National Literacy Project are currently using this model as the basis for our work with schools and districts in ten states.

8. ***Describe professional development opportunities that will empower teachers to implement the framework. (Embed current research-based practices supported by the National Staff Development Council (NSDC) into this description.***

At PCG Indiana, we understand that in order to effect change in teacher practice, professional development must be strategic, ongoing, multimodal, group-based, and collaborative. This understanding provides the foundation of our approach to professional development, and stands in sharp contrast to the "one-shot" approach frequently offered during the traditional fall or spring inservice day. The National Staff Development Council agrees with this approach, as evidenced in its standards for professional development. Accordingly, the professional development opportunities and materials we develop will be based on the following three strand approach to building the capacity of educators to implement literacy strategies purposefully, appropriately, and with fidelity.

Direct Instruction: Following the best practice models we utilize at PCG Indiana, the PD materials themselves will include direct instruction in a strategic, research-based set of high impact literacy strategies. The direct instruction will include both cross-content and discipline-specific strategies.

Peer and Coach Supported Practice: The second strand of professional development opportunities consists of a series of protocols and an accompanying schedule for instructors to try out the strategies in their own classrooms. We know that adult learners need to try something multiple times in order to build capacity around a new skill. To support this, the materials to be used in districts and individual schools will include specific protocols for guiding pairs of teachers to try strategies together and observe one another to provide feedback and support. Additional protocols will provide a structure within which literacy support professionals can debrief strategy attempts with learning teachers

Professional Learning Communities: Adults' most effective learning generally comes from colleagues. Developing quality teaching requires active professional learning communities that interact collegially to discuss instructional practices and plan for improvement to support increased student learning (National Commission on Teaching, 2003; Dufour, Dufour, Eaker, & Karhanek, 2004),

9. ***Provide training resources, such as a professional development training manual, for the Secondary Literacy Framework that will support the development of school- and/or district-level literacy leaders.***

PCG Indiana has extensive experience developing and producing adolescent literacy training resources, and will put this experience to work for the State of Indiana. We were the developers of the *Guidelines* document for district literacy action planning for the state of Massachusetts, content literacy teacher development materials for the state of Maine and teacher and leadership professional development materials for educators in Maine, New Hampshire, Ohio, Massachusetts, for the Education Alliance at Brown University, and for national organizations such as CCSSO, the National Academy Foundation and New Leaders for New Schools.

We will provide a substantive set of Implementation Support Materials for the Secondary Reading Framework including a training manual/toolkit that supports school and district educators every step of the way as they implement the Secondary Literacy Framework. The manual/toolkit will include a process for literacy action planning and implementation of the Secondary Literacy Framework including gap analysis, goal setting and action plan development. The manual/toolkit will also include instructional materials, activities, and assessments that support the outlined set of professional development

experiences. Finally the manual/toolkit will include tools for monitoring implementation and monitoring progress toward goals such as templates for peer observation, literacy walkthroughs, group debriefings, and student work examination.

10. ***Describe the unique literacy needs, such as exposure to complex texts, or early adolescents and provide recommendations of instructional and school-level supports for ninth graders as they transition to high school content-area courses***

PCG Indiana has more than 10 years of experience building solid, successful adolescent literacy initiatives within and across urban, suburban and rural middle and high schools. As a result of this combination of research and experience, PCG Indiana has an approach to adolescent literacy that recognizes the unique needs of adolescents. The first of these concerns the increasingly complex texts adolescents encounter as move into the upper grades. As children move out of elementary school, they begin to encounter more difficult texts and a larger volume of text to process. At the same time, the primary textual demand begins to shift from learning to read to learning from reading. This shift is a difficult one for many students, making it a critical teaching responsibility for educators. Teachers at this stage have two primary tasks. The first, of course, is to expose students to more complex texts in a variety of the genres they will encounter as they continue their schooling. However, exposure to such texts, although necessary, is not sufficient to build literacy capacity. As students encounter a wider range of genres and types of text, it is critical to provide students with direct instruction in how to learn from them. Student learning strategies and teacher practices around the development of content literacy skills such as these impacts both student learning of content and their continued ability to learn from similar texts in the future.

A second critical need of adolescent learners is multiple modes of interaction with a text. This requires that educators provide literacy support at three key stages: before, during, and after reading or learning. Before reading support involves both helping students learn to set a purpose for their learning and to build background knowledge, critical first steps in ensuring the development of content understanding. During reading strategies focus directly on building understanding of the text used in a given lesson. Such strategies and practices involve both content literacy comprehension instruction as well as concept development.

Finally, after reading strategies help students consolidate and retain new learning and push understanding deeper. Within each of these stages of reading and learning support must be embedded an understanding of another unique need of adolescents, the need to utilize multiple modes of interaction with content learning. Once common mistake educators make is to assume that the best way for a student to learn from reading is simply to read. While this is understandable, it neglects to consider the use of language and talk in the learning process. As social beings, we not only speak to communicate, we speak to learn. Interaction with others around content is one of the most powerful ways for adolescents, particularly early adolescents, to develop content understanding. To accommodate this need, PCG Indiana's approach to adolescent literacy places student motivation and engagement in the foreground, and provides professional development for teachers, schools, and districts in how to design and implement meaningful peer learning experiences.

11. Incorporate methods to serve special education students and English Learners.

PCG Indiana has identified several groups of students who benefit from purposeful and ongoing literacy support:

- Average readers
- Struggling readers
- Advanced readers
- Students with special needs
- English Language Learners, who may be any of the above

The final two group focus a particular lens on the complex task involved in developing successful literacy programs, regardless of the level of those programs, for all students. This is the "core literacy program" – strong literacy support within and across the content areas – as opposed to at the lower grades where the literacy program is focused within the primary classroom. Often, students receiving special education services and English learners are structurally or culturally "othered," creating one or more subcultures or parallel cultures within a school, particularly with respect to literacy support. However, the research demonstrates the futility, and failure, of such a model. In reality, these students may need some or all of the the supports provided to struggling, average, and advanced readers as well.

Tiered Instruction and Intervention Model

Performance Level	Additional Monitoring or Assessment Needed	Level of Literacy Support Required
On or above grade level	General monitoring Screening/benchmark assessment	Basic Support: Content area classroom with good literacy instruction
1–2 years below grade level	Close monitoring Screening/benchmark assessment	Substantial Support: Content area classroom with good literacy instruction and specific attention to literacy needs
2–3 years below grade level	Diagnostic assessment and close monitoring/progress monitoring Screening/benchmark assessment	Intensive Support: Intervention class and content area classroom with specific attention to literacy needs
More than 3 years below grade level	Diagnostic assessment and close monitoring/progress monitoring Screening/benchmark assessment	Critical Support: Additional intervention/tutoring and intervention class and content area classroom with specific attention to literacy needs

Given that reading is now understood to involve such a large number of interrelated, yet distinct, cognitive tasks that students may be advanced in one aspect of literacy and require English language support or special education services in another. PCG Indiana's approach to adolescent literacy uses this understanding in its work with schools, districts, and states with widely varying populations of students with special needs and English learners.

With respect to English Learners, PCG Indiana utilizes best practices identified by a broad cohort of educational researchers across education and the other social sciences. The following needs are particularly critical for English learners:

- Direct instruction in domain-specific language. Callahan (2005) argued that English learners have a particular disadvantage with respect to content area vocabulary, and require additional support to learn the definition of content words in a variety of contexts
- Instructor modeling of the academic use of language. Because English learners in particular must acquire academic as well as content vocabulary, it is particularly important for educators to demonstrate academic, as opposed to colloquial, uses of English. A common mistake among teachers is to use continually simpler words in an effort to develop content understanding. Unfortunately, these well meaning attempts often have the opposite result, limiting, rather than assisting, content acquisition.
- Explicit comprehension strategy instruction in context (e.g., Guthrie 2002). Like native English speaking adolescents, English learners are expected to meet the demands of increasingly complex texts and tasks. It is especially critical, then, to ensure that they are well grounded in comprehension strategies that can help them make sense of that text.
- Emphasis on multiple modes of interaction with content. Talking with other students helps English learners learn content as well as English, so providing targeted, strategic, well developed peer-learning opportunities is a vital part of concept literacy development for these students (e.g., Langer, 1999; Sarella, 2002).

These approaches to content literacy development for English learners are beneficial for all students. PCG Indiana recognizes that they have a particularly strong impact on students who are learning a second language; and the framework we develop will include an emphasis on these and other strategies that have been proven to be successful at helping English learners acquire content understanding while they are learning English as well.

Learners with special needs, whether those be cognitive, emotional, behavioral, or any combination thereof, require and deserve targeted support both from classroom teachers and from identified support personnel. Because the implementation of an RtI model places the first tier of intervention solidly within what might be termed regular instructional practice, it is important that all classroom teachers develop a set of research-based strategies, practices, and interventions that support literacy development for all students, including those with special needs. The strategies in the Thinkquiry Toolkit I (Meltzer and Jackson, 2010) comprise a collection of powerful Tier 1 interventions for regular classroom teachers to use to support struggling readers. At the same time, PCG Indiana utilizes and

endorses the Gradual Release Model, an instructional model derived from the Self-Regulated Strategy Development approach in widespread use in departments of Special Education.

PCG Indiana's approach to incorporating high-impact strategies to assist these groups of students will be to embed them in the framework and design of the professional development and supporting materials. Because schools in Indiana vary widely with respect to their concentrations of students in these populations as well as the needs of those students, the framework and materials will build upon our existing flexible approach that empowers schools to identify and tackle their own unique instructional challenges.

12. ***Embed NETS technology standards from the International Society for Technology in Education (ISTE).***

In the United States we are now educating the second generation of children who may be classified as "digital natives," children who have been exposed to computers, internet access, and other advanced technologies since birth. The amount of digital information is currently doubling every four years. The implications for our current students, and our country, are significant. Employment opportunities continue to trend toward knowledge work and require a set of skills loosely called 21st century skills. Collaboration, multimedia development, and distributed cognition are just a few of the skills foregrounded by today's highly technological workplaces. Because technological literacy is a foundational skill for the development of content knowledge in other areas, PCG Indiana takes seriously the need to embed technology standards throughout the framework, within the professional development design, and in the supporting materials. We understand that to do so means to scaffold teachers' capacity to use technology in instructionally meaningful ways.

Articulation between Measures and Data Sources for the Opportunity School Communities Program

Performance Measures	Type of measure	Data Source
To what extent are grantees implementing the Indiana Literacy Framework with a high level of quality and fidelity	Process	Site visits, program records, instructional observation, interviews
Teachers participating in the OSC program and professional development activities will indicate that the program has resulted in changes in their classroom practices related to literacy instruction	Process	Site visits, instruction observations, pre and post implementation teacher surveys
To what extent are the following being accomplished?		
Programs using technology in their literacy programs will indicate that the technology they are utilizing is instrumental for helping their students gain proficiency in their literacy and language arts skills	Process	Interviews, site visits, instruction observations, pre and pose implementation teacher surveys
Four year old children participating in the OSC program will show gains in oral language skills as measured by a standardized assessment of oral language proficiency (GPRA 1)	Outcome	ISTAR or DIBLES data from IDOE - aggregated and disaggregated by the following subgroups: low income, ethnicity, disabled, and LEP
An increasing number of fifth grade students who have participated in the OSC program will demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations on the language arts section of Indiana Statewide Testing for Educational Progress Plus (ISTEP+) assessments (Modified GPRA 2)	Outcome	5th grade ISTEP Scores from IDOE – aggregated and disaggregated by the following subgroups: low income, ethnicity, disabled, and LEP
An increasing number of eighth grade students who have participated in the OSC program will demonstrate adequate growth under the State's Department-approved growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations on the language arts section of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) assessments (Modified GPRA 3)	Outcome	8th grade ISTEP Scores from IDOE – aggregated and disaggregated by the following subgroups: low income, ethnicity, disabled, and LEP
An increasing number of high school students (including low income, ethnic subgroups, disabled, and limited English proficient students) who have participated in the SRCL program will meet or exceed proficiency on the Indiana 10th grade end of course assessment for English (ECA) (GPRA 4)	Outcome	ECA Scores from IDOE – aggregated and disaggregated by the following subgroups: low income, ethnicity, disabled, and LEP

Indiana Growth Model

Fact Sheet

What?

The Indiana Growth Model uses a statistical model to calculate each student's progress, or growth, on state assessments. The Growth Model can be used to display students, school and district results to educators and the public. Based on the Colorado Growth Model, the Student Growth Percentile method assesses the growth of every student by comparing individual students to students who begin at similar levels of achievement to determine relative growth over time. The goal is to focus on the outputs of education and expect progress from all students, not just those close to passing.

Who?

Indiana students will be measured on I-STEP+ scores from one year to the next. From there, student growth is summarized for each school and school corporation. All are displayed on a four cell chart that places them into one of the four categories:

1. High achieving/high growth
2. High achieving/low growth
3. Low achieving/high growth
4. Low achieving/low growth

Why?

The expectation at the Indiana Department of Education is for all students to achieve one year of growth no matter where they start. The Growth Model allows parents, teachers and administrators to see progress made by a student year over year.

When?

With the public release on Feb. 10th, Indiana begins a three-phase roll out of growth data. Administrators around the state have received Phase I information and have already begun to examine their data. Phase II will follow later this winter, allowing schools to receive a more detailed report on their students and entire corporation. Phase III will take off in late spring using the recently released Learning Connection website to provide educators and schools with secure access to individual students growth data.

Where?

For more information on how to access the Indiana Growth Model, go to: http://www.doe.in.gov/growthmodel/.

IDOE's Learning Connection Gains Popularity

FOR IMMEDIATE RELEASE:
Tuesday, February 23, 2010
Media Contact:
Lauren Auld, Press Secretary

Teachers, parents, students and administrators are taking advantage of the Indiana Department of Education's recently launched secure and powerful collaborative portal called the Learning Connection (LC). This website serves as a vital channel of communication for everyone involved in K-12 education in Indiana. It provides data, resources and tools to support student achievement, and it will play a prominent role in supporting the implementation of IDOE's strategic initiatives, including efforts outlined in the State's Race to the Top application.

"The Learning Connection has proven to be quite popular, with over half of Indiana's school corporations registered already," said Superintendent of Public Instruction Dr. Tony Bennett. "This valuable tool offers a number of useful features to support student achievement, and at a minimum, we believe educators will appreciate having a single access point for the full range of historical data on individual student achievement. This will include data based on Indiana's growth model as well as a common platform for collaboration with other educators from across the state."

While the LC was not formally launched until last week, IDOE began conducting weekly webinars to introduce the features of the LC to Indiana educators in November of 2009. The largely grassroots-inspired growth has resulted in the registration of over 5216 registered users from 182 school corporations. More than 350 schools (representing 200,000 students) are already taking advantage of the access to the historical student achievement data now available through the Learning Connection.

Similar to other social networking sites, the Learning Connection allows online interest groups to form around educational topics or projects. Dozens of such groups have already formed on topics ranging from the use of technologies in the classroom to the advance of high quality literacy instruction. Because users determine the setup of their personal accounts, they are able to select the features and resources they want to use. Users may utilize the tool in a number of ways, like the following:

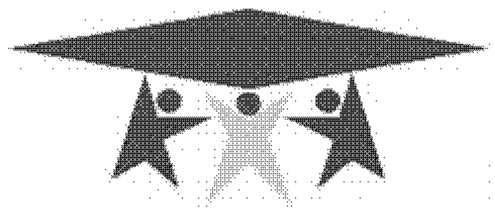
- Reviewing individual student performance and historical achievement and monitoring that student's performance going forward
- Collaborating with other professionals
- Planning, scheduling, and publishing lessons
- Finding and using digital content aligned to Indiana Academic Standards
- Connecting schools to home by posting information on homework assignments, class lessons or other announcements

"The Learning Connection offers educators an online complement to the traditional classroom," Bennett said. "This tool is available to schools, teachers and parents at no cost, and I believe it will be an indispensable resource for those involved in education in Indiana for years to come."

Educators can sign up through the web site at http://learningconnection.doe.in.gov. Parent and student access is provided through the local school.

The Learning Connection was tested throughout the state in 2009 by a group of 40 educators. Key funding for the Learning Connection was provided by a federal grant for the development of state data systems. Lilly Endowment Inc. provided funding for the smartDESKTOP, a precursor of the Learning Connection, through a series of grants beginning in 2002 to the Indiana Humanities Council and then to The Learning Collaborative, a supporting organization of the Indiana Humanities Council. In 2007 the smartDESKTOP was transferred to the Indiana Department of Education by The Learning Collaborative. Users of the smartDESKTOP have received Learning Connection accounts.

For more information on the Learning Connection, go to http://learningconnection.doe.in.gov.



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Indiana's Comprehensive Literacy Plan

Serving Students from Birth through High School Graduation

The Importance of Literacy

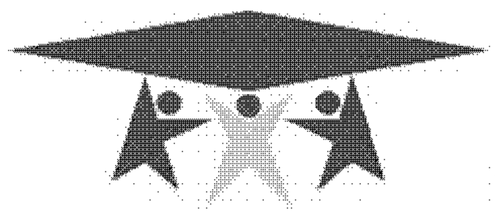
Literacy is a term that has evolved over the years, acquiring more layers of meaning as new forms of media and technology have entered our culture. Defining literacy as reading and writing falls short of capturing all that the term encompasses. In addition, economic explanations do not fully portray the importance of literacy achievement. It is true that being literate improves employment prospects and is correlated to lifetime earnings. As importantly, sophisticated literacy skills enable us to confront considerable challenges in our state, the nation, and the world.

Recognizing contemporary literacy competencies, the National Council of Teachers of English argues that

> "twenty-first century readers and writers need to (a) develop proficiency with the tools of technology, (b) build relationships with others to pose and solve problems collaboratively and cross-culturally, (c) design and share information for global communities to meet a variety of purposes, (d) manage, analyze and synthesize multiple streams of simultaneous information, (e) create, critique, analyze, and evaluate multi-media texts, and (f) attend to the ethical responsibilities required by these complex environments."[i]

In other words, students and educators have their plates full. Developing these comprehensive literacy skills requires high-quality instruction, strong educational leadership, highly effective and efficient educational systems, committed students, and engaged communities.

There is simply too much at stake not to put literacy at the forefront when considering what is imperative for all students to learn. Indeed, the United Nations Educational, Scientific and Cultural Organization (UNESCO) believes that "literacy is a human right… [and] essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable



development, peace and democracy."[ii] To be sure, literacy skills are essential to improve our own lives and those of our neighbors.

For all of these reasons, the Indiana Department of Education (IDOE) is establishing and implementing a comprehensive literacy plan that serves children from birth through high school graduation. Children and their families deserve an education system that meets their needs and prepares them for college and careers. We know that it is not enough to simply focus on early literacy skills. Nor is it sufficient to try and remediate students once they've entered middle or high school. The most effective way to guarantee that all students become literate is to nurture and emphasize literacy skill development comprehensively from birth through high school graduation. This thorough support to students will prepare them to pursue meaningful post-secondary opportunities.

This effort must be shared among all stakeholders. Elementary teachers are not solely responsible for reading achievement. Secondary content-area teachers must leverage their disciplinary expertise to bolster their students' reading and writing development. Similarly, families and communities must participate. Finally, libraries, after-school programs, non-profit organizations, and concerned citizens must get involved. Everywhere, students must be enveloped by the powerful message that becoming literate is crucial to leading a rewarding life.

The State of Literacy in Indiana

Indiana's comprehensive literacy plan is born out of a careful consideration of the current state of literacy in Indiana and across the nation. Many stakeholders contribute to the overall literacy achievement of our state. In fact, currently there are 358 local education agencies (LEAs), more than 1,850 schools and approximately 60,000 teachers across Indiana serving more than 1 million children. Also, children are served in over 3,000 licensed childcare homes and approximately 700 licensed childcare centers. And more than 15,000 children are currently enrolled in Head Start.

With so many people involved, analyzing recent student achievement data offers us an objective starting place to begin a thoughtful discussion about setting goals and purposefully planning to achieve them. In grades 3 - 8, students participate in the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program. This series of exams provides a snapshot of student achievement each year. The following chart depicts data from 2006 through 2010. The average totals for percent passing English language arts for each grade level have been disaggregated.

Figure 1: ISTEP+ English Language Arts Scores (2006-2010)

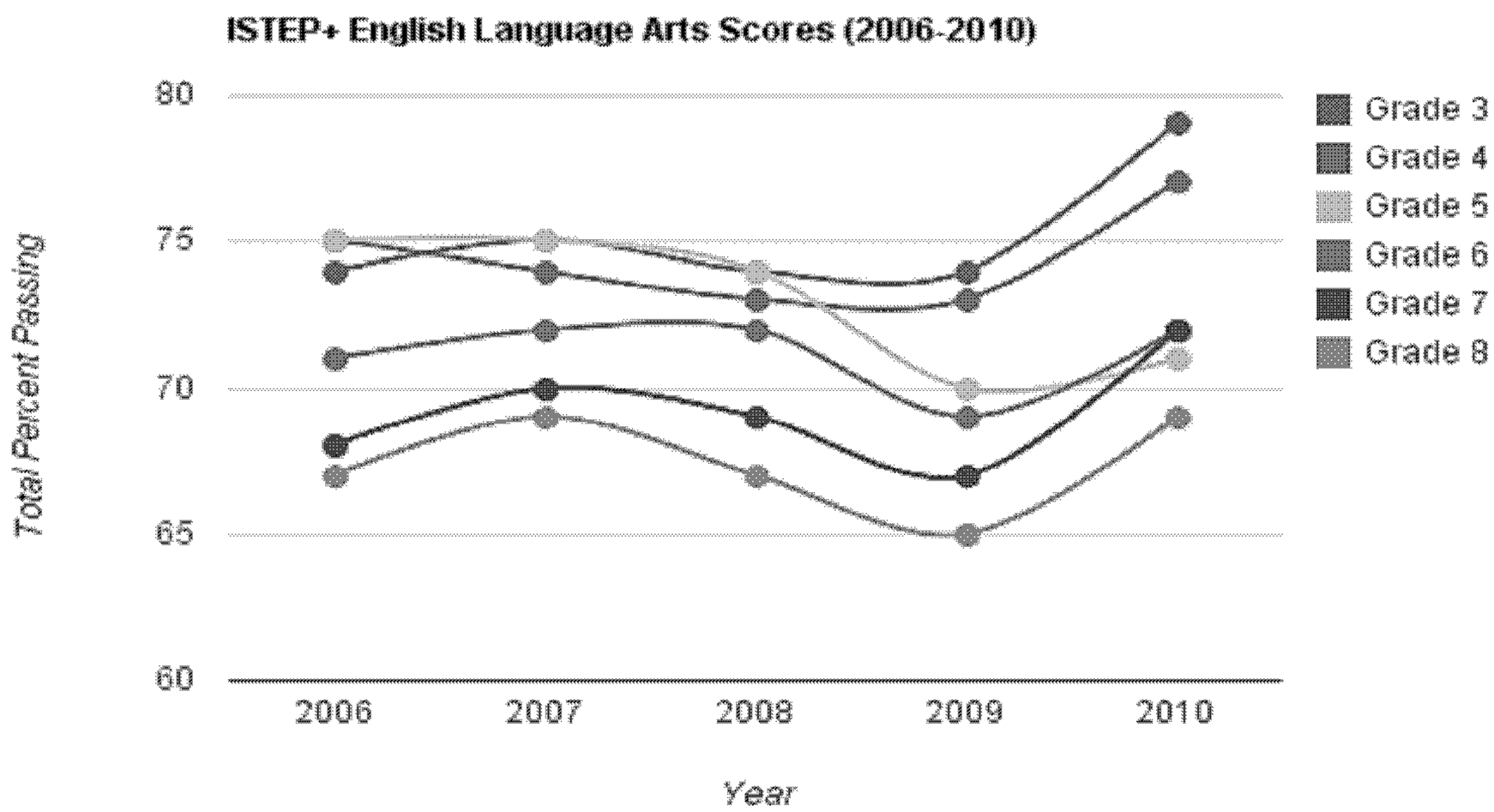


Figure 1 allows us to draw several conclusions. First, from 2006 to 2009, student achievement scores were relatively stagnant with a slight trend of decline. In 2010, scores significantly increased in all grade levels. Although it is too early to determine if this indicates the first of many years of growth, the results are promising. In addition to identifying patterns across calendar years, the data suggest that as students get older, their literacy achievement declines. With rare exception, it is evident that more students pass the English language arts portion of ISTEP+ in earlier grades than in later ones. As a result, Indiana's literacy plan takes into account the unique needs of adolescents, especially during the middle school years where there appears to be a precipitous decline in achievement.

In addition to English language arts assessments, the IDOE believes it is important to include information regarding content-area achievement. After all, processing complex informational text is a fundamental requirement for success in courses such as social studies and science courses. Figures 2 and 3 provide further information about Indiana's overall literacy profile.

Figure 2: ISTEP+ Social Studies Scores (2009-2010)

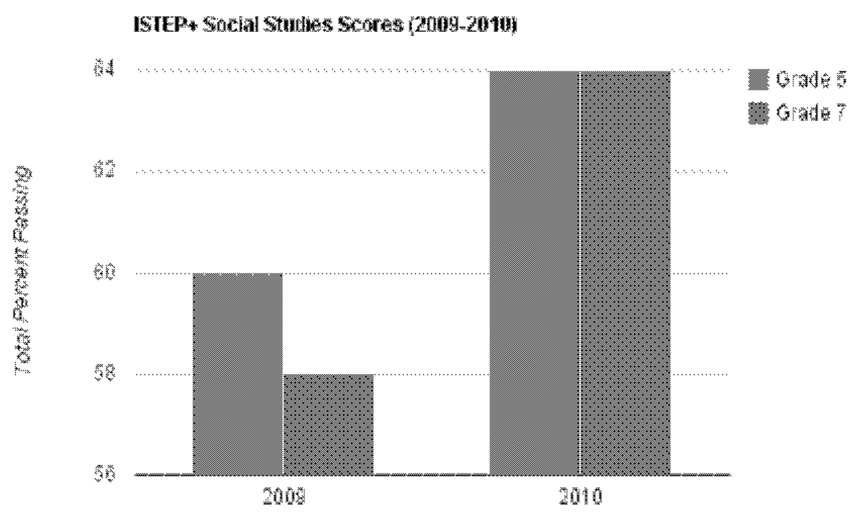


Figure 3: ISTEP+ Science Scores (2009-2010)

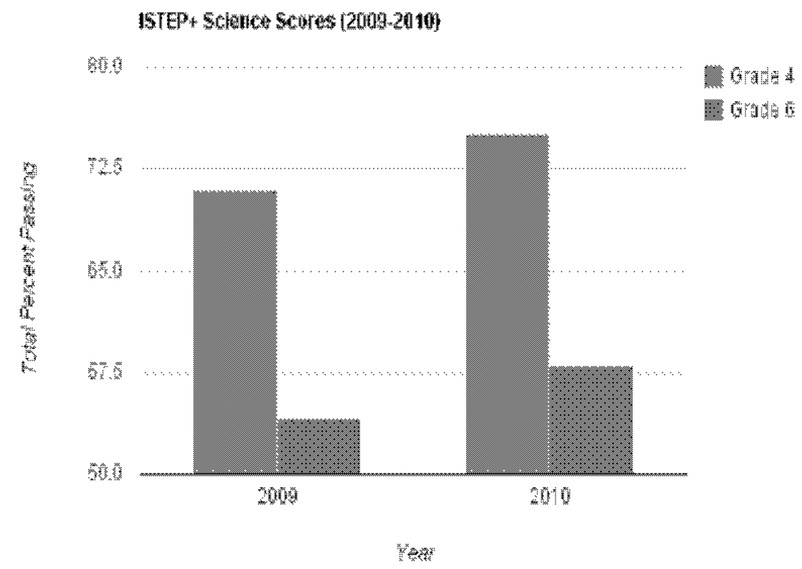
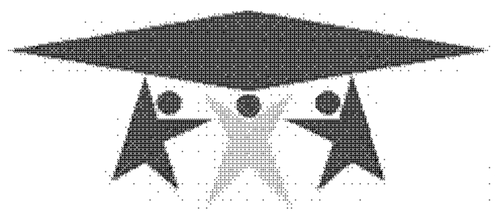


Figure 2 reveals that students in grades 5 and 7 are not demonstrating sufficient achievement in social studies. While it is encouraging to note that there is no demonstrable drop-off between the two grades in 2010, the overall percentage of students passing the exam remains below 65%. This is far too low. Figure 3 illustrates science scores for students in grade 4 and 6. While the overall percentages for science are better than for social studies, there is a sizable decline in achievement between the two grades in both 2009 and 2010. Clearly, there is significant room for growth in both content areas. In addition to increasing students' subject-area knowledge, informational literacy competencies must be further developed. Improved student achievement in these content areas depends on being an excellent reader and writer in these disciplines.

In addition to the ISTEP+ exams, the National Assessment for Educational Progress (NAEP) provides data that helps us round out our understanding of the state of literacy in Indiana. The following table presents Indiana students' NAEP results compared to their national peers' results in 2002, 2005, 2007, and 2009.[iii]

Grade Level & Subject	Indiana Scale Score	U.S. (average) Scale Score
Grade 4 Reading	222	220
Grade 4 Writing	154	153
Grade 8 Reading	264	261
Grade 8 Writing	155	154

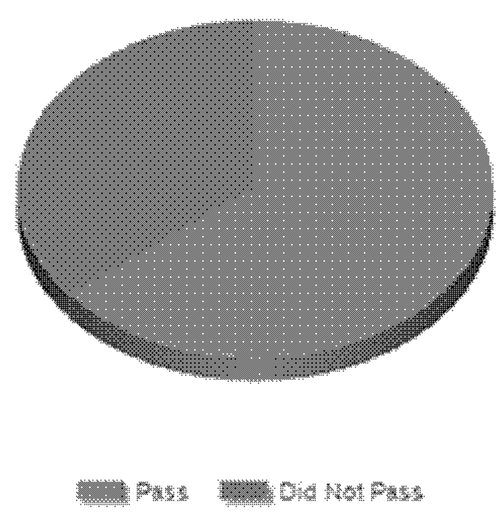


Indiana Department of Education
SUPPORTING STUDENT SUCCESS

While Indiana students achieve at slightly higher levels than many of their national peers, Indiana's educational stakeholders are not content to remain near the middle of the pack. Ideally, students *from all states* would rapidly increase their literacy achievement because the U.S. (average) scale score does not indicate that American children are reading and writing at the levels expected by state and national leaders.

In order to measure high school literacy achievement, Indiana administers an English 10 End-of-Course Assessment (ECA). As the name suggests, this exam is primarily given in the sophomore year of high school. However, a small number of high-ability freshmen opt to complete this graduation requirement. The following chart depicts student performance on the 2010 administration of the English 10 ECA. Sixty-three percent of students passed.

Figure 4: English 10 ECA Performance (2010)



Clearly there is work to be done in order to ensure that all students have the literacy skills required for college and careers. A closer look at the data reveals an achievement gap between students from low-socioeconomic backgrounds and their more affluent peers. Additional disparities are evident when the data are disaggregated by ethnicity, special education eligibility, and English learner (EL) status. The following charts depict these gaps.

Figure 5:

English 10 ECA Performance (2010) by Ethnicity

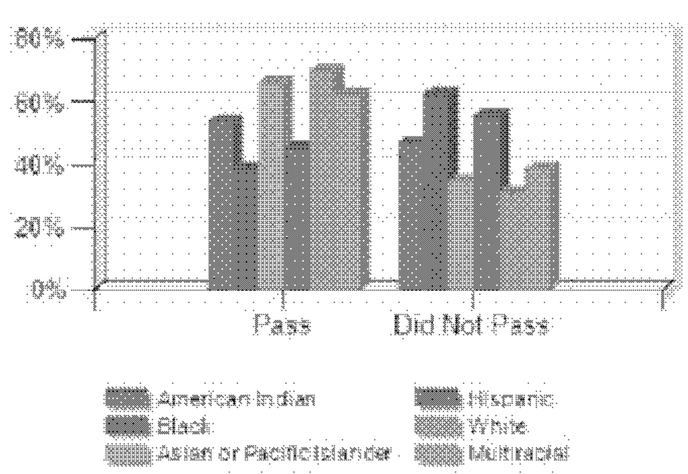


Figure 6:

English 10 ECA Performance (2010) by Free/Reduced Price Meals

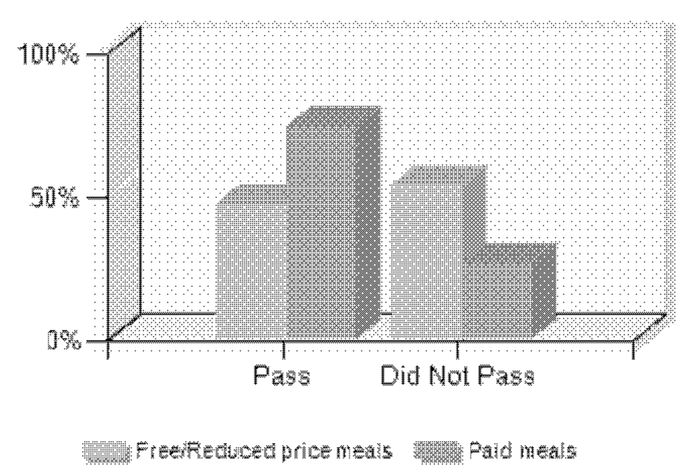


Figure 7:

English 10 ECA Performance (2010) by Special Education

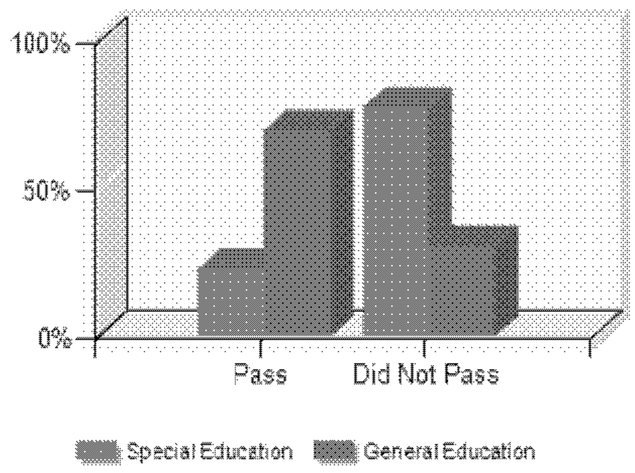
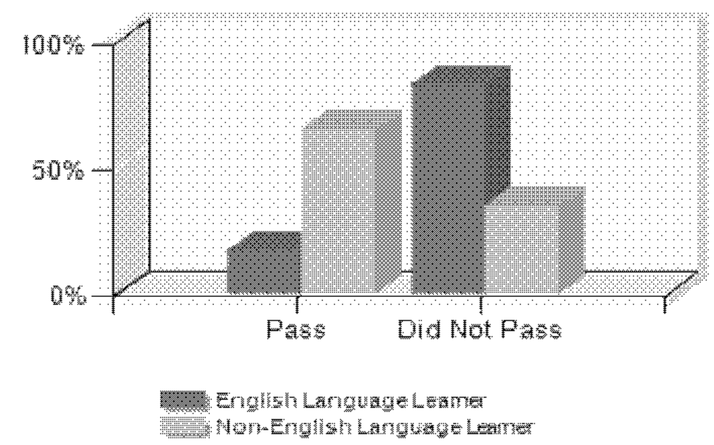


Figure 8:

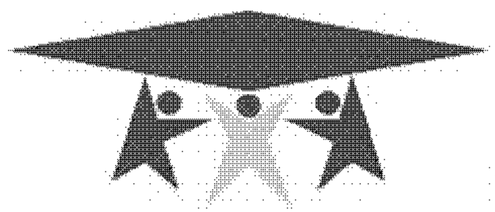
English 10 ECA Performance (2010) by English Learners



While these charts refer only to performance on the English 10 ECA, the trends revealed in this set of achievement data are present in grades 3 through 8. For these reasons, Indiana's comprehensive literacy plan specifically targets the needs of students from all backgrounds, including youth living in poverty, those who receive special education services, and students who are learning English as a second language. Of course, the complex mix of demands on educators may seem overwhelming, but with the right plans and policies, all students can be provided an excellent education that leads to success in college and careers.

Framing Indiana's Comprehensive Literacy Plan

In an effort to clearly organize and structure Indiana's Comprehensive Literacy Plan, sections on Early Childhood Literacy, Elementary Literacy, and Secondary Literacy have been subdivided into six components: (1) Goals, (2) Instruction, (3) Assessment, (4) Professional Development, (5) Leadership, and (6) Commitment. Each of these elements is a fundamental requirement for developing and implementing a meaningful literacy plan that will increase student achievement. **Goal**-setting at the state level provides a clear vision for districts, schools, students, and their families. At the local level, objective, measurable, and realistic goals provide clear benchmarks for success, motivating students and staff and providing transparent measures of achievement. Because **instruction** is at the core of any effort to improve educational outcomes for children, the IDOE has developed (or is currently developing) the following frameworks to address the literacy needs of students at all developmental levels: (a) Indiana Birth to Age Five Literacy Framework, (b) Indiana K – 6 Reading Framework, and the (c) Indiana Secondary Literacy Framework. These documents (which are also subdivided into the six



components noted above) provide guidance regarding the types of instruction that will most positively impact student performance in the classroom. **Assessment** goes hand-in-hand with instruction. In order to measure the effectiveness of instructional practices, well-designed assessments should be delivered, yielding results that influence instructional decision-making. Because educators are life-long learners, they require differentiated **professional development** in order to ensure that they are improving their professional competencies in a timely and efficient manner. Finally, literacy initiatives require **leadership** and **commitment** in order to be implemented effectively.

Indiana's Comprehensive Literacy Plan also includes an appendix, providing the most up-to-date information on the development of Indiana's frameworks and policies. These will be updated frequently as documents are refined and initiatives realized.

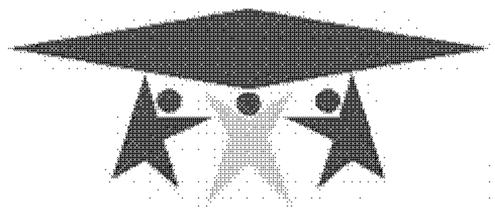
Supporting Literacy at the Policy Level

Revisions for Educator Preparation and Accountability (REPA)

Recent policy initiatives from the Indiana Department of Education support comprehensive literacy development for all students in the state. At the heart of these efforts is an emphasis on improving teacher quality and using student achievement data to drive decisions at every level of the educational system.

The *Revisions for Educator Preparation and Accountability* (REPA) provide several needed updates to Indiana's teacher licensing requirements. Research indicates that teachers are the primary influence on students' academic achievement, so it is imperative that only the best qualified teachers enter the classroom. The REPA rules lay the groundwork for ensuring that the next generation of teachers receives adequate pre-service preparation. The following changes took effect in July 2010:

1. All teaching candidates must acquire ample content-area knowledge. Elementary teachers (K through 6) must earn a baccalaureate degree consisting of an education major with a content-area minor *or* a content-area major with an education minor. Secondary teachers (grades 5 through 12) must earn a baccalaureate degree consisting of any applicable content-area major as well as a minor in education.
2. All teaching candidates must pass certain tests to demonstrate competence in content-area knowledge and pedagogy (including the PRAXIS II exams) *before* entering the classroom. PRAXIS I tests are no longer required for licensure after June 2011.



Instead, teaching applicants are required to demonstrate basic skills before being admitted to schools of education.

3. Current teachers may add content areas to their licenses more easily by passing a content-area exam that tests subject knowledge.

(Please visit http://www.doe.in.gov/news/2009/07-July/REPA.html for more information).

These rules will significantly impact the content-knowledge acquisition of teaching candidates, better enabling them to leverage their disciplinary knowledge in their efforts to provide high-quality literacy instruction to students. Also, schools of education must now screen applicants for basic skills. By making a career in education more selective, the overall quality of the teaching force will be dramatically improved.

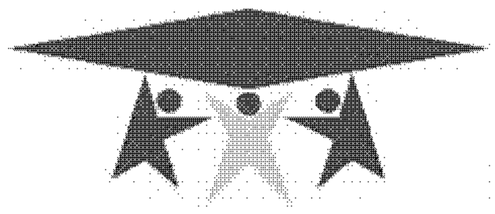
New Teacher Standards

In December of 2010, the Indiana Professional Standards Advisory Board, in conjunction with the Indiana Department of Education (IDOE), unanimously approved new developmental and content standards for educators. This action made Indiana the first state in the nation to fully align its teacher standards with the Common Core State Standards. "With the launch of our new teacher standards, Indiana is blazing the trail nationally for preparation and licensure of new teachers and school leaders," said Superintendent of Public Instruction Dr. Tony Bennett. "The new standards will ensure all Indiana educators are well prepared to teach the subject areas in which they are licensed, provide leadership for our schools, and contribute to improved achievement for all Indiana students."

(Please visit http://www.doe.in.gov/news/2010/12-December/common_core_standards.html for more information).

Ensuring Student Literacy by the End of Third Grade

In March of 2010, the Indiana General Assembly passed House Bill 1367, and Governor Mitch Daniels signed it into law. This law will result in groundbreaking efforts in Indiana to ensure that students read proficiently before moving on to 4th grade. As many researchers and educators have noted, prior to 3rd grade students are primarily "learning to read," but beginning in 4th grade, students must be able to "read to learn." It is for this reason that the new law requires the Indiana Department of Education (IDOE) to "develop a plan to improve reading skills of students and implement appropriate remediation techniques," up to and including retention after 3rd grade. It is not the IDOE's goal to retain a single student, but if a student is unable to read at or above grade level by the end of 3rd grade,



retention may be the best option for his or her future. Indiana's K – 6 Reading Framework (see Appendix) provides guidance on how the state education agency, local education agencies, educators, students, families, and the larger community may collaborate to ensure that all Indiana students read proficiently by the end of 3rd grade.

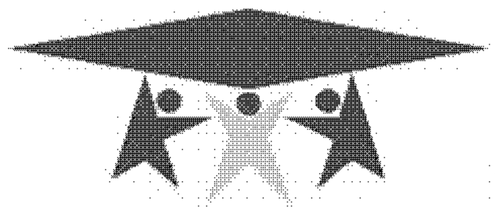
(Please visit http://www.doe.in.gov/super/2010/04-April/042310/documents/sb_grade_3_reading_plan.pdf for more information).

Adopting the Common Core State Standards

In August of 2010, the Indiana State Board of Education adopted the Common Core State Standards. These academic expectations place a great value on literacy development within all content areas. In fact, the Common Core State Standards include literacy standards for social studies/history, science, and technical subjects. According to the IDOE's interpretation, *technical subjects* include all content areas, including mathematics. Indeed, Appendix B of the Common Core State Standards includes literacy examples that relate directly to this discipline.

In addition to adopting the Common Core State Standards, Indiana is a governing state within the Partnership for Assessment of Readiness for College and Careers (PARCC), one of two assessment consortia funded by the U.S. Department of Education to develop the next generation of assessments. The summative exams crafted and implemented by this group of states should be worthy of instructional emulation. This means that student performance tasks should be of high quality, requiring students to apply literacy skills in valuable, meaningful ways. Indiana will use its role within the PARCC to ensure that students have rich opportunities to demonstrate their literacy competencies.

(Please visit http://www.doe.in.gov/news/2010/08-August/core_standards.html for more information).



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

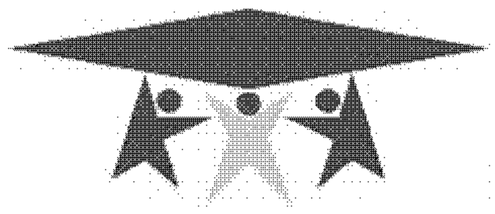
Early Childhood Literacy

Goals

Learning to read and write is intertwined with the development of language skills and provides the foundation for success in school. Effective instruction for young children is based on scientific research, emphasizes all domains of development (physical, social, emotional, and cognitive), and builds language and literacy competence. Appropriate assessment for young children is multi-faceted and includes formative and outcome-based measures to drive instructional needs. Effective directors and principals must be efficient managers and dedicated instructional leaders in order to promote well-being and appropriate learning opportunities for ALL children in early childhood care and educational environments. There must also be high quality professional development that is differentiated for teachers/caregivers to impact positive outcomes for children. This goal will help us know that children will transition from early learning environments to kindergarten with the necessary foundation in oral language and emergent literacy skills so they are prepared for learning success. The Birth—Age 5 Literacy Framework currently being developed includes the components necessary to ensure all young children arrive at school ready for literacy learning.

Instruction

Individual early childhood programs are at liberty to select instructional practices and curricula and there is currently no mechanism in place to ensure that programs only select high quality, research-based curricula. An identified gap in the state is a need for informed instruction for all children from birth to age five so that they will be better prepared for kindergarten. The vision for the future is that all early childhood caregivers, teachers, parents and leaders would understand that appropriate instruction for young children is based on scientific research, emphasizes all domains of development (physical, social, emotional, and cognitive), and builds language and literacy competence. The Birth—Age 5 Literacy Framework and companion professional development will address this current need.



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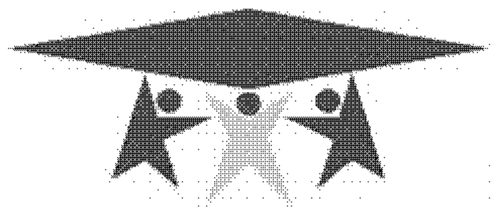
Assessment

Many resources are available for assessing children's literacy development, but none are used on a statewide basis. Many programs use the assessment tool provided through their adopted curriculum. The Indiana Department of Education has available an assessment called the Indiana Standards Tool for Alternate Reporting – Kindergarten Readiness (ISTAR-KR). This assessment tool is measures a child's developmental skills from 4 months old to 5 years of age. It is aligned to the Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5. There are currently only twenty-three (23) sites statewide utilizing this assessment although it is available to all programs at no cost. The gap that is easily identified is that many programs do not assess the children in their programs. The process of assessing a child may seem overwhelming and many do not feel they have the skill set to assess a child's learning. The vision for the future in assessment is that a systematic approach is used to collect data on children's language and literacy growth. All early childhood caregivers/teachers need to understand that a clearly defined purpose exists for assessing all children, that there a multi-faceted approach to assessing children's literacy learning includes formative and summative measures. At the state level we will provide differentiated professional development opportunities for teachers/caregivers to deepen their understanding and use of data for instructional decisions.

Professional Development

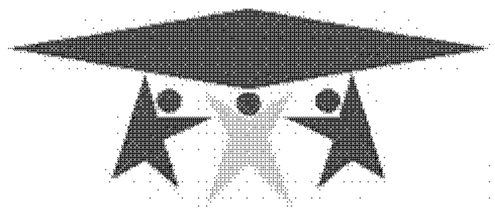
Early childhood professional development in Indiana is provided through the Child Care Resource and Referral Agencies. There are eleven service delivery areas throughout the state and they provide several opportunities each month for early childhood providers to learn best practices for early childhood instruction, but there is no state requirement to provide professional development on early literacy. The Indiana Association for the Education of Young Children through their Child Development Associate (CDA) also provides professional development classes that are also held throughout the state. These classes provide instruction about fostering effective early learning environments and understanding how children learn. Our goal would be to provide high quality professional development and training that is differentiated for teachers/caregivers and parents/caregivers to impact positive outcomes for children. Such training would be based on an assessment of children and teachers/caregivers and parents/caregivers' needs. Instructional practice would be an explicit focus of



the professional development and practice is linked to teacher/caregiver knowledge, beliefs, and dispositions. The content would be aligned with the organizational context and early childhood standards. Programs have resources that are appropriate, adequate, and readily available to effectively implement professional development learning.

Leadership

Effective directors and principals in early childhood care and education environments are efficient managers and dedicated instructional leaders who promote well-being and appropriate learning opportunities for each child. We want early childhood leaders to understand that the wellbeing of children is their primary responsibility; children's needs are the first priority when making administrative decisions. Early childhood leaders will explicitly model and abide by high ethical standards of behavior and professional practice. Early childhood administrators and principals embrace the many roles of leadership that impact learning and teaching, including: visionary, building manager, instructional leader, child advocate, public relations director, and supervisor of professional development. Early childhood leaders will provide on-going guidance and supervision of effective care and instructional practices to support children's healthy development and learning. Early childhood leaders will strive to build affirming relationships with children, families, staff members and colleagues, understanding that children and adults are more likely to achieve learning and teaching goals when relationships are based on trust and respect. Early childhood leaders will use data (structural, process, and global measures) to improve the quality of early care and education. Early childhood directors will work with their staffs to achieve standards of quality that are higher than the minimum state licensing requirements, as defined by the statewide Quality Rating Improvement System known as Indiana's *Paths to Quality.* Those areas include Health and Safety, Learning Environment, Planned Curriculum and National Accreditation. Finally, early childhood leaders will strengthen the relationship between preschool and K-12 learning environments.



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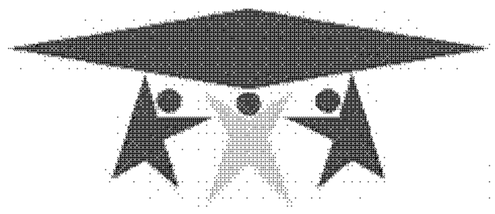
Commitment

The pool of stakeholders for early childhood literacy is far-reaching. Stakeholders include parents, early childhood caregivers, kindergarten teachers, community members and schools. Investments in early childhood literacy are critical for ensuring that children and schools experience meaningful successes, a result that benefits both Indiana and the nation. Commitment can begin with the early childhood providers as they spend countless hours with children each week, who often influence what happens with the children and parents at home. Early childhood providers need support from their administrators and professional development to influence what occurs in the classroom each day. State-level leadership for high quality professional development will help lead the way to superior early literacy environments for all children to help them arrive ready to learn in kindergarten.



Indiana Department of Education
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Elementary Literacy

Important Note

At this time, Indiana's K – 6 reading initiatives have already resulted in several detailed documents, including a framework that fully develops the six essential components of a well-designed literacy plan: (1) Goals, (2) Instruction, (3) Assessment, (4) Professional Development, (5) Leadership, and (6) Commitment. Repackaging all of that work here would be an inefficient use of the reader's time. Please see the Appendix for greater specificity on Indiana's K – 6 Reading Framework.

Reading Goals

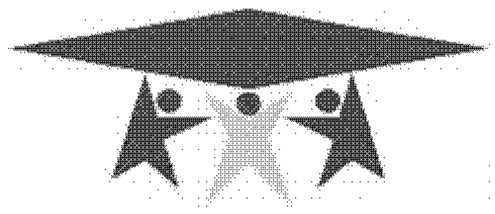
Measurable reading goals are necessary to drive instruction and determine appropriate assessments. While the most important reading goal is to read at grade level, specific goals in grades K-3 focus on *how to read*, and goals in grades 4-6 include *reading to learn* (i.e. comprehension) in relationship to content knowledge.

Instruction

Schools must provide systematic, direct, effective, and scientifically-based reading instruction throughout grades K-6. In the early grades, effective reading instruction enables students to develop the foundational reading skills they need to read and learn successfully in school and beyond. In grades 4-6, effective reading instruction ensures students maintain strong foundational reading skills and apply those skills to reading complex material in the content areas.

Assessment

To be certain instruction meets the needs of every student and to determine if students are reading proficiently for their grade level and meeting essential formative goals, teachers must have access to and understand how to use valid and reliable reading assessments. Each school's reading plan should include a comprehensive system of screening measures to identify students at risk, progress



monitoring tools to ensure students are on track, and summative assessments to determine student mastery.

Professional Development

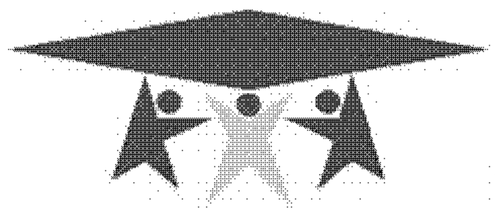
Professional development is the vehicle used to provide teachers with the support, knowledge and skills needed to deliver effective, high-quality instruction in the classroom. Teacher quality, and the extent to which teachers receive ongoing training and support, makes a significant difference in student achievement.

Leadership

Effective building leaders make student attainment of grade level reading goals a priority by vigorously supporting teachers as they provide classroom instruction that meets student needs. Leadership must be distributed among different individuals and groups within the school to develop shared responsibility. Effective building leaders ensure sufficient time for planning instruction and regularly observe classroom reading blocks to monitor how reading instruction is delivered and to provide support for implementation.

Commitment

Providing the instruction necessary for all students to read at grade level requires a school-wide commitment to the implementation of scientifically-based reading instruction. State education leaders, corporation/district leaders and school leaders must do whatever it takes to deliver on the goal of ensuring that all students learn to read proficiently. This requires motivating the entire school community, including staff, board members, and parents; dedicating the necessary resources and time to get the job done; reporting data to the public; adhering to clear accountability measures; establishing and following problem-solving processes; sharing responsibility to implement a comprehensive reading program; and implementing a reading plan with fidelity so all students will be successful.



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Secondary Literacy

Goals

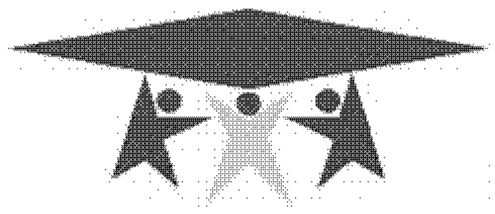
Setting District and School Goals

At the secondary level, setting and accomplishing literacy goals should be the responsibility of English language arts educators, their content area peers, and a district or school's administrative team. As students progress through middle school and high school, the demands on their ability to navigate and comprehend complex texts grow increasingly sophisticated. English teachers are not solely responsible for quality instruction in reading and writing, though. For this reason, determining literacy goals should be a collaborative effort between all members of a school's faculty.

Educators should establish clear, measurable reading goals for their students that drive instruction and enable decision-making about formative and summative assessment design. One of the most logical points to enter a discussion of literacy goals at the district or school level is to look at student performance on the ISTEP+ exams for grades 4-8, the Biology End-of-Course Assessment (ECA), and the English 10 End-of-Course Assessment (ECA). Education stakeholders at all levels must believe that *all* students are capable of demonstrating proficiency on these exams. Accordingly, goals should be established that represent significant growth for *all* students in the context of a district or school's current achievement profile. Indiana's Growth Model (found at www.learningconnection.doe.in.gov) is a state-of-the-art tool that provides timely information to schools and districts regarding both achievement and growth. Without a doubt, schools and districts should use this resource during the goal setting process.

In addition to setting ambitious, feasible goals based on ISTEP+ exams and the English 10 ECA, content area teachers should consider the impact of literacy skills on performances related to their discipline. For example, science teachers should use student performance on the science ISTEP+ tests in grades 4 and 6 to inform goal setting. Middle school and high school science teachers should analyze Biology ECA scores and consider part of students' demonstrated achievement as directly influenced by literacy competencies. Accordingly, science educators should set clear, measurable goals that drive literacy and content instruction in their discipline.

A similar model should be employed by social studies and history educators. These teachers may look to the ISTEP+ subject tests in social studies given in grades 5 and 7. Although an ECA does not



currently exist in this field, the heavy emphasis on informational text on the current English 10 ECA and upcoming English language arts exams from the Partnership for Assessment of Readiness for College and Careers (PARCC) means that these educators must embrace their role in improving literacy achievement. In addition to looking to testing data, social studies and history educators should set ambitious goals based on the reading and writing demands of their discipline. In other words, if students should develop proficiency on a particular skill in order to be a competent practitioner, this should be reflected in the goal-setting process regardless of whether or not a state assessment will measure student progress in this area.

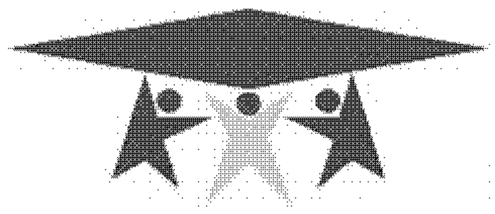
Setting Classroom Goals

While a classroom is made up of individuals, a common goal can serve as a motivator and frequent reminder of the mission to consistently improve literacy skills. Classroom teachers (assisted by academic coaches and administrators when necessary) should set goals in student-friendly language. For example, one teacher might set the goal of having all students demonstrate at least 80% proficiency on all academic standards. Teachers and students can easily track progress toward this goal if assessments are aligned and designed properly.

Setting Student Goals

Students benefit from goal setting that is informed by their past academic achievement, demonstrated ability, and potential for growth. Before determining feasible goals, however, teachers must refer to a variety of data. Looking to the ISTEP+ or ECA data provided by the state serves as a springboard for this thought process, but district and school assessment results should be considered as well. For example, if districts use benchmarks to monitor student progress, these scores should be analyzed for trends. In addition, many districts and schools purchase programs that provide various literacy measures for students. These data should be made readily available to classroom teachers so that student goal setting is purposeful and thoughtful, providing a clear path toward success in college and careers.

All students, including those who receive special services and those who are English learners, should set personal literacy goals. At the secondary level especially, teachers may use these goals to motivate adolescents and communicate progress. Once several sources of data are consulted for a particular student, the teacher and student should set a SMART (specific, measurable, ambitious,



reasonable, and timely) goal for the student and map out a plan for achieving the desired result. In the end, student goals should be stated in a way that is easily understood so that parents and guardians can effectively participate in academic discussions regarding a child's progress.

Instruction

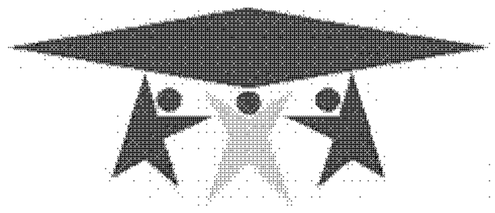
A Disciplinary Literacy Approach

The Indiana Department of Education (IDOE) is currently developing a Secondary Literacy Framework that will extend the work of the Indiana Birth – Age 5 Literacy Framework and the Indiana K-6 Reading Framework. While the partner that will produce this document has not been selected, there are several key components that the IDOE feels must be included.

At the heart of the Secondary Literacy Framework will be an emphasis on the unique ways that fields of study acquire, process, and share information. This approach to reading, writing, and thinking may be referred to as *disciplinary literacy*. According to Timothy and Cynthia Shanahan, "there are differences in how the disciplines create, disseminate, and evaluate knowledge, and these differences are instantiated in their use of language."[iv] As a result, depending on the field of study, literacy tasks take on unique characteristics.

For many years, content area teachers have been told they must be reading and writing teachers, too. The truth of the matter is that many of these educators are tired of the phrase "reading and writing across the curriculum." They rightly argue that they were not trained in reading or writing instruction. However, all historians read and write in order to fulfill the expectations of their profession. All scientists read and write in order to be successful at their jobs. Mathematicians read and write as well. The key, then, is figuring out the ways that experts read and write *in* their disciplines. The way a historian reads is not identical to the way a chemist reads. A mathematician will often approach a journal article far differently from a colleague who studied English literature.

A disciplinary literacy approach to instruction offers two promising benefits. Firstly, content area teachers may embrace their expertise and feel empowered to share the unique reading strategies and writing techniques associated with their field. Rather than being asked to use general literacy strategies in their classrooms, these educators may thoughtfully implement methods that directly relate to success as a professional working in a specific discipline. Secondly, and most importantly, students will be prepared to meet the challenges of reading and understanding complex informational texts because



they will have been trained as apprentices rather than general readers and writers. In other words, students will receive instruction specific to historical research, scientific investigation, and logical analysis instead of employing the same general reading and writing strategies in every course. This increased specialization will further engage students and better prepare them for the complex demands of college and careers.

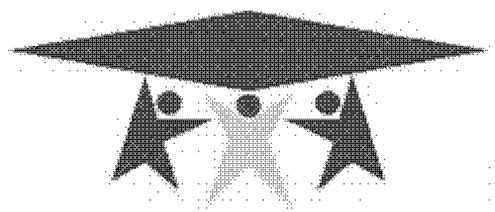
Avoiding Readicide

According to Kelly Gallagher, *readicide* is "the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools."[v] Students must be exposed to a wide variety of readings that accomplish numerous purposes. In other words, we must not narrow our curriculum or instruction. This is a considerable temptation, especially in the face of high-stakes assessments. However, the Indiana Department of Education strongly believes that educators deliver their finest instruction when using authentic, engaging texts that invite several examinations. In other words, unit and lesson designs should nourish students' appetites for relevant information, fiction that speaks to the human condition, and other forms of literary expression that enrich life, not reduce it to basic skills and surface-level comprehension.

Adolescents are especially susceptible to *readicide*. In "Reading Next," Biancarosa and Snow argue that "adolescents are not as universally motivated to read better or as interested in school-based reading as kindergarteners."[vi] This means that administrators and teachers must redouble efforts to select curricular materials that are engaging and rewarding to study. Accomplishing this task implies a combination of acquiring new resources and adapting old ones to meet the needs of today's students.

Common Rigor

One of the great benefits of standards-based education is that students from different neighborhoods and socioeconomic backgrounds are guaranteed the same academic expectations as their peers. All curricular materials, whether for the English language arts or content area classroom, should be aligned with the Indiana Academic Standards (until the 2014-2015 school year) and the newly adopted Common Core Standards. The Common Core Standards articulate literacy expectations for the content areas in grades 6-12. While these standards are embedded in the K-5 documents, science, social studies/history, and technical-subjects teachers are provided with specific reading and writing tasks in secondary grade-level bands (6-8, 9-10, and 11-12).



Accordingly, the Common Core Standards demand that both English language arts and content area teachers understand issues related to text complexity, pairing students with the right readings, and asking questions that lead to meaningful learning experiences. The emphasis on literacy in the Common Core Standards means that teachers may need to acquire or refine their professional skill sets. Certainly students must demonstrate greater literacy proficiencies, so the quality of instruction must rise to the occasion.

Building a Body of Knowledge

Students often read and write about topics in various disciplines as if they are moving from island to island throughout the school day. Their learning is fragmented, separated into one hour bits and pieces. A more effective way to develop knowledge is to deliberately make connections between content areas in ways that develop a body of knowledge regarding a particular theme or idea. In other words, we need to teach students that the various disciplines can serve as lenses through which to view common issues or problems in the world, not as discrete windows that offer only a static view.

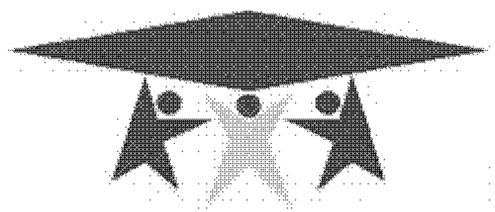
Through common planning efforts and effective leadership, faculty should develop literacy activities and tasks that are interdisciplinary. While this may not be possible in all cases, learning is certainly strengthened when students are able to connect information from multiple disciplines. This synthesis of ideas promotes life-long learning and enriches a student's educational career.

Effective Instructional Routines and Practices

Selecting the right curricular materials and understanding the importance of literacy is a significant part of the endeavor to provide an excellent education to students, but effective instructional routines and practices are undeniably at the core of improving student achievement. Fortunately, a great deal of research has been conducted (and continues to be) about which practices are most valuable for teachers to implement. The What Works Clearinghouse's "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" offers five total recommendations, three with strong levels of evidence and two with moderate levels of evidence. All classroom teachers and instructional leaders should seek to continually improve competence in these areas:

1. Provide explicit vocabulary instruction.

Knowing a wide variety of words is essential to the comprehension of complex texts. As students move through the grades, the discipline-specific jargon and sophisticated use of academic vocabulary



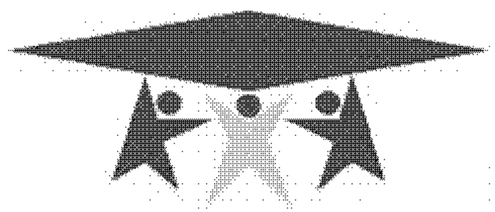
increases dramatically. Being able to merely *read* the word no longer guarantees understanding because it may be completely new to the student. In other words, whereas younger students can sound out *apple* and understand that it is a fruit, older students may be able to sound out *photosynthesis* but have no idea what idea is expressed. Secondary teachers in all content areas must deliberately confront this issue with research-based practices.

There are two general approaches to explicit vocabulary instruction: "direct instruction in word meaning and instruction in strategies to promote independent vocabulary acquisition skills."[vii] Indiana's upcoming Secondary Literacy Framework will detail how both of these strategies may be implemented while also emphasizing that students benefit from vocabulary instruction that engages them in reading and writing as well as visual and physical representations. In other words, we must move beyond rote memorization and defining words from the dictionary. Learning that lasts requires multiple exposures to words in authentic contexts.

2. Provide direct and explicit comprehension instruction.

Most, if not all, secondary teachers can describe students from their classrooms that read what is on the page but have little understanding afterward. Often, this is not a reflection of the student's lack of effort. Rather, the student likely needs explicit instruction in comprehension strategies. Some of these include "summarizing, asking and answering questions, paraphrasing, and finding the main idea."[viii] While these general methods are effective and appropriate in many cases, content area teachers often feel that they are the English language arts teacher's responsibility. Even worse, English language arts educators are often fatigued from using the same strategies repetitiously.

A disciplinary literacy approach seeks to remedy this fatigue and passing of the buck. Historians read to discern bias in primary sources to better understand the purpose of a document. This informs their understanding of a piece's context, tone, structure, and overall use of language. Similarly, chemists, biologists, statisticians, computer engineers, and artists all process readings slightly differently, especially those in their particular field. Whereas a chemist may refer to the graphs and charts in a newspaper article first and use the text to confirm inferences drawn, a historian may read the text first and use the visual data for verification. Both of these individuals comprehend the piece, but their approaches are significantly different. Each discipline, then, should investigate the ways that information is consumed, created, and shared. Indiana's upcoming Secondary Literacy Framework will provide multiple strategies, including tangible documents such as discipline-specific graphic organizers that will assist teachers with comprehension instruction in all content areas.



3. Provide opportunities for extended discussion of text meaning and interpretation.

Classroom discussions should revolve around a meaningful text. This does not mean that students should not be encouraged to share personal experiences, make real-world connections, or offer independent ideas. However, we are not adequately preparing students for the types of critical thinking and analysis that are valued in the real world if we allow discussions to stray from the text. Exchanges between teachers and students should consistently revisit explicit as well as implicit meanings in a text. Of course, discussions may also evaluate the rhetorical or narrative strategies used or the aesthetic qualities of style. In the end, though, focusing conversations on a reading selection is at the core of providing conversational opportunities that improve student achievement.

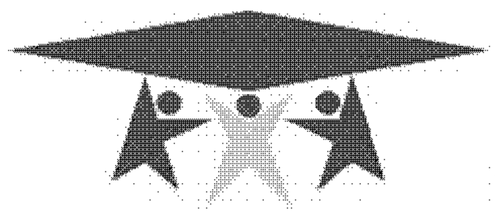
Teachers must carefully select texts for class discussion. Not all pieces of writing merit multiple reads. Adolescent students are especially likely to become disengaged if an excerpt does not contain an idea that commands deeper thought. Bearing this in mind, educators must carefully plan both the selections they will use and the types of questions they will use to initiate and sustain discussions.

Following discussion protocols helps students structure the exchange of knowledge facilitated by purposeful conversations. A variety of discussion strategies can be used to ensure that *all* students participate. Indiana's upcoming Secondary Literacy Framework will provide discussion protocols that have been proven to effectively engage students and increase the retention of key ideas and skills.

4. Increase student motivation and engagement in literacy learning.

Students thrive in classrooms that establish learning goals while cultivating a culture that fosters students' confidence and creativity. Mistakes should neither be dismissed nor condemned. Rather, the teacher should represent learning as a process that evolves over time. By setting learning goals that are not strictly performance-based (i.e. test scores), students are more likely to remain engaged in learning for extended periods of time.

Each discipline should establish the big ideas and concepts that need to be understood by students. Every effort should be made to make learning about these as relevant as possible while providing opportunities for students to apply acquired skills and knowledge. Ideally, students should at times discover entirely new ideas or develop products that reflect a deep understanding of a text or topic.



5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.[ix]

All students deserve an excellent education regardless of their history of academic achievement. Those with demonstrated areas of need should receive prompt supports that individualize their learning and prepare them to meet literacy expectations that acknowledge their growth trajectory.

First, students should be diagnosed to determine the types of reading problems that are occurring. In some cases, foundational skills may be missing. This situation requires intensive intervention that most likely needs to take place outside of the core classroom. Once a student is diagnosed, every effort should be made to select an intervention program that addresses identified gaps. This program should be followed with fidelity, and the student's progress should be monitored frequently. Other students may simply require more time or more opportunities to practice specific literacy strategies.

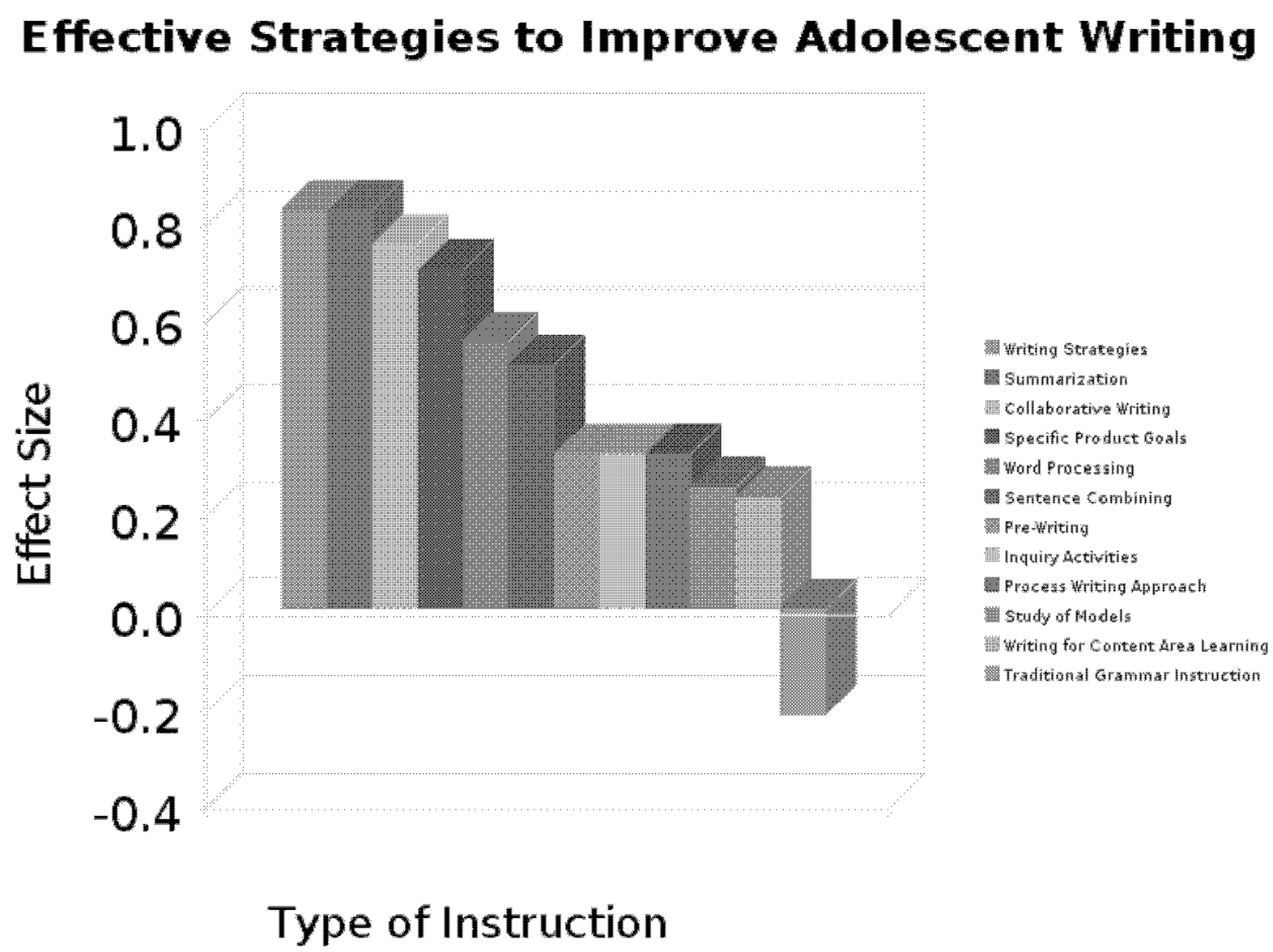
Indiana's *Response to Instruction* (RtI) document provides a framework for providing all students, both struggling and those demonstrating high-ability, an excellent education. In an ideal classroom, all students receive differentiated instruction that meets their needs. For students demonstrating achievement below grade level, interventions should be carefully selected and implemented. Similarly, high-ability students should receive well-designed enrichments and extensions. In some cases, this may require a replacement curriculum to meet these students' advanced needs. This understanding of RtI informs Indiana's instructional decision-making and its approach to literacy. For example, while a student may genuinely understand the science concept under discussion, comprehending a reading on the idea or responding to a prompt in writing may present unique difficulties. This student may require enrichment regarding the scientific topic and remediation when it comes to comprehension and composition.

Writing

Too often, reading receives the bulk of the attention when we consider literacy achievement. Writing, though, is an essential component of thinking and processing information in a way that creates lasting learning experiences. In fact, writing is one of the primary ways that we measure students' depth of understanding.

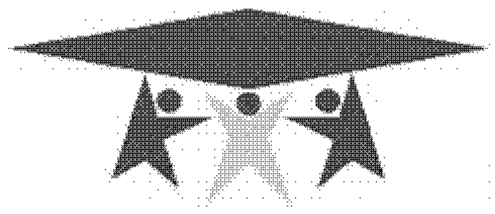
Graham and Perin believe that "while readers form a mental representation of thoughts written by someone else, writers formulate their own thoughts, organize them, and create a written record of

them using the conventions of spelling and grammar."[x] Providing direct, explicit instruction regarding writing skills is essential if we want to enable our students to generate ideas, not be mere consumers of them. "Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools" provides a meta-analysis of studies related to writing instruction and achievement. Before discussing a few of the recommendations from this important guidance document, please consider a graphic summary of the work.



As the chart above indicates, all of the instructional approaches to writing except *traditional grammar instruction* yield a positive effect on student achievement. Teaching grammar in a vacuum, outside of authentic context, is no longer considered best practice. However, preparing teachers to incorporate grammar mini-lessons into their instruction is a challenge, because it becomes tempting to set grammar aside completely.

Regarding those strategies that lead to student gains, *writing strategies*, *summarization*, *collaborative writing*, and *specific product goals* are the most effective. "Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text."[xi] Summarizing, as many researchers have pointed out, is a crucial skill for both writing and comprehension. Students need multiple opportunities to practice restating the main idea of a passage



and selecting the appropriate key details to include in a well-written summary. "Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions."[xii] Finally, when teachers provide explicit goals about what needs to be achieved in a given writing product, students are more successful. Direct, explicit instruction about how to meet these goals leads to better results. More information on effective writing strategies and instructional approaches will be shared in Indiana's upcoming Secondary Literacy Framework.

Assessment

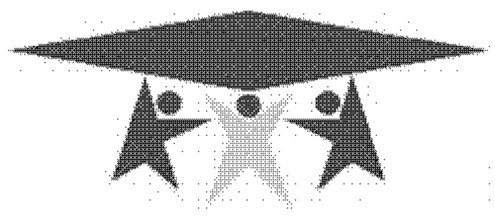
A Diverse Approach

Assessment and instruction are inextricably intertwined. Exams, tests, and other student performances should be designed in ways that demand high-quality instruction. Anything less is a disservice to both students and educators.

Often, the term *assessment* is synonymous with the terms *test* or *exam*. Certainly all tests and exams are assessments, but not all assessments are tests or exams. We must think of assessment more broadly if we wish to unlock its full potential for students.

A purposeful, well-designed assessment system should fulfill several functions: 1) diagnose student needs (potentially used for placement), 2) provide detailed feedback to students, teachers, and parents, 3) accurately measure and monitor progress toward obtaining proficiency on academic standards, 4)provide teachers actionable data to inform instruction, and 5) offer a valid, reliable source of information that can be used to discuss achievement and progress toward identified student learning goals. Assessments can be a few questions to check for understanding or as lengthy as a multi-hour exam. Student performances, such as acting out a scene or delivering a persuasive argument, should also be considered authentic assessments. The key is that students are afforded diverse opportunities to demonstrate their competencies.

Ultimately, as critics of *No Child Left Behind* are quick to note, students must demonstrate achievement on standardized tests. Making these tests worthy of emulation is at the forefront of the discussions taking place by the Partnership for Assessment of Readiness for College and Careers (PARCC). Indiana is committed to ensuring that these multi-state exams present state-of-the-art items that permit students to demonstrate a fuller range of their literacy skills.



In the meantime, English language arts educators and their content area peers should advocate for the use of assessments that identify students who have needs related to *learning to read* and those with *comprehension* difficulties. Addressing these two distinct concerns requires specialized interventions that must be delivered in a timely fashion. Also, all teachers should build assessments into their curriculum that require students to revisit reading selections for their meaning and write pieces that demonstrate logical reasoning and analysis. Without a doubt, this type of literacy assessment should be predominant in secondary schools.

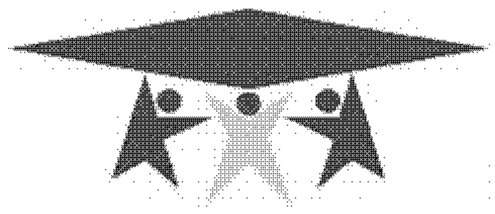
Professional Development

Teachers Are Students, Too

It is easy to forget that adults are children all grown up. Learning does not stop at some arbitrary age or at a particular stage in one's career. This means that we must facilitate meaningful professional development opportunities that enable teachers to live out their passion for life-long learning. Both educators and their students will certainly benefit.

Implementing the literacy expectations in the Common Core Standards will require robust training opportunities regarding several topics: 1) picking the right readings for students (text complexity), 2) disciplinary literacy in all content areas, 3) designing meaningful, well-aligned tasks and assessments, and 4) building a body of knowledge through interdisciplinary collaborations. Of course, there will be other professional development needs, but these are among the most pressing for secondary teachers.

Research indicates that professional development should be as job-embedded as possible for teachers. In other words, "sit-and-get" sessions simply don't provide practitioners sufficient opportunities to incorporate their learning into their daily work. With this knowledge in mind, the Indiana Department of Education is committed to developing training models that maximize capacity and keep teachers in their classrooms as much as possible. Using the National Staff Development Council's (NSDC) standards to guide our work, Indiana will make every effort to get the most out of the valuable time that teachers commit to improving their practice.[xiii]



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Leadership

More Than a Desire

Leadership takes on many forms when it comes to academic achievement. It would be too simplistic to refer to district or school administrators as *the* leadership team. In reality, all faculty and staff must be leaders.

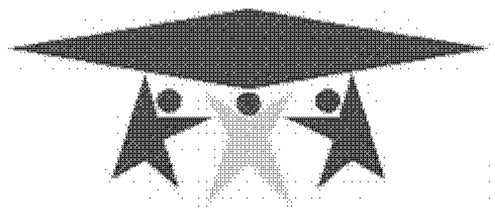
Indiana's K-6 Reading Framework emphasizes the distributed nature of leadership between building administrators, academic coaches, and classroom teachers. Superintendents and curriculum leaders are also vital partners. In general, it should be noted that a building in which only a few teachers are committed to developing their own islands of excellence is not one that values literacy at the highest levels. Administrators must be instructional leaders, conducting frequent walkthroughs, attending professional development opportunities, and arranging for appropriate trainings on instructional and assessment resources.

Bobby Knight, the long-time coach of the Indiana Hoosiers basketball team, said, "The will to succeed is important, but what's more important is the will to prepare." This comment serves us nicely when considering the gap between what we desire and what we are willing to do to accomplish our goals. Leaders at all levels must move beyond rhetoric and take up the challenges before them to ensure that all teachers receive adequate opportunities and resources so that all students may receive high-quality literacy instruction.

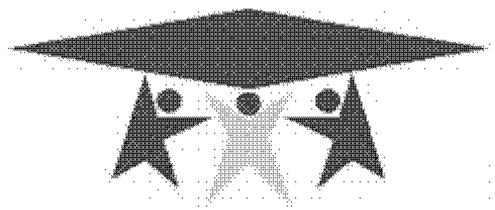
Commitment

All Hands on Deck

According to Linda Diamond, "Commitment without action is a hollow pledge."[xiv] All faculty and staff must take on leadership responsibilities to improve literacy achievement, and every effort should be made to engage as many educational stakeholders as possible. Non-profit organizations as well as for-profit businesses should be invited to participate. To significantly improve literacy achievement in our secondary schools, the whole community must be involved. Adolescents respond to different motivations than their younger peers, making the need for real-world engagement increasingly important. Positive connections that can be made with community partners outside of school will likely improve student performance in the classroom. For this reason, middle and high schools should establish Literacy Leadership Teams that include community members, students, and faculty from all



content areas. Through common commitment and a collective vision for academic success, schools and their communities will provide students the high-quality instruction and support needed to achieve.



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

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[ix] Ibid.

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[xii] Ibid.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-Part 6 - Job Descriptions (IN DOE).pdf**

Attachment 2:
Title: Pages: Uploaded File: **1239-IN DOE Indirect Cost Agreement.pdf**

Part 6: Job Descriptions for Project Directors and Key Personnel

The Indiana Department of Education has actively recruited highly-qualified professionals to lead literacy initiatives that positively impact children from birth through high school graduation. **Dana Jones**, Early Childhood Specialist, specializes in developmentally-appropriate literacy activities for children from birth through age five. **Anna Shults** and **John Wolf**, Elementary Literacy Specialists, passionately support implementation of practices aligned with scientifically-based reading research. **Adam Jones**, K-12 English Language Arts Specialist, primarily supports middle level and high school educators with discipline-specific literacy strategies. Serving as **project co-directors**, the Indiana Department of Education's literacy team will ensure project success.

In addition, a **SRCL Project Specialist** will be hired to support various aspects of project implementation.

Job descriptions for the aforementioned positions are included in the following order:

1. Early Childhood Education Specialist – Dana Jones
2. Elementary Literacy Specialists – Anna Shults & John Wolf
3. K-12 English Language Arts Specialist – Adam Jones
4. SRCL Project Specialist - open position

JOB DESCRIPTION

State Form 52468 (12-05)

This document is used to provide a basic description of essential duties and other work elements.

Employee Name: Dana Jones		
Agency: Department of Education		**BU:**
Division: Student Learning	**Section/District:** Curriculum and Instruction	
Job Title: Early Childhood Specialist		**Job Code:**
Working Title (if different from above):		
Reports To: Schauna Findlay		
FLSA Status: ☐ Non-Exempt (OT Eligible) ☒ Exempt	Effective Date :	

Purpose of Position/Summary:

The IDOE Early Childhood Specialist provides statewide leadership, coordination and technical assistance for early childhood instruction and the implementation of education reform and accountability. The incumbent is responsible for administering and interpreting state educational policy related to early childhood education; reviewing, updating, and supporting the Pre-K Foundations and the state kindergarten readiness assessment ISTAR-KR; coordinating the development of print and online resources focused on the improvement of early childhood education and achievement; providing content expertise for the alignment of assesments; and participating in early childhood initiatives, programs, and activities statewide. In addition, the encumbent provides expertise for improvement activities related to early childhood outcomes, least restrictive environment, and transition from early childhood.

Essential Duties/Responsibilities:

This position involves (but is not limited to) the following specific duties and responsibilities:
- Develop and coordinate all efforts pertaining to IDOE's Early Childhood Initiatives
- Ensure development and implementation of Indiana's Early Childhood Strategic Plan
- Provide expertise to address identified deficiencies related to early childhood outcomes, least restrictive environment, and transition from early childhood, OSEP Indicators 6, 7, and 12 respectively.
- Promote fidelity implementation of programs, assessments and interventions
- Review and evaluate early childhood grants and maintain all correspondence with awardees
- Provide analysis of research and data to assist in policy and program management decisions
- Revise, design, develop, implement, and maintain standards and supporting curriculum resources for early childhood education;
- Promote innovation in early childhood teaching;
- Provide support to programs that encourage exemplary teaching;
- Provide content expertise on assessment development;
- Review assessment items for content alignment and accuracy and setting limits for item scoring ;
- Respond to questions regarding Indiana laws and rules pertaining to early childhood education ;
- Provide technical assistance to districts and other IDOE divisions;
- Maintain relationships with state and national early childhood education professional organizations;
- Collaborate with other early childhood agencies in Indiana
- Respond to requests for information and assistance from the State Board of Education, the State Legislature and Indiana's Education Roundtable;
- Direct ad hoc committees; and
- Additional duties as assigned

Job Requirements:

The employee must be productive under tight timeframes, balance multiple and competing priorities and maintain goal-directed behavior and performance, as well as:
- A Bachelor's degree with at least three years of classroom teaching experience and extensive early childhood training;
- Experience in early childhood curriculum development and workshop presentations;
- Maintain Early Childhood Community on the Learning Connection
- Provide monthly webinars for professional development and technical assistance purposes
- Communicate effectively with all internal and external stakeholders

- Work collaboratively with a diverse group of stakeholders (federal agencies, Indiana state agencies, LEA's, IHE's, ESC's)
- Extensive knowledge of the IDOE's Vision and Plan
- Broad knowledge of education issues, concerns and projects
- Thorough knowledge of early childhood curriculum and instruction; including knowledge of developmental disabilities
- Ability to develop, plan, administer, manage and organize complex program and activities
- Professionally active person, e.g., professional organization membership, conference attendance, etc.;
- Exemplary interpersonal, writing and effective communication skills;
- Strong technology, problem solving and project management skills; and
- The ability to travel statewide and nationally at times, remaining overnight when necessary.
- Other duties as assigned

Supervisory Responsibilities/Direct Reports:
The incumbent has no direct reports.

Difficulty of Work:
The incumbent utilizes extensive knowledge of early childhood curriculum and instruction to implement educational programs. The duties are essential to the functions of the agency and directly impact the agency's ability to provide services. The educational issues addressed are complex and multifaceted. The development of new programs, procedures, goals and priorities require frequent analysis of new and changing information. This position is necessary to ensure that young children are prepared to be successful in school.

Responsibility:
The incumbent is responsible for implementing IDOE's early childhood curriculum and instruction initiatives.

Personal Work Relationships:
The incumbent's primary contact is the Director of Curriculum and Instruction and secondary contact is the Assistant Superintendent for Student Learning and the Coordinator of Special Education. The incumbent works directly with numerous other IDOE employees, school and district personnel, education organizations, and other state agencies.

Physical Effort:
n/a

Working Conditions:
Clean and secure office environment.

JOB DESCRIPTION

State Form 52468 (12-05)

This document is used to provide a basic description of essential duties and other work elements.

Employee Name: John Wolf and Anna Shults		
Agency: Department of Education		**BU:**
Division: Student Learning	**Section/District:** Curriculum and Instruction	
Job Title: Literacy Specialist		**Job Code:**
Working Title (if different from above):		
Reports To: Schauna Findlay		
FLSA Status: ☐ Non-Exempt (OT Eligible) ☒ Exempt	Effective Date :	

Purpose of Position/Summary:

The IDOE Literacy Specialist provides statewide leadership, coordination and technical assistance for reading/writing instruction in the implementation of education reform and accountability. The incumbent is responsible for administering and interpreting state educational policy related to literacy education; reviewing and supporting Indiana's Academic Standards for English/Language Arts; coordinating the development of print and online resources focused on the improvement of literacy education and achievement in the area of reading and writing instruction; and providing content expertise for the alignment of assesments and participating in K-12 literacy initiatives, programs, and activities statewide.

Essential Duties/Responsibilities:

This position involves (but is not limited to) the following specific duties and responsibilities:
- Develop and coordinate all efforts pertaining to IDOE's Reading Initiatives
- Coordinate, monitor and oversee all efforts pertaining to Opportunity Schools
- Ensure development and implementation of Indiana's Reading Framework
- Serve as a co-leader of the Indiana Reading Advisory Council
- Promote fidelity implementation of core reading programs, assessments and interventions
- Design and support the implementation and fidelity of the Indiana Teacher Reading Academy
- Review and evaluate Early Intervention Grant and maintain all correspondence with awarded schools including the implementation of the RFC and school cash request and works closely with the finace department;
- Provide analysis of research and data to assist in reading policy and program management decisions
- Assist with the design, develop and implemention of academic standards and supporting curriculum resources for English/Language Arts;
-Promote innovation in literacy teaching;
- Develop and implement a strategic plan for literacy education reform that would coordinate and support curriculum models and related professional development consistent with research findings regarding learning reading;
- Provide support to programs that encourage exemplary teaching;
- Oversee the textbook adoption process for Reading and Writing;
-Provide content expertise on assessment development for Reading and Writing;
-Oversees the Indiana Reading First initiative including the implementation of the district/school reading grant and budget; provides support for the school district reading coach; provides a major link between the IDOE and the school district to foster use of assessments to drive instruction; reviews and monitors school district Action Plans and supplemental grant opportunities; provides support for the school district reading scientific reading research and scientific reading instruction; and is responsible for continous interaction with the U.S. Department of Education (U.S. DOE);
-Ensures direction and support for LEA's and parents regarding Full Day Kindergarten;
-Collaborate with Assessment to review English/Language Arts assessment items for content alignment and accuracy and setting limits for item scoring;
- Share responsibilities for questions regarding Indiana laws and rules pertaining to English/Language Arts education;
- Provide technical assistance to districts and other IDOE divisions;
- Maintain relationships with state and national literacy education professional organizations;

- Respond to requests for information and assistance from the State Board of Education, the State Legislature and Indiana's Education Roundtable; and
- Additional duties as assigned.

Job Requirements:
The employee must be productive under tight timeframes, balance multiple and competing priorities and maintain goal-directed behavior and performance, as well as:
- Maintain Literacy Liaison Community on the Learning Connection
- Provide monthly webinars for professional development and technical assistance purposes on scientifically-based reading research and instruction
- Communicate effectively with all internal and external stakeholders
- Work collaboratively with a diverse group of stakeholders (federal agencies, Indiana state agencies, LEA's, IHE's, ESC's)
-Extensive knowledge of the IDOE's Vision and Plan
- Broad knowledge of education issues, concerns and projects
- Thorough knowledge of curriculum and instruction pertaining to literacy;
- Ability to develop, plan, administer, manage and organize complex program and activities
-Experience in Reading and Writing curriculum development and workshop presentations;
- Professionally active person, e.g., professional organization membership, conference attendance, etc.;
- Exemplary interpersonal, writing and effective communication skills;
- Strong technology, problem solving and project management skills; and
- The ability to travel statewide and nationally at times, remaining overnight when necessary.
- Other duties as assigned

Supervisory Responsibilities/Direct Reports:
The incumbent has no direct reports.

Difficulty of Work:
The incumbent utilizes extensive knowledge of Reading and Writing curriculum and instruction to implement educational programs. The duties are essential to the functions of the agency and directly impact the agency's ability to provide services. The educational issues addressed are complex and multifaceted. The development of new programs, procedures, goals and priorities require frequent analysis of new and changing information.

Responsibility:
The incumbent is responsible for implementing IDOE's literacy initiatives.

Personal Work Relationships:
The incumbent's primary contact is the Director of Curriculum and Instruction and secondary contact is the Assistant Superintendent for Student Learning. The incumbent works directly with numerous other IDOE employees, school and district personnel, education organizations, and other state agencies..

Physical Effort:
n/a

Working Conditions:
Clean and secure office environment.

JOB DESCRIPTION

State Form 52468 (12-05)

This document is used to provide a basic description of essential duties and other work elements.

Employee Name: Adam Jones		
Agency: Department of Education (IDOE)		**BU:** 700
Division: Student Learning	**Section/District:** Curriculum and Instruction	
Job Title: IN Elected Official Profession		**Job Code:** IEOP
Working Title (if different from above): English/Language Arts Specialist		
Reports To: Schauna Findlay		
FLSA Status: ☐ Non-Exempt (OT Eligible) ☒ Exempt	Effective Date :	

Purpose of Position/Summary:

The IDOE English/Language Arts Specialist provides statewide leadership, coordination and technical assistance for English/Language Arts instruction in the implementation of education reform and accountability. The incumbent is responsible for administering and interpreting state educational policy related to English/Language Arts education; reviewing, updating, and supporting Indiana's Academic Standards for English/Language Arts; coordinating the development of print and online resources focused on the improvement of English/Language Arts education and achievement; providing content expertise for the alignment of assessments; working in partnership with the literacy specialists to align efforts; and participating in K-12 English/Language Arts initiatives, programs, and activities statewide.

Essential Duties/Responsibilities:

This position involves (but is not limited to) the following specific duties and responsibilities:
- Develop and coordinate all efforts pertaining to IDOE's English/Language Arts Initiatives
- Ensure development and implementation of Indiana's English/Language Arts Framework
- Ensure development and implementation of the English/Language Arts scope and sequence and curriculum maps
- Provide analysis of research and data to assist in English/Language Arts policy and program management decisions
- Design, develop, implement, and maintain academic standards and supporting curriculum resources for English/Language Arts;
- Promote innovation in English/Language Arts teaching;
- Develop and implement a strategic plan for English/Language Arts education reform that would coordinate and support curriculum models and related professional development consistent with research findings regarding learning English/Language Arts;
- Oversee the textbook adoption process for English/Language Arts;
- Provide support to programs that encourage exemplary teaching;
- Provide content expertise on assessment development in English/Language Arts;
- Review English/Language Arts assessment items for content alignment and accuracy and setting limits for item scoring;
- Respond to questions regarding Indiana laws and rules pertaining to English/Language Arts education;
- Provide technical assistance to districts and other IDOE divisions;
- Maintain relationships with state and national English/Language Arts education professional organizations;
- Respond to requests for information and assistance from the State Board of Education, the State Legislature and Indiana's Education Roundtable;
- Direct ad hoc committees; and
- Additional duties as assigned.

Job Requirements:

The employee must be productive under tight timeframes, balance multiple and competing priorities and maintain goal-directed behavior and performance, as well as:
- A Bachelor's degree with classroom teaching experience;
- Experience in English/Language Arts curriculum development and workshop presentations;
- Extensive knowledge of the IDOE's Vision and Plan;

- Broad knowledge of education issues, concerns and projects;
- Professionally active person, e.g., professional organization membership, conference attendance, etc.;
- Exemplary interpersonal, writing and effective communication skills;
- Strong technology, problem solving and project management skills;
- Work collaboratively with a diverse group of stakeholders (federal agencies, Indiana State agencies, LEA's, IHE's, ESC's);
- Thorough knowledge of English/Language Arts curriculum and instruction;
- Ability to develop, plan, administer, manage and organize complex program and activities;
- The ability to travel statewide and nationally at times, remaining overnight when necessary.

Supervisory Responsibilities/Direct Reports:
The incumbent has no direct reports.

Difficulty of Work:
The incumbent utilizes extensive knowledge of English/Language Arts curriculum and instruction to implement educational programs. The duties are essential to the functions of the agency and directly impact the agency's ability to provide services. The educational issues addressed are complex and multifaceted. The development of new programs, procedures, goals and priorities require frequent analysis of new and changing information.

Responsibility:
The incumbent is responsible for implementing IDOE's English/Language Arts initiatives.

Personal Work Relationships:
The incumbent's primary contact is the Director of Curriculum and Instruction and secondary contact is the Assistant Superintendent for Student Learning. The incumbent works directly with numerous other IDOE employees, school and district personnel, education organizations, and other state agencies..

Physical Effort:
n/a

Working Conditions:
Clean and secure office environment.

JOB DESCRIPTION

State Form 52468 (12-05)

This document is used to provide a basic description of essential duties and other work elements.

Employee Name:		
Agency: Department of Education		**BU:**
Division: Student Learning	**Section/District:** Curriculum and Instruction	
Job Title: SRCL Specialist - contracted employee		**Job Code:**
Working Title (if different from above):		
Reports To: Schauna Findlay		
FLSA Status: ☐ Non-Exempt (OT Eligible) ☒ Exempt	Effective Date :	

Purpose of Position/Summary:

The IDOE SRCL Specialist provides coordination and technical assistance for all aspects of subgrant development, review of applications, oversight of OSCs activities, trainings, budgets, communciation, and reporting.

Essential Duties/Responsibilities:

This position involves (but is not limited to) the following specific duties and responsibilities:

- Manage subgrant application and evaluation process.
- Disseminate monies to subgrantees.
- Respond to inquiries regarding subgrant requirements and alignment of Federal and State monies with project priorities.
- Upload subgrant feedback online for public review.
- Serve as point of contact for inquiries regarding OSCs project; will respond when appropriate or forward to literacy specialists for attention.
- Provide monthly updates and webinars for subgrantees regarding project efficacy as well as frequently asked questions.
- Coordinate venues, vendors, and various supplies for “Introduction to OSCs” and “OSCs Institute” professional development events.
- Facilitate selection of literacy advisors for project
- Oversee professional development trainings, ensuring fidelity and applicability to local contexts
- Conduct site visits, provide monthly webinars on project efficacy as well as frequently asked questions, evaluate sites for sustainability of project initiatives
- Craft analysis of project effectiveness, working in collaboration with external evaluator to recommend ways to improve program quality during subsequent years
- Provide technical assistance to districts and other IDOE divisions
- Maintain relationships with state professional organizations
- Respond to requests for information and assistance from the State Board of Education, the State Legislature and Indiana’s Education Roundtable;
- Direct ad hoc committees; and
- Additional duties as assigned

Job Requirements:

The employee must be productive under tight timeframes, balance multiple and competing priorities and maintain goal-directed behavior and performance, as well as:

- A Bachelor’s degree with at least three years of classroom teaching experience and extensive literacy training in either early childhood, K-5 or 6-12;
- Experience in organizing workshop presentations;
- Maintain Community on the Learning Connection
- Provide webinars for professional development and technical assistance purposes
- Communicate effectively with all internal and external stakeholders
- Work collaboratively with a diverse group of stakeholders (federal agencies, Indiana state agencies, LEA’s, IHE’s, ESC’s)
- Extensive knowledge of the IDOE's Vision and Plan
- Extensive knowledge of grant, budget, and contract processes

- Broad knowledge of education issues, concerns and projects
- Ability to develop, plan, administer, manage and organize a complex program and activities
- Professionally active person, e.g., professional organization membership, conference attendance, etc.;
- Exemplary interpersonal, writing and effective communication skills;
- Strong technology, problem solving and project management skills; and
- The ability to travel statewide and nationally at times, remaining overnight when necessary.
- Other duties as assigned

Supervisory Responsibilities/Direct Reports:
The incumbent has no direct reports.

Difficulty of Work:
The incumbent utilizes extensive knowledge of grants, literacy, curriculum and instruction, and assessment to support implementation of educational programs. The duties are essential to the functions of the agency and directly impact the agency's ability to provide services. The educational issues addressed are complex and multifaceted. The development of new programs, procedures, goals and priorities require frequent analysis of new and changing information. This position is necessary to ensure that children are literate and on track for college and career-readiness.

Responsibility:
The incumbent is responsible for implementing IDOE's SRCL initiatives working with the English language arts, reading, and early childhood specialists and Student Learning supervisors.

Personal Work Relationships:
The incumbent's primary contact is the Director of Curriculum and Instruction and secondary contact is the Assistant Superintendent for Student Learning. The incumbent works directly with the English language arts, reading, and early childhood specialists, school and district personnel, education organizations, and other state agencies.

Physical Effort:
n/a

Working Conditions:
Clean and secure office environment.

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

May 7, 2010

Mr. Lance V. Rhodes
Chief Financial Officer
Indiana Department of Education
151 W. Ohio Street
Indianapolis, Indiana 46204-2798

Reference: Agreement No. *2010-113*

Dear Mr. Rhodes:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used for computing indirect cost for grants, contracts and applications funded by this Department and other Federal agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO / FIPAO / ICG
Attention: Ms. Nelda V. Barnes
Room 6015, PCP
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Nelda V. Barnes at (202) 377-3876 or you may e-mail her at *nelda.barnes@ed.gov.*

The next indirect cost rate proposal based on actual data for the year ending, June 30, 2012 is due in our office by December 31, 2012. This proposal should be sent to the above address.

Sincerely,

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798

EIN: 356000158

DATE: May 7, 2010

AGREEMENT NO. 2010-113
FILING REFERENCE: This replaces previous Agreement No. 2007-150 dated September 26, 2007

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I- Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-07	06-30-10	6.2%	1/	All	All Programs
Predetermined	07-01-10	06-30-13	5.7%	1/	All	All Programs

1/ Total direct costs less equipment, alterations and renovations, flow-through funds and each sub-award in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except those employee salaries designated as a direct cost for the restricted cost rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $500 or more, and an estimated useful life of at least one year, are capitalized and depreciated. Items under $500 are charges as supplies.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the 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 applicable under the governing cost principles; (B) that 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 accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which 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 in a subsequent negotiation to compensate for the difference between the cost 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: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect cost to the Organization by means other than the rate cited in this Agreement should be credited for such costs. The applicable rate cited herein should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the programs.

Section IV - Approvals

For the State Education Agency:

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798

Signature

Lance Hodes
Name

CFO
Title

5/26/10
Date

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
830 First Street, NE
Washington, DC 20202-4450

Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

May 6, 2010
Date

Nelda V. Barnes
Negotiator

(202) 377-3837
Telephone

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-Part 5 Budget Narrative IN DOE.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-IN DOE Indirect Cost Agreement.pdf**

Part 5: Budget Narrative

Introduction:

In order to ensure that the costs included in this budget narrative are reasonable, allowable, and allocable, the Indiana Department of Education carefully reviewed previous expenditures for similar services and solicited responses to three Requests for Information (RFI). The information below reflects competitive, industry-standard pricing.

Note 1: Opportunity School Communities will be referred to as OSCs.

Note 2: Since OSCs complete their project proposal during a two-year cohort commitment, funds will likely be expended over the course of approximately 16 – 17 months after a rigorous, 5 - 6 months-long subgrant competition. This will mean that the Indiana Department of Education and subgrantees will routinely apply for a one-year no-cost extension to complete all project goals.

Cohort Selection

Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1 ----------→				
	Cohort 2 ----------→			
		Cohort 3 ----------→		
			Cohort 4 ----------→	

Year 1

1. Personnel	**Total: $1,389,400**

Current IDOE Employees (a-d) (Part of SEA Administrative Costs) Total: $134,400

a. Co-director Adam Jones, K-12 English Language Arts Specialist, will oversee the selection and support of middle and high school OSCs serving students in grades 6-12. Jones's expertise regarding secondary literacy is vital to the successful implementation of this project. He will spend approximately 30 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades 6-12. The amount of Jones's salary included in the total for this category represents 30 percent - the amount of time committed to this project - of his current salary.

b. Co-director Anna Shults, Elementary Reading Specialist, will oversee (along with John Wolf) the selection and support of elementary OSCs serving students in grades K-5. Shults's expertise regarding elementary literacy is vital to the successful implementation of this project. She will spend approximately 70 percent of her time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Shults's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of her current salary.

c. Co-director John Wolf, Elementary Reading Specialist, will oversee (along with Anna Shults) the selection and support of elementary OSCs serving students in grades K-5. Wolf's expertise regarding elementary literacy is vital to the successful implementation of this project. He will spend approximately 70 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Wolf's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of his current salary.

d. Co-director Dana Jones, Early Childhood Specialist, will oversee the selection and support of early childhood education provider OSCs serving students from birth to age five. Jones's expertise regarding early childhood literacy is vital to the successful

implementation of this project. She will spend approximately 40 percent of her time supporting various aspects of this project directly related to OSCs serving students from birth to age five. The amount of Jones's salary included in the total for this category represents 40 percent - the amount of time committed to this project - of her current salary.

New IDOE Employee (Part of SEA Administrative Costs) Total: $55,000

e. SRCL Project Specialist

Throughout the duration of this project, the SRCL Project Specialist will provide coordination and specialized technical assistance by reviewing and managing applications, trainings, budgets, communications, and progress reports. This newly created position will be funded entirely with SRCL dollars as the employee will be exclusively dedicated to the IDOE's SRCL initiatives, working with the English Language Arts, Reading, and Early Childhood Specialists and Student Learning supervisors.

Stipends for Educators

f. Professional Development/Training Stipends Total: $1,200,000

Ongoing professional development is crucial for project success. For this reason, each OSC may apply for *up to* $10,000 to be used as stipends so that staff may receive high-quality training throughout the year. For example, administrators could pay for substitute teachers while educators participate in focused data-analysis meetings. Educators could also be compensated for after-school trainings that directly align to needs based on student data. All subgrant applicants must specify how these funds would be used to support professional development on areas directly related to student literacy achievement.

120 total OSCs X (*up to*) $10,000 = $1,200,000

2. Fringe Benefits	**Total: $66,290**

Total personnel costs for IDOE employees = $189,400

Fringe benefits are calculated at a rate of 35% of the total personnel costs =

$189,400 X .35 = **$66,290**

3. Travel	**Total: $1,173,760**

a. Early Childhood OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each early childhood provider's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

b. Elementary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling

from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each elementary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

c. Secondary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.40/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state - averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each secondary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

d. IDOE Employee Travel (Part of SEA Administrative Costs) **Total: $25,000**

At least five members of the Indiana Department of Education will routinely visit OSCs to conduct observations, provide feedback, deliver professional development, and carry out various other project-related tasks. In some cases, travel arrangements will include rental cars, overnight hotel stays, and daily subsistence.

4. Equipment	**Total: $4,042,500**

a. Innovative Technologies for Early Childhood OSCs **Total: $442,500**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As early childhood education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Early Childhood OSC will be able to request *up to* **$7,375** for innovative technology and required training regarding its most effectives use(s). This number is just under 10% of the total amount Early Childhood OSCs may apply for during the subgrant process.

60 Early Childhood OSCs X (*up to*) $7,375 = **$442,500**

b. Innovative Technologies for Elementary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As elementary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Elementary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Elementary OSCs may apply for during the subgrant process.

60 Elementary OSCs X (*up to*) $30,000 = **$1,800,000**

c. Innovative Technologies for Secondary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As secondary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Secondary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Secondary OSCs may apply for during the subgrant process.

60 Secondary OSCs X (*up to*) $30,000 = **$1,800,000**

5. Supplies	Total: $12,000,000

a. Reading Interventions for Students in Grades K-12 **Total: $3,600,000**

Intervention programs are intended to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. The intervention should provide frequent assessments of student progress and systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the intervention.

120 OSCs X (*up to*) $30,000 = **$3,600,000**

b. Reading Level/Text Complexity Measures, K-12 **Total: $4,800,000**

According to ACT's report, *Reading Between the Lines*, "what matters most in reading achievement is the ability to comprehend complex texts." In addition, Appendix A of the Common Core State Standards states, "One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school." OSCs serving students in grades K-12 should leverage a reading level/text complexity measure aligned with the vision of the Common Core State Standards to ensure that students are on track to graduate college- and career-ready. OSCs must align the selection and use of reading level/text complexity measures with the expectations found in Appendix A of the Common Core State Standards. These tools will inform the selection of curricular materials, assessment design, and overall student readiness for the demands of college and workplace reading. Mandatory training on these measures is included in the calculations below.

60 Elementary OSCs X (*up to*) $20,000 = **$1,200,000**

60 Secondary OSCs X (*up to*) $60,000 = **$3,600,000**

c. Core Curricular Assessment & Enhancement Materials, Birth - Grade 5

Total: $3,600,000

Core reading instruction is intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through core programs should provide growth in reading with the goal of grade level proficiency. The core program contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Enhancement materials are intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The enhancement materials provide a replacement scope and sequence in order to ensure proper pacing of instruction for specific areas in the core program that have been identified as weak or lacking according to student data. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Benchmark assessments and ongoing progress monitoring will be used to determine specific reading instructional needs and interventions for students.

60 Early Childhood OSCs X (*up to*) $20,000 = **$1,200,000**

60 Elementary OSCs X (*up to*) $40,000 = **2,400,000**

6. Contractual Total:	**Total: $6,842,500**

a. Opportunity School Community Literacy Advisors **Total: $6,300,000**

The Indiana Department of Education will screen and select Literacy Advisors to provide specialized assistance throughout the academic year to Opportunity School Communities. Literacy Advisors must possess exceptional expertise in the area along the P-12 literacy continuum to which they are assigned. For example, Literacy Advisors serving Early Childhood OSCs should understand the implications of current research on developmentally appropriate early childhood education settings and instructional

activities. Literacy Advisors for Elementary OSCs must be capable of delivering high-quality consulting on the essential knowledge and skills required to effectively implement core reading programs based on scientifically-based reading research. They should also be adept at guiding educators on how to use assessment data to select appropriate interventions. Literacy Advisors serving Secondary OSCs must demonstrate the capacity to engage English Language Arts educators *and* their content-area peers in the use of discipline-specific instructional and assessment strategies. In all cases, Literacy Advisors will be allocated *up to* 40 visits per OSC in order to provide ongoing, highly-sophisticated consulting, observations, feedback, and professional development.

60 Early Childhood X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Elementary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Secondary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

b. Program Evaluation (Part of SEA Administrative Costs) Total: $500,000

The Indiana Department of Education will partner with the **Center for Evaluation and Education Policy (CEEP)** at Indiana University to complete an independent, rigorous, high-quality evaluation of all aspects of the Opportunity School Communities project. As described in the Project Narrative, CEEP is uniquely positioned to complete this work effectively and efficiently.

c. Office Space, Equipment, and Supplies Total: $42,500
(Part of SEA Administrative Costs)

At least five Indiana Department of Education employees will be routinely engaged in this project. The IDOE estimates the costs of office space, equipment, and supplies to be approximately $8,500 per person. 5 X $8,500 = $42,500

7. Construction	**Total: $0.00**

Not applicable.

8. Other	**Total: $1,753,500**

a. Opportunity School Community Institute Training **Total: $576,000**

The IDOE, in collaboration with national literacy experts, will provide extensive training on Indiana's literacy frameworks during a four-day OSC Institute. At least 10 members of an OSC's Literacy Leadership Team (including the school administrator or director of an early childhood education provider) must attend this intense training. Participants will receive explicit instruction on the techniques and strategies found in Indiana's literacy frameworks. In addition, participants will be thoroughly trained as trainers so that they can deliver high-quality professional development within their OSC. Since the needs of early childhood education providers, elementary educators, and secondary educators are unique, there will likely be three separate Institutes.

180 OSCs X 10 participants per site = 1,800 participants

1,800 participants ÷ 50 participants per training class = 36 trainers needed

36 trainers X $4,000 per day = $144,000 per day for training consultants

4 days X $144,000 per day for training consultants = **$576,000**

b. Institute Training Materials **Total: $180,000**

1,800 participants X (*up to*) $100 per participant = **$180,000**

c. OSCs Administrative Costs **Total: $997,500**

As with most projects, there are administrative costs at the local level associated with implementing an Opportunity School Community project. Accordingly, the IDOE typically allocates 3.5% of grant monies to LEAs (or early childhood education providers, in this case) for administrative costs.

Early Childhood = 3.5% of (max) total subgrant, 60 X .035($75,000) = $157,500

K-12 = 3.5 % of (max) total subgrant, 120 X .035($200,000) = $840,000

9. Total Direct Costs	**Total: $27,267,950**

10. Indirect Costs	**Total: $43,143**

The Indiana Department of Education's current Indirect Cost Rate Agreement states that 5.7% may be allocated for indirect costs. This rate is *only* applied to the SEA's administrative costs, which are significantly less than 5% of the total funds requested for this project.

Total SEA Administrative Costs = $756,900

$756,900 X .057 = $43,143

11. Training Stipends	**Total: $0.00**

Not applicable.

12. Total Costs	**Total: $27,311,093**

Year 2

1. Personnel	**Total: $1,389,400**

Current IDOE Employees (a-d) (Part of SEA Administrative Costs) Total: $134,400

a. Co-director Adam Jones, K-12 English Language Arts Specialist, will oversee the selection and support of middle and high school OSCs serving students in grades 6-12. Jones's expertise regarding secondary literacy is vital to the successful implementation of this project. He will spend approximately 30 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades 6-12. The amount of Jones's salary included in the total for this category represents 30 percent - the amount of time committed to this project - of his current salary.

b. Co-director Anna Shults, Elementary Reading Specialist, will oversee (along with John Wolf) the selection and support of elementary OSCs serving students in grades K-5. Shults's expertise regarding elementary literacy is vital to the successful implementation of this project. She will spend approximately 70 percent of her time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Shults's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of her current salary.

c. Co-director John Wolf, Elementary Reading Specialist, will oversee (along with Anna Shults) the selection and support of elementary OSCs serving students in grades K-5. Wolf's expertise regarding elementary literacy is vital to the successful implementation of this project. He will spend approximately 70 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Wolf's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of his current salary.

d. Co-director Dana Jones, Early Childhood Specialist, will oversee the selection and support of early childhood education provider OSCs serving students from birth to age five. Jones's expertise regarding early childhood literacy is vital to the successful implementation of this project. She will spend approximately 40 percent of her time

supporting various aspects of this project directly related to OSCs serving students from birth to age five. The amount of Jones's salary included in the total for this category represents 40 percent - the amount of time committed to this project - of her current salary.

New IDOE Employee (Part of SEA Administrative Costs) Total: $55,000

e. SRCL Project Specialist

Throughout the duration of this project, the SRCL Project Specialist will provide coordination and specialized technical assistance by reviewing and managing applications, trainings, budgets, communications, and progress reports. This newly created position will be funded entirely with SRCL dollars as the employee will be exclusively dedicated to the IDOE's SRCL initiatives, working with the English Language Arts, Reading, and Early Childhood Specialists and Student Learning supervisors.

Stipends for Educators

f. Professional Development/Training Stipends Total: $1,200,000

Ongoing professional development is crucial for project success. For this reason, each OSC may apply for *up to* $10,000 to be used as stipends so that staff may receive high-quality training throughout the year. For example, administrators could pay for substitute teachers while educators participate in focused data-analysis meetings. Educators could also be compensated for after-school trainings that directly align to needs based on student data. All subgrant applicants must specify how these funds would be used to support professional development on areas directly related to student literacy achievement.

120 total OSCs X (*up to*) $10,000 = $1,200,000

2. Fringe Benefits	**Total: $66,290**

Total personnel costs for IDOE employees = $189,400

Fringe benefits are calculated at a rate of 35% of the total personnel costs =

$189,400 X .35 = **$66,290**

3. Travel	**Total: $1,173,760**

a. Early Childhood OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each early childhood provider's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

b. Elementary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the

following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each elementary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

c. Secondary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.40/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state - averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each secondary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

d. IDOE Employee Travel (Part of SEA Administrative Costs) **Total: $25,000**

At least five members of the Indiana Department of Education will routinely visit OSCs to conduct observations, provide feedback, deliver professional development, and carry out various other project-related tasks. In some cases, travel arrangements will include rental cars, overnight hotel stays, and daily subsistence.

4. Equipment	**Total: $4,042,500**

a. Innovative Technologies for Early Childhood OSCs **Total: $442,500**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As early childhood education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Early Childhood OSC will be able to request *up to* **$7,375** for innovative technology and required training regarding its most effectives use(s). This number is just under 10% of the total amount Early Childhood OSCs may apply for during the subgrant process.

60 Early Childhood OSCs X (*up to*) $7,375 = **$442,500**

b. Innovative Technologies for Elementary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As elementary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Elementary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Elementary OSCs may apply for during the subgrant process.

60 Elementary OSCs X (*up to*) $30,000 = **$1,800,000**

c. Innovative Technologies for Secondary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As secondary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Secondary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Secondary OSCs may apply for during the subgrant process.

60 Secondary OSCs X (*up to*) $30,000 = **$1,800,000**

5. Supplies	Total: $12,000,000

a. Reading Interventions for Students in Grades K-12 **Total: $3,600,000**

Intervention programs are intended to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. The intervention should provide frequent assessments of student progress and systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the intervention.

120 OSCs X (*up to*) $30,000 = **$3,600,000**

b. Reading Level/Text Complexity Measures, K-12 **Total: $4,800,000**

According to ACT's report, *Reading Between the Lines*, "what matters most in reading achievement is the ability to comprehend complex texts." In addition, Appendix A of the Common Core State Standards states, "One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school." OSCs serving students in grades K-12 should leverage a reading level/text complexity measure aligned with the vision of the Common Core State Standards to ensure that students are on track to graduate college- and career-ready. OSCs must align the selection and use of reading level/text complexity measures with the expectations found in Appendix A of the Common Core State Standards. These tools will inform the selection of curricular materials, assessment design, and overall student readiness for the demands of college and workplace reading. Mandatory training on these measures is included in the calculations below.

60 Elementary OSCs X (*up to*) $20,000 = **$1,200,000**

60 Secondary OSCs X (*up to*) $60,000 = **$3,600,000**

c. Core Curricular Assessment & Enhancement Materials, Birth - Grade 5

Total: $3,600,000

Core reading instruction is intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through core programs should provide growth in reading with the goal of grade level proficiency. The core program contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Enhancement materials are intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The enhancement materials provide a replacement scope and sequence in order to ensure proper pacing of instruction for specific areas in the core program that have been identified as weak or lacking according to student data. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Benchmark assessments and ongoing progress monitoring will be used to determine specific reading instructional needs and interventions for students.

60 Early Childhood OSCs X (*up to*) $20,000 = **$1,200,000**

60 Elementary OSCs X (*up to*) $40,000 = **2,400,000**

6. Contractual Total:	**Total: $6,842,500**

a. Opportunity School Community Literacy Advisors **Total: $6,300,000**

The Indiana Department of Education will screen and select Literacy Advisors to provide specialized assistance throughout the academic year to Opportunity School Communities. Literacy Advisors must possess exceptional expertise in the area along the P-12 literacy continuum to which they are assigned. For example, Literacy Advisors serving Early Childhood OSCs should understand the implications of current research on developmentally appropriate early childhood education settings and instructional activities. Literacy Advisors for Elementary OSCs must be capable of delivering high-

quality consulting on the essential knowledge and skills required to effectively implement core reading programs based on scientifically-based reading research. They should also be adept at guiding educators on how to use assessment data to select appropriate interventions. Literacy Advisors serving Secondary OSCs must demonstrate the capacity to engage English Language Arts educators *and* their content-area peers in the use of discipline-specific instructional and assessment strategies. In all cases, Literacy Advisors will be allocated *up to* 40 visits per OSC in order to provide ongoing, highly-sophisticated consulting, observations, feedback, and professional development.

60 Early Childhood X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Elementary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Secondary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

b. Program Evaluation (Part of SEA Administrative Costs) Total: $500,000

The Indiana Department of Education will partner with the **Center for Evaluation and Education Policy (CEEP)** at Indiana University to complete an independent, rigorous, high-quality evaluation of all aspects of the Opportunity School Communities project. As described in the Project Narrative, CEEP is uniquely positioned to complete this work effectively and efficiently.

c. Office Space, Equipment, and Supplies Total: $42,500
(Part of SEA Administrative Costs)

At least five Indiana Department of Education employees will be routinely engaged in this project. The IDOE estimates the costs of office space, equipment, and supplies to be approximately $8,500 per person. 5 X $8,500 = $42,500

7. Construction	**Total: $0.00**

Not applicable.

8. Other	**Total: $1,753,500**

a. Opportunity School Community Institute Training **Total: $576,000**

The IDOE, in collaboration with national literacy experts, will provide extensive training on Indiana's literacy frameworks during a four-day OSC Institute. At least 10 members of an OSC's Literacy Leadership Team (including the school administrator or director of an early childhood education provider) must attend this intense training. Participants will receive explicit instruction on the techniques and strategies found in Indiana's literacy frameworks. In addition, participants will be thoroughly trained as trainers so that they can deliver high-quality professional development within their OSC. Since the needs of early childhood education providers, elementary educators, and secondary educators are unique, there will likely be three separate Institutes.

180 OSCs X 10 participants per site = 1,800 participants

1,800 participants ÷ 50 participants per training class = 36 trainers needed

36 trainers X $4,000 per day = $144,000 per day for training consultants

4 days X $144,000 per day for training consultants = **$576,000**

b. Institute Training Materials **Total: $180,000**

1,800 participants X (*up to*) $100 per participant = **$180,000**

c. OSCs Administrative Costs **Total: $997,500**

As with most projects, there are administrative costs at the local level associated with implementing an Opportunity School Community project. Accordingly, the IDOE typically allocates 3.5% of grant monies to LEAs (or early childhood education providers, in this case) for administrative costs.

Early Childhood = 3.5% of (max) total subgrant, 60 X .035($75,000) = $157,500

K-12 = 3.5 % of (max) total subgrant, 120 X .035($200,000) = $840,000

9. Total Direct Costs	**Total: $27,267,950**

10. Indirect Costs	**Total: $43,143**

The Indiana Department of Education's current Indirect Cost Rate Agreement states that 5.7% may be allocated for indirect costs. This rate is *only* applied to the SEA's administrative costs, which are significantly less than 5% of the total funds requested for this project.

Total SEA Administrative Costs = $756,900

$756,900 X .057 = $43,143

11. Training Stipends	**Total: $0.00**

Not applicable.

12. Total Costs	**Total: $27,311,093**

Year 3

1. Personnel	**Total: $1,389,400**

Current IDOE Employees (a-d) (Part of SEA Administrative Costs) Total: $134,400

a. Co-director Adam Jones, K-12 English Language Arts Specialist, will oversee the selection and support of middle and high school OSCs serving students in grades 6-12. Jones's expertise regarding secondary literacy is vital to the successful implementation of this project. He will spend approximately 30 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades 6-12. The amount of Jones's salary included in the total for this category represents 30 percent - the amount of time committed to this project - of his current salary.

b. Co-director Anna Shults, Elementary Reading Specialist, will oversee (along with John Wolf) the selection and support of elementary OSCs serving students in grades K-5. Shults's expertise regarding elementary literacy is vital to the successful implementation of this project. She will spend approximately 70 percent of her time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Shults's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of her current salary.

c. Co-director John Wolf, Elementary Reading Specialist, will oversee (along with Anna Shults) the selection and support of elementary OSCs serving students in grades K-5. Wolf's expertise regarding elementary literacy is vital to the successful implementation of this project. He will spend approximately 70 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Wolf's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of his current salary.

d. Co-director Dana Jones, Early Childhood Specialist, will oversee the selection and support of early childhood education provider OSCs serving students from birth to age five. Jones's expertise regarding early childhood literacy is vital to the successful implementation of this project. She will spend approximately 40 percent of her time

supporting various aspects of this project directly related to OSCs serving students from birth to age five. The amount of Jones's salary included in the total for this category represents 40 percent - the amount of time committed to this project - of her current salary.

New IDOE Employee (Part of SEA Administrative Costs) Total: $55,000

e. SRCL Project Specialist

Throughout the duration of this project, the SRCL Project Specialist will provide coordination and specialized technical assistance by reviewing and managing applications, trainings, budgets, communications, and progress reports. This newly created position will be funded entirely with SRCL dollars as the employee will be exclusively dedicated to the IDOE's SRCL initiatives, working with the English Language Arts, Reading, and Early Childhood Specialists and Student Learning supervisors.

Stipends for Educators

f. Professional Development/Training Stipends Total: $1,200,000

Ongoing professional development is crucial for project success. For this reason, each OSC may apply for *up to* $10,000 to be used as stipends so that staff may receive high-quality training throughout the year. For example, administrators could pay for substitute teachers while educators participate in focused data-analysis meetings. Educators could also be compensated for after-school trainings that directly align to needs based on student data. All subgrant applicants must specify how these funds would be used to support professional development on areas directly related to student literacy achievement.

120 total OSCs X (*up to*) $10,000 = $1,200,000

2. Fringe Benefits	**Total: $66,290**

Total personnel costs for IDOE employees = $189,400

Fringe benefits are calculated at a rate of 35% of the total personnel costs =

$189,400 X .35 = **$66,290**

3. Travel	**Total: $1,173,760**

a. Early Childhood OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each early childhood provider's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

b. Elementary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the

following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each elementary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

c. Secondary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.40/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state - averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each secondary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

d. IDOE Employee Travel (Part of SEA Administrative Costs) **Total: $25,000**

At least five members of the Indiana Department of Education will routinely visit OSCs to conduct observations, provide feedback, deliver professional development, and carry out various other project-related tasks. In some cases, travel arrangements will include rental cars, overnight hotel stays, and daily subsistence.

4. Equipment	**Total: $4,042,500**

a. Innovative Technologies for Early Childhood OSCs **Total: $442,500**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As early childhood education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Early Childhood OSC will be able to request *up to* **$7,375** for innovative technology and required training regarding its most effectives use(s). This number is just under 10% of the total amount Early Childhood OSCs may apply for during the subgrant process.

60 Early Childhood OSCs X (*up to*) $7,375 = **$442,500**

b. Innovative Technologies for Elementary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As elementary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Elementary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Elementary OSCs may apply for during the subgrant process.

60 Elementary OSCs X (*up to*) $30,000 = **$1,800,000**

c. Innovative Technologies for Secondary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As secondary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Secondary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Secondary OSCs may apply for during the subgrant process.

60 Secondary OSCs X (*up to*) $30,000 = **$1,800,000**

5. Supplies	Total: $12,000,000

a. Reading Interventions for Students in Grades K-12 **Total: $3,600,000**

Intervention programs are intended to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. The intervention should provide frequent assessments of student progress and systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the intervention.

120 OSCs X (*up to*) $30,000 = **$3,600,000**

b. Reading Level/Text Complexity Measures, K-12 **Total: $4,800,000**

According to ACT's report, *Reading Between the Lines*, "what matters most in reading achievement is the ability to comprehend complex texts." In addition, Appendix A of the Common Core State Standards states, "One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school." OSCs serving students in grades K-12 should leverage a reading level/text complexity measure aligned with the vision of the Common Core State Standards to ensure that students are on track to graduate college- and career-ready. OSCs must align the selection and use of reading level/text complexity measures with the expectations found in Appendix A of the Common Core State Standards. These tools will inform the selection of curricular materials, assessment design, and overall student readiness for the demands of college and workplace reading. Mandatory training on these measures is included in the calculations below.

60 Elementary OSCs X (*up to*) $20,000 = **$1,200,000**

60 Secondary OSCs X (*up to*) $60,000 = **$3,600,000**

c. Core Curricular Assessment & Enhancement Materials, Birth - Grade 5

Total: $3,600,000

Core reading instruction is intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through core programs should provide growth in reading with the goal of grade level proficiency. The core program contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Enhancement materials are intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The enhancement materials provide a replacement scope and sequence in order to ensure proper pacing of instruction for specific areas in the core program that have been identified as weak or lacking according to student data. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Benchmark assessments and ongoing progress monitoring will be used to determine specific reading instructional needs and interventions for students.

60 Early Childhood OSCs X (*up to*) $20,000 = **$1,200,000**

60 Elementary OSCs X (*up to*) $40,000 = **2,400,000**

6. Contractual Total:	**Total: $6,842,500**

a. Opportunity School Community Literacy Advisors **Total: $6,300,000**

The Indiana Department of Education will screen and select Literacy Advisors to provide specialized assistance throughout the academic year to Opportunity School Communities. Literacy Advisors must possess exceptional expertise in the area along the P-12 literacy continuum to which they are assigned. For example, Literacy Advisors serving Early Childhood OSCs should understand the implications of current research on developmentally appropriate early childhood education settings and instructional activities. Literacy Advisors for Elementary OSCs must be capable of delivering high-

quality consulting on the essential knowledge and skills required to effectively implement core reading programs based on scientifically-based reading research. They should also be adept at guiding educators on how to use assessment data to select appropriate interventions. Literacy Advisors serving Secondary OSCs must demonstrate the capacity to engage English Language Arts educators *and* their content-area peers in the use of discipline-specific instructional and assessment strategies. In all cases, Literacy Advisors will be allocated *up to* 40 visits per OSC in order to provide ongoing, highly-sophisticated consulting, observations, feedback, and professional development.

60 Early Childhood X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Elementary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Secondary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

b. Program Evaluation (Part of SEA Administrative Costs) Total: $500,000

The Indiana Department of Education will partner with the **Center for Evaluation and Education Policy (CEEP)** at Indiana University to complete an independent, rigorous, high-quality evaluation of all aspects of the Opportunity School Communities project. As described in the Project Narrative, CEEP is uniquely positioned to complete this work effectively and efficiently.

c. Office Space, Equipment, and Supplies Total: $42,500
(Part of SEA Administrative Costs)

At least five Indiana Department of Education employees will be routinely engaged in this project. The IDOE estimates the costs of office space, equipment, and supplies to be approximately $8,500 per person. 5 X $8,500 = $42,500

7. Construction	**Total: $0.00**

Not applicable.

8. Other	**Total: $1,753,500**

a. Opportunity School Community Institute Training **Total: $576,000**

The IDOE, in collaboration with national literacy experts, will provide extensive training on Indiana's literacy frameworks during a four-day OSC Institute. At least 10 members of an OSC's Literacy Leadership Team (including the school administrator or director of an early childhood education provider) must attend this intense training. Participants will receive explicit instruction on the techniques and strategies found in Indiana's literacy frameworks. In addition, participants will be thoroughly trained as trainers so that they can deliver high-quality professional development within their OSC. Since the needs of early childhood education providers, elementary educators, and secondary educators are unique, there will likely be three separate Institutes.

180 OSCs X 10 participants per site = 1,800 participants

1,800 participants ÷ 50 participants per training class = 36 trainers needed

36 trainers X $4,000 per day = $144,000 per day for training consultants

4 days X $144,000 per day for training consultants = **$576,000**

b. Institute Training Materials **Total: $180,000**

1,800 participants X (*up to*) $100 per participant = **$180,000**

c. OSCs Administrative Costs **Total: $997,500**

As with most projects, there are administrative costs at the local level associated with implementing an Opportunity School Community project. Accordingly, the IDOE typically allocates 3.5% of grant monies to LEAs (or early childhood education providers, in this case) for administrative costs.

Early Childhood = 3.5% of (max) total subgrant, 60 X .035($75,000) = $157,500

K-12 = 3.5 % of (max) total subgrant, 120 X .035($200,000) = $840,000

9. Total Direct Costs	**Total: $27,267,950**

10. Indirect Costs	**Total: $43,143**

The Indiana Department of Education's current Indirect Cost Rate Agreement states that 5.7% may be allocated for indirect costs. This rate is *only* applied to the SEA's administrative costs, which are significantly less than 5% of the total funds requested for this project.

Total SEA Administrative Costs = $756,900

$756,900 X .057 = $43,143

11. Training Stipends	**Total: $0.00**

Not applicable.

12. Total Costs	**Total: $27,311,093**

Year 4

1. Personnel	**Total: $1,389,400**

Current IDOE Employees (a-d) (Part of SEA Administrative Costs) Total: $134,400

a. Co-director Adam Jones, K-12 English Language Arts Specialist, will oversee the selection and support of middle and high school OSCs serving students in grades 6-12. Jones's expertise regarding secondary literacy is vital to the successful implementation of this project. He will spend approximately 30 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades 6-12. The amount of Jones's salary included in the total for this category represents 30 percent - the amount of time committed to this project - of his current salary.

b. Co-director Anna Shults, Elementary Reading Specialist, will oversee (along with John Wolf) the selection and support of elementary OSCs serving students in grades K-5. Shults's expertise regarding elementary literacy is vital to the successful implementation of this project. She will spend approximately 70 percent of her time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Shults's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of her current salary.

c. Co-director John Wolf, Elementary Reading Specialist, will oversee (along with Anna Shults) the selection and support of elementary OSCs serving students in grades K-5. Wolf's expertise regarding elementary literacy is vital to the successful implementation of this project. He will spend approximately 70 percent of his time supporting various aspects of this project directly related to OSCs serving students in grades K-5. The amount of Wolf's salary included in the total for this category represents 70 percent - the amount of time committed to this project - of his current salary.

d. Co-director Dana Jones, Early Childhood Specialist, will oversee the selection and support of early childhood education provider OSCs serving students from birth to age five. Jones's expertise regarding early childhood literacy is vital to the successful implementation of this project. She will spend approximately 40 percent of her time

supporting various aspects of this project directly related to OSCs serving students from birth to age five. The amount of Jones's salary included in the total for this category represents 40 percent - the amount of time committed to this project - of her current salary.

New IDOE Employee (Part of SEA Administrative Costs) Total: $55,000

e. SRCL Project Specialist

Throughout the duration of this project, the SRCL Project Specialist will provide coordination and specialized technical assistance by reviewing and managing applications, trainings, budgets, communications, and progress reports. This newly created position will be funded entirely with SRCL dollars as the employee will be exclusively dedicated to the IDOE's SRCL initiatives, working with the English Language Arts, Reading, and Early Childhood Specialists and Student Learning supervisors.

Stipends for Educators

f. Professional Development/Training Stipends Total: $1,200,000

Ongoing professional development is crucial for project success. For this reason, each OSC may apply for *up to* $10,000 to be used as stipends so that staff may receive high-quality training throughout the year. For example, administrators could pay for substitute teachers while educators participate in focused data-analysis meetings. Educators could also be compensated for after-school trainings that directly align to needs based on student data. All subgrant applicants must specify how these funds would be used to support professional development on areas directly related to student literacy achievement.

120 total OSCs X (*up to*) $10,000 = $1,200,000

2. Fringe Benefits	**Total: $66,290**

Total personnel costs for IDOE employees = $189,400

Fringe benefits are calculated at a rate of 35% of the total personnel costs =

$189,400 X .35 = **$66,290**

3. Travel	**Total: $1,173,760**

a. Early Childhood OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each early childhood provider's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

b. Elementary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the

following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.44/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state – averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each elementary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

c. Secondary OSC Institute Travel **Total: $382,920**

On average, 10 leaders (including an administrator and community partners) should attend a four-day OSC Institute during the summer of 2011. Since individuals will be traveling from around the state, it is not possible to precisely estimate mileage costs. However the following calculations may be made based on 10 people from 60 OSCs traveling to an OSC Institute in Indianapolis:

- **Lodging** **$267,720**

60 OSCs X 10 Literacy Leadership Team Members: 600 total attendees

600 total attendees X 4 nights in a hotel (at $111.55/night with taxes) = $267,720

- **Subsistence** **$62,400**

With a total, state-approved, daily subsistence rate of $26 per person, total subsistence for 600 participants over four days = $62,400

- **Estimated Mileage** **$52,800**

Indiana's current mileage reimbursement rate is $.40/mile. The distance from Indianapolis to Gary, Angola, Evansville, and Louisville - approximately the "four corners" of the state - averages 155 miles (310 miles roundtrip). Given that not everyone will travel this extensively, mileage reimbursement for 100 miles (200 miles roundtrip) for 600 participants = $52,800.

Note: These costs will be built into each secondary school's subgrant based on the number of Literacy Leadership Team Members attending the OSC Institute.

d. IDOE Employee Travel (Part of SEA Administrative Costs) **Total: $25,000**

At least five members of the Indiana Department of Education will routinely visit OSCs to conduct observations, provide feedback, deliver professional development, and carry out various other project-related tasks. In some cases, travel arrangements will include rental cars, overnight hotel stays, and daily subsistence.

4. Equipment	**Total: $4,042,500**

a. Innovative Technologies for Early Childhood OSCs **Total: $442,500**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As early childhood education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Early Childhood OSC will be able to request *up to* **$7,375** for innovative technology and required training regarding its most effectives use(s). This number is just under 10% of the total amount Early Childhood OSCs may apply for during the subgrant process.

60 Early Childhood OSCs X (*up to*) $7,375 = **$442,500**

b. Innovative Technologies for Elementary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As elementary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Elementary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Elementary OSCs may apply for during the subgrant process.

60 Elementary OSCs X (*up to*) $30,000 = **$1,800,000**

c. Innovative Technologies for Secondary OSCs **Total: $1,800,000**

Disadvantaged students, limited-English-proficient students, and students with disabilities could greatly benefit from the effective use of innovative technologies that flexibly present information, engage students, reduce barriers in instruction, and provide appropriate accommodations, supports, and challenges. As secondary education providers compete for subgrants, they will be encouraged to request innovative technologies that embrace universal design for learning principles. Specifically, equipment purchases must be justified based on student needs as well as research/evidence that the selected technologies positively impact student literacy achievement. Each Secondary OSC will be able to request *up to* **$30,000** for innovative technology and required training regarding its most effectives use(s). This number is 15% of the total amount Secondary OSCs may apply for during the subgrant process.

60 Secondary OSCs X (*up to*) $30,000 = **$1,800,000**

5. Supplies	Total: $12,000,000

a. Reading Interventions for Students in Grades K-12 **Total: $3,600,000**

Intervention programs are intended to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. The intervention should provide frequent assessments of student progress and systematic review in order to ensure proper pacing of instruction and mastery of all instructional components. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the intervention.

120 OSCs X (*up to*) $30,000 = **$3,600,000**

b. Reading Level/Text Complexity Measures, K-12 **Total: $4,800,000**

According to ACT's report, *Reading Between the Lines*, "what matters most in reading achievement is the ability to comprehend complex texts." In addition, Appendix A of the Common Core State Standards states, "One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school." OSCs serving students in grades K-12 should leverage a reading level/text complexity measure aligned with the vision of the Common Core State Standards to ensure that students are on track to graduate college- and career-ready. OSCs must align the selection and use of reading level/text complexity measures with the expectations found in Appendix A of the Common Core State Standards. These tools will inform the selection of curricular materials, assessment design, and overall student readiness for the demands of college and workplace reading. Mandatory training on these measures is included in the calculations below.

60 Elementary OSCs X (*up to*) $20,000 = **$1,200,000**

60 Secondary OSCs X (*up to*) $60,000 = **$3,600,000**

c. Core Curricular Assessment & Enhancement Materials, Birth - Grade 5

Total: $3,600,000

Core reading instruction is intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The instruction provided through core programs should provide growth in reading with the goal of grade level proficiency. The core program contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Enhancement materials are intended for all student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The enhancement materials provide a replacement scope and sequence in order to ensure proper pacing of instruction for specific areas in the core program that have been identified as weak or lacking according to student data. Professional development for all teachers and administrators must be provided to ensure that all educators are grounded in the essential components of the core program. Benchmark assessments and ongoing progress monitoring will be used to determine specific reading instructional needs and interventions for students.

60 Early Childhood OSCs X (*up to*) $20,000 = **$1,200,000**

60 Elementary OSCs X (*up to*) $40,000 = **2,400,000**

6. Contractual Total:	**Total: $6,842,500**

a. Opportunity School Community Literacy Advisors **Total: $6,300,000**

The Indiana Department of Education will screen and select Literacy Advisors to provide specialized assistance throughout the academic year to Opportunity School Communities. Literacy Advisors must possess exceptional expertise in the area along the P-12 literacy continuum to which they are assigned. For example, Literacy Advisors serving Early Childhood OSCs should understand the implications of current research on developmentally appropriate early childhood education settings and instructional activities. Literacy Advisors for Elementary OSCs must be capable of delivering high-

quality consulting on the essential knowledge and skills required to effectively implement core reading programs based on scientifically-based reading research. They should also be adept at guiding educators on how to use assessment data to select appropriate interventions. Literacy Advisors serving Secondary OSCs must demonstrate the capacity to engage English Language Arts educators *and* their content-area peers in the use of discipline-specific instructional and assessment strategies. In all cases, Literacy Advisors will be allocated *up to* 40 visits per OSC in order to provide ongoing, highly-sophisticated consulting, observations, feedback, and professional development.

60 Early Childhood X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Elementary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

60 Secondary OSC X 40 visits = 2,400 total visits
2,400 visits X $875 per visit = **$2,100,000**

b. Program Evaluation (Part of SEA Administrative Costs) Total: $500,000

The Indiana Department of Education will partner with the **Center for Evaluation and Education Policy (CEEP)** at Indiana University to complete an independent, rigorous, high-quality evaluation of all aspects of the Opportunity School Communities project. As described in the Project Narrative, CEEP is uniquely positioned to complete this work effectively and efficiently.

c. Office Space, Equipment, and Supplies Total: $42,500
(Part of SEA Administrative Costs)

At least five Indiana Department of Education employees will be routinely engaged in this project. The IDOE estimates the costs of office space, equipment, and supplies to be approximately $8,500 per person. 5 X $8,500 = $42,500

7. Construction	**Total: $0.00**

Not applicable.

8. Other	**Total: $1,753,500**

a. Opportunity School Community Institute Training **Total: $576,000**

The IDOE, in collaboration with national literacy experts, will provide extensive training on Indiana's literacy frameworks during a four-day OSC Institute. At least 10 members of an OSC's Literacy Leadership Team (including the school administrator or director of an early childhood education provider) must attend this intense training. Participants will receive explicit instruction on the techniques and strategies found in Indiana's literacy frameworks. In addition, participants will be thoroughly trained as trainers so that they can deliver high-quality professional development within their OSC. Since the needs of early childhood education providers, elementary educators, and secondary educators are unique, there will likely be three separate Institutes.

180 OSCs X 10 participants per site = 1,800 participants

1,800 participants ÷ 50 participants per training class = 36 trainers needed

36 trainers X $4,000 per day = $144,000 per day for training consultants

4 days X $144,000 per day for training consultants = **$576,000**

b. Institute Training Materials **Total: $180,000**

1,800 participants X (*up to*) $100 per participant = **$180,000**

c. OSCs Administrative Costs **Total: $997,500**

As with most projects, there are administrative costs at the local level associated with implementing an Opportunity School Community project. Accordingly, the IDOE typically allocates 3.5% of grant monies to LEAs (or early childhood education providers, in this case) for administrative costs.

Early Childhood = 3.5% of (max) total subgrant, 60 X .035($75,000) = $157,500

K-12 = 3.5 % of (max) total subgrant, 120 X .035($200,000) = $840,000

9. Total Direct Costs	**Total: $27,267,950**

10. Indirect Costs	**Total: $43,143**

The Indiana Department of Education's current Indirect Cost Rate Agreement states that 5.7% may be allocated for indirect costs. This rate is *only* applied to the SEA's administrative costs, which are significantly less than 5% of the total funds requested for this project.

Total SEA Administrative Costs = $756,900

$756,900 X .057 = $43,143

11. Training Stipends	**Total: $0.00**

Not applicable.

12. Total Costs	**Total: $27,311,093**

Grand Total Costs for Entire Project	**Total: $109,244,372**
$27,311,093 per year for four years = $109,244,372	

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

May 7, 2010

Mr. Lance V. Rhodes
Chief Financial Officer
Indiana Department of Education
151 W. Ohio Street
Indianapolis, Indiana 46204-2798

Reference: Agreement No. *2010-113*

Dear Mr. Rhodes:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used for computing indirect cost for grants, contracts and applications funded by this Department and other Federal agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO / FIPAO / ICG
Attention: Ms. Nelda V. Barnes
Room 6015, PCP
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Nelda V. Barnes at (202) 377-3876 or you may e-mail her at *nelda.barnes@ed.gov.*

The next indirect cost rate proposal based on actual data for the year ending, June 30, 2012 is due in our office by December 31, 2012. This proposal should be sent to the above address.

Sincerely,

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798

EIN: 356000158

DATE: May 7, 2010

AGREEMENT NO. 2010-113
FILING REFERENCE: This replaces previous Agreement No. 2007-150 dated September 26, 2007

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I- Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-07	06-30-10	6.2%	1/	All	All Programs
Predetermined	07-01-10	06-30-13	5.7%	1/	All	All Programs

1/ Total direct costs less equipment, alterations and renovations, flow-through funds and each sub-award in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except those employee salaries designated as a direct cost for the restricted cost rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $500 or more, and an estimated useful life of at least one year, are capitalized and depreciated. Items under $500 are charges as supplies.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the 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 applicable under the governing cost principles; (B) that 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 accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which 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 in a subsequent negotiation to compensate for the difference between the cost 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: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect cost to the Organization by means other than the rate cited in this Agreement should be credited for such costs. The applicable rate cited herein should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the programs.

Section IV - Approvals

For the State Education Agency:

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204-2798

Signature

Lance Hodes
Name

CFO
Title

5/26/10
Date

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
830 First Street, NE
Washington, DC 20202-4450

Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

May 6, 2010
Date

Nelda V. Barnes
Negotiator

(202) 377-3837
Telephone