# 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 # S371C110048**
**Grants.gov Tracking#: GRANT10865644**

Closing Date: MAY 09, 2011

# **Table of Contents**


## Forms

1. *Application for Federal Assistance (SF-424)* e1
2. *Standard Budget Sheet (ED 524)* e5
3. *SF-424B - Assurances Non-Construction Programs* e7
4. *Disclosure of Lobbying Activities* e9
5. *427 GEPA* e10
   *Attachment - 1* e11
6. *ED 80-0013 Certification* e12
7. *Dept of Education Supplemental Information for SF-424* e13

## Narratives

1. *Project Narrative - (Abstract Narrative...)* e14
   *Attachment - 1* e15
2. *Project Narrative - (Project Narrative...)* e17
   *Attachment - 1* e18
   *Attachment - 2* e70
   *Attachment - 3* e82
   *Attachment - 4* e188
   *Attachment - 5* e189
   *Attachment - 6* e236
   *Attachment - 7* e244
   *Attachment - 8* e249
   *Attachment - 9* e250
   *Attachment - 10* e274
   *Attachment - 11* e283
   *Attachment - 12* e286
   *Attachment - 13* e287
3. *Project Narrative - (Other Narrative...)* e294
   *Attachment - 1* e295
   *Attachment - 2* e298
   *Attachment - 3* e302
   *Attachment - 4* e306
4. *Budget Narrative - (Budget Narrative...)* e314

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: 05/09/2011

4. Applicant Identifier: Oregon Department of Education

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: Oregon Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 936001954

* c. Organizational DUNS: 809790264

**d. Address:**

* Street1: 255 Capitol St. NE
Street2:
* City: Salem
County: Marion
* State: OR: Oregon
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 97310

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix: Dr.
* First Name: Susan
Middle Name:
* Last Name: Inman
Suffix:

Title: Project Director

Organizational Affiliation:

* Telephone Number: 503-947-5685
Fax Number: 503-378-5156

* Email: susan.inman@state.or.us

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

## 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:**

Oregon Department of Education Striving Readers Comprehensive Literacy Program

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: OR-005 — * b. Program/Project: OR-005

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: 08/31/2016

**18. Estimated Funding ($):**

| | |
|---|---|
| * a. Federal | 75,000,000.00 |
| * b. Applicant | 0.00 |
| * c. State | 0.00 |
| * d. Local | 0.00 |
| * e. Other | 0.00 |
| * f. Program Income | 0.00 |
| * g. TOTAL | 75,000,000.00 |

*** 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: Dr. — * First Name: Colleen

Middle Name:

* Last Name: Mileham

Suffix:

* Title: Assistant Superintendent

* Telephone Number: 503-947-5663 — Fax Number: 503-378-5156

* Email: colleen.mileham@state.or.us

* Signature of Authorized Representative: Margaret Bates — * Date Signed: 05/09/2011

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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:
Oregon 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 | $ 179,484 | $ 179,484 | $ 179,484 | $ 179,484 | $ 179,484 | $ 897,420 |
| 2. Fringe Benefits | $ 73,882 | $ 73,882 | $ 73,882 | $ 73,882 | $ 73,882 | $ 369,410 |
| 3. Travel | $ 3,750 | $ 3,938 | $ 4,134 | $ 4,341 | $ 4,558 | $ 20,721 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 4,675 | $ 4,909 | $ 5,154 | $ 5,412 | $ 5,682 | $ 25,832 |
| 6. Contractual | $ 412,263 | $ 409,950 | $ 407,556 | $ 405,077 | $ 402,508 | $ 2,037,354 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 14,266,800 | $ 14,267,640 | $ 14,268,522 | $ 14,269,448 | $ 14,270,421 | $ 71,342,831 |
| 9. Total Direct Costs (lines 1-8) | $ 14,940,854 | $ 14,939,803 | $ 14,938,732 | $ 14,937,644 | $ 14,936,535 | $ 74,693,568 |
| 10. Indirect Costs* | $ 59,146 | $ 60,197 | $ 61,268 | $ 62,356 | $ 63,465 | $ 306,432 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 15,000,000 | $ 15,000,000 | $ 15,000,000 | $ 15,000,000 | $ 15,000,000 | $ 75,000,000 |

***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: 6/30/2011 (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:
Oregon 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 |
|---|---|
| Margaret Bates | Assistant Superintendent |
| * APPLICANT ORGANIZATION | * DATE SUBMITTED |
| Oregon Department of Education | 05/09/2011 |

**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
- ☒ b. grant
- ☐ c. cooperative agreement
- ☐ d. loan
- ☐ e. loan guarantee
- ☐ f. loan insurance

**2. * Status of Federal Action:**
- ☐ a. bid/offer/application
- ☒ b. initial award
- ☐ c. post-award

**3. * Report Type:**
- ☒ a. initial filing
- ☐ b. material change

**4. Name and Address of Reporting Entity:**

☒ Prime ☐ SubAwardee

** Name* Oregon Department of Education

** Street 1* 255 Capitol St. NE *Street 2*

** City* Salem *State* OR: Oregon *Zip* 97310

Congressional District, if known: 05

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

**6. * Federal Department/Agency:**

Department of Education/0II

**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* NA *Middle Name*

** Last Name* NA *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*Prefix* ** First Name* NA *Middle Name*

** Last Name* NA *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:** Margaret Bates

***Name:** *Prefix* ** First Name* Colleen *Middle Name*

** Last Name* Mileham *Suffix*

**Title:** Assistant Superintendent **Telephone No.:** 503-947-5663 **Date:** 05/09/2011

**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 Section 427 Department of Education.p | Add Attachment | Delete Attachment | View Attachment

**Department of Education**
**Section 427**
**General Education Provisions Act**

**It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772**

Federal funding from the Oregon Striving Readers Grant program is used for salaries and benefits of at-will and certified staff. Oregon Department of Education does not discriminate on hiring staff or utilizing presenter and/or consultants.

Oregon Department of Education prohibits discrimination against any person, public school local education agency (LEA), State Board of Education.

At no time will ODE discriminate against because of gender, race, creed, national origin, color, disability or age.

ODE will make every reasonable attempt that all subgrantees will provide assurances as to their compliance with GEPA Section 427 in the operation of their programs.

Materials and equipment, staff development and other related programs or services needed to implement and maintain our program are not use nor are they purchased with any knowledge of discrimination.

## 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 | Oregon Department of Education |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: | Dr. |
| * First Name: | Colleen |
| Middle Name: | |
| * Last Name: | Mileham |
| Suffix: | |
| * Title: | Assistant Superintendent |
| * SIGNATURE: | Margaret Bates |
| * DATE: | 05/09/2011 |

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**SUPPLEMENTAL INFORMATION**
**REQUIRED FOR**
**DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
|---|---|---|---|---|
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**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:

**Please attach an explanation Narrative:**

Add Attachment | Delete Attachment | View Attachment

# Project Narrative

## Abstract Narrative

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# Oregon Striving Readers Grant

## Abstract

The objectives of the Oregon Striving Readers Grant Application are to implement the Oregon Literacy Plan (OLP) with a particular focus on activities that meet the requirements of the Striving Readers RFA (U.S. Department of Education). The OLP is a Birth to Grade 12 statewide literacy plan that addresses the language and literacy skills that children and students need to be successful in school. The OLP contains four common elements, and these elements address the two absolute priorities in the RFA: (1) implementing practices to "improve school readiness and success through Grade 12 in the area of language and literacy development for disadvantaged students" and (2) fostering data-based decision making through an integrated data system "designed to collect, analyze, and use high-quality and timely data, especially on program participant outcomes . . . to improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools."

The four common elements are:

**(1) Integrated Levels of Service Delivery:** Each section of the OLP (i.e., [a] Birth–Age 5, [b] K–12 Reading, [c] K–12 Writing) includes three integrated levels—(1) *the State,* (2) *the Local Education Agency (LEA)/Region,* and (3) *the School/Center*—that have responsibility for providing effective language and literacy services to children/students.

**(2) Six Foundational Components:** Six integrated components provide the structure for a comprehensive and coherent statewide literacy plan: (1) *Child/Student Learning Goals,* (2) *Child/Student Assessments,* (3) *Instructional Services and Supports,* (4) *Leadership,* (5) *Professional Development,* and (6) *Commitment.* These components define essential implementation and sustainability objectives. *The central focus of the Striving Readers Grant will be the implementation of these six components.*

**(3) Multiple Tiers to Provide Comprehensive Service and Support:** Three tiers of service and support for children/students, based on their language and literacy needs, will provide a comprehensive and coherent service delivery system. Effective service and support within and

between these tiers is achieved through high-quality implementation of program and practices that are *differentiated* for students based on need.

**(4) Central Role of Rigorous Scientific Research:** Scientific research is the basis for implementation of effective language and literacy practices, as well as the basis for the methods used to evaluation child/student learning and achievement outcomes.

The Oregon Department of Education is requesting $15 million per year for five years to implement the Striving Readers Grant. If funded, Oregon would provide 95% of the $15 million in funding to:

- LEAs or other nonprofit providers of early childhood education that serve children from Birth through Age 5 ($2,137,500);
- Elementary Schools ($5,700,000)
- Middle Schools ($2,850,000)
- High Schools ($2,850,000).

The RFA requires that subgrants for these funds be of sufficient size to enable participants to implement a comprehensive and coherent literacy plan. Consequently, Oregon expects to fund in Years 1 and 2 (a) 5–15 Birth to Age 5 Centers, (b) 15–30 elementary schools, (c) 10–15 middle schools, and (d) 10–15 high schools. Funding levels will be determined by the costs necessary to implement Action Plans, and Action Plans will be based on comprehensive Needs Assessments completed as part of the application process.

Funding would begin in September 2011. Through December 2011, the subgrant process would take place. Final subgrant awards would be made in January 2012, and implementation would begin in January–February 2012, and continue in Year 1 through the end of school (June 2012). The summer would be used to review data and update Needs Assessments and Action Plans. Primary outcomes would focus on child/student formative and summative assessments in areas related to language development, reading proficiency, and writing proficiency. Implementation data will be a primary focus of evaluation activities, particularly in relation to Action Plan goals and objectives.

# Project Narrative

## Project Narrative

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Attachment 4:
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Attachment 5:
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Attachment 9:
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Attachment 11:
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Attachment 13:
Title: Pages: Uploaded File: **1253-OregonStrivingReadersGrantAppendices.12.pdf**

# Table of Contents

***Section A – Quality of State Level Activities ..... 1***

The Oregon Literacy Plan 1

Implementation of the Oregon Literacy Plan for Striving Readers Grant Program 5

Goals for Improving Literacy Outcomes for All Students 12

Ongoing Technical Support 18

External Evaluation 21

Project Outcomes 24

***Quality of the State subgrant competition ..... 26***

Funding Opportunity Announcement 26

Competitive Preference - Transitions 28

Subgrant Application Package 29

Demonstrated Student Need 30

Capacity for Change 31

Review of Subgrant Implementation 37

***Management Plan..... 37***

Adequacy of the Management Plan to Meet Project Objectives 38

Qualifications of Key Personnel 45

***Adequacy of Resources ..... 47***

## SECTION A: QUALITY OF STATE-LEVEL ACTIVITIES *(37 points)*

### (A)(i) State Striving Reader Activities Aligned with Oregon Literacy Plan *(10 points)*

Funds from *Striving Readers Comprehensive Literacy grant program* (*Oregon Striving Readers*) will be used to implement all objectives stated in the RFA (U.S. Department of Education, Office of Elementary and Secondary Education, & Programs, 2011). Oregon will meet these objectives by implementing the *Oregon Literacy Plan* (OLP). Desimone (2002) found that policy initiatives that are specific, consistent, authoritative, powerful, and stable contribute to effective implementation. Specificity, for example, leads to strong levels of implementation fidelity, power to strong outcomes, and consistency, authority, and stability to sustainable change. Oregon's statewide literacy plan emphasizes these critical components. The OLP emphasizes scientific evidence in the development of strong plans, implementation focusing on fidelity, direct measures of implementation as well as results on child and student outcomes, and long-term sustainability by focusing on systems-level issues including daily child engagement in essential learning activities. Below we review Oregon's plan, drawing attention to its basic structure and its alignment with the RFA.

**The Oregon Literacy Plan**

The *Oregon Literacy Plan* (OLP) comprises three major sections: (a) *School Readiness*, Birth–Age 5, (b) *Reading and Language Proficiency*, Kindergarten–Grade 12, and (c) *Writing Proficiency*, Kindergarten–Grade 12 (K–12). These major sections constitute a statewide literacy plan that is "comprehensive and coherent" (RFA, pp. 11, 52). The OLP thoroughly addresses the two absolute priorities in the RFA: (1) targeting learning outcomes for all children and (2) enabling data-based decision making through a comprehensive and integrated statewide data system. *Four essential and common elements in the OLP address these priorities, establish its comprehensive and coherent focus, and address numerous elements embedded throughout the RFA* (e.g., how effective literacy instruction is defined, RFA: pp. 13–15).

**(1) Integrated Levels of Service Delivery Responsibility.** Each section of the OLP (i.e., [a] Birth–Age 5, [b] K–12 Reading, [c] K–12 Writing) includes three integrated levels—(1) *the State,* (2) *the LEA/Region,* and (3) *the School/Center*—that are responsible for providing effective language and literacy services to children/students. (*Note:* Throughout this proposal, we use *LEA* (Local Education Agency) to refer to the education agency responsible for monitoring and supporting the implementation of K–12 activities in elementary, middle, and high schools (i.e., *School*); We use the term *Region* to refer to the agency responsible for monitoring and supporting implementation of Birth–Age 5 activities, and we use the term *Center* to refer broadly to the various locations in which Birth–Age 5 activities with children will occur.)

These integrated responsibilities constitute the "system" of services and supports (Zins & Ponti, 1990a). The State Education Agency (SEA) in Oregon has two primary responsibilities in the OLP, and these mirror its two responsibilities in the Striving Readers grant: (1) *Lead and support quality development and implementation of LEA/Region activities aligned with the OLP* and (2) *Provide high-quality technical assistance to LEAs/Regions and Schools/Center on implementation activities and practices aligned with the OLP.* In the Oregon Striving Readers grant, ODE is partnering with the *Center on Teaching and Learning* (CTL) at the *University of Oregon* to implement and guide high-quality, state-level activities required in the RFA and aligned with the OLP. State-level activities will be administered through the *Oregon Department of Education Striving Readers Center* (*ODESR Center*).

In the OLP, the LEA/Region has the major responsibility for ensuring through an Action Plan, that each School/Center receives the support, technical training, and ongoing professional development (PD) needed to implement the School/Center Action Plan (Forman, 2007; Hamilton et al., 2009). The focus of *Action Plans* will be on meeting the requirements of the Striving Readers grant and describe essential details of providing effective language and literacy services to all children/students. Essential actions are structured through the six major components of the OLP: *Goals, Assessments, Instructional Services and Supports, Leadership, Professional Development, and Commitment*.

**(2) Six Foundational Components.** Each section of the OLP is organized around the integrated implementation of six foundational components—(1) *Child/Student Learning Goals,* (2) *Child/Student Assessments,* (3) *Instructional Services and Supports,* (4) *Leadership,* (5) *Professional Development,* and (6) *Commitment.* These six components define essential implementation and sustainability objectives for comprehensive and coherent service delivery, and they are the mechanisms for continuously prioritizing outcomes related to both children's language and literacy development and systems development (Comprehensive School Reform Quality Center, 2006, April-a, 2006, April-b, 2006, April-c; Desimone, 2002). In the OLP, and in the Oregon Striving Readers grant program, these components provide the structure for *Action Plan Development* and *Action Plan Implementation* in Birth–Grade 12 settings.

**(3) Three Tiers of Comprehensive Service and Support.** Each section of the School-level OLP is organized around three tiers of comprehensive service and support for children/students, based on their language and literacy needs. In K–12, three tiers of service and support are organized for students who are (a) *at grade level,* (b) *somewhat below grade level,* and (c) *significantly below grade level* (Gersten et al., 2009). In Birth–Age 5, these three tiers of service and support are organized for children who are (a) *meeting developmental expectations,* (b) *somewhat below expectations,* and (c) *significantly below expectations*. Effective service and support within and between tiers is achieved through implementation of program and practices that are *differentiated* based on child/student need (Olinghouse, Graham, & Harris, 2010), and are aligned with principles of *universal design for learning* (UDL, RFA, p. 15) in their construction, implementation, and evaluation (Committee on Developments in the Science of Learning, 1999; Tomlinson & McTighe, 2006).

For example, the OLP articulates that designing services and supports that are effective for *all* students requires that services and supports must be designed for effectiveness for *each* child. Assessments, curriculum, and instruction much each be differentiated in a way to achieve "flexibility in the way information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged" (RFA, p. 15).

Also, Oregon is a member of the *SMARTER Balanced Assessment Consortium* (SBAC). *SBAC* assessments will incorporate UDL principles in developing a new generation of assessments that use adaptive technologies to better measure students' abilities across the full spectrum of performance, including language arts. Oregon will incorporate these new assessments into its Striving Readers grant as they become available to ensure that all students—regardless of disability status, language status, or other factors that challenge current assessments to provide unbiased estimates of knowledge and skill—are accurately assessed to determine what they know and are able to do (Hamilton et al., 2009; Marsh, Pane, & Hamilton, 2006).

**(4) Central Role of Rigorous Scientific Research.** All three levels of the OLP emphasize the central role that scientific research must play in implementing effective language and literacy practices, the current evidence base for effective language and literacy instruction and practice, and address how to implement these practices in real schools and centers (Dynarski, 2008–2009; Flay et al., 2005; Gersten & Dimino, 2001; Gersten, Baker, & Lloyd, 2000). For example, the OLP includes 394 reference citations, and many of these are original, rigorous experimental studies published in peer-reviewed journals. The OLP also uses national, widely supported documents based on solid scientific scholarship to develop and ground essential principles. For example, in K–12 writing, the OLP uses the Carnegie Foundation's *Writing Next* (Graham & Perin, 2007) and *Writing to Read* (Graham & Hebert, 2010) in all six foundational components.

To ensure that the scientific knowledge base was central in the development of the OLP, prominent scholars—including Dr. Scott McConnell, Dr. Gary Troia, Dr. Steven Graham, and Dr. Timothy Shanahan—served as consultants throughout its development. In addition, for the Oregon Striving Readers grant, we have recruited an Expert Advisory Board that will advise us on key grant activities. The Advisory Board (and their particular areas of expertise) will consist of: (1) *Dr. Scott McConnell* (Birth–Age 5 and assessment), (2) *Dr. Natalie Olinghouse* (K–12 writing and disabilities), (3) *Dr. Russell Gersten* (English learners [ELs], elementary school, and reading comprehension), (4) *Dr. Sylvia Linan Thompson* (ELs and K–12 reading), and (5) *Dr. Michael Kamil* (middle school, high school, and K–12 reading). The Expert Advisory Board will

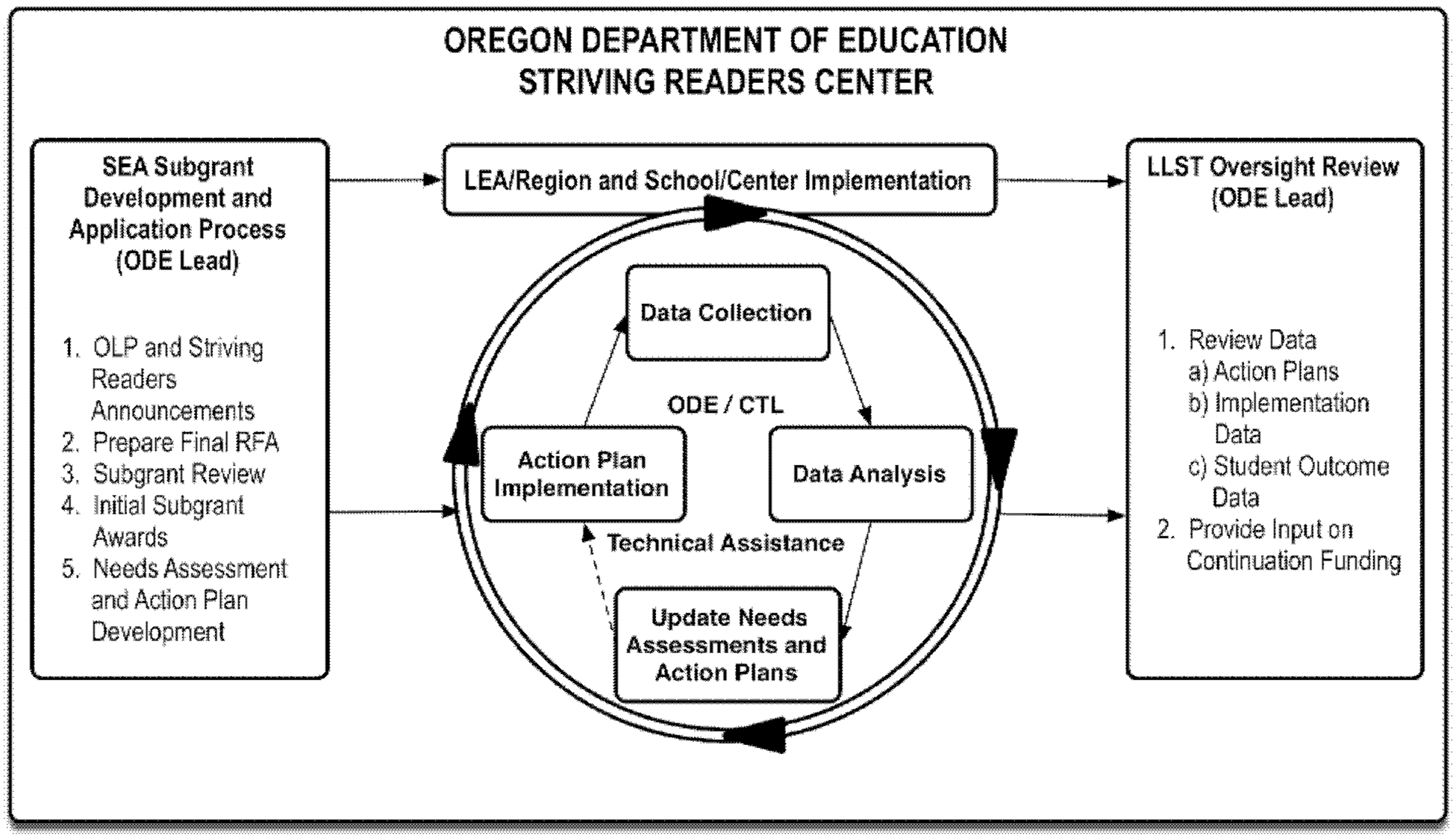
help Oregon maintain a strong focus on science and evidence in the implementation of the Striving Readers grant.

**Implementation of the Oregon Literacy Plan for the Striving Readers Grant Program**

Figure 1 illustrates how the Oregon Striving Readers grant will be implemented. The figure shows three main grant implementation phases: (1) SEA subgrant development and application process (described primarily in Section B); (2) SEA, LEA/Region, and School/Center implementation; and (3) review and oversight of grant activities by the ODE and Literacy Leadership State Team (LLST).

ODE will lead the *SEA Subgrant Development and Application Process,* with support from CTL. The first four activities identified in Figure 1 are described in detail in Section B. The fifth activity—*Needs Assessment and Action Plan Development*—is described below to address the connection to the primary activities under the *LEA/Region and School/Center Implementation* section.

**Figure 1. Implementation of the Striving Readers Grant**



**Needs Assessment and Action Plan Development.** A comprehensive Needs Assessment is presented in the second part of the OLP, and it addresses the degree of OLP implementation at the State, LEA/Region, and School/Center levels. All applicants will submit a *Needs Assessment* and *Initial Action Plan* in their subgrant application. The ODESR Center will provide guidance to LEAs to prepare subgrant applications, including technical assistance in completing Needs Assessment and Initial Action Plans (*this process is described in Section B*). The OLP includes worksheets and other tools to help applicants complete their Needs Assessments and Initial Action Plans (see Appendix A, p. A2—include Birth–Age 5 worksheet). Applications will be scored on the quality of the Needs Assessments and Initial Action Plans submitted. Applications recommended for funding will complete *Final Action Plans*, which will drive grant implementation activities. The ODESR Center will work actively with the LEA/Region and each participant School/Center to develop Final Action Plans. Appendix A includes Needs Assessment documents for (a) Birth–Age 5; (b) Reading Proficiency, K–Grade 12; and (c) Writing Proficiency, K–12.

This *Needs Assessment* and *Action Plan* process has been used successfully with many LEAs and with hundreds of schools for many years in Oregon and other locations. It has been used extensively with numerous Oregon projects funded and supported by ODE—including outreach grants such as Reading First and research grants such as Project CIRCUITS—and CTL has been involved in all of these efforts. The State, LEAs/Regions, Schools/Center rate themselves, provide evidence of their ratings (e.g., documents and data sources), and calculate percentages of overall implementation as well as implementation of each of the six components.

The culmination of the Needs Assessment process is an Action Plan with prioritized measurable goals and objectives related to the six components of an effective literacy program. For example, a School/Center may need to prioritize the development of a tiered instructional system during the first year of implementation. The Action Plan would describe all necessary activities that will take place to develop this system, including describing the professional development (PD) necessary to learn how to implement new programs, materials, and

instructional strategies in each tier, determining how assessments will be used to organize and group children for instruction and other learning experiences, and developing a School-/Center-wide schedule for literacy instruction and activities (Mosenthal, 1982; Richardson, 1994). Appendix I, p. A137 presents an example of a completed Action Plan.

Action Plan Development that addresses School-/Center-level collective and individual educator responsibilities will occur with input from the LEA/Region and the ODESR Center. For example, input would stress the importance of PD aligning closely with Action Plan goals, which ensures that PD providers and practices focus on evidence-based practices and sustained PD (Borman et al., 2002; National Staff Development Council, 2001; Sparks, 2002). For critical PD needs that are common across multiple subgrantees, the ODESR Center will ensure coordination and cohesiveness (Birman et al., 2000; Desimone et al., 2002), and plans for sustainability. For example, ODE has created a comprehensive technology-based PD website that focuses on the six components of effective early childhood and K–12 reading and literacy practices that are in the OLP.

**LEA/Region and School/Center Implementation**

In Figure 1, the implementation of Action Plans by LEAs/Regions and Schools/Centers is represented by a circle to demonstrate that implementation activities are cyclical. There are four main activities: (1) *Action Plan Implementation,* (2) *Data Collection,* (3) *Data Analysis,* and (4) *Revised Needs Assessment and Action Plan Development.*

**Action Plan Implementation.** The implementation of grant activities and OLP objectives will occur through Action Plan Implementation. However, prior to implementation of Final Action Plans, implementation of OLP objectives that are aligned with Striving Readers grant objectives that LEAs/Regions and Schools/Centers already have in place (e.g., use of a formative assessment system, providing three tiers of services and support to children/students) will begin as soon as the subgrant process is complete (see Management Plan, first item under Major Project Objective #2).

Implementation of Final Action Plans will address essential elements of the OLP to ensure comprehensiveness and coherence, and are individualized at the LEA/Region and School/Center level to reflect the results of the Needs Assessment (Newmann, Smith, & Allensworth, 2001). Centers/Schools will prioritize essential actions in the following areas to develop an effective school-wide literacy program: (a) specifying literacy goals clearly (Biancarosa & Snow, 2004, 2006; Kamil, 2003; National Reading Panel, 2000); (b) developing a comprehensive assessment system (Kamil et al., 2008; National Association of State Directors of Special Education, 2006); (c) establishing the processes that the School/Center will use to analyze student and implementation data for informed instruction such as grade-level team meetings (Hamilton et al., 2009); (d) developing and refining how the School/Center implements a multiple-tier support system to meet the needs of all children/students, including students with disabilities and English learners (ELs); (e) selecting the evidence-based programs and instructional materials teachers will implement as part of their multiple-tiered system (Fuchs et al., 2004; Gersten et al., 2007; O'Connor et al., 2005; Torgesen, 2003; Vaughn etal., 2003); (f) establishing expectations and actions of leadership personnel within the school's literacy efforts (Desimone et al., 2002; Fullan, 2002); and (g) prioritizing PD plans that will help teachers provide effective instructional supports and services to the full range of children/students (Desimone, 2002).

**Data Collection.** Data to evaluate the quality and extent of Action Plan Implementation will be collected by the ODESR Center, the external evaluator, the LEA/Region, and the School/Center. Data will be used for (a) data-based decisions (e.g., adjusting writing instruction in Tier 1 to increase writing productivity for all students or adjusting the support provided in a Tier 2 small group reading setting to increase explicit instruction in reading comprehension strategies) (Hamilton et al., 2009), (b) internal evaluation, and (c) external evaluation. Data will come from three sources: (1) Final Action Plans (*intended implementation*), (2) Action Plan Implementation Data (*actual implementation*), and (3) Student Language and Literacy Outcomes (*implementation impact*). Data collection techniques will include artifact retrieval (such as PD

participant outcomes), direct observation, survey procedures, interviews, and child/student performance data (Fitzpatrick, Sanders, & Worthen, 2010).

The ODESR Center has extensive high-quality protocols for data-collection purposes (Gersten et al., 2005). For example, a tool used in Oregon middle schools called the *Intervention Tracking Protocol* is used to collect information on the types of reading interventions in place in schools. Information collected includes (a) program names, (b) teacher training on specific programs, (c) duration and frequency of intervention, and (d) the teacher-to-student ratio. The protocol allows staff to identify the interventions provided to individual children, the start and stop dates for placement in those interventions, and the rationale for placing individual students in a particular intervention. Appendix L, p. A206 presents a copy of this protocol. This protocol has been field tested and is being used widely in five Oregon school districts.

The value of consistent protocols is not only that it provides important data regarding implementation, but it also provides valuable information the LEA/Region and State can use to revise policy and technical assistance plans targeting the most promising interventions. All data-collection protocols that will be used in the Oregon Striving Readers grant have been tested in the field; reliability documentation is available and is sufficient for evaluation and data-based, decision-making purposes (e.g., Baker et al., 2007; Chard et al., 2008; Good et al., 2002; Good et al., 2001; Harn et al., 2007).

To assess the extent to which schools, preschools, and child care centers provide effective learning environments for children and students, including "language- and text-rich . . . environments that engage and motivate children and youth in speaking, listening, reading, and writing" (RFA, p. 11), we will conduct systematic, classroom observations using reliable and valid observation tools (Baker & Gersten, 2001; Vaughn & Briggs, 2003). The ODESR Center will use reliable and valid observation tools for the following purposes: (a) to describe the types of practices being implemented as part of the Oregon Striving Readers grant, (b) to provide feedback to teachers on classroom practice; (c) to estimate the association between classroom

practice and student outcomes, (d) to estimate the association between LEA/Region and State practices and student outcomes, and (e) to provide a data source for the external evaluation.

Examples of observation tools that could be used in preschool and child care centers include the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms et al., 1998), the Child/Home Early Language and Literacy Observation (CHELLO) Tool (CHELLO; Neuman et al., 2007), and the Classroom Assessment Scoring System (CLASS) Pre-K (CLASS; Pianta et al., 2008). Project observation data will *not* be used for teacher or staff evaluations, and the ODESR Center will ensure that all observers meet reliability criteria.

**Data Analysis.** The depth and complexity of data analysis will reflect the data-analysis purpose and available resources. For purposes related to LEA/Region and School/Center data-based decision making, analysis techniques will reflect rigorous and practical methods that allow LEAs/Regions and Schools to access meaningful data in a timely manner. More time-intensive and statistically complex procedures, such as multilevel analyses that account for the clustering nature of the School/Center data (Raudenbush & Bryk, 2002), will be used for internal and external evaluation purposes to inform State-level activities.

**Revising the Needs Assessment and Updating the Action Plan.** One purpose of data analysis is data-based decision making at the State, LEA/Region, and School/Center levels. At significant junctures during implementation (e.g., middle of the year and end of the year), we will use implementation and student performance data to update the *Needs Assessments* and *Action Plans* (Hamilton et al., 2009). For example, after Schools/Center have established three tiers of service and support for all children/students, staff can work to systematically improve the quality of service and support provided by analyzing implementation and outcome data.

## Continuous Improvement of the Oregon Literacy Plan

Oregon used funding from the United States Department of Education (U.S. DOE)—the *Striving Readers Comprehensive Literacy Program State Formula Grant Application* (U.S. Department of Education, 2010)—to develop the OLP. These funds, as specified in the RFA, were used to develop a "comprehensive literacy plan" that addressed the "literacy needs of

children from Birth through Grade 12, including limited–English-proficient students and students with disabilities" (RFA, p. 13).

The precursor to the OLP was the *Oregon K–12 Literacy Framework*, which was adopted by the Oregon State Board of Education in 2009 (Oregon Department of Education, 2009). The OLP also will be submitted to the Oregon State Board of Education for full adoption. The activities described in this proposal will provide evidence that will inform decision making to establish the benefits of aligning local, state, and federal initiatives, as well as legislative actions, to secure the resources necessary for thorough and deep implementation, evaluation, continuous improvement, and sustainability of the OLP.

The development of the OLP began in 2004, when Susan Castillo, Oregon's Superintendent of Public Instruction, formed the Literacy Leadership State Steering Committee (LLSSC). The LLSSC has played a key role in monitoring statewide reading initiatives, and it adopted its most ambitious goal approximately two years into its existence. The LLSSC (now the LLST) with ongoing technical support from CTL, developed the Oregon K–12 Literacy Framework. The focus of this framework is on *comprehensive reading instruction and achievement* K–12 (Kamil et al., 2008; National Reading Panel, 2000) and was used as a starting point for the OLP.

The OLP is comprehensive *and* dynamic. It is comprehensive in that it addresses what the state and other agencies will do to address the literacy needs of *all* children from Birth through Grade 12, including English learners (ELs) and students with disabilities (Gersten et al., 2007; McLaughlin, 1999; Torgesen, 2000; Vaughn et al., 2003). At the same time, the OLP is dynamic and will guide implementation and evaluation. Implementation and evaluation represent a continuous improvement cycle with implementation and child-outcome data reviewed by educators, policy makers, parents, business leaders, and other stakeholders across the state (Abbott, 2008; Breiter & Light, 2006; Hamilton et al., 2009). The Oregon Literacy Leadership State Team (LLST), which supervised the development of the OLP, will oversee its continuous improvement and will meet on a regular basis as part of the Oregon Striving Readers grant to review data and recommend ongoing updates to the OLP.

The LLST will ensure that the OLP drives policy and practice throughout Oregon on issues related to language and literacy development from Birth to Grade 12. Continuous plan improvements will occur in response to implementation and outcome data and to changes to state demographics. The OLP will also change as more is learned about how to provide effective services and supports to all children when OLP implementation data is analyzed and as our scientific knowledge develops and deepens over time. It will be improved as new programs and practices are developed, as new technologies emerge that increase efficiencies, and as better child assessments of language and literacy are created and validated for different groups of children, including ELs and students with disabilities.

**(A)(ii) Goals for Improving Literacy Outcomes for All Students *(8 points)***

Oregon's Striving Readers' application targets four major goals for improving language and literacy outcomes for all children and students in Oregon, including ELs, students from high-poverty backgrounds, students at risk for language and literacy difficulties, students who are ethnically diverse, and students with disabilities.

**Goal 1** is to ensure that all children (Birth–Age 5) achieve literacy readiness by the time they enter Kindergarten and that all students in K–12 reach grade level performance in reading and writing as quickly as possible. This goal applies to ELs, students with learning disabilities, and other groups of students (e.g., students living in high-poverty environments) across the Birth–Grade 12 developmental continuum. Support to achieve this goal is largely accomplished through strong implementation of multiple tiers of instructional services and supports that target child/student needs (Abbott et al., 2007; Algozzine et al., 2007; Baker, et al., 2010; Chard & Harn, 2007; Gersten et al., 2009; Kamps et al., 2008; Linan-Thompson et al., 2006) and is linked to LEA/Region and State actions.

Although child/student outcomes are the primary indicators of successful grant implementation—and what occurs in School/Center environments is a major contributor to successful learning—learning does not take place in a vacuum or isolated context (Zins & Ponti, 1990b). Oregon will meet the goals of the Striving Readers grant by establishing an

infrastructure of aligned priorities and resources at the School, LEA/Region, and State levels. Efforts that will support Striving Readers implementation include (a) *robust state policy and government support* (e.g., Kitzhaber, 2010, Governor John Kitzhaber's state education initiative, "Transforming Public Education in Oregon: Laying the Foundation for a Secure, Prosperous Future"; see Appendix M, p. 208 for an executive summary) that emphasizes an integrated Pre-K–postsecondary public education system based on a transparent, data-based understanding of student learning progress and growth, (b) the *Oregon Literacy Plan* (being adopted for statewide implementation), and (c) the proposed *Oregon Department of Education Striving Readers Center* to coordinate Striving Readers implementation and technical assistance to support State, LEA/Region, and School-level activities.

**Goal 2** is to build cohesion in student transitions (a) at four critical time points along the developmental continuum: (1) Pre-K to Kindergarten, (2) elementary to middle school, (3) middle school to high school, and (4) high school to college and/or work environments (e.g., Pashler et al., 2007; Pianta & Cox, 1999; Tierney et al., 2009); and (b) for specific groups of students during daily instruction and activity routines.

Educational transitions will be more certain and cohesive by (a) giving priority to applicants who submit proposals that address the full Birth–Grade 12 developmental continuum and (b) incorporating "transition-focused" professional development into the Oregon Striving Readers initiative (Birman et al., 2000; Garet et al., 2001). For example, teams representing transition points (e.g., Pre-K to Kindergarten) will collaboratively plan, discuss goals, review data, and construct Action Plans that target transition routines for specific student groups (e.g., ELs) and individual students at risk.

**Goal 3** is that the State, LEAs/Regions, and Schools/Centers will achieve *advanced, high-quality implementation* (Copland, 2003; Gersten et al., 2005; Johnson et al., 2004) of those OLP elements that are (a) most closely aligned with the RFA and (b) most likely to have the greatest effect on child/student language and literacy outcomes. The OLP provides clear guidelines that the State, LEAs/Regions, and Schools/Centers can use to move from *Not in Place*

implementation to *Full Implementation* and, once Full Implementation is achieved, the OLP provides guidance on how to reach *Advanced Implementation* goals, including highly expert instruction and sustainability (Datnow, 2005; Vaughn et al., 2000).

**Goal 4** is to develop an integrated system that explicitly addresses the needs of all major student groups, including ELs, students from high-poverty backgrounds, students at risk for language and literacy difficulties, students who are racially and ethnically diverse, and students with disabilities (Gersten et al., 2007; Torgesen, 2000; Vaughn et al., 2003). Two strategic activities support this goal: (1) data summaries from Oregon's comprehensive statewide, technology-based assessment system, which includes both formative and summative data related to language and literacy outcomes, will be disaggregated by these student group categories and (2) within each of the three tiers of child/student support provided at each level of the continuum, the LEAs/Regions and Schools/Centers will incorporate flexible, evidence-based adjustments at the student subgroup level. For example, (a) a student with a learning disability might receive more explicit instruction (within all tiers) focusing on building facility with the alphabetic principle, vocabulary development, fluency, and reading comprehension (Gersten et al., 2009; Kamil et al., 2008; O'Connor et al., 2005) and (b) an EL might receive more intense and frequent vocabulary and academic language instruction within all tiers (Gersten et al., 2007).

For students with significant cognitive disabilities who attend residential facilities, are homebound, are in hospitals, or are in correctional facilities, graduating from high school with a standard diploma may not represent an optimal educational goal. For these students, who represent approximately 1% of the student population in the United States (Aud, Hussar, Planty, & Snyder, 2010), specifying instructional plans and student goals have the same level of importance as for other students, but the instructional plans and outcome goals are determined at the individual student level (e.g., Tier 3 within a multitiered system).

**Data Sources**

To meet these four goals, Oregon will rely on three primary data sources to evaluate implementation and outcomes: (1) Final Action Plans, (2) Action Plan Implementation, and (3)

child/student language and literacy outcomes at Birth–Age 5, elementary, middle, and high school levels.

**Data Source #1: Final Action Plans.** As explained in Section B, all funded LEAs/Regions and their participating Schools/Centers will complete *Initial* Action Plans as part of their subgrant application and *Final* Action Plans with the ODESR Center after preliminary subgrant awards have been made. Action Plans will be based on the comprehensive Needs Assessment completed as part of the subgrant application. The LEA/Region and School/Center Action Plans will drive what the ODESR Center, the State, the LEA/Region, and the School/Center do to meet RFA objectives, attain successful OLP implementation, and improve child/student language and literacy outcomes. Final Action Plans will represent *intended* project activities, will be revised as needed to reflect ongoing implementation efforts and outcomes, and will constitute a data source for internal and external evaluation efforts (see Appendix I, p. A137 for sample Action Plans; OLP, B-171).

**Data Source #2: Action Plan Implementation Data.** The degree to which Action Plans are implemented as intended will be evaluated through direct observation and other methods such as surveys and staff interviews. For example, if a Center intends to provide shared reading activities as a Tier 2 support, then (a) direct observations by the ODESR Center and Early Childhood staff would determine how this opportunity is being provided; e.g., how much child talk occurs during the activity by using an adaptation of the Child Observations of Student Teacher Interactions (COSTI) observation form, (Smolkowski & Gunn, in press); (b) surveys would determine teacher impressions of how often small-group shared reading activities actually occurred; e.g., completing instructional logs, (Rowan, et al., 2004); (c) and teacher interviews would provide additional information regarding when and how small-group shared reading activities were conducted. Not only is each method a valuable data source on its own, but the triangulation process (i.e., multiple sources of evidence focusing on a common objective) improves the validity of inferences made from the data (Messick, 1989; Miles & Huberman, 1994). All ODESR Center, LEA/Region, and School/Center staff who collect these data will be trained to

criterion reliability levels. These data will be collected for program-evaluation and program-improvement purposes but will *not* be used for teacher evaluations.

**Data Source #3: Language and Literacy Outcomes.** We will use formative and summative student assessments to evaluate child/student outcomes (Kamil et al., 2008). All participating LEAs/Regions and Schools/Centers will implement, as part of their Action Plans, a comprehensive system of formative and summative assessments designed to meet RFA requirements, which is an essential goal of the OLP. A strength of the OLP is that comprehensive assessment data are increasingly linked through a statewide data system. Together, formative and summative assessments will be used for internal and external evaluation purposes. In the context of OLP implementation, the formative and summative data are designed to address a range of data-based decision making purposes. For example, the comprehensive assessment system can accomplish five main functions: (1) screen all students on a regular basis (multiple times per year) for language or literacy difficulties that would benefit from Tier 2 or 3 School/Center supports (*formative Screening Assessments*) (Consortium of Reading Excellence, 2008; Kamil et al., 2008; No Child Left Behind Act of 2001, 2002), (2) closely monitor the progress of those students who are receiving Tier 2 or Tier 3 supports (*formative Progress Monitoring Assessments*) on a regular basis (e.g., at least once per month) (Fuchs & Fuchs, 1986; Gersten et al., 2009; Kamil et al., 2008; National Reading Panel, 2000), (3) provide in-depth diagnostic data for instructional planning purposes regarding children/students who are responding inadequately to targeted intervention (*formative Diagnostic Assessments*) (Boston, 2002; Decker, 2003; Hamilton et al., 2009), (4) determine once per year if students are achieving expected levels of knowledge and skill or expected grade-level outcomes (*summative Outcome Assessments*); and (5) provide valuable information related to LEA and State-level implementation of the OLP. The assessment framework in the OLP is strongly aligned with the purposes of assessment data emphasized in the RFA (e.g., RFA, p. 11).

For use in reading in elementary and middle schools in Oregon, two nationally used, free-of-charge formative assessment systems are available: the *Dynamic Indicators of Basic Early*

*Literacy Skills (DIBELS,* a Spanish version of DIBELS, called *Indicadores Dinámicos del Exito en la Lectura*, also is available and used extensively in Oregon) and easyCBM. Both systems were developed at the University of Oregon, both are supported by strong psychometric information, both can be linked to the Oregon statewide data system (e.g., Baker et al., 2007; Fien et al., 2010), and both were reviewed and vetted by the *National RtI Center* funded by the *Office of Special Education and Rehabilitative Services* (OSERS) (http://www.rti4success.org/tools_charts/screening.php). All participating elementary schools and middle schools in this project will use one of these two systems or a comparable fee-for-use system such as AIMSweb (www.aimsweb.com).

Comprehensive formative assessment systems are not as readily available for Birth–Age 5 language and literacy, K–12 writing, and high school reading. The OLP includes substantial information about what Schools/Centers can do to implement formative assessment systems in the absence of viable commercially available systems. For example, in Birth–Age 5, an available measurement system called *Individual Growth and Development Indicators* (IGDIs, Early Childhood Research Institute on Measuring Growth and Development, 2003) can be useful in making a range of important decisions, and the administration format is similar to DIBELS and easyCBM, which could facilitate transition planning. ODESR Center staff will review the evidence base for existing measures assessing language and early literacy in children Birth–Age 5 and make recommendations for which instruments should be used by subgrantees. In writing, the integration of multiple data sources will be used, including the use of curriculum-based measures (CBM) for young writers (Benson & Campbell, 2009), rubrics (Rezaei & Lovorn, 2010), and portfolios, which research indicates may be especially suitable for examining the writing progress of ELs (Hamp-Lyons, 1996).

The summative assessment system that will be used in the Oregon Striving Readers grant is the *Oregon Assessment of Knowledge and Skills* (OAKS) (Oregon Department of Education & American Institutes for Research, n.d.). In reading, *OAKS* will be administered in Grades 3, 4, 5,

6, 7, 8, and Grade 11 in high school. In writing, OAKS will be administered in Grades 3, 4, 5, and 7.

The ODESR Center will provide comprehensive technical assistance and support to its subgrantees that will focus on the implementation of a high-quality, comprehensive, literacy program to improve child/student outcomes in core areas. The ODESR Center also will use the data to assess and improve the technical assistance provided at the LEA and school levels. The following section outlines the technical assistance the ODESR Center will provide.

**(A)(iii) Ongoing Technical Support through the ODESR Center *(5 points)***

The primary responsibility of funded LEAs/Regions and Schools/Centers will be to implement their Action Plans (Darling-Hammond & Ball, 1998; Desimone, 2002; York-Barr et al., 2001). To provide support and technical assistance to subgrantees, the State of Oregon has established the Oregon Department of Education Striving Readers Center (ODESR Center). The ODESR Center will be responsible for all administrative, fiscal, and accountability aspects of the Oregon Striving Readers grant and provide technical assistance to subgrantees. Initially, the ODESR Center technical assistance component for implementation of the OLP will come primarily through its partnership with and guidance from CTL. The purpose of technical assistance will be to ensure that LEAs/Regions and Schools/Centers receive the support they need to implement their Action Plans as intended and with high quality.

Table 1 below outlines the activities for which the *ODESR Center will provide technical assistance to state personnel as well as the LEAs/Regions and Schools/Centers that are awarded Striving Readers subgrants*. Technical assistance will be organized around the six components of the OLP and focus on both the State's and subgrantees' Action Plans, enabling them to "implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects" (RFA, p. 36). Action Plans will specify how LEAs/Regions and Schools/Centers will receive the professional development necessary to conduct these activities. The amount of PD needed for successful implementation will vary among subgrantees. When LEAs/Regions and Schools/Center struggle with implementation, the ODESR Center will

respond with technical assistance intended to support effective and high-quality implementation. Technical assistance will be provided in two ways:

(1) LEAs/Regions and Schools/Centers will be encouraged to ask for technical assistance when they are having difficulties implementing their Action Plans. They will have access to the Center through email correspondence with assigned ODESR Center staff, through the ODESR Center website, and via a ODESR Center telephone number.

(2) ODESR Center staff will process ongoing data that come to the Center (e.g., through the website) to identify potential problems with implementation. Some of these data sources may come from ODESR Center staff in the field (e.g., conducting on-site observations) or they may come to the Center through routine channels (e.g., implementation data submitted by a LEA/Region or School/Center). Through regular meetings involving State-level personnel, ODESR Center Directors, and Center content experts, decisions will be made regarding necessary follow-up to address potential problems. This information will be documented and provided to the state management team on a quarterly basis to inform State-level Action Planning. The ODESR Center will be staffed with experts who can respond to problems in any of the six foundational areas. Also, when more than a typical amount of technical assistance is necessary to address a problem adequately, the ODESR Center will work with the LEA/Region and the School/Center and state personnel to identify and obtain appropriate PD services.

**Table 1. Summary of ODESR Center Technical Assistance**

| Technical Assistance Area | Technical Assistance Activities |
|---|---|
| **Language and Literacy Goals** | **Through technical assistance, the Center can help:**<br>1. Prioritize language and literacy goals at the LEA/Region level and School/Center level through trainings and dissemination.<br>2. Operationalize goals in terms of measurement procedures and level of performance associated with risk.<br>3. Build understanding of goal-setting procedures for specific student groups, including ELs and students with disabilities.<br>4. Publicize goals-, and ongoing attainment of goals-, both internally with education staff-, and externally-, with key outside stakeholders. |
| **Child/Student** | **Through technical assistance, the Center can help:** |

| | |
|---|---|
| **Assessments** | 1. Establish an efficient and reliable data-collection system (formative and summative measures) at the School/Center level and ensure that the system includes LEA/Region support and oversight.<br>2. Conduct comprehensive trainings with data-collection and data-entry staff.<br>3. Collect valid and reliable student assessment data.<br>4. Prepare data for data team meetings (analysis and presentation).<br>5. Conduct data team meetings (data interpretation and decision).<br>6. Determine instructional adjustments and supports based on student performance data and adjust Action Plans to reflect team decisions.<br>7. Provide systematic follow-up to support effective implementation of Action Plan adjustments. |
| **Instructional Services and Supports** | **Through technical assistance, the Center can help:**<br>1. Operationalize levels of support and service within each of the three tiers of support and ensure continuity within and across tiers.<br>2. Determine how instructional supports and services will incorporate flexible adjustments as needed for targeted child/student groups, including students with disabilities and ELs.<br>3. Establish School/Center master schedule of prioritized and protected time for focused instruction/engagement on language and literacy activities.<br>4. Develop and implement a system of direct feedback to teachers about instruction/engagement activities focusing on language and literacy instruction and also focus on features related to program fidelity and effective delivery (e.g., engaged teacher–child interactions).<br>5. Arrange for expert teachers and coaches to provide in-classroom support through modeling and structured feedback and develop this system to work within and across Schools/Centers.<br>6. Establish system of conducting reliable classroom observation for multiple purposes (e.g., instruction planning, external evaluation). |
| **Leadership** | **Through technical assistance, the Center can help:**<br>1. Develop monitoring system to ensure all aspects of language and literacy instruction system are operating as intended (e.g., assessment system, instruction system, etc.).<br>2. Conduct systematic classroom observations, including walk-throughs to support teachers and high-quality implementation efforts.<br>3. Facilitate data team meetings as needed to ensure meeting protocols are followed and accurate interpretations and effective decisions are made.<br>4. Ensure that an integrated system of support is established among the general education, special education, and English language development teams. |
| **Professional Development** | **Through technical assistance, the Center can help:**<br>1. Ensure professional development is aligned with grant priorities, Action Plan, and the OLP.<br>2. Ensure the PD plan explicitly addresses the needs of targeted child/student groups, including ELs and students with disabilities.<br>3. Ensure PD continuity and that ongoing adjustments are based on sound |

| | |
|---|---|
| | implementation data and child/student performance data.<br>4. Vet programs and materials for purchase for alignment with PD needs and data, Action Plans, and for evidence of effectiveness.<br>5. Ensure that programs and materials are used as intended.<br>6. Vet external PD services for alignment with PD objectives, implementation and child/student data, and evidence of effectiveness.<br>7. Ensure external PD services are implemented as intended.<br>8. Ensure ongoing and sustainable training of teachers to improve the quality of the delivery of instruction. |
| **Commitment/ Sustainability** | **Through technical assistance, The Center can help:**<br>1. Establish an internal communication system to provide regular updates on implementation of the Striving Readers grant to regional- and state-level personnel who are responsible for assessing implementation supports and Action Plan monitoring.<br>2. Establish an external communication system to provide regular updates to parents and other key stakeholder groups about the implementation of the Striving Readers grant.<br>3. Develop structural and implementation plans for sustainability of technical assistance related to OLP Action Planning and implementation. |

## (A)(iv) External Evaluation *(10 points)*

**Evaluation Conducted by Independent Evaluator**

To evaluate the state's progress in improving literacy outcomes for children/students from Birth through Grade 12, the state will engage in both internal and external evaluation activities. For internal evaluation purposes, data from implementation of OLP activities through this grant (from student to technical assistance and Action Planning data at all levels) will be evaluated quarterly to inform State Action Planning. For external evaluation, the state will engage an independent evaluator through a competitive application process. The evaluator will be a third party with no other role in the state's improvement efforts. The state will provide the evaluator with access to state-gathered implementation and outcome data. The independent evaluator will budget for its own data-collection activities related to implementation and outcomes.

**Evaluation Methods**

The OSRC will ensure that all participating LEAs/Regions and Schools/Center will collect high-quality outcome and implementation data to be used by the external evaluator (Flay et al., 2005). These data also will be used as part of the internal evaluation, managed by the ODESR

Center, and will serve as the basis for continuous improvement efforts and for a rigorous evaluation of the state's progress toward its stated goals. Outcome data will include results from formative and summative assessment systems. These systems will include screening measures for Birth through Grade 9, progress-monitoring measures in Kindergarten–Grade 8, state test data in Grades 3–12, and diagnostic measures where appropriate and available. Measures used for Birth through Kindergarten will focus on oral language and early literacy indicators, and measures for K–12 will focus on reading and writing. All measures will align with the OLP and state standards.

Implementation data will be linked to Action Plan goals and objectives at each of the three levels (State, LEA/Region, and School) identified in the OLP. For example, as part of the Action Plan, all LEAs/Regions and Schools/Centers will specify the details of the supports and services they will provide as part of their multitiered system (i.e., they will include information in the Action Plan regarding the programs and materials they will use, the amount of time instruction will be provided each day, and how student progress will be monitored). At the State level, the Action Plan will be analyzed to determine if access to these supports exists. This information will be collected as a data source for the evaluation.

Actual implementation outcome data will be collected via direct classroom observations, online surveys, and interviews. These data sources will be used both for external and internal evaluation purposes. For internal evaluation, the data will be used to link the outcomes to the technical assistance that is provided, as well as the State-level Action Plan, to ensure that implementation supports exist and are effective. For the external evaluation, the primary purpose is to provide summary information about the association between Action Plan Development goals and Action Plan Implementation. Action Plan goals and implementation will be analyzed in relation to child/student language and literacy outcomes and Action Plans at the LEA and State levels. At the school level, internal evaluation will consist of using this information for formative purposes. In other words, the data will be used in data team meetings to plan

instruction and adjust Action Plans. As noted previously, these data will not be used for teacher, School/Center, or LEA/Region evaluations.

In addition to these data sources, the ODESR Center will require the independent evaluator to collect additional data about implementation and language and literacy outcomes. Specifically, a random sample of children and youth from Birth to Grade 12, stratified by LEA/Region and age/grade level, will be assessed using norm-referenced assessments of language, reading, and writing (Murray, 1998; Shadish et al., 2002). Also, a random sample of classrooms, stratified by LEA/Region and age/grade level, will be observed for the quality of the literacy environment, including teacher–child linguistic interactions. In collecting these data, the ODESR Center will request overrepresentation of traditionally underserved groups such as ELs. The evaluator will be required to estimate average effects, effect sizes, and substantively meaningful translations of effects for all Oregon students and for underserved groups. Effect sizes will further be required to contextualize these effects against prior research and empirical benchmarks (e.g., Bloom et al., 2008; Hill, 2008).

Using the rich data on implementation, the evaluation will focus not only on outcomes but also on moderators and mediators of outcomes (e.g., Judd & Kenny, 1981; MacKinnon et al., 2002; Raudenbush, 2008). At the student level, moderators include child factors such as level of risk and EL status; potential mediators include the frequency and quality of teacher–child interactions during literacy activities. At the LEA/Region or State level, moderators include factors such as the number of students at risk and EL status; potential mediators include the quality and specificity of technical assistance or content of professional development activities. The evaluation will seek to illuminate who benefits most from which conditions, as well as the necessary supports, at all stages and levels of education. The OSRC will also specify particular attention to variability in implementation and student outcomes at the ages and grades immediately preceding and following key transitions in the educational experience (i.e., pre-K to kindergarten, elementary to middle school, and middle school to high school).

**Evaluation to Inform Continuous Improvement Efforts at All Levels**

Each summer, the evaluator will produce annual reports based on these data for the state and its LEAs/Regions to inform continuous improvement efforts. These reports will disaggregate effects for groups of students, as well as summarize average effects. As with the formal evaluation, quarterly reports also will reflect how implementation mediates outcomes, as well as other potential moderators with the aim of improving the capacity of ODESR Center and LEAs/Regions to hone improvement efforts.

The state will disseminate annual reports through the ODESR Center to participating LEAs/Regions before the commencement of the next academic year. In this way, the Center can provide technical support on translating findings into immediate, actionable steps for LEAs/Regions to take in their continuous improvement efforts.

**(A)(v) Disseminating Information on Project Outcomes** ***(4 points)***

The ODESR Center will disseminate information on project activities and outcomes through the full range of ODE communication apparatus. Dissemination will serve two basic purposes: (1) project activities and outcomes will be disseminated as an important infrastructure element for systematic program improvement and sustainability by providing evidence of effective practices at each level and (2) dissemination will provide transparency of activities and outcomes fostering an environment of accountability and knowledge regarding the importance of the OLP. In this section, we focus on project dissemination to foster accountability and understanding of the OLP. Dissemination is addressed in relation to (a) key groups and (b) how information will be distributed.

**Dissemination Targets**. Five dissemination group categories will have access to different types of information about the project. These groups include: (1) Primary project participants: These are educators and others who work at project sites, at the LEA/Regional level, and the School/Center level. (2) Secondary project participants: These are employees of schools and districts, preschools, child care centers, and others places where children and students come for direct services and support in Oregon and are not part of a participating site. (3) Nonprofit

agencies in the state that provide other types of services and support to families and children. (4) Parents: These include all parents of children/students in participating sites, as well as parents with children who are specifically identified in the grant for service, including ELs and students with disabilities. (5) Other key stakeholders, including (a) individuals at universities and other institutions who prepare educators Birth–Grade 12, (b) business leaders, (c) community organizers, and (d) state legislators and policymakers.

**Dissemination Processes.** Information about the project will be contained in a comprehensive website, created as part of the ODESR Center. Password protections will be used to allow appropriate access to information about the project through website portals (e.g., an education portal for educators and a parent portal for parents). Existing online approaches that are part of ODE, including ISR, rosters, AIR roster reports, and PAGR visualization, will be leveraged for this project and extended.

Teachers, for example, and other project personnel will access the website to obtain information, including Action Plans, programs and materials, language and literacy schedules, and observation forms. Information about their school/center and other participating sites will be available. Information for all educators at project sites also will include implementation and child/student outcome data.

Parents will be able to access the project website to obtain information about their school or center's language and literacy approach and outcomes, as well as data on their own child's performance. This information will be protected according to strict confidentiality procedures. It will be presented in a manner that is accessible to parents, including a translated version in Spanish for Spanish-speaking parents and in other languages whenever possible.

Information about project outcomes and activities from the project also will be sent to different stakeholder groups, including education personnel, parents, and nonprofit agencies that work with children. This information will come in the form of regular newsletters and reports. When appropriate, these reports will be disaggregated by student subgroup (i.e., by race/ethnicity, disability status, and EL status) and will include graphical representations of

student performance accompanied by explicit, explanatory text. Reports will provide information about the number and percentage of children/students receiving different tiers of support (i.e., Tier 1, 2, and 3) and how children/students in these different tiers are doing in relation to important language and literacy outcomes. In Years 2–5, these reports will include longitudinal data from previous years to provide stakeholders with information about growth in student performance over time.

More frequent reports will summarize child/student performance on formative measures of language and literacy to help districts and schools evaluate the effectiveness of the *differentiated* instructional supports being provided. These reports will be accompanied by discussion webinars with different stakeholders. This information will be incorporated into a newsletter that will be translated into Spanish and other languages, whenever possible.

The ODESR Center will also provide ongoing live webinar presentations related to project activities and outcomes. Webinars will be recorded and available through LEA websites (e.g., Intranet). Once per year, the ODESR Center will convene an all-site meeting involving representatives from all project sites and all levels within each site (e.g., Birth–Age 5 through high school). The primary purpose of this annual meeting will be to review project-wide data and to foster collaborative and ongoing program planning based on this information. The annual meeting also will solicit input from program sites regarding the information and data they would like to see summarized by the internal evaluation team at the Center for regular presentations through webinars and live meetings during the course of the year.

## SECTION B: QUALITY OF THE SUBGRANT COMPETITION (*28 Points*)

The Oregon Department of Education will run a *rigorous, high-quality competition* of subgrants (RFA: pp. 37, 65) by managing all aspects of the subgrant competition through the Oregon Department of Education Striving Readers Center (ODESR Center). The five major parts of running a competitive subgrant process and how the subgrant process is connected to the other major grant objectives are presented in Figure 1 and addressed in Sections (1) through (5) below.

**(1) Announcing Funding Opportunity for OLP Implementation through *Striving Readers***

When Oregon submits its grant application to the U.S. Department of Education, it will announce the submission to education entities throughout the state (LEAs, Regions, Education Service Districts, Schools, Early Childhood Centers, etc.) and other *"agencies, nonprofit organizations, community-based organizations, and families* in activities that promote the implementation of effective literacy instruction" (RFA: pp. 37, 65). The ODESR Center will provide a synopsis of the application and access to the completed OLP. It also will solicit potential interest in subgrant applications from all eligible LEAs/Regions.

Upon funding, the ODESR Center will complete its announcement to all eligible applicants and other agencies, stating that Oregon has received federal funding to support implementation of the OLP through *Striving Readers*. We will emphasize that this phase of OLP implementation will focus on the federal requirements of Striving Readers and that *all* specifications in the RFA are wholly consistent with the OLP.

For LEAs/Regions that have been implementing aspects of the OLP for some period of time, the announcement will emphasize this program as an opportunity to secure additional resources for further OLP implementation. For LEAs/Regions and Schools/Centers that have minimal implementation structures and practices in place that are explicitly aligned with the OLP and that serve students with substantial need, the announcement will emphasize this as an opportunity to begin developing the system necessary to implement and sustain the OLP.

The ODESR Center will facilitate this communication in three primary ways: (a) written notices, (b) real-time interactions (e.g., webinars), and (c) strategic town–hall style meetings in selected regions of Oregon. These communications will target LEAs/Regions, Oregon Education Service Districts (ESDs), and other agencies and stakeholder groups throughout the state. The goal is to ensure that LEAs/Regions have all the information they need to determine if and how they will prepare a subgrant application and how they can receive technical assistance in preparing a strong and competitive proposal. This communication will make clear (a) the major components of the OLP plan and (b) the precise requirements of the RFA.

This communication will emphasize that the focus of the OLP is to improve school readiness in language and literacy knowledge and skills for children Birth–Age 5 and reading and writing outcomes for K–12 students. It will emphasize that Oregon is making an explicit commitment to align federal and state education initiatives and programs to improve child and student outcomes through the implementation of evidence-based programs and practices. Emphasized in particular will be the alignment among (a) current Oregon education initiatives, (b) the objectives of the comprehensive OLP, and (c) the precise requirements of the Striving Readers RFA.

Communication will emphasize the comprehensive and cohesive nature of the OLP and that the Striving Reader funds will focus on major structural and practice elements of the plan and high-quality implementation of those elements. Essential structural elements include the following: (1) the OLP addresses all levels of the education system (i.e., State, LEA/Region, and School/Center) and that specified *collective and individual responsibilities* occur at each level; (2) at each level, six components define and organize School/Center and adult actions to improve child outcomes; and (3) systematic and continuous improvement occurs through an interactive and cyclical process of (a) a Comprehensive Needs Assessment, (b) Action Plan Development, (c) Action Plan Implementation, (d) Data Collection, (e) Data Analysis, and (f) Revised Needs Assessment and Action Plan Development as depicted in Figure 1.

It is important to emphasize the central role that *Instructional Services and Supports* play in the six components. Providing effective instruction and service to all children and students that meet principles of universal design for learning will be achieved through differentiated instructional and programmatic supports (Committee on Developments in the Science of Learning, 1999; Coyne, Kame'enui, & Carnine, 2006; Marzano, Pickering, & Pollock, 2001; Pashler et al., 2007). The OLP operationalizes this by specifying the essential characteristics that define a particular level of support within a multitiered service delivery system. For example, an essential feature of Tier 2 instructional support during elementary school reading instruction is daily small group instruction (Gersten et al., 2009). The OLP specifies how trained teachers and assistants can provide this support and service.

**Competitive Preference for Applications that Emphasize Transitions**

Applications that address critical points of developmental transition *will be strongly encouraged and earn points for demonstrating this focus in the subgrant review process*. Unified Birth–Grade 12 applications will be encouraged and can be conceptualized and operationalized in two strategic ways: First, applications will be encouraged from LEAs that have eligible schools that span critical points of developmental transition (i.e., elementary–middle and middle–high). Second, applications from LEAs that include an early childhood Region/Center partner and corresponding transition focus will also be strongly encouraged (e.g., Birth–Age 5 or elementary school). In the subgrant RFA, we will emphasize these "competitive preference points" by asking applicants to address how they will promote effective and integrated practices across these critical points of transition. For example, how will the applicant incorporate effective transition practices from Pre-K to Kindergarten or from Grade 5 to 6 (i.e., last year of elementary school to middle school). Proposals that do not include a set of participant Schools/Centers with a transition opportunity—or that do not specifically address how effective transition practices will be implemented—still will be encouraged and scored, but will not earn these competitive preference points. An important goal in prioritizing this transition dimension is to address the RFA's clear focus on implementation of a comprehensive and cohesive statewide literacy plan, which is an essential objective in the OLP.

Many districts and regions may want to address these transition points but may not be able to do so logistically because of the configuration of Schools/Centers in their LEA/Region. In these cases, applications can earn some of the transition competitive preference points by emphasizing their willingness to join a statewide consortium on implementation of the OLP in the Striving Readers grant. Sharing and presenting data and information and serving as potential demonstration sites will be opportunities in the statewide OLP consortium.

**(2) Finalizing the Subgrant RFA**

Simultaneous to statewide grant communication to potential applicants and stakeholders, the subgrant application package (the subgrant RFA) will be completed when funding is awarded.

The ODESR Center will take the lead on completing the packet, with significant input on the structure and content of the subgrant RFA from the Oregon Literacy Leadership State Team (LLST). Including the LLST in this process ensures quality and transparency, and it will be the vehicle for gaining input from educators around the state, as well as *"other agencies, nonprofit organizations, community-based organizations, and families"* (RFA, pp. 37, 65).

The final subgrant application packet will include the following parts: (a) an overview of the OLP and the RFA requirements; (b) the content of subgrant applications and points associated with each section; (c) an explanation of how applications will be scored, how final subgrants will be awarded, and participation expectations and communications with the ODESR Center after funding. Subgrant application scores will be based on three criteria: (1) demonstrated student need, (2) comprehensiveness and cohesiveness, and (3) capacity for change.

**Demonstrated Student Need**. The first section of the subgrant RFA will require applicants to provide an overview of the LEA/Region submitting the proposal, as well as a description of the individual Schools/Centers that the applicant intends to fund. In some cases, individual early childhood Centers may be the applicant if no Regional Agency is associated with the Center. Each School/Center will be required to describe the child/student population it serves, including specific descriptions for each of the primary subgroups identified in the RFA (e.g., high-poverty children/students, ELs, students with disabilities, students at risk for learning difficulties, and children/students by race and ethnicity categories). The applicant will be asked to describe how it will provide project oversight to ensure that the needs of these students are being addressed. For example, an applicant should be able to describe how it will disaggregate data from its formative assessments to demonstrate effect for ELs, high-poverty students, or students with disabilities.

Applicants will describe how they will use funding to enhance the development of a comprehensive and cohesive Action Plan aligned with OLP and the Striving Readers grant (Borman et al., 2002; Desimone, 2002; Desimone et al., 2002). In this regard, two considerations are essential: First, all applicants will address their current level of performance and their commitment to the common implementation objectives of the OLP for Birth–Grade 12. These

commitments will be: (a) alignment of goals and priorities at the State, LEA/Region, and School/Center levels and (b) incorporating the six components in their Action Plans—goals, assessments, instruction, leadership, professional development, and commitment.

Second, applicants must develop a comprehensive and cohesive plan (Birman et al., 2000; Newmann et al., 2001). Applications will receive competitive preference points for emphasizing major developmental transition points from Birth to Grade 12. Four major transitions will be emphasized: (1) Pre-K to elementary school, (2) elementary to middle school, (3) middle school to high school, and (4) high school to postsecondary education opportunities and employment. To earn these points, the LEA/Region applicant will be required to include Schools/Centers that span and address these transition points. It will be ideal, of course, when students follow transition points cleanly (e.g., children from a participating Pre-K site would transition to a Kindergarten site in a participating elementary school). These transitions will not be possible in all cases (i.e., children may transition to multiple sites or there may not be a transition site in the area), but applicants still can earn some of these competitive preference points by indicating their willingness and capacity to participate in the Striving Readers statewide consortium, which will focus on general transition issues and organize additional transition collaboration efforts. For example, children from one preschool might transition to multiple elementary schools in their area. The preschool Center could make efforts to ease this transition by communicating and collaborating with all of the area elementary schools (which may not be participating in the grant) that their children might attend.

**Capacity for Change**. A major part of the application in terms of time and effort—and an essential activity that drives implementation—is a thorough *Needs Assessment* that applicants (LEAs/Regions and participant Schools/Centers) complete (Elmore, 1996; Garet et al., 2001; Herman et al., 2008; Simmons et al., 2000). This Needs Assessment will focus on the current level of program implementation and practice aligned with the OLP. Each section of the OLP (Birth—Age 5, K–12 reading, and K–12 writing) includes a comprehensive Needs Assessment that addresses current implementation related to the six components of the plan at each level—

State, LEA/Region, and School/Center. For example, under the assessment component in K–12 reading, (a) the *State* will provide technical support for districts to administer formative screening assessments to all students in elementary and middle school, (b) the *LEA* will adopt a reliable and valid formative assessment system and ensure schools receive training on that system, and (c) *Schools* will ensure that the data collected through their formative system are reliable and valid for the purposes intended, including data-based decision making (RFA: p. 9, Absolute Priority 2: Data-Based Decision Making). The entire OLP is structured similarly—State, LEA/Region, and School/Center alignment.

The Needs Assessment includes many objectives. Even with substantial funding, the ODESR Center, LEAs/Regions, and Schools/Centers will require time to establish full, high-quality implementation in all areas. Although space is limited, we think it is important for readers to get a feel for the types of items that are in the OLP Needs Assessment (the full Needs Assessments are presented in Appendix A, p. A2). The Center level in Birth–Age 5 has 12 items in the Goals category (e.g., *Goals for children Age 3–5 focus on language development, shared book reading, interest and engagement in reading, and related activities within the context of a positive, nurturing relationship with a parent, teacher, or caregiver*); Assessment has 16 items (e.g., *The Center's assessment plan is explicitly linked to the Center's core language and literacy program/curriculum, as well as supplemental and more intensive interventions that are provided through a tiered Response to Intervention [RtI] model*); Instruction has 11 items (e.g., *The Center explicitly adopts policies for the allocation of time devoted to language and literacy-promoting activities, intervention, and instruction that is consistent with state-provided guidelines. Furthermore, the Center adopts policies to communicate to parents and family members the State's recommendations for complementary time allocated to language and literacy activities in children's homes and community settings*); Leadership has 17 items; Professional Development has 20 items; and Commitment has 13 items.

At each level, some items are essential, particularly for high-needs schools—both in terms of prioritizing OLP Action Plans and in meeting the requirements of the RFA. It is important to

note a strong alignment between the most essential items on the OLP Needs Assessment and the RFA requirements. Across *all* items, the intention is that strong implementation in each area would constitute full implementation of the OLP and would result in strong outcomes and learning experiences for children and students, Birth–Grade 12.

LEAs/Regions and Schools/Centers will receive training before the subgrant process through explanations, examples and nonexamples, and real-world scenarios (this process has been used in scores of schools) to understand and complete the Needs Assessment. Then, LEAs/Regions and Schools/Centers will rate their level of implementation on each item on a 3-point point scale: *(0) Not in Place, (1) Partially in Place, and (2) Fully in Place*. The rating process requires a description of the sources of evidence used to justify the rating. In Schools, ratings are completed at each grade level and the leadership team summarizes the information for the entire staff. In child care Centers or Preschools, ratings are completed across the entire Center.

Information from the Needs Assessment is used to develop Action Plans. Action Plans are completed for each year of implementation and are reviewed at the beginning, middle, and end of the year and also periodically reviewed between these time points for minor adjustments and revisions. To address the requirements of the RFA and to increase overall cohesiveness, the ODESR Center will prioritize critical items on the Needs Assessments and require that all funded applicants include implementation efforts on these priority items. A common implementation focus across applicants also will maximize efficiencies and budgeting consistencies. Applicants will also be able to include additional Action Plan activities related to the Needs Assessment.

The development of *Initial* Action Plans will also be supported by implementation recommendations in the OLP. The OLP describes the steps, including resource and guides, that can be taken to implement each item on the Needs Assessment. The development of *Final* Action Plans will involve collaboration between the ODESR Center, the LEA/Region, and the participant School/Center. This process is explained after Reviewing Subgrant Applications.

**(3) Reviewing Subgrant Applications**

The ODESR Center will be responsible for reviewing Striving Readers subgrant applications. To facilitate an open, transparent, and high-quality review, the LLST will play an integral role in the review process. The LLST will be involved in three specific ways: (1) LLST members will serve as members of review teams. Many LLST members have deep expertise in terms of application content, review experience, and many members are also leaders of key stakeholder groups (e.g., families, community-based organizations, and ESDs) that Oregon wants represented in the subgrant process specifically and in grant management oversight generally (Gersten, Morvant, & Brengelman, 1995). (2) LLST members will assist ODESR Center staff in compiling subgrant review teams. Each subgrant application will be reviewed by at least three individuals: (a) an ODESR Center staff member, (b) an LLST member or proxy, and (c) one community member. LLST proxy members will be selected by the LLST and the ODESR Center. Potential conflicts of interests will be managed.

To finalize the subgrant application and scoring criteria, the LLST will provide input about the initial draft of the subgrant application. ODESR Center staff will incorporate this feedback, and the LLST will determine to accept or continue revising the application. Depending on the final items and scoring criteria, a proposal review process will be established that includes the following features: (1) reliability standards, (2) proposals rated independently by each team member, and (3) defined scoring discrepancies that will be resolved through internal team discussion or by an additional outside reviewer (e.g., a fourth reviewer) when necessary.

Each application will be scored in two ways. First, questions related to the LEA/Region component will be scored. In Birth–Age 5 cases in which the Center is the applicant (there is no Region component), the application will be scored on Center criteria. At the LEA/Region level, scores will address the following categories: *(1) The LEA/Region current practice and infrastructure to support its Schools/Centers.* This capacity rating will target the six critical components of the OLP. *(2) The selection of individual Schools/Centers for implementation.* Ratings will focus on overall need of the School/Center in terms of students, current

performance, and the extent to which the set of participant Schools/Centers enhance the overall comprehensive and cohesive focus, by, for example, emphasizing transition points (e.g., Birth–Age 5 to elementary schools). *(3) Quality of the Needs Assessment the LEA provides.* This will include an alignment between the Needs Assessment ratings and the quality of the evidence to justify the ratings. It will also include analysis of additional data related to Needs Assessment items (e.g., student performance on Oregon statewide assessments; use of a formative assessment system in participant schools). *(4) The degree of alignment between the Needs Assessment and the Initial Action Plan.* Initial Action Plans should reflect responses to the Needs Assessment.

Second, reviewers will score application content in relation to each School/Center in the application. This process will be similar to the LEA/Region focus: (1) Each School/Center will rate their preparedness on the Needs Assessment in terms of the six OLP components. (2) The Needs Assessment will be rated for consistency, depth, and input from staff and others. (3) The Initial Action Plan will be rated in relation to its alignment with the Needs Assessment.

The applicant will provide a budget for each LEA/Region Action Plan and each accompanying School/Center Action Plan in the application; i.e., for each Action Plan item at both the LEA/Region level and the School/Center level, the LEA will include a proposed budget for that item. The budget will include a proposed dollar amount, a description, and a justification for each expense. Also, the LEA/Region will describe how the LEA/Region or School/Center will sustain the Action Plan focus and direction when grant funds are no longer available. If the proposed expense, for example, is to support a Region-based language and literacy coach for one or more early childhood Centers, the LEA/Region would describe in its application why the expense was necessary and how that position, or the function of that position, would be maintained after Striving Reader funds have ended. Or, if the intention is not to maintain the position past the funding time period, the LEA/Region would explain how eliminating the position would *not* be detrimental to effective services and supports in the Center classroom.

**(4) Initial Subgrant Awards**

Subgrants will be awarded to LEAs/Regions in two phases. In Phase I, a slate of applications will be organized within each developmental period: (a) Birth–Age 5, (b) elementary, (c) middle school, and (d) high school. Each application will earn three summary scores: (1) the LEA/Region Score, (2) the average score for each of the proposed School/Center participants, and (3) competitive preference priority scores (e.g., points for covering key transition periods). After a slate of applications is selected that approaches the full budget amount of available funds but maintains room for adjustments, the final negotiation between the applicant and the ODESR Center will occur.

This negotiation will involve two parts. First, the Action Plan will be revised and completed. Items will be discussed and possibly added or dropped based on feasibility and overall project focus, and the clarity of each item will be specified, including timelines, plans for implementation, and the need to purchase materials or services. Any outside purchase, for example, will involve a close review of the evidence base for the program or service, and an accurate alignment between the cost for the service, the likelihood of high-quality implementation, and the likelihood of the LEA/School or Region/Center to achieve sustainability after funding is completed. Second, after this process is completed and a final agreement is reached between the ODESR Center and the subgrant applicant, a preliminary award will be made subject to final agreement through an implementation Memorandum of Understanding (MOU), as addressed below.

The balance in this process will be maintained so that in the final slate of funded applications, 15% of the funds will go to the Birth–Age 5 Regions/Centers and so forth through the elementary, middle school, and high school awards, following the allocations specified in the RFA. The entire slate of applicants will be funded for at least two years. It is expected that in Years 3 and beyond, additional subgrant applications will be funded using a similar process.

**(5) Final Action Plan Development**

The final element of the subgrant award process will be to develop detailed implementation contracts through MOUs with each subgrantee. The MOU will include components directed at the LEA/Region level, as well as the individual School/Center level. The MOUs will specify LEA/Region, School/Center, and ODESR Center responsibilities, including timelines, face-to-face and technology-based communications, and dissemination. The main purpose of the MOUs is to increase the likely *commitment* of LEA/Region and School/Center implementation efforts to achieve desired outcomes related to the Action Plans and child/student outcomes.

**Annual Reviews of Subgrant Implementation**

At the end of each implementation year, the ODE State management team will review project-wide data, as well as data from each of the subgrantees, and share this data with the LLST. The subgrantee data will include data at the LEA/Region level and data at the Center/School level. The purpose of this review is twofold: First, it ensures that education leaders and key stakeholders throughout the State have access to data and information about the project and that ongoing decisions are transparent and receive input from a range of individuals and groups from across the State.

Second, the LLST will be able to contribute input regarding the continued funding for the LEA/Region for another year. The ODESR Center will participate in these decisions with the LLST and come to the end-of-year project meeting with a recommendation about continued funding. Center staff will briefly present the evidence for continued funding to the LLST, making the case using project-wide and LEA/Region and School/Center specific data to support their recommendations. Funding decisions may range from maintaining funding of the LEA at the current level, increasing or decreasing funding, or terminating funding all together. Allocations aligned with required grant targets will be made at the end-of-year meeting; i.e., the ODESR Center discussions and decisions with the LLST will result in 95% of funds awarded to the LEAs/Regions and Schools/Centers as specified in the RFA.

## SECTION C: MANAGEMENT PLAN *(15 points)*

The State of Oregon and the Oregon Department of Education have established the Oregon Department of Education Striving Readers Center (ODESR Center) to manage all grant activities including the infrastructure for long-term implementation of the Oregon Literacy Plan (OLP). The ODESR Center will be staffed by ODE and Center on Teaching and Learning (CTL, College of Education, University of Oregon), with ODE taking on greater technical assistance efforts over the course of the grant. The ODESR Center will continue to operate after the completion of the Striving Readers Grant, and all subsequent initiatives and activities related to implementation of the OLP will be managed through the Center. The State of Oregon and ODE will submit the OLP to the Oregon State Board of Education, with the intention that it will officially serve as the State's comprehensive, statewide literacy plan covering language and literacy instruction in Oregon from Birth to Grade 12. ODE expects statewide adoption of the OLP, which will also spearhead a range of federal, state, and local initiatives to implement the OLP.

### (C)(i) Adequacy of the Management Plan to Achieve Project Objectives *(6 points)*

For the Striving Readers grant, the State has charged the ODESR Center with completing four main project objectives. ODE has established a partnership with CTL to assist complete these objectives through the ODESR Center. These four objectives are: (1) manage the subgrant process, (2) provide technical assistance, (3) manage the external evaluation, and (4) communicate and disseminate project activities and outcomes. Table 2 presents (a) the primary tasks associated with each objective, (b) the leads for managing each task, (c) the timeline for task completion, and (d) milestones for accomplishing each task. For purposes of tasks specified in the table below, we breakout ODESR Center tasks into ODE and CTL tasks that each will be responsible for initiating and managing, as well as those that will be joint ODESR Center tasks.

**Table 2. Year 1 Major Project Objectives**

| **Year 1 Major Project Objective #1: Manage the Subgrant Process** | | | |
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| *Task* | *Lead* | *Timeline* | *Milestones for Task Accomplishment* |
| Announce Striving Readers grant submission | ODE | May 2011 | 1. ODE website<br>2. Communication to LEAs and early |

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| | | | childhood centers<br>3. Superintendent announcement<br>4. Governor announcement |
| Solicit potential interest in subgrant application | ODE | May–June 2011 | 1. Send online survey through ODE website to each eligible LEA/Regional site |
| Upon funding, advertise Striving Readers grant, connection to the OLP, and announce date RFA available | ODE | Aug. 2011 | 1. ODE website announcement<br>2. Communication to LEAs and early childhood centers<br>3. Governor announcement |
| Finalize RFA | ODE<br>CTL: Baker, Paine | Aug.–Sept. 2011 | 1. Prepare final RFA to send to LEAs & EC centers<br>2. Develop scoring criteria<br>3. Gain approval from LLST |
| Announce & distribute RFA | ODE | Sept. 2011 | 1. Make RFA available through ODE website |
| Provide ongoing technical assistance to LEAs/Regions on preparing applications, including Needs Assessments and Initial Action Plans | ODE<br>CTL (Baker, Paine); Crone, Jankowski, Basaraba, D. Baker (ELs); S. Baker (disability)<br>Also: All ODESR Center staff who will provide TA to LEAs & Centers | Sept.–Oct. 2011 | 1. Provide QAs on ODE website<br>2. Hold webinars and phone conference calls<br>3. Provide training materials on ODE website<br>4. Conduct one all-comers half-day meeting in Portland to review RFA, provide TA to applicants, and answer questions<br>5. Hold three half-day webinar training sessions: (1) Birth–Age 5, Region and Center Levels; (2) Reading K–12, LEA and School levels; (3) Writing K–12, LEA and School levels<br>6. Provide ongoing interactive sessions through telephone communication and weekly QA webinars |
| Subgrant applications due | ODESR Center | Nov. 2012 | 1. Manual submission<br>2. Store and duplicate for review in central ODE location |
| Assemble subgrant review teams | ODE: Inman<br>CTL: Baker & Paine<br>LLST | Aug.–Dec. 2011 | 1. Identify and manage Conflicts of Interest<br>2. Prepare backup reviewer system |
| Review subgrants | ODESR Center & LLST | Dec. 2011 | 1. Score independently<br>2. Identify discrepancies<br>3. Resolve discrepancies |

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| | | | 4. Compute final score |
| Make initial subgrant awards | ODE: Inman<br>CTL: Baker, Crone, Paine | Dec. 2011 | 1. Announce initial awards to subgrantees<br>2. Ensure funding allocations align with goals: 15% to Birth to Age 5; 40% to Elementary Schools; 20% to Middle Schools; 20% to High Schools<br>3. Organize subgrantee teams to review Initial Needs Assessment and Action Plans |
| Work with subgrantee teams to complete Final Needs Assessments and Action Plans, and Memorandums of Understanding (MOUs) | ODE: Inman<br>CTL: Baker, Paine (and related CTL staff) | Jan. 2012 | 1. Meet with subgrantee teams<br>2. Finalize Needs Assessment<br>3. Finalize Action Plans<br>4. Finalize MOUs<br>5. Finalize Budgets<br>6. Ensure final budgets match funding allocation goals |

**Year 1 Major Project Objective #2:**
**Provide Technical Assistance to LEAs/Regions and Schools/Centers**

| *Task* | *Lead Individuals Responsible* | *Task Timeline* | *Milestones for Task Accomplishment* |
|---|---|---|---|
| **Action Plan Implementation** | | | |
| Implement OLP components that LEAs/Regions and Schools/Centers already have in place and that are aligned with Striving Readers Grant objectives | ODESR Center | Jan.–Feb. 2012 | 1. Administer middle-of-year formative screening measures to all children/students in participating Centers/Schools<br>2. Review child/student data via Center/School data teams<br>3. Organize and group children/students for differentiated experiences/ instruction based on need<br>4. Provide multiple tiers of instructional service and support based on child/student need<br>5. Provide ongoing leadership and support via LEA/Region and Center/School leaders |
| Specify language and literacy Goals aligned with OLP and Striving Readers Grant | ODESR Center:<br>ODE: Inman<br>CTL: Baker, | Feb. 2012 | 1. Specify and make public measurable Birth–Age 5 language and literacy goals at Region and Center levels |

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| | Paine, Crone (and other CTL related staff as appropriate) | | 2. Specify and make public measurable elementary, middle and high school reading and writing goals at LEA and School levels |
| Finalize and implement comprehensive assessment system | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | Feb.–June 2012 | 1. Establish and implement formative—and when appropriate—summative child assessment system in language and literacy for Birth–Age 5<br>2. Establish and implement formative and summative student assessment system in writing and reading at elementary, middle, and high school levels |
| Finalize and implement data team process at School/Center level | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL staff) | Feb.–June 2012 | 1. Establish and implement Center data teams in Birth–Age 5 Centers<br>2. Establish and implement grade level teams in elementary schools<br>3. Establish and implement grade or department level teams in middle and high schools<br>4. Determine data sources for data team meetings<br>5. Determine meeting structure and implement protocols, including facilitation, and structured agendas<br>6. Schedule and hold meetings at least once per month through the academic year |
| Administer end-of-year formative and summative data | CTL: Baker & Chaparro | Apr.–May 2012 | 1. Collect formative data in language, reading, and writing with all children/students Birth–Grade 10<br>2. Collect OAKS summative data with all students at targeted statewide assessment grades |
| Finalize and implement three tiers of support to meet service and support needs of all students | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | Feb.–June 2012 | 1. Determine schedule—time, staffing and materials—for three tiers of service and support at each Center/School<br>2. Determine which children/students need services and support within Tiers 1, 2, and 3<br>3. Provide services and supports to children/students within each tier |
| Finalize leadership | ODESR | Feb.–June | 1. Establish and implement |

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| expectations and implement leadership actions | Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | 2012 | procedures to support teacher use of effective language and literacy practices in the classroom<br>2. Monitor and support appropriate and effective use programs and materials in classroom settings<br>3. Ensure assessment procedures are being conducted as intended<br>4. Ensure data teams are meeting regularly and making appropriate data-based decisions<br>5. Ensure that ongoing PD efforts are resulting in better teacher–child interactions in classroom settings and better child/student outcomes |
| Establish and implement PD plans to support effective implementation of service and supports | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | Feb.–June 2012 | 1. Ensure all staff have required training to understand and use goals and comprehensive assessment system<br>2. Ensure all staff have required training on use of programs and materials they will use in Tiers 1, 2, and 3<br>3. Ensure all staff have training on use of instructional delivery and engagement techniques they will use with children/students they teach<br>4. Establish procedures for using data to determine ongoing PD needs<br>5. Establish process for determining if professional development is provided effectively—as specified in plan<br>6. Establish process to determine if PD experiences result in changes in teacher–child interactions in classroom settings |
| **Data Collection** | | | |
| Collect Final Action Plans | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related | Jan. 2012 | 1. Store final Action Plans in secure ODE site<br>2. Make copies of Action Plans for Center staff in providing technical assistance |

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| | staff) | | |
| Collect Action Plan Implementation data | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | Jan.–June 2012 | 1. Collect completed protocols used for School/Center observations (e.g., team meetings/classroom observations)<br>2. Collect online and paper-and-pencil surveys completed by LEA/Region and School/ Center staff<br>3. Collect raw and summary data from interviews conducted with project staff |
| Collect student language and literacy data | ODESR Center: ODE: Inman CTL: Baker, Paine, Crone (and other CTL related staff) | Jan.–June 2012 | 1. Collect organized Birth–Age 5 formative language and literacy data<br>2. Collect organized elementary formative and summative writing and reading data at elementary, middle, and high school levels |
| **Data Analysis** | | | |
| Conduct data analysis for internal evaluation/data-based decision making procedures | ODESR Center: CTL: Baker and related staff | Feb.–July 2012 | 1. Ensure formative assessment systems can provide immediate reports and analysis of child/student performance data<br>2. Store formative data in a project-wide data base for analysis<br>3. Conduct analyses of formative data for internal evaluation<br>4. Conduct analyses of summative data for internal evaluation |
| Conduct data analysis for external evaluation purposes | ODESR Center: external, independent evaluator | Apr.–Aug. 2012 | 1. Ensure external evaluator has appropriate procedures for data collection, storage, and analysis of data collected by external evaluation team<br>2. Provide external evaluator with anonymized formative data files<br>3. Collect preliminary external evaluation report<br>4. Collect final external evaluation report |
| **Update Needs Assessment and Action Plans** | | | |
| Update Needs Assessment and Action Plan at the end | ODESR Center: | July–Aug. 2012 | 1. Region level to support Birth–Age 5 Centers |

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| of the academic year | ODE: Inman<br>CTL: Baker, Paine, Crone (and other CTL related staff) | 2. Center level to support all children<br>3. LEA level to support K–12 schools<br>4. School level to support all students<br>5. Finalize Year 2 Action Plans with ODESR Center |

**Year 1 Major Project Objective #3: Manage External Evaluation**

| *Task* | *Lead Individuals* | *Task Timeline* | *Milestones for Task Accomplishment* |
|---|---|---|---|
| Finalize RFA | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Sept. 2011 | 1. Prepare final RFA to send to nationally<br>2. Develop scoring criteria<br>3. Gain approval from LLST |
| Announce & distribute RFA | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Sept. 2011 | 1. Make RFA available through ODE website<br>2. Advertise RFA nationally |
| Collect external evaluation proposals | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Oct. 2011 | 1. Electronic submission<br>2. Store and duplicate for review in central ODE location |
| Assemble proposal review teams | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Aug.–Nov. 2011 | 1. Identify conflicts<br>2. Assemble teams and additional reviewers to resolve discrepancies |
| Review external evaluation proposals | ODE: Inman<br>CTL: Baker, Pain &<br>LLST | Nov.–Dec. 2011 | 1. Score independently<br>2. Identify discrepancies<br>3. Resolve discrepancies<br>4. Compute final score |
| Hire external evaluation contractor | ODE: Inman<br>CTL: Baker, Pain &<br>LLST | Jan. 2012 | 1. Submit written proposal that includes necessary content clarification and budget discussion<br>2. Reach final agreement<br>3. Put final agreement in writing<br>4. Sign contract |
| Arrange on-site visit for external evaluation team | ODE: Inman<br>CTL: Baker, Pain &<br>LLST | March–Apr. 2012 | 1. Arrange for multiday site visit<br>2. Ensure all levels (Birth–Age 5, elementary, middle, and high school) are represented<br>3. Provide information, documents, and access that site team needs |

| | | | |
|---|---|---|---|
| Provide access to internal evaluation data | ODE: Inman<br>CTL: Baker, Pain &<br>LLST | Jan.–June 2012 | 1. Secure a list of all data sources external evaluator wants<br>2. Prepare a data file with request data, edited for anonymity<br>3. Send the data file to the external evaluator |
| Get external evaluation report | ODE: Inman<br>CTL: Baker, Paine &<br>LLST | July–Aug. 2012 | 1. Get written summary of preliminary evaluation report<br>2. Conduct telephone conference call to review preliminary report<br>3. Provide written feedback to external evaluator<br>4. Receive final evaluation report<br>5. Approve final evaluation report |

| **Year 1 Major Project Objective #4: Communicate Project Activities and Outcomes** | | | |
|---|---|---|---|
| *Task* | *Lead Individuals Responsible* | *Task Timeline* | *Milestones for Task Accomplishment* |
| Develop project website | ODE: Inman | Sept. 2012 | 1. ODESR Center project website available for access |
| Conduct ongoing webinars about project activities with project participants and other key stakeholders | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Sept., Dec., March, June 2011–2012 | 1. Obtain, summarize, and prepare all data sources from subgrantees<br>2. Identify common issues and problems<br>3. Develop webinar content aligned with project needs, issues and upcoming goals |
| Provide written reports about project activities two times per year | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | Feb. & May 2012 | 1. Provide report protocol structure to subgrantees for reporting data<br>2. Collect subgrantee reports and summarize<br>3. Develop semiannual report structure and requirements<br>4. Prepare report |
| Convene data summit meeting once per year with all participant LEAs/Regions and key personnel from all participant Schools/Centers | ODESR Center:<br>ODE: Inman<br>CTL: Baker, Paine | July 2012 | 1. Obtain, summarize, and prepare all data sources from subgrantees<br>2. Identify common issues and problems<br>3. Develop data summit content aligned with project needs, issues and upcoming goals |
| Prepare School/Center sites for visits by parents and other stakeholders | ODESR Center:<br>ODE: Inman<br>CTL: Baker, | Feb.–June 2012 | 1. Develop protocol for parent visits to schools and centers<br>2. Hold Q&A session with subgrantees as needed |

**(C)(ii) Qualifications of Key Personnel *(5 points)***

The Oregon Department of Education (ODE) will assign key personnel for the successful implementation of the Striving Readers Comprehensive Literacy Grant. Assistant Superintendents and Education Specialists from the Office of Educational Improvement (EII) and Innovation and the Office of Student Learning Partnerships (SLP) will collaborate with the Assistant Superintendent and Research Analyst from the Office of Assessment and Information Services (OAIS) will provide data collection and analysis support for the grant. ODE staff will work in concert with University research staff to provide a multi-faceted web of support for subgrantees participating in the program implementation. Specific ODE personnel, as well as their qualifications include: Dr. Colleen Mileham, Assistant Superintendent will provide oversight for the Striving Readers Center (ODESR Center) along with Dr. Susan Inman, EII Director who has extensive experience in the area of literacy. Julie Anderson, EII Literacy Education Program Specialist, Mike Rebar, OAIS Research Analyst and Catherine Heaton, Education Program Specialist from SLP will provide program support.

The Center on Teaching and Learning (CTL) in the College of Education will work with ODE to staff and manage the Oregon Department of Education Striving Readers Center (ODESR Center). CTL is the largest research and outreach center in the College of Education at the University of Oregon, a college ranked first among public graduate schools of education, with a faculty also ranked first in research productivity according to the 2010 *US News and World Report*. CTL has an annual operating budget of 13.3 million dollars and key staff members are playing key roles in the ODESR Center. Dr. Scott Baker, the Associate Director and Direct of Research at CTL, and Dr. Stan Paine, CTL Director of Professional Development, will serve as co-directors of the ODESR Center with ODE staff. Dr. S. Baker has had a productive career in applied education research (focusing on reading, formative assessment, and ELs) and Dr. Paine has spent his career as a successful administrator in Oregon public schools (specializing in a

range of leadership issues, including early literacy). ODESR Center Directors, including C. Mileham, S. Baker, and Paine will direct a range of CTL staff members, all with substantial career accomplishments, who will provide technical assistance to LEAs/Regions and Schools/Centers through the ODESR Center. These individual include Dr. Crone (Birth–Age 5), Dr. Basaraba (elementary school), and Dr. Biancarosa (middle and high school); Dr. Chaparro, Ms. Dissen, Ms. Randle, and Ms. Travers (reading); Dr. Jankowski and Ms. Concillo (writing), and Dr. D. Baker (ELs). Dr. S. Baker will also address ELs issues specifically, and all CTL staff members listed have expertise the area of students with disabilities.

**(C)(iii) Diversity of Perspectives in the Design and Implementation of the Project *(4 points)***

Diversity of perspectives throughout the project will be achieved in a number of ways. The LLST will play an active role in the grant. The LLST is comprised of individuals the RFA indicates should be represented to ensure a diversity of perspectives. LLST members include teachers and administrators, parents of children/students with disabilities, early childhood education professionals, State and LEA administrators, professional organizations and nonprofit agencies, and individuals from institutions from higher education, community-based organizations, and libraries (RFA, p. 38). The LLST will play an active role in the subgrant process, including preparing the state RFA and reviewing subgrant applications. The LLST will also review implementation activities and child/student outcomes and participate in decisions on the continued funding of LEAs/Regions and Schools/Centers. Throughout implementation, the ODESR Center will keep the LLST apprised of ongoing activities and accomplishments through the regular dissemination of project information.

The ODESR Center Advisory Board will also help achieve a diversity of perspectives. The Advisory group is made up of nationally prominent professional education researchers and practitioners and their primary role will be to ensure the scientific integrity of implementation efforts. Areas of expertise of Advisory Board members—Drs. McConnell, Olinghouse, Gersten, Thompson, and Kamil—cut across all major dimensions of the grant including (a) the Birth to Grade 12 development range, (b) major content areas (e.g., language, reading, writing,

assessment, high-quality professional development), and (c) key child factors (EL status, students with disabilities, students at risk for academic difficulties, students who are achieving above expected age/grade levels, and students who are not responding to targeted intervention).

## SECTION D: ADEQUACY OF RESOURCES *(20 POINTS)*

### (D)(i) Costs Are Reasonable in Relation to Objectives and Potential Significance *(10 points)*

The Oregon Striving Readers Comprehensive Literacy Project assembles an impressive and diverse team possessing a unique blend of professional training, expertise, and experience directly related to research and innovations that will implement the established Oregon Literacy Plan (OLP). Program costs are reasonable in relation to the number of objectives, design, and potential significance of the proposed project.

The OLP targets specific areas for implementation of a comprehensive and coherent literacy plan. The process of grant implementation will precisely focus on costs associated with addressing high-quality implementation in each of six target areas. The Oregon Department of Education Striving Readers Center (ODESR Center) will provide necessary guidance and leadership through agency collaboration. Professional development activities will enable the efficient use of resources in the implementation of the OLP.

### D)(ii) Quality of the Plan to Ensure Appropriate Allocation of Subgrant Funds *(4 points)*

The complex process of grant administration will be shared by two organizations—the Oregon Department of Education (ODE) and the Center on Teaching and Learning (CTL)—both have a proven ability to assist Local Education Agencies (LEAs) in the implementation of high-quality literacy programs as evidenced by prior successful partnerships. Together, these organizations will form the ODESR Center.

The Initial Action Plan will be driven by a field-tested Needs Assessment submitted by LEAs through the competitive subgrant application process. The collaboration of educational experts who specialize in the Birth to Grade 12 age range, along with the vigorous recruitment of appropriate participants, will allow the efficient use of adequate resources in the implementation of the established OLP.

Flexibility is built into the plan, allowing for the degree of emphasis to vary by the needs of the applicant; however, funding will be distributed according to the grant requirements, with at least 15 % serving children from Birth through Age 5, at least 40% serving students in kindergarten through Grade 5, and at least 40% serving students in middle and high school through Grade 12. Recruitment will begin immediately upon award notice and target implementation of the OLP. The subgrantee process will encourage a diverse range of age ranges and levels of literacy plan implementation. Priorities are set for the inclusion of lower-performing entities with the remainder of the subgrants awarded on a high-point basis.

**(D)(iii) Leverage State and Federal Funds to Support Project and Sustainability *(3 points)***

The collaboration of Birth to Grade 12 educational experts includes current resources from the ODE in a plan to scale up the capacity of the systems available for data collection and technical assistance to LEAs, leading to a measurable increase in student achievement that is sustainable after the grant period ends. The Initial Action Plan submitted by the subgrantee will be the starting point, with the Final Action Plan to implement the OLP at each site achieved through a detailed negotiation process with the ODESR Center. This process will create a critical system of checks and balances to ensure reasonable and appropriate costs leading to the Final Action Plan, which will be unique at each site.

The ODESR Center will provide necessary guidance and leadership through agency collaboration. It will conduct and assist in professional development activities; collect, analyze, and interpret performance data; and assist with the dissemination of project findings. The project is designed to provide state leadership and support for schools that goes beyond the life span of the grant. The structures built and capacity created within the ODESR Center will provide the potential to sustain and scale this work over time. Therefore, schools with a higher level of need *may* have higher costs, but will likely result in greater impacts on low performing schools as represented by increased student achievement outcomes.

**(D)(iv) Subgrant Awards of Sufficient Size to Support High-Need Sites *(3 points)***

Oregon is committed to preparing our children for literacy success, starting with some of our most vulnerable citizens—young children living in poverty, children with disabilities, and ELs. More than 12,000 children are enrolled in Head Start programs around Oregon, with nearly one-half of the available slots funded by state pre-kindergarten dollars administered by the ODE.

ODE's Early Intervention and Early Childhood Special Education (EI/ECSE) programs serve increased numbers of children and provide young children and families with the support they need to participate fully in the educational system. ODE works closely with other state early childhood partners, such as the Oregon Department of Employment's Child Care Division. ODE staff and the ODE website serve as resources for educators, families, and community stakeholders on early childhood education issues and efforts. The new Head Start Child Development and Early Learning Framework, which describes the developmental foundations of learning across domains, is central to the state's current efforts to support positive language and literacy outcomes for children.

The state's Early Childhood Foundations are due to be revised, and consensus is building for adopting the Head Start Framework to be used across early childhood settings. The Framework specifically addresses literacy related elements such as receptive and expressive language, book appreciation and knowledge, phonological awareness, alphabet knowledge, print concepts and conventions, and early writing.

The literacy related elements of the Framework align with the state's Common Core State Standards for English Language Arts and Literacy for Kindergarten, providing a critical link between early childhood programs and the K–12 system.

ODE supports the use of the Head Start Child Development and Early Learning Framework by Head Start and other early childhood programs to guide curriculum and assessment decisions; connect child assessment data to aspects of program design, including school readiness goals consistent with state and local expectations; guide the collection of child assessment data for

early childhood reporting systems; and provide data for program self-assessment and promote continuous quality improvement in programs and child well-being and success.

Recruitment will target the implementation of the OLP, which includes a comprehensive literacy plan component from Birth to Age 5. Oregon's proven commitment to the OLP will increase interest in the appropriate age ranges, and the participation of multiple agency partners will encourage recruitment efforts and provide interest at the LEA level. The emphasis of the subgrant process will be based on current levels of implementation, student performance, and application priorities.

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# Appendix A
# State Needs Assessment (Birth-5, K-12 Reading & Writing)

**Using the Birth to Five Self Assessment Framework:**

The first step of implementation for the state, regions, and centers is to determine what is currently in place with respect to goals, assessment, instruction, leadership, professional development, and commitment. To obtain this information, the State will conduct an internal audit using the self-assessment framework provided in the Birth to Five Plan. By taking the lead in conducting a self-assessment, the State then sets an example for agencies and groups that fall into the regional or center-based support levels. Not all regional groups in Oregon are under the purview of the Oregon Department of Education. Those that are, e.g., Oregon Head Start/Pre-K and the Education Service Districts will be expected to complete the self-assessment. Other regional groups, i.e., the Oregon CCR & R network will be encouraged to complete the self-assessment. Likewise, child care or preschools that are under the purview of the Oregon Department of Education will be expected to complete the self-assessment. These would include the individual Head Start centers served through Oregon Head Start/PreK and the individual preschools supported by public schools. A very large number of child care and preschool centers are not directly associated with the Oregon Department of Education. These centers will be encouraged, through a public outreach campaign led by the State to share information, resources and incentives, to complete the self-assessment.

The self-assessment consists of both "process" (e.g., aligning the Oregon Early Childhood Foundations with Common Core Standards) and "product" (e.g., assessment plan, family outreach activities) features as discussed in narrative sections of the Birth to Five Literacy Framework. An inventory of the necessary commitments at the state level, for example, allows state personnel to take stock of the professional investments (e.g., communication processes, staff development resources and plans) the state must make to move forward in the initiative of creating an effective, coherent early childhood system. The process can be unifying and instructive as key stakeholders at the state level work together to take inventory of the state's early childcare and education system.

**The self assessment at each level of support is organized around the 6 major components of the Oregon K-12 Literacy Framework: 1) Goals, 2) Assessment, 3) Instruction, 4) Leadership, 5) Professional development, and 6) Commitment**. Each item on the self-assessment is rated according to whether implementation is "fully in place", "partially in place", or "not in place".

To complete the self-assessment, first determine if your organization should complete the assessment for the state, regional, or center-based level. Next, an individual or group of individuals with enough knowledge and authority to accurately complete the self-assessment should be identified. These individuals should read through each item on the self-assessment framework and indicate the extent to which that item is in place for the state, region, or center which they represent, i.e. "fully in place", "partially in place", or "not in place". Any notes or evidence for the rating given can be included in the corresponding column on the self-assessment. The self-assessment is quite lengthy and comprehensive, so individuals should allocate adequate time to accurately complete the entire assessment. It may be helpful to focus on completion of one component at a time over the course of several days.

After the self-assessment is complete, respondents should enter their scores onto the appropriate scoring sheet. Scoring sheets can be found at the end of the chapter called "Birth to Five Implementation Guide". A rating of "fully in place" corresponds to 2 points. A rating of "partially in place" corresponds to 1 point, and a rating of "not in place" corresponds to 0 points. The completed self-assessment and corresponding scoring sheet can be used to complete the next important steps in this process: (1) Identifying priorities for implementation and, (2) Creating an Action Plan to address those priorities. More information on these two steps can be found in the Birth to Five implementation guide.

**Definition of State Support in Oregon:**

There are numerous government agencies that provide services and support to Oregon's young children and their families. These include, but are not limited to, the Governor's Office, the Oregon Department of Education, the Employment Department/Child Care Division – Oregon Commission for Child Care, Department Of Human Services/Child Care Program, Oregon State Library, and the Health Authority/Office Of Family Health. The Oregon Literacy Plan is submitted by the Oregon Department of Education. Therefore, in this document, "State" refers to the various government agencies that serve young children and their families. Ideally, the self-assessment should be completed by an agency or council that is able to represent the early childhood work of all of these agencies. For example, the Governor's Early Childhood Council might be the most appropriate group to complete this assessment. Alternatively, the self-assessment could be completed separately by each governmental agency or department. However, this approach would not be able to provide a coherent picture of the early childhood system throughout the state, and coherence is one of the primary goals of this Plan and The Birth to Five Oregon Literacy Plan was created at the initiation of the Oregon Department of Education (ODE) and so ODE should take the lead in completing the assessment, and encouraging the other governmental agencies to collaborate in the assessment.

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) <u>Goals</u> for Child Outcomes and Development of Skills**<br>**Rationale**: When states set clear, measurable goals for development of language and early literacy skills, they create a common vision towards which all agencies/groups that work with children ages birth to 5 can work. Measurable goals create accountability across all levels of birth to 5 support. When states align these goals and priorities with the needs reflected in their data, they leverage progress at the regional, and center-based levels. | | | | |
| 1. The state has developed and accepted a common definition for "ready to learn" at kindergarten entry. This definition reflects the needs and skills of the "whole child", including facets of language, literacy, socio-emotional, physical health, and cognitive development. | | | | |
| 2. The state has identified specific, measurable goals that describe what children should know, understand and be able to do, in terms of language and pre-literacy skills, during the first five years of life. | | | | |
| 3. These goals for language and pre-literacy skills are evidence-based and align with key federal guidelines such as the Head Start Outcomes Framework. | | | | |
| 4. These goals for language and pre-literacy skills are aligned, or backmapped, with the Common Core Standards for K-12 English Language Arts. | | | | |
| 5. These goals are clearly and widely communicated to key stakeholders that serve children ages Birth to 5. Key stakeholders include, but are not limited to, Education Service Districts and other government agencies, public and private preschools, public and private day care providers, parents, libraries, pediatricians, etc. | | | | |
| 6. These goals are translated into Spanish and made available in Spanish to key stakeholders that serve Spanish-speaking children and their families. To the extent possible, these goals are translated into other native languages that are spoken by a significant minority of Oregon families, including native American families. | | | | |
| 7. Regional contractors, ( e.g. education service districts), and center-based preschool and day care providers are encouraged to adopt these goals through incentives and support provided by the state and other agencies. | | | | |
| 8. The Oregon Birth to 5 Literacy Plan is adopted by the State Board of Education | | | | |
| 9. The Oregon Birth to 5 Literacy Plan is supported by the Governor's Council on Early Childhood Matters. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (B) Quality of Child Care and Preschool Environment Goals** | | | | |
| 1. Using evidence-based standards and current research, the State has developed a definition of high quality environments for both child care and preschool settings. The definition addresses multiple facets of care, including: a) safety and hygiene; b) health and nutrition; c) materials available to children to promote healthy, cognitive and socio-emotional development; d) number and type of books; e) ration of adults to children; f) education and training of child care/teaching professionals; g) activities and scheduling, and; h) communication with parents/families | | | | |
| 2. The State encourages private/public daycare and preschool centers to adopt and meet this definition of high quality environments through the use of: a) effective communication; b) incentives; c) professional development opportunities; and d) cooperation with support systems such as the Oregon Child Care Resource and Referral Network | | | | |
| **I. (C) Outreach to Family /Community Goals** | | | | |
| 1. The State identifies outreach to families of young children and community members that support young children as a priority in the Oregon Literacy Plan. Specific outreach goals include:<br>a) sharing evidence-based information on best practices for supporting young children's language and early literacy development,<br>b) identifying and sharing a network of resources that the families of young children can access to address individual needs and provide support,<br>c) obtaining information from families regarding their specific needs, questions, and concerns for their young children,<br>d) providing leadership to the variety of community agencies and key stakeholders that serve young children and their families to create a coherent message and support system for promoting the language and early literacy development of young children. | | | | |
| | | | **Goals Total = _____/ 24 Points** | **_____%** |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. Rationale:** When states provide support and leadership for effective language and early literacy assessment practices, early educators and parents have the data needed to guide program improvement. States can develop comprehensive early literacy assessment plans (measures, purposes, administration guidelines, desired benchmarks, etc.) and support regions and centers to do the same at their respective levels. | | | | |
| **II.(A) Assessment of Child Outcomes and Development of Skills** | | | | |
| 1. The State provides leadership in the review and selection of appropriate assessment instruments (e.g., IGDIs, ECERS, ITERS, CLASS, Classroom CIRCLE) and procedures for use by regional support systems and in centers. In particular, the State identifies instruments and practices that<br>a) reflect real-world assessment demands<br>b) support prevention and early intervention efforts to promote later reading and literacy achievement<br>c) are conceptually and empirically indexed against future measures of language and literacy development, indicating whether students are adequately prepared for subsequent learning and kindergarten schooling<br>d) provide for periodic screening and progress monitoring in coherent, time- and resource-efficient ways<br>e) are appropriate for children with disabilities, supporting alternate administration and scoring procedures to the maximum extent possible<br>f) are appropriate for use with children who have little or no English-language proficiency, and provide information that assists in serving these children<br>g) When available, assessments are given in the child's first language by individuals trained in the appropriate use of those assessments. | | | | |
| To the extent possible, the State monitors regions' and centers' selection of language and early literacy instruments and the design and implementation of comprehensive assessment practices; such controls are important if data are to be compared across centers, regions, and/or time. | | | | |
| Progress toward state language and early literacy goals is reviewed at the state, regional and center-based levels and plans are created to address shortcomings at each level. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| Through the framework and guidance provided by the state, recommended early literacy assessments are made available for regional and center-wide literacy assessment plans; each recommended assessment meets guidelines developed by the State and described in Step 1, above, as well as standards for technical adequacy appropriate to the type of measure, U.S. Department of Education (2008). | | | | |
| Through the framework and guidance provided by the state, regions are encouraged to conduct a language and literacy screening with a valid and reliable tool at Age 3 for all children, and centers are encouraged to conduct screening three times per year with all enrolled children. Screening measures can be used for children of Latino families who have been exposed to the Spanish language only. | | | | |
| Through the framework and guidance provided by the state, regions and centers are encouraged to conduct a diagnostic screening for children who score below a proficient level on state-recommended language and early literacy measures so that prevention or early intervention services can be provided. | | | | |
| Through the framework and guidance provided by the state, regions are encouraged to administer their choice of a summative language and literacy assessment (ideally, one that is conceptually and empirically related to both prior early literacy screening measures and later reading achievement measures, it can include valid and reliable measures in another language) at or near kindergarten entry, for district use only, to assess whether adequate screening and prevention/early intervention programs are in place to provide children the start they need to be successful in school. | | | | |
| **II. (B) <u>Assessment</u> of Quality of Child Care and Preschool Environments** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| The State provides leadership in the review and selection of appropriate observational and rating scale instruments of child care/classroom environmental quality and instructional content for promoting language and literacy development for use in regions and centers. In particular, the State identifies instruments and practices that<br>a) reflect real-world assessment demands<br>b) are conceptually and empirically related to environmental, activity, and instructional/interactional practices that promote language and early literacy development in child care and preschool settings<br>c) provide both summative information for assessing overall quality, and diagnostic information for use in follow-up coaching or other quality improvement efforts<br>d) are appropriate for settings serving children with disabilities<br>e) are appropriate for settings serving children who have little or no English-language proficiency. | | | | |
| The State provides leadership in development and implementation of statewide and regional efforts to alert parents to screening at Age 3, Kindergarten entry, and other identified times to help identify needs for supplemental or more intensive intervention services | | | | |
| The State monitors regions' and centers' selection of appropriate observational and rating scale instruments of classroom environmental quality and instructional content for promoting language and literacy development | | | | |
| Progress towards the state's goals for child care /classroom environmental quality and instructional content is reviewed at the state, region, and center levels and plans are created to address shortcomings at each level. | | | | |
| Through the framework and guidance provided by the state, recommended observational and rating scale instruments of classroom environmental quality and instructional content are made available for regional and center-wide literacy assessment plans; each recommended assessment meets guidelines developed by the State and described in Step 1, above, as well as standards for technical adequacy appropriate to the type of measure, U.S. Department of Education (2008). | | | | |
| **II. (C) Communicating with Families and Communities about <u>Assessment</u>** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. The State provides leadership in the review and selection of best practices for communicating assessment results to parents and family members for participating centers. In particular, the State identifies practices that<br>a) provide timely, accurate, and accessible information to parents and family members<br>b) provide information about a particular child's *current* level of performance, any *changes* in performance from previous assessments, and *progress toward achieving* kindergarten-entry goals<br>c) when appropriate, provide parents and family members with home- and community-based activities appropriate for the child's current level of performance<br>d) provide recommendations and support to the families of English Learners on how they can support their child's language and literacy development at home, in their own native language.<br>e) are appropriate for settings serving children with disabilities<br>f) are appropriate for settings serving children who have little or no English-language proficiency. | | | | |
| The State monitors regions' and agencies' adoption of best practices for communicating assessment results to parents and family members | | | | |
| The State invests resources in communicating to all parents of young children, pediatricians, and other child advocates regarding the importance of seeking out a state-selected language and literacy assessment for all children at age 3. | | | | |
| **Assessment Total = _____ / 30 Points _____%** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. Rationale:** States can promote high expectations and systematically improve practice by making available information drawn from various sources (e.g., academic, scientific, and general-purpose organizations) on evidence-based practices for promoting language and early literacy development. This information can be found in "Research to Practice" guides (from the U.S. Dept. of Education's Institute of Education Sciences), curriculum and instruction reviews from What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), Best Evidence Encyclopedia (http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm) and other evidence-based compendia, and other national reports from the National Early Literacy Panel (2009) or the *Handbook of Early Literacy Research (2001, 2006, 2010)* to inform effective practices for promoting language and early literacy development. There is a real opportunity and need for ODE to provide leadership and support for using these guides to support for implementation of effective language and early literacy-promoting practices statewide. | | | | |
| **III. (A) Effective Instruction for Improving Child Outcomes and Development of Skills** | | | | |
| 1. The State convenes a panel of policy makers, researchers, program support staff, early childhood educators, and parents to review and select effective curricula, instructional programs, and practices for promoting language and early literacy development for use in regions and centers. In particular, the State identifies curricula, interventions and practices that<br>a) promote acquisition of key language and early literacy competencies for all children<br>b) support prevention and early intervention efforts to improve subsequent reading and literacy achievement in kindergarten and beyond<br>c) contribute to development of skills, knowledge, and competencies that will help children engage and gain full advantage from reading instruction in later grades<br>d) combine age-appropriate, activity-based, low-intensity large-group instructional, and smaller-group, age-appropriate, intensive and intentional instructional practices for various skills and competencies<br>e) provide tiered intervention (or Response to Intervention) to children based on demonstrated levels of performance | | | | |
| 2. Through information gathered in this ODE-led review, child care and preschool centers are encouraged to select practices, strategies, curricula, interventions, and instructional programs with a strong evidentiary base such as those endorsed by the U.S. Department of Education's Institute of Education Sciences (IES), Best Evidence Encylcopedia, Florida Center for Reading Research, and Doing What Works (DWW) websites. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 3. Through framework and guidance provided by the state, the state encourages and supports regional groups and centers to adopt policy governing time allocated for language and early literacy-promoting activities, intervention and instruction in center-based programs, and in providing guidance regarding complementary time allocated for language and literacy activities in children's homes and community settings. | | | | |
| 4. Through the framework and guidance provided by the state, resources are available for regions and programs for selecting effective language and early literacy curricula, intervention packages, and instructional/interactional strategies, including general early literacy programs and supplemental and intervention reading programs (e.g., dialogic reading, milieu language intervention), either: a) By providing a list of curriculua, interventions, and practices **or** b) By providing criteria by which effective curricula, interventions, and practices can be identified, Kamil (2007). | | | | |
| 5. Through the framework and guidance provided by the state, resources are available to regional programs and centers for selecting and implementing program- and center-based tiered intervention services (supplemental and compensatory intervention and instruction), including identification of evidence-based practices, provision of training and other resources for implementation, and ongoing monitoring of fidelity and effectiveness of these practices | | | | |
| 6. Through the framework and guidance provided by the state, a strong collection of useful web-based literacy resources for professional development and supplementary intervention are available to center-based teachers | | | | |
| **III. (B) Improving Instruction and Quality of Care by Improving the Quality of Environments** | | | | |
| 1. ODE monitors and consults on regions' and centers' implementation of observational and rating scale instruments of classroom environmental quality and instructional content for promoting language and literacy development. | | | | |
| 2. ODE monitors and consults on analysis of collected observational and rating scale data, and the identification of evidence-based standards for identifying and engineering improvements in center quality and instructional effectiveness | | | | |
| 3. ODE monitors and comments on provision of coaching, professional development, program improvement and other efforts that follow analysis of collected observational and rating scale data and promotes adoption of demonstrated-effective practices | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. (C) Communicating with Families and Community about How Young Children Learn** | | | | |
| 1. ODE provides leadership in the review and selection of best practices for parents, family members and communities to promote language and early literacy development for young children. In particular, the State identifies practices that<br>a) provide timely, accurate, and accessible information to parents and family members,<br>b) provide information about known-effective practices that leverage available resources (e.g., at-home activities, library services, community-based activities) for promoting language and literacy interaction,<br>c) are appropriate for families of children with disabilities,<br>d) are appropriate for families of children who have little or no English-language proficiency | | | | |
| 2.The State monitors and comments on regions' and agencies' adoption of best practices for parents, family members and communities to promote language and early literacy development for young children | | | | |
| 3. The State monitors and comments on acceptance and effectiveness of practices for parents, family members and communities to promote language and early literacy development for young children and promotes adoption of demonstrated-effective practices. | | | | |
| 4. Through the framework and guidance provided by the state, a strong collection of useful web-based and face-to-face resources are available to provide outreach to parents, family child care providers, and others about effective practices for promoting language and early literacy development in home and community settings | | | | |
| 5. The State uses existing resources (e.g. the ODE website, distribution of materials) and innovative new ideas (e.g. use of Facebook, Twitter, focus groups with parents, etc.) to communicate the goals of the Birth to 5 Oregon Literacy Plan to families and communities. An emphasis is placed on: a) communicating simple strategies that families can use to promote language and early literacy development, and b) identifying critical features of high quality day care and preschool environments | | | | |
| **Instruction Total = _____ / 28 Points _____%** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Providing Leadership to Create Coherence of Mission and Vision among Multiple Systems, Organizations, and Agencies that Serve Children Birth to 5, and their Families.** | | | | |
| 1. A Governor's Council on early childhood has been established and will support state and local agencies, foundations, corporations, physicians, and communities in pursuit of a shared vision, priorities, and goals for early childhood development and education | | | | |
| 2. Adequate state funds are budgeted to promote the work of the Governor's Council in providing effective leadership to build coherence among these multiple, key stakeholders. | | | | |
| 3. The Governor's Council is functioning as an effective resource for working together and challenging the many partners to build on strengths and create a fully-integrated system. | | | | |
| 4. ODE and the Governor's Council create a single plan of shared vision, priorities and goals for Oregon Education Service Districts, Oregon Head Start/Pre-K, and K-12 school districts that finance in-district preschools. | | | | |
| 5. The State Department of Education provides effective leadership to ESDs and Oregon Head Start/Pre-K to ensure that all children who are eligible to receive services from these two sources do, with a special emphasis on children with disabilities and children who are English Language Learners. | | | | |
| **IV. (B) Providing Leadership to Improve Child Outcomes in Language and Early Literacy Skills and to Improve the Quality of Environments in Day Care and Preschool Centers** | | | | |
| 1. The State Literacy Leadership Team increases alignment of literacy goals, assessment, instruction, and professional development from birth through grade 12. | | | | |
| 2. A State Literacy group is appointed and charged with revising the current Oregon Early Childhood Foundations to align with the new Head Start Outcomes Framework and the Common Core Standards for English Language Arts. | | | | |
| 3. The State communicates the Oregon Literacy Plan, through the ODE website, distribution of copies, listserves, professional development, and other means to key stakeholders throughout Oregon. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 4. State Department of Education leaders working in early childhood provide aligned, consistent guidance and monitoring to EDSs, Head Start centers, preschools, day care centers, school districts and schools about how to improve children's literacy outcomes from birth through grade 12. | | | | |
| 5. The State Literacy Leadership Team increases opportunities for high quality training in early education and language/literacy leadership to center directors, daycare providers, ESD leaders, parents and other key stakeholders. | | | | |
| 6. An online state network to promote school readiness, language development, and early literacy development is developed and increases communication and coordination among multiple agencies, groups, and institutes that serve young children and their families. | | | | |
| 7. The state provides incentives for ESDs, Head Start, public/private preschools and public/private daycare centers to coordinate local language and early literacy efforts with professional development provided at the state level. | | | | |
| 8. The State Literacy Leadership Team regularly accesses, reviews, and disseminates recent research on effective early education practices into planning and development. | | | | |
| 9. The state establishes communication, support, and/or incentives such to increase the number of eligible centers meeting accreditation and/or registry standards created for their organizations. For example, child care and preschool centers are encouraged to meet the accreditation standards published by the National Association for the Education of Young Children (NAEYC). | | | | |
| **IV. (C) Providing <u>Leadership</u> in Outreach Efforts to Families and Communities** | | | | |
| 1. The State uses existing resources (e.g. ODE website), and explores new options (e.g. Facebook, Twitter, etc.) for communicating with parents of young children about the best evidence for supporting the healthy development of their child, with a particular emphasis on development of language and early literacy skills. | | | | |
| 2. The Governor's Council coordinates with key stakeholders, e.g. pediatricians, local libraries, preschool and daycare centers, etc. to communicate about healthy child development and to provide information on how to access essential resources and services for families with young children. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 3. The State and the Governor's Council, through policy, coordination, and communication efforts create a cultural norm and understanding that the birth to five years are absolutely critical to a child's subsequent development and success, and that all available resources should be brought to bear, in an effort to reduce risk and improve outcomes for all young children in Oregon. | | | | |
| **Leadership Total = _____/ 34 Points _____%** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) <u>Professional Development</u> to Improve Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. The State has established clear standards (e.g., director credentials, teacher credentials, licensing requirements) for center quality so as to facilitate effective instruction and positive child outcomes. Valid measures of center quality and improvement are utilized. The standards are effectively enforced and are examined and, if necessary, refined on a regular basis. | | | | |
| 2. The State has established clear competency standards for center staff. Necessary competencies should be linked to ways in which staff members interact with children (regardless of their job title, years of experience or work setting). Valid measures of these competencies are utilized. The standards are effectively enforced and are examined and, if necessary, refined on a regular basis. | | | | |
| 3. The State has an early childhood educator professional development system (PDS) in place that encompasses:<br>a) higher-education teacher-preparation programs focused on the staff competency standards and center quality standards,<br>b) a resource network providing professional development and support to in-service teachers (particularly effective are resources and training that can be targeted toward the specific contexts, curricula, and needs of any given center), and<br>c) a licensure and certification system appropriately based on (a) and (b) and, ideally, demonstration of needed skills/competencies. | | | | |
| 4. The State collects data regarding the activities of the PDS, specific details about who participates in PDS activities (including attrition and completion rates), and outcome data (e.g., child outcome data, if available; coaching observation data; classroom quality ratings; teacher retention rates per center; center "rule compliance" and accreditation). | | | | |
| 5. The State incorporates training regarding relevant cultures and the associated implications for learning and instruction of English language learners in its ongoing professional development for regional directors and state employees working in the Birth to 5 care and education field. | | | | |
| 6. The State includes training related to caring for and instructing English language learners in recommendations and certifications related to Birth to 5 care and education practices. This includes a focus on relevant cultures and associated societal barriers. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 7. The state works with school boards, unions, and districts to provide teachers with sufficient paid time on a regular basis to plan high quality instruction, both independently and collaboratively. | | | | |
| **V. (B) Professional Development to Improve the Quality of Child Care and Preschool Environments** | | | | |
| 1. The State has established clear, evidence-based standards (e.g., director credentials, teacher credentials, or licensing requirements) for center quality so as to facilitate effective care in safe, nurturing environments. Valid measures of center quality and improvement are utilized. The standards are effectively enforced and are examined and, if necessary, refined on a regular basis. Resources such as the National Association for the Education of Young Children (NAEYC) or the National Institute for Early Education Research (NIEER) are used as authoritative guides for identifying those standards. | | | | |
| 2. The State has established clear competency standards for center staff. Necessary competencies should be linked to ways in which staff members interact with children (regardless of their job title, years of experience or work setting). Valid measures of these competencies are utilized. The standards are effectively enforced and are examined and, if necessary, refined on a regular basis. | | | | |
| 3. The State has an early childhood educator professional development system (PDS) in place that encompasses:<br>a) higher education teacher-preparation programs focused on the staff competency standards and center quality standards,<br>b) a resource network providing professional development and support to in-service teachers (particularly effective are resources and training that can be targeted toward the specific contexts, curricula, and needs of any given center)<br>c) a licensure and certification system appropriately based on (a) and (b) and, ideally, demonstration of needed skills/competencies. | | | | |
| **V. (C) Professional Development in Communicating to Families and Communities** | | | | |
| 1. The State includes communication with families and communities in recommendations and certifications related to Birth to 5 care and education practices. This includes a focus on relevant cultures and overcoming associated societal barriers. | | | | |
| **Professional Development Total = _____/ 22 Points _____%** | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. Rationale:** When states embrace the prioritization of birth to five as an absolutely critical period of human growth and the development of a strong foundation in language and early literacy skills as essential to success in the lifelong ability to read and comprehend, and when the state commits to providing the necessary leadership and policy development to bring coherence to a fragmented system of early childhood care and education, the stage is set for alignment of goals, resources, and initiatives across programs and for improved outcomes for our most vulnerable population, young children. | | | | |
| **VI. (A) Demonstrating Commitment to Improving Child Outcomes in Language and Early Literacy Skills and to Improving the Quality of Child Care and Preschool Environments** | | | | |
| 1. Stakeholder groups, (i.e., Oregon CCR&Rs, ESDs, Head Start, Early Head Start, Commission on Children and Families, Dept of Ed., Dept. of Human Services, public/private preschools and day cares, libraries, pediatricians, etc.) are identified and engaged in the dissemination and receipt of statewide vision for early childhood language and literacy goals, assessment, instruction, and professional development. | | | | |
| 2. ODE implements and sustains the Birth to 5 OLP through internal and outreach activities, including, seeking grant funding, creating statewide initiatives, creating professional development training opportunities, and communicating effectively to all key stakeholders | | | | |
| 3. ODE establishes an effective and efficient network for disseminating research findings on best practices in early childhood care and education to key stakeholders. A priority is placed on finding and distributing information that is especially relevant to children with disabilities or children from English Learner families. | | | | |
| 4. Demonstration sites with model early childhood daycare and preschool sites that implement the vision and mission of the Birth to 5 Oregon Literacy Plan are established and linked to local, public elementary schools. Demonstration sites include options for providing effective services and support to families, children with disabilities, and English Language learners. | | | | |
| 5. Recognition is provided to centers, agencies, or groups that make progress in improving the quality of early childhood environments, in communicating and effectively supporting families with young children and in improving children's outcomes in language and early literacy development, especially for children with disabilities and English Language Learners. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 6. The Governor, members of the Governor's Council on Early Childhood Matters, State Superintendent of Public Instruction, members of the Literacy Leadership State Steering Committee, mayors, and other public figures are encouraged to promote the Birth to 5 Oregon Literacy Plan in their formal and informal interactions around the state. | | | | |
| 7. A comprehensive set of policies is developed, supported, and enacted by the Governor and Legislature to improve: a) the quality of early child care and education; b) child outcomes in language and early literacy, and; c) kindergarten readiness through increase financial support and accountability for agencies and groups serving young children and their families. | | | | |
| 8. The state provides financial incentives and access training opportunities to assist all interested child care and preschool centers that are striving to meet the accreditation and/or registry standards created for their organizations. | | | | |
| 9. Through the use of state dollars and grant funding, provide financial support and incentives to agencies, centers, and groups that make progress towards or achieve the goals of the Oregon Literacy Plan. | | | | |
| **VI. (B) Demonstrating <u>Commitment</u> to Communicating with Families and Communities** | | | | |
| 1. State agencies and the Legislature allocate funds for the explicit purpose of communicating the Oregon Literacy Plan to families and communities. Funds are used to create and distribute brochures, hold focus groups, and use a multi-media approach to create community messaging regarding the importance of reading aloud to children and of choosing high quality environments for the care and early education of young children. | | | | |
| | | | **Commitment Total = _____/ 20 Points** | **_____%** |

K-12 Reading & Writing State Self Assessment
(Part 1: State Support by Framework Component)

## Reading

### Goals

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. Rationale:** When states set clear, measurable reading goals, they create accountability at each level. When states align reading goals and priorities with the needs reflected in their data, they leverage progress at the district and school level. | | | | |
| 1. Specific, measurable statewide reading goals at each grade level or grade span are defined and communicated, Kamil (2007). | | | | |
| 2. Reading goals at the state level are coordinated across departments, programs, and initiatives to convey to districts and schools a single, coherent vision of student reading success, Haynes, M. (2007). | | | | |
| 3. Reading expectations are made specific within each subject area by incorporating reading skills into state content standards, Kamil (2007). Academic language is emphasized for English learners. | | | | |
| 4 Districts are supported and encouraged to use the Growth Model Probability Curve as part of their goal-setting process for reading, the Oregon Department of Education (2009). http://www.ode.state.or.us/search/page/?id=2495 (bottom of web page) | | | | |
| 5. The Oregon K-12 Literacy Framework was adopted by the State Board of Education<br>a) To support implementation of the kindergarten through high school Oregon reading standards<br>b) To ensure that all students acquire the Essential Skill of Reading required to earn an Oregon Diploma. | | | | |
| **Goals Total = _____ / 10 Points _____%** | | | | |

## Assessment

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. Rationale:** When states provide support and leadership for effective language and early literacy assessment practices, early educators and parents have the data needed to guide program improvement. States can develop comprehensive early literacy assessment plans (measures, purposes, administration guidelines, desired benchmarks, etc.) and support regions and centers to do the same at their respective levels. | | | | |
| 1. State assessments are reviewed and strengthened to make sure<br>a) They reflect real-world reading demands, including the expectations of respected national assessments such as the National Assessment of Educational Progress (NAEP)<br>b) They accurately indicate whether students are adequately prepared for subsequent schooling, Kamil (2007). | | | | |
| 2. The state monitors the standardization of assessments across all schools to control the number of times a student can take the assessment and the window within which the assessment is given; such controls are important if data are to be compared across schools, districts, or time. | | | | |
| 3. Progress toward state reading goals is reviewed at the state, district, and school levels, and plans are created to address shortcomings at each level, Kamil (2007). | | | | |
| 4. Through the framework and guidance provided by the state, recommended reading assessments are made available for district and schoolwide reading assessment plans; each recommended assessment meets standards for technical adequacy appropriate to the type of measure, U.S. Department of Education (2008). | | | | |
| 5. Through the framework and guidance provided by the state, districts are encouraged to conduct a reading screening with a valid and reliable tool three times per year with all K-8 students and to consider screening all students in grades 9-12 at the beginning of the school year. | | | | |
| 6. Through the framework and guidance provided by the state, districts and schools are encouraged to conduct a diagnostic screening on students who score below a proficient level on state reading tests so that their reading deficiencies can be addressed. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 7. Through the framework and guidance provided by the state, districts are encouraged to administer their choice of a summative reading assessment at grades K-2, for district use only, to ensure that reading programs at these grade levels are giving students the start they need to be successful in school later on. | | | | |
| **Assessment Total = _____/ 14 Points _____%** | | | | |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. Rationale:** States can promote "Research to Practice" guides (from the U.S. Dept. of Education's Institute of Education Sciences) and other national reports to inform effective reading practices.<br>States are uniquely positioned to act on these guides by providing leadership and support for implementation of effective reading practices statewide. | | | | |
| 1. Through the framework and guidance provided by the state, the state encourages and supports districts in adopting policy governing time allocated for reading instruction in elementary and secondary across the instructional areas. | | | | |
| 2. Through the framework and guidance provided by the state, resources are available for districts and schools for selecting effective reading programs, including core reading programs and supplemental and intervention reading programs, either<br>a) By providing a list of programs or<br>b) By providing criteria by which effective programs can be identified, Kamil (2007). | | | | |
| 3. Through the framework and guidance provided by the state, districts are encouraged to select instructional practices with a strong evidentiary base such as those endorsed by the U.S. Department of Education's Institute of Education Sciences (IES) and Doing What Works (DWW) websites. | | | | |
| 4. Through the framework and guidance provided by the state, districts are encouraged and supported in using the breadth of assessment data (including valid and reliable assessments and district and statewide summative assessments) to differentiate the programs and materials, time allocations, and instructional group sizes for reading instruction within and outside of the designated core reading block. | | | | |
| 5. Through the framework and guidance provided by the state, a strong collection of useful web-based literacy resources for elementary and secondary reading and for incorporating reading across the instructional areas is made available to districts. | | | | |
| 6. Through the framework and guidance provided by the state, a strong collection of useful web-based academic language and vocabulary resources for elementary and secondary language development for English learners and for incorporating English language development across the instructional areas is made available to districts. | | | | |
| | | | **Instruction Total = _____/ 12 Points** | **_____%** |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. Rationale:** States are uniquely positioned to bring about reading improvement on a large scale. Strong state leadership significantly increases the likelihood of improved reading outcomes at the state, district, and school levels; local leaders look to states for clear expectations and strong guidance on how to improve reading outcomes. | | | | |
| 1. The State Literacy Leadership Team is maintained and supported by state resources | | | | |
| 2. The Oregon K-12 Literacy Framework is integrated into regular education, special education, Title 1, ELL, and TAG programs. | | | | |
| 3. A State Reading Plan is developed that articulates<br>a) The vision and goals for strong reading outcomes at the state, district, and school levels<br>b) Capacity-building at the state and regional levels<br>c) Successful implementation of the Oregon K-12 Literacy Framework at district and regional levels including high-quality professional development on the framework. | | | | |
| 4. The State Literacy Leadership Team develops consistent guidance for districts on leadership team membership, roles of team members, and implementation. | | | | |
| 5. State Department of Education leaders collaborate across departmental lines so that districts and schools receive a consistent message (goals, training, resources) about how to increase student reading and English language development outcomes, U. S. Department of Education (2008). | | | | |
| 6. The State Literacy Leadership Team creates opportunities to disseminate the framework and to support implementation of the framework. Implementation guidance (e.g., high-quality training in literacy leadership including the capacity to support implementation of the Oregon K-12 Literacy Framework) is provided for school, district, and Education Service District (ESD) literacy and English as a second language development leaders (e.g., principals, coaches, literacy team members, instructional and data specialists, district leaders, ESD specialists, English as a Second Language specialists), Kamil (2007). | | | | |
| 7. An online state literacy network is supported to connect and coordinate the work of various districts, groups, and stakeholders in working toward improved reading outcomes. | | | | |

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 8. The state provides incentives for districts to coordinate local literacy improvement projects and professional development with those provided at the state level, Kamil (2007). | | | | |
| 9. The State Literacy Leadership Team implements a schedule in which knowledge and research from other sources (e.g., other states, district exemplars, higher education, etc.) is continually integrated into planning and development. | | | | |
| **Leadership Total = _____/ 18 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. Rationale:** When states have a plan for providing sustained professional development in K 12 reading, significant progress can be made. States can work through preservice, inservice, and certification channels to help ensure strong reading instruction for all students. | | | | |
| 1. Districts are supported in using the state developed Oregon K-12 Literacy Framework to provide literacy professional development for elementary and secondary teachers across the instructional areas that meets standards for high-quality training as defined by the National Staff Development Council (e.g., focused, ongoing, job-embedded, data-based, collaborative), Kamil (2007). | | | | |
| 2. The state provides and requires discipline-specific high school reading endorsements based on adolescent literacy standards, Kamil (2007). | | | | |
| 3. Induction and mentoring programs are supported for aspiring literacy leaders (teachers, administrators, district leaders) within their districts, Kamil (2007). | | | | |
| 4. Requirements and training from state licensure, higher education, and professional organizations are coordinated and aligned with federal requirements such as No Child Left Behind for those who lead and who provide instruction in literacy programs at all levels. | | | | |
| 5. Collaboration among districts/schools (especially those that are demographically similar) is supported and facilitated, whereby districts/schools that are struggling can learn from those that are making progress. | | | | |
| 6. A State Reading Plan is developed that articulates a vision for strong reading outcomes at the state, district, and school levels and that supports districts and schools in meeting these goals, Haynes (2007). | | | | |
| 7. The state supports districts in developing and implementing a District Reading Plan as part of the district and school improvement planning process, Haynes (2007). | | | | |
| 8. High quality professional development on the integration of academic language and reading is provided to teachers with a large number of English learners in their classrooms. | | | | |
| 9. High quality professional development on Spanish/other native language literacy is provided to teachers who instruct English learners in their native language. | | | | |
| | **Professional Development Total = _____/ 18 Points _____%** | | | |

## Commitment

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. Rationale:** When states embrace literacy planning, use of data, stakeholder engagement, and alignment of goals and resources and initiatives across programs—and when these components are supported at the highest levels of state government—the stage is set for improved outcomes at all levels. States that demonstrate strong, visible, and ongoing commitment to student reading achievement provide powerful leadership to districts and schools. | | | | |
| 1. Stakeholder groups are identified and engaged in the dissemination of the statewide reading vision, goals, outcomes, and effective solutions for poor reading outcomes. | | | | |
| 2. A means to disseminate to districts updates on recent developments in reading research at the national level in such areas as reading comprehension and effective instruction for English Language Learners (ELL) is available, Kamil (2007). | | | | |
| 3. Demonstration sites with model reading programs and strong student reading outcomes are established at exemplar districts at all levels K-12, Kamil, (2007). | | | | |
| 4. Recognition is provided to schools and/or districts that make significant progress in improving student reading scores, particularly reading scores of English learners Kamil (2007). | | | | |
| 5. The Governor, State Superintendent of Public Instruction, members of the Literacy Leadership State Steering Committee (LLSSC), mayors, and other public figures are asked to promote the Oregon K-12 Literacy Framework in their formal and informal interactions around the state. | | | | |
| 6. A comprehensive set of policies is developed and supported by the Governor, Legislature, State Board of Education, and State Superintendent, to advance improved reading outcomes at all levels, SREB (2009). | | | | |
| **Commitment Total = _____/ 12 Points _____%** | | | | |

## (Part 2: State Support by State Function)

### Policy

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. Rationale:** State policy and administrative rules provide strong tools for strengthening reading practices statewide; they command attention, carry "weight," and transcend the tenure of successful leaders. | | | | |
| 1. State legislation and administrative rules are created based on the recommendations provided by the U.S. Department of Education's resources on evidence-based reading practices and as reflected in the Oregon K-12 Literacy Framework. | | | | |
| 2. Knowledge gained from the Scaling Up Project is used to expand effective reading practices statewide, Fixen, D., Blasé, Horner, & Sugai (2008). | | | | |
| **Policy Total = _____/ 4 Points _____%** | | | | |

### Communication

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. Rationale:** States that engage stakeholders as partners from the highest levels (Governor, Legislature, State Board of Education) to the local community (school boards, parents, businesses, civic organizations, and foundations) and share data transparently enable accountability. | | | | |
| 1. The state's vision, mission, and goals to improve student reading outcomes in elementary, across the instructional areas in secondary, and in all sub-groups, is regularly communicated to educators and community stakeholders, U. S. Department of Education (2008). | | | | |
| 2. The state requires districts to report reading outcomes at all levels; districts are supported in creating action plans to address areas of low performance. | | | | |
| 3. The state supports districts in reporting detailed reading outcomes and reading plans to stakeholders. | | | | |
| 4. A strong collection of highly useful web-based reporting tools is maintained by the state. | | | | |
| **Communication Total = _____/ 8 Points _____%** | | | | |

## Organization and Systems Support for Districts and Schools

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. Rationale:** When states develop the capacity and infrastructure to promote and support improved instructional practices in reading, change is possible and can be sustained. States harness all of the pertinent structures, functions, and resources of state government to drive improved reading achievement. | | | | |
| 1. Regional reading support is provided for districts and schools through the Education Service Districts. | | | | |
| 2. The state establishes and maintains partnerships for reading leadership with other agencies and providers that have expertise to support improved reading practices, U. S. Department of Education (2008). | | | | |
| 3. Districts are supported in implementing evidence-based practices in reading to produce improved results, Fixen, D., Blasé, Horner, & Sugai (2008). | | | | |
| 4. Districts are supported in evaluating their reading outcomes so that program changes can be made as needed in a timely manner. | | | | |
| 5. systems-level structures are in place to support districts in bringing effective reading practices and their sustained implementation to scale over time, Fixen, D., Blasé, Horner, & Sugai (2008). | | | | |
| 6. Structures, roles, and job descriptions within the state department of education are reviewed to determine optimal leveraging of resources that can be used to impact district and school delivery systems, thereby increasing student reading outcomes, Fixen, D., Blasé, Horner, & Sugai (2008). | | | | |
| 7. The state department of education increases its capacity to<br>a) Initiate and manage change<br>b) Ensure that districts are supported in implementing improved reading practices<br>c) Create sustainable systems to support improved reading practices and outcomes, Fixen, D., Blasé, Horner, & Sugai (2008). | | | | |
| 8. Evidence-based programs and initiatives are aligned to create broader and deeper support for reading outcomes statewide (e.g., RTI, EBISS, RF). | | | | |
| **Organization and Systems Support Total = _____/ 16 Points _____%** | | | | |

## Ensuring Highly-Qualified Staff

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. Rationale:** States define the reading training that elementary teachers, secondary teachers, administrators, and other literacy leaders need to ensure high-performing schools; they create incentives and structures to ensure that teachers and leaders receive this training. | | | | |
| 1. Incentives are created and support is provided for currently practicing and new school administrators to complete a state-approved professional development program in reading leadership related to evidence-based practices for the grade span in which the candidate intends to work, Kamil (2007). | | | | |
| 2. Teacher preservice training and/or licensure requirements are changed and incentives are created for teaching candidates to complete a minimum number of hours in evidence-based reading instruction related to the grade span in which they will be teaching, Kamil (2007). | | | | |
| 3. The state supports districts in developing reading leaders and planning for the succession of current reading leaders. | | | | |
| 4. The state supports districts in developing reading leaders that specialize in providing high quality research-based native language literacy instruction, and evidence-based English reading instruction for English learners for the succession of current reading leaders. | | | | |
| **Highly Qualified Staff Total = _____/ 8 Points _____%** | | | | |

## Financial Consideration

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. Rationale:** States can provide fiscal leadership for improved reading outcomes by focusing scarce resources on priorities derived from reading data and by helping districts blend resources to reach goals. | | | | |
| 1. Guidance is provided to districts in how federal and state funds can be used to support recommended reading practices, U. S. Department of Education (2008). | | | | |
| 2. Federal and state resources are prioritized to support improved reading outcomes in elementary and secondary classes, U.S. Department of Education (2007). | | | | |
| **Financial Consideration Total = _____/ 4 Points _____%** | | | | |

# Writing

## Goals & Commitment

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **(A) Rationale:** State leaders who actively and visibly support strong writing instruction in local schools clearly convey the importance of strong writing skills to students' future success. | | | | |
| 1. State leaders support the development and implementation of district writing plans, including district goals for student writing performance. | | | | |
| 2. State leaders demonstrate knowledge of good writing instruction and a belief in the importance of strong writing skills for all students; they communicate this belief to educational stakeholders statewide. | | | | |
| 3. State leaders help districts implement state writing standards (Common Core Standards in English/Language Arts) and provide guidance to districts for implementation of effective writing instruction. | | | | |
| 4. State leaders show districts how they can provide sufficient time for effective writing instruction, training and collaboration and encourage districts to adopt these guidelines to enable strong writing instruction at the local level. | | | | |
| 5. State leaders work with teacher training institutions and the Teacher Standards and Practices Commission on issues related to training and licensure of those who teach writing skills to students in the state. | | | | |
| **Goals & Commitment Total = _____ / 10 Points _____%** | | | | |

## Assessment & Instruction

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **(B) Rationale:** When state leaders promote the use of solid assessment and instructional practices in writing, they enable more effective work on the part of teachers and better outcomes for students. | | | | |
| 1. State staff provide leadership for a valid and reliable state writing assessment which provides data to evaluate districts' writing programs and to guide district allocation of resources. | | | | |
| 2. State leaders attend to the results of state writing assessments, share them with key stakeholders and use them to encourage district-level staff to improve writing instruction at the local level. | | | | |
| 3. State leaders promote districts' use of the Common Core Standards to guide writing instruction. | | . | | |
| 4. State leaders help districts find demographically similar districts with whom they might partner in efforts to improve district writing outcomes. | | | | |
| 5. State leaders support schools' implementation of research-based instruction in writing as outlined in the state writing plan. | | | | |
| **Assessment & Instruction Total = _____ / 10 Points _____%** | | | | |

## Leadership & Professional Development

| Strategies and Actions Recommended to Support Implementation of the State-Level Framework | State Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **(C) Rationale:** State leaders who demonstrate strong leadership and create opportunities for high quality professional development in writing draw attention to the importance of writing for student success and make that success more likely. | | | | |
| 1. State leaders engage other state level stakeholders (State Board of Education, Governor, legislators, business leaders) in acknowledging the importance of strong writing skills to students' future success and in supporting educational initiatives related to writing. | | | | |
| 2. State leaders determine critical writing skills needed in various post-secondary settings (college readiness, work force literacy, etc.) and guide schools in addressing these needs in the writing instruction they provide. | | | | |
| 3. State leaders work with ESDs to provide support to districts and schools to improve writing outcomes. | | . | | |
| 4. State leaders support the development and use of online training resources that help districts provide high quality writing training for their teachers and leaders. | | | | |
| 5. State leaders work with representatives of the state's teacher training institutions to improve the preparation of new teachers to be effective teachers of writing. | | | | |
| **Leadership & Professional Development Total = _____ / 10 _____%** | | | | |

# Appendix B
# (Birth -5 Regional Needs Assessment: Language & Literacy)

**Definition of Regional Support in Oregon:**

In K-12 education, the school district serves to operate the public schools and carry out implementation policy. In the State of Oregon, there is no comparable infrastructure for reaching, supporting, and directing the multitude of agencies serving children ages birth to five. Rather, there are several disparate groups, each of which serve a distinct and different population of young children and their families. The four direct-service (non-State) groups with the largest reach in Oregon are: **1) Education Service Districts** – ESDs provide special education services to children ages 0 to 5 who have disabilities. The 36 counties in Oregon are served by 8 ESD service areas; **2) Oregon Head Start/Pre-K** – Oregon uses state dollars to fund 28 grantees in the Oregon Head Start/Pre-K program. Grantees serve children living in poverty, and must meet Head Start performance standards. Most of the grantees serve 3 and 4 year-old children in Head Start preschool centers. A small percentage of funds are used to support Early Head Start which serves children ages birth to three, living in poverty. Each grantee is headed by a director. Some grantees consist of only one Head Start center. Others have multiple centers. The number of children served by individual grantees ranges from 19 to 700; **3) Oregon Child Care Resource and Referral (CCR&R) network** – The Oregon CCR& R serves as liaison to public and private agencies that support child care and provides support and leadership for the statewide system of CCR&R programs. There are currently 13 CCR&R programs, statewide, offering support to over 6200 child care business, offering training opportunities to child care professionals, and assisting 20,000 families in finding and managing their child care. **4) Public K-12 school districts** that provide funding for preschools within their own district. In addition, private preschools are now required to register with the state, but oversight is minimal.

Local public libraries are an additional regional source of outreach, if not direct service. In Oregon, there are 127 public libraries. These libraries are locally funded. Many of the libraries provide a focus on early literacy activities. For example, the Ready to Read program, a general fund grant administered by the Oregon State Library and available to all public libraries has a focus on early literacy and summer reading programs. Another source of outreach is efforts to reach children and families who belong to one of the 9 Tribes in Oregon. The Tribes represent slightly less than 2% of the state's population. Each of these 9 Tribes is a sovereign nation with its own government and own leaders. Members of the State government, Tribal Leaders, and Tribal staff meet 3-6 times a year in small groups called "clusters." These meetings are organized around several key issues, including education and community services. These meetings, and the Tribal Leaders could serve as a good resource for informing and reaching out to the young children and their families within the Tribes.

A significant percentage of Oregon's young children and their families are not reached by any of these groups, i.e., children who do not attend daycare or preschool, but who remain in the care of their parents, extended family, friends or neighbors until they begin public school in kindergarten. Furthermore, this group of children in "family/friends/neighbor care" is not represented by a centralized or significant advocacy group(s). Thus, a primary goal at each level of support in the OLP (i.e., state, regional, and center-based) will be to include effective and efficient outreach efforts to provide information, and education to these children and their families.

Note: There is great variety in the types of programs or agencies defined as "regional support." These different groups may also function for very different purposes for the children and families they serve. As a result, some of the items listed in the section on Regional Support may not be applicable to every regional support group that completes this self-assessment. In those cases, indicate N/A (not applicable) next to the item, rather than rate the extent to which the item is in place. In the notes section, provide an explanation for why that item is not applicable to your regional support group.

## Goals

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) Regional Goals for Children's Language and Pre-Literacy Development are Established.** **Rationale**: Goals focus effort, guide allocation of resources, and make accountability possible. When set at the regional level, goals serve as a cohesive force, drawing key stakeholders together in working toward a common purpose. | | | | |
| 1. Language and early literacy goals are established at the regional level, to be applied to all agencies, groups, centers, or individual children served by a regional support agency. (For example, an Oregon Head Start grantee establishes these goals for all of the children served by all of the Head Start centers funded through their program).<br>Goals are:<br>a) specific, observable, and measurable<br>b) delimited into at least two age groups, birth to 3 and 3 to 5.<br>c) aligned with state goals,<br>d) supported by research<br>e) whenever possible, measurable by valid and reliable assessments<br>f) available in Spanish, and other first languages spoken by Oregon families<br>g) adopted by the regional director, or other appropriate governing body<br>h) communicated widely and clearly throughout the community served by the region<br>i) used to guide budgeting, planning, and other operational functions<br>j) monitored closely using Oregon's early childhood data system, and used to inform ongoing improvement efforts<br>k) used to establish a criterion that is consistently met and sustained over time | | | | |
| **I. (B) Plans, actions, and support for regional language and early literacy goals are annually reviewed and aligned.** **Rationale:** Without cross-regional alignment, goals have little chance of being met. With cross-regional alignment and support, goals become much more attainable. | | | | |
| 1. Regional policies, procedures, expenditures related to children ages birth to 5 and the actions of regional leaders are aligned with and support attainment of the region's language and early literacy goals. | | | | |
| 2. Available resources (financial, programmatic, instructional, personnel, etc.) are aligned in support of attainment of language and early literacy goals. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 3. Assessment tools in use are reliable, valid, made available in a child's native language, and support the accurate assessment of language and early literacy goals. | | | | |
| **I. (C) Current, formative and summative assessment data are compared to language and early literacy goals, and the region responds effectively, and efficiently, according to the results.**<br>**Rationale:** Goals are most often met in a series of small, incremental steps over time, rather than in "one giant leap forward." | | | | |
| 1. Progress toward goals and regional plans to improve their results are reported periodically (e.g., at least annually) to key stakeholders, including center-based leaders, staff, parents, community members, and the state. | | | | |
| 2. Positive attention, recognition and support are provided to centers throughout the region that are making progress towards meeting these goals, center-wide or for individual children. | | | | |
| 3. Evidence-based support and assistance are provided to centers, and individual children, throughout the region that are not making progress, in an effort to help meet the region's language and early literacy goals. | | | | |
| **I. (D) Quality of Child Care and Preschool Environment Goals** | | | | |
| 1. Using evidence-based standards and current research, the regional agency has articulated a definition of high quality environments for child care and/or preschool settings within its purview. The definition addresses multiple facets of care, including: a) safety and hygiene; b) health and nutrition; c) materials available to children to promote healthy, cognitive and socio-emotional development; d) number and type of books; e) ratio of adults to children; f) quality of adult to child interactions; g) education and training of child care/teaching professionals; hi activities and scheduling, and; h) communication with parents/families | | | | |
| 2. The regional agency encourages the child care and/or preschool centers within its purview to adopt and meet this definition of high quality environments through the use of: a) effective communication; b) incentives; c) professional development opportunities; and d) cooperation with existing support systems | | | | |
| **I. (E) Outreach to Family/Community Goals** | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. The regional agency uses existing resources (e.g. formal and informal connections with centers, families, and communities) and innovative new ideas (e.g. use of Facebook, Twitter, focus groups with parents, etc.) to communicate the goals of the Birth to 5 Oregon Literacy Plan to families and communities. An emphasis is placed on: a) communicating simple strategies that families can use to promote language and early literacy development, and; b) identifying critical features of high quality day care and preschool environments. | | | | |
| **Goals Total = _____ / 20 Points _____%** | | | | |

## Assessment

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** Regional resources for early care and education settings can provide a key link between informed state-wide policy and planning, and rigorous community-based instruction and intervention. While a formal regional support infrastructure in Oregon is still somewhat fragmented or limited, real options for formal and informal supports do exist to improve language and early literacy outcomes. | | | | |
| **II. (A) Assessment of Child Outcomes and Development of Skills** | | | | |
| 1. Regional resources monitor and support review and selection of state-identified assessment and procedures for use in centers. Regions work to identify instruments and measures that are consistent with state guidelines; address the unique needs and characteristics of early childhood programs, families, and children in that particular region; and, to the extent possible, are identical or comparable across centers within the their purview | | | | |
| 2. Regional resources monitor and support centers' design and implementation of comprehensive assessment practices. | | | | |
| 3. Progress toward meeting state language and early literacy goals is reviewed at the regional levels, and plans are created to address shortcomings at each level. | | | | |
| 4. Through the framework and guidance provided by the State, recommended early literacy assessments are made available for center-wide literacy assessment plans; each recommended assessment meets guidelines developed by the State, as well as standards for technical adequacy appropriate to the type of measure and the population assessed. (e.g. assessments of English Learners are appropriate) | | | | |
| 5. Through the framework and guidance provided by the State, regional groups monitor plans for and implementation of: a) language and literacy screening with a valid and reliable tool at age 3 for all children in their purview, and b) for all center-enrolled children three times per year. | | | | |
| 6. Through the framework and guidance provided by the State, regional groups monitor individual centers' plans for and implementation of a diagnostic screening for children who score below a proficient level on state-recommended language and early literacy measures so that prevention or early intervention services can be provided. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 7. Through the framework and guidance provided by the State, regional programs select a summative language and early literacy assessment at or near kindergarten entry and administer it to the children within their purview The results with of that assessment are shared with the K-12 school districts children will attend. | | | | |
| **II. (B) Assessment of Quality of Child Care and Preschool Environments** | | | | |
| 1. Regional resources provide support to centers for review and selection of state-recommended observational and rating scale assessments of child care/classroom environmental quality for promoting language and literacy development Regions identify instruments and measures that are consistent with state guidelines; address the unique needs and characteristics of early childhood programs, families, and children served by their agency; and, to the extent possible, are identical or comparable across centers within their purview. | | | | |
| 2. Progress towards the State's goals for child care /classroom environmental quality is reviewed at regional levels, and plans are created to support centers in addressing shortcomings at each level. | | | | |
| **II. (C) Communicating with Families and Communities about Assessment** | | | | |
| 1. Regional resources provide support to centers within their purview for communicating assessment results to parents and family members. Regions work to identify practices that are consistent with state guidelines; address the unique needs and characteristics of early childhood programs, families, and children they serve; and, to the extent possible, are identical or comparable across centers within their purview. | | | | |
| 2. Regional resource providers monitor centers' adoption of best practices for communicating assessment results to parents and family members | | | | |
| 3. Regional programs distribute resources provided by the State and others for communicating to all parents of young children, pediatricians, and other child advocates regarding the importance of seeking out a State-selected language and literacy assessment for all children at age 3. | | | | |
| **Assessment Total = _____/ 24 Points _____%** | | | | |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** Regional resources for early care and education settings can help transmit and promote state-level expectations for language and literacy development, and systematically improve practice by making available information found in academic, scientific, and general-purpose resources on evidence-based practices for promoting language and early literacy development. These guides include "Research to Practice" guides (from the U.S. Dept. of Education's Institute of Education Sciences), curriculum and instruction reviews from What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), Best Evidence Encyclopedia (http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm) and other evidence-based compendia, and other national reports from the National Early Literacy Panel (2009) or the *Handbook of Early Literacy Research (2001, 2006, 2010)* to inform effective practices for promoting language and early literacy development. While regional resources in Oregon are still in need of development, it is possible that these regional resources will be in unique position to provide small-group and individual support for implementation of effective language and early literacy-promoting practices in centers and other programs within a particular region. | | | | |
| **III. (A) Assessment of Child Outcomes and Development of Skills** | | | | |
| 1. Regional resources provide support to centers for review and selection of state-recommended curricula, instructional programs, and practices for promoting language and early literacy development. Regional resources work to identify curricula, instructional programs, and practices that are consistent with state guidelines; address the unique needs and characteristics of early childhood programs, families, and children they serve; and, to the extent possible, are identical or comparable across centers within their purview | | | | |
| 2. Regional resources encourage centers to select policies and practices for allocating adequate time for language and early literacy-promoting activities, intervention and instruction. | | | | |
| 3. Regional resources monitor centers' selection and implementation of effective language and early literacy core curricula, intervention packages, and instructional/interactional strategies, and work to promote similar practices across centers within their purview. | | | | |
| 4. Regional resources monitor and support selection and implementation of State-recommended program- and center-based tiered intervention services (supplemental and compensatory intervention and instruction), promoting similar practices across centers to the extent possible. | | | | |
| 5. Regional resources monitor and support selection and implementation of State-recommended web-based literacy resources for professional development. | | | | |
| **III. (B) Improving Instruction and Quality of Care by Improving the Quality of Environments** | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. Regional resources monitor and support implementation of State-identified analysis of observational and rating scale data, and distribute evidence-based standards for identifying and engineering improvements in center quality and instructional effectiveness. | | | | |
| 2. Regional resources monitor and support implementation of State-identified coaching, professional development, program improvement efforts that follow the analysis of observational and rating scale data. | | | | |
| **III. (C) Communicating with Families and Community about How Young Children Learn** | | | | |
| 1. Regional resources monitor acceptance and effectiveness of practices implemented by parents, family members and communities to promote language and early literacy development for young children and promote adoption of evidence based practices. | | | | |
| 2. Regional resources monitor and support the selection and implementation of state-identified resources (on-line and personal contact) to provide outreach to parents, family child care providers, and others about effective practices for promoting language and early literacy development in home and community settings. | | | | |
| **Instruction Total = _____/ 18 Points _____%** | | | | |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Providing Leadership to Improve Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. The regional group implements communication strategies, training, and supports to ensure that all staff employed by the regional group can communicate the organization's goals for language and early literacy development. | | | | |
| 2. Policies, personnel, budgets, training and other operational resources are used as fiscal and administrative strategies to produce improved outcomes at the regional, center-based, or individual child levels. | | | | |
| 3. Language and early literacy development are kept "front and center" as a regional priority. Positive results for the centers or individual children served by the region are acknowledged. Consistently high-performing or greatly improved centers are recognized. | | | | |
| 4. Regional leaders are consistently in communication with the centers, families, and communities they serve, regularly ask "How can we (regional support leaders/agency) support your efforts to improving language and early literacy efforts?" and regularly communicate how they have changed activities in response to this information | | | | |
| 5. A region-level staff member is assigned as a language and early literacy coordinator for the centers and families within their purview. | | | | |
| 6. A regional language and early literacy coordinator:<br>a) supports center-based leaders in creating and implementing language/early literacy plans<br>b) regularly visits the center to observe adult-child interactions and instruction meant to promote language and early literacy development<br>c) coordinates collection and interpretation of assessment data<br>d) coordinates professional development opportunities<br>e) provides on-site coaching to early childhood professionals<br>f) develops opportunities to facilitate the successful transition of children from preschool to kindergarten for centers that serve preschool-aged children, | | | | |
| **IV. (B) Providing Leadership to Improve the Quality of Child Care and Preschool Environments** | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. The regional agency establishes communication, support, and/or incentives to increase the number of eligible centers meeting the accreditation and/or registry standards created for their organizations. For example, child care and preschool centers are encouraged and supported to meet the accreditation standards published by the National Association for the Education of Young Children (NAEYC). | | | | |
| 2. The regional agency provides support and resources to increase the number of center-based child care and preschool agencies that conduct regular (at least annual) audits of the quality of the early childhood environment, using valid and reliable assessment tools. | | | | |
| **IV. (C) Providing Leadership in Outreach Efforts to Families and Communities** | | | | |
| 1. The regional agency uses existing resources (e.g., formal and informal connections with centers, families, and the community), and explores new options (e.g., Facebook, Twitter, etc.) to communicate with parents of young children about the best evidence for supporting the healthy development of their child, with a particular emphasis on: a) development of language and early literacy skills and b) the critical features of high quality child care and early education. | | | | |
| 2. The regional agency partners with key stakeholders with whom the agency has a working relationship or existing network, e.g. social services, local pediatricians, local libraries, preschool and daycare centers, etc. to communicate about healthy child development and to provide information on how to access essential resources and services for families with young children. | | | | |
| **Leadership Total = _____/ 20 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) Professional Development to Improve Child Outcomes in Language and Early Literacy Skills and to Improve the Quality of Child Care and Preschool Environments** | | | | |
| 1. Professional development provided by the regional entity includes guidance about how to select core, supplemental, and intervention programs and practices that promote language and early literacy development | | | | |
| 2. The region offers training in the implementation of commonly-adopted core, supplemental, and intervention programs. This professional development goes beyond overviews and general instructional approaches provided by the publisher. It includes in-depth training on the "how-to's" of the program, particularly in regards to keeping young children engaged throughout the lesson or instructional time. It may be embedded in a "training the trainer" or coaching context. | | | | |
| 3. The regional agency offers professional development training and practice in how to improve children's language and early literacy skills outside of formal instruction (e.g., during free play, mathematics, circle time, story time). It may be embedded in a "training the trainer" or coaching context. | | | | |
| 4. The regional agency sponsors and/or organizes professional development activities (e.g., state or regional institutes and workshops, web-based trainings, Center-based consultation and professional development) throughout the year and spanning a variety of topics and levels of detail. To the extent possible, these attract well-known experts and speakers who would otherwise not be accessible to, or affordable for, participating centers, but retain a focus on local challenges and approaches to care and instruction. | | | | |
| 5. The focus of professional development is on effective instruction/adult-child interaction and sustainability, and is largely accomplished through clear demonstrations of how to translate scientifically-proven instructional strategies into classroom practice. | | | | |
| 6. Regional entities offer professional development differentiated by type of Center/school, position, and population served. A physical or online library of resources is available to provide enhanced and further-individualized learning. Regional entities offer professional development on effective instructional practices for children who speak languages other than English. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 7. The regional agency incorporates training regarding relevant cultures and the associated implications for learning and instruction in its ongoing professional development. Translation services, resources, and/or support are available to individuals served by the agency. | | | | |
| 8. Regional entities bring together Center directors/leaders for professional development experiences to foster community building, informal mentoring and coaching, shared expertise, and a problem-solving network. | | | | |
| 9. The regional agency utilizes ongoing coaching to help center directors (a) identify needs and strengths of their center; (b) choose and facilitate instructional practices and associated professional development for their teachers, and; (c) provide ongoing support, feedback, and monitoring to ensure implementation fidelity and continual improvement. . | | | | |
| 10. The regional agency utilizes ongoing coaching to help teachers improve classroom practices, instructional approaches, and teacher-child interactions. | | | | |
| 11. Positive, warm, and effective adult-child interactions are a high priority and a consistent topic of professional development for center directors, regional coaches, and center auditors. | | | | |
| **V. (B) Professional Development in Communicating to Families and Communities** | | | | |
| 1. Regional entities offer workshops to family and community members to promote effective parenting and healthy development, with a special emphasis on language and early literacy development A physical or online library of resources is available families and community members to enhance further learning. | | | | |
| 2. Regional entities incorporate training regarding relevant cultures and associated societal barriers in ongoing professional development so as to equip members to respectfully and effectively communicate with English language learners' families and the larger community. Translation services, resources, and/or support are available. | | | | |
| 3. The regional agency utilizes ongoing coaching to help center directors (a) accurately assess the needs and opportunities for communication with families and communities; (b) select and utilize effective means of communication, and (c) foster a culture of effective communication between center staff and family members | | | | |
| **Professional Development Total = _____/ 28 Points _____%** | | | | |

## Commitment

| Strategies and Actions Recommended to Support Implementation of the Regional-Level Framework | Regional Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. (A) Demonstrating Commitment to Improving Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. Regional agencies identify early childhood professionals who can serve as language and early literacy coaches, enhancing capacity to support effective practices throughout the region. | | | | |
| 2. The regional agency provides the training and preparation needed to become an effective language/early literacy coordinator. | | | | |
| 3. Individuals assigned the function or position of language/early literacy coordinator are provided with the time, training, and continuous support needed to properly fulfill this role. | | | | |
| 4. Training and on-site opportunities provide a "ladder" of training and coaching experiences for individuals to develop skills needed to become future language/early literacy leaders. | | | | |
| **VI. (B) Demonstrating Commitment to Improving the Quality of Child Care and Preschool Environments** | | | | |
| 1. The regional agency provides professional development and training to an adequate number of its staff in the use and interpretation of valid and reliable tools for assessing the quality of early childhood environments. | | | | |
| 2. A staff member within the regional agency conducts audits of the center-based programs within its purview. | | | | |
| 3. When audits of quality are completed, the auditor meets with the leader/staff of the center to summarize the results and to provide specific suggestions for using the data to make improvements to the quality of the child care or preschool environment. | | | | |
| **VI. (C) Demonstrating Commitment to Communicating with Families and Communities** | | | | |
| 1. The regional agency distributes brochures, convenes focus groups, and uses a multi-media approach to create community messaging regarding the importance of reading aloud to children and of choosing high quality environments for the care and early education of young children. | | | | |
| | | | **Commitment Total = _____ / 16 Points** | **_____%** |

Appendix C
(K-12 Reading & Writing District Self Assessment)

# Reading

## Goals

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) District goals for reading attainment are established.** | | | | |
| **Rationale:** Goals focus effort, guide allocation of resources, and make accountability possible. When set at the district level, goals serve as a cohesive force, drawing everyone together in working toward a common purpose. | | | | |
| 1. District level reading goals are established across grades K-12. Goals are<br>a) Specific, observable, and measurable<br>b) Aligned with state standards at all levels<br>c) Supported by effective instructional resources and measured by valid and reliable assessments<br>d) Adopted by the school board and communicated widely throughout the community<br>e) Used to guide budgeting, planning, and other operational functions<br>f) Monitored closely and used to inform ongoing improvement efforts<br>g) Maintained indefinitely until goals are consistently met and sustained over time. | | | | |
| 2. District level reading goals specifically address English learners. Goals focus on building academic language. | | | | |
| **I. (B) Annual achievement growth in early literacy (K-3) and adolescent literacy (4-12) are key parts of the district's Continuous Improvement Planning (CIP) and School Improvement Planning (SIP) process.** | | | | |
| **I. (C) The ODE Growth Model Probability Curve is used as part of the goal-setting process for reading (ODE, 2009).** http://www.ode.state.or.us/search/page/?id=2495 **(bottom of web page)** | | | | |
| **I. (D) Plans, actions, and support for district reading goals are annually aligned.** | | | | |
| **Rationale:** Without cross-district alignment, goals have little chance of being met. With cross-district alignment, goals become much more attainable. | | | | |
| 1. District policies, procedures, expenditures, and the actions of district leaders are aligned with and support attainment of the district's reading goals. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Instructional resources and assessment tools are aligned and support attainment of reading goals. | | | | |
| 3. School level goals, plans, and activities are aligned with district goals, plans, and activities. District personnel work with principals to modify school plans as necessary to align with district goals. | | | | |
| **I. (E) Current data are compared to reading goals, and the district responds according to results.** | | | | |
| **Rationale:** Goals are most often met not in "one giant leap forward," but in a series of small, incremental steps over time. | | | | |
| 1. Progress toward goals and school plans to improve these results is reported periodically (e.g., three times per year) to stakeholders including staff, parents, school board, and community members. | | | | |
| 2. Positive attention, recognition, and support is provided to schools throughout the district that are making steady progress in meeting district goals. | | | | |
| | | | **Goals Total = _____ / 14 Points** | **_____%** |

For more information on the importance of goal setting, see the Institute of Education Sciences *Turning Around Chronically Low-Performing Schools* Practice Guide, pp. 14-17, at http://ies.ed.gov/ncee/wwc/publications/practiceguides/

See Oregon Department of Education's Continuous Improvement Planning website at http://www.ode.state.or.us/search/results/?id=201

The Longitudinal Student Growth model is available on the ODE website at http://www.ode.state.or.us/search/page/?id=2495 (bottom of web page)

## Assessment

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. (A) District personnel provide leadership for reading assessment.** | | | | |
| **Rationale:** District leadership enables and empowers school improvement actions; a plan for effective assessment practices is essential for monitoring ongoing improvement of student reading skills. | | | | |
| 1. A "data culture" is developed and nurtured throughout the district including a system to support building administrators in the use of reading assessment data in schools and follow-up plans to adjust instruction as needed, Kamil (2007). | | | | |
| 2. A districtwide reading assessment plan has been developed including purposes, measures to be used, schedules, procedures, and targeted students at each grade level in every school. | | | | |
| 3. The districtwide assessment plan includes a plan on how academic language and vocabulary will be assessed, particularly for English learners. | | | | |
| 4. A district-level database is established, implemented, and maintained to collect and summarize school-level reading data and to provide immediate and easy access to information. | | | | |
| **II. (B) The district selects reading measures that are valid and reliable and that provide information on the essential elements of reading instruction.** | | | | |
| 1. Selected assessment measures have strong evidence of validity and reliability. These measures are used on an established schedule to screen, diagnose, monitor, and determine reading outcomes of K-12 students districtwide. | | | | |
| 2. Selected measures provide information on the essential elements of reading instruction appropriate for each reading level or grade span and are explicitly linked to district and state reading goals. The district avoids duplication of assessment measures. | | | | |
| **II. (C) The district has developed capacity to gather and use data.** | | | | |
| 1. A pool of competent trainers is established and maintained who are available locally to<br>a) Train district staff on data collection and interpretation<br>b) Provide a comprehensive initial training on data collection to all new staff members<br>c) Provide quarterly follow-up and retooling trainings as needed<br>d) Conduct brief reliability checks to ensure that the data collected are reliable for all data collectors. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Ongoing training and support for data interpretation and data utilization is provided to all certified/ licensed staff who teach or supervise reading programs. | | | | |
| 3. At least one individual per school is designated to become the expert on specific reading measures used at that school. Ongoing training and support is provided for this role. | | | | |
| **II. (D) Assessments are administered in a timely manner and with standardized procedures.** | | | | |
| **Rationale:** Assessments should be administered early and (for repeated measures) with sufficient frequency to detect lack of progress and thereby avoid loss of valuable instructional time. Because data are used for comparison purposes, it is essential that assessment measures be standardized. | | | | |
| 1. Assessments are given in a standardized manner across students, classes, and schools. | | | | |
| 2. A districtwide assessment calendar is established that specifies testing windows for each measure which is a part of the district assessment plan. | | | | |
| 3. Screening measures are administered districtwide very early in the year to identify students who may need additional instructional support. New students who move into a school are assessed very soon after their arrival and placed into instructional groups immediately thereafter. | | | | |
| **II. (E) Formative and summative evaluations are incorporated at all grade spans.** | | | | |
| **Rationale**: Formative assessments are essential to ensure that each student is making adequate progress. Summative (outcome) assessments are critical to know if students have met benchmarks (or targets) and to know if programs are effective. Both allow for important changes to be made in a timely manner if desired results are not being attained. | | | | |
| 1. Support for a districtwide formative assessment process is provided at each level. Necessary resources are dedicated to ensure each school has a viable plan for collecting ongoing progress- monitoring data on students receiving interventions. District recommendations are established regarding the frequency of data collection for students at risk of reading difficulties. | | | | |
| 2. A valid summative assessment for grades K-2 is adopted to allow for evaluation of the early literacy program, (e.g., year-end targets on DIBELS-like measures can serve this purpose in K-2 if data are reviewed in light of percentage of students meeting grade -level targets). | | | | |
| **II. (F) Data are reviewed regularly, and instruction and support are adjusted accordingly across the district.** | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** District support of ongoing review of data and adjustment of instruction based upon that data is at the center of a continuous improvement model. This district strategy empowers schools to be responsive to students' instructional needs. (Note: Provisions for low-achieving students in subgroups or achievement gap groups are discussed in the section on tiered instruction in the Instruction chapter of the school -level portion of the Framework). | | | | |
| 1. Districts support schools by ensuring that teachers are provided the time needed to conduct regularly scheduled data meetings to<br>a) Review results of reading performance assessments on an ongoing basis (e.g., every 2-4 weeks for students below benchmark levels and 3 times/year for those at/above benchmark level).<br>b) Make necessary adjustments to reading instruction programs as indicated by the data.<br>Periodic school and district-level data summits are scheduled (part-day meetings of literacy leadership teams 2-3 times/year) for more comprehensive data review and planning purposes. | | | | |
| 2. Based on the review of data, district leaders are encouraged to participate in selected reading team meetings at the school level in order to assist with systems-level problem solving and identify possible professional development needs and district supports. | | | | |
| | | | **Assessment Total = _____/ 32 Points** | **_____%** |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. (A) Reading instruction is explicitly organized on a grade-appropriate basis around the five essential elements of reading including phonics, phonemic awareness, fluency, vocabulary, and comprehension.** | | | | |
| **Rationale**: The five elements of reading are the building blocks to becoming a successful reader; mastering them allows students to fully develop their reading ability. | | | | |
| **III. (B) School administrators are strong instructional leaders and ongoing support is provided for this role.** | | | | |
| **Rationale:** Principals have the authority and direct accountability to assure that effective practices are implemented and are working. The principal's position should be structured to assure that each school has a strong leader who provides the support needed for an effective reading program for all students. | | | | |
| 1. School administrators are supported in conducting regularly-scheduled instructional walk-throughs to ensure that effective instruction is being provided to all students and programs are being implemented with fidelity. | | | | |
| 2. School administrators' efforts to provide instructional leadership in reading are supported by scheduling administrative meetings at times other than during reading instruction. | | | | |
| 3. School administrators are assisted in (a) providing structure and support for grade-level and school-level reading team meetings and (b) participating in them directly or indirectly through briefings following the meetings. | | | | |
| 4. School administrators' job descriptions and evaluations are structured to support strong, effective reading program leaders in their buildings. | | | | |
| **III. (C) The district provides sufficient instructional time in reading for all students to learn.** | | | | |
| **Rationale:** Learning new, complex, and highly important skills takes more time than once thought and takes some students longer than others. District support of principals and teachers giving individual students the time and instruction they need to learn helps ensure student success. | | | | |
| 1.A minimum amount of reading instruction is provided to all K-12 students as follows:<br>a) Grades K-3: 90 minute reading block daily<br>b) Grades 4-5: 90 minute reading block daily and literacy-connected learning across the instructional areas | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| c) Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice that takes place across the instructional areas<br>d) Grades 9-12: 2-4 hours of literacy-connected instruction and practice that takes place across the instructional areas.<br>• School board policy has been considered to ensure that the need for sufficient instructional time in reading is met. | | | | |
| 2. Necessary funding and personnel are secured to support small group, teacher-directed reading instruction for a portion of daily reading instruction for K-3 students. | | | | |
| 3. Small group, teacher-directed intensive reading intervention is provided beyond the core reading block for all K-5 students across the district that are reading below grade level. | | | | |
| 4. Each student in middle and high school with below-grade-level reading skills is provided with at least an additional period of reading instruction support every day. | | | | |
| 5. All K-12 English learners are provided with explicit instruction in reading and language development. Academic language is emphasized. (x2) | | | | |
| 6. Beyond providing additional instructional time during the school day, intensive after-school and/or summer school intervention programs are considered for students reading below grade level based on their assessment information. | | | | |
| **III. (D) Evidence-based instructional materials and practices are adopted for core, supplemental, and intervention reading programs. (Note: Many schools use technology as part of the instructional tool set for reading. To date, there is little evidence on which to base recommendations for this use of technology in reading instruction.) (See** http://ies.ed.gov/ncee/pubs/20094041/index.asp **and** http://ies.ed.gov/ncee/pubs/20074005/index.asp**.)** | | | | |
| **Rationale:** District support of both evidence-based instructional materials and effective instructional practices are important in order to reach district instructional goals. | | | | |
| 1. Formal district policies and procedures are established that result in the adoption of evidence-based instructional programs which align with and support state standards. | | | | |
| 2. The district has adopted a single, districtwide, scientifically-based core reading program for Pre-K through Grade 5. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 3. Effective evidence-based supplemental and intervention programs are adopted for use with students needing additional instruction beyond the core reading program. | | | | |
| 4. When more than one type of reading program is being used with individual students within the district (e.g. core and intervention programs), these programs are aligned with each other. | | | | |
| 5. Teachers across the district use adopted evidence-based programs and materials with consistency and fidelity. | | | | |
| **III. (E) All federal instructional programs are aligned with general education reading instruction.** | | | | |
| **Rationale:** Without alignment of goals and resources across various programs, efforts may be scattered and results limited. Alignment of all district reading programs maximizes funding and leverages effective instruction for all students. | | | | |
| 1. Across the district, federal programs that provide reading support (e.g., Special Education, ELL, Title) are aligned with general education reading instruction in order to provide consistent reading instruction for students at risk in learning to read. | | | | |
| **III. (F) Students are provided differentiated reading instruction based upon student assessment data.** | | | | |
| **Rationale:** Assessment data provides an objective basis for placing students at instructional levels and in flexible instructional groups. For effective and equitable placement, district support of the use of assessment data first, followed by consideration of other factors, ensures that minority students are not over- or under-represented at any level of instruction. | | | | |
| 1. A set of data-based decision rules is used consistently across the district which guides student placement into differentiated intervention and enrichment reading programs and materials. | | | | |
| **III. (G) Effective teacher delivery of robust reading instruction is promoted across the district.** | | | | |
| 1. District personnel work with building administrators to ensure that teachers across the district are incorporating features of effective delivery of reading instruction. | | | | |
| **Instruction Total = _____ / 36 Points _____%** | | | | |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Strong reading leadership is provided at the district level.** | | | | |
| **Rationale:** Nothing provides more support for an initiative than championing it from the top of the organization. | | | | |
| 1. Leadership and vision are evident at the district level to ensure that all staff actively support district reading goals and outcome-based reading improvement practices. | | | | |
| 2. Policies, personnel, budgets, training, and other operational resources are used as fiscal and administrative strategies to produce improved outcomes at the district and school levels. | | | | |
| 3. Programs to recruit, train, and mentor future literacy leaders as well as make stronger literacy leaders of those already in leadership positions are developed within the district. | | | | |
| 4. Principals and other staff are assigned to buildings based on training, experience, knowledge, and skills matched to the instructional needs of students and the support needs of staff in that building. | | | | |
| 5. Reading is kept "front and center" as a district priority. Positive results are acknowledged and consistently high-performing schools are recognized. | | | | |
| 6. District leadership consistently asks schools, "How can we (district leaders) support your reading improvement efforts?" | | | | |
| **IV. (B) Strong reading leadership at the school level is supported by strong reading leadership at the district level.** | | | | |
| **Rationale:** School-level leadership supported by district-level leadership drives real instructional improvement. | | | | |
| 1. Coordination of reading goals, assessment, instruction, and professional development at the school and district levels is emphasized. | | | | |
| 2. If funds are available and/or if the district is large enough, a district-level staff member is assigned as a reading coordinator. If funds are not available and/or in smaller districts, the function of reading leadership is distributed to people in other leadership roles; these staff members organize reading leadership teams at the school or district level. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 3. The reading coordinator or district reading leadership team performs the functions of reading coordination including<br>(a) Supporting district principals and reading specialists<br>(b) Making regular walk-through visits to classrooms to see reading instruction in action<br>(c) Coordinating data collection in reading<br>(d) Coordinating district-level professional development and data summits in reading. | | | | |
| 4. If at all possible, district funds are allocated to provide coaching support to staff in each building in the district. More coaching support is provided to the buildings with the greatest numbers of students reading below grade level. If it is not possible to support coaching positions, key coaching functions are assigned within each school and at the district level. | | | | |
| 5. The district provides leadership and regular meetings times for professional learning teams. The focus is on the following questions: What do we want students to learn? How will we know when they have learned it? What will we do when they haven't learned it? Principals are provided with guidance to give structure and support for these meetings which they participate in directly through attendance or indirectly through briefings following the meetings. | | | | |
| 6. Supervision and ongoing support needed for principals to fulfill their roles as instructional leaders are provided by district personnel. | | | | |
| **Leadership Total = _____/ 22 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) The most strategic and productive use of professional development resources is provided.** | | | | |
| **Rationale:** Professional development resources will always fall short of what is needed. Districts should utilize all opportunities to achieve maximum impact from them. | | | | |
| 1. Professional development resources including time and funding are aligned with district reading goals; this alignment is sustained and focused across years. | | | | |
| 2. District professional development time (e.g., staff development days, late starts, early dismissals, etc.) is utilized strategically by focusing on content that will result in meeting district reading goals and by sustaining that focus over time. | | | | |
| **V. (B) Professional development meets standards for <u>effective</u> professional development.** | | | | |
| 1. All professional development reflects the characteristics of effective professional development programs. Professional development is<br>a) Focused on goals and guided by assessment data<br>b) Ongoing<br>c) Engaging and interactive<br>d) Collaborative<br>e) Job-embedded. | | | | |
| 2. Application of the content from the formal professional development setting to the application setting (classroom) is stressed. Coaching, instructional supervision, ongoing teacher collaboration, peer coaching, and related strategies are used for this purpose. | | | | |
| **V. (C) Differentiated professional development is provided for all staff that teach or supervise reading.** | | | | |
| **Rationale:** Although most professional development focuses on teacher preparation, districts should also plan high-quality professional development for administrators, specialists, educational assistants, volunteers, and anyone else whose work helps shape student learning. Students need a well-prepared and supported staff to maximize their chances to learn and to succeed. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. Initial and ongoing in-class professional development is provided specific to the reading programs school personnel will be teaching:<br>Before the start of the year, teachers new to a building receive detailed preparation in the school's reading model, reading assessments, and how to implement the program(s) they will be using.<br>Periodically, returning teachers receive follow-up guidance to enhance implementation of the core, supplemental, and intervention programs.<br>Instructional specialists (Title I, special education, ELL and TAG specialists) are included in reading professional development that classroom teachers receive. | | | | |
| 2. Principals attend district and building-level professional development sessions on reading programs and assessments. Scheduling conflicts with district leadership meetings are avoided on these dates. Additional professional development is provided for principals on becoming instructional leaders at regular sessions throughout the school year. | | | | |
| 3. Teaching staff are provided with opportunities to collaborate, study, observe others, visit model demonstration sites, and make plans to improve instruction. | | | | |
| 4. A comprehensive professional development plan and support system for instructional assistants who support reading groups is developed including instruction and guidance on instructional programs they will use. | | | | |
| 5. The district is committed to integrating reading across the instructional areas at the middle and high school levels. Professional development and ongoing in-class support necessary to make this happen are provided including subject-specific comprehension and vocabulary strategies. | | | | |
| 6. The district is committed to promoting the reading achievement of English learners. Professional development and ongoing in-class support is provided to help schools address the needs of English learners and increase the visibility of instruction focused on vocabulary and academic language. | | | | |
| **Professional Development Total = _____/ 20 Points _____%** | | | | |

## Commitment

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. (A) The district has built capacity from within to support effective reading practices.** | | | | |
| **Rationale:** By building capacity to support reading—distributing capacity among staff—districts expand support to the instruction and assessment processes. As a result, they increase the likelihood that the reading programs they create can last over time and through personnel turnover. | | | | |
| 1. Capacity is built districtwide by identifying teachers, coaches, and/or district personnel who can serve as trainers of core, supplemental, intervention, and enrichment reading programs as well as provide training on standardized assessment procedures which teachers are expected to use. | | | | |
| 2. Instructional coaches are provided with the time, preparation, and continuous support needed to properly fulfill this role. | | | | |
| **VI. (B) District and school reading planning is used to guide reading improvement efforts.** | | | | |
| **Rationale:** Planning provides direction; actions derived from plans produce results. | | | | |
| 1. A comprehensive, coordinated, and sustainable K-12 District Reading Plan is adopted and incorporated that includes a multi-tiered instructional model for all students. The District Reading Plan is recorded, disseminated widely, and referenced frequently. | | | | |
| 2. Schools are expected to develop a School Reading Plan that is aligned with the District Reading Plan; it is used to guide reading improvement. | | | | |
| **VI. (C) Personnel practices are aligned with and support improved reading outcomes.** | | | | |
| **Rationale:** Hiring, assigning, supervising, supporting, and evaluating staff all impact the quality of instruction. In order to reach district goals, all factors that link to learning should be optimized. | | | | |
| 1. Personnel practices are aligned to support reading goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria have been developed that articulate the components of literacy leadership. | | | | |
| 2. Leadership is developed from within by providing opportunities for future literacy leaders to develop the knowledge, skills, and experience that will allow them to fulfill such roles. | | | | |
| **VI. (D) Fiscal resources are aligned with reading goals; resources are blended to support reading activities.** | | | | |
| **Rationale:** Coordinating and aligning resources with district goals creates a momentum that carries a district further along the road to success. | | | | |
| 1. District (general fund) resources are dedicated to meeting reading goals. Budgets from multiple programs are blended, as allowed and necessary, to support reading outcomes (e.g., Titles I, II, III, IV, V, IDEA, Perkins). | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Additional resources are systematically sought out at the local and state levels to support district reading goals. | | | | |
| **VI. (E) A strong reading culture within the district and its schools is developed and maintained.** | | | | |
| **Rationale**: A reading culture can be defined as "how we do things here in reading." It includes shared mission, vision, beliefs, language, and practices pertaining to reading. By shaping these elements to support improved reading outcomes, chances of achieving goals are greatly enhanced. | | | | |
| 1. Reading success is a prominent part of the district's mission. A clear and compelling vision for reading success is articulated. All staff members are committed to a philosophy of doing "whatever it takes" to help all students succeed in reading. | | | | |
| 2. A culture of creating and promoting activities that are consistent with a Schoolwide Reading Model and linked to district reading goals is developed and nurtured. | | | | |
| **VI. (F) Communication strategies are used to promote reading goals and progress toward them.** | | | | |
| **Rationale:** Communication with stakeholders about the District Reading Plan enlists broader support and helps drive accountability. | | | | |
| 1. External stakeholders receive communication about the District Reading Plan and student progress on the district's goals within that plan on a regular basis. | | | | |
| 2. The message that the principal's primary responsibility is to be an instructional leader is communicated to all staff, the school board, parents, and community. | | | | |
| 3. The superintendent communicates regularly with all district leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders in order to sustain the vision, beliefs, expectations, goals, and commitments for reading success. | | | | |
| 4. The commitment to data-based decision making is modeled by<br>Addressing data regularly at meetings with school leadership<br>Identifying successes and targets for improvement<br>Leading discussions on how targets will be addressed and resources will be allocated to support these targets. | | | | |
| 5. Schools are assisted with writing yearly school-based reports on progress toward reading goals for parents, the school board, and others. | | | | |

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 6. Staff efforts that help make a difference in student performance are acknowledged. Events are planned to celebrate reading success. | | | | |
| **Commitment Total = _____/ 32 Points _____%** | | | | |

# Writing

## Goals & Commitment

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** When district leaders set goals and actively demonstrate their commitment to achieving them, they support teacher effectiveness and enable student success. | | | | |
| 1. District leaders help develop and support the implementation of a district writing plan, including district goals for student writing performance. | | | | |
| 2. District leaders demonstrate knowledge of and a belief in the importance of strong instructional and assessment practices in writing. | | | | |
| 3. District leaders help build and support a solid district-wide culture around strong writing skills. | | | | |
| 4. District leaders help school staff implement state writing standards and help develop, adopt and implement district writing policies, practices and expectations and plans related to student writing. | | | | |
| 5. District leaders provide resources to support a strong writing program (e.g. funds for training and collaboration; funding for technology). | | | | |
| 6. District leaders support school calendars and schedules that provide sufficient time for writing instruction and for training and collaboration related to writing. | | | | |
| **Goals & Commitment Total = _____/ 12 Points ____%** | | | | |

## Assessment & Instruction

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** District leaders who promote the use of effective assessment and instructional practices in writing provide students with a strong foundation for communicating effectively in school, in the work place and in other life situations. | | | | |
| 1. District leaders help develop and support good writing assessment practices, as detailed in the state literacy plan. | | | | |
| 2. District leaders attend to the results of district writing assessments, sharing them with key stakeholders and using them to work with school-level staff to improve writing instruction. | | | | |
| 3. District leaders adopt clear writing standards (e.g. Common Core Standards), policies and procedures. | | . | | |
| 4. District leaders support research-based instructional procedures for writing instruction as outlined in the state writing plan | | | | |
| 5. District leaders support the use of writing instruction across all content areas to enhance writing skills within all disciplines. | | | | |
| **Assessment & Instruction Total = _____/ 10 Points ____%** | | | | |

## Leadership & Professional Development

| Strategies and Actions Recommended to Support Implementation of the District-Level Framework | District Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** When district leaders provide strong, clear leadership and training around effective writing instruction, they provide teachers with the support needed to prepare students to become skilled at written communication. | | | | |
| 1. District leaders hold school-level leaders accountable for improving student writing outcomes and provide support (resources, direction, guidance) for doing so. | | | | |
| 2. District and school leaders learn from other, demographically similar, districts with stronger writing data how to improve their own students' writing skills. | | | | |
| 3. . District leaders initiate and support training for school staff on improving writing instruction. | | . | | |
| 4. District leaders endorse the use of effective professional development practices in writing and support progressive training models, such as use of a collaboration process and coaching functions to improve writing instruction. | | | | |
| 5. District leaders convey the expectation to school leaders that instructional priorities, such as writing, are reflected in each school's professional development plans and activities. | | | | |
| **Leadership & Professional Development Total = _____/ 10 Points ____%** | | | | |

Appendix D
(Birth – 5 Center Needs Assessment: Language & Literacy)

## Definition of Center-based Support in Oregon:

Center-based support refers to the physical locations where children, ages birth to five, receive services, child care, and early education. These include publicly and privately funded child care centers and preschools. Examples of publicly funded preschools include the individual Head Start centers that are funded as grantees through Oregon Head Start/Pre-K and the individual preschool classrooms that are funded by their own K-12 school district.

## Goals

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) Goals for Child Outcomes and Development of Skills** | | | | |
| 1. The center has defined what children will know, understand, and be able to do at each age level. The center's definition reflects the needs and skills of the "whole child," including facets of language, literacy, socio-emotional, physical health, and cognitive development. | | | | |
| 2. The center has identified specific, measurable goals for language and early literacy development. These goals are:<br>a) supported by research;<br>b) delimited into at least two age groups, birth to 3 and 3 to 5;<br>c) aligned with State goals and reflect key federal guidelines such as the Head Start Child Development and Early Learning Framework and Common Core standards. | | | | |
| 3. Specific, measurable goals are identified for children from English Learner families that describe what these children should know, understand, and be able to do, in order to learn English and be able to use it functionally to communicate and learn in English-only environments. | | | | |
| 4. Goals for children ages birth to 3 focus on language development, shared book reading, and interest and engagement in reading and related activities within the context of a positive, nurturing relationship with a parent, teacher or caregiver. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 5. Goals for children ages 3 to 5 focus on language development, shared book reading, interest and engagement in reading and related activities within the context of a positive, nurturing relationship with a parent, teacher or caregiver, phonological awareness, alphabet knowledge, print awareness, comprehension, and early reading skills. | | | | |
| 6. These language and early literacy goals anchor the behavior and adult-child interactions of child care professionals as well as the instruction provided by early education professionals, e.g., Adults are warm and positive towards children; frequently engage children in conversation; provide a variety of interesting, literacy-based activities and materials; and use evidence based practices, strategies, and programs for promoting language and early literacy development. | | | | |
| 7. In educational settings, goals and assessment of progress toward these goals guide instructional decisions at a center-based level, including for example, materials available, time allocations, group sizes, and curricula or programs in use. | | | | |
| **I. (B) Quality of Child Care and Preschool Environment Goals** | | | | |
| 1. The center has identified goals/standards for the quality of care and/or instruction provided to the children-served by the center. The goals/standards are evidence-based and align with the State's definition of high quality environments for child care and/or preschool settings. The goals address multiple facets of care, including: a) safety and hygiene; b) health and nutrition; c) materials available to children to promote healthy, cognitive and socio-emotional development; d) number and type of books; e) ratio of adults to children; f) education and training of child care/teaching professionals; g) quality of interactions between adults and children; h) activities and scheduling, and; i) communication with parents/families | | | | |
| 2. The goals for providing high quality environments guide staff decision-making regarding: a) hiring; b) materials use; c) programming and activities; d) adult to child ratios; e) layout of the room or center, and f) communication among staff | | | | |
| **I. (C) Outreach to Family/Community Goals:** | | | | |
| 1. The center's goals for child outcomes and quality of environment are clearly and frequently communicated to parents and guardians using multiple means, e.g., direct communication, handouts, websites, and progress reports. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. For centers that serve Spanish-speaking children and families, these goals are translated and made available in Spanish. To the extent possible, these goals are translated into other native languages that are spoken by the children and families served by the center. | | | | |
| 3. Center-based staff communicate directly and regularly with parents/guardians about their child's individual progress and development in meeting language and early literacy goals. When a child is not progressing as expected, center-based staff meet with the parents/guardians to problem solve options for addressing the concern. | | | | |
| **Goals Total = _____/ 24 Points _____%** | | | | |

## Assessment

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. (A) Instruments and procedures for assessing language and early literacy are clearly specified, provide reliable and valid information about children's development, and directly support prevention and early intervention efforts.** | | | | |
| 1. A center-wide language and early literacy assessment plan and database are established and maintained for documenting children's development and achievement within and across years. The database is directly linked to the State's early childhood data system. | | | | |
| 2. The center's assessment plan is explicitly linked to the center's core language and literacy program/curriculum, as well as supplemental and more intensive interventions that are provided through a tiered Response to Intervention (RTI) model | | | | |
| 3. The center's assessment plan is explicitly linked to district, regional, and/or state early literacy goals | | | | |
| 4, Assessment measures used are: a) linked to the State-recommended assessments;<br>b) technically adequate (have high reliability and validity) as documented by research<br>c) appropriate for the population of children with which they are used (e.g., children are assessed in their dominant language). | | | | |
| 5. The center ensures that all assessment users receive adequate training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures. To the extent possible, costs associated with training are supported by the State or regional entities. | | | | |
| 6. The center has access to local or regional experts who manage the early childhood data system, ensure that measures are collected reliably, make certain data are scored and entered accurately, and provide feedback on data results to appropriate personnel in a timely fashion. | | | | |
| **II. (B) Assessments inform intervention and instruction in important, meaningful, and maintainable ways.** | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. Three times per year, screening measures are administered to all children enrolled in center-based programs to identify each child's level of language and early literacy development and determine each child's intervention needs. The manner in which results are reported will depend on the instrument used, but should yield information regarding whether the child's development matches with following types of categories: Advanced, As Expected, Less Than Expected, Significantly Less than Expected. | | | | |
| 2. Appropriate supplemental interventions are provided for children whose development is at Less Than Expected or Significantly Less Than Expected levels., and developmental goals for the next season are set for each child | | | | |
| 3. Developmental progress in language and/or early literacy is assessed monthly for each child receiving supplemental intervention services | | | | |
| 4. Diagnostic measures are used to pinpoint alternative interventions for children not making progress over two months. Interventions are then matched to the child's specific needs. | | | | |
| 5. Summative data are reviewed semi-annually to evaluate intervention efficacy at all levels of intervention for individual children, groups (e.g., preschool classrooms), and centers. | | | | |
| **II. (C) Assessment of Quality of Child Care and Preschool Environments** | | | | |
| 1. The center selects from the State's list of identified instruments an appropriate observational or rating scale to measure environmental quality and instructional content for promoting language and literacy development. In particular, the Center selects instruments and practices that:<br>a) can be implemented with fidelity given available resources,<br>b) provide both summative information for assessing overall quality, and diagnostic information for use in follow-up coaching or other quality improvement efforts at the center,<br>c) adequately describe the center's range of services for children with disabilities,<br>d) adequately describe the center's range of services for children who have little or no English-language proficiency | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. The center follows state guidelines to alert parents to statewide screening at Age 3, and Kindergarten entry to help identify needs for supplemental or more intensive intervention services | | | | |
| 3. The center reports instrument selection, assessment implementation, and procedures for reviewing and acting on results to regional and/or state agencies | | | | |
| 4. The center reviews progress toward state goals on classroom environmental quality and instructional content. The center develops and implements plans created to address shortcomings at each level, | | | | |
| **II. (D) Communicating with Families and Communities about Assessment** | | | | |
| 1. The center communicates assessment results to parents and family members. In particular, the center selects communication practices that:<br>a) provide timely, accurate, and accessible information to parents and family members, including parents who do not speak or read English,<br>b) provide information about a particular child's *current* level of development, any *changes* in performance from previous assessments, and *progress toward achieving* kindergarten-entry goals,<br>c) describe what actions the center will take after obtaining these results,<br>d) provide parents/family members with home- and community-based activities to support the child's ongoing progress in language and early literacy development. | | | | |
| **Assessment Total = _____/ 32 Points _____%** | | | | |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **Rationale:** Centers can deliver high-quality, intensive intervention – including classroom and center-based activities, child-directed activities, and teacher-directed instruction – that systematically and substantially contributes to improved language and literacy outcomes for the children they serve. This intervention should reflect local preferences and priorities, but also be based on practices identified in one or more guides to effective, evidence-based practice. These guides include "Research to Practice" guides (from the U.S. Dept. of Education's Institute of Education Sciences), curriculum and instruction reviews from What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), Best Evidence Encyclopedia (http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm) and other evidence-based compendia, and other national reports from the National Early Literacy Panel (2009) or the *Handbook of Early Literacy Research (2001, 2006, 2010)*. | | | | |
| **III. (A) Effective Instruction for Improving Child Outcomes and Development of Skills** | | | | |
| 1. The Center identifies and implements effective curricula, instructional programs, and practices for promoting language and early literacy development, as recommended by the State, or provides a solid, explicit, and science-based argument for an innovative practice not yet identified by the State. In particular, the centers must select curricula, interventions and practices that:<br>a) promote acquisition of key language and early literacy competencies for all children,<br>b) support prevention and early intervention efforts to promote subsequent reading and literacy achievement,<br>c) contribute to the development of foundational skills, knowledge, and competencies that will help children engage and gain full advantage from reading instruction in elementary school<br>d) combine age-appropriate, activity-based, low-intensity instructional, and age-appropriate, intensive, individualized, and intentional (taking advantage of "teachable moments) practices for various skills and competencies<br>e) provide tiered, individualized intervention (or RTI) to children based on demonstrated levels of development/ achievement, and thus is appropriate for children with disabilities or those who speak languages other than English. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. The Center explicitly adopts policies for allocation of time devoted to language and literacy-promoting activities, intervention and instruction that is consistent with state-provided guidelines. Further, the Center adopts policies to communicate to parents and family members the State's recommendations for complementary time allocated to language and literacy activities in children's homes and community settings. | | | | |
| 3. The Center assures that all instruction staff receive adequate training and on-site coaching to assure high-fidelity implementation of selected curricula, interventions, and instructional/ childcare practices (including tiered, supplemental and compensatory intervention) On-site coaching includes: (a) an observational assessment by a trained literacy coach or other supervisory personnel, (b) analysis of observational data to identify specific intervention and instructional practices to be changed, (c) systematic efforts to help the staff member implement these practices, and (d) follow-up assessment to assure that more effective practices are maintained. | | | | |
| 4. The Center assures that individual staff members have access to face-to-face training and professional development, as well as a strong collection of useful web-based literacy resources. | | | | |
| **III. (B) Improving Instruction and Quality of Care by Improving the Quality of Environments** | | | | |
| 1. Center assessors and instructional manager(s) review analyses of all collected observational and rating scale data, and identify improvements that should be made in center quality and instructional effectiveness | | | | |
| 2. Center instructional manager(s) identify individual classrooms and/or staff where observational data suggest coaching, professional development, program improvement and other efforts are needed to bring a particular setting in line with state and center goals. | | | | |
| 3. When program improvement efforts are implemented, the Center's instructional manager(s) collect additional information about quality of environments over time to assess effects of change efforts | | | | |
| **III. (C) Communicating with Families and Community about How Young Children Learn** | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. The center informs parents about, and facilitates access to, a collection of useful web-based and face-to-face resources on effective practices for promoting language and literacy development in home and community settings. Parents and families are encouraged to use these resources through multiple approaches including relationship building, partnering, listening, modeling, encouraging, explaining. | | | | |
| 2. The center asks parents about their current use of practices and activities to promote language and literacy development in home and community settings. Strong relationships between the Center staff and the families they serve facilitate this process of information gathering. | | | | |
| 3. The center reviews results of parent queries and identifies areas where family members could improve their support of children's language and literacy development. Through the use of multiple approaches, including relationship building, partnering, listening, modeling, encouraging, explaining, parents and family members are encouraged to adopt practices to support their children's language and literacy development. | | | | |
| 4. The center follows up with parents, on a regular basis, to assess if desired changes are occurring. | | | | |
| **Instruction Total = _____/ 22 Points _____%** | | | | |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Providing Leadership to Improve Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. The leader of the center (director, owner, etc.) communicates clear goals and a reasonable process for achieving language and early literacy goals for all of the children served. | | | | |
| 2. The leader provides clear communication to staff regarding:<br>a) understanding language development and the concept of emergent literacy<br>b) understanding the child care provider's or early childhood educator's role in promoting/supporting language and early literacy development<br>c) the goals for language and early literacy development in use at the center<br>d) the means for assessing children's progress towards attaining those goals.<br>e) variables the center has the ability to change in order to improve outcomes<br>f) means for communicating with families about their child's progress. | | | | |
| 3. Policies, hiring of personnel, budgets, training and other operational resources are used as fiscal and administrative strategies to produce improved outcomes at the center-based and individual child levels. | | | | |
| 4. The leader of the center is knowledgeable regarding:<br>(a) the state's goals for language and early literacy skills for children birth to 5,<br>(b) effective and feasible strategies for achieving those goals,<br>(c) available assessment measures and practices, and<br>(d) evidence-based programs, materials, or curricula. | | | | |
| 5. The leader of the center is knowledgeable regarding the progress towards and attainment of skills of each of the children served by the center (i.e., the leader is familiar and fluent with the assessment data collected). | | | | |
| 6. The leader of the center uses assessment data (group and individual) to identify programmatic modifications that should be made to improve the language and early literacy outcomes of the children served by the center. | | | | |
| 7. If feasible, a center-based staff member is supported to take on the function of language/early literacy coordinator. This person is provided with adequate training and professional development to effectively fulfill the role of coordinator. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 8. For those centers that create this position/function, the language and early literacy coordinator:<br>a) supports all staff in implementing language/early literacy plans<br>b) regularly observes adult-child interactions and instruction meant to promote language and early literacy development and provides on-site coaching<br>c) coordinates collection of, and interpretation of, assessment data<br>d) provides coaching opportunities to parents/guardians,<br>e) for centers that serve preschool-aged children, the coordinator facilitates the successful transition of children from preschool to kindergarten. | | | | |
| **IV. (B) Providing Leadership to Improve the Quality of Child Care and Preschool Environments** | | | | |
| 1. The leader communicates clear goals and a reasonable process for achieving those goals. This includes:<br>a) understanding the critical indicators of a high quality environment (based on research), such as adult to child interactions that are positive, warm, and regularly engage the child in conversation.<br>b) understanding the importance and relationship of a high-quality environment/setting to the development of the children<br>c) communicating the standards that will be met at the center, and the staff's role in meeting those standards to ensure a high quality environment<br>d) knowing the methods that will be used to assess the quality of the center's environment<br>e) being familiar with variables the center and staff have the ability to change in order to improve the quality of the center's environment. | | | | |
| 2. The leader of the center is knowledgeable regarding: the state's goals for providing high quality child care and preschool environments, requirements for licensing/accreditation in relation to those goals, and the measures/schedule used by oversight agencies/groups to assess the quality of the center. | | | | |
| 3. The leader of the center uses assessment data to identify problematic areas at the center and to make a center-based improvement plan. | | | | |
| 4. The leader of the center observes other staff members providing care or instruction to children on a regular basis (walk-throughs) and provides, timely, and specific feedback for improvement. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (C) Providing Leadership in Outreach Efforts to Families and Communities** | | | | |
| 1. The center uses existing resources (e.g. personal communication, effective relationship building, email, center's website), and explores new options (e.g. Facebook, Twitter, etc.) to communicate with the parents/guardians of the children served about the best evidence for supporting the healthy development of their child, with a particular emphasis on development of language and early literacy skills. | | | | |
| 2. The center identifies and communicates about resources in the local community that parents/guardians can and should access in order to support their child's healthy physical, cognitive, and socio-emotional development. Resources include, but are not limited to, local libraries, programs/events for young children, lists of pediatricians, contact information for ESDs and other social services. | | | | |
| 3. The center, through consistent messaging and actions creates a cultural norm, communicated to parents/guardians, that the birth to five years are absolutely critical to a child's subsequent development and success, and that the center and the parent are responsible for supporting the healthy cognitive, physical, and emotional development of the child. | | | | |
| 4. Center staff and formal communications (e.g., newsletters) frequently encourage parents to read with their children at least 20 minutes every day. Where it is feasible and affordable, centers send books home with children on a lending library basis. | | | | |
| 5. The center holds parent information nights to demonstrate to parents how to actively engage their child in shared reading and simple, interactive activities that build basic language, literacy, and social-emotional skills. For parents that do not attend, or benefit from, these events, staff employ an individualized approach to family outreach, including, partnering, listening, modeling, encouraging, and explaining. | | | | |
| **Leadership Total = _____/ 34 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) Professional Development to Improve Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. Center has – for the current session or instructional period – (1) determined the difference between the learning goals / standards and children's current level of development/achievement and (2) provided professional development to staff specifically targeted to closing that gap (or sustaining strong outcomes). | | | | |
| 2. Professional development provided to Center classroom staff includes focused training in the implementation of adopted core, supplemental, and intervention programs. This professional development goes beyond overviews of organization and general instructional approaches provided by the publisher. It includes in-depth training on the "how-to's" of the program, particularly in regards to keeping young children engaged throughout the activity or lesson. | | | | |
| 3. The Center provides instructors with training and practice in how to improve children's language and early literacy skills outside of formal instruction in those areas (e.g., during free play, mathematics, circle time, story time, utilizing "teachable moments"). | | | | |
| 4. Early childhood professionals have sufficient paid time, on a regular basis, to plan high quality instruction/child care, both independently and collaboratively. | | | | |
| 5. The Center supports reflection on – and improvement of – early childhood professional practices (instruction and classroom management) by having peers, Center leadership, and coaches regularly (even if briefly) observe and provide feedback about teachers' instruction. | | | | |
| 6. Center leadership provides and endorses professional development activities throughout the year and on an as-needed basis so as to ensure repeated exposure to- and practice of- desired instructional/interactional behaviors within the context of actual daily practice. These can come in the form of funding and time to attend state or regional institutes and workshops, access to web-based trainings, center-based consultation and professional development, age-level team meetings and staff meetings, and classroom observations and feedback. | | | | |
| 7. The focus of professional development is on effective instruction and sustainability and is largely accomplished through clear demonstrations of how to translate scientifically-proven instructional strategies into classroom practice and individualized coaching. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 8. Professional development provided to Center staff is differentiated by role at the Center (not by job title) and on the knowledge and skill of individual staff members. | | | | |
| 9. The Center incorporates training regarding relevant cultures and the associated implications for learning and instruction in its ongoing professional development so as to equip Center staff to respectfully and effectively care for and instruct all children, including children who are English language learners or from minority backgrounds. Translation services, resources, and/or support are easily accessible by Center staff and staff members receive appropriate professional development to make use of those services. | | | | |
| 10. Center leadership provides professional development tailored to the Center's setting and curriculum in order to promote understanding, buy-in, and application of professional development content. | | | | |
| 11. Professional development focuses on content aligned with the Center's "high-priority skill targets" The Center first defines skill targets and ensures associated curricula/practices are in place. Then, through professional development, teachers (a) come to understand the skill targets and (b) understand, practice, and master the most effective means to help children attain those skills. | | | | |
| 12. Teacher-child interactions are a high priority and consistent topic of the Center's professional development Efforts. | | | | |
| 13. The Center facilitates the development of expertise by multiple members of Center staff so that staff turnover does not derail achievement of instructional goals and improvement of student outcomes. | | | | |
| **V. (B) Professional Development to Improve the Quality of Child Care and Preschool Environments** | | | | |
| 1. Professional development provided to Center staff is differentiated by position (as appropriate; not by job title) and on the knowledge and skill of individual staff members. | | | | |
| 2. The Center facilitates the development of expertise by multiple members of Center staff so that staff turnover does not negatively impact Center quality. | | | | |
| **V. (C) Professional Development in Communicating to Families and Communities** | | | | |
| 1. Teachers have sufficient paid time on a regular basis to document student progress and difficulties and share it with other Center staff, families, and communities. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. The Center supports reflection on – and improvement of - teacher communication practices by having peers, Center leadership, and coaches regularly (even if briefly) observe interactions and critique written communications with families and the community. | | | | |
| 3. The Center incorporates training regarding relevant cultures and associated societal barriers in its ongoing professional development so as to equip Center staff to respectfully and effectively communicate with all families including families who are English language learners or who have a child with special needs. Translation services, resources, and/or support are easily accessible by Center staff and staff receive appropriate professional development to make use of those services. | | | | |
| 4. The Center utilizes ongoing coaching to help teachers develop, improve, and enhance communication with families and communities. | | | | |
| 5. The Center facilitates the development of expertise by multiple members of Center staff so that staff turnover does not weaken communication with families and the community. | | | | |
| **Professional Development Total = _____ / 40 Points _____%** | | | | |

## Commitment

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. (A) Demonstrating Commitment to Improving Child Outcomes in Language and Early Literacy Skills** | | | | |
| 1. The center cooperates with the state and with regional agencies to disseminate to families and the community, information regarding the statewide vision for early childhood language and literacy goals, assessment, instruction, and professional development. | | | | |
| 2. The center commits to implementing programs and practices that support the Birth to 5 Oregon Literacy Plan and takes advantage of professional development opportunities made available through the state and regional agencies. | | | | |
| 3. The center commits to accessing the existing network of resources for research findings on best practices in early childhood care and education. The center leader reserves ample time to review these materials. | | | | |
| 4. The center has developed a culture of shared responsibility in which the leaders and staff work together to make important decisions regarding adult-child interactions, instruction, care and/or the supports needed by all the children served by the center. | | | | |
| 5. The center has articulated an overall, center-based plan for supporting the language and early literacy goals for children served and for specifying how the staff at the center will help children reach these goals. | | | | |
| 6. The progress of individual children towards meeting these goals is reviewed at least twice a year, and shared with parents/guardians at parent conferences. Action plans are developed to make any necessary adjustments to meet the ongoing needs of the children served. | | | | |
| 7. Personnel practices are aligned to support language and early literacy goals. Job descriptions, hiring practices, supervision protocols, and staff evaluation criteria all articulate components of responsibility for supporting language and early literacy development of the children served. | | | | |
| **VI. (B) Demonstrating Commitment to Improving the Quality of Child Care and Preschool Environments** | | | | |
| 1. The center commits to an ongoing process of improving the quality of the child care environment by regularly (at least annually) participating in audits of the center using reliable and valid tools that measure the quality of the early childhood environment. Audits are conducted by someone not related to the center who has been properly trained in the use of the tool. | | | | |

| Strategies and Actions Recommended to Support Implementation of the Center-Level Framework | Center Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Results of this audit are used to target areas for improvement and to guide planning for how to make those improvements. Plans for addressing/eliminating weaknesses are implemented. | | | | |
| 3. All eligible centers strive to meet the accreditation and/or registry standards created for their organizations. For example, child care and preschool centers strive to meet the accreditation standards published by the National Association for the Education of Young Children (NAEYC). | | | | |
| **VI. (C) Demonstrating Commitment to Communicating with Families and Communities** | | | | |
| 1. The center celebrates successes in achieving its goals by communicating success to families, the community, and staff. | | | | |
| 2. The results of the audit of early childhood environment and the plan for improving targeted areas are made known to the families of children served by the center. Progress made towards making those improvements is regularly communicated to families, the community, and staff. | | | | |
| 3. The center actively seeks out the involvement of family members and members of the community in their efforts to promote and support the language and early literacy development of the children they serve. | | | | |
| **Commitment Total = _____ / 26 Points _____%** | | | | |

Appendix E
(School Needs Assessment: K-12 Reading & Writing)

# Reading

## Goals

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) School goals for reading achievement are clearly defined, anchored to reading instruction, and prioritized in terms of importance to student learning.** | | | | |
| 1. Goals are clearly defined and quantifiable at each grade level. [*Goals, 5*] | | | | |
| 2. Goals are aligned with state standards and focus on the development of the Essential Skill of Reading required for receiving the Oregon Diploma. [*Goals, 6*] | | | | |
| 3. K-3 goals target how well students are learning phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension skills.<br>Goals in 4-12 focus on both foundational reading skills and the ability to apply skills and strategies to read proficiently across the instructional areas. [*Goals, 3*] (x2) | | | | |
| 4. The school, in conjunction with district leadership, uses the ODE Growth Model Probability Curve as part of the goal-setting process for reading. http://www.ode.state.or.us/search/page/?id=2495 (bottom of page) [*Goals, 7*] | | | | |
| 5. Summative and formative goals anchor reading instruction as detailed in the School Reading Plan. [*Goals, 2*] | | | | |
| 6. Goals for English learners include a focus on building academic language. | | | | |
| **I. (B) School goals are consistently employed by school leadership and teaching personnel as instructional guides for decision making.** | | | | |
| 1. Goals and assessment of progress toward these goals guide instructional and curricular decisions at a schoolwide level including, for example, time allocations for reading instruction, reading program adoptions, group sizes, etc. [*Goals, 10*] | | | | |
| 2. Progress toward goals guides daily instructional decisions by teaching personnel for groups of students as well as individual students. [*Goals, 12* ] | | | | |
| | | | **Goals Total = _____ / 16 Points** | **_____%** |

## Assessment

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. (A) Instruments and procedures for assessing reading achievement are clearly specified, measure key reading skills, and provide reliable and valid information about student performance.** | | | | |
| 1. A schoolwide reading assessment plan and database are established and maintained for documenting student performance within and across school years. (x2) [*Assessment, 6* ] | | | | |
| 2. The school's assessment system is explicitly linked to the school's reading goals. Measures assess student performance on prioritized goals. [*Assessment, 2*] | | | | |
| 3. Measures used are technically adequate (have high reliability and validity) as documented by research. [*Assessment, 2* ] | | | | |
| 4. The school ensures that all assessment users receive training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures. [*Assessment, 14* ] | | | | |
| 5. The building has a "resident" expert or experts to manage the assessment system, ensure that measures are collected reliably, ensure that ALL students in the building are assessed, make certain data are scored and entered accurately, and provide feedback on data results to appropriate personnel in a timely fashion. [*Assessment, 14* ] | | | | |
| 6. A plan on assessing the academic language and vocabulary of English learners has been established.<br><br>(NOTE: Currently, no published assessment exists to progress monitor English language development. However, guidelines can be followed on building language skills). | | | | |
| **II. (B) Assessments inform instruction in important, meaningful, and maintainable ways.** | | | | |
| 1. As early in the school year as possible, screening measures are administered to all students in Grades K-9 (recommended for Grades 10-12 as well) to identify each student's level of reading performance (Advanced, Grade Level, Somewhat Below Grade Level, Significantly Below Grade Level) and determine students' instructional needs.<br>[*Assessment, 5*] (x2) | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Progress-monitoring measures are administered formatively at least three times per year to all students in Grades K-5. Students below grade level and all students at risk of reading difficulties in Grades 6-12 are administered progress-monitoring assessments more often (2-4 times per month) based upon each student's level of risk, i.e., students at higher risk are administered progress-monitoring assessments more often. [*Assessment, 6* ] | | | | |
| 3. Diagnostic measures are used to pinpoint the possible cause(s) of lack of progress of at-risk students. Interventions are then matched to students' specific needs. [*Assessment, 10* ] | | | | |
| 4. Student performance data are analyzed and summarized in timely, meaningful formats and routinely used by grade or department-level teams to evaluate and adjust instruction as needed for all students. (x2) [*Assessment, 17* ] | | | | |
| 5. Grade or department-level teams analyze the reading and language performance of English learners. Instructional plans are created based on performance data. (x2) | | | | |
| 6. Summative data are used for decision making at individual, group, and systems levels at all grade levels K-12. (x2) [*Assessment, 9* ] | | | | |
| | | | **Assessment Total = _____/ 24 Points** | **_____%** |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. (A) Instructional Time: A sufficient amount of time is allocated for instruction, and the time allocated is used effectively.** | | | | |
| 1. The School Reading Plan allocates a sufficient amount of time for instruction and follows minimal recommended times for daily reading instruction as presented in the School-Level Oregon K-12 Literacy Framework (see *Instruction*, p. 4) as follows:<br>a) Grades K-3: 90 minute reading block daily<br>b) Grades 4-5: 90 minute reading block daily and literacy-connected learning across the instructional areas<br>c) Grades 6-8: 40-60 minutes daily dedicated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice that takes place across the instructional areas<br>d) Grades 9-12: 2-4 hours of daily literacy-connected instruction and practice that takes place across the instructional areas (x2) [*Instruction, 2*] | | | | |
| 2. Literacy instruction at all levels is prioritized and protected from interruption. [*Instruction, 2*] | | | | |
| 3. In elementary, the school uses time allocated for reading instruction to provide both whole-class and small- group instruction to all students on a daily basis. In middle school, the size of reading groups is determined by student need and the number of students appropriate for the type of instruction being delivered. [*Instruction, 6*] | | | | |
| 4. Students who are English learners receive more than the minimal recommended time for reading instruction; this instruction is coordinated with instructional time allocated for English language development. [*Instruction, 3* ] | | | | |
| **Somewhat Below Grade and Significantly Below Grade Level Students** | | | | |
| 5. For students not yet reading at grade level, the number of minutes of daily or weekly reading instruction is increased above minimum amounts. The amount of extra time is based on how far students are below grade level. [*Instruction, 5*] | | | | |
| 6. The composition of reading groups is fluid and revised regularly based on student reading progress. [*Instruction, 6* ] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. (B) Instructional Programs and Materials: The instructional programs and materials used with all students target the essential elements of reading, have documented efficacy, are drawn from research-based findings and practices, align with state standards, and support the full range of learners.** | | | | |
| 1. Instructional time is allocated to skills and practices most highly correlated with reading success:<br>a) K-3 instructional time is dedicated to the five essential elements of reading as identified by the National Reading Panel.<br>b) 4-12 instructional time focuses on fundamental reading skills including word study, fluency, vocabulary, and comprehension, as well as motivation and text comprehension instruction needed for success across the instructional areas. [*Instruction, 10*] | | | | |
| 2. Instructional materials and programs align with and support evidence-based practices as well as state standards. They provide explicit and systematic instruction on the essential elements of reading taught at each grade level. (x2) [*Instruction, 27*] | | | | |
| 3. Programs and materials are implemented with a high level of fidelity throughout the school by teachers who have undergone thorough professional development on implementing the programs/materials. [*Instruction, 30*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 4. An integrated set of scientifically-based programs and materials is used to meet the needs of the full range of students in the building.<br>For elementary grades, this includes<br>a) A core reading program<br>b) Supplemental materials to address shortcomings in the core program<br>c) Intervention programs that are specifically designed for students who are significantly below desired reading goals.<br>d) English language development materials are aligned with the reading programs<br>In middle school and high school, this includes<br>a) Reading textbooks<br>b) Subject-area texts<br>c) Supplemental programs to be used with students somewhat below grade level<br>d) Intervention programs that focus on foundational aspects of reading development with students significantly below grade level<br>e) Strategies to promote the access to text across the instructional areas.<br>[*Instruction, 29*] (x2) | | | | |
| 5. Instructional programs used with English learners include materials and provide instruction on all critical reading priorities at each grade level including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Academic language is also developed using the core reading program. | | | | |
| **III. (C) Differentiation: Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills, as well as organizing instruction to enhance student learning.** | | | | |
| 1. A tiered instructional system (e.g., Advanced, Grade Level, Somewhat Below Grade Level, and Significantly Below Grade Level or Tier I, II, III) is used to group students for instruction. [*Instruction, 38*] (x2) | | | | |
| 2. An Instructional Support Plan (ISP) is used at each grade level to describe the instruction that will be provided for students at different tiers. [*Instruction, 40*] | | | | |
| 3. Performance levels and other assessment information are used to determine each student's instructional materials and programs, instructional time, and group size. These are adjusted according to learner performance. [*Instruction, 37*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 4. A specific time to develop academic language is set aside for English learners. The main purpose of this instruction is to build strong language skills that will support/enhance student reading and writing skills, not content knowledge. | | | | |
| **III. (D) Instructional Delivery: Teachers actively engage students in reading content using essential features of effective delivery.** | | | | |
| 1. Teacher modeling is evident in all elementary, middle, and high school classrooms across the instructional areas. Teachers provide clear and vivid examples of the knowledge and skills they want students to develop. [*Instruction, 43*] | | | | |
| 2. Explicit instruction is used in all elementary, middle, and high school classrooms across the instructional areas. Teachers<br>a) Set a purpose for learning<br>b) Identify critical details that define the concept being taught<br>c) Use highly specific examples<br>d) Connect new concepts to previously-learned material. [*Instruction, 44*] | | | | |
| 3. All teachers working with English learners deliver instruction explicitly using the critical features of effective instruction. | | | | |
| 4. Teachers provide multiple opportunities for students to practice new skills. Group/partner responses are used when possible to provide multiple opportunities for practice. [*Instruction, 48*] | | | | |
| 5. Teachers provide students with many opportunities to use language in meaningful ways. In the early grades, teachers read aloud books to students and use visual tools to scaffold and model language. In middle and high schools, teachers provide regular opportunities for students to engage in high-quality discussions of the meaning and interpretation of complex texts. [*Instruction, 44* ] | | | | |
| 6. Teachers actively engage students and encourage student effort. They deliver feedback to students before, during, and after task completion relative to effort and quality of response. The majority of feedback students receive is positive. [*Instruction, 48*] | | | | |
| 7. Teachers of English learners ensure that students have small group instruction to provide additional opportunities to practice vocabulary and comprehension skills (ELL practice Guide) | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 8. English learners are grouped homogeneously for the development of their reading skills, but heterogeneously for the development of their vocabulary and academic language skills. | | | | |
| **Instruction Total = _____/ 46 Points _____%** | | | | |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Strong instructional leadership at the school level prioritizes attainment of reading goals for all students.** | | | | |
| 1. School leadership provides clear communication to staff regarding<br>a) Which reading goals have been met and which goals have not been met<br>b) Data to identify possible reasons why students did not meet reading goals<br>c) Variables the school has the ability to change in order to improve outcomes. [*Leadership, 2*] | | | | |
| 2. School leadership provides clear communication to staff regarding<br>a) Which reading goals have been met and which goals have not been met for English learners<br>b) Data and related sources to identify possible reasons why English learners did not meet reading goals<br>c) Variables the schools have the ability to change in order to improve outcomes for English learners. | | | | |
| **IV. (B) Administrators and leadership teams are knowledgeable about and maintain a focus on high-quality instruction; they organize and allocate resources to support high-quality reading instruction.** | | | | |
| 1. Administrators and leadership teams at the school level are knowledgeable about state standards, priority reading skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. (x2) [*Leadership, 4*] | | | | |
| 2. Administrators and leadership teams at the school level are knowledgeable about reading standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials used within the school for English learners. | | | | |
| 3. Administrators and leadership teams maximize instructional time and organize resources and personnel to support high-quality reading instruction needed for all students. [*Leadership, 4*] | | | | |
| 4. School leadership personnel ensure that concurrent instruction (Title programs, Special Education, ELL, TAG, etc.) is coordinated with and complementary to general classroom reading instruction. [*Leadership, 2*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (C) Within the school, leadership functions associated with the principal, reading coach/designee, grade-level and department-level teams, and the school reading leadership team contribute to effective implementation of the School Reading Plan.** | | | | |
| 1. Reading leadership is distributed among different individuals and groups within the school. [*Leadership, 5* ] | | | | |
| 2. Among other responsibilities, the principal<br>a) Utilizes formative and summative data to drive decision-making regarding staffing, resources, and professional development [*Leadership, 6*]<br>b) Ensures time is designated for teachers to plan reading instruction and that planning time is used effectively [*Leadership, 6*]<br>c) Observes classroom instruction on a regular basis (walk-throughs) and provides timely, specific, and student-focused feedback. [*Leadership,* 7] (x2) | | | | |
| 3. The reading coach or designated performing reading coach:<br>a) Ensures that the major parts of the School Reading Plan are being implemented<br>b) Works with teachers in the classroom to help them provide robust reading instruction<br>c) Assists grade-level and department-level teams in using student data to make decisions about reading instruction. [*Leadership, 11*] (x2) | | | | |
| 4. Grade-level/Department-level teams are established and meet regularly to analyze reading performance and plan instruction. [*Leadership, 12* ] (x2) | | | | |
| 5. A school-level reading leadership team is established and meets regularly to<br>a. Oversee the overall implementation of reading instruction across the school<br>b. Analyze data on reading performance at the grade level and systems level<br>c. Recommend adjustments to instruction that enable more students to reach better reading outcomes<br>d. Help grade-level and department-level teams solve challenging problems. [*Leadership, 12*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 6. School administrators, including building principals, visit classrooms where reading instruction is provided to English learners, including classrooms where reading instruction is taught in the primary language. | | | | |
| 7. School leadership emphasizes vocabulary and academic language to make vocabulary and academic language visible and used by school staff. | | | | |
| **Leadership Total = _____/ 26 Points _____%** | | | | |

## Leadership

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Strong instructional leadership at the school level prioritizes attainment of reading goals for all students.** | | | | |
| 1. School leadership provides clear communication to staff regarding<br>d) Which reading goals have been met and which goals have not been met<br>e) Data to identify possible reasons why students did not meet reading goals<br>f) Variables the school has the ability to change in order to improve outcomes. [*Leadership, 2*] | | | | |
| 2. School leadership provides clear communication to staff regarding<br>d) Which reading goals have been met and which goals have not been met for English learners<br>e) Data and related sources to identify possible reasons why English learners did not meet reading goals<br>f) Variables the schools have the ability to change in order to improve outcomes for English learners. | | | | |
| **IV. (B) Administrators and leadership teams are knowledgeable about and maintain a focus on high-quality instruction; they organize and allocate resources to support high-quality reading instruction.** | | | | |
| 1. Administrators and leadership teams at the school level are knowledgeable about state standards, priority reading skills and strategies, assessment measures and practices, and evidence-based instructional programs and materials. (x2) [*Leadership, 4*] | | | | |
| 2. Administrators and leadership teams at the school level are knowledgeable about reading standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials used within the school for English learners. | | | | |
| 3. Administrators and leadership teams maximize instructional time and organize resources and personnel to support high-quality reading instruction needed for all students. [*Leadership, 4*] | | | | |
| 4. School leadership personnel ensure that concurrent instruction (Title programs, Special Education, ELL, TAG, etc.) is coordinated with and complementary to general classroom reading instruction. [*Leadership, 2*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (C) Within the school, leadership functions associated with the principal, reading coach/designee, grade-level and department-level teams, and the school reading leadership team contribute to effective implementation of the School Reading Plan.** | | | | |
| 1. Reading leadership is distributed among different individuals and groups within the school. [*Leadership, 5* ] | | | | |
| 2. Among other responsibilities, the principal<br>d) Utilizes formative and summative data to drive decision-making regarding staffing, resources, and professional development [*Leadership, 6*]<br>e) Ensures time is designated for teachers to plan reading instruction and that planning time is used effectively [*Leadership, 6*]<br>f) Observes classroom instruction on a regular basis (walk-throughs) and provides timely, specific, and student-focused feedback. [*Leadership,* 7] (x2) | | | | |
| 3. The reading coach or designated performing reading coach:<br>d) Ensures that the major parts of the School Reading Plan are being implemented<br>e) Works with teachers in the classroom to help them provide robust reading instruction<br>f) Assists grade-level and department-level teams in using student data to make decisions about reading instruction. [*Leadership, 11*] (x2) | | | | |
| 4. Grade-level/Department-level teams are established and meet regularly to analyze reading performance and plan instruction. [*Leadership, 12* ] (x2) | | | | |
| 5. A school-level reading leadership team is established and meets regularly to<br>a. Oversee the overall implementation of reading instruction across the school<br>b. Analyze data on reading performance at the grade level and systems level<br>c. Recommend adjustments to instruction that enable more students to reach better reading outcomes<br>d. Help grade-level and department-level teams solve challenging problems. [*Leadership, 12*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 6. School administrators, including building principals, visit classrooms where reading instruction is provided to English learners, including classrooms where reading instruction is taught in the primary language. | | | | |
| 7. School leadership emphasizes vocabulary and academic language to make vocabulary and academic language visible and used by school staff. | | | | |
| **Leadership Total = _____/ 26 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) High-quality ongoing professional development is focused on attaining school reading goals and is guided by assessment data.** | | | | |
| 1. Targets for professional development activities are based on the school's reading goals and ongoing data collection. [*Professional Development, 2*] | | | | |
| 2. Professional development resources (time and funding) are aligned with the school's reading goals and are sustained in focus across years. [*Professional Development, 3*] | | | | |
| 3. Through professional development efforts, teachers and other instructional staff have a thorough understanding and working knowledge of grade-level instructional reading priorities and effective teaching practices. [*Professional Development, 5*] | | | | |
| 4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research. [*Professional Development, 3*] | | | | |
| 5. Professional development includes content related to English learners and how to teach vocabulary and academic language effectively across the grades. | | | | |
| **V. (B) Professional development plans are multifaceted, coordinated, and ongoing to support teachers on the assessment and instruction of reading priorities.** | | | | |
| 1. Professional development at the school level reflects the characteristics of effective professional development. Professional development is<br>a) Focused on school goals and guided by data collected toward reaching these goals<br>b) Ongoing and includes time for staff to plan, reflect on, and refine instruction<br>c) Engaging and interactive<br>d) Collaborative<br>e) Job-embedded.<br>[*Professional Development, 5*] | | | | |
| 2. Professional development experiences are not single, decontextualized professional development events; rather, teachers receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new teaching strategies and practices. (x2) [*Professional Development, 7*] | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (C) Professional development is differentiated by position and need.** | | | | |
| 1. Teachers and instructional staff receive professional development on how to provide explicit reading instruction using all of the specific programs and materials the school has selected. Teachers who teach a large number of English learners should also receive professional development on how to scaffold instruction, and increase engagement of English learners in reading. Follow-up guidance is provided to teachers periodically to enhance implementation of the core, supplemental, and intervention reading programs. Teachers receive ongoing professional development and support to integrate subject-specific comprehension and vocabulary strategies across the instructional areas in grades 4-12. (x2) [*Professional Development, 7*] | | | | |
| 2. Principals attend district and building-level professional development sessions on reading instruction, programs, and assessments. [*Professional Development, 9*] | | | | |
| 3. A professional development plan and support system for instructional assistants who support reading and language instruction is developed. [*Professional Development, 14*] | | | | |
| 4. Professional development is differentiated on an ongoing basis based upon the knowledge, skills, and performance levels of individual school staff members. [*Professional Development, 14*] | | | | |
| 5. Teaching staff are provided opportunities to collaborate, study, observe others, and visit model demonstration sites as methods for improving reading instruction. [*Professional Development, 12*] | | | | |
| **Professional Development Total = _____/ 24 Points _____%** | | | | |

## Commitment

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **VI. (A) A schoolwide commitment to the structure necessary to implement instructional practices that will help all students develop the skills they need to read successfully is evident.** | | | | |
| 1. The school has developed a culture of shared responsibility in which staff work together to make important decisions regarding reading instruction and supports needed for all students in the school. [*Commitment, 11*] | | | | |
| 2. The school has developed an overall School Reading Plan detailing schoolwide reading goals for students and specifying what the school is going to do to help students reach these goals. [*Commitment, 2*] (x2) | | | | |
| 3. The district prioritizes and commits the resources necessary to meet districtwide and schoolwide reading goals.[*Commitment, 10*] | | | | |
| 4. Action plans are developed at least twice a year to make adjustments to the School Reading Plan based upon the ongoing needs of students. [*Commitment, 4*] | | | | |
| **VI. (B) The school actively seeks involvement of parents and other community members in their literacy efforts.** | | | | |
| 1. The overall reading progress of students throughout the entire school district is communicated regularly to various stakeholders throughout the school, district, and community. [*Commitment, 7*] | | | | |
| 2. The school actively seeks out the involvement of parents and other community members in their literacy efforts. (x2)[*Commitment, 12*] | | | | |
| **Commitment Total = _____/ 16 Points _____%** | | | | |

# Writing

## Goals

| Strategies and Actions Recommended to Support Implementation of the School-Level Writing Plan | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **I. (A) Rationale: School goals for writing achievement are clearly defined and anchored to writing instruction.** | | | | |
| 1. Goals are clearly defined and quantifiable at each grade level. | | | | |
| 2. Goals are aligned with Oregon Common Core State Writing Standards. | | | | |
| 3. Writing goals focus on foundational writing skills and the ability to apply skills and strategies to write proficiently across the instructional areas. | | | | |
| 4 Goals anchor writing instruction as detailed in the School Writing Plan. | | | | |
| **I. (B) Rationale: School goals are employed by school leadership and teaching personnel as instructional guides for decision making..** | | | | |
| 1. Goals and assessment of progress toward these goals guide instructional and curricular decisions at a schoolwide level including, for example, time allocations for writing instruction, small group instruction, etc. | | | | |
| 2. Progress toward grade level writing goals guides daily instructional decisions by teaching personnel for groups as well as individual students. | | | | |
| **Goals Total = _____/ 12 Points _____%** | | | | |

## Assessment

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **II. (A) Rationale: Instruments and procedures for assessing reading achievement are clearly specified, measure key writing skills, and provide reliable and valid information about student performance.** | | | | |
| 1. A schoolwide writing assessment plan is established and documents student performance within and across school years. | | | | |
| 2. The school's writing assessment system is explicitly linked to the school's writing goals. Measures assess student performance on prioritized goals. | | | | |
| 3. Measures used provide consistent information about the level of student performance and valid interpretations of students' writing skills | | | | |
| 4. For standardized measures such as curriculum-based measurement, the school ensures that all assessment users receive training and follow-up observations on standard administration procedures, scoring, and data interpretation on all measures. | | | | |
| **II. (B) Rationale: Assessments inform instruction in important, meaningful, and maintainable ways.** | | | | |
| 1. As early in the school year as possible, screening measures are administered to all students in Grades K-9 (recommended for Grades 10-12 as well) to identify each student's level of writing performance and determine students' instructional needs. (x2) | | | | |
| 2. Formal and/or informal measures are used regularly throughout the school year to monitor student progress in writing. Students who struggle with writing should be monitored more frequently. | | | | |
| 3. Student performance data are analyzed and summarized in timely, meaningful formats and routinely used by teachers and grade or department-level teams to evaluate and adjust writing instruction as needed for all students. Students with similar needs can be grouped for instruction. | | | | |
| 4. Local performance assessments provide students with multiple opportunities to practice writing to multiple genres and for multiple purposes and audiences. | | | | |
| 5. Summative data (such as the writing subtest of the OAKS and local performance assessments designed by districts) are used for decision making at a schoolwide level. | | | | |
| **Assessment Total = _____/ 20 Points _____%** | | | | |

## Instruction

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **III. (A) Rationale: Schools dedicate sufficient time for writing instruction, with writing occurring across the curriculum.** | | | | |
| 1. The school allocates a sufficient amount of time for writing instruction during the school day. It is recommended that schools spend *at least* 35 to 40 minutes daily engaged in writing and writing instruction starting in first grade, moving to at least 60 minutes daily by middle and high school. (x2) | | | | |
| 2. In order to provide time for teaching and sufficient opportunities for students to practice their writing, writing is infused into content area instruction in the elementary through secondary levels. | | | | |
| **III. (B) Rationale: Effective instructional procedures are incorporated into teaching the writing process including strategic writing behaviors.** | | | | |
| 1.Teachers use a process approach to help teach writing instruction, integrating specific strategies for planning, writing, revising, and editing across grade levels and genres. | | | | |
| 2. Writing strategies are taught using systematic and explicit procedures including modeling, guided assistance, and independent practice with ongoing scaffolding as needed for individual students. | | | | |
| 3. Teachers use specific plans of actions/procedural facilitators/think sheets to help teach and scaffold writing strategies. | | | | |
| 4. Teachers provide quality, structured feedback about students' writing using interactive, elaborated dialogue. | | | | |
| 5. Teachers set specific product goals for writing tasks that they assign and provide ongoing feedback on meeting these goals. Goals are differentiated based upon individual student needs. | | | | |
| **III. (C) Rationale: Teaching personnel explicitly teach the specific discourse knowledge needed for writing development.** | | | | |
| 1. Instructional personnel teach genre-specific text structures beginning in the early elementary grades and include more sophisticated text structures as students move through higher grade levels. | | | | |
| 2. Teachers provide explicit instruction in spelling skills and allot at least 60-75 minutes per week for spelling instruction in the elementary grades. Spelling instruction is differentiated for students who struggle with spelling. | | | | |
| 3. Teachers provide explicit instruction in handwriting skills. In the primary grades, 75-100 minutes per week is dedicated to handwriting instruction. | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 4. The school ensures students receive instruction on keyboarding skills in order to take advantage of word processing for completing written compositions. Teachers design and use an instructional plan for integrating word processing with writing instruction. | | | | |
| 5. Educators in the school receive professional development on and then integrate new technologies into their writing instruction and assigned writing tasks. | | | | |
| 6. Sentence writing and sentence combining skills are explicitly taught as a method of enhancing the quality of students' writing. (x2) | | | | |
| 7. Teachers plan and then use specific strategies for incorporating newly-learned and higher-level vocabulary into students' written compositions. | | | | |
| **III. (D) Rationale: Instructional personnel foster students' interest, enjoyment and motivation to write.** | | | | |
| 1. Developing students' self-efficacy in writing is a target for teaching personnel. (Self-efficacy here is defined as an individual's assessment of his or her capability to perform specific writing tasks.) | | | | |
| 2. Teachers provide authentic and culturally relevant writing experiences and assignments. Students see writing as a useful activity, interesting, and a tool for communication in that what one writes can be and is shared with different audiences for various purposes. (x2) | | | | |
| 3. Teaching personnel create classroom environments that are supportive and pleasant, and teachers are knowledgeable and enthusiastic about writing activities. | | | | |
| **III. (E) Rationale: School personnel provide differentiated writing instruction through a tiered instructional model.** | | | | |
| 1. School personnel use formal and informal assessment measures to guide a tiered instructional model for writing instruction. | | | | |
| 2. Tier 1 instruction consists of research-based practices that guide writing instruction. | | | | |
| 3. Students who struggle with writing receive Tier 2-3 interventions that are based upon more explicit instruction in their areas of need, small-group instruction, and increased instructional time. (x2) | | | | |
| 4. Instructors are aware of and use specialized instruction and scaffolded supports that will enhance the writing of English learners. | | | | |
| **III. (F) Rationale: Writing is used as a tool to enhance learning across the curriculum.** | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 1. Teachers incorporate the use of writing to help students increase reading skills including reading comprehension across multiple grade levels. This includes (a) writing responses to text students read, (b) writing summaries, (c) writing notes about the text they read, and (d) answering and asking questions about text in the form of writing. Activities vary by grade level. | | | | |
| 2. All classroom teachers including content and technical area teachers incorporate writing instruction and writing tasks into their daily instruction to enhance learning within different disciplines and teach specialized writing forms within different disciplines. (x2) | | | | |
| **Instruction Total = _____/ 56 Points _____%** | | | | |

## Professional Development

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **IV. (A) Rationale: High-quality ongoing professional development is focused on attaining school writing goals and is guided by assessment data.** | | | | |
| 1. Professional development resources (time and funding) are aligned with the school's writing goals and are sustained in focus across years. | | | | |
| 2. Through professional development efforts, teachers and other instructional staff have a thorough understanding and working knowledge of grade-level writing priorities and effective writing practices. (x2) | | | | |
| 3. Professional development efforts are explicitly linked to practices that have been shown to be effective through documented research. | | | | |
| 4. Professional development includes content related to English learners and how to teach writing based upon their specific cultural and linguistic needs. | | | | |
| **IV. (B) Rationale: Professional development plans are multifaceted, coordinated, and ongoing to support teachers on the assessment and instruction of writing.** | | | | |
| 1. Professional development at the school level reflects the characteristics of effective professional development. Professional development is<br>a) focused on school goals and guided by data collected toward reaching these goals;<br>b) ongoing and includes time for staff to plan, reflect on, and refine instruction;<br>c) engaging and interactive;<br>d) collaborative<br>e) job-embedded. | | | | |
| 2. Professional development experiences are not single, decontextualized professional development events; rather, teachers receive ongoing consultation/ coaching, feedback, and support within their classrooms to adopt and sustain new writing strategies and practices. (x2) | | | | |
| **Professional Development Total = _____/ 16 Points _____%** | | | | |

## Leadership & Commitment

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| **V. (A) Rationale: School leadership components and characteristics support improved student writing outcomes.** | | | | |
| ***School-Level Leaders:*** 1. Practice distributed and collaborative leadership led by both administrators and focused teams (grade level, department level, school level), set goals, review data, and plan adjustments to the writing program. | | | | |
| 2. Provide a strong example that supports writing:<br>a) Leaders demonstrate knowledge about and communicate belief in the importance of writing skills.<br>b) Leaders write and share their writing publicly.<br>c) Leaders lead teachers to become writers. | | | | |
| **V. (B) Rationale: School leaders demonstrate commitment to and prioritization of strong writing outcomes for all students.** | | | | |
| ***School-Level Leaders:*** 1. Set and implement a School Writing Plan with goals and strategies to improve student writing outcomes for all students. | | | | |
| 2. Serve as drivers for strong implementation of the writing plan. | | | | |
| 3. Use the Oregon Writing Standards as a foundation for writing instruction. | | | | |
| 4. Establish and implement school policy/expectations on writing instruction. | | | | |
| 5. Provide clear communication to all stakeholders regarding the importance of students' writing ability to their future success and a vision for the school focused on reading and writing success. | | | | |
| 6. Develop and sustain over time a strong writing culture throughout the school (across grades and subjects), including a focus on improvement for all students. | | | | |
| **V. (C) Rationale: School leaders provide strong support for effective writing assessments and instruction to improve student writing outcomes:** | | | | |
| ***School-Level Leaders:*** 1. Monitor writing assessment and instruction for adherence to the School Writing Plan and to district and state policies and standards. | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 2. Supervise for implementation of effective writing assessments and instructional practices:<br>a) Students write in all grades, and writing strategies, processes and genres are coordinated across grade levels.<br>b) Students write in all subjects (writing is integrated into all content areas).<br>c) Students write authentically and for specific audiences and purposes. | | | | |
| 3. Assure that students receive differentiated writing instruction to address all needs including those of special education students and English Learners. | | | | |
| 4. Assure that valid and reliable writing assessments are administered according to the School Writing Plan and that results are used to inform writing instruction and to guide resource allocation. | | | | |
| **V. (D) Rationale: School leaders allocate and manage school resources to support high quality writing instruction:** | | | | |
| ***School Level Leaders:***<br>1. Arrange the school schedule to maximize and protect instructional time for writing. | | | | |
| 2. Assign personnel to support high-quality writing instruction and assessment. | | | | |
| 3. Ensure that the efforts of all teaching staff (e.g. classroom teachers, instructional specialists, instructional assistants) are coordinated around instructional priorities, such as effective writing instruction. | | | | |
| 4. Allocate adequate funds for technology and other resources that teachers need to teach writing most effectively. | | | | |
| **V. (E) Rationale: School leaders provide effective professional development to support improved writing outcomes:** | | | | |
| ***School-Level Leaders:***<br>1. Provide for initial and ongoing training on writing instruction for both new and continuing teachers (information sharing, collaboration, supervision, and support). | | | | |
| 2. Focus professional development activities on the gap between writing goals and standards and students' specific and demonstrated need for improvement. | | | | |
| 3. Provide time for teacher planning and collaboration on topics related to writing. | | | | |
| 4. Provide a positive culture for teachers to work together in learning communities to "share what they know about writing instruction and to learn from what colleagues know." | | | | |

| Strategies and Actions Recommended to Support Implementation of the School-Level Framework | School Resources Scoring | | | Notes/ Time-Frame |
|---|---|---|---|---|
| | Fully in Place 2 | Partially in Place 1 | Not in Place 0 | |
| 5. Create opportunities for both leader and peer-to-peer walk-throughs to support teacher growth in knowledge and skills related to writing instruction. | | | | |
| 6. Support the function of writing coaching and differentiated training for teachers. | | | | |
| 7. Provide time and training to support the development of teachers as writers. | | | | |
| **Leadership and Commitment Total = _____/ 46 Points _____%** | | | | |

# Appendix F
# Elementary Reading Action Plan

Date:
Literacy Plan Review Timeline:

## GOALS

**Refer to Oregon Literacy Framework pages G-1 to G-14 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-50 to R-51 for guidance on completing the Goals section.**

**Primary Reading Goal(s):** (The goal(s) should focus on foundational reading skills and the ability to apply skills and strategies to read proficiently across the instructional areas.)

**Formative Reading Goals:**

| | |
|---|---|
| Kindergarten | |
| Phonemic Awareness | Middle:<br>End: |
| Phonics | Middle:<br>End: |
| First Grade: | |
| Phonics | Beginning:<br>Middle: |
| Fluency | Middle:<br>End: |
| Second Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Third Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |
| Fourth Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |

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| Fifth Grade | |
|---|---|
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End” |

School-Level Goals for Overall Improvement:

K:

1:

2:

3:

4:

5:

## ASSESSMENT

**Refer to Oregon Literacy Framework pages A-1 to A-20 and the Oregon Literacy Plan’s Oregon K-12 Implementation Guide on pages R-52 to R-53 for guidance on completing the Assessment section.**

**Personnel/Funding Support**

If the person(s) responsible for different assessment-related activities varies depending on the *type* of assessment given (e.g., screening vs. progress monitoring), indicate who will be responsible for each activity for each type of assessment here.

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Assessment Team Members:

| Screening | Progress Monitoring | Diagnostic | Outcome |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Training/Retooling (Frequency/Focus):

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Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

Funding Source(s):

## A. Screening

Measures To Be Administered:

| Grade | Screening Measure |
|---|---|
| K | Phonemic Awareness:<br>Phonics: |
| 1 | Phonemic Awareness:<br>Phonics: |
| 2 | Phonics:<br>Fluency: |
| 3 | Fluency:<br>Comprehension: |
| 4 | Fluency:<br>Comprehension: |
| 5 | Fluency:<br>Comprehension: |

Evidence of Reliability and Validity of Measures:

| Grade | Measure | Reliability | Validity |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Timeline (When will the measures be administered?):

Criteria for identifying which students will be screened:

Criteria for identifying and placing students in second and third tier interventions:

Process and procedures for assessing and placing new students (e.g., How quickly can this assessment take place?):

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## B. Progress Monitoring

Target Students (e.g., all at-risk and low-strategic students):

Measures & Frequency of Progress Monitoring:

| Grade | Progress Monitoring Measure | Frequency |
|---|---|---|
| K | Phonemic Awareness:<br>Phonics: | |
| 1 | Phonemic Awareness:<br>Phonics:<br>Fluency: | |
| 2 | Phonics:<br>Fluency: | |
| 3 | Fluency:<br>Comprehension: | |
| 4 | Fluency:<br>Comprehension: | |
| 5 | Fluency:<br>Comprehension: | |

Evidence of Reliability and Validity of Measures:

| Grade | Measure | Reliability | Validity |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## C. Diagnostic Testing

Target Students (Criteria for determining who will receive diagnostic testing):

*Standardized Diagnostic Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Curriculum Embedded Assessments:*

a. Core Program Survey Assessments

b. Core Program Theme Skills Tests:

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c. Supplemental/Intervention Programs Mastery Tests:

d. Placement Tests:

## D. End-of-Year Testing (Outcome Measures)

*Standardized Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

*Other Outcome Measures*:

| Grade | Outcome Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Timeline:

## E. Data-Based Decision Making:

How will data be used to make decisions at the systems level?

How will data be used to make decisions for instructional groups and individual students?

Plan for Monitoring Instructional Groups/Individual Students:

Process/Criteria for Evaluating the Effectiveness of Instruction:

## INSTRUCTION

**Refer to the Oregon Literacy Framework pages I-1 to I-56 and the Oregon Literacy Plan's K-12 Reading Implementation Guide on pages R-54 to R-58 for guidance on completing the Instruction section.**

**Time** (attach a sample school schedule):

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Length of Reading Block:

K:
1:
2:
3:
4:
5:

Start Date for Reading Instruction:

End Date for Reading Instruction:

Additional Reading Time (i.e., Double Dose):

Criteria for Identifying Students for Additional Reading Time:

Double Dose Instructors:

After-School Reading Programs:

| Grade | After School Reading Program | Targeted Students | Funding Needs | Funding Source(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Summer School Reading Programs:

| Grade | Summer School Reading Program | Targeted Students | Funding Needs | Funding Source(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Programs and Materials**:

Research-Based Core Program for K-5:

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Research-Based Supplemental and Intervention Programs:

| Grade | Type (S or I) | Program | Essential Element(s) Addressed |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Criteria for Selection of Additional Supplemental and Intervention Programs:

Funding Source for Core, Supplemental, and Intervention Materials:

Plan for Monitoring Fidelity of Program Implementation:

**Differentiated Instruction** (attach current Instructional Support Plan for each grade level):

Instructional Grouping:

| | | | | | |
|---|---|---|---|---|---|
| K | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |
| 1 | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |
| 2 | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |
| 3 | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |
| 4 | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |
| 5 | ____ | Within-Class Grouping | ____ | Cross-Class Grouping | ____ Cross-Grade Grouping |

Criteria for Small Group Formation During Reading Block:

Timeline for Updating Instructional Maps:

Lesson Pacing Goals:

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| Grade | Program/Level | Complete By (Date and Grade) |
|---|---|---|
| K | | |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Plan for Enhancing the Core Program:

Plan for Accelerating Students in an Intervention Program:

Service to Special Populations of Students:

ELL:

SPED:

**Instructional Delivery**:

## LEADERSHIP

**Refer to Oregon Literacy Framework pages L-1 to L-18 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-59 to R-61 for guidance on completing the Leadership section.**

**Principal**:
Outline Principal Involvement in Reading Activities:

Participation in Teacher Training on Reading Programs and Assessment System:

Participation in Grade Level Team and Early Reading Team Meetings:

Observations of Reading Instruction (Indicate type and frequency):

Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

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**Mentor Coach**:
Literacy Coach and FTE:

Funding Source:

Responsibilities:

**Grade Level Teams**:
Participants at each grade level:

| K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Indicate facilitator for each grade level with an *.

Frequency of Meetings:

Day/Time of Meeting for Each Grade Level:
K:
1:
2:
3:
4:
5:

Funding Needs:

Funding Source:

**Early Reading Team**:

Members:

| Name | Title |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

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Objectives of Early Reading Team:

Alternate School Team to Meet these Objectives:

Frequency of Meetings:

Day/Time of Meeting:

Funding Needs:

Funding Source:

**Identify Other Building Leaders in the Area of Reading**:

## PROFESSIONAL DEVELOPMENT

**Refer to Oregon Literacy Framework pages P-1 to P-18 and the Oregon Literacy Plan's K-12 Implementation Guide on pages R-62 to R-64 for guidance on completing the Professional Development section.**

Process for Determining School PD Needs:

PD for Principal (Topics/Priorities):

PD for Coach (Topics/Priorities):

PD for Teachers (Classroom Teachers and Specialists):

Program Training:

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| Program / Topic | PD Provider | Number of Days | Participants | Timeline |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Study Groups:

Classroom Consultation:

Collaboration Time:

PD for Educational Assistants:

PD for Substitute Teachers:

PD Plan for New Staff:

Plan for Building Capacity with In-Building or In-District Trainers:

Plan for Ongoing PD Rollout:

Funding Needs for PD:

Funding Source for PD:

*Is All Professional Development Research-Based and Aligned with School Reading Goals?

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## COMMITMENT

**Refer to Oregon Literacy Framework pages C-1 to C-18 and the Oregon Literacy Plan's K-12 Reading Implementation Guide on page R-65 for guidance on completing the commitment section.**

School Action Plans:

Timeline for Completion:

Schedule/Process for Updating Action Plan:

Staff Responsible:

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

District Level Administrators:

School Board:

Parents
Community

Plan for Celebrating/Acknowledging Student Success:

Hiring Practices to Sustain the Reading Model:

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# Appendix G
# Adolescent Reading Action Plan

Date:
Literacy Plan Review Timeline:

## GOALS

**Refer to Oregon Literacy Framework pages G-1 to G-14 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-150 to R-51 for guidance on completing the Goals section.**

**Primary Reading Goal(s):** (The goal(s) should focus on both foundational reading skills and the ability to apply skills and strategies to read proficiently across the instructional areas).

**Formative Reading Goals:**

| | |
|---|---|
| Sixth Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |
| Seventh Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |
| Eight Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |
| Ninth-Twelfth Grade | |
| Fluency | Beginning:<br>Middle:<br>End: |
| Comprehension | Beginning:<br>Middle:<br>End: |
| | |

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School-Level Goals for Overall Improvement:

6:

7:

8:

9-12:

## ASSESSMENT

**Refer to Oregon Literacy Framework pages A-1 to A-20 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-52 to R-53 for guidance on completing the Assessment section.**

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Assessment Team Members:

| Screening | Progress Monitoring | Diagnostic | Outcome |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Training/Retooling (Frequency/Focus):

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

Funding Source:

### A. Screening

Measures To Be Administered:

| Grade | Screening Measure |
|---|---|
| 6th | Fluency:<br>Comprehension: |
| 7th | Fluency:<br>Comprehension: |
| 8th | Fluency:<br>Comprehension: |

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| | |
|---|---|
| 9th-12th | Fluency:<br>Comprehension: |

Evidence of Reliability and Validity of Measures:

| Grade | Measure | Reliability | Validity |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Timeline (When will the measures be administered?):

Criteria for Identifying Which Students will be Screened?

Criteria for Identifying and Placing Students in Second and Third Tier Interventions

Process for Assessing and Placing New Students (e.g., How quickly can this assessment take place?):

## B. Progress Monitoring

Target Students (e.g., all at-risk students):

Measures & Frequency of Progress Monitoring:

| Grade | Progress Monitoring Measure | Frequency |
|---|---|---|
| 6 | Fluency:<br>Comprehension: | |
| 7 | Fluency:<br>Comprehension: | |
| 8 | Fluency:<br>Comprehension: | |
| 9-12 | Fluency:<br>Comprehension: | |

Evidence of Reliability and Validity of Measures:

| Grade | Measure | Reliability | Validity |
|---|---|---|---|

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| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## C. Diagnostic Testing

Target Students (Criteria for determining who will receive diagnostic testing):

*Standardized Diagnostic Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

List Curriculum Embedded Assessments:

a. Core Program Survey Assessments

b. Core Program Theme Skills/Unit Tests:

c. Supplemental/Intervention Program Mastery Tests:

d. Supplemental/Intervention Program Placement Tests:

## D. End-of-Year Testing (Outcome Measures)

*Standardized Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Other Outcome Measures*:

| Grade | Outcome Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|

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| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Timeline:

**E. Data-Based Decision Making**:

How will data be used to make decisions at the systems level?

How will data be used to make decisions for instructional groups and individual students?

Plan for Monitoring Instructional Groups/Individual Students:

Process/Criteria for Evaluating the Effectiveness of Instruction:

## INSTRUCTION

**Refer to Oregon Literacy Framework pages I-1 to I-56 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-54 to R-58 for guidance on completing the Instruction section.**

**Time** (attach a sample school schedule):
Length of Literacy/Reading Block
6:
7:
8:
9-12:

Start Date for Reading Instruction:

End Date for Reading Instruction:

Additional Reading Time (i.e., Double Dose):

Criteria for Identifying Students for Additional Reading Time:

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Double Dose Instructors:

Funding Needs:

Funding Source:

After-School Reading Programs:

| Grade | After School Reading Program | Targeted Students | Funding Needs | Funding Source(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Summer School Reading Programs:

| Grade | Summer School Reading Program | Targeted Students | Funding Needs | Funding Source(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**Programs and Materials**:

Research-Based Core Program(s):
$6^{th}$-$8^{th}$
$9^{th}$ -$12^{th}$

Research-Based Supplemental and Intervention Programs:

| Grade | Type (S or I) | Program | Essential Element(s) Addressed |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Criteria for Selection of Additional Supplemental and Intervention Programs:

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Funding Source for Core, Supplemental, and Intervention Materials:

Plan for Monitoring Fidelity of Program Implementation:

**Differentiated Instruction** (attach current Instructional Support Plan for each grade level):

Timeline for Updating Instructional Maps:

Lesson Pacing Goals:

| Grade | Program/Level | Complete By (Date and Grade) |
|---|---|---|
| 6 | | |
| 7 | | |
| 8 | | |
| 9-12 | | |

Plan for Accelerating Students in an Intervention Program:

Service to Special Populations of Students:

ELL:

SPED:

**Instructional Delivery**:

| LEADERSHIP |
|---|
| **Refer to Oregon Literacy Framework pages L-1 to L-18 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-59 to R-61 for guidance on completing the Leadership section.** |

**Principal**:
Outline Principal Involvement in Literacy/Reading Activities:

Participation in Teacher Training on Reading Programs and Assessment System:

Participation in Grade Level Team and Early Reading Team Meetings:

Observations of Reading Instruction (Indicate type and frequency):

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Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:

**Mentor Coach**:
Literacy Coach and FTE:

Funding Source:

Responsibilities:

**Grade/Department Level Teams**:

Participants at each grade/department level:

| 6 | 7 | 8 | 9-12 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Indicate facilitator for each grade level with an *.

Frequency of Meetings:

Day/Time of Meeting for Each Grade/Department Level:
6:
7:
8:
9-12:

Funding Needs:

Funding Source:

**Identify Other Building Leaders in the Area of Reading**:

**PROFESSIONAL DEVELOPMENT**

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**Refer to Oregon Literacy Framework pages P-1 to P-18 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on pages R-62 to R-64 for guidance on completing the Professional Development section.**

Process for Determining School PD Needs:

PD for Principal (Topics/Priorities):

PD for Coach (Topics/Priorities):

PD for Teachers (Classroom Teachers and Specialists):

Program Training:

| Program / Topic | PD Provider | Number of Days | Participants | Timeline |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Study Groups:

Classroom Consultation:

Collaboration Time:

PD for Educational Assistants:

PD for Substitute Teachers:

PD Plan for New Staff:

Plan for Building Capacity with In-Building or In-District Trainers:

Plan for Ongoing PD Rollout:

Funding Needs for PD:

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Funding Source for PD:

*Is All Professional Development Research-Based and Aligned with School Reading Goals?

**COMMITMENT**

**Refer to Oregon Literacy Framework pages C-1 to C-18 and the Oregon Literacy Plan's Oregon K-12 Reading Implementation Guide on page R-65 for guidance on completing the Commitment section.**

School Action Plans:

Timeline for Completion:

Schedule/Process for Updating Action Plan:

Staff Responsible:

Plan for Reporting/Sharing Student Performance Data to Stakeholders:

District Level Administrators:

School Board:

Parents

Community

Plan for Celebrating/Acknowledging Student Success:

Hiring Practices to Sustain the Reading Model:

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# Appendix G:
# K-12 Writing Action Plan

Date:
Literacy Plan Review Timeline:

## GOALS

**Refer to Oregon Literacy Plan pages W-8 to W-12 and K-12 Writing School Implementation Guide pages W-118 to W-124 for guidance on completion of the Goals section.**

**Primary Writing Goal(s):** The goal(s) should focus on both foundational writing skills and the ability of students to apply writing skills and strategies to content area writing tasks.

**Formative Writing Goals:**

| |
|---|
| Grade : |
| |
| Grade : |
| |
| Grade : |
| |
| Grade : |
| |
| Grade : |
| |

**School-Level Summative Goals for Overall Improvement** (include OAKS Goals):

Grade ___:

Grade ___:

Grade ___:

Grade ___:

Grade ___:

## ASSESSMENT

**Refer to Oregon Literacy Plan pages W-15 to W-29 and K-12 Writing School Implementation Guide pages W-125 to W-140 for guidance on completion of the Assessment section.**

**Personnel/Funding Support**

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If the person(s) responsible for different assessment-related activities varies depending on the *type* of assessment given (e.g., screening vs. progress monitoring), indicate who will be responsible for each activity for each type of assessment here.

Resident Expert (Someone who is highly knowledgeable about the measures, can train others to use the measures, and can lead the interpretation of the data.):

Assessment Team Members:

| Screening | Progress Monitoring | Diagnostic | Outcome |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Training/Retooling (Frequency/Focus):

Data Entry (Who will perform the function? Who can be trained as a back-up person?):

Funding Needs (Expenses for purchasing or printing measures, data collection, data entry, etc.):

Funding Source(s):

**A. Screening**

Plan for Training on Measure(s):

Measures To Be Administered:

| Grade | Screening Measure | Skills Assessed |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Evidence of Reliability and Validity of Measures (as appropriate):

| Grade | Measure | Reliability | Validity |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

Timeline (When will the measures be administered?):

Criteria for identify which students will be screened:

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Criteria for identifying and placing students in second and third tier interventions:

Process and procedures for assessing and placing new students (e.g., How quickly can this assessment take place?

**B. Progress Monitoring**

Target Students (e.g., all at-risk writing students):

Measures & Frequency of Progress Monitoring:

| Grade | Progress Monitoring Measure | Frequency of Administration |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**C. Diagnostic Procedures**

Target Students (Criteria for determining who will receive diagnostic testing):

*Standardized Diagnostic Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**D. End-of-Year Testing (Outcome Measures)** (include OAKS Writing Assessment)

*Standardized Measures:*

| Grade | Standardized Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

*Other Outcome Measures*:

| Grade | Outcome Measure | Essential Element(s) Assessed | Reliability | Validity |
|---|---|---|---|---|
| | | | | |
| | | | | |

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Timeline:

**E. Data-Based Decision Making**:

How will data be used to make decisions at the systems level?

How will data be used to make decisions for instructional groups and individual students?

Plan for Monitoring Instructional Groups/Individual Students:

Process/Criteria for Evaluating the Effectiveness of Instruction:

## INSTRUCTION

**Refer to Oregon Literacy Plan pages W-34 to W-71 and K-12 Writing School Implementation Guide pages W-141 to W-163 for guidance on completion of the Instruction section.**

**Time** (attach a sample school schedule):
Length of Writing Block (Elementary):

K:
1:
2:
3:
4:
5:

Plans for Additional Writing Time for Tier 2/3 Students:

Additional Writing Time Instructors:

**Time** (attach a sample school schedule):
Length of Writing Block (Middle and Secondary):

6:
7:
8:
9:
10:
11:
12:

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Criteria for identifying struggling writers:

Plan for scheduling time for skill instruction for these students?

How will you ensure that content and technical area teachers use time in each class for teaching writing skills related to their subject matter and use writing to enhance learning in the classroom?

**Instructional Content**:

Outline your plan for incorporating the Organizing Principles for K-12 Writing Instruction as detailed in the Oregon Literacy Plan including the use of evidence-based practices.

**Organizing Principle 1: Allot sufficient time for writing instruction** (can be detailed above).

**Organizing Principle 2: Explicitly teach the writing process incorporating strategies for planning, writing first drafts, revising and editing texts across different genres.**

**Organizing Principle 3: Explicitly teach the specific discourse knowledge needed for writing development.**

**Organizing Principle 4: Use techniques to motivate and engage students in the development of writing skills.**

**Organizing Principle 5: Provide differentiated writing instruction through a tiered instructional model.**

**Organizing Principle 6: Use writing as a tool for enhancing learning across the school curriculum.**

Funding Needs for Instructional Materials:

Plan for Monitoring Fidelity of Program Implementation:

Outline your plan for writing services to Special Populations of Students:

EL:

SPED:

**PROFESSIONAL DEVELOPMENT**

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**Refer to Oregon Literacy Plan pages W-76 to W-83 and K-12 Writing School Implementation Guide pages W-164 to W-168 for guidance on completion of the Professional Development section.**

Process for Determining Writing PD Needs:

Initial Plans for formal Professional Development Training:

| Program/Topic | PD Provider | Number of Days | Participants | Timeline |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Plans for Follow-up and In-Classroom Training and/or Coaching:

Plan for Building Capacity with In-Building or In-District Trainers:

Plan for Ongoing PD Rollout:

Funding Needs for PD:

Is all Professional Development Research-Based and Aligned with School Writing Goals?

## LEADERSHIP and COMMITMENT

**Refer to Oregon Literacy Plan pages W-86 to W-91 and K-12 Writing School Implementation Guide pages W-169 to W-189 for guidance on completion of the Leadership and Commitment section.**

**Principal**:
Outline Principal Involvement in Writing Activities:

Participation in Teacher Training on Writing Programs and Assessment System:

Participation in School Writing Team Meetings:

Observations of Writing Instruction (Indicate type and frequency):

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Describe Coordination of EL and Special Education with General Education Writing Programs:

**School Writing Team**:
(It is suggested that schools create a Writing Team to develop the Schoolwide Writing Plan, plan professional development, develop internal expertise, and lead schoolwide efforts in improving writing instruction.)

Members:

| Grade | Name | Title |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Objectives of the School Writing Team:

Frequency of Meetings:

Day/Time of Meeting:

Funding Needs:

Funding Source:

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Appendix I
Sample Elementary Reading Action Plan

**Alameda Elementary**

**Revision Date: 4/11/08**
**Literacy Plan Review Timeline:** This plan will be reviewed yearly after the Spring DIBELS Benchmark.

When new staff is hired each school year, this plan will be shared with them.

## GOALS

**Primary Reading Goal:**

All students at Alameda Elementary will be reading at grade level by the end of third grade.

**Formative Reading Goals:**

| | |
|---|---|
| Kindergarten | |
| Phonemic Awareness: PSF | Middle: 18 correct phonemes/minute<br>End: 35 correct phonemes/minute |
| Alphabetic Principle: NWF | Middle: 13 correct letter sounds/minute<br>End: 25 correct letter sounds/minute |
| First Grade: | |
| Alphabetic Principle: NWF | Beginning: 24 correct letter sounds/minute<br>Middle: 50 correct letter sounds/minute |
| Fluency in Text: ORF | Middle: 20 correct words/minute<br>End: 40 correct words/minute |
| Second Grade | |
| Fluency in Text: ORF | Beginning: 44 correct words/minute<br>Middle: 68 correct words/minute<br>End: 90 correct words/minute |
| Third Grade | |
| Fluency in Text: ORF | Beginning: 77 correct words/minute<br>Middle: 92 correct words/minute<br>End: 110 correct words/minute |
| Fourth Grade | |
| Fluency in Text: ORF | Beginning: 93 correct words/minute<br>Middle: 105 correct words/minute<br>End: 118 correct words/minute |
| Fifth Grade | |
| Fluency in Text: ORF | Beginning: 104 correct words/minute<br>Middle: 115 correct words/minute<br>End: 124 correct words/minute |

**School-Level Goals for Overall Improvement:**

Kindergarten:

90 percent of kindergarten students will reach or exceed the kindergarten spring 2008 NWF DIBELS progressive benchmark. This is an 8 percent increase from spring of 2007.

1st grade:

60 percent of first grade students will reach or exceed the spring DIBELS ORF benchmark goal of 40 correct words per minute. This is a 21 percent increase from to spring 2007.

2nd grade:

55 percent of second grade students will reach or exceed the spring 2008 ORF DIBELS benchmark goal of 90 correct words per minute. This is a 16 percent increase from spring 2007.

3rd grade:

By spring of 2008, the number of third grade students meeting or exceeding on the OAKS will increase from 87 percent to 92 percent - an increase of 5 percent (taken from the Alameda 2007-2008 School Improvement Plan).

4th grade:

60 percent of fourth grade students will reach or exceed the spring 2008 ORF DIBELS benchmark goal of 118 correct words per minute. This is a 6 percent increase from spring 2007.

5th grade:

By spring of 2008, the number of fifth grade students meeting or exceeding on the OAKS will increase from 47 percent to 75 percent - an increase of 28 percent (taken from the Alameda 2007-2008 School Improvement Plan).

## ASSESSMENT

### A. DIBELS Screening

**Measures To Be Administered:**

| Grade | DIBELS Screening Measure | Essential Element(s) Assessed |
|---|---|---|
| K | ISF, PSF and NWF | Phonemic Awareness and Alphabetic Principal |
| 1 | PSF, NWF and ORF | Phonemic Awareness, Alphabetic Principal and Fluency in Text |
| 2 | NWF and ORF | Alphabetic Principal and Fluency in Text |
| 3 | ORF | Fluency in Text |
| 4 | ORF | Fluency in Text |
| 5 | ORF | Fluency in Text |

**Evidence of Reliability and Validity of Measures:**

DIBELS Technical Reports

**Timeline** (When will the measures be administered?)**:**

September, January and May

**Students** (Which students will be screened?)

All kindergarten through fifth grade students will be assessed three times yearly.

**Resident Expert** (Someone who is highly knowledgeable about the measures, can train others to use the
measures, and can lead the interpretation of the data.):

Reading Coach

**Assessment Team Members:**
Two Title 1 Teachers
Special Ed. Teacher
Vice Principal
Reading Coach

**Training/Retooling** (Frequency/Focus):
The Reading Coach will provide a DIBELS Essentials training to new members of the assessment team yearly.

The Reading Coach will provide a DIBELS refresher session prior to each DIBELS Benchmark for the assessment team members

**Data Entry** (Who will perform the function? Who can be trained as a back-up person?):
The school secretary has been trained to do the DIBELS data entry.

An instructional assistant has been trained as a DIBELS data entry back-up.

**Funding Needs** (Expenses for purchasing or printing measures, data collection, data entry, etc.):
$200.00 for printing and copying of DIBELS materials

$1200.00 for substitutes for the assessment team members during the Winter and Spring DIBELS Benchmarks. There will be no cost for assessment team substitutes during the Fall DIBELS Benchmark, since it will be done within the first week of school, prior to the start-up of small group instruction.

**Funding Source:**
Title I Funds
District General Fund

## B. DIBELS Progress Monitoring

**Target Students:**
All Intensive, Strategic and Benchmark students

**Frequency of DIBELS Progress Monitoring:**
Intensive students will be monitored every two weeks.
Strategic students will be monitored every four weeks.
Benchmark students will be monitored every six weeks.

**Measures:**

Use of DIBELS progress monitoring measures will be based on instructional level of students.

| Grade | DIBELS Progress Monitoring Measure | Essential Element(s) Assessed |
|---|---|---|
| K | Initial Sound Fluency<br>Phoneme Segmentation Fluency<br>Nonsense Word Fluency | Phonemic Awareness<br>Phonemic Awareness<br>Alphabetic Principle |
| 1 | Phoneme Segmentation Fluency<br>Nonsense Word Fluency<br>Oral Reading Fluency | Phonemic Awareness<br>Alphabetic Principle<br>Fluency in Text |
| 2 | Nonsense Word Fluency<br>Oral Reading Fluency | Alphabetic Principle<br>Fluency in Text |
| 3 | Nonsense Word Fluency<br>Oral Reading Fluency | Alphabetic Principle<br>Fluency in Text |
| 4 | Oral Reading Fluency | Fluency in Text |
| 5 | Oral Reading Fluency | Fluency in Text |

Use of in-program assessments from Houghton Mifflin, our core reading program

Use of in-program assessments from our supplemental and intervention programs

**Evidence of Reliability and Validity of Measures:**

DIBELS Technical Reports

**Resident Expert** (Someone who is highly knowledgeable about the measures, can train others to use the
measures, and can lead the interpretation of the data.):

Reading Coach

**Assessment Team Members:**

Classroom Teachers
Title 1 Teachers
Special Ed. Teacher
Instructional Assistants

**Training/Retooling** (Frequency/Focus):

The Reading Coach will provide DIBELS Essentials training to new members of the assessment team yearly.

The Reading Coach will provide a DIBELS Refresher to staff as needed.

**Data Entry** (Who will perform the function? Who can be trained as a back-up person?):

The school secretary has been trained to do the DIBELS data entry.

An instructional assistant has been trained as a DIBELS data entry back-up.

**Funding Needs** (Expenses for purchasing or printing measures, data collection, data entry, etc.):

$500.00 for printing costs

**Funding Source:**
Title I Funds
District General Fund

**Process for Assessing and Placing New Students** (e.g., How quickly can this assessment take place?):
Classroom teacher, Title 1 Teachers or Reading Coach will administer a DIBELS assessment on a new student the day of arrival then meet to determine if further placement testing is needed (i.e., in-program placement testing for intervention programs). Information will be shared with all staff working with the new student.

## C. Diagnostic Testing

**List Curriculum Embedded Assessments:**

a. Core Program Survey Assessments
The Houghton Mifflin Phonics/Decoding Screening Test will be administered to all students in Houghton Mifflin in grades 1-5 in September, January and May.

b. Core Program Theme Skills Tests:
Houghton Mifflin Theme Skills Tests will be administered at the end of each theme in kindergarten through fifth grade.

c. Supplemental/Intervention Programs Mastery Tests:
- Language for Learning 15 Program Assessments
- Early Reading Intervention Progress Monitoring Tests 1-4
- Early Reading Intervention Exit Test
- Language for Thinking 15 Program Assessments
- Reading Mastery Tests and Checkouts
- Horizons CD Mastery Tests and Checkouts
- Read Naturally SE Story Hot Reads
- Corrective Reading Decoding Mastery Tests and Checkouts

d. Supplemental/Intervention Programs Placement Tests:
- Language for Learning Placement Test
- Early Reading Intervention Placement Test
- Language for Thinking Placement Test
- Reading Mastery Placement Test
- Horizons CD Placement Test
- Corrective Reading Decoding Placement Test
- Read Naturally SE Placement Test

**Target Students** (Criteria for determining who will receive diagnostic testing):
As part of the RTI process, intensive students not responding to instruction will be reviewed by the EBIS team for further evaluation. In-program assessments will be utilized to help identify those students not responding to instruction. Those students will enter the EBIS problem solving process.

**List Standardized Diagnostic Measures:**
Woodcock-Johnson-R
Young Child Achievement Test (Y-CAT)

**Evidence of Reliability and Validity of Standardized Measures:**
Woodcock-Johnson-R Technical Reports
Young Child Achievement Test (Y-CAT) Technical Reports

**D. End-of-Year Testing (Outcome Measures)**

Standardized Measures:

| Grade | Standardized Measure | Essential Element(s) Assessed |
|---|---|---|
| K | DIBELS Benchmark Assessments | Phonemic Awareness<br>Alphabetic Principle |
| 1 | DIBELS Benchmark Assessments | Phonemic Awareness<br>Alphabetic Principle<br>Fluency in Text |
| 2 | DIBELS Benchmark Assessments | Alphabetic Principle<br>Fluency in Text |
| 3 | DIBELS Benchmark Assessments<br>Oregon Assessment of Knowledge and Skills | Fluency in Text<br>Vocabulary and Comprehension |
| 4 | DIBELS Benchmark Assessments | Fluency in Text |
| 5 | DIBELS Benchmark Assessments<br>Oregon Assessment of Knowledge and Skills | Fluency in Text<br>Vocabulary and Comprehension |

**Evidence of Reliability and Validity of Measures:**
DIBELS Technical Reports
OAKS Technical Reports

**Timeline:**
May DIBELS Assessment Window (first three weeks of May)
OAKS Assessment Window

**Assessment Team:**
DIBELS Benchmark Assessment Team
Classroom teachers with support from Title1 staff

**Funding Needs** (Expenses for purchasing measures, data collection, data entry, etc.):
Printing costs for DIBELS Benchmark Booklets [$200.00]
Substitutes for DIBELS Benchmark Assessment Team [$1200.00]

**Funding Source:**
District Assessment Funds

**E. Data-Based Decision Making**:

**How will data be used to make decisions at the systems level?**
Our EBIS Team will meet after each DIBELS Benchmark period to examine school level system data to determine if the overall system is healthy. On the reading side of the system, the EBIS Team will use DIBELS Adequate Progress Norms to determine the relative strength of the benchmark, strategic and intensive support systems. For math, the EBIS Team will review CBM math benchmark data to determine needed adjustment the math model within the school. To look at behavior, the EBIS Team will examine office referral data to identify hotspots within the school.

**How will data be used to make decisions for instructional groups and individual students?**
After each two week progress monitoring period, grade level teams will meet for 1 hour after school to review reading and math progress monitoring data. Every six weeks, each grade level team will meet for an afternoon grade level meeting to analyze grade level systems in reading, math and behavior. Grade level teams will be looking at progress monitoring and benchmark assessment data. These teams will also review student performance on in-program assessments for group of students. Also during that time, grade level teams will be reviewing lesson pacing maps. Data will be used to make grouping decisions and to inform instruction. The EBIS Team will meet with a grade level team to discuss students of significant concern. With this rotation, the EBIS Team will meet with each grade level team once every seven weeks.

**Plan for Monitoring Instructional Groups/Individual Students:**
All groups and students will be monitored as noted above.

**Process/Criteria for Evaluating the Effectiveness of Instruction:**
DIBELS Summary of Effectiveness Report, Percentage of students meeting end-of-year formative goals, coaching and principal observations.

## INSTRUCTION

**Time**:
**Length of Reading Block:**

K: 90 min. Reading Block (45 min whole group/45 min skill-based small group flood)
- 35 min Reading Intervention Block (in addition to the 90 minute Reading Block)

1: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
- 35 min Reading Intervention Block (in addition to the LA Block)

2: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
- 35 min Reading Intervention Block (in addition to the LA Block)

3: 90 min. Reading Block (45 min whole group/45 min skill-based flood)
- 35 min Reading Intervention Block (in addition to the LA Block)

4/5: 90 min. Reading Block (45 min whole group/45 min skill-based flood)

**Attach Sample School Schedule*

**Start Date for Reading Instruction:**

- Whole group reading instruction will begin by the second full week of school.
- Small group reading instruction will begin the third full week of school.

**End Date for Reading Instruction:**

Whole group and small group reading instruction will end on Friday of the last full week of school.

**Additional Reading Time** (i.e., Intervention Block):

- All K students will receive an additional 35 minutes of small group instruction daily
- All students in grades 1st-3rd in Reading Mastery or Horizons CD will receive an additional 35 minutes of small group instruction daily.

**Criteria for Identifying Students for Additional Reading Time:**

All DIBELS Intensive and low to middle Strategic students will receive and additional 35 minutes of small group instruction daily.

**Intervention Block Instructors:**

Classroom teachers
Title 1 teachers
Instructional Assistants

**Targeted Students:**

- All intensive and low-medium strategic K students receive a 2nd dose of small group
- All students in grades 1-3 in Reading Mastery or Horizons CD receive a 2nd dose of small group instruction daily

**Summer School Reading Programs:**

Migrant Summer School

**Targeted Students:**

K-5 Migrant Students

**Funding Needs:**

Summer School Materials
21 days x 6 hour certified staffing costs
21 days x 6 hour instructional assistants staffing costs

**Funding Source:**

Title IC Funds

**Programs and Materials**:

**Research-Based Core Program for K-5:**

Houghton Mifflin 2003 Nation's Choice

**Research-Based Supplemental and Intervention Programs:**

| Program | Type (S or I) | Grade | Essential Element(s) Addressed |
|---|---|---|---|
| Early Reading Intervention | I | K | Phonemic Awareness<br>Alphabetic Principle |
| Language for Learning | I | K | Vocabulary |
| Language for Thinking | I | 1 | Vocabulary |
| Reading Mastery (Levels 1-5) | I | K-5 | Phonemic Awareness<br>Alphabetic Principle<br>Fluency in Text<br>Vocabulary<br>Comprehension |
| Horizons CD | I | 3-5 | Fluency in Text<br>Vocabulary<br>Comprehension |
| Corrective Reading Decoding (Levels A-C) | I | 3-5 | Alphabetic Principle |
| Read Naturally SE (Levels 1.0-7.0) | S | 1-5 | Fluency in Text |
| Rewards Intermediate | S | 4-5 | Alphabetic Principle-<br>Multisyllabic Words |

**Criteria for Selection of Additional Supplemental and Intervention Programs:**

Any additional supplemental or intervention programs will be selected for the approved SBRR programs on the Florida and Oregon curriculum review list.

**Funding Source for Core, Supplemental, and Intervention Materials:**

District curriculum funds

**Plan for Monitoring Fidelity of Program Implementation:**

- Administrators will do monthly reading observations focusing on fidelity and effective use of the reading block time, including transitions.
- The reading coach will conduct targeted observations to support teachers identified by the principal.

**<u>Differentiated Instruction</u>**:

**Instructional Grouping:**

| | | | |
|---|---|---|---|
| K: | __ Within-Class Grouping | <u>X</u> Cross-class Grouping | __Cross-grade Grouping |
| 1: | __ Within-Class Grouping | <u>X</u> Cross-class Grouping | __ Cross-grade Grouping |
| 2: | __ Within-Class Grouping | __ Cross-class Grouping | <u>X</u> Cross-grade Grouping |
| 3: | __ Within-Class Grouping | __ Cross-class Grouping | <u>X</u> Cross-grade Grouping |
| 4: | __ Within-Class Grouping | __ Cross-class Grouping | <u>X</u> Cross-grade Grouping |
| 5: | __ Within-Class Grouping | __ Cross-class Grouping | <u>X</u> Cross-grade Grouping |

**Criteria for Small Group Formation During Reading Block:**

- DIBELS benchmark and progress monitoring data

- Houghton Mifflin Phonics/Decoding Screening Tool
- Student need based on Houghton Mifflin Theme Skill Tests
- For students in the replacement core, groups will be based on placement tests and in-program assessments

* *Attach Current Instructional Map for Each Grade Level*

**Timeline for Updating Instructional Maps:**

CSI Maps will be reviewed after each DIBELS benchmark assessment period

Lesson Pacing Goals:

| Program/Level | Complete By (Date and Grade) |
|---|---|
| Houghton Mifflin Level K | End of K |
| Early Reading Intervention | End of K |
| Language for Learning | End of K |
| Houghton Mifflin Level 1 | End of 1st grade |
| Language for Thinking | End of 1st grade |
| Reading Mastery | Based on group pacing guidelines |
| Horizons CD | Based on group pacing guidelines |
| Corrective Reading Decoding Levels A-C | Based on group pacing guidelines |
| Houghton Mifflin Level 2 | End of 2nd grade |
| Houghton Mifflin Level 3 | End of 3rd grade |
| Houghton Mifflin Level 4 | End of 4th grade |
| Houghton Mifflin Level 5 | End of 5th grade |

**Plan for Enhancing the Core Program:**

Utilizing the Houghton Mifflin Core Enhancements in grades K-3

**Plan for Accelerating Students in an Intervention Program:**

1.5 lessons per day in Reading Mastery Classic and Plus I
1.0 lessons per day in Reading Mastery Classic II (lesson 80) and Plus II (lesson 1) with 2 days/week of
Read Naturally SE or Corrective Reading Decoding
1.0 lessons per day in Horizons CD with 2 days/week of Read Naturally SE
or Corrective Reading Decoding
1.0 lessons per day in Reading Mastery Plus 3-5 with 2 days/week of Read Naturally SE
or Corrective Reading Decoding

**Service to Special Populations of Students:**

**ELL:** ELL students will be included in all aspects of the reading program. Additionally, students
that need extra language support will receive small group language instruction.

**SPED:** The SPED teacher will continue to serve all students on an IEP with research-

proven programs. Additionally, when necessary the SPED teacher will provide a third dose of reading instruction to struggling students on IEP's.

**Instructional Delivery**:

Total reading time will be based on student need. Generally, students with medium-low strategic and intensive needs will receive at least forty five minutes of whole group instruction with two small group sessions lasting forty to forty-five minutes each. Instruction will be based on the nine general features of effective instruction: teacher modeling, explicit instruction, students engaged in meaningful interactions with language during lesson, multiple opportunities for students to practice instructional tasks, instructor provides corrective feedback after initial student responses, students are engaged in the lesson during teacher-led instruction, students are engaged in the lesson during independent work, students are successful completing activities at a high criterion level of performance and instructor encourages student effort.

## LEADERSHIP

**Principal**

**Outline Principal Involvement in Reading Activities:**

*Reading Culture/Communication:*

- Principal regularly communicates with parents concerning the status of their children in the reading program.
- Principal communicates with school staff when there are changes in the reading schedule, this may include minor and major changes and interruptions.
- Principal communicates with support staff and parents at EBIS and IEP meetings.
- Principal communicates with 8C administration including Superintendent, Personnel Director, Curriculum Director, and Special Education Director on issues related to the reading program.
- Principal coordinates with Site Council, Early Literacy Team, and Language Arts Cadre to create a school-wide reading schedule.
- Principal is an advocate for the reading program's sustainability and proponent for the program's success.

*Budget:*

Principal works with reading coach in the planning and implementation of a budget that ensures the success of the reading program. Principal works with 8C administration to guarantee adequate funding for the full implementation of the reading program.

*Teaching Reading Groups:*

Administrators teach reading groups as needed.

*Reporting of K-3 reading program status:*

Principal completes the Winter and Spring How Are We Doing Reports. These reports are presented to the teachers at grade level meetings and to the 8C School Board.

**Participation in Teacher Training on Reading Programs and Assessment System:**

Principal, when available, attends professional development related to reading programs and assessment.

**Participation in Grade Level Team and Early Reading Team Meetings:**

- Principal, when available, attends Early Literacy Team and Grade Level Reading Team meetings.
- Principal collaborates with the reading coach on the scheduling of reading program meetings and creating of the ELT and Grade Level Reading meeting agendas.

**Observations of Reading Instruction (Indicate type and frequency):**
Principal observes certified and classified staff implement the reading program through walk-through, informal, and formal observations. Principal and reading coach collaboratively observe and provide feedback to staff during the monthly principal/coach side-by-side walk through.

**Describe Coordination of Title, ELL, and Special Education with General Education Reading Programs:**
Principal coordinates with Title I, Special Education, ELL, 8C District staff, educational consultants, and general education teachers, to ensure the success of the reading program. This coordination includes a school-wide reading schedule. The reading schedule is created with the collaboration of the support staff in conjunction with the Alameda Site Council, Early Literacy Team, and input from classroom teachers.

Principal works with the above mentioned stakeholders and the Alameda Site Council and Early Literacy Team to ensure the success of the reading program. The continued success of the reading program includes selecting research-based core, supplemental, and intervention curriculums. Reading program success also depends on the faithful implementation of the curriculums and adherence to the required number of instructional minutes dedicated to reading instruction. Reading program success depends on the collection, input, distribution and analysis of the DIBELS data.

**<u>Mentor Reading Coach</u>:**
**Mentor Reading Coach and FTE:**
K-5 Mentor Reading Coach -1.0 FTE

**Funding Source:**
District General Fund

**Responsibilities:**
The Mentor Reading Coach will:

- Serve as instructional leader to provide staff development, support, and direct and explicit feedback to teachers about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.
- Model new teaching strategies and observe program implementation.
- Meet regularly with classroom teachers, and other coaches to collaborate, talk about student instructional needs, and plan for instruction based on progress monitoring outcomes.
- Collaborate with building staff to establish a master reading schedule that allocates a minimum of 90 minutes of reading instruction per day. This schedule will also delineate instruction for children receiving core, supplemental or intervention instruction.

- Facilitate the selection and oversee the implementation of the comprehensive, supplemental and intervention programs.
- Provide professional development for instructional assistants who are responsible for assisting students in reading.
- Serve as expert in the DIBELS data system and assessment teams, provide refresher trainings, and work with teachers on data interpretation and making appropriate instructional decisions based on data.

**Grade Level Teams**:

**Participants at each grade level:**

| K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| **Teachers** | **Teachers** | **Teachers** | **Teachers** | **Teachers** | **Teachers** |
| Linda Hofmann | Suzanne Bolyard | Jamie Hand | Candice Barber | Scott Campbell | Betty Bourcy |
| Erin Netjes | Amanda Davila | Sharon Lawrence | Jeannine Carter | Patty Eastwood | Nicole Macht |
| Liz Norman | Mandy Williams | Megan Soares | Joann Devine | Jared Olsen | |
| **Reading Coach** | **Reading Coach** | **Reading Coach** | **Reading Coach** | **Reading Coach** | **Reading Coach** |
| Jim Walt * | Jim Walt* | Jim Walt* | Jim Walt* | Jim Walt* | Jim Walt* |

Indicate facilitator for each grade level with an *.

**Frequency of Meetings:**

Grade level team meetings will be on a six week cycle. They will meet after each two week DIBELS progress monitoring period. The table below outlines the meeting schedule.

| Time Period | Length of Meeting | Purpose of Meeting |
|---|---|---|
| Week 2 | 1 hour after school | 1. Review DIBELS progress monitoring and in-program assessments data.<br>2. Adjust instructional groupings |
| Week 4 | 1 hour after school | 1. Review DIBELS progress monitoring and in-program assessments data.<br>2. Adjust instructional groupings |
| Week 6 | half day meeting | 1. Review DIBELS progress monitoring and in-program assessments data.<br>2. Adjust instructional groupings<br>3. Update Assessment Wall<br>4. Review/Discuss EBIS students<br>5. Review Lesson Progress Reports<br>6. Program Professional Development |

**Day/Time of Meeting for Each Grade Level:**

Weeks 2 and 4
Thursday- 1 hour after school

Week 6

K: Monday/PM
1: Tuesday/PM
2: Wednesday/PM
3: Thursday/PM
4: Wednesday/AM
5: Thursday/AM

**Funding Needs:**

8 x 1hour K-5 after school meetings ($460/mtg. x 8 mtgs. = $3680.00) [$4000.00]
2 x half day K-5 Grade Level Meetings ($180/tchr. x 22 tchrs. = $3960.00) [$4000.00]
3 x half day Early Release Meetings (Sept.-Jan.-May) -District Level (District Funded)

**Funding Source:**

Building budget [$8000.00]
District budget

**<u>Early Reading /EBIS Team</u>**:

Members:

| Name | Title |
|---|---|
| Paul Erlebach | Principal |
| Jenny Dayton | Title 1 Teacher |
| Kim Voile | Title 1 Teacher |
| Pam Lakey | Special Ed. Teacher |
| Krissy Waite | ESL Teacher |
| Elizabeth Norman | Kindergarten Teacher |
| Jeannine Carter | 3rd Grade Teacher |
| Nicole Macht | 5th Grade Teacher |
| Jim Walt | K-5 Reading Coach |

**Objectives of Early Reading Team:**

- To manage Schoolwide Reading Schedule
- To adjust building support as needed for reading groups
- Monitor systems level data
- Write and implement the Schoolwide Reading Action Plan

**Alternate School Team to Meet these Objectives:**

Alameda Site Council

**Frequency of Meetings:**

After each DIBELS Benchmark or more frequently as needed

**Day/Time of Meeting:**

2 hour after school meetings- 3:45-5:45

**Funding Needs:**

4 x 2 hour after school meetings (8 tchrs. x 8hrs. = $1280.00) [$1300.00]

**Funding Source:**

Building budget [$1300.00]

**Identify Other Building Leaders in the Area of Reading**:

Jenny Dayton- Title1 Teacher
Kim Voile- Title 1 Teacher

## PROFESSIONAL DEVELOPMENT

**Process for Determining School PD Needs:**

Our SBRR reading programs are in place. The primary source for determining PD needs is student data. Additionally, principal and coach observation data will be used. When appropriate, teacher need surveys will be utilized.

**PD for Principal (Topics/Priorities):**

Reading Leadership
Curricula professional development
Behavior Management

**PD for Coach (Topics/Priorities):**

Reading Leadership
Curricula professional development
Behavior Management

**PD for Teachers (Classroom Teachers and Specialists):**

Program Training:

| Program / Topic | PD Provider | Number of Days | Participants | Timeline |
|---|---|---|---|---|
| Reading Mastery Plus 1-2 | Reading Coach | 2 | K-3 RM+ teachers | Summer/Fall |
| HM CE | HM CE Trainer | 5 | All new HM teachers | Summer/Fall |
| ERI | Jenny Dayton | 1 | New K teachers | Summer/Fall |
| L4L | Reading Coach | 1 | New K teachers | Summer/Fall |
| RM+ 3-4 Horizons CD | Reading Coach | 1 | Gr: 2-5 RM+/Horizon CD teachers | Summer/Fall |

Study Groups:

One book study per school year will be offered to staff.

Classroom Consultation:

One out-of-grade-level peer observation opportunity will be offered to each certified staff member per year.

Collaboration Time:
One morning 45 minutes Grade Level Meeting per month in lieu of Staff Meetings and Cadre Meetings.

**PD for Educational Assistants:**
45 mins. 1 time a month
Coach/Title train

**PD for Substitute Teachers:**
Provide PD to substitute teachers during Staff Development Days and Teacher Work Days

**PD Plan for New Staff:**
2 ½ new teacher training before all staff comes back.
Specific curriculum training (listed above)
District appointed mentor

**Plan for Building Capacity with In-Building or In-District Trainers:**
Continue to send coach, Title 1 teachers and lead teachers to curricula trainer of trainer opportunities.

Plan for Ongoing PD Rollout:
The fall of each school year the District will provide PD training for new staff in the following curricula

- Houghton Mifflin Core Enhancements
- Reading Mastery Plus 1-5/Horizons CD
- Corrective Reading Decoding
- Early Reading Intervention
- Read Naturally SE
- Language for Learning
- Language for Thinking

Funding Needs for PD:
Substitutes for teachers

Funding Source for PD:
Title 1
General Fund

## COMMITMENT

**School Action Plans:**

Timeline for Completion:
Alameda's Reading Action Plan will be written by the Early Literacy Team after the Spring DIBELS Benchmark each year.

Schedule/Process for Updating Action Plan:

After the Fall and Winter DIBELS Benchmark the Reading Action Plan will be reviewed.

Staff Responsible:
Early Literacy/EBIS Team

**Plan for Reporting/Sharing Student Performance Data to Stakeholders:**

- Share the successes and failures of our reading program with administrator colleagues at administrator team meetings.
- Report to the school board on the progress of the reading program. Share DIBELS data with school board members in a yearly report.
- Teachers explain individual DIBELS data with parents at parent teacher conferences.
- Monthly parent newsletter includes information on reading programs and provides strategies on what parents can do to improve literacy skills with their children.

**Plan for Celebrating/Acknowledging Student Success:**

After each DIBELS Benchmark there are will be celebrations at staff meetings and grade level meetings recognizing teachers and student achievement. We will have an end of the year celebration to recognize all staff for their achievements.

**Hiring Practices to Sustain the Reading Model:**

*Guided by attached document*

**Suggested reading-based hiring criteria for leadership positions in a school-wide reading improvement process**
**Dr. Stan Paine, Interim Director, IDEA, University of Oregon**

**Posting the Position**

Qualifications required and preferred beyond those typically needed for this position

- Required
  - Experience teaching reading in an outcomes-based model
  - Knowledge of instructional programs and practices appropriate for use in an outcomes-based reading improvement process
  - Experience using formative assessment in a reading improvement process
  - Strong professional relationship-building and communication skills
  - Knowledge or experience in the area of adult learning (training, coaching, etc.)
- Preferred
  - Experience leading a school-wide outcomes-based reading improvement initiative
  - Experience leading others in using formative assessment in reading improvement
  - Experience supervising others in a reading improvement initiative
  - Experience planning and managing professional development for other educators
  - Knowledge of resources needed for an instructional improvement process (staffing, budget, federal funds, etc.)

## Screening the Applications

- To what extent does candidate's background match the profile reflected in the posting?
  - Candidate has all the required elements (or related experience in lieu of them)
  - Candidate has one or more of the preferred elements (or related background)
- Candidate's training and experience are a good match for the nature of the position
- Candidate's reference letters reflect experience and personal qualities useful for the job
- Candidate's personal statement reflects:
  - competent communication skills
  - knowledge of laws pertinent to student achievement (NCLB, IDEA, state law)
  - evidence of a vision, philosophical beliefs, expectations and commitments related to assuring that all students have an opportunity to become successful readers.

## Conducting the Interview

- Tell us about any experience you have had leading a school-wide reading improvement process. What were the main elements of the implementation? What was your role? What were the outcomes of this initiative? (leadership)

- What is your vision for improved reading achievement in a school? What are your philosophical beliefs about teaching reading and striving for improved outcomes? What expectations and commitments would you ask staff to make in a reading improvement initiative? (culture)

- What does a "culture of success" suggest to you in the context of a school-wide reading improvement effort? What elements would it include? What would your role be as a leader in this process? Have you had experience in helping to create a "culture of success" in a classroom or school previously? If so, tell us about it. (culture)

- Tell us about your experience and your thoughts regarding differentiation of curriculum and of instruction in a classroom or school-wide reading context.
  (differentiating curriculum and instruction)

- Describe what your supervision practices would look like over the course of a week in your school. What activities would you pursue? How would you make time for these activities? How much time would you make? How would you distribute your time across staff members in supervising reading? (supervision)

- Tell us about your experience in using a formative assessment system to determine progress at the school, classroom and individual level. How were data collected and used? What was your role in this process? How do you view the importance of such a system? Explain your answer. (assessment & use of data)

- How do you view the role of time as a variable in instructional improvement? What would your role be in using time as a resource for instruction? (use of time)

- How would you plan a program of professional development to support a reading improvement initiative? What elements would it include? What would your role be in planning and implementing it? (professional development)

**Checking the References**

- What experience does this candidate have in leading an instructional improvement initiative? How would you rate the success of his/her leadership in that initiative? (leadership)

- Does this candidate have a vision for improving student achievement? To what extent is s/he able to articulate it to staff to obtain their buy-in to it? How would you characterize the candidate's stance on teaching reading and striving for improved achievement in reading? (culture)

- What is this candidate's experience in differentiating curriculum and instruction to meet the needs of students at different levels of success and risk? How successful was s/he in conducting or leading an effort of this nature? (curriculum and instruction)

- Describe the candidate's supervision style. How often did s/he engage in active supervision? How much time did s/he devote to this activity? How was this time allocated? How would you assess the effectiveness of his/her supervision in improving student achievement? (supervision)

- What is this candidate's experience in using or overseeing a formative assessment system in his/her classroom or school? How do you see the candidate exercising leadership in the use of data to improve instruction? (assessment)

- How has this candidate managed time as a resource for instructional improvement? How does s/he do at managing his/her own job responsibilities? (use of time)

- How do you see this candidate as a manager of professional development activities? Does s/he have experience in this role? If so, please describe it. What training has s/he had in the past three years in reading? In instructional improvement? (professional development)

# Appendix I
# Classroom Observation Tools

## Early Childhood Environment Rating Scale – Revised (2005)

### Overview of the Subscales and Items of the ECERS-R


**Space and Furnishings** page 10
1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

**Personal Care Routines** page 22
9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

**Language-Reasoning** page 34
15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

**Activities** page 39
19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

**Interaction** page 58
29. Supervision of gross motor activities
30. General supervision of children (other than gross motor)
31. Discipline
32. Staff-child interactions
33. Interactions among children

**Program Structure** page 63
34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities

**Parents and Staff** page 67
38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth

| Inadequate | | Minimal | | Good | | Excellent |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## LANGUAGE-REASONING

### 15. Books and pictures

1.1 Very few books accessible. *

1.2 Staff rarely read books to children (Ex. no daily story time, little individual reading to children). *

3.1 Some books accessible for children (Ex. during free play children have enough books to avoid conflict). *

3.2 At least one staff-initiated receptive language activity time daily (Ex. reading books to children, storytelling, using flannel board stories). *

5.1 A wide selection of books are accessible for a substantial portion of the day. *

5.2 Some additional language materials used daily. *

5.3 Books organized in a reading center.

5.4 Books, language materials, and activities are appropriate for children in group. *

5.5 Staff read books to children informally (Ex. during free play, at naptime, as an extension of an activity). *

7.1 Books and language materials are rotated to maintain interest.

7.2 Some books relate to current classroom activities or themes (Ex. books borrowed from library on seasonal theme). *

*(See Notes for Clarification and Questions on next page)*

| Inadequate | | Minimal | | Good | | Excellent |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## 16. Encouraging children to communicate*

1.1 No activities used by staff with children to encourage them to communicate (Ex. no talking about drawings, dictating stories, sharing ideas at circle time, finger plays, singing songs).

1.2 Very few materials accessible that encourage children to communicate. *

3.1 Some activities used by staff with children to encourage them to communicate. *

3.2 Some materials accessible to encourage children to communicate. *

3.3 Communication activities are generally appropriate for the children in the group. *

5.1 Communication activities take place during both free play and group times (Ex. child dictates story about painting; small group discusses trip to store).

5.2 Materials that encourage children to communicate are accessible in a variety of interest centers (Ex. small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors).

7.1 Staff balance listening and talking appropriately for age and abilities of children during communication activities (Ex. leave time for children to respond; verbalize for child with limited communication skills).

7.2 Staff link children's spoken communication with written language (Ex. write down what children dictate and read it back to them; help them write note to parents). *

### *Notes for Clarification

Item 16. Children of different ages and abilities or those speaking a primary language different from the primary language of the classroom require different methods to encourage communication. Suitable activities must be included for children speaking a different primary language or those requiring alternative communication methods, such as signing or the use of augmentative communication devices.

1.2. Materials to encourage expressive language include play telephones, puppets, flannel board stories, dolls and dramatic play props, small figures and animals; communication boards and other assistive devices for children with disabilities. Score "Yes" if almost no materials are accessible for children to use, or accessibility of the materials is limited to a very short time period of the day, so that children rarely have a chance to use materials.

3.1. Activities used by staff to encourage children to communicate require that staff take action to draw communication from a child. During free play, for example, the teacher might ask the child to talk about what he or she is doing or making. During circle time, finger plays, songs, reciting nursery rhymes, or helping to tell a story would count toward meeting this indicator.

3.2. To give credit, the materials must be accessible for at least 1 hour per day in a program of 8 hours or more. For programs operating less than 8 hours, see chart in "Explanation of Terms Used Throughout the Scale" on p. 7 to determine the required amount of time.

3.3. Songs, poems, and/or chants, with violent, sexually explicit, or culturally biased content are considered inappropriate. Score this indicator, "No" if such material is observed in use.

7.2. Do *not* give credit for picture word labels on shelves or labels posted on other objects in the room. Also, if staff only write children's names on their work, no credit is given for this indicator, even if staff read names back to the children. (For examples of linking speaking to print, see *All About the ECERS-R*, pp. 165–167.)

### *Question*

7.2. Do you do anything to help children see that what they say can be written down and read by others? Please give some examples.

Inadequate 1 | 2 | Minimal 3 | 4 | Good 5 | 6 | Excellent 7

## 17. Using language to develop reasoning skills

1.1 Staff do not talk with children about logical relationships (Ex. ignore children's questions and curiosity about why things happen, do not call attention to sequence of daily events, differences and similarity in number, size, shape; cause and effect).

1.2 Concepts are introduced inappropriately (Ex. concepts too difficult for age and abilities of children; inappropriate teaching methods used such as worksheets without any concrete experiences; teacher gives answers without helping children to figure things out). *

3.1 Staff sometimes talk about logical relationships or concepts (Ex. explain that outside time comes after snacks, point out differences in sizes of blocks child used). *

3.2 Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences (Ex. guide children with questions and words to sort big and little blocks or to figure out the cause for ice melting). *

5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning (Ex. sequence cards, same/different games, size and shape toys, sorting games, number and math games). *

5.2 Children encouraged to talk through or explain their reasoning when solving problems (Ex. why they sorted objects into different groups; in what way are two pictures the same or different). *

7.1 Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development (Ex. children learn sequence by talking about their experience in the daily routine or recalling the sequence of a cooking project). *

7.2 Concepts are introduced in response to children's interests or needs to solve problems (Ex. talk children through balancing a tall block building; help children figure out how many spoons are needed to set table). *

### *Notes for Clarification

1.2. Concepts include same/different, matching, classifying, sequencing, one-to-one correspondence, spatial relationships, cause and effect.

3.1. "Staff sometimes talk about logical relationships" means that during the observation staff are observed making comments that relate to logical concepts at least *twice*.

3.2. If at least two instances are observed during the observation, score "Yes".

5.1. At least one instance must be observed.

5.2. At least two instances must be observed.

7.1. To give credit, at least two examples must be observed that are not related to children's use of play materials that encourage reasoning.

7.2. At least two instances must be observed.

| Inadequate | | Minimal | | Good | | Excellent |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## 18. Informal use of language*

1.1 Staff talk to children only to control their behavior and manage routines.

1.2 Staff rarely respond to children's talk.

1.3 Children's talk is discouraged much of the day.

3.1 Some staff-child conversation (Ex. ask "yes/no" or short answer questions; give short answers to children's questions). *

3.2 Children allowed to talk much of the day.

5.1 Many staff-child conversations during free play and routines.

5.2 Language is primarily used by staff to exchange information with children and for social interaction. *

5.3 Staff add information to expand on ideas presented by children. *

5.4 Staff encourage communication among children, including those with disabilities (Ex. remind children to listen to one another; teach all children to sign if classmate uses sign language).

7.1 Staff have individual conversations with most of the children. *

7.2 Children are asked questions to encourage them to give longer and more complex answers. (Ex. young child is asked "what" or "where" questions; older child is asked "why" or "how" questions). *

### *Notes for Clarification

Item 18. When multiple staff are working with the children, base the score for this item on the overall impact of the staff's communication with the children. The intent of this item is that children's need for language stimulation is met.

3.1. In order to be given credit for "conversation," there should be some mutual listening and talking/responding from both the staff and child. This is different from one-way communication such as giving directions or commands. For children with less verbal ability, the response may not be in words but may involve gestures, sign language, or communication devices.

5.2. In order to decide on a score for this indicator, consider the amount of language staff use to manage routines and control behavior in relationship to the amount of language used to exchange information and interact socially. If a far greater amount is used for information exchange and social discussion (about 75%) than for control and management, score "Yes."

5.3. "Expand" means staff respond verbally to add more information to what a child says. For example, a child says, "Look at this truck," and the teacher responds, "It's a red dump truck. See, it has a place to carry things." Observe to see if staff use many words in response to children's interests. When a child with restricted verbal ability points to something, if staff only name the object, do not give credit. Give credit, if in addition to the name, staff add more information, (e.g., color and other properties of object, use, etc.). Credit can be given if the staff initiates the topic and then adds to what the child says in response to the question. At least two instances of expansion must be observed during the observation.

7.1, 7.2. To give credit for these indicators, several instances must be observed.

Inadequate 1 | 2 | Minimal 3 | 4 | Good 5 | 6 | Excellent 7

## PROGRAM STRUCTURE

### 34. Schedule

1.1 Schedule is *either* too rigid, leaving no time for individual interests, *or* too flexible (chaotic), lacking a dependable sequence of daily events. *

3.1 Basic daily schedule exists that is familiar to children (Ex. routines and activities occur in relatively the same sequence most days).

3.2 Written schedule is posted in room and relates generally to what occurs. *

3.3 At least one indoor and one outdoor play period (weather permitting) occurs daily. *

3.4 Both gross motor and less active play occur daily.

5.1 Schedule provides balance of structure and flexibility (Ex. regularly scheduled outdoor play period may be lengthened in good weather).

5.2 A variety of play activities occur each day, some teacher directed and some child initiated.

5.3 A substantial portion of the day is used for play activities.

5.4 No long period of waiting during transitions between daily events. *

7.1 Smooth transitions between daily events (Ex. materials ready for next activity before current activity ends; most transitions handled a few children at a time rather than whole group).

7.2 Variations made in schedule to meet individual needs (Ex. shorter story time for child with short attention span; child working on project allowed to continue past scheduled time; slow eater may finish at own pace).

***Notes for Clarification***

1.1. "Daily events" refers to time for indoor and outdoor play activities as well as routines such as meals/snacks, nap/rest, and greeting/departing.

3.2. The "written schedule" need not be followed to the minute. The intent of this indicator is that the general sequence of events is being followed. The written schedule must be posted in the room to get credit; outside the door is not acceptable.

3.3. Both the indoor and outdoor play periods must each equal at least 1 hour in length for programs operating 8 hours or more (see "Explanation of Terms Used Throughout the Scale" on p. 7 for requirements for programs operating less than 8 hours a day).

5.4. "Long period of waiting" means waiting without any activity for three minutes or more *between daily events*, (e.g., running around aimlessly, whole group sitting at tables waiting for lunch, waiting in line to go out or to use the bathroom). Note that this indicator refers to waiting between transitions from one activity to another, rather than waiting within any activity.

Inadequate 1 | 2 | Minimal 3 | 4 | Good 5 | 6 | Excellent 7

## 37. Provisions for children with disabilities*

1.1 No attempt by staff to assess children's needs or find out about available assessments.

1.2 No attempt to meet children's special needs (Ex. needed modifications not made in teacher interaction, physical environment, program activities, schedule).

1.3 No involvement of parents in helping staff understand children's needs or in setting goals for the children.

1.4 Very little involvement of children with disabilities with the rest of the group (Ex. children do not eat at same table; wander and do not participate in activities).

3.1 Staff have information from available assessments.

3.2 Minor modifications made to meet the needs of children with disabilities. *

3.3 Some involvement of parents and classroom staff in setting goals (Ex. parents and teacher attend IEP or IFSP meeting).

3.4 Some involvement of children with disabilities in the ongoing activities with the other children.

5.1 Staff follow through with activities and interactions recommended by other professionals (Ex. medical doctors, educators) to help children meet identified goals.

5.2 Modifications made in environment, program, and schedule so that children can participate in many activities with others.

5.3 Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working.

7.1 Most of the professional intervention is carried out within the regular activities of the classroom.

7.2 Children with disabilities are integrated into the group and participate in most activities.

7.3 Staff contribute to individual assessments and intervention plans.

### *Notes for Clarification

Item 37. Note that this item is scored only if there is a child in the group with an identified and diagnosed disability, with a completed assessment. If the diagnosis and assessment have not been completed on the child, (or if there is no child with a disability included in the classroom), score this item NA. If the child is receiving services, this can be accepted as evidence that a diagnosis and assessment exist. Existence of an IEP/IFSP is not required to score this item. To ensure privacy for families, the teacher need not point out the child or tell the observer about the particulars of the disability. As you question the teacher about how the identified child's special needs are handled, you do not need to know which child is being discussed.

3.2. "Minor modifications" may include limited changes in the environment (such as a ramp) to allow the children to attend, or a therapist who visits the program to work with the children periodically.

### Questions

Could you describe how you try to meet the needs of the children with disabilities in your group?

1.1, 3.1. Do you have any information from assessments on the children? How is it used?

1.2, 3.2, 5.2. Do you need to do anything special to meet the needs of the children? Please describe what you do.

1.3, 3.3, 5.3. Are you and the children's parents involved in helping to decide how to meet the children's needs? Please describe.

5.1, 7.1. How are intervention services such as therapy handled?

7.3. Are you involved in the children's assessments or in the development of intervention plans? What is your role?

Inadequate 1 | 2 | Minimal 3 | 4 | Good 5 | 6 | Excellent 7

## PARENTS AND STAFF

### 38. Provisions for parents

1.1 No information concerning program given to parents in writing.

1.2 Parents discouraged from observing or being involved in children's program.

3.1 Parents given administrative information about program in writing (Ex. fees, hours of service, health rules for attendance).

3.2 Some sharing of child-related information between parents and staff (Ex. informal communication; parent conferences only upon request; some parenting materials).

3.3 Some possibilities for parents and family members to be involved in children's program.

3.4 Interactions between family members and staff are generally respectful and positive.

5.1 Parents urged to observe in child's group prior to enrollment.

5.2 Parents made aware of philosophy and approaches practiced (Ex. parent handbook, discipline policy, descriptions of activities).

5.3 Much sharing of child-related information between parents and staff (Ex. frequent informal communication; periodic conferences for all children; parent meetings, newsletters, parenting information available).

5.4 Variety of alternatives used to encourage family involvement in children's program. (Ex. bring birthday treat, eat lunch with child, attend family pot luck).

7.1 Parents asked for an evaluation of the program annually (Ex. parent questionnaires, group evaluation meetings).

7.2 Parents referred to other professionals when needed (Ex. for special parenting help, for health concerns about child).

7.3 Parents involved in decision making roles in program along with staff (Ex. parent representatives on board).

*Questions*

.1, 3.1. Is any written information about the program given to parents? What is included in this information?

.2, 3.3, 5.4. Are there any ways that parents can be involved in their child's classroom? Please give some examples.

.2, 5.3. Do you and the parents ever share information about the children? How is this done?

.4. What is your relationship with the parents usually like?

5.1. Are parents able to visit the class before their child is enrolled? How is this handled?

7.1. Do parents take part in evaluating the program? How is this done? About how often?

7.2. What do you do when parents seem to be having difficulties? Do you refer them to other professionals for help?

7.3. Do parents take part in making decisions about the program? How is this handled?

# ECERS-R Profile

Center/School: _____ Observation 1: ___/___/___ Observer(s): _____

Teacher(s)/Classroom: _____ Observation 2: ___/___/___ Observer(s): _____

(m m / d d / y y)

1 2 3 4 5 6 7

**I. Space & Furnishings (1–8)**

Obs. 1 ☐ Obs. 2 ☐

average subscale score

1. Indoor space
2. Furn. for routine care, play & learning
3. Furn. for relaxation
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor
8. Gross motor equipment

**II. Personal Care Routines (9–14)**

☐ ☐

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

**III. Language-Reasoning (15–18)**

☐ ☐

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

**IV. Activities (19–28)**

☐ ☐

19. Fine motor
20. Art
21. Music/movement
22. Blocks
23. Sand/water
24. Dramatic play
25. Nature/science
26. Math/number
27. Use of TV, video, and/or computers
28. Promoting acceptance of diversity

**V. Interaction (29–33)**

☐ ☐

29. Supervision of gross motor activities
30. General supervision of children
31. Discipline
32. Staff-child interactions
33. Interactions among children

**VI. Program Structure (34–37)**

☐ ☐

34. Schedule
35. Free play
36. Group time
37. Provisions for children with disabilities

**VII. Parents and Staff (38–43)**

☐ ☐

38. Provisions for parents
39. Provisions for personal needs of staff
40. Provisions for professional needs of staff
41. Staff interaction and cooperation
42. Supervision and evaluation of staff
43. Opportunities for professional growth

**Average Subscale Scores**

SPACE & FURNISHINGS
PERSONAL CARE
LANGUAGE-REASONING
ACTIVITIES
INTERACTION
PROGRAM STRUCTURE
PARENTS & STAFF

1 2 3 4 5 6 7

# Five-Minute Observation Form

**Instructor:** _____

| | |
|---|---|
| **School:** | |
| **Date:** | |
| **Time:** | |
| **Program and Level:** | |
| **Grouping Format:** | |
| **Number in Group:** | |
| **Group Performanee Level:** | |

***In the box next to each General Feature indicate +, -, or NA. Check the circle next to each observed area.***

☐ **Instructor models instructional tasks when appropriate.**

- ○ Demonstrates the task (e.g., uses think alouds)
- ○ Proceeds in step-by-step fashion
- ○ Limits language to demonstration of skill
- ○ Makes eye contact with students, speaks clearly while modeling skill

☐ **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

☐ **Instructor engages students in meaningful interactions with language during lesson.**

- ○ Provides and elicits background information
- ○ Emphasizes distinctive features of new concepts
- ○ Uses visuals and manipulatives to teach content as necessary
- ○ Makes relationships among concepts overt
- ○ Engages students in discourse around new concepts
- ○ Elaborates on student responses

☐ **Instructor provides multiple opportunities for students to practice instructional tasks.**

- ○ Provides more than one opportunity to practice each new skill
- ○ Provides opportunities for practice after each step in instruction
- ○ Elicits group responses when feasible
- ○ Provides extra practice based on accuracy of student responses

☐ **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

☐ **Instructor encourages student effort.**

- ○ Provides feedback 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

☐ **Students are engaged in the lesson during teacher-led instruction.**

- ○ Gains student attention before initiating instruction
- ○ Paces lesson to maintain attention
- ○ Maintains close proximity to students
- ○ Transitions quickly between tasks
- ○ Intervenes with off-task students to maintain their focus

☐ **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 when they come to a task they don't understand
- ○ Independent work is completed with high level of accuracy

☐ **Students are successful completing activities at a high criterion level of performance.**

- ○ Elicits a high percentage of accurate responses from group
- ○ Elicits a high percentage of accurate responses from individuals
- ○ Holds same standard of accuracy for high performers and low performers

**Focus:** Phonemic Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐

**Comments:**

# Student-Teacher Interactions & Context Observation (STICO)

***Instructional Interaction Coding Procedures for Each Activity***: For each new reading activity (i.e., phonological awareness, alphabetic principle, word reading, reading connected text, vocabulary, and comprehension) fill out the instructional interaction codes (see Figure 2); when the teacher initiates instruction or transitions to a new activity, record the frequency of the following six behaviors:

1. Teacher use of instructional modeling,
2. Group responses,
3. Individual student responses,
4. Covert student responses,
5. Student incorrect responses (group or individual), *and*
6. Teacher academic feedback.

***Teacher Model****:* A teacher model is an explicit, overt, and unambiguous explanation, communication, or physical demonstration of reading content, including definitions, procedures, strategies, facts, and tasks. In order for teacher directions to be considered a model, the directions should include an example of how to perform the task (i.e., not solely how to complete the activity). Teacher models may also include verbalizing reading thinking (i.e., teacher think-alouds). Teacher models may occur throughout a lesson, including the introduction of a new reading concept, review of previously introduced material, and teacher-guided and independent practice activities. It is important to differentiate between a model and a prompt. For example, a *model* requires that the teacher provide a specific example of what she expects students to answer. A *prompt* refers to when the teacher asks a question and expects students to respond. In addition, as the teacher is providing a model, the students may respond with the teacher (code as 1 teacher model and 1 group response).

***Group Response***: A group response is defined as consisting of a response from two or more students. Group responses include verbal responses or explanations, and chants/songs. Group responses can occur during both group and teacher-guided practice activities.

<u>Code group responses only when…</u>

- Preceded by a teacher-posed question and/or request,
- Small group or whole class answers are produced in unison,
- Responses are supplied within a reasonable time period (i.e., within several seconds).
- The teacher prompts an individual student for a response but several students or the whole class responds within several seconds of the individual student or the teacher prompt.

***Individual Response***: Individual responses are verbal responses or explanations given by one student per prompt. Individual responses can occur during both whole and small group instruction and teacher-guided practice activities. Individual responses can be elicited from students specifically identified by the teacher (e.g., 'Johnny, what sound?') or questions posed to the group at large (e.g., 'Who can summarize what we just read?').

<u>Code an *individual response* when…</u>

- A single student produces an answer, *and*
- The answer is preceded by a teacher-posed question and/or request, *or*
- A student's answer immediately follows a question and/or request, *even if*
- An individual student other than the one identified by the teacher responds, *or*

- The teacher prompts the whole class to respond and only one student responds.

***Covert Response****:* An individual or group response that is unobservable or difficult to objectively and consistently document is coded as a covert response. Consider practice opportunities hidden from view of the observer or inaudible as covert responses. Covert responses (CR) can occur throughout the lesson. Examples of covert responses include, but are not limited to, written responses, independent silent reading, acting out responses to teacher prompts/questions, whispering answers to peers, and completion of independent practice worksheets.

***Student Mistake***: Student errors can involve verbal mistakes (e.g., misreading a word), physical mistakes (e.g., pointing to an incorrect word), or written mistakes (i.e., incorrect spelling of a word). Code an incorrect response only when the error is clearly visible to the observer and/or teacher.

***Academic Feedback***: Code academic feedback when it is overt and delivered immediately following a group or individual response. Academic feedback can include a verbal reply, or a physical demonstration. Academic feedback should be specific and directed toward the preceding group or individual response. Code academic feedback when a teacher corrects an individual student or group mistake or when the teacher affirms a correct student or group answer with specific praise. Do not code academic feedback when provided after an extensive delay from the response. Do not code simple indications of correctness (i.e., head nods and one-word responses) as academic feedback.

46600

**Enhanced Core Reading Instruction (ECRI):**
**Student-Teacher Interactions & Context Observation (STICO)**

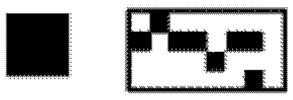
Date: ☐☐ / ☐☐ / ☐☐ Round: ○ 1 ○ 2 ○ 3 ○ IOA

Observer initials: ☐☐☐ School ID: ☐☐☐☐ Teacher ID: ☐☐☐☐

# Students in class: ☐☐ Curriculum: ○ SF ○ HM ○ MT ○ HS ○ Other ○ ECRI

Unit / Theme #: ☐☐☐ Week #: ☐☐☐ Day / Lesson #: ☐☐☐

Start time: ☐☐:☐☐ End time: ☐☐:☐☐




Start Time: : Stop Time: : Group size: ○ Whole class ○ Small group Number of Students:

Content: ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ Other materials

| | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z | aa | bb | cc | dd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Model | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Group Response | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Individual Resp | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Covert Response | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Mistake | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Feedback | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**Notes:**

Start Time: : Stop Time: : Group size: ○ Whole class ○ Small group Number of Students:

Content: ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ Other materials

| | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z | aa | bb | cc | dd |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Model | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Group Response | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Individual Resp | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Covert Response | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Mistake | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Feedback | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**Notes:**

# Classroom Walk Through Checklist Focused on English Learners

**Scoring:** 3 = Evident 2 = Somewhat Evident 1 = Not Evident 0 = Not Observed

| **Instruction** (36 possible) Subtotal: | |
|---|---|
| Reading materials are implemented with a high degree of expertise | |
| Objective(s) for the lesson is/are clear and articulated | |
| Explicit instruction occurs during most of the observation (Model – Prompt – Practice) | |
| Sequence of activities in lesson follow a pattern that is easily recognized by students | |
| Reteaching occurs when necessary | |
| Modeling is provided by teacher, followed by guided practice with ample opportunities for students to practice skill(s) | |
| Visuals and prompts are used whenever possible to increase comprehension and vocabulary | |
| Academic language is emphasized and encouraged | |
| Direct instruction of vocabulary – word identification and word meaning | |
| Comprehension skills are modeled and directly taught for literal, inferential, and critical questions | |
| Teacher rephrases student responses using correct grammar. | |
| Pacing is appropriate for reading level with high expectations for ALL students | |

| **Students are engaged:** (6 possible) Subtotal | | | | |
|---|---|---|---|---|
| Teacher talk: | All students respond: | One student responds: | Time observed:<br><br>12-18 minutes | |
| List observed strategies (i.e., unison responses, choral reading, partner reading, think-pair-share, cloze technique) | | | | |

| **Teacher behaviors**: (9 possible) Subtotal | |
|---|---|
| **Teacher moves around the room (proximity), provides support for struggling students, checks for understanding** | |
| **Teacher uses a brisk pace, knows materials, uses clear instructional routines and procedures** | |
| **Teacher uses established classroom management procedures and routines – Transitions less than 2 minutes** | |
| (Total Points Possible = 51) **Total Points** | |

# Middle School Classroom Observation Tool

## Overview of MSIP Classroom Observation Tool (MSIP-COT)

One purpose of the Middle School Intervention Project (MSIP) is to provide researchers and school districts with information on which characteristics of reading intervention and language arts classrooms are related to important student outcomes. This classroom observation protocol is designed to provide a description of classroom instruction. The data gathered from observations cannot and will not be used to give feedback on individual teacher or classroom performance.

This procedural manual is designed to provide an overview of the observation tool and provide definitions and examples for training purposes. There are three parts to the MSIP observation protocol:

- **Coversheet (Page 1):** The demographic information is included on the cover sheet. It will list general information about the classroom, such as the school, teacher, and number of students.
- **MSIP Classroom Observation Fidelity Ratings Form (Page 2):** Fidelity of instruction will be measured to identify the extent to which teachers are carrying out instructional practices as identified by the district, as well as the extent to which they are using the curricula as designed by publishers. Quality indicators present during instruction will be documented using a four-point scale (4 = *highly present*, 1 = *not present*).
- **Student-Teacher Interactions (Page 3+):** Student-teacher interactions will be coded during classroom observation. This measure will identify the frequency and types of interactions between teachers and students, across content domains and group structures.

### General Procedures

1. Use a No. 2 Pencil to complete observation form and to correct any mistakes.
2. Sit quietly in the back of the classroom (where you can see the instructor and students)
3. If you are completing a reliability observation, ***do not talk*** to your co-observer while you are in the classroom.
4. Do not discuss the observation ratings with the teacher
5. Detailed instructions for completing each of the following sections of the protocol begin on page 4.

### Observation Coversheet

1. Fill out the cover sheet prior to the start of the reading/language arts lesson.

### Student Teacher Interactions Form

1. Record the context codes for the activity, including the structure and content codes.
2. Record instructional interaction codes (except during *Other (non-literacy)* content) by marking each teacher or student behavior as it occurs, and as defined in this manual

### Fidelity Ratings Form

1. Immediately following the observation, record the appropriate level of implementation and/or presence for each item on the form.

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# MSIP CLASSROOM OBSERVATION TOOL

Observation ID: ☐☐☐☐☐

Observer Name: _____ Date: ☐☐ / ☐☐ / ☐☐

Inter-rater Reliability: ○ Yes ○ No

Are you the primary observer? ○ Yes ○ No

Other Observer's Name: _____

School: _____ School ID: ☐☐☐☐

Instructor Name: _____ Number of Students: ☐☐

Instructor Title:

○ Gen.Ed. Teacher ○ Sp.Ed. Teacher ○ Classroom Aide

○ Other (specify): _____

Number of adults providing instruction

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Program Code

R ☐☐☐

Class period and time

Program Name

Start Time: ☐☐:☐☐ Stop Time: ☐☐:☐☐

Program Level

## Reliability

| | Item Agreements | Total Score | Percent Agreement (optional) Item | Total score |
|---|---|---|---|---|
| A - C. Fidelity Ratings | ☐ 7 | ☐☐ | | |
| D. Quality Indicators | ☐☐ / 11 | ☐☐ | | |

| | Teacher | Student | Response Type | Teacher | Student | Response Type |
|---|---|---|---|---|---|---|
| Student / Teacher Interactions | ☐☐☐ | ☐☐☐ | ☐☐☐ | | | |

Notes/ Comments:

**Sections of the Coversheet:**

1. **Observation ID**: This number will be pre-printed for you. This is the observation ID that should be copied to all STICO pages used during the observation, beginning in winter.

14.

2. **Observer Name and Date:** Record *your name* and the *date* that the observation took place (MM-DD-YY).

15.

3. **Inter-rater Reliability & Observer's Name:** Fill in the bubble for *Yes* if you are observing with a partner. Fill in the bubble for *No* if you are not observing with a partner. If you are observing with a partner, write the name of the second observer.

4. **Primary Observer:** Fill in the bubble for *Yes* if you have already achieved reliability through agreement with an observer in a previous observation.

16.

5. **School and School ID:** Write the name of school. Following the observation record the school's ID code in the boxes, using the school ID list.

17.

6. **Instructor Name:** Fill in the instructor's name, as listed on your observation schedule. This may be the name of the classroom teacher or an instructional aide who teaches a separate program within the classroom.

7. **Instructor Title:** Fill in the bubble(s) next to the primary instructor(s) leading the lesson. For example, if the lesson is conducted as an activity center involving a general education teacher, a volunteer, and an instructional assistant, fill in the bubbles next to *Gen Ed Teacher*, *Classroom Aide*, and *Other (specify)*. In the space next to the *Other (specify)* bubble, write "Volunteer" to indicate that a volunteer assisted with instruction.

18.

8. **Number of Students (in the classroom):** Record the number of students participating in the class at the beginning of the observation in the space provided.

9. **Number of Adults Providing Instruction:** Fill in the bubble for the number of adults who are involved in instruction, including staff or other volunteers (e.g., instructional assistants, parent volunteers). Data collectors should use their best judgment to determine the number of adults who significantly contribute to class instruction. However, the adult should contribute to class instruction for at least 20% of the class period, to be counted (e.g., the adult should be involved in classroom instruction for at least 9 minutes in 45 minute class period, 12 minutes in a 60 minute class period). Do not include yourself or other MSIP observers in the number of adults present.

19. ***Examples***: Fill in the bubble "2" if one person leads instruction and another assists individual students for 15 minutes; two adults teach separate groups of students; or one adult leads group instruction and another joins the class to tutor for the last 15
minutes of a 60-minute class. Fill in the bubble "1" if two adults are present in the room, but only one is involved with instruction; an adult enters the classroom and

**20.** within 5 minutes takes the place of the first adult who promptly leaves the room; or two adults are in the classroom but one is in the classroom to assist only one student in content not related to reading or language arts.

10. **Start/Stop Time:** Record the start and stop time for the portion of the observation captured by the observation form (e.g., when you began observing teacher X deliver program Y and when you concluded observing teacher X observing program Y). The start and stop time provides an indicator of the amount of reading instruction that occurs relative to the time scheduled, as captured by the observation form. If you are scheduled to observe teacher X at 8:30, you are present at 8:30 and she doesn't begin instruction until 8:35, your start time is 8:30. If you are scheduled to observe at 8:30, arrive at 8:25, and the teacher begins instruction at 8:25, your start time is 8:25. If you are scheduled to observe at 8:30 and arrive at 8:35, after instruction has already begun, your start time is 8:35 (because you don't know when the observation actually started and the beginning of instruction won't be captured by the observation form).

11. **Class Period and Time**: Record the class period being observed and the time the class period is scheduled. This may differ from the start and stop time of the observation, depending on the length of the period relative to the scheduled observation, observer arrival time, and observer preparedness to begin the observation.

12. **Program Name & Program Level:** Record the name of the curriculum and the level used (e.g., Language!, Level C) in the classroom to instruct students. For the most commonly used programs, a program list may be developed.

13. **Program Code:** Following the observation, use the reading intervention binder to identify the program code observed. Using other contextual information related to the observation (e.g., teacher name, program name, instructional period and/or start and stop times), find the program code representing the instruction observed. The program code will begin with the letter "R" (for Reading), and also contain a three-digit number (e.g., R001). Write this program code in the space indicated on the form.

14. **Notes/Comments:** Use the space at the bottom of the Cover Sheet to make any other notes that provide general information about the classroom, for your own observation purposes or to communicate with the research team at CTL.

**Reliability:**
Fill in the reliability agreements section of the Cover Sheet as indicated below. In addition to the calculations described for the Fidelity Ratings and Student Teacher Interactions, reliability will also be calculated for context codes (i.e., structure and content) on the student teacher interaction form. Reliability scores for these context codes will be computed as total agreement and may involve an examination of the number of interactions that occur within structure or content.

1. **Fidelity Ratings/Quality Indicators – Item Agreement**: For the Fidelity Ratings sections of the form (i.e., Materials/Environment, Program Delivery, Student Response, and Quality Indicators), record the number of instances when both observers rate an item within one point of one another within each section (A-C together; D separately) in the first (empty) box in the column for Item Agreement. For example, if one observer rates and item as a "2" and another observer rates an item as a "3," this is one instance of observer agreement. However, if one observer rates an item as a "2" and another observer rates an item as a "4," this is NOT an instance of observer agreement. The primary observer should take both observation forms and compute these agreements before turning in observation forms.

21.

2. **Fidelity Ratings/Quality Indicators – Total Score Agreement**: For the Fidelity Ratings sections of the form (i.e., Materials/Environment, Program Delivery, Student Response, and Quality Indicators), sum the ratings for each section (A-C together; D separately). Record each sum in the appropriate row (i.e., A-C. Fidelity Ratings; D. Quality Indicators), in the column for Total Score. For example, if an observer rates items 1-5 in section A as a "3" (15 total points), item 1 in section B a "2", and items 1-2 in section C a "4" (8 total points), the sum entered in the reliability section on the coversheet for A-C. Fidelity Ratings should be 25 (i.e., 15 + 2 + 8 = 25). Each observer should sum his/her own recorded scores for each section *before* giving his/her observation form to the primary observer.

3. **Student Teacher Interactions**: For the Student Teacher Interactions section of the observation protocol, sum the number of teacher behaviors (i.e., model, initiation, clarification, positive feedback, and negative feedback) and record this item in the *first* column on the coversheet. In the *second* column, write the summed number of student behaviors (i.e., group responses, independent responses, and peer responses). In the spaces for V, W, and R, record the number of student verbal responses (V), written responses (W), and reading responses (R) documented during the observation. Each observer should sum his/her own recorded student behaviors, teacher behaviors, and student response types *before* giving his/her observation form to the primary observer.

4. **Percent Agreement**: To compute the percent of item agreement for the Fidelity Ratings (A-C) and Quality Indicators (D), divide the number of agreements by the total number of items (i.e., X/7 and X/11, respectively). To compute the total score agreement for the Fidelity Ratings (A-C) and Quality Indicators (D), divide the smaller summed rating for Fidelity Ratings sections A-C by the larger summed rating for sections A-C. Record the quotient as a percentage in the appropriate row in the column for Percent Agreement. Repeat this computation for the summed Quality Indicators (section D) values. To compute the percent of agreement for Student Teacher Interactions, divide the smaller

number of teacher behaviors by the larger number of teacher behaviors (across observer protocols). Repeat this computation for student behaviors and for each of the response types. In the instance the secondary observer has not yet achieved reliability, the primary observer should compute percent agreement for the paired observation and email results to the observation coordinator. For all other paired observations, in the instance percent of agreement is left blank, it will be computed by internal project staff

## Fidelity Ratings (Page 2)

### Directions for Completing the Fidelity Ratings Form

1. Complete the Fidelity Ratings form immediately after the completion of the observation.
2. There are four parts to the Fidelity Ratings form:
    a. Materials/Environment
    b. Program Delivery
    c. Student Response
    d. Quality Indicators
3. All parts of the form are rated on a four-point scale (explained in the following section).
4. For each section of the form, fill in the bubble that represents the presence of the indicator during the observation. Use the Fidelity Ratings and Quality Indicators rubrics as needed to complete the form (See Appendices).
5. If you have observed with a partner, fill in the number of agreements between the observers on the Observation Coversheet.

### A. – C. Materials/Environment, Program Delivery, & Student Response:

Parts (a) – (c) of the Fidelity Ratings form are rated on a four-point scale as follows:

a. A rating of a "1" indicates that the behavior was not present during the observation or did not occur.
b. A rating of a "2" indicates that the behavior was somewhat present or occasionally observed, meaning it was observed at least once and up to 50% of the possible opportunities.
c. A rating of a "3" indicates that the behavior was present and frequently observed, meaning it was observed between 51% and 85% of the time.
d. A rating of a "4" indicates that the behavior was highly present and consistently observed throughout the class period, meaning it was observed more than 85% of the possible opportunities.

### D. Quality Indicators:

The Quality Indicators section contains eleven items that address features related to the learning environment, classroom management, and delivery of instruction. Items are rated on a scale ranging from 1-4:

a. A rating of a "1" indicates that the behavior was not present during the observation or did not occur.
b. A rating of a "2" indicates that the behavior was somewhat present or occasionally observed, meaning it was observed at least once and up to 50% of the possible opportunities.
c. A rating of a "3" indicates that the behavior was present and frequently observed, meaning it was observed between 51% and 85% of the possible opportunities.
d. A rating of a "4" indicates that the behavior was highly present and consistently observed throughout the class period, meaning it was observed more than 85% of the possible opportunities.

# MSIP CLASSROOM OBSERVATION FIDELITY

Observation ID: | | | | | |

| A. MATERIALS / ENVIRONMENT | | | | |
|---|---|---|---|---|
| Item | Level of Implementation | | | |
| 1. Teacher's instructional materials are organized and available to present | 1 | 2 | 3 | 4 |
| 2. Program instructional materials are utilized during the lesson | 1 | 2 | 3 | 4 |
| 3. Curricula/program lesson plan is clearly driving the instruction | 1 | 2 | 3 | 4 |
| 4. Student materials are in use | 1 | 2 | 3 | 4 |
| 5. List student materials that are in use: | | | | |
| **B. PROGRAM DELIVERY** | | | | |
| 1. Teacher is familiar and fluent with the lesson | 1 | 2 | 3 | 4 |
| **C. STUDENT RESPONSE** | | | | |
| 1. Students are familiar with group routines | 1 | 2 | 3 | 4 |
| 2. Students are engaged in classrooom activities | 1 | 2 | 3 | 4 |
| **D. QUALITY INDICATORS** | | | | |
| 1. Classroom Climate (Rapport, Respect, Support, Sensitivity, Positive Attitudes) | 1 | 2 | 3 | 4 |
| 2. Organization (Preparation, Transitions, Routines, Accessibility, Task Completion, Scheduling, Use of Instructional Time) | 1 | 2 | 3 | 4 |
| 3. Relevance of Learning (Purpose, Prior Knowledge, Personal and Cultural Experiences) | 1 | 2 | 3 | 4 |
| 4. Classroom Management (Clear Expectation, Minimizes Non-Instructional Time, Addresses Appropriate Behavior) | 1 | 2 | 3 | 4 |
| 5. Representation of Content and Skill (Range of Skills, Range of Activities, Variety of Materials) | 1 | 2 | 3 | 4 |
| 6. Clear and Consistent Delivery of Instruction (Teacher Demonstrations, Pacing, Consistent Language, Minimizes Student Confusion) | 1 | 2 | 3 | 4 |
| 7. Student Participation and Engagement (Active Involvement, Compliance, Completion of Work) | 1 | 2 | 3 | 4 |
| 8. Checks of Student Understanding (Timely Checks, Active Monitoring, Individual Response Opportunities) | 1 | 2 | 3 | 4 |
| 9. Instructional Adjustments (Student Response Time, Accommodates Learning Needs, Allows Independent Learning) | 1 | 2 | 3 | 4 |
| 10. Intellectual Challenge (Depth of Understanding, Analysis of Concepts, Inferential Thinking, Reading Discourse) | 1 | 2 | 3 | 4 |
| 11. Teaching for Reading Proficiency (Positive Outlook on Reading, Views Reading as Important, Confidence, Productive Disposition) | 1 | 2 | 3 | 4 |

Comments:

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Figure 4. **Example of the Fidelity Ratings Form**

# Student Teacher Interactions Form (Page 3+)

## Directions for Completing the Student Teacher Interactions Form

1. Complete the Student Teacher Interactions Form during instruction, as interactions occur.
2. There are two major parts to the Student Teacher Interactions form:
    a. Context Codes: used to provide details about the context in which lesson activities occur
        i. Structure Codes: used to code grouping structure
        ii. Content Codes: used to code the content covered in activities
    b. Instructional Interactions: used to code the interactions between students and teacher that occur during each activity
3. Read the sections below for more information about how to complete each section of the form.
4. If you have observed with a partner, tally behaviors and fill in percent agreement between the observers on the Observation Coversheet. See the Reliability paragraphs within the Coversheet section of this manual for more information.

## Context Codes

For every curriculum used, you will code several context codes (see below and Figure 2). If the teacher switches to a new curriculum during the observation, you will begin a new observation form (starting with a new Coversheet, new Student Teacher Interaction pages, and a new Fidelity Ratings page). This will result in one set of forms per program code.

1. **Teacher**: Write the name of the teacher primarily responsible for leading the lesson.

22.

2. **Curriculum Name and Level:** Record the name of the curriculum and the level used (e.g., Language!, Level C) in the classroom to instruct students. If more than one curriculum is used per Student Teacher Interactions form, write the name of additional curricula in this space also.

23.

3. **Observation ID:** Insert the ID number from the Observation Coversheet.

4. **Page Number:** For each sheet completed during the observation, indicate the page number on each sheet

5. **Start Time:** The start time for the observation should be recorded on Line 1 of the structure and content domain area on the top of the sheet. For example, 1:03pm would be recorded as 13:03. Lines 2-10 refer to the start time of each activity that takes place during the observation.

6. **Column Number:** The column number, which refers to the column number noted across the top of the instructional interactions section, is used to link information about the nature of the activity and the instructional interactions that take place throughout the duration of the activity. In this field, write in the column number corresponding to the first instructional interaction coded during a given activity. In Line 1, the column number that corresponds to the first instructional interaction should be recorded as 01.

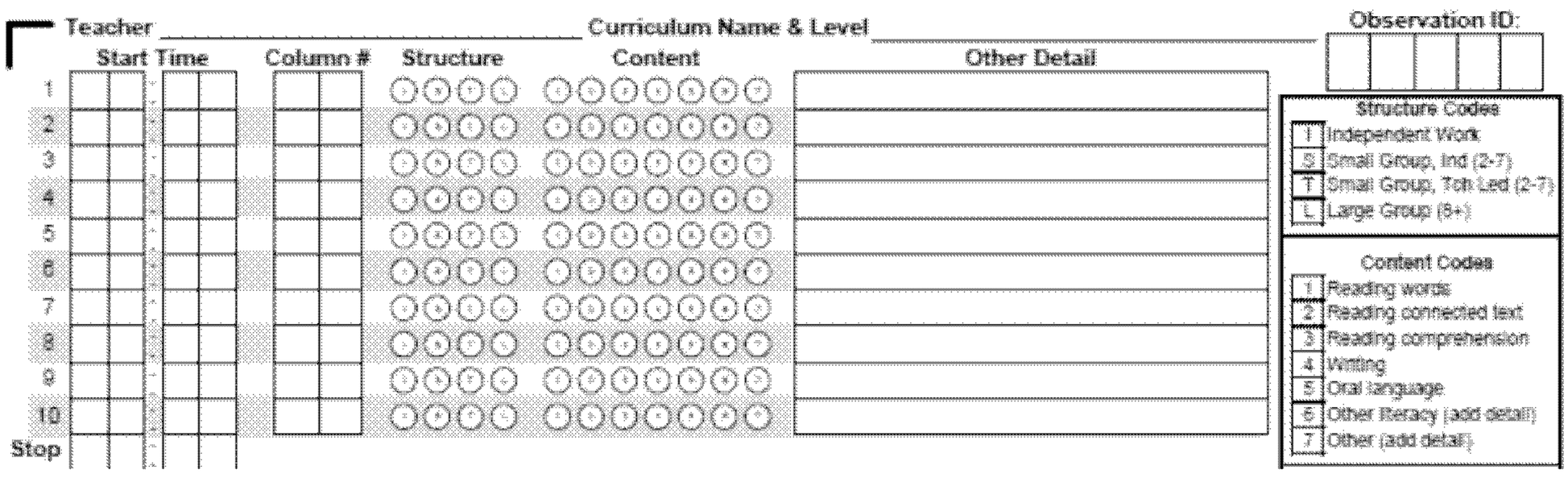



Figure 2. **Context** coding form example.

## Structure

The grouping structure characterizing each activity should be reported in this item. Grouping structure can involve independent work, work in pairs, small group work, or large group work. See Figure 3 for an example of Structure completed for two activities.

24.

**Independent work:** When students are working independently without teacher instruction (e.g., silent reading).

**Small group, independent:** When students are working in pairs/a small group (2-7 students) without teacher instruction.

**Small group, teacher led:** Instruction delivered to 2 – 7 students

**Large group:** Instruction delivered to approximately 8 or more students.

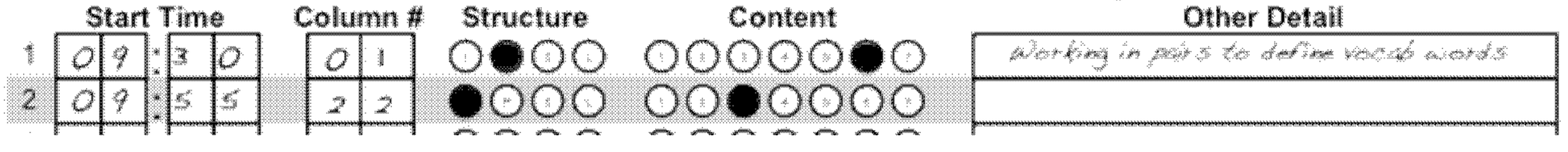



Figure 3. Example of completed Start Time, Column Number, Structure and Content Domain for two activities

## Content Domain

The content domain (i.e., primary objective of the activity) that characterizes each activity is coded in the context codes section of the Student Teacher Interactions form. This section provides an extensive discussion of the content domains and the activities they represent.

Content Domains include **Reading Words, Reading Connected Text, Reading Comprehension, Writing, Oral Language, Other Literacy, and Other** (See Figure 2). When you fill in the content domain bubble for the activity, please also provide a descriptor of the activity in the column for ***Other Detail*** (e.g., Reading stories on the computer, partner comprehension activity).

During the observation, indicate the primary content for each instructional activity. Only select ***ONE*** content domain according to the primary purpose of the activity. If the teacher directs students to read a paragraph and respond to comprehension questions in a workbook, *Reading Comprehension* is the appropriate content

domain for the activity. Even though reading the paragraph is part of the task, the main objective of the activity is oriented around reading comprehension. However, if the teacher directs students to read for several minutes without referring to the reason why they will be reading (e.g., by providing clues about the primary objective of the lesson or the purpose for reading the text), code *Reading Connected Text* for the activity. If, following the *Reading Connected Text* activity, the teacher then asks students questions about what they read, you will code a new activity (i.e., a new row), with a content domain of *Reading Comprehension*.

***Reading Words***: The *Reading Words* domain includes a variety of different activities including phonemic awareness activities and phonics tasks such as reading words, among other activities. *Reading Words* may involve activities such as segmenting or isolating sounds, learning letter sounds, and blending. Other *Reading Words* activities may include learning sight words and using context clues to read a word.

***Examples of Reading Words Include:***

1. Practicing letter sounds
2. Segmenting words
3. Blending words
4. Tracing/writing letters or words, while saying the letter sounds
5. Learning sight words (e.g., the, was, is)

***Non-Examples of Reading Words Include:***

1. Students writing individual letter-sounds and spelling words as dictated by the teacher
2. Activities that focus on word definition and meaning
3. Learning vocabulary that is tied to the text students are reading
4. Learning the meaning of prefixes and suffixes
5. Focusing on pulling meaning from sentences, paragraphs, and books

***Reading Connected Text***: The *Reading Connected Text* domain involves reading printed material silently or aloud. *Reading Connect Text* activities focus on students' ability to read sentences, stories, and other connected text.

***Examples of* Reading Connected Text *Activities Include:***

1. Silent and partner reading
2. Reading textbooks, novels, newspapers
3. Round Robin reading
4. Reading sentences, paragraphs, and books
5. Choral and echo reading
6. Repeated reading aimed at improving reading fluency

***Non-Examples of* Reading Connected Text *Include:***

1. Discussions about the content of the material read
2. Activities that are focused on spelling and learning the definition of words.
3. Activities focused mainly on grammar such as learning verbs, nouns, and subject-verb agreement.
4. Understanding meaning from oral language or listening comprehension
5. Learning vocabulary that is tied to the text students are reading

***Reading Comprehension****: Reading Comprehension* activities focus on the meaning of written and oral language. *Reading Comprehension* activities may include asking students to practice using strategies designed to support understanding of the meaning of passages or texts. *Reading Comprehension* activities also include teaching on strategies used to understand written and oral language. Listening comprehension is also included in the Comprehension category because the focus on understanding the meaning of what is heard and developing strategies for determining meaning of words situated in contexts.

***Examples of*** **Reading Comprehension** ***Activities Include:***

1. Activities focused on understanding meaning from written language or reading comprehension
2. Activities focused on understanding meaning from oral language (e.g., listening comprehension)
3. Learning strategies that aid in reading comprehension (e.g., generating questions and making predictions while reading)
4. Answering questions regarding what was read or heard
5. Class discussions about what was read or heard
6. Responding to what was read or heard in a response journal or worksheet
7. Learning about story line and character development
8. Learning about the structure of narrative and expository texts
9. Learning about various genres such as romance, tragedy, and comedy
10. Learning about biographies and conventions of a newspaper

***Non-Examples of*** **Reading Comprehension** ***Activities Include:***

1. Students reading stories aloud or independently at their seats (when long in duration or not part of a comprehension activity)
2. Oral presentations
3. Learning the meaning of a word in a story
4. Writing an opinion paper about characters in a story

***Writing:*** *Writing* activities include written compositions composed by hand or typed on a computer that can be either narrative or informational in focus. *Writing* activities are those that involve writing tasks, including sharing ideas through writing text, writing stories, and organizing information in writing. Other activities that are also included within this content domain are those that help students structure final written products, such as organizing ideas in flow charts.

***Examples of Writing Activities Include:***

1. Writing poetry
2. Writing sentences and paragraphs
3. Writing essays, directions, and reports
4. Stages of writing process targeting: prewriting, organizing, drafting, revising, editing, publishing
5. Brainstorming and outlining
6. Revising existing writing

***Non-Examples of*** **Writing** ***Activities Include:***

1. Activities that focus on developing penmanship where the main focus is on copying words or texts

2. Copying spelling words or vocabulary definitions, from a list or book
3. Completing worksheets when the focus of the activity is on another content such as spelling or vocabulary

***Oral Language:*** Oral language activities focus on teaching students how to convey their thoughts through verbal expression.

***Examples of*** **Oral Language** ***Include:***

1. Activities focused on public speaking
2. Oral presentations
3. Delivering speeches

***Non-Examples of*** **Oral Language** ***Include:***

1. Students engaging in choral responses
2. Individual students responding verbally to questions posed by the teacher (when not focused on other oral language content)

***Other Literacy****:* This category encompasses any reading/language arts activity that does not fit into the categories already described, including activities oriented around spelling, grammar (i.e., learning how words and their component parts combine to form sentences, and learning the rules of the English language and how they are used to generate sentences), vocabulary (i.e., activities that focus on learning the meaning of words), and work on computers when computer-based activities are focused on literacy (e.g., not another content area, not games, not social networks).

***Examples of Other Literacy Activities Include:***

1. Activities related to **vocabulary**:
   - Learning the definition of words
   - Learning vocabulary that is tied to text students are reading
   - Learning the meaning of roots, prefixes, and suffixes (e.g., how adding a suffix changes the meaning of the root word)
2. Activities related to **grammar**:
   - Learning how to recognize questions, statements, and/or exclamations
   - Learning subject-verb agreement, verb tense, and parts of speech
   - Practicing how to edit individual sentences and correcting for errors in spacing, spelling, capitalization, and punctuation on practice items provided by the teacher
   - Learning compound subjects, predicates, and sentences
   - Learning dependent and independent clauses
   - Learning contractions (e.g., I'll, you'll, you're, we're, they're)

   25.
3. Activities related to **spelling**:
   - Spelling words dictated by the teacher
   - Written and oral practice of spelling words
   - Correct spelling of common word families
   - Learning the spelling of prefixes and suffixes

26.

4. Activities related to **computer work** (<u>if activities are focused on literacy</u>):
   - Students working on writing on the computer
   - Students copying a rough draft of their written assignment and transferring it onto the computer.
   - Students working on a computer game that falls under any of the content domains.
   - Students reading a story on the computer that is related to their reading/language arts activity.
   - Students researching information for an essay or story that they need to write.

27.

5. Additional *Other Literacy* activities may be focused on…
   - Idioms: An idiom is an expression, word, or phrase that has a figurative meaning that is separate from the literal meaning or definition of the words of which it is composed. For example, the phrases "a dime a dozen" and "a chip on your shoulder" would both be considered idioms.
   - Collocations: A sequence of words or terms that co-occur more often than would be expected by chance. For example, the phrases "strong tea" and "powerful computer" are collocations. The difference between an idiom and collocation is that the meaning of idioms is completely non-compositional whereas collocations are mostly compositional, and the syntax of collocations may be changed, while the syntax of idioms cannot be modified.
   - Learning concepts of print such as directionality (e.g., reading right to left and top to bottom) and organization of books (e.g., table of contents, chapters, title), but not using features of books to predict story meaning (which would be captured under *Reading Comprehension*).

***Non-Examples of Other Literacy Activities Include:***

1. Activities focused on understanding the meaning of text
2. Timed or repeated readings
3. Corrections of grammar on the students' own work (or other students' work, if part of the writing revision process)
4. The teacher says (something like), "Free-time on the computer." Students start playing games on the computer that are not related to any of the other content domains.
5. The teacher says (something like), "When you're done with your activity, you can work on the math/science/history game on the computer" (i.e., an activity not related to the content domains of reading/language arts).

***Procedures for Observing Other Content Activities*:** Code context and interaction codes as indicated in the manual and describe the activity in the notes section. If, after observing for a few minutes or revisiting your notes at the end of the observation, the content domain category falls under any of the above content areas, change the original marking to the appropriate content domain.

***Other* (Non-reading) *Activities:*** *Other* activities are those that do not incorporate reading or language arts learning.

***Examples of* Other *Activities:***

1. Math activities or instruction
2. Coloring or Art
3. School assemblies or birthday parties

4. Show and Tell
5. Guest speakers
6. Fire Drill
7. Classroom time-outs, room clears, major interruptions due to behavior management issues

***Procedures for Observing* Other *Activities*:**

When instruction transitions to an *Other*/non-literacy activity:

1. Start a new line in the structure and content domain area on top of the page.
2. Note the start time of the non-reading activity, the structure code (e.g. independent work), and the content for the non-reading activity (i.e., *Other*).
3. Because **you will not code any instructional interactions during non-reading related activities**, including a first instructional interaction typically used to demarcate the column number corresponding to a new activity, you will leave the column number blank for the row of context codes pertaining to the *Other* activity.
4. Observe instruction, but do not code instructional interaction codes.
5. If instruction transitions back to reading/language arts instruction, start a new line in the structure and content domain area on top of the page, noting the start time, column number, structure, and content code corresponding to the new activity.

When instruction begins with an *Other*/non-literacy activity:

1. In row 1 of the context codes area of the form, note the start time of the non-reading activity, the structure code (e.g. small group-independent, 2-7 students), and the content for the non-reading activity (i.e., *Other*).
2. Leave the column number blank for the row of context codes pertaining to the *Other* activity.
3. Observe the *Other* activity for the duration of the observation period (unless you have reason to believe instruction does not regularly occur in the time you have attended to observe), but do not code instructional codes.
4. If the *Other*/non-literacy activity content transitions to reading/language arts content, begin a new a new row of context codes at the top of the page (i.e., fill out relevant information about start time, column number, structure, and content domain of the new activity), and begin coding instructional interactions.
5. If reading/language arts instruction does not occur during the observation period, contact the project coordinator to communicate the problem.

**Student Teacher Interactions Form: General Information**

**Capturing Context Codes**

In many cases you will need to use your best judgment about whether you can successfully code a new activity, capture the relevant context codes, and still maintain coding of student-teacher interactions. There are two general rules of thumb to provide guidance in these decisions:

1. Provide distinct context codes for any activity lasting approximately two minutes or more. For example, if the teacher asks a student to read a sentence, and then asks the class what the sentence means, you will code ONE activity (with a content domain of Reading Comprehension) because reading the sentence is not long enough in duration to count as a distinct activity and the larger goal

of the activity (as evidenced by the teacher's follow up request) is for students to understand what they are reading.

2. Do not sacrifice interaction codes for context codes. If you will miss coding student-teacher interactions to fill out context codes, keep coding interactions. You may choose to place a slash next to the column where there was a change in context codes while you are coding interactions, as an indicator of where context changed. If instruction is quick-paced, doing so may allow you to better return to and complete context codes later in the observation, when there is a lull in instruction.

**Coding Interactions and Using Multiple Forms**

When a teacher begins or transitions to a new reading/language arts activity, record the start time of that activity. Continue coding, using additional student teacher interaction forms as necessary until the activity ends.

When a new activity begins, note the start time, corresponding column number, structure, and context code on the next line under the structure and content domain section on the top of the form. Then, continue coding instructional interactions during the new activity, starting with the next available (blank) column.

Transitions may entail moving between (among other possibilities):

a. Two reading/language arts activities (e.g., a writing activity to a vocabulary activity)
b. A reading/language arts activity to a non-reading/language arts activity (e.g., a grammar activity to a math activity)
c. Groups (e.g., moving from a large group of 15 to three small groups of five.)
d. A reading/language arts activity and a break or short recess (e.g., the bell rings and the students are allowed to go into the hallway for five minutes, or all of the students leave the classroom for an assembly)

If an activity extends beyond one Student Teacher Interactions Form, fill out the context codes as though the activity is beginning with the new form (i.e., insert a new start time for the time you began using the page, insert column number "1," and repeat the structure and content codes last used on the previous page. <u>For each new Student Teacher Interactions Form, you must fill in the Observation ID from the Observation Coversheet. You must also fill in the page number for the Student Teacher Interactions Form, beginning with pg. 1 (and counting up…2, 3, 4…).</u>

**Learning Centers**

When lessons involve activity centers that require (a) students to engage in different activities after a specified amount of time, or (b) students to split into groups, choose a student (or a group of students) to follow from one activity to the next and record context codes for that group. When applicable, *first* follow the student or group of students being led by the primary classroom instructor, and *then* follow the students as they move to new groups or activities. When students move to a new center, begin a new activity row and code new context codes for the new activity.

*Note:* <u>Do not code instructional interactions when (a) students are not instructed by an adult or (b) students transition to the *Other*/non-literacy content domain</u>. When these situations are presented, note the start time of the activity on a new line in the structure and content domain area on top of the page, filling out relevant information about start time, structure, and content domain of the activity. <u>Leave the column number blank</u>. <u>Do not record instructional interactions during this time</u>. Continue to observe instruction till the end of the

scheduled observation period for a possible transition back to reading/language arts content. If instruction transitions back to reading/language arts content before the end of the observation, begin a new line in the structure and content domain area on top of the page and code instructional interactions during instruction until the end of the observation.

## Instructional Interaction Codes

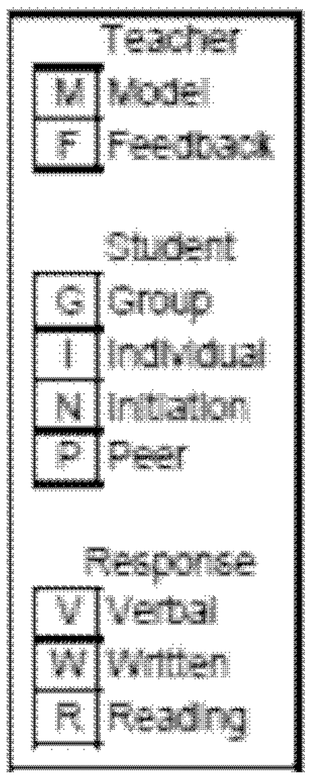
## Instructional Interaction Coding Procedures

For each new reading/language arts activity (i.e., Reading Words, Reading Connected Text, Reading Comprehension, Writing, Oral Language, Other Literacy, and Other) fill out the instructional interaction codes (see Figure 4). The interaction codes consist of six behaviors – two teacher behaviors and four student behaviors. In addition, there are three student response types.

***Teacher Behaviors:***
1. Teacher's use of instructional modeling (M)
2. Teacher's use of feedback (F)

***Student Behaviors:***
1. Group responses (G)
2. Individual responses (I)
3. Student initiations (N)
4. Peer responses (P)

***Student Response Type:***
1. Verbal (V)
2. Written (W)
3. Reading (R)




When coding, fill in the bubble representing one teacher or student behavior per column. For each instance of student behavior, also record a student response type in the same column as the student behavior. Note that teacher behaviors, student behaviors, and student response types are clustered in adjacent rows on the form and each type of behavior or response (i.e., Teacher, Student, Response Type) is labeled in the far left column on the form. Also note that while student responses are coded, teacher initiations of student response are not; by recording information about a student response, it is implied that this response was teacher-initiated (see more details below).

It is likely that all 70 columns of the instructional interactions section will be used during the observation. It is also possible that the context codes will change several times during an observation, requiring a new Student Teacher Interactions Form because the context rows have been completed, even if the interaction columns are not full. If either of these situations occur, continue to code the teacher and student behaviors by moving on to a second form, making sure to fill in "2" for page number in the top right hand corner of the second sheet. Continue coding on subsequent sheets as needed until the lesson concludes or the teacher uses a different curriculum (indicating a need for a new set of observation forms, including new Coversheet and Fidelity Ratings forms).

When beginning a new form, fill in the observation ID and page number at the top of the subsequent activity sheet and continue coding until (a) the lesson concludes or (b) the teacher switches to a new program code. On the last sheet used for the lesson, or before starting a new set of forms when a second program code is instructed, fill in the stop time.

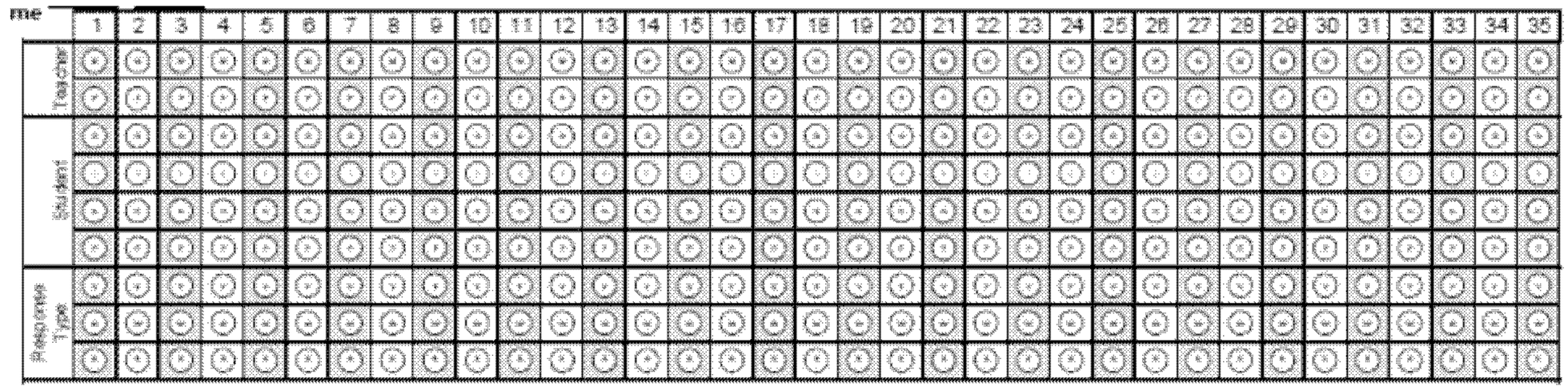


Figure 4. **Instructional Interaction** coding example.

## Definitions of Teacher Behaviors

***Teacher Model (M):*** A teacher model is an explicit, overt, explanation or physical demonstration of reading/language arts content, including definitions, procedures, strategies, and tasks. Teacher models may also include verbalizing language arts thinking (i.e., teacher think-alouds, such as when the teacher describes strategies to aide in reading comprehension). Teacher models also include review of previously introduced material, and independent practice activities. Teacher-guided activities are not considered models (e.g., lead-ins, such as, "The word *extracurricular* means…," where the teacher waits for students to provide the meaning of the word; providing responses in unison with students).

The intensity and duration of teacher models may differ depending on type of reading/language arts content and current level of student performance. For instance, a teacher might model a series of short demonstrations when teaching a newly introduced concept or skill (e.g., presenting individual sounds like /a/, /m/, and /d/ as distinct, separate units). In this case, consider each demonstration (i.e., individual sounds) as a single teacher model, for a total of three teacher models. In contrast, a teacher might model a sequence of demonstrations (i.e., no discernable breaks) with previously learned material (e.g., blending the sounds in the word "Sam"). In this situation, it is more appropriate to consider consecutive demonstrations as one model. If a student behavior interrupts a teacher model and the teacher continues modeling after the student behavior, a general rule of thumb is to code one model before the student behavior and one model after the student behavior to capture the interaction between the teacher and the student. Modeling may include responding to student initiations (e.g., questions, comments), if the teacher provides new information to the student.

***Examples of Teacher Modeling:***

1. The teacher says, "Suffixes are additional syllables added to the ends of English words."

2. The teacher says, "A noun is a person, place, or thing."
3. The teacher says, "Listen as I read this sentence" (and the teacher reads the sentence).
4. The teacher says, "The subject in this sentence is Sally."
5. The teacher says, "If I were to combine 'she' and 'shall' to create a contraction it would be, 'she'll'."
6. The teacher says, "An example of an idiom is 'it was raining cats and dogs'."
7. The teacher says, "The word computer is spelled, c-o-m-p-u-t-e-r."
8. The teacher demonstrates how to organize a paragraph, "The start of a paragraph begins with a topic sentence…"
9. A student asks, "Is Kanye West a poet?" The teacher responds, "Only if he writes his own lyrics."

***Non-examples of Teacher Modeling:***

1. The teacher says, "Let's all read this sentence together."
2. The teacher asks a student to read a sentence from her paper.
3. A student models how to spell a word.
4. The teacher reads directions for the next activity, and does not give an example of the learning or performance expected of students.

***Teacher Feedback (F):*** Teacher feedback can be positive or negative and serve to affirm or correct a student response. Academic feedback can include a verbal reply, a physical demonstration, or a written response. Code academic feedback when a teacher corrects an individual student or group mistake or when the teacher affirms a correct student or group answer. Academic feedback includes simple indications of correctness or incorrectness (i.e., head nods and one-word responses), when the teacher's response unambiguously acknowledges whether a response is right or wrong (i.e., it should be clear to you based on the teacher's behavior that the student response is correct or incorrect). Also included is error correction of group or individual mistakes, not limited to correcting (e.g., *"That word is binocular."*), re-teaching a missed skill (e.g., *"I'm going to look at the title page and predict what the story is about…"*), and redirecting a group/individual response (e.g., *"Remember the "e" is silent."*). Feedback may include responding to student initiations (e.g., questions, comments), if the teacher provides an indication of the correctness or incorrectness of the student initiation.

***Examples of Teacher Feedback include:***

1. In response to a student's correct response to a question she posed, the teacher gives the student a "thumbs-up" sign (so long as the student can see it and it's clear the teacher used the "thumbs up" to indicate correctness.
2. After scanning the class during independent work time to see if students are on task, the teacher says, "Nice work."
3. In response to the group incorrectly identifying the predicate in the sentence, the teacher responds, "Let's try that again. Remember, a predicate is the part of the sentence that contains a verb and states something about the subject."
4. After an individual student writes a sentence without capitalizing the first word, the teacher re-teaches the rule to the whole class by stating, "Remember that the first word in a sentence must be capitalized."

5. The teacher holds up two words that when combine form a contraction. The group correctly says the correct contraction when the teacher holds up the words. After each response, the teacher responds, "Yes."
6. A student asks, "Is The Scarlet Letter an example of prose?" The teacher says, "Yes."

***Non-examples of Teacher Feedback:***

1. After a student provides an incorrect sound for the letter "c", the teacher says, "What sound does the letter "c" make?"
2. In response to a student incorrectly identifying the verb in a sentence, the teacher says, "A verb is an action word" giving no verbal or non-verbal indication that the student had answered incorrectly.
3. After a student reads a sentence correctly, the teacher says, "Let's read that sentence as a group", without affirming the student's response.
4. Teacher walks around the class during independent work and provides feedback to individual students. Remember: We don't code interactions during independent work, unless the behavior is audible and directed to the whole class.
5. A student responds to a teacher-posed question. The teacher says, "Hmmm… I'm not sure. What do you think?"

**Definitions of Student Behaviors**

***Group Response (G):*** A group response is defined as an *academic* response from two or more students. Group responses include, but are not limited to, verbal responses, written responses, and physical demonstrations.

If the teacher requests multiple responses from students in one query, (such as, "Read the paragraph, then write a question about what you read."), count the student response as only one response if the teacher does not interrupt the task with feedback, modeling, or additional information—even if it isn't coded. If the teacher interrupts the response to correct the students or clarify his/her instructions, then count the student response following the feedback or information as another response. For example:

> The teacher says, "Read the definition of the word, then tell your partner what it means in your own words" Students read the definition of the word (Code G + R). The teacher interrupts and says, "Remember to tell your partner the definition in your own words" (Code nothing). Students tell partners the definition in their own words (Code P + V).

If students correct themselves (i.e., *self-correct*) anytime during an initial response, do not code an additional group response following the self-correction. However, if the teacher interrupts students to provide a clarification or error correction after they give an incorrect response, count the group correction following the teacher interruption as another group response.

<u>Code group responses when:</u>

1. Preceded by a teacher-posed question and/or request to the group that is academic in nature (i.e., two or more students respond following a teacher question or task request)

2. Small-group or whole class answers are produced in unison
3. Responses are supplied within a reasonable time period (i.e., within 3 seconds)
4. When the teacher poses a question to the class and initially only one student responds, but within 3 seconds another student (or group of students) also respond (i.e., a piggy-back response). In this case, you will change the initial coding of an "individual response" to a "group response" because more than one student responded.

<u>Do not code group responses when:</u>

1. Students shout out an answer or comment when the teacher has not asked a question or made a request for information or a response (i.e., call-outs) and the teacher ignores the content of the call-out.
2. Students respond more than 3 seconds after a teacher question/request (unless the teacher waits for student responses for more than 3 seconds and the delayed student response is accepted by the teacher)
3. When students do not respond to a teacher question/request.

***Examples of Group Responses:***

1. The teacher asks, "Everyone, what is the suffix in this sentence?" All students in the class respond.
2. Teacher asks, "Is a monkey a person, place, or thing?" Two or a more students respond.
3. Teacher says, "Tell me whether these pronouns are first, second, or third person." Five students answer the question.
4. Teacher says, "Beside each singular noun, write the correct plural form." Half the class writes the answer at their desks.
5. Teacher asks, "Where are the nouns and verbs in this sentence?" Several students respond, giving words that are nouns and verbs.
6. Two Response example: The teacher asks, "Please complete comprehension questions 1 -5 on your worksheet." Students begin working on questions 1 – 5 (Code G + W). The teacher notices students completing question 2 wrong and provides feedback (code F). Students continue working on the rest of the problems (code G + W again).

***Non-examples of Group Responses:***

1. The teacher asks, "Is a monkey a person, place, or thing?" Only one of the students in the class responds.
2. Teacher asks, "Jenny, can you spell the word bicycle?" Jenny spells the word.
3. Teacher asks, "Are we ready?" The whole class responds, "Yes!"
4. Teacher asks the group, "Everyone, what page are we on?" Three students shout out the page number.
5. Teacher says, "Hands up everyone!" Students put their hands in the air.
6. Teacher asks, "What is this word?" No one in the class responds.
7. Teacher asks, "Who is the protagonist in the story?" Five seconds later three students respond, but the teacher has already moved on to another question. This would be considered a call-out.

***Individual Student Response (I):*** Individual student responses include academic verbal responses and physical demonstrations given by one student. Individual responses can be elicited from students specifically identified by the teacher (e.g., Sarah, what word is this?" or questions posed to the group at

large, (e.g., Who can tell me where to find the author of this book?) when one student answers.

If the teacher requests multiple responses from a student in one teacher initiation, count the student response as only one response if the teacher does not interrupt the task with feedback or additional information. If the teacher interrupts the response to correct the student or clarify his/her instructions, then count the student response following the feedback or clarification as another response. For example:

> The teacher says, "Shelley, say the first word, then read the rest of the sentence," Shelley student reads the first word incorrectly (Code I). The teacher says, "That word is _____" (Code F). "Reread the sentence from the beginning." Shelley reads the sentence again (Code I).

If a student *self-corrects* at anytime within the initial response, do not code an additional individual response. If the teacher interrupts the student with additional information or an error correction after the student gives an incorrect response, count the correction following the teacher interruption as another individual response.

<u>Code an individual response when:</u>

1. A single student produces an answer
2. The answer is preceded by a teacher-posed academic question and/or request
3. A student's answer immediate follows an academic question and/or request
4. An individual student other than the one identified by the teacher responds but the teacher acknowledges the student's response

<u>Do not code individual responses when:</u>

1. An individual student shouts out an answer or comment and the teacher has not asked a question or requested a response (i.e., a call-out)
2. When students respond more than 3 seconds after a teacher initiation (unless the teacher waits for a student response for more than 3 seconds and the delayed student response is accepted by the teacher)
3. When students do not respond to a teacher initiation
4. When the teacher poses a question to the class and initially only one student responds, but within 3 seconds another student (or group of students) also respond (i.e., a piggy-back response). In this case, the initial coding of an "individual response" changes to a "group response" because more than one student responded.

***Examples of Individual Responses*:**

1. The teacher asks, "Ryan, can you tell me who the main character is in this book?" Ryan responds "*Lily.*"
2. Teacher asks, "Who can tell me the what the verb is in this sentence?" A student raises her hand, is called on, and says, "*running.*"
3. The teacher specifically asks a question to one student, however, a different student blurts out the answer and the teacher acknowledges that student's response.
4. Following the teacher's request, Sally underlines the nouns in the sentence on the board (when working in a teacher led small group, or as a whole group).
5. The teacher asks, "Josh spell the word *monkey*." Josh spells, "*m-o-n-k-e-y.*"
6. The teacher asks, "Katie, what is the definition of this word?" Katie gives the definition.

7. The teacher asks a student, "Say the word after adding the suffix *–dent*, then write the word on your white board." The student says the word, writes it on his/her white board, and then shows the teacher (Code as 1 individual response).
8. The teacher asks, "What are the five main parts of composing a letter?" One student provides the answer, giving all five main parts (Code as 1 individual response, unless interrupted by feedback or information from the teacher).
9. Two Response Example: The teacher says, "Sally, tell me what the relative clause is in this sentence." (I). Sally attempts to answer but makes a mistake. The teacher indicates that Sally is incorrect and provides the definition of a relative clause (F). Sally then identifies the correct relative clause (I).

***Non-examples of an Individual Response*:**

1. The teacher requests, "Everyone say the sounds in this word." The whole class responds.
2. The teacher asks Susan to spell a word, but another student helps with the answer.
3. The teacher asks, "Megan, can you identify the errors in this sentence?" Megan does not respond.
4. The teacher says, "Johnny please get a pencil." Johnny gets a pencil.
5. The teacher says, "Kelsey, look at this letter" (e.g., as a redirection to the task for classroom management purposes). Kelsey looks at the letter.

***Student Initiation (N):*** A student initiation is an original question or comment initiated by an individual student that is relevant to the topic of the lesson and is academic in nature. For an initiation to be coded, it must be acknowledged by the teacher. If a student asks a clarifying question following a teacher question, it does not count as an initiation (assuming it is not original in nature). If multiple students initiate original questions or comments before the teacher provides a response, code each instance of student initiation. Student initiations will almost always be verbal.

***Examples of Student Initiations*:**

1. A student asks, "How many sentences are in a paragraph?"
2. A student says, "There are four syllables in the word *magnificent*." The teacher says, "You're right!"
3. A student says, "The story talks about bats, and bats are nocturnal." The teacher says, "Uh-huh. Isn't that interesting…?"
4. A student asks, "Why is Tom the main character in the story?"

***Non-examples of Student Initiations*:**

1. A student asks, "Do I need to write the date on the top of my paper?" The teacher says, "Yes."
2. The teacher asks, "How many characters are in the story?" A student asks, "Do you mean major characters, or just characters that are in it at all?"
3. A student says, "I need to sharpen my pencil."
4. A student raises their hand to ask a question during independent work. The teacher comes over to the student's desk and answers the question but it isn't audible to the whole class.

***Peer Response (P):*** A peer response is any academic verbal response, explanation, or physical demonstration made by a student that is directed at another student or small group of students. This is different from a group response in that the student's response is directed toward one or more peers rather than the teacher. If students are directed to work in small groups independently (~2-7 students) for more than a single response,

you will be unable to code additional interactions that occur between peers. If this structure continues for approximately 2 minutes, follow the procedures for inserting a new context code for small group, independent instruction.

*Remember:* Do not code instructional interactions when (a) students are not instructed by an adult or (b) students transition to the *Other*/non-literacy content domain. When these situations are presented, note the start time of the activity on a new line in the structure and content domain area on top of the page, filling out relevant information about start time, structure, and content domain of the activity. Leave the column number blank. Do not record instructional interactions during this time. Continue to observe instruction till the end of the scheduled observation period for a possible transition back to reading/language arts content that can be coded.

***Examples of a Peer Response:***

1. Teacher says, "Tell your partner who the protagonist in the story was." The students tell each other the answers in pairs.
2. Teacher says, "In pairs, take turns reading the story aloud." The students then practice in pairs reading the story aloud.
3. Teacher asks, "Amongst the students at your table discuss where the errors are in the sentence." Students discuss where the errors are in the sentence in small groups.

***Non-examples of a Peer Response:***

1. Teacher says, "Please think about the answer by yourself." The students start talking to each other at the table.
2. Teacher says, "With the student next to you, discuss the main idea of the story." Students do not discuss the story with one another and instead sit in silence.

**Definitions of Response Type**

***Verbal Response (V)***: A verbal response is any academic response or initiation made by a student or group of students in spoken form.

***Examples of a Verbal Response:***

1. The teacher says, "Tell me what are some important prewriting techniques." A student raises his/her hand and tells the teacher a prewriting technique (I + V).
2. The teacher says, "With the student next to you, share your worksheet answers." Students share answers with their partners (P + V).
3. The teacher says, "Tell me whether the sentence is an independent or dependent clause." Half the students say the answer (G + V).
4. A student asks, "How do you spell incredible?" (N + V)

***Written Response (W):*** A written response is any academic response made by a student or group of students in written form.

***Examples of a Written Response:***

1. The teacher says, "Please write the answers to the comprehension questions." Students start working on the comprehension questions.
2. The teacher says, "Spell the word that you hear by writing it on your paper." Students spell the word on their paper.
3. The teacher says, " Please continue working on your essay that you started on yesterday." Students start working on their essay.
4. The teacher says, "In section 2 of your workbook, expand each base sentence to create a compound sentence." Students start writing in their workbooks.
5. The teacher says, "Take out your journals and write about your weekend." Students start writing about their weekend in their journals.

***Reading Response (R)***: A reading response is any academic response made by a student or group of students that requires them to read aloud or silently.

***Examples of a Reading Response***

1. The teacher says, "Julie, can you read the directions to the class?" Julie reads the directions aloud (I + R).
2. Teacher says, "Take out your textbook and begin reading from page 30 – 32. Close your books when you are finished." Students begin reading (G + R).
3. Teacher says, "Please read the next few paragraphs with your partner" (P + R). *Note*: you'll only code one peer response here, even if there are multiple interactions between peers, because these interactions cannot be quantified.
4. The teacher says, "Read silently for the next 30 minutes." Students begin reading silently (G + R).

# Fidelity Ratings, Sections A-C: Rubric for Materials/Environment, Program Delivery, & Student Response

| | Item | *1- Not observed (Item did not occur on any occasions)* | *2-Occasionally observed (Item was observed at least once and up to 50% of the possible opportunities)* | *3 – Frequently observed (Item was observed 51--85% of the possible opportunities)* | *4 – Consistently observed throughout class period (Item was observed more than 85% of the possible opportunities)* |
|---|---|---|---|---|---|
| **Materials/Environment** | 1. Teacher's instructional materials are organized and available to present. *Instructional materials may be curriculum resources, but may also be other materials needed by the teacher to deliver the planned lesson.* | No instructional materials are ready and instructional materials are not organized. | Some instructional materials are ready, and instructional materials are partially organized. | Most instructional materials are ready, and instructional materials are organized for most of the lesson. | All instructional materials are ready, and instructional materials are completely organized. |
| | 2. Program instructional materials are utilized during the lesson *(i.e., specific materials appropriate to each lesson part are used).* | Instructional materials are not used during the lesson. | Instructional materials are occasionally used during the lesson. | Instructional materials are used for most of the lesson. | Instructional materials are consistently utilized throughout the lesson. |
| | 3. Curricula/program lesson plan is clearly driving instruction. | Curricula/program lesson plan is not used as an organizing rubric for instruction. | Curricula/program lesson plan drives a few lesson activities. | Curricula/program lesson plan frequently drives lesson activities. | Curricula/program lesson plan consistently drives lesson activities the majority of the time. |
| | 4. Student materials are in use *(i.e., out and available). Student materials include any resources needed to complete the tasks assigned by the teacher, excluding everyday supplies (e.g., paper, pencil)* ***Note:*** *This item should not reflect variations in student engagement with those materials.* | There are no student materials related to the program in use by any student. | Student materials related to the program are in use, but by fewer than half of the students. | Student materials related to the program are in use by the majority (51-90%) of students. | Student materials related to the program are in use by all or nearly all (>90%) of students. |
| | 5. List student materials in use. | Not applicable | | | |
| **Program Delivery** | 1. Teacher is familiar and fluent with the lesson *(i.e., it is evident that teacher has previewed the lesson and demonstrates fluency with the formats and lesson activities)* | Teacher does not demonstrate fluency with formats and lesson activities. | Teacher occasionally demonstrates fluency with formats and lesson activities. | Teacher frequently demonstrates fluency with formats and lesson activities. | Teacher consistently demonstrates fluency with formats and lesson activities. |

| | | | | | |
|---|---|---|---|---|---|
| **Student Response** | 1. Students are familiar with group routines *(i.e., group routines are in place and are followed by students; students demonstrate they know instructional procedures).* | No routines are in place; There are no students who demonstrate knowledge of group routines. | Some routines are in place; Half or less of the students demonstrate knowledge of group routines. | Routines are mostly in place; Most of the students demonstrate knowledge of group routines. | Routines are solidly in place and all or nearly all of students consistently demonstrate knowledge of group routines. |
| | 2. Students are engaged in classroom activities. | The majority of students are not engaged in instructional activities. | Some students (less than half) are engaged in instructional activities. | The majority (51-89%) of students are engaged in instructional activities. | All or nearly all students are engaged in instructional activities. |

Adapted by Crone, D.A. and Cohen, J. (2010) from the Classroom Observation Protocol (Summer School 2009), Smith, L. R., and Wolter, R. D. (2009)

## Quality Indicators Rubric

| 1. Classroom Climate<br>(Rapport, Respect, Support, Sensitivity, Positive Attitudes) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Students demonstrate disrespectfulness toward the teacher and fellow classmates; Interactions are often inappropriate and/or disrespectful; Students and teacher demonstrate negative attitudes; Teacher ignores student needs/ problems; When addressed, supports are ineffective, lack warmth, and/or exceed time necessary | Students demonstrate limited rapport with teacher and fellow classmates; Interactions are sometimes disrespectful; Teacher or some students demonstrate positive attitudes, but not both; Teacher addresses student needs with limited respect and care; Supports and redirects are effective or efficient, but not both | Students demonstrate rapport with teacher and each other; Teacher-student and student-student interactions are generally respectful; Teacher and some students demonstrate positive attitudes; Teacher addresses student needs with general respect and care; Supports and redirects are somewhat effective and efficient | Students demonstrate strong rapport with teacher and each other; Teacher-student and student-student interactions are highly respectful; Teacher and majority of students demonstrate positive attitudes; Teacher addresses student needs with respect and care; Supports and redirects are highly effective and efficient |
| **2. Organization**<br>(Preparation, Transitions, Routines, Accessibility, Task Completion, Scheduling, Use of Instructional Time) | | | |
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Lesson appears disorganized and unprepared; Transitions between and within lesson activities lack efficiency and consume large amounts of instructional time; Materials are not immediately accessible to both teacher and students; Routines are not evident in the classroom, allowing regular demands to take away from instructional time; Instructional tasks are never completed in the time allowed; Reading instructional time is not regularly scheduled or protected from interference | Lesson appears partly prepared; Transitions between and within lesson activities are mostly inefficient, resulting in loss of instructional time; Materials are immediately accessible to teacher or students, but not both; Routines are present for some regular demands but not others; Instructional tasks are rarely completed in the time allowed; Reading instructional time may be regularly scheduled, but is not prioritized over other activities | Lesson appears organized and prepared; Transitions between and within lesson activities are efficient and only rarely detract from time for instruction; Learning materials are immediately accessible to the teacher and students; Routines are present for many regular demands, allowing the focus to remain on reading instruction; Instructional tasks are usually completed in the time allowed; Instructional time is regularly scheduled, but other activities may occasionally interfere with delivery of content | Lesson appears highly organized and prepared; Transitions between and within lesson activities are efficient and do not detract from instructional time; Learning materials are easily accessible to the teacher and students; Routines are present and contribute to the amount of dedicated instructional time; Lesson activities are almost always completed in the time allowed; Instructional time is scheduled at a regular time and protected from interference as much as possible |

| 3. **Relevance of Learning**<br>(Purpose, Prior Knowledge, Personal and Cultural Experiences) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Lesson is not linked to identifiable learning objective(s) relevant to the development of ELA skills; Lesson is not made relevant to students' own personal and cultural experiences; Teacher does not connect new material to students' prior knowledge; Teacher does not link rationale for learning to students' future goals | Lesson is linked to the broad development of ELA skills but not a specific learning goal; Connections to students' prior knowledge, personal and cultural experiences, and future goals are superficial or unclear and do not maximize student learning | Lesson is linked to clearly defined learning objective(s); however, objectives may not be linked to students' own personal and cultural experiences or students' future goals; Connections to prior knowledge are not made sufficiently clear to promote deep understanding of new material | Lesson is linked to clearly defined learning objective(s) that are made relevant to students' own personal and cultural experiences; Teacher makes explicit connections between students' prior knowledge and new material; Teacher extends purpose of lesson by linking rationale for learning to students' future goals |
| **4. Classroom Management**<br>(Clear Expectations, Minimizes Non-Instructional Time, Addresses Appropriate Behavior) | | | |
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Expectations are not established; Few behavior supports used; Addresses all inappropriate behavior and disregards appropriate behavior; Few, students follow class rules and/or expectations; Management duties greatly reduce time devoted to instruction | Expectations are established, but not applied in the classroom; Few pre-corrections are used; Addresses more inappropriate behavior than appropriate behavior; Some students follow class rules and/or expectations; Management duties compromise time devoted to instruction | Expectations are established and applied most of the time; General use of pre-corrections to avoid / anticipate future events; Addresses and reinforces both appropriate behavior and inappropriate behavior; Majority of students follow class rules and/or expectations | Clear expectations are established and applied in the classroom; Use of pre-corrections to avoid / anticipate future events; Addresses and reinforces appropriate behavior and limits attention for inappropriate behavior. All students follow class rules and/or expectations |

| **5. Representation of Content and Skill**<br>(Range of Skills, Range of Activities, Variety of Materials) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Teacher provides insufficient instructional examples across content and materials; Students only rarely engage in tasks designed to develop a variety of skills; Majority of students seem confused with materials and tasks; Interactions are of low-quality for most students and/or are inappropriate for the content | Teacher provides limited instructional examples across content and materials; Students occasionally engage in tasks designed to develop a variety of skills; Student-teacher interactions are sometimes lacking for some students (e.g., struggling learners) and are inconsistently appropriate for the content | Teacher provides frequent instructional examples that are usually effective and varied; Students often engage in tasks designed to develop reading, writing, oral communication, and literature skills; Student-teacher interactions are appropriate for content and allow most students to demonstrate understanding | Teacher provides frequent, effective, and varied instructional examples; Students are consistently engaged in a variety of activities designed to develop reading, writing, oral communication, and literature skills; Student-teacher interactions are appropriate for all students and content |
| **6. Clear and Consistent Delivery of Instruction**<br>(Teacher Demonstrations, Pacing, Consistent Language, Minimizes Student Confusion) | | | |
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Demonstrations are infrequent, inconsistent, and often confuse students; Teacher dialogue is either limited or excessive; Does not anticipate student misconceptions; Re-teaching does not occur; Little opportunity for students to contribute; Pacing is slow and some students seem off-task or uninterested in the lesson | Demonstrations are clear or concise, but not both; Delivery is sometimes inconsistent and duration of teacher dialogue is often excessive or few explanations are provided: Re-teaching occurs infrequently; Time for student contribution is sometimes limited, excessive, or unrelated; Pacing of instruction is inconsistent and a majority of students experience difficulties; Instruction moves on despite student confusion | Demonstrations are consistent and clear, but sometimes long; Duration of teacher dialogue is mostly appropriate; Explanations are provided, but sometimes too short; Re-teaches when necessary; Allows time for student contribution, but can sometimes lack purpose; Pacing of instruction is appropriate with few students experiencing difficulties | Demonstrations are clear, concise, and consistent; Duration of teacher dialogue is appropriate; Explanations are in-depth, but not excessive; Anticipates student misconceptions by pre-correcting and/or providing further examples/ explanations; Re-teaches when necessary Allows time for an appropriate amount of student contribution; Pacing of instruction is at a level that promotes understanding and engagement |

| 7. **Student Participation and Engagement** (Active Involvement, Compliance, Completion of Work) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Majority of students appear off-task throughout entire lesson; A majority of students do not participate during whole-class activities, possibly due to lack of interest or motivation; Individuals do not complete independent work; Few students follow teacher directions | Instruction fosters student interest for parts of the lesson; Some students appear engaged; Some students appear eager to participate and learn; When assigned, some students complete learning tasks and/or independent work; Some students follow teacher directions | Instruction fosters student interest throughout most of lesson; Most students appear engaged throughout most of lesson; Most students appear eager to participate and learn; When assigned, most students complete learning tasks and/or independent work; Most students follow teacher directions | Instruction fosters student interest throughout entire lesson (e.g., during unitary response opportunities, a majority of students respond); Majority of students appear highly engaged throughout entire lesson, and appear eager to participate and learn; When assigned, a majority of students complete learning tasks and/or independent work; Majority of students follow teacher directions |

| 8. **Checks of Student Understanding** (Timely Checks, Active Monitoring, Individual Response Opportunities) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Checks are not used before, during, and after activities to gauge student understanding of content and procedures; Student responses are not actively monitored and confirmed or corrected; Instruction focuses on teacher talk or modeling with few student opportunities to respond; Does not actively check in with students throughout independent practice activities | Inconsistently checks for student understanding; Teacher actively monitors during a few activities, providing some corrective or confirmatory feedback to students; Opportunities to respond are focused on a small number of students, so that the majority of the class doesn't benefit; Actively checks in with some students throughout practice activities | Teacher monitors students throughout a range of activities, providing corrective and confirmatory feedback to students when appropriate; Response opportunities may be focused on the whole class only or insufficient in number for all students to demonstrate understanding before moving on to the next activity; Actively checks in with many students throughout practice activities | Uses frequent response opportunities and active monitoring to check for student understanding in all activities. Provides in-depth feedback, firming concepts and skills; Structures response opportunities so that the majority of the class can demonstrate understanding before moving on to new content; Actively checks in with the majority of students throughout practice activities |

| 9. **Instructional Adjustments**<br>(Student Response Time, Accommodates Learning Needs, Allows Independent Learning) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Allows insufficient wait time before asking for student responses; Adjustments are not made for individual learners; Does not provide sufficient guided practice for students to demonstrate independent mastery or does not allow sufficient time or material for students to practice skills independently | Teachers sometimes provide wait time before asking for student responses; Adjustments are occasionally made for individual learners; Occasional opportunities for independent learning are provided, but do not allow students to demonstrate independent mastery of content | Teachers usually allow an adequate amount of think time before asking for student responses; Instruction may be inconsistently adjusted to address all individual student needs; Opportunities for independent learning are provided, and generally allow students to demonstrate independent mastery | Teachers allow an adequate amount of think time before asking for student responses; Student responses are used to adjust instruction for individual learners; Students receive sufficient guided practice before being allowed to independently practice skills and are given ample time and material to demonstrate independent mastery |

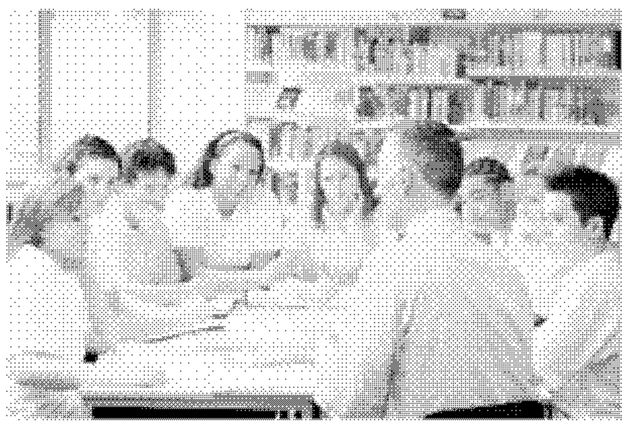
| 10. **Intellectual Challenge**<br>(Depth of Understanding, Analysis of Concepts, Inferential Thinking, Reading Discourse) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Teacher demonstrates low expectations for many students; Teacher ineffectively manages reading discourse and does not allow students to engage in dialogue about concepts and ideas or does not manage student discourse; Teacher does not extend student thinking or probe depth of understanding through responses | Teacher demonstrates high expectations for some students; Little management of reading discourse occurs such that discussion often ventures off topic; Students occasionally have the opportunity to demonstrate depth of understanding by expanding on answers, making inferences, and analyzing concepts | Teacher demonstrates high expectations for most students; Student understanding is often promoted through teacher request for clarification; Teacher generally manages reading discourse such that students are often encouraged to share inferences, analyze concepts, and extend thinking around topics | Teacher demonstrates high expectations for all students; Teacher extends student understanding by asking for clarification and elaboration in questioning; Ample time is devoted to students' high level analysis of concepts and inferential thinking; Teacher manages reading discourse effectively |

| **11. Teaching for Reading Proficiency**<br>(Positive Outlook on Reading, Views Reading as Important, Confidence, Productive Disposition) | | | |
|---|---|---|---|
| ***Not Present*** | ***Somewhat Present*** | ***Present*** | ***Highly Present*** |
| Teacher appears uninterested in teaching reading; Appears very uncomfortable in the classroom and teaching reading; Structures lessons in a way that limits student-teacher and student-student interactions; Does not allow for idea development and intellectual challenge | Teacher appears somewhat interested in teaching reading; Appears somewhat uncomfortable in the classroom and teaching reading; Does not plan lesson activities to promote original idea development and intellectual challenge, but may allow some discourse or exchange of thought if initiated by students | Teacher appears interested in reading and teaching students; Emits a general sense of efficacy; Appears somewhat confident in the classroom and teaching reading; Supports student confidence in reading by scheduling some time for intellectual challenge and original idea development | Teacher appears enthusiastic about reading and teaching students; Emits a high sense of efficacy; Fosters a sense that knowing reading is important in our world; Appears confident in the classroom and at ease teaching reading; Teaches students to be confident readers by encouraging original idea development and intellectual challenge |

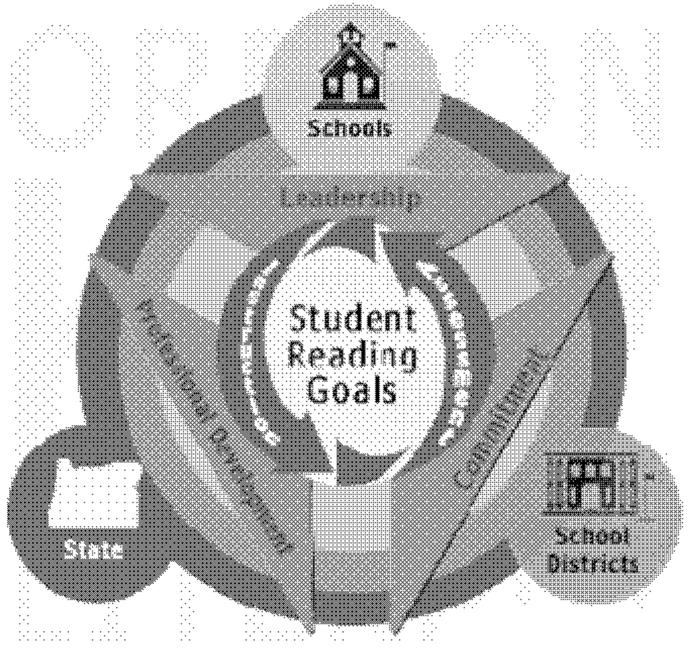
Adapted by Nelson-Walker, N. J. (2010) from the General Observation Features rubric, Doabler, C., & Nelson-Walker, N. J. (2009)

# Appendix K:
# Technology-Based Professional Development:
# Oregon Literacy Framework Online
# (http://oregonliteracypd.uoregon.edu)

Welcome to Professional Development for the Oregon K-12 Literacy Framework



This site contains training modules and related resources for each of the six components of the Oregon K-12 Literacy Framework: **Goals, Assessment, Instruction, Leadership, Professional Development and Commitment**. These materials are designed to be used by a group of school colleagues to improve reading outcomes for their students. Within each module, you will find topics that explain how to implement the recommended procedures. Each topic includes key concepts, a narrated lesson sequence to help staff understand the concepts, and suggested practice activities and related links and resources to help you apply the concepts in your own setting. Where applicable, special considerations are offered for English learners and struggling adolescent readers.




View the Oregon Literacy Framework document

## How to Use These Materials

This site is organized according to the six components of the Oregon K-12 Literacy Framework: Goals, Assessment, Instruction, Leadership, Professional Development and Commitment. Within each of these six components you will find one or more modules. The modules are organized into broad categories for quick reference. Each module includes:

1. Several **key concepts**, that outline the main ideas within the topic
2. A **professional development presentation** that uses a narrated multimedia sequence of content material
3. **Practice activities** to help you understand the material and how to begin implementing the procedures being described, and
4. A series of **related resources**, including links to related information and sources for further study of the subject.

We recommend that you use these materials with a group of colleagues in a collaborative learning arrangement such as a professional learning community (PLC), a grade level or cross-grade improvement team or a study and implementation group. Members of the group might view the online content either individually or as a group, then make plans for how to implement within their own classrooms and schools.

The essential key to successful implementation of the information is that two or more colleagues work together to assure that their use of these skills parallels the procedures found through research to be effective in improving students' reading outcomes. Implementing the procedures with fidelity and peer support greatly increases the likelihood that your students will benefit by way of improved reading skills.

## Framework Components

**Goals**
**Assessment**
**Instruction**
**Leadership**
**Professional Development**
**Commitment**

Center on Teaching and Learning

OREGON DEPARTMENT OF EDUCATION

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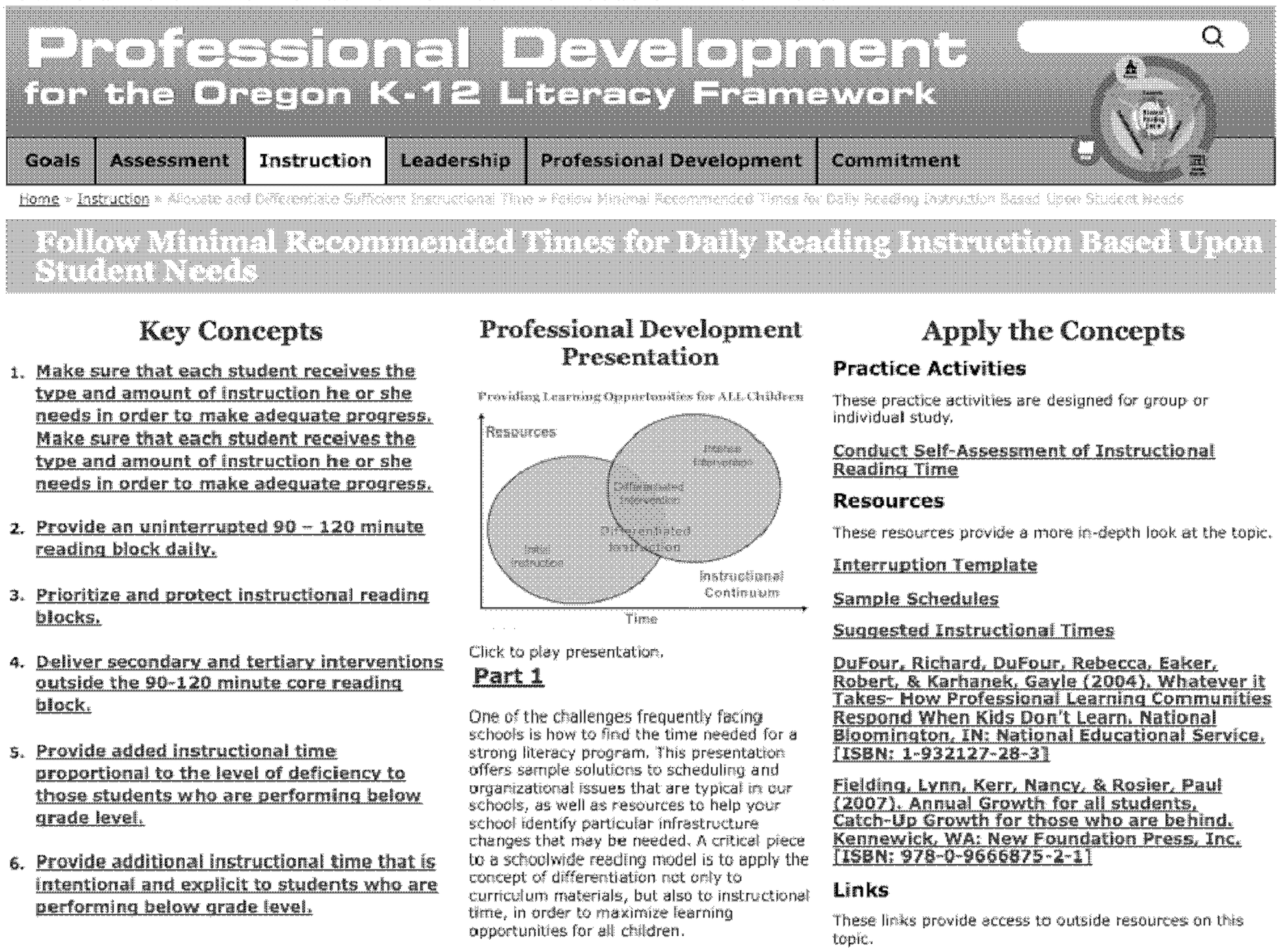
The Oregon Literacy Framework website, designed to accompany the Oregon K-12 Literacy Framework is comprised of 28 modules organized around the six critical components of the Framework: (1) Goals, (2) Assessment, (3) Instruction, (4) Leadership, (5) Professional Development, and (6) Commitment.

Each module includes the following elements:

- Key concepts that outline the main ideas related to the topic

- A professional development presentation that provides a narrated, multi-media sequence of content
- Practice activities to help users understand the material and how to begin implementing the procedures being described
- Related resources, including research articles, forms, tools, and activities
- Special considerations and recommendations for English learners and adolescent struggling readers

Pictured below is a module designed to provide users with recommendations and guidance on how to differentiate instruction to meet the needs of all learners.




As of May 2011, the Oregon Literacy Framework website contains the following 28 comprehensive modules:

**Goals**

1. Develop a Set of Shared Summative Reading Goals
2. Use Schoolwide Goals to Anchor the School's Comprehensive Reading Plan

**Assessment**

3. Developing a Schoolwide Assessment Plan
4. Administer Screening Assessments to All Students
5. Administer Progress Monitoring Measures to All Students
6. Understand Six Types of Reading Profiles
7. Using a Convergence of Data to Determine Individual Student Reading Profiles
8. Group Students with Similar Needs for Small Group Instruction
9. Use Effective Procedures for Decision Making
10. Analyze Performance Data of All Students
11. Planning Effective Instructional Adjustments
12. Plan for Effective Ongoing Leadership, Representation, and Collaboration

**Instruction**

13. Follow Minimal Recommended Times for Daily Reading Instruction Based Upon Student Needs
14. Phonological Awareness
15. Alphabetic Principle
16. Fluency Development
17. Vocabulary Development
18. Academic Language
19. Reading Comprehension
20. Motivation
21. Using a Comprehensive Core Reading Program Which is Based Upon Evidence-Based Practices
22. Using Supplemental Reading Programs and Materials Based Upon Evidence-Based Practices
23. Using Highly Explicit and Systematic Intervention Materials for Students Significantly Below Grade Level
24. Incorporate Features of Effective Instruction Into Daily Lessons

**Leadership**

25. Conduct Classroom Walkthroughs Regularly and Provide Effective Feedback

**Professional Development**

26. Plan and Implement Staff Development Activities that Reflect the Characteristics of Effective Professional Development

**Commitment**

27. Actively Involve and Communicate Regularly with Parents and Community Members in the School's Literacy Efforts
28. Develop and Nurture a Culture of Shared Responsibility for Reading Improvement

Additional modules related to the six critical components of the K-12 Literacy Framework continue to be developed.

# Appendix L:
# Reading Intervention Protocol

## MSIP Reading & Language Arts Tracking Form

Place name & ID label here

Updated by:

| Initials | | | | | | |
|---|---|---|---|---|---|---|
| Date | | | | | | |

**MSIP ID**

| Program Code | Approximate Start Date | Approximate End Date | Rationale for Placement in this Program |
|---|---|---|---|
| R | / / | / / | |
| R | / / | / / | |
| R | / / | / / | |
| R | / / | / / | |
| R | / / | / / | |
| R | / / | / / | |
| R | / / | / / | |
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| R | / / | / / | |
| R | / / | / / | |

8551149148

# MSIP School Reading & Language Arts Program Codes & Descriptions

**School** ALOHA-HUBER PARK SCHOOL **School ID** 1153

**Instructor Name** _____ **Instructor ID**

**Title of Instructor (check all that apply)**

Certified gen. ed. ☐ Certified sp. ed. ☐ Long-term sub. ☐ Ed. / Instr. asst ☐ Read. specialist ☐

School psych ☐ School counselor ☐ Volunteer ☐ Other(specify) ☐

**Program Code** R001

| | | | |
|---|---|---|---|
| **Class period and time** | | **Is this a reading intervention class?** ○ Yes ○ No | |
| **Program Name** | | **Program Level** | |
| **Is there another teacher who teaches another program or curriculum in this class during this period** ○ Yes ○ No | **If so, write their name & ID** | | |
| **Teacher trained in this program?** ○ Yes ○ No | **Number of adults providing instruction** ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 | **Grade level(s)** ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 | |
| **Classroom Type** ○ Gen. Ed. | ○ Sp.Ed. | ○ ESL | ○ Other ○ Combination |
| **Ave. minutes / day** ○ 1 to 19 | ○ 20 to 39 | ○ 40 to 59 | ○ 60 to 79 ○ More than 80 |
| **Program Frequency** ○ More than 1/ day | ○ Daily | ○ Every other day | ○ Other |
| **Number of students** ○ 1 | ○ 2 to 5 | ○ 6 to 10 | ○ 11 to 15 ○ 16 to 20 ○ 21 to 25 ○ 26 or more |

| | | | |
|---|---|---|---|
| **Class period and time** | | **Is this a reading intervention class?** ○ Yes ○ No | |
| **Program Name** | | **Program Level** | |
| **Is there another teacher who teaches another program or curriculum in this class during this period** ○ Yes ○ No | **If so, write their name & ID** | | |
| **Teacher trained in this program?** ○ Yes ○ No | **Number of adults providing instruction** ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 | **Grade level(s)** ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 | |
| **Classroom Type** ○ Gen. Ed. | ○ Sp.Ed. | ○ ESL | ○ Other ○ Combination |
| **Ave. minutes / day** ○ 1 to 19 | ○ 20 to 39 | ○ 40 to 59 | ○ 60 to 79 ○ More than 80 |
| **Program Frequency** ○ More than 1/ day | ○ Daily | ○ Every other day | ○ Other |
| **Number of students** ○ 1 | ○ 2 to 5 | ○ 6 to 10 | ○ 11 to 15 ○ 16 to 20 ○ 21 to 25 ○ 26 or more |

Appendix M:
Oregon Governor John Kitzhaber's State Education Initiative

# Transforming Public Education in Oregon

*Laying the Foundation for a Secure, Prosperous Future*

In order to successfully transform Oregon's economy, we must make it possible for more Oregonians than ever before to attain higher levels of education. Studies show that an increasing number of jobs in the immediate economic recovery and longer term future will require some amount of post-secondary education. If we can't provide a workforce for those good jobs, our economic future will be in serious doubt.

A broad vision for meeting these new workforce requirements is captured in the Oregon Business Plan in a formulation referred to as "40-40-20:" 40 percent of Oregon adults should have a bachelor's degree or higher, another 40 percent should have at least an associate's degree or other technical credential, and the remaining 20 percent should have a high school diploma that represents a high level of academic and work or vocational readiness skills.

To achieve this goal will place unprecedented demands on the capacity of our current education system (pre-K through 20) and will require not only a different and more integrated operation of the education enterprise, but also a unified, transparent, student-centered budget framework that allows policymakers to understand existing and planned expenditures, to make informed choices, and to hold institutions accountable for results. At a time when massive multi-billion dollar budget shortfalls are projected for at least the next two biennial cycles, we must do everything we can to find more dollars for education, and showing our educational success through transparency will be a powerful statement to the public that public education – the very cornerstone of our democracy – should be the first priority for additional funds.

> The central challenge facing Oregon today is to transform our economy into one that is strong, resilient, internationally competitive and insulated from the boom/bust cycles that have plagued us in the past. This will necessarily require similar transformational changes in a number of other major systems including public education; public finance; health care; energy; and community development.

## Transforming the Education Budget Process

If broadly defined, education (early childhood to post-secondary education) accounts for sixty percent of Oregon's general fund budget. And yet the budget framework through which we allocate public resources for education views early childhood investments; primary and secondary education; community colleges and the Oregon University System (OUS) as separate competing entities rather than as part of an interdependent continuum.

Currently the budget for OUS is developed by the Board of Higher Education; the community college budget is developed by the State Board of Education; the K-12 distribution formula is set in statute; and the budgets for early childhood programs are developed through yet other disconnected process. These isolated education budgets move independently through the legislative process. Funding is based largely on enrollment (not even on attendance). Therefore, the fiscal health of our schools, colleges and universities is related to the number of students enrolled, not on how well those students are served. This budgeting system – as

well as the incentives within it – must be fundamentally changed if Oregon is to achieve its long term educational objectives.

First, our current fragmented budget allocation process must be replaced by a unified, transparent budget in which the focus is shifted from enrollment-based funding of institutions to outcome-based funding of the success of students as they move along the continuum.

Second, we must replace our current segmented budget development and governance process with one that recognizes the interdependent nature of the entire enterprise of education. The State Board of Education and the budgetary functions of the Board of Higher Education would be replaced with a new Oregon Education Investment Board which would assume responsibility for the development of the unified, transparent education budget; and for developing performance expectations at each stage of the Pre K-20 continuum.

Third, the position of State Superintendant of Public Instruction would be moved to an appointed position within the Executive Branch as the State's Chief Education Investment Officer. The functions of the State Department of Education would likewise be transferred to the Executive Branch to serve this new performance based investment strategy.

Finally, we must move to a long term (ten-year) budget framework that allows us to account for how and when our investments pay off; giving us the capacity to understand how investments and programs at one education level inherently affect outcomes at another. The system will assist in determining the needs and measuring growth for all students, particularly those with special needs. It will allow both legislators and citizens to look beyond the budget numbers to actual student results. This, in turn, will allow us to make transparent and justify the need for educational improvements that require additional funding as part of a ten year effort. We will be in the position to ask not only for more money for student achievement, but to describe how we will invest those resources to increase student performance.

These changes in the way Oregon budgets for and invests in education must be accompanied by a number of important structural changes in our approach to early childhood programs and investments; in primary and secondary education; and in post-secondary education.

## Connecting Early Childhood Education and Development to K-12

Programs for meeting the developmental needs of children from the time they are born until they enter Kindergarten are absolutely essential for future academic success. We know that many children are exposed to a set of easily identified social, economic and medical risk factors which can compromise their ability to take full advantage of the educational opportunity. We also know that with the right programs and resources we can intervene and reliably avoid predictable and significant issues later on in development – issues that inevitably place a much larger burden on K-12 and other social service budgets.

Although we have a range of programs and significant public investment for this age range (birth to 5), goals have not been unified and our efforts have been scattered across several agencies, thus lacking coordination and coverage. Correcting these problems and committing ourselves to a sustained strategy of early childhood investment must be a foundational element in achieving our long term educational objectives.

The key policy initiatives for early childhood include:

- Aligning systems and resources for healthcare, family support, child care and Pre-K education to maximize our investment across the range of risk factors for young children. It would also include approaches to early identification and prevention.
- Building on work currently underway, establish an Early Childhood Coordinating Council in the Governor's Office. The Council would lead the way to align efforts, measure progress and ensure accountability, ensure efficiency in resources and maximize federal dollars for these efforts.
- Creating uniform standards for early care and education programs, including workforce training to ensure Oregon's early childhood professionals have sufficient training and consistent quality to prepare Oregon's children for Kindergarten.
- Evaluating outcomes and committing ourselves to excellence in all early childhood programs. Commitment to excellence is essential to success, and to our ability to confirm that desired outcomes have occurred. This would include linking Pre-K and K-12 data systems, ensuring that we have access to superior data on outcomes, and using prospective population measurement techniques to continually assess the opportunities to improve and the barriers that stand in our way.
- Providing increased opportunities for early learning and education, and need based incentives to enable parents to enroll children in quality programs.
- Creating incentives for integration of services and supports in local communities. This may include integration of early learning, mental health, healthcare, parent education and other early childhood supports.
- Creating incentives for new, expanded and retrofitted public buildings to include integrated early childhood services.

## Transforming Primary and Secondary Education

A strategy of sustained early childhood investment can significantly reduce the number of children who arrive at school burdened with an achievement gap. To build on this foundation, we must also advance some important policy initiatives and structural changes in the enterprise of primary and secondary education itself which include:

- Putting a high priority on a good supply of highly qualified new teachers, providing better support and retention for early career teachers, and creating opportunities for mid-career professionals to refresh and renew themselves.

### World Class Training and Support for Educators

Success in the classroom begins and ends with our educators. As I have traveled across Oregon, meeting with teachers and community leaders, I have been reminded of a clear fact: Oregon's educators are a fantastically dedicated and instinctively innovative group who work everyday on shaping the future of our state. Ensuring that we can grow, support, and revitalize our educators means a commitment supporting new pathways for training, continuing education, more time for our teachers to collaborate with and mentor each other, and yes, relying on the right to collectively bargain at the local level. The Oregon Mentor Program for beginning teachers and administrators, although new, shows promising results, but efforts need to be expanded to reach mid-career professional as well.

### Effective Assessment

Last fall, the *Oregonian* profiled high performing middle schools and described the kind of assessment that was occurring. At those schools, "teachers hold regular grade-level or subject-area team meetings that focus on measurements of what students have learned and how teachers can adapt their techniques to reach more children." This kind of "measuring" is not simply teaching to a test, but rather using various kinds of assessments as a means of evaluating and improving the teachers' own teaching.

We need to move primary and secondary education in that direction -- encouraging schools that are already doing so to keep it up; and helping schools that are struggling to make the transition. More money is part of the answer – but it is not the entire answer. And the reality that to improve overall funding for education in Oregon, we need to demonstrate to the voters that we're getting the most we can out of the money we already have.

- Creating – with the leadership of teachers – a fair and meaningful teacher/administrator evaluation tool linked to student performance and growth. Unlike "No Child Left Behind" which relied on standardized testing and failed to account for where students started – we must create a model in which teachers help develop valid criteria to measure learning and progress, and adjust methods. The goal is to recognize excellence and deliver resources and professional development where improvement is needed.

- Restoring instructional time by eliminating redundant high-stakes standardized testing. Our educators now deal with an endless maze of overlapping high stakes tests that often poorly measure real growth. As a result, critical class and preparation time is lost.

- Providing local districts the flexibility and latitude they need to create incentives for innovation at the building and classroom level while holding them accountable for results. Local schools and teachers are doing amazing work, which needs to be encouraged; developed and shared with other schools throughout the state.

- Developing a new Oregon high school diploma that means students are prepared to enroll in post-secondary education without remediation.

- Engaging in innovative financing so that our schools can be retrofitted, creating a healthier learning environment with much lower energy costs.

The innovation and advancement of education takes place at the district level in local schools. In exchange for increased accountability the state will provide important assistance to school districts including technical support and sharing successful models from other parts of the state. This will require the capacity to direct teachers and administrators to current research, curriculum, and data; to bring other forms of assistance into schools and classrooms, at the invitation of districts; and to centralize some of the services currently offered through Education Services Districts.

There is also overwhelming evidence showing the benefits of year round educational services. A robust year round school system could offer all students – regardless of achievement level – an increased diversity of course selections, or simply increased access to course selections that will improve learning opportunity. Years ago the summer break was designed into our system so children could help with the farm. New economic realities – namely the need for a more highly trained workforce – means we cannot afford to lose students to an achievement gap during the summer. We will create incentives to pilot year round school in two willing school districts in Oregon.

### We Must Support and Retain More Teachers

Oregon loses approximately 37% of new teachers within the first 5 years. Teacher turnover costs Oregon approximately $45 million per year. A teacher's influence on student achievement is 20 times greater than the effect of any other variable, including class size.

## Connecting High School to Postsecondary Education

To achieve Oregon's "40-40-20" educational objective, we must dramatically increase the number of high school graduates who complete at least two years of post-secondary education. There are a number of key policy initiatives which can accelerate this process. These include:

- Expanding opportunities for high school students to earn credit towards community college and university degrees and certificates while working toward an Oregon Diploma.
- Guaranteeing access to at least two years of community college or Oregon university education for students earning the Oregon Diploma.
- Expanding the number of magnet high schools, especially in math and science, health care and environmental studies.

## Transforming Post-Secondary Education

Ensuring that all children are ready to learn when they enter kindergarten and that they gain the proficiencies necessary to earn the new Oregon Diploma will provide them with the foundation for securing a place in the economy of the 21st century. To achieve Oregon's long term educational objectives, however, will also require a series of important policy initiatives and structural changes in our system of post-secondary education. These include:

- Viewing our community colleges and universities not as separate competing entities but rather as part of a common post-secondary capacity for giving Oregon high school graduates the pathway to economic, social and civic success. This will require a "post-secondary coordination" function either as a replacement for the Board of Higher Education or as part of the Oregon Education Investment Board.
- Shifting the state role in Oregon postsecondary education from one of owner/regulator to one of major investor in programs and initiatives of statewide and regional importance.
- Granting Oregon universities the operational flexibility they need to provide high quality instruction and to increase the graduation rates for more Oregon students.
- Shifting state investments from enrollments to student performance and other expected results, guided by the goal of "40-40-20" and focusing instruction on student achievement.
- Guaranteeing transfer of credit among all Oregon public colleges and universities.

### Connecting to Jobs

Linn-Benton Community College anticipated that within the next five years, Oregon would experience a shortage in the field of industrial maintenance. Food processors, metals manufacturers and hospitals all need these multi-skilled technicians to keep their systems running. Retirements and growth point to a shortage of workers.

LBCC brought local manufacturing and industry leaders together to develop a Mechatronics Program to cross-train students in computerized electrical, mechanical and instrumentation processes. Employers helped set the curriculum and completion requirements and also provide some scholarships, equipment and program funding. Students know that success in the program qualifies them for employment in high demand jobs.

- Investing in a pattern of degrees and certificates that connects directly to high demand Oregon jobs and the employer-certified skills related to them.
- Designating county and regional credentialing centers connecting those seeking work to the education and training needed to qualify for available jobs.
- Supporting additional resources for research infrastructure for facilities and matching grant programs that will make Oregon industries more competitive and leverage more federal dollars.

## Starting Now

This is purposely an aggressive agenda to improve education throughout a student's educational experience from birth until earning a degree or certificate. It reflects what we know we must do to transform our education system in Oregon – and we must get started even in the face of predicted revenue shortfalls. In fact, our current fiscal realities make it even more urgent to advance this agenda now. That said, this is not intended to be accomplished all at once, it will necessarily be phased in over four to eight years within the ten-year planning and budget forecast horizon this blueprint recommends.

In this context, we can create not only the education system we need for the future, but also the pathway and reasons for the additional financial resources tat will be required to support this plan. Our immediate goal will be to create stability for school operations; and to ensure access to post-secondary education. But for this plan to be fully implemented, however, we must also ensure that the additional resources and investments that will be necessary are well understood, planned for, and realized.

Working with teachers, administrators, students, parents, business leaders and other Oregonians, the Legislature can launch this plan in 2011. Once in motion, the Governor must be a leader in working with school districts, teachers, administrators, parents and students all over the state to support the development of a robust new education system for Oregon. Our future prosperity depends on it.

# Project Narrative

## Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-OregonStrivingReadersGrantIndirectCostRate.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-Inman resume_-_vita_2010_-_.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-Stan's_vita_long 9_08.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1240-BakerCV 122010Long.pdf**

EII COPY

# INDIRECT COST RATE AGREEMENT
# STATE EDUCATION AGENCY

ORGANIZATION:

Oregon Department of Education
255 Capitol Street, NE
Salem, Oregon 97310-0203

EIN: 936001954

DATE: SEP 2 9 2010

AGREEMENT NO. 2010-087

FILING REFERENCE: This replaces previous
Agreement No. 2009-054 (A)
dated: July 8, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. This agreement is issued 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 |
| Fixed | 07-01-09 | 06-30-10 | 22.6% | 1/ | All | 2/ |
| Fixed | 07-01-09 | 06-30-10 | 17.3% | 1/ | All | 3/ |
| Fixed | 07-01-10 | 06-30-11 | 23.7% | 1/ | All | 2/ |
| Fixed | 07-01-10 | 06-30-11 | 18.0% | 1/ | All | 3/ |

1/ Total direct costs less items of equipment, alterations and renovations, pass-through funds, and subaward expenditures in excess of $25,000 per subaward.
2/ All Federal programs which do not require the use of a restricted rate per 34 CFR 75.563.
3/ All Federal programs which require the use of a restricted rate per 34 CFR 75.563.

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.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is in excess of $5,000.

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 are 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 allowable 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 been 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 costs to this Organization by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

## Section IV – Approvals

**For the State Education Agency:**

Oregon Department of Education
255 Capitol Street, NE
Salem, Oregon 97310-0203

Sue MacGlashan
Signature

Sue MacGlashan
Name

Assistant Superintendent
Office of Finance and Administration
Title

10-4-10
Date

**For the Federal Government:**

U.S. Department of Education
OCFO / FIPAO / ICG
550 12th Street SW
Washington, DC 20202-4450

Mary Gougisha
Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

SEP 2 9 2010
Date

Phillip Luster
Negotiator

(202) 245-8069
Telephone

**Susan Inman, D.Ed.**

(b)(6)

**2011 – Present** **Director of Learning Opportunities, Options and Support**
**Office of Educational Improvement and Innovation**
**Oregon Department of Education**

*Principal Executive*

- Supervision of Title III, Title IC, Charter Schools and 21st Century programming for the State of Oregon.

**2010 - 2011** **School Director**
**Madrone Trail Public Charter School**

- Plan and implement all aspects of a charter school continuation; responsible for all aspects of budgeting, personnel management; curriculum planning, teacher evaluation, coordination of outside consultants and compliance with local and state regulations & policies. Sponsoring school district: Medford School District

**2008- present** **Educational Consultant**
**Adjunct Instructor Concordia University**

- Initiate, plan and manage grant opportunities for clients. Author grants, provide training, manage projects, develop and recommend budget projections and expenditure plans, write and revise policies in compliance with federal and state regulations, write agreements between clients and sponsoring school districts for operation and coordination of project activities with external stakeholders.
  - Recently funding projects include: Woodland Initiative, primary grant writer; Prospect Incentive ODE charter school
  - Recently negotiated initial and renewal contracts: Madrone Trail Public Charter School.
  - Conversion from targeted to school-wide Title I programming; Sage Community Charter School. Responsible for facilitating and implementation of Title funding project. Sponsoring school district: Klamath County Schools.

- As a member of an evaluation team, provide feedback and reporting of compliance to accreditation standards for on-line dual enrollment programming.

- Plan, organize and implement training programs for graduate students as candidates enrolled in Initial Administrative Licensure and Curriculum Planning and Organization coursework.

- Grant reviewer - review grant for state and federal consideration for funding - variety of projects including charter school and start up/planning funding for validation of promising practices.

**2008-2010 Oregon Military Department, Medford, Oregon**

*Principal Executive*

- Planning and implementation team member - iLearn Oregon. As a committee member of the implementation team, provided planning, implementation and training for the Installations Division of the Oregon Military Department on the innovative statewide professional development program.
- Web page design - responsible for the design and maintenance of the regional website.
- Responsible for administering contracts and policy compliance, supervision of subordinate employees, scheduling and budgeting for Region V.

**1996 – 2008 Medford School District, Medford, Oregon**

*Principal, Jefferson & Kennedy Elementary Schools*.

For 10 years, I served as a Principal at K – 6 schools in the Medford School District. Accomplishments include:

- Achieving status as Exemplary Reading First School in the State of Oregon through teamwork, commitment and instructional leadership. Qualify for Beacon School Status hosting visits from schools in order to provide support for improving reading programs.
- Facilitate and lead school improvement programs through district leadership, school-level leadership and team participation.
- Support and build professional learning communities targeted at school improvement and district-level programs including:
  - Reading First
  - District Continuous Improvement Planning
  - School Improvement team
  - Title I – Community Involvement
  - Positive Behavior Supports (PBS) -Second Step trainer
  - Supervision of Pre-service Teachers

*Teacher; North Medford High School, Medford Oregon*

For two years, I planned and implemented high school courses in computer applications; computer programming as well as implementing and coordinating the Students Recycling Used Technology (StRUT) program. Additionally, I volunteered to serve on the Site Council, successfully wrote and administered grants relating to technology and served as a member of the Business Education Department.

**1990 – 1995** **Crane School District, Yuma, Arizona**

*Staff Development Teacher, Classroom Teacher.*

For more than three years, I provided staff training for technology applications and served as a teacher in the following subject areas:

Computer Applications
Science/Health
Foods
Music Applications

**Education**

Doctorate of Education, Educational Leadership
Policy Management and Organization
University of Oregon – 2008

Master of Education, Educational Administration
Northern Arizona University 1993
Qualified Evaluator Certification 1994

Bachelor of Science, Business Administration
Marketing Concentration
Southern Oregon University 1985.

**Oregon Education Certificates**

Continuing Administrator 6/8/2006 - 6/8/2011 Active
Authorization: All levels

Teacher License Standard Teaching 6/8/2006 - 6/7/2011 Active
Endorsements: Basic Elementary/Basic General Business Education

Certified Oregon DATA Project Data Evaluator

Oregon Department of Education Evaluator for District Improvement Plans

Oregon Department of Education Evaluator English Language Learning
Improvement Plans

**Dr. Stan Paine**

(b)(6)

## Education

Administrative License, Standard School Administrator, University of Oregon, 1982
Ph.D., Special Education & Educational Administration, University of Oregon, 1978
Master of Science, Applied Behavior Analysis, Southern Illinois University, 1973
Bachelor of Arts, Psychology, St. Cloud State University (Minnesota), 1971

## Experience

Director, Professional Development Services, Center on Teaching and Learning, University of Oregon, Eugene, OR 2008-present
Regional Director, National Center for Reading First Technical Assistance, RMC Research Corporation, Portsmouth, NH, 2007-2008
Team Member, Reading First Sustainabiity Project, RMC Research Corporation, Arlington, VA, 2006-2008
Interim Director, Center on Teaching & Learning, University of Oregon, Eugene, OR 2005-2007
Elementary School Principal, Springfield School District, Springfield, OR, 1992-2007
Elementary School Principal, Pleasant Hill School District, Pleasant Hill, OR, 1987-1992
Elementary School Principal, Archdiocese of Portland, Portland, OR, 1983-1987
Post-doctoral Research Associate, University of Kansas, Lawrence, KS, 1980-1981
Research Associate, University of Oregon, Eugene, OR, 1978-1980
Instructor, Iowa Valley Community College District, Iowa Falls, Iowa, 1972-1975

## Honors & Awards

National Distinguished Principal, from National Association of Elementary School Principals, 1997
Oregon Elementary Principal of the Year, from Oregon Elementary School Principals Association, 1997
Pioneer Achievement Award, from Confederation of Oregon School Administrators (COSA), 1997 to Maple Elementary School (Stan Paine, Principal) for Schools Plus, an extended day literacy program for kindergarten students at-risk for reading failure
National School of Character Nominee, from the National Character Education Partnership, 2001 to Centennial Elementary School (Stan Paine, Principal) for a school-wide character initiative
Human Rights Leadership Award, from Springfield (OR) Alliance for Equity & Respect (SAFER), 2002 for developing school-community and school-family partnerships with Latino families

Grants Received

Student initiated research grant, from OSEP/USDE, to University of Oregon, 1977 (Stan Paine, Student Investigator; Hill Walker, Advisor) for dissertation research
Literacy Partnership Grant, Washington Mutual, to Maple Elementary School, 1996
Goals 2000 K-3 Reading Grant, Oregon Department of Education, to Centennial Elementary School, 2001
Reading First Pathfinder Grant, Oregon Dept. of Education, to Ridgeview Elementary School, 2004

Publications

*Books*

Paine, S., Bellamy, T., & Wilcox, B. (1984). Human services that work: From innovation to standard practice. Baltimore: Paul H. Brookes Publishing Co.

Paine, S., Radicchi, J., Rosellini, L., Deutchman, L. & Darch, C. (1983). Structuring your classroom for academic success. Champaign, IL: Research Press.

*Chapters*

Paine, S. (2003). Doing away with disengagement: Asset-Rich Strategies for K-12 Instruction. In J. Taccogna (Ed.) Powerful Teaching: Developmental Assets in Curriculum and Instruction. Minneapolis: Search Institute.

Paine, S. & Paine, C. (2002). Developmental assets. In M. Shinn, H. Walker & G. Stoner (Eds.). Interventions for Academic and Behavior Problems II. Bethesda, MD: National Association of School Psychologists.

*Articles*

B S Dougherty, S A Fowler, and S C Paine (1985). The use of peer monitors to reduce negative interaction during recess.. Journal of Applied Behavior Analysis, 18(2): 141-153.

Mercier-Smith, J. Fien, H. & Paine, S. (2008). When Mobility Disrupts Learning. Educational Leadership, 85 (7), 59-63.

*Products*

National Center for Reading First Technical Assistance (2008). Principal Leadership Module II. (Paine, S. and Cole, C., lead developers).

National Center for Reading First Technical Assistance (2008). Sustainability Module. (Paine, S. lead developer).

U.S. Department of Education (2007a). Building a Strong Reading Culture: What You Can Do. Reading First Sustainability Series, Number 1, September, 2007 (S. Paine, author). Washington, D.C.: Author. (Developed under contract from U.S. Department of Education to the Reading First Sustainability Project, RMC Research Corportation, Arlington, VA)

U.S. Department of Education (2007b). Developing Effective Reading Leadership. Reading First Sustainability Series, Number 2, September, 2007 (S. Paine, author). Washington, D.C.: Author. (Developed under contract from U.S. Department of Education to the Reading First Sustainability Project, RMC Research Corportation, Arlington, VA)

U.S. Department of Education (2008). Implementation Issues in Reading First. Reading First Sustainability Series, Number 5, October, 2008 (D. Fixsen & S. Paine, authors). Washington, D.C.: Author. (Developed under contract from U.S. Department of Education to the Reading First Sustainability Project, RMC Research Corportation, Arlington, VA)

Editorial Assignments

Editor, The Direct Instruction News, 1981-83.
Associate Editor, Education & Treatment of Children, 1981-83.

Selected Presentations

National Reading First Conferences, 2005-2008 (instructional leadership, program sustainability)

Presentations, workshops and training on leadership, instructional walk-through process and program sustainability in Reading First for 30+ states, various cities, 2005-2008.

Western Region Reading First State Directors Meetings
Phoenix, AZ March, 2006
Seattle, WA, October, 2006
Seattle, WA, October, 2007
San Diego, CA, May, 2008

Reading First Sustainability Project Regional Training Workshops
Kansas City, MO, June, 2007
Charleston, SC, April, 2008
Phoenix, AZ, June, 2008

Confederation of Oregon School Administrators
Seaside, OR June, 2006
Seaside, OR, June 2007

Offices

President, Association for Direct Instruction, 1981-83
Chair, Special Interest Group on Direct Instruction, Assn. for Behavior Analysis, 1979-80

College & University Teaching (courses & classes)

Exceptional Children
Introduction to Human Services
Behavioral Measurement
Behavior Management
Practicum & Internship Supervision
Single Subject Research Design
Grant Writing (with Hill Walker)
Standardized Behavioral Programs
School Improvement
School Leadership for Reading Results

Community Service

Served on the boards of a teacher training program, a private high school, a public library, a community-based enrichment program and a professional association
Facilitated long-range planning process for a school district, a public library, a state social service program, a private high school, and several school-based programs

References

(Available upon request)

9/30/08

# DORIS LUFT BAKER

(b)(6)

## ACADEMIC BACKGROUND

| | | |
|---|---|---|
| Ph.D. in Educational Leadership | College of Education, University of Oregon | June 2007 |
| M.A. in Latin American Studies | San Diego State University, San Diego, CA. | 1988 |
| B.S. in Psychology | Universidad Iberoamericana, Mexico City, Mexico. | 1985 |

## PROFESSIONAL EXPERIENCE

**Research Associate.** Center on Teaching and Learning. Sept. 2008- Current

**Officer of Administration**. Center on Teaching and Learning. Aug. 2007-Aug. 2008.

**Director of IDEL Research.** Dynamic Measurement Group. Aug. 2005-Aug. 2008.

**Graduate Research Assistant.** College of Education, University of Oregon. Sept. 2003 – Jun. 2007.

**Coordinator Participatory Learning Experience Internship.** Department of Romance Languages, University of Oregon. Sept. 2000 - Jun. 2003.

**Supervisor Third Year Spanish Courses.** Department of Romance Languages, University of Oregon, Sept. 1995 – Jun. 1997.

**Spanish Senior Instructor.** University of Oregon Full-time instructor in Department of Romance Languages. Sept. 1995 – Jun. 2003.

**Spanish Instructor.** University of Oregon Full-time instructor in Department of Romance Languages. Sept. 1989 – Jun. 1995.

**Graduate Teaching Assistant.** San Diego State University. Aug. 1987 - Jun. 1988.

## RESEARCH EXPERIENCE

Co-Principal Investigator on the research project: *Reading Intervention with Spanish-speaking Students: Maximizing Instructional Effectiveness in English and Spanish*. Grant awarded by the Institute of Education Sciences # R305B070005 (8/2007-6/2011). Total amount awarded: 3,077,792.

Co-Principal Investigator on the research project: *Hillsboro Pilot Study in Math and Reading*. Project funded by the Center on Teaching and Learning (8/2009-8/2010). Total amount: $318,052.

Co-Principal Investigator on the outreach project: *Prevención de las dificultades específicas de aprendizaje de la lectura y escritura (PREDEA)*. Project in collaboration with the Dirección General de Ordenación e Innovación Educativa de la Consejería de Educación, Cultura y Deportes del Gobierno de Canarias (Spain), the Universidad de La Laguna y Universidad de Las Palmas de Gran Canaria, and the Center on Teaching and Learning at the University of Oregon (8/2009-8/2011). Funded by the Government of the Canary Islands and the Center on Teaching and Learning.

Principal Investigator on the research study: *Predictive, and concurrent-criterion related validity of the Indicadores Dinámicos del Exito en la Lectura for Students Learning to Read in Spanish in Mexico*. Funded by Dynamic Measurement Group, Eugene, OR, and supported by the Department of Education of the State of Guanajuato, Mexico (6/2007-8/2008).

Project Coordinator on the research study: *Validity and Reliability of the Indicadores Dinámicos del Exito en la Lectura*. Funded by the Institute of Educational Achievement (IDEA), University of Oregon.

**PUBLICATIONS**

Baker, D.L. Park, Y., & Baker, S.K. (in press). The reading performance of English Learners in grades 1 to 3: The role of initial status and growth on reading fluency in Spanish and English. *Reading and Writing: An Interdisciplinary Journal*.

Fien, H., Smith, J., Baker, S.K., Chaparro, E., Preciado, J. & Baker, D.L. (in press). Including English Learners in a multi-tiered approach of early reading instruction and intervention. *Assessment for Effective Intervention*.

Baker, D. L., Park, Y., & Baker, S. K. (2010). Effect of initial status and growth in pseudoword reading on Spanish reading comprehension at the end of first grade. *Psicothema 22(4),* 955-962.

Baker, S. K., Fien, H., & Baker, D. L. (2010). Robust reading instruction in the early grades: Conceptual and practical issues in the integration and evaluation of Tier 1 and Tier 2 instructional supports. *Focus on Exceptional Children*.

Baker, D. L., Ketterlin-Geller, Leanne. (2010, December/January). Conceptualizing a schoolwide bilingual literacy model: Closing the achievement gap through systematic formative assessment. *NABE News 32(2),* 6-9.

Baker, D. L. & Baker, S. K. (2009). Second language acquisition. In Anderman, Eric (ed.). *Psychology of Classroom Learning: An Encyclopedia, pp. 782-786.* Detroit: Macmillan Reference USA.

Mercier Smith, J. L., Baker D., & Santoro L. (2009, January/February). Early intervention in bilingual education: Teaching phonological awareness in Spanish. *NABE News*.

Baker, D. L. (2008). *Interpreting the process of becoming biliterate.* Germany: VDM Verlag Dr. Müller.

Baker, S., & Baker, D. L. (2008). ELLs and Response to Intervention: Improving Quality of Instruction in General and Special Education. In Grigorenko, E. (Ed.) *Educating Individuals with Disabilities: IDEA 2004 and Beyond.* NY: Springer Publishing Company.

**ASSESSMENT MATERIALS**

Baker, D. L., Good, R. H., Knutson, N., & Watson, J. M. (Eds.). (2006). *Indicadores Dinámicos del Éxito en la Lectura (7th Ed.)*. Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Cummings, K. D., Baker, D. L., & Good, R. H. (2006). Guía en inglés para la administración y calificación de IDEL. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura (7th Ed.)*. Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/.

Baker, D. L., & Good, R. H. (2006). Fluidez en el Relato Oral. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Plasencia-Peinado, J., Baker, D. L., & Good, R.H. (2006). Fluidez en Nombrar Letras. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Baker, D. L., Knutson, N., Good. R. H., & Plasencia-Peinado, J. (2006). Fluidez en la Segmentación de Fonemas. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Baker, D. L. Good, R. H. Mross, A. P. , Mc Quilkin E., Watson, J., Chaparro, E., Blanco-Vega, C. Castro Olivo, S. Preciado, J. & Sanford, A. (2006). Fluidez en la Lectura Oral. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Baker, D. L., Good. R.H., Castro Olivo, S. & Sanford, A. (2006). Fluidez en el Uso de las Palabras. In D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

## TECHNICAL REPORTS

Baker, D.L. (2009). *Predictive and Concurrent Criterion-Related Validity of the Indicadores Dinámicos del Exito en la Lectura for Students Learning to Read in Spanish in Mexico*. *(*Technical Report) Eugene, OR: Dynamic Measurement Group.

Baker, D. L., Baker, S. K., Katz, R. & Otterstedt, J. (2009). *The English reading performance of English learners in Oregon Reading First across three years of implementation (2003-2006).* Technical Report. Eugene, OR: Center on Teaching and Learning.

Baker, D. L., Cummings, K. D., Good, R. H., & Smolkowski, K. (2007). *Indicadores Dinámicos del Éxito in la Lectura (IDEL®): Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No.1) Eugene, OR: Dynamic Measurement Group. Available: http://dibels.uoregon.edu/

Baker, S., Smith, J. M., Fien, H., Otterstedt, J., Katz, R., Baker, D. L., Beck, C. T. (2007). *Three-Year Report on Oregon Reading First Impact and Implementation* (Technical Report). Eugene: University of Oregon.

## MANUSCRIPTS IN PREPARATION

Baker, D.L., Stoolmiller, M., Good, R.H., Baker, S. K. *Effect of comprehension on passage fluency in Spanish and English*. Manuscript submitted to *Journal of School Psychology*.

Cena, J., Baker, D. L., Kame'enui, E., & Baker, S.K. *The Impact of a systematic and explicit vocabulary intervention in Spanish with Spanish-Speaking English Learners in first grade*. Manuscript submitted to *The Elementary School Journal*.

## SELECTED PRESENTATIONS AND TRAININGS

Baker, D.L. (2010, October). *Explicit Comprehension and Vocabulary Instruction for English Learners*. Presented at the Research To Practice CTL Fall Conference, Portland, OR.

Crespo, P. Baker, D.L., Jimenez, J. E., Rodriguez, C. & González, D. (2010, October). *Effectiveness of the Implementation of a Tier 2 Reading Program Within a Response to Intervention Approach in Grades K-2 in Spain*. Poster presented at the Conference of Worldwide Learning Disabilities, New Jersey, NJ.

Baker, D.L. (2010, October). *Supporting Schools with English Learners*. Workshop presented at the Washington-Oregon School Psychology Association, Vancouver, WA.

Baker, D.L. (2010, October). Consulted extensively with The Learning Center School in Doha, Qatar. Main presentations focused on developing a plan to build a school of excellence including (a) the development of an action plan, (b) improving language and vocabulary

instruction in the general education classroom, (c) providing professional development on explicit instruction to all school staff.

Baker, D. L., Baker, S. K., Linan-Thompson, S., Kosty, D., Smolkowski, K., Rodriguez-Mielke, A., Miciak, J., Burns, D. (2010, July). *Reading intervention with Spanish-speaking students: Maxmimizing instructional effectiveness in Spanish in first grade – Preliminary results*. Poster presented at the Society for the Scientific Study of Reading, Berlin, Germany.

Baker, D. L., Linan-Thomposon, S., Smolkowski, K., Baker, S. K., Rodriguez-Mielke, A., & Miciak, J. (2010, June). *Examining the efficacy of a first grade Spanish reading intervention on Spanish outcomes for English Learners: Preliminary results*. Poster presented at the 5th Annual Institute of Education Science Research Conference, National Harbor, MD.

Baker, D.L., Park, Y. & Baker, S. (2010, April). *The role of reading growth in the performance in English and Spanish of Spanish-speaking English learners*. American Education Research Association, Denver, CO.

Doabler, C., Fien, H., Baker, D., Burns, D., & Nelson-Walker, N. J. (2010, April). *Measuring teacher-student instructional interactions in mathematics and bilingual reading classrooms*. Council for Exceptional Children Convention. Nashville, TN.

Baker, D. L. (2010, April). *Understanding the relation between Spanish and English reading development*. Webinar presented as a follow-up from the Center on Teaching and Learning Fall Conference, Eugene, OR.

Chaparro, E., Baker, D. L., Sanford, A. (2010, March). *The role of oral reading fluency in Spanish and English for English learners in grades 1-3*. Paper presented as part of a Symposium at the National Association of School Psychologists, Chicago, Ill.

Baker, D. L. (2010, February). *Using IDEL to monitor reading progress in Spanish in a response to intervention model*. National Association of Bilingual Education, Denver, CO.

Cena, J. Baker, D. L. (2010, February). *Effective vocabulary instruction for ELLs in Spanish*. National Association of Bilingual Education, Denver, CO.

Baker, D. L. (2010, February). *Desarrollo de la conciencia fonémica en español*. National Association of Bilingual Education, Denver, CO.

Baker, D. L., Chaparro, E. (2009, October). *Recommendation #2 intensive small-group reading interventions*. Presented at the CTL Fall Conference, Moving Research into Practice, Portland, OR.

Baker D. L. & Jimenez, J. (2009, July). *Improving the reading performance of English Learners: The role of quality of instruction*. Research presented at the International Association of Special Education, Alicante, Spain.

Baker, D. L., Stoolmiller, M., Good, R. H., & Baker, S. (2009, June). *Unpacking the relation between comprehension and passage fluency in Spanish and English*. Poster presented at the Society for Scientific Studies in Reading, Boston, MA.

Baker, D. L. (2009, May). *Foundations of the Indicadores Dinámicos del Exito en la Lectura (IDEL)*. Workshop presented at the Washington Association of Bilingual Educators. Lynnwood, WA.

Baker, D. L. (2009, May). *Unpacking the relation between passage fluency and comprehension in Spanish and English*. Poster presented at the Research Conference of the International Reading Association, Minneapolis, MN.

Baker, D.L. (2009, February). *The Use of DIBELS and IDEL with English learners*. Leader of a focus group at the DIBELS Summit, Albuquerque, NM.

Baker, D. L. (2008, November). *Estadísticas sobre el rendimiento académico de los alumnos hispanos en los Estados Unidos*. Panel presentation at the last meeting of the Mexican Council of External Affairs in Mexico City, Department of Foreign Relations.

Baker, D.L. & Barrientos, R. (2008). *La evaluación formativa para prevenir problemas de lectura en niños de preescolar a tercer grado*. XVI Congreso Mexicano de Psicología, Monterrey, Nuevo León, Mexico.

Baker, D. L. (2008, July). *El desarrollo de la lectura en la escuela primaria: Proyectos de investigación en México y en Estados Unidos*. Research presented at the meeting of the Comission on Education appointed by the Mexican Ministry of Foreign Relations in Guanajuato, Mexico.

Baker, S. and Baker, D. L. (2008, March). *English Language Learners and Response to Intervention. Essential considerations*. Research presented at the OrRTI Mini-Conference, Portland, OR.

Baker, D. L. (2008, February). *Implementing a School-wide Bilingual Literacy Model: Results of a two-year study*. Research presented at the National Association of Bilingual Education (NABE) Conference, Tampa, FL.

Baker, S. & Baker, D. L. (2007, June). *Teaching English Language Learners to read in Oregon Schools: Moving from theory to practice*. Research presented at the Confederation of Oregon School Administrators, Seaside, OR.

Baker, D. L. (2006, July). *The predictive validity and decision utility of a Spanish early literacy measure: the Indicadores Dinámicos del Exito en la Lectura (IDEL™ )*. Research presented in a Symposium format at the 13th Annual Conference for the Society of Scientific Studies in Reading, Vancouver, Canada.

Edwards, L., Puhalla, E. & Baker, D. L. (2006, May). *Promoting comprehension through classroom read alouds for young elementary grade children: How to design and implement a*

*Read Aloud curriculum, boost vocabulary, and build language skills*. Research presented at the 51st International Reading Association Conference, Chicago, Ill.

## SELECTED MATERIALS DEVELOPMENT

| | |
|---|---|
| *Transition Materials for Students Learning to Read in Spanish and English*. Materials are currently being tested in the IES grant. Apr. 2008 – Sept. 2009. | April 2008-Sept. 2009 |
| Consultant for the development of the Spanish literacy software program titled: *Sonidos y Letras*. Product available at: http://www.ayudatec.org/products | November 2008-May 2009 |
| *Spanish Materials of Explicit Instruction to be used with Houghton Mifflin Lectura*. Materials available on the Oregon Reading First Center website, http://oregonreadingfirst.uoregon.edu/. Sept. 2007 – Sept. 2008. | September 2007- 2008 |
| *Tarjetas para la Instrucción Explícita*. Materials are currently being tested in the IES grant. Feb. 2006 – Feb. 2008. | February 2006-2008 |
| *Modification and Adaptation of Materials presented in IBRs I, II, III, and IV*. Materials available on the Oregon Reading First Center website, http://oregonreadingfirst.uoregon.edu/. Aug. 2005 – Jun. 2007. | 2005-2007 |
| *Modifications to a Read Aloud Curriculum for a small group of English learners in first grade*. Materials available from the author. Jan. 2005 – May 2005. | January-May 2005 |
| *Training Materials for the Indicadores Dinámicos del Exito en la Lectura (IDEL™ )*. Books available from Dynamic Measurement Group. Aug. 2006 – Jan. 2007. | 2006-2007 |

**LANGUAGES**: Fluent in Spanish, English, Portuguese, and German.

## AWARDS AND HONORS

| | |
|---|---|
| International Reading Association. Finalist in the 2008 Outstanding Dissertation Award. | 2008 |
| University of Oregon, Department of Romance Languages. Instructor of the Year Award. | 2001-2002 |
| San Diego State University. Scholarship for outstanding academic performance. | 1988 |
| Universidad Iberoamericana. Honorable Mention. | 1985 |

**AFFILIATIONS**

American Education Research Association
International Reading Association
National Association for Bilingual Education
National Association of School Psychologists
Society for the Scientific Study of Reading

# Budget Narrative

## Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-OregonStrivingReadersbudgetnarrative.pdf**

**Oregon Striving Readers Comprehensive Literacy Program**
**CFDA 84.371C**
**Budget Justification**

Oregon Striving Readers represents a collaborative effort between the following ODE offices:

Educational Improvement and Innovation

Student Learning & Partnerships

Assessment and Information Services

These offices are partnering in order to build capacity at the State level to provide literacy services to students, Birth to Grade 12. This project is designed to provide state leadership and support for schools which goes beyond the life span of the grant. The structures built and capacity created within ODE--and the standards conveyed and support provided to schools--will provide the potential to sustain and scale this work over time.

The Center for Teaching and Learning (CTL), a research center at the University of Oregon is engaged as a partner to assist and support certain grant functions, such as providing professional development to sub-grantees and supplementing the capacity of ODE. The purpose of the funding to the Center on Teaching and Learning (CTL) at the University of Oregon in the Striving Readers Grant will be to provide Technical Assistance to (1) Local Education Agencies (LEAs), (2) Early Childhood Agencies and Organizations that provide funding and support for individual Childcare Centers, (3) Elementary, Middle, and High Schools, and (4) Early Childhood Centers. CTL Technical Expertise will focus on high-quality implementation of Striving Reader Actions Plans, which will be aligned with the comprehensive Oregon Literacy Plan.

CTL Technical Assistance expertise will focus on high-quality implementation in the following areas: (1) Child/Student language and literacy Goals; (2) Child/Student Assessments in

areas related to language and literacy Goals; (3) Instruction Services and Support; (4) Leadership, (5) Professional Development, and (6) Sustained Commitment.

Across these areas, Technical Assistance will be provided to (1) Regions and Centers, Birth–Age 5, (2) Elementary Schools, (3) Middle Schools, and (4) High Schools. Technical Assistance will focus on helping subgrant applicants prepare proposals, including comprehensive Needs Assessments and Action Plans, helping subgrants implement their Action Plans to a high level of quality, and helping subgrants update their Action Plans in response to child/Student data and implementation data.

Technical Assistance will also target effective Action Plan Development and Implementation for children/students who are English learners, students with disabilities, and students from diverse racial/ethnic groups.

The project will be housed within ODE, and ODE leadership will play a critical lead role in carrying out the terms of the grant. Assumptions include a 5% increase annually (except for contracted services).

**Personnel:** (2) .5 Education Specialists, salary & fringe, $60,846 each, $121,692; (1) .20 Principal Executive Manager F, salary & fringe, $24,082, Research Analyst 4, salary & fringe $107,592. These expenses are for years 1 – 5.

**Travel:** two half time education specialists traveling at the average Education Specialist travel of $3,750 per year, $3,750. Travel expenses are for years 1 – 5.

**Supplies**:

Year 1: supplies, phone, copying, etc., $4,675

Year 2: supplies, phone copying, etc. $4,909

Year 3: supplies, phone, copying, etc. $5,154

Year 4:  supplies, phone, copying, etc. $5,412

Year 5:  supplies, phone, copying, etc. $5,682

**Other:** Advisory committee/working groups; years 1 – 5:  1 meeting per year x 20 persons, average cost of $280 per person to review LEA grant applications, $5,600.

Striving Readers Literacy State Committee; years 1 – 5: 2 meetings per year x 20 persons @ the average cost of $280 per person, $11,200.

Subgrants will be issued based on the required allocation per age level.  At least 15% serving children from Birth through Age 5, at least 40% serving students in kindergarten through grade 5, and at least 40% serving students in middle and high school through Grade 12, $14,250,000.00 per year.

**Contracted services**:

Program evaluation, $100,000 (contractor TBD).

Year 1; Center for Teaching & Learning –subcontract $312,263.00; Program evaluation 100,000.00

Year 2: Center for Teaching & Learning –subcontract; $374,950; Program evaluation $35,000.

Year 3: Center for Teaching & Learning – subcontract $372,556; Program evaluation $35,000.

Year 4: Center for Teaching & Learning – subcontract $370,077; Program evaluation $35,000.

Year 5: Center for Teaching & Learning – subcontract $337,508; Program evaluation $65,000.