California's Project READ For Middle Schools

July 2013 – June 2018

Practice Implementation Guide

January 2014

California's Project READ for middle schools is dedicated to increasing student reading and English Language Arts outcomes through:

- teacher and leader professional development
- parent and family support
- adaptive technology

Project READ is an intensive five year program serving a competitively selected, small group of low-performing California middle schools.

This document reflects the contributions of content experts and program planners of the California Department of Education (CDE), Special Education Division, State Personnel Development Grant (SPDG), including:

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This document also draws from the recommendations and resources generated by:

CDE: Response to Instruction & Intervention (http://www.cde.ca.gov/ci/cr/ri/)
*Please note: The new emerging term is "Multitiered Systems of Support" or "MTSS"

The National Center on Response to Intervention (http://www.rti4success.org/)

Doing What Works Web site (http://dww.ed.gov/)

The Institute of Education Sciences (http://ies.ed.gov/)

The What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/)

The Florida Center for Reading Research (http://www.fcrr.org/)

The IRIS Center (http://iris.peabody.vanderbilt.edu/)

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Visit CalSTAT at http://www.calstat.org

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Project READ Practice Implementation Guide

Purpose

The purpose of this practice guide is to provide a roadmap for building capacity at the local school site to implement a systems change approach to the teaching of reading skills across the curriculum. This is not a stand-alone document; rather, it is utilized to support the ongoing collaboration by the Site Coach, Site Implementation Team, and Lead Administrator.

This guide is an evolving document that will be revised annually. Revisions to the practice guide mirror the continuous cycle of data-informed decision making woven into Project READ's activities.

Project READ School Sites

Project READ is an intensive five year program of training and coaching to support 44 competitively-selected California middle school sites to fully and sustainably implement the key elements of Project READ's research-based reading program with fidelity.

Project READ Middle Schools meet each of the following criteria:

- Are public middle schools in California
- Have a CDE Statewide Rank of "3" or below on the 2012 Base Academic Performance Index (API)
- Demonstrate readiness to engage in systems change to transform the teaching of reading skills within the school culture
- Are committed to engaging in and completing all of the activities and implementing all of the elements of Project READ for the entire five years of the program

Goals

Project READ is dedicated to supporting schools in improving the **Reading and English Language Arts outcomes of all students**, striving to meet the following goals at each middle school site by June 30, 2018:

- To **increase** the percentage of students scoring **Proficient** or Advanced in English Language Arts **by at least 20 percentage points** on the California Standardized Test (CST) or equivalent Common Core State Standards (CCSS) assessment.

- To **decrease** the percentage of students scoring **Below Basic** or Far Below Basic in English Language Arts **by at least 15 percentage points** on the CST or equivalent CCSS assessment.
- To reach these improved outcomes **for All Students**, as well as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged subgroups.
- To have at least **20 school staff (teachers & administrators) participate in professional development** to enhance their skills in teaching struggling readers.

Resources

Over the course of the five years of Project READ, each school site receives resources in the form of:

- **direct funds to support Personnel Development and Training in the teaching of reading skills**
- funds for the purchase of **Scholastic Reading Programs and Technology**
- **coaching** services (paid directly to the school's Site Coach by Project READ)
- funds for Site Implementation Team representatives to attend a **Regional Institute** in Year 5, with the potential for an award to a competitively selected group of **Exemplar Sites**

Personnel development includes:

- Content Trainings
- Engaged Implementation Teams
- Leadership Academy Trainings
- Ongoing Coaching
- Exemplar Sites
- Regional Institutes

See: Appendix Section I, Project READ Overview for the Logic Model, Performance Objectives, Implementation Drivers, and Adult Learning Principles guiding the development of Project READ.

Key Roles in Project READ

Implementing schoolwide change around the teaching of reading strategies and skills across the curriculum is a major endeavor that must involve and engage people from a wide range of roles, learning, and working together. Contributions from each role are critical to the success of creating actual change and improvement.

Lead Administrator serves as an active member and leader of the Site Implementation Team (SIT) and primary contact for the site in interactions with Project READ, and the Site Coach. The Lead Administrator is responsible for assisting, supporting, and leading the implementation of Project READ's planning, assessing, training, and coaching activities at the school site by participating in the Leadership Academy, READ 180, and IRIS trainings. This person attends to managing resources and developing the schedule for professional development and coaching activities, as well as working to adjust the school schedule as necessary for the implementation of classroom interventions. The Lead Administrator observes and debriefs teachers, regularly confers with the Site Coach, and assists the Project READ Parent Trainer to schedule and promote two Parent Workshops per year.

Intervention Teachers implement programs and practices with fidelity, and closely monitor the progress of their students. These teachers receive training in evidence-based strategies and skills for the teaching of reading to struggling readers through IRIS Online Coursework/Resources and Scholastic Reading Programs and Technology. Ongoing coaching and support from the Lead Administrator and Site Coach are provided.

Content Area Teachers are involved in identifying struggling readers, and in learning and implementing enhanced content literacy instructional practices and strategies in the core curriculum through the use of IRIS Online Coursework and Resources. They receive ongoing coaching and support from the Lead Administrator and Site Coach.

School Implementation Team Members are actively involved in the ongoing design, development, and implementation of Project READ at the school site, each representing the perspectives of their role within the school and communicating with their peers to ensure that everyone understands and can implement the key elements of Project READ, and that feedback is relayed to the Site Implementation Team (SIT) for consideration and adjustments to implementation as needed.

Site Coaches work closely with the Site Implementation Team, Lead Administrator, and individual teachers at each site to support and ensure the implementation of the new intervention and evidence-based instructional practices with fidelity. Each Site Coach promotes quality participation and performance of the assigned school site; provides leadership for the continuous improvement of reading, administration, and training

content; participates in the training of the Project READ Site Coaches; and provides individual coaching to address the specific needs of the teachers.

Coach Coordinator leads, trains, and supports the Site Coaches. The Coach Coordinator hosts an online virtual "Coaches Corner" to answer Q&As, give information, and keep a pulse on the Site Coach activities, as well as participates in the development and delivery of the Year 1, full-day Site Coach Orientation and Training and the Years 2-5, 1.5-day Annual Training plus four 2-hour quarterly Webinars for Site Coaches.

Content Lead oversees the development of the Project READ program elements, practice guide, and trainings in conjunction with the Coach Coordinator.

Evaluators develop tools, collect data and report findings pertaining to progress on implementation and student outcomes to facilitate planning, continuous improvement, and the implementation of Project READ with fidelity.

Project READ Implementation Years & Scope of the Work

Project READ Program Implementation Years

Year 1 March 1, 2014 to June 30, 2014 (four months)

Year 2 July 2014 to June 30, 2015

Year 3 July 2015 to June 30, 2016

Year 4 July 2016 to June 30, 2017

Year 5 July 2017 to June 30, 2018

Scope of the Work

		Year 1	Year 2	Year 3	Year 4	Year 5
1	English Language Arts Curriculum Review Meeting to align with Common Core State Standards	X				
2	History/Social Studies and Science Curriculum Review Meeting to align with the Common Core State Standards	X				

		Year 1	Year 2	Year 3	Year 4	Year 5
3	Purchase Scholastic Programs and Technology and install based on the year, of the 5-year program, you qualify to do so	X	X	X	X	X
4	Train staff and implement use of Scholastic Software	X	X	X	X	X
5	Purchase and install FileMaker Pro and implement use of SAMM statistical data software	X				
6	IRIS Course 1 (comprised of three online modules and two Site Coach-facilitated trainings) completion for English teachers		X			
7	IRIS Course 2 (comprised of three online modules and two Site Coach-facilitated trainings) completion for content teachers in History/ Social Studies and Science teachers			X		
8	Complete 7, half-day Leadership Academy trainings		X	X	X	X
9	Sponsor with PTI partner to deliver two parent/family workshops		X	X	X	X
10	Establish and sustain a Site Implementation Team (SIT)	X	X	X	X	X
11	Site Coach delivers services on site	X	X	X	X	X
12	Site Implementation Team participates in Regional Institute					X

		Year 1	Year 2	Year 3	Year 4	Year 5
13	Voluntary participation in the Exemplar Site selection					X
14	Participate in all required evaluation and data collection activities	X	X	X	X	X
15	Participate in the California Project READ online community of learners	X	X	X	X	X

Project READ Implementation Timeline

Project READ is **a five year program of training and coaching** to support middle school sites step-by-step through the stages of fully and sustainably implementing the key elements of Project READ's research-based reading program with fidelity.

School sites selected for participation in Project READ are **committed to engaging in and completing all of the activities and implementing all of the elements** of Project READ for the entire five years of the program.

Year 1 (2013-14) Exploration and Installation

- Sites learn about the project, decide if it is a good fit, and **submit an application**
- Awarded sites **contract** with Project READ to receive project funds and services
- **Site Implementation Teams are established** at each school
- Site Implementation Teams complete **Fidelity of Implementation Rubric** (FIR)
- **Site Coach** comes to the site for the initial visits
- Sites conduct two **Common Core State Standards curriculum review alignment** meetings
- Sites develop a **Scholastic Program and Technology installation and training plan**
- The **first round of sites** receives funding to purchase the Scholastic software and **Scholastic Training for Year 1 Sites needs to be completed by June 30, 2014**

Year 2 (2014-15) Installation and Early Implementation

- **Continuing Activities**
    - sustain the Site Implementation Team, with the support of the Site Coach
    - develop and implement Scholastic software installation and training plan
    - participate in the Online Community of Learners
- IRIS online course, consisting of three modules and on-site training for **English and reading teachers**
- Scholastic/**READ 180 training and implementation** for Year 2 sites, and continuing implementation for Year 1 sites
- **Teachers receive Intensive Coaching** as they implement the new strategies and skills for teaching reading and the new Scholastic Programs and Technology
- Follow curricula and **implement reading interventions with fidelity**
- Lead administrators/key teachers complete seven **Leadership Academy trainings**
- Collaborate with PTI partner to deliver **two Parent and Family Workshops**

Year 3 (2015-16) Early Implementation into Full Implementation

- **Continuing Activities**
    - teachers receive coaching as they implement the new software and skills
    - sites and teachers implement the curricula and interventions with fidelity
    - Lead Administrators/key teachers participate in the Leadership Academy
    - collaborate with PTI partner to deliver two parent/family workshops
    - sustain the School Implementation Team, with the support of Site Coach
    - develop and implement Scholastic Programs installation and training plan
    - participate in the online community of learners
- IRIS online course and on-site training for **content area teachers**
- Scholastic/**READ 180 training and implementation** for the Year 3 sites
- Scholastic Year 1 and 2 sites beginning to fully implement Project READ

Year 4 (2016-17) Full Implementation into Innovative Implementation

- **Continuing Activities** the same as in Year 3
- Scholastic/**READ 180 training and implementation** for the Year 4 sites
- All sites should be **fully implementing the key elements** of Project READ
- An **Exemplar Site competition** will take place identifying 12 sites to receive additional funding in Year 5 to share their approaches with other sites

Year 5 (2017-18) Sustainable Implementation

- **Continuing Activities** the same as in Year 3
- All sites **sustainably implementing the key elements** of Project READ
- Teams from each site **attend a Regional Institute** to share and learn
- Exemplar Sites **host site visits and present at a Regional Institute**

Evaluation Activities will take place throughout the five years of the project, including:

- Fidelity of Implementation Rubric (FIR) Bundle completed twice per year by the Site Team
- Training Event Ratings (an event evaluation form)
- Feedback on coaching received
- Sharing of student outcomes data for the purposes of coaching and evaluation

See: Appendix Section V, Project READ Master Calendar for Years 1-2 for a more detailed view.

Training in Teaching Reading Skills

Extensive, ongoing personnel development and training is provided to teachers and administrators at each school site over the course of five years. Personnel receive training and coaching in teaching reading strategies and skills, and how to use these skills across the middle school curriculum in English Language Arts, History/Social Studies, and Science.

Project READ's training design incorporates the alignment of curriculum to the Common Core State Standards (CCSS), increasingly referred to as the College and Career Readiness Standards, and research-based reading intervention strategies. The project specifically utilizes two IRIS Online Courses with Site Coach-facilitated on-site training and Scholastic Reading Programs and Technology.

Alignment to the Common Core State Standards

In Year 1 between March and May 2014, each school site holds two **Common Core State Standards Curriculum Review meetings** to ensure successful alignment of the grade-level curricula with the Common Core State Standards.

- **English Language Arts** Curriculum Review Meeting
- **History/Social Studies and Science** Curriculum Review Meeting

Project READ Site Coaches facilitate two Common Core Curriculum Review Meetings focusing on the Common Core State Standards for English Language Arts and literacy in History/Social Studies and Science. Meeting 1 addresses the needs of English and Language Arts teachers and meeting 2 focuses on History/Social Studies and Science teachers. The purpose of these meetings is to plan and conduct the challenging work of alignment, integration, and implementation of the California Common Core English Language Arts & Literacy Standards with current grade level curriculum and instruction.

For more comprehensive information and tools regarding the alignment to CCSS, please see the Web site *Analysis of California ELA standards to Common Core* http://www.scoe.net/castandards/multimedia/k-12_ela_croswalks.pdf

Two Online Courses with Site Coach-Facilitated On-site Training

Project READ has partnered with the IRIS Center to develop and deliver two comprehensive online courses that are completed by select teachers and administrators. For more comprehensive information about IRIS, please visit the Web site: http://iris.peabody.vanderbilt.edu/

The online courses, developed by nationally recognized content experts, present specific evidence-based strategies and skills for the teaching of reading to struggling readers within single subject content aligned to the Common Core State Standards. These courses incorporate adult learning principles to facilitate teachers' and administrators' ability to gain and implement new strategies, skills, and behaviors in the classroom.

The IRIS courses consist of the completion of three online modules, participation in two half-day follow-up trainings, and on-site coaching. Both IRIS Course 1 and 2 present reading instruction strategies and skills applicable to struggling readers in the middle school. These strategies and skills address academic vocabulary development and multisyllabic decoding. In addition, emphasis is on applying reading comprehension strategies using content area texts and working together in small groups. However, IRIS Course 1 and IRIS Course 2 differ in focus:

- IRIS Course 1, offered in Project READ Year 2, provides specific examples of teaching reading for the content area of English Language Arts that are reinforced with content area specific follow-up trainings and on-site coaching.
- IRIS Course 2, offered in Project READ Year 3, provides specific examples for the content areas of History/Social Studies and Science that are also reinforced with content area specific follow-up trainings and on-site coaching.

Each online course is further supported with on-site training. Two half-days of follow-up training are provided by the Site Coach at each site. Then, the IRIS Fidelity of Instruction Checklist (currently in development) is used by Site Coaches and/or Lead Administrators as a tool for instructional observation assessment and reflective conversation between the trained teacher and Site Coach. The observation and reflective conversation process provides an opportunity for all Project READ participants to see evidence of the application of training skills and knowledge to improved classroom practice and receive coaching support in utilizing the new practices.

To ensure fidelity of implementation, expert IRIS facilitators, practitioners, and content experts provide a series of three annual face-to-face trainings to the Site Coaches, as well as participate in a series of seven Leadership Academies (three face-to-face and four Webinars) to Site Administrators and Lead Teachers on utilizing the IRIS online

resources, the IRIS Course Facilitator's Guide, and the IRIS Fidelity of Instruction Checklist for school site personnel development in the teaching of reading. The IRIS trainings and courses include effective strategies to introduce, illustrate, practice, evaluate, reflect, and master new skills and behaviors for the teaching of reading in the middle school.

In Project Years 2 and 3, these courses may provide optional CEUs offered by the IRIS Center. The fee for the CEUs must be paid by the individual staff person.

IRIS Course 1 for English Language Arts and Reading Intervention Teachers (including English Learner & Special Education Teachers)

During **Year 2**, this course focuses on the learning of new strategies and skills for working with struggling readers around their acquisition of fundamental English Language Arts and reading proficiencies.

Each site will identify at least seven teachers who will complete IRIS Course 1. These teachers need to include English Language Arts, Reading Intervention, English Learner, and Special Education Teachers. Sites begin conversations to identify teachers in Year 1 at SIT meetings and the CCSS Curriculum Review meeting, taking into consideration interest, readiness, and distribution among grade levels. Site Coaches will provide additional support and guidelines to assist the SIT in this selection process. Each site submits a preliminary list of these selected teachers to their Site Coach by June 1, 2014, and a final list by September 15, 2014. These selected teachers will be tracked by Project READ for delivery of follow-up coaching and additional training.

Selected teachers and the Lead Administrator are expected to complete three online modules by October 31, 2014. These modules constitute what we are referring to as IRIS Course 1; they are:

- **Improving Reading in Middle School Content Areas**
  (currently in development, title may change)
  This module describes the potential sources of reading difficulty in the middle grades and offers examples of research-based strategies that can support students' reading comprehension and content area learning. The strategies presented are designed to support implementation of the Common Core State Standards in English Language Arts, history/social studies, science, and technical subjects. The module content includes examples and explanations of how to teach the strategies as well as opportunities for participants to reflect on how they might apply the practices.
- **Secondary Reading Instruction: Teaching Vocabulary**
  http://iris.peabody.vanderbilt.edu/module/sec-rdng/

This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and introduces a variety of effective practices—including the use of graphic organizers—to help students better understand what they read.

- **CSR: A Reading Comprehension Strategy**
  http://iris.peabody.vanderbilt.edu/module/csr/
  This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.

The Site Coach provides two follow-up half day trainings at the school site on the implementation of Course 1 reading instruction strategies and skills using the IRIS-developed Facilitator's Guide, the first during November/December 2014 and the second during January/February 2015. Follow-up coaching is available for teachers as they complete IRIS Course 1 from the Site Coach. During March/April/May 2015, the Site Coach and/or Lead Administrator conducts a fidelity observation and reflective conversation with each teacher who completes the training based on the IRIS Fidelity of Instruction Checklist (currently in development).

IRIS Course 2 for Content Area Teachers (History/Social Studies, Science, and Special Education Teachers)

During **Year 3**, this course focuses on the learning of new strategies and skills for working with struggling readers around their acquisition of fundamental English Language Arts and reading proficiencies.

Each site will identify at least ten teachers who will complete IRIS Course 2. These teachers need to include History/Social Studies, Science, and Special Education teachers. Sites begin conversations to identify teachers in Year 1 at the CCSS Curriculum Review meeting and continue in Year 2 at SIT meetings, taking into consideration interest, readiness, and distribution among grade levels. Site Coaches will provide additional support and guidelines to assist the SIT in this selection process. Each site submits a preliminary list of these selected teachers to their Site Coach by June 1, 2015, and a final list by September 15, 2015. These selected teachers will be tracked by Project READ for delivery of follow-up coaching and additional training.

Selected teachers and the Lead Administrator are expected to complete three online modules by October 31, 2015. These modules constitute what we are referring to as IRIS Course 2; they are:

- **Improving Reading in Middle School Content Areas**
  (currently in development, title may change)

This module describes the potential sources of reading difficulty in the middle grades and offers examples of research based strategies that can support students' reading comprehension and content area learning. The strategies presented are designed to support implementation of the Common Core State Standards in English Language Arts, history/social studies, science, and technical subjects. The module content includes examples and explanations of how to teach the strategies as well as opportunities for participants to reflect on how they might apply the practices.

- **Secondary Reading Instruction: Teaching Vocabulary**
  http://iris.peabody.vanderbilt.edu/module/sec-rdng/
  This module describes how teachers can incorporate vocabulary and reading comprehension skills instruction into content-area lessons and introduces a variety of effective practices—including the use of graphic organizers—to help students better understand what they read.
- **CSR: A Reading Comprehension Strategy**
  http://iris.peabody.vanderbilt.edu/module/csr/
  This module outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies as they read text from a content area, such as social studies or science.

The Site Coach provides two follow-up half day trainings at the school site on the implementation of Course 2 reading instruction strategies and skills using the IRIS-developed Facilitator's Guide, the first during November/December 2015 and the second during January/February 2016. Follow-up coaching is available for teachers as they complete IRIS Course 2 from the Site Coach. During March/April/May 2016, the Site Coach and/or Lead Administrator conducts a fidelity observation and reflective conversation with each teacher who completes the training based on the IRIS Fidelity of Instruction Checklist (currently in development).

IRIS Course 1 and 2 Timeline

IRIS Course 1 (Year 2)

June 1, 2014	Preliminary List of selected Course 1 English/Reading teachers (at least 7) submitted by SIT to Site Coach
September 15, 2014	Final List of IRIS Course 1 teachers submitted by SIT to Site Coach

October 31, 2014	IRIS Course 1 teachers, Lead Administrator, and Site Coach complete the three online modules
November – December 2014	1st follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
January – February 2015	2nd follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
March – May 2015	Fidelity Observations and reflective conversations between teachers and Site Coach and/or Lead Administrator

IRIS Course 2 (Year 3)

June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies & Science (at least 10) submitted by SIT to Site Coach
September 15, 2015	Final List of IRIS Course 2 teachers submitted by SIT to Site Coach
October 31, 2015	IRIS Course 2 Teachers complete the three online modules
November – December 2015	1st follow-up half day Site Coach-facilitated training on applying content of IRIS Course 2 Modules in the content area classroom
January – February 2016	2nd follow-up half day Site Coach-facilitated training on applying content of IRIS Course 2 Modules in the content area classroom
March – May 2016	Fidelity Observations and reflective Conversations between teachers and Site Coach and/or Lead Administrator

Scholastic Reading Programs and Technology

Project READ supports school sites in obtaining and using Scholastic's READ 180 system of reading assessment, curriculum, and instruction to enhance the ability to reach and teach each student at his or her own level.

READ 180 Next Generation is a research-based, core curriculum-aligned intervention program for struggling readers, blending:

- **multimedia content area text and literature** individualized to each student's reading level
- **teacher-led instruction** with detailed lesson guides
- **modeled and independent reading** materials and guides
- **integrated online assessment** with Data Dashboards

There are additional Scholastic programs that could be used depending on the identified needs of the students at the site and the existing resources of the school. Schools investigate options and make choices with the support of the Site Coach, the Coach Coordinator, and the Content Lead. Other potential Scholastic programs include:

- **System 44** is an intensive intervention program for students needing foundational reading support, which includes Spanish language support.
- **Scholastic Reading Inventory (SRI)** is an adaptive reading assessment program for schoolwide, universal screening and progress monitoring. SRI empowers educators with the data to differentiate instruction, demonstrate independent reading accountability, provide meaningful instructional resources, and forecast student growth towards college and career readiness goals.
- **English 3D** is designed for academic language learners and focuses on building academic vocabulary and the ability to discuss, describe, and debate.

READ 180 Instructional Model

The READ 180 **classroom is configured to allow for large and small group instruction, technology stations, and a comfortable independent reading area**.

Each **class session begins and ends with whole-group instruction** in which the teacher engages the entire class. In between, **students rotate through three stations**:

- Small-Group Differentiated Instruction
- Instructional Adaptive Reading Software Use
- Modeled and Independent Reading

The READ 180 instructional model is designed for uninterrupted 90-minute blocks. While this is optimal, if necessary, the Site Coach can help work out how to adapt use of the program to make it fit into almost any schedule.

For more comprehensive information about READ 180, please visit the Web site: http://read180.scholastic.com/reading-intervention-program/about

READ 180 Technology Requirements

Student and teacher workstations, internet bandwidth, and data hosting (**hosting by Scholastic is recommended**) which meet certain specifications are required to utilize Scholastic's READ 180 Adaptive Technology Software for instruction, assessment, and data analysis. Sites implementing Project READ need to complete a brief technology audit with Scholastic representatives before obtaining new software.

For planning purposes, the Site Implementation Team should discuss system requirements with their school's Scholastic representative and consult the Scholastic Education Technology Programs System Requirements and Technical Overview provided by Scholastic at: http://edproductsupport.scholastic.com/ts/product/read180nextgeneration/

READ 180 In-Depth Technology Training

Each Project READ school site utilizes a Scholastic Adaptive Reading Technology system, likely **READ 180 Next Generation**, for teaching struggling readers. For this adaptive reading technology component of Project READ, school sites are **phased in over Years 1-4**, so training occurs for each site in the year in which it begins to implement READ 180.

- A formal two-day **training in implementing READ 180 is provided by Scholastic** to teachers, administrators, and the Site Coach. Funds will be provided by Project READ to facilitate the participation of up to six teachers and two administrators from each site.
    - **Sites selected to purchase Scholastic products in Year 1 must complete trainings between March 1, 2014 and June 30, 2014.**
    - Sites selected to purchase Scholastic products in Year 2 must complete trainings between July 1, 2014 and June 30, 2015.
    - Sites selected to purchase Scholastic products in Year 3 must complete trainings between July 1, 2015 and June 30, 2016.
    - Sites selected to purchase Scholastic products in Year 4 must complete trainings between July 1, 2016 and June 30, 2017.

- **For sites purchasing Scholastic products in Years 2-4, it is strongly recommended that sites receive training as close to the beginning of the school year as possible (preferably in August).**
- For those school sites purchasing System 44 and English 3D, sites receive trainings directly from Scholastic. The Site Coaches also participate in the System 44 and English 3D training and provide ongoing support to the school site. In addition, Scholastic provides a training Webinar specifically for Project READ Site Coaches on facilitating site implementation of the Scholastic products.
- Once teachers have begun using READ 180 in the classroom, they receive **ongoing support for implementing with fidelity from their Site Coach**, particularly in using data to investigate areas of student need and growth, and in teaching lessons using the lesson guides and classroom rotations.
- The READ 180 Implementation Review Fidelity Checklist is utilized by SITs and their Site Coaches to assess the level of fidelity in the use of READ 180 at the school site (see: Appendix, Section III, READ 180 Implementation Review Fidelity Checklist).

Scholastic Software Purchase

IMPORTANT: Be sure to refer to pages 9-10 of the Contracting & Invoicing Instructions for complete spending instructions related to these funds.

Step 1

If you are purchasing products related to READ 180 or System 44 please contact:

Blake Bieritz
READ 180 & System 44
bbieritz@scholastic.com
800-387-1437 x 6234

If you are purchasing products related to English 3D please contact:

Justin Schaller
English 3D
jschaller@scholastic.com
800-387-1437 x 6383

Step 2

When you are discussing your site needs with the Scholastic Representative please keep these guidelines in mind for utilizing the School Site Scholastic purchase stipend:

- Sites can purchase software and materials
- Sites can purchase specialized training from Scholastic trainers up to 50% of the total stipend amount
- Sites may not purchase hardware or equipment of any kind using these funds

In addition, the School Site will receive funds to offset the costs of six teachers and two administrators to participate in Scholastic training.

Step 3

Scholastic says that once a customer places an order it usually takes 14 days for the product to be received by the School Site.

If training is a part of what is provided with your product purchase please set your training dates right away so that you can begin using the product as soon as possible.

School Sites that are eligible to purchase Scholastic Software in Years 2 – 4 are strongly encouraged to contact Scholastic in early July to do so. That way, training dates can be set for August and the site will benefit the entire academic year by using the new product.

Step 4

We strongly encourage each Project READ School Site to utilize Scholastic's "Hosted Deployment Model." Please speak with Blake or Justin at the time of your purchase to learn about this feature and its benefits to your School Site.

Step 5

Scholastic will send the Project READ Implementation Team (CalSTAT) a "Final Investment Summary" for each Project READ School Site that reflects what was purchased and the date of purchase.

Engaged Implementation Teams

Collaborative relationships are critical to effective implementation of new practices. At each level of Project READ, leadership is provided by teams comprised of a variety of stakeholders in key roles. By integrating vital perspectives and expertise into a process of shared decision making, efforts to improve student outcomes become far more timely and successful.

Project READ supports collaboration by providing personnel development (including on-site coaching to help facilitate the process), implementation tools, and cascading systems of support from the statewide level to the individual classroom.

Site Implementation Team (SIT)

The Site Implementation Team comprised of **seven or more** teachers and administrators **actively lead Project READ implementation at their schools**, supported by training and coaching. The establishment of the team is expected during the first Project Year (March – June 30, 2014). Overall, the responsibilities of the SIT are to engage in implementation planning and monitoring, communicate Project READ practices schoolwide, address challenges, review student data, plan scheduling, and identify teachers for coaching time.

The SIT ensures that program components are implemented so that continuous improvement of student outcomes drives policy decisions. Student reading progress monitoring data and teacher input (based on curriculum-based measures, grades, and teacher observations of student strengths and needs) are utilized by the SIT to improve implementation activities on a regular basis. On a monthly basis, the SIT meets to discuss implementation barriers and strategies for improving student outcomes. The SIT shares progress and challenges with their district on at least a quarterly basis unless problematic issues require immediate attention.

Role of the Site Implementation Team (SIT):

- become fluent in the key elements and practices of Project READ
- design, develop, and guide implementation at the school
- articulate new practices and processes to the school community
- encourage staff buy-in and use of the new practices
- collaborate with other educators to guide the use of interventions and enhanced instruction to improve outcomes for individual students and the entire school

- integrate input from a variety of perspectives to address issues and make adjustments over the course of implementation
- review schoolwide and individual student data at least twice per year
- complete the FIR as part of an implementation planning process twice per year
- coordinate with other improvement initiatives and efforts at the school site (such as Program Improvement)
- Three members of the Site Implementation Team (Lead Administrator, a teacher, and a third member of the team's choosing) participate in the Leadership Academy trainings provided by Project READ

(See: Appendix, Section III, Project READ Site Implementation Team Suggested Agenda Topics)

Site Implementation Team Members:

- **Lead Administrator** who will team with the Site Coach to serve as an active member and leader of the Site Implementation Team. The role of the Lead Administrator in this meeting is to assist, support, and lead the Site Implementation Team in performing and completing all activities and tasks of the Project READ program. The Lead Administrator is expected to:
    - support implementation of Project READ practices
    - use student data and teacher input to align systems to improve student outcomes
    - adapt schedules, as needed, so teachers are able to participate in personnel development and have adequate instruction time to meet student learning needs

  Specific Lead Administrator responsibilities are outlined in the Appendix (see: Appendix, Section III, Site Implementation Team Resources and Forms).
- **Key Teachers** who provide leadership in planning and implementing the program's activities and engaging other identified school staff are:
    - Reading Instructor/ Intervention Specialist
    - English Language Arts Teacher
    - Special Education Teacher
    - English Learner (EL) Specialist
    - History/Social Studies and/or Science Teacher
- School Counselor, if applicable

- Additional administrators, grade-level teachers, and/or district support personnel (Psychologist, Reading/Curriculum Specialist, etc) as appropriate

Site Coaches meet on-site with the Site Implementation Team to provide support at least once a month. The Site Coach and the SIT meet to address challenges and discuss strategies for continuous improvement in student learning. The Site Coach will provide guidance in using Implementation Planning Tools (including the FIR, the Implementation Plan, etc) to facilitate this process.

The FIR Bundle: SIT Implementation Planning

Site Implementation Teams use a set of tools to guide and facilitate implementation planning and monitoring, in regular monthly meetings with their Site Coaches.

This FIR Bundle includes:

1. **Site Implementation Team Roster**
2. **Student Outcomes Summary Sheet**
3. **Site Academic Measures Metafile (SAMM) Site Profile**
4. **Fidelity of Implementation Rubric (FIR)**
5. **Implementation Plan**

These tools/documents are updated regularly by the SIT and used actively in planning throughout the entire five years.

The planning tools are Word, Excel, and pdf files, and will be kept in an electronic file format for your site, to which the SIT members, Site Coach and Project READ implementation team have access. (See: Appendix, Section II, Fidelity of Implementation Rubric and Implementation Planning Bundle)

Site Implementation Team (SIT) Roster

Once the membership of the Site Implementation Team is confirmed, record the name, role and contact information of each member on the SIT Roster. This identifies your site team membership, allows the Project READ Implementation Team to communicate directly as needed with SIT members, and to invite semiannual feedback.

When new members join or when members leave, the SIT updates the SIT Roster and emails it to the Site Coach. The roster is also reviewed, ensuring that it is current and accurate, during completion of the FIR (twice per year by October 31st and March 31st).

Student Outcomes Summary Sheet

Project READ supports schools in using California Standards Testing (CST) as a way of monitoring student needs, setting measurable goals, and monitoring schoolwide progress in the improvement of Reading and English Language Arts outcomes for students.

A major goal of the Project is to increase the percentage of students scoring proficient or advanced AND to decrease the percentage of students scoring below or far below basic on the CST or equivalent CCSS assessments. This is monitored for All Students as well as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged student subgroups.

The Student Outcomes Summary Sheet is a data collection tool specifically designed to assist the SIT with the planning and monitoring of all students' reading progress. The following steps outline the procedure for using this tool at the school site:

1. To establish a schoolwide baseline for measuring students' progress in February/March of 2014, the appropriate site person fills out the Student Outcomes Summary Sheet by recording the number of students at each proficiency level from the 2013 CST ELA, for each grade level and subgroup on the sheet. When completed, the summary sheet is e-mailed to the Site Coach, who forwards it to the Project READ Evaluators.
2. The SIT will carefully review their student outcomes data as part of the FIR completion and Implementation Planning process in spring of 2014, and then each fall, thereafter.
3. The Project READ Evaluators transfer this 2013 summary sheet data to an Excel spreadsheet with built-in automated charting, so that in the future when the site enters student outcomes data once each year (when it becomes available in the fall), the site is able to see the progress being made in improving student outcomes.
4. The Evaluators will also glean this data from the summary sheets to synthesize progress across all the sites for mandatory annual reporting to the Office of Special Education Programs (OSEP), as well as to inform Project READ continuous improvement efforts.

Recognizing that the Smarter Balanced Assessments are still an unknown, yet anticipating there will still be similar proficiency leveling occurring, adjustments to this process will be made as needed. Sites are encouraged to do Smarter Balanced ELA pilot testing (and receive the scores at the site), as is possible.

Site Academic Measures Metafile (SAMM) Site Profile

SAMM collects and charts data from a wide range of publicly available databases on the California Department of Education (CDE) Web site into a Site Profile layout showing demographics and Accountability Progress Reporting, such as Adequate Yearly Progress (AYP) and Academic Performance Index (API), from the past five years at the school site level.

A SAMM Site Profile pdf is provided by the Project READ Evaluators to each site for use alongside the CST ELA Student Outcomes Summary Sheet for examining student needs and outcomes in the planning process.

In addition, in Year 1, sites receive funding to purchase FileMaker Pro (on which SAMM runs), and then be able to have SAMM accessible at the school site to generate their SAMM site profile or view the SAMM site profiles of other Project READ sites. SAMM will be updated annually with new and newly updated CDE datafiles. (CDE often updates data more than once a year, so consult DataQuest for the most current data values.) SAMM Site Profiles provide a useful overview, and they are not a substitute for the more detailed site level data found on the Student Outcomes Summary Sheet.

The Fidelity of Implementation Rubric (FIR)

The Fidelity of Implementation Rubric (FIR) articulates what implementation looks like at five levels or stages of implementation across the ten key elements of Project READ. The Site Implementation Team and their Site Coach fill out the FIR together to plan for and guide the school through the process to fully and sustainably implement the key elements of Project READ with fidelity.

10 Key Elements of Project READ Implementation:

1. A **Site Implementation Team (SIT)** Leads Implementation
2. A **Fidelity of Implementation Rubric (FIR) and Implementation Plan** are used to Develop, Guide and Monitor Implementation
3. Sites are Active Participants in a **Learning Community with Peers** from Other Sites
4. The School's **Curriculum and Instruction is Aligned to the Common Core State Standards**
5. English Language Arts **(ELA)**, English Language **(EL)**, and Special Education **(SE) Teachers are Teaching Reading Skills**
6. History/Social Studies and Science Teachers are **Teaching Reading Skills in the Content Areas**

7. Intervention Teachers are **Using Scholastic Reading Programs and Technology**
8. **Coaching for Individual Teachers** is Prioritized and Provided
9. A process for **Student Reading Progress Monitoring** is Mapped and Followed
10. **Parents/Family Members are Involved** in their Students' Project READ Experience

5 Levels/Stages of Implementation for each Key Element:

1. Exploration/Initiation
2. Installation/Early Implementation
3. Basic/Full Implementation
4. Advanced/Innovative Implementation
5. Exemplary/Sustainable Implementation

FIR Process

The FIR is designed to be used as a twice yearly SIT planning tool for monitoring implementation progress and also for identifying areas of focus for the coming months and what needs to be done to reach the next level or stage of implementation of the key elements of Project READ.

- In Year 1 (Spring 2014—**by March 31, 2014**), the Site Implementation Team completes the FIR electronically in a meeting with their Site Coach.

In subsequent years, the FIR will be completed in a single Excel file that includes **automated charting** so progress toward implementing the elements can be seen visually over the five years. Project READ Evaluators will transfer the Year 1 data into the Excel file for each site prior to Year 2.

Twice a year in Years 2-5, in September/October (completed by Oct 31st) and February/March (completed by March 31st), the SIT will use the FIR to assess and rate their level/stage of implementation for each element, summarizing briefly where the site is, while reviewing the goals they are working toward for that element.

- In Years 2 and 3, the SIT completes the FIR with their Site Coach.
- In Years 4 and 5, the SIT will complete the FIR on their own, and during at least one of those years, fidelity of implementation will be assessed through **a site visit by an outside observer** (a different Site Coach, Project READ staff, or SIT member(s) from another school). The observer(s) reviews the FIR and documenting evidence, examines school data, conducts interviews and classroom observations, and provides feedback.

Implementation Plan

The Implementation Plan is an evolving Word document, developed and reviewed hand-in-hand with the FIR, in which the SIT identifies and articulates the next steps toward fully implementing the 10 key elements of Project READ, including details such as who will do what, any resources needed, and the target date for completion.

The SIT and the Site Coach review and further develop the Implementation Plan at their monthly meetings to monitor progress, make decisions, address issues, and adjust the plan accordingly. The revised and updated Implementation Plan is e-mailed on a monthly basis to the Site Coach.

The FIR Bundle Timeline

The Site Implementation Team and Site Coach make use of the tools included in the FIR Bundle throughout the year, using them to guide and operationalize implementation of Project READ.

To facilitate timely and effective communication between the SIT, Site Coach, Project READ Implementation Team, and the State Implementation Team, the following milestones for submission of updated tools from the FIR Bundle are observed.

Initial Completion and Submission of the FIR Bundle, Year 1, by March 31, 2014:

- ✓ SIT Roster
- ✓ Student Outcomes Summary Sheet
- ✓ Fidelity of Implementation Rubric (FIR)
- ✓ Implementation Plan

Fall Update and Submission of the FIR Bundle, Years 2-5, by October 31st

- ✓ SIT Roster
- ✓ Student Outcomes Summary Sheet
- ✓ Fidelity of Implementation Rubric (FIR)
- ✓ Implementation Plan

Spring Update and Submission of the FIR Bundle, Years 2-5, by March 31st

- ✓ SIT Roster
- ✓ Fidelity of Implementation Rubric (FIR)
- ✓ Implementation Plan

Plus on a Monthly Basis and/or as needed:

- ✓ SIT Roster, **whenever updated**
- ✓ Implementation Plan, **after monthly meetings**

See: Appendix II, Fidelity of Implementation Rubric and Implementation Planning Bundle for examples of each of these tools. Each site receives the FIR Bundle in an electronic format in February 2014.

Leadership Academy

Project READ has partnered with the IRIS Center to provide ongoing training in the form of a Leadership Academy to support Lead Administrators and key teachers from each school, who lead the Site Implementation Teams (SITs) and schoolwide implementation efforts.

Each year, beginning in Year 2, there will be seven Leadership Academy trainings:

- Three trainings will take place **Face-to-Face regionally**, and
- Four trainings will take place via **live Webinar**.

Leadership Academy trainings focus on **building skills in leading the implementation** of Project READ and **fostering the sharing of approaches among sites**. Topics include: IRIS modules and resources, using the FIR Bundle to guide implementation planning, using data to identify student needs, scheduling, doing intervention fidelity observations, Scholastic Programs and Technology, and coaching.

Each site has at least **one administrator and one key teacher participating**, and **choses a third person** from their Site Implementation Team to participate based on who best serves the needs of the school. The selection of the Leadership Academy participants needs to be determined and a list e-mailed to the Site Coach before September 15, 2014.

Leadership Academy Content

Meeting and Webinar Agenda Topic Framework

- **Project READ Announcements:** Housekeeping, Schedules, Forms, Technology, Announcements
- **Training in Teaching Reading:** IRIS Courses 1 and 2, Scholastic Programs and Technology
- **Engaged Implementation Teams:** Curriculum Alignment with Common Core, Site Implementation Team, FIR Bundle
- **Ongoing Learning and Improvement:** Online Learning Community, Exemplar Sites in Project Year 4, and Regional Institutes in Year 5

- **Student Reading Progress Monitoring:** Assessment of Lexile Level, Scholastic Achievement Manager (SAM), Curriculum-based tests of vocabulary and comprehension
- **Parent and Family Involvement:** Family Workshops

Leadership Academy Year 2 Schedule and Content

Year 2 (July 1, 2014 – June 30, 2015): *Leadership Academy, seven total trainings*
Please note that topics may change depending on the evolving needs of Project READ sites as implementation unfolds.

Leadership Academy #1 – Face-to-Face/3hrs September (Week of Sept 22 – 26), 2014 in 3 Regional Areas (if needed), 1pm – 4pm	
Topics:	**Facilitators:**
➢ **Welcome, Intros, Announcements**	➢ **Dr. Lisa Churchill**
➢ **IRIS Course 1**	➢ **Dr. Deb Smith/Dr. Sue Robb (IRIS)**
➢ **FIR Bundle / Implementation Planning**	➢ **Dr. Li Walter/Alan Wood**
➢ **Blackboard Review**	➢ **Diane Posner**
Leadership Academy #2 – Webinar/3hrs Oct 28, 2014, 1pm – 4pm	
Topics:	**Facilitators:**
➢ **Welcome and Announcements**	➢ **Dr. Lisa Churchill**
➢ **IRIS Course 1**	➢ **Dr. Deb Smith/Dr. Sue Robb (IRIS)**
➢ **Student Reading Progress & Monitoring Map**	➢ **Diane Posner**
➢ **FIR Bundle / Implementation Planning**	➢ **Dr. Li Walter/Alan Wood**
Leadership Academy #3 – Face-to-Face/3hrs November (Week of Nov. 17-21, 2014) in 3 Regional Areas (if needed), 1pm – 4pm	
Topics:	**Facilitators:**
➢ **Welcome, Intros, Announcements**	➢ **Dr. Lisa Churchill**
➢ **Challenges, Successes (Scheduling and READ 180, etc.)**	
➢ **IRIS Course 1 Fidelity Checklist & Pre-Planning IRIS Course 2**	➢ **Dr. Deb Smith/Dr. Sue Robb (IRIS)**
➢ **Coaching Update**	➢ **Diane Posner**
➢ **FIR Bundle / Implementation Planning**	➢ **Dr. Li Walter/Alan Wood**

Leadership Academy #4 – 3hrs Webinar
Jan 13, 2015, 1pm - 4pm

Topics:	Facilitators:
➢ Welcome & Announcements	➢ Dr. Lisa Churchill
➢ Coaching Update	➢ Diane Posner
➢ READ 180 & Scholastic software	➢ Content Expert from Scholastic
➢ FIR Bundle / Implementation Planning	➢ Dr. Li Walter and Alan Wood

Leadership Academy #5 – 3hrs Webinar
Feb 3, 2015, 1pm – 4pm

Topics:	Facilitators:
➢ Welcome & Announcements	➢ Dr. Lisa Churchill
➢ Coaching Update	➢ Diane Posner
➢ IRIS Course 1 Fidelity Checklist Update	➢ Dr. Deb Smith/Dr. Sue Robb
➢ IRIS Course 1 Content Expert	➢ Content Expert IRIS Course I
➢ FIR Bundle / Implementation Planning	➢ Dr. Li Walter/Alan Wood

Leadership Academy #6 – Face-to-Face/3hrs
March (Week of Mar 2 – 6, 2015) in 3 Regional Areas (if needed), 1pm -4pm

Topics:	Facilitators:
➢ Welcome, Intros and Announcements	➢ Dr. Lisa Churchill
➢ Implementation – Lessons Learned	
➢ Coaching Update	➢ Diane Posner
➢ FIR Bundle / Implementation Planning	➢ Dr. Li Walter/Alan Wood

Leadership Academy #7 – 3hrs Webinar
May 12, 2015, 1pm – 4pm

Topics:	Facilitators:
➢ Welcome and Announcements	➢ Dr. Lisa Churchill
➢ Reporting Out	
➢ Coaching Update	➢ Diane Posner
➢ FIR Bundle / Improving Implementation	➢ Dr. Li Walter/Alan Wood

Project READ State Leadership Team

A State Leadership Team—comprised of school site representatives, program experts, and state leaders—meets **three times a year** to guide the overall Project READ effort.

The State Leadership Team meets to **share and discuss updates related to Project READ products, operations, activities, and evaluation outcomes**, enabling examination of facilitators and barriers to implementation on an ongoing basis and the planning of the next steps for the overall project implementation.

This **State Leadership Team is comprised of**:

- CDE and other related California State Department leaders
- Administrator and teacher representatives from Site Implementation Teams
- IRIS representative from Institution of Higher Education (IHE)
- Parent Training and Information Center representative
- Key Project READ staff who attend and present, including
    - Content Lead, Coordinating Coach, and Evaluators

Project READ Implementation Team

The CDE Project Director and the Project READ Implementation Team do the overall implementation of Project READ. These members are all engaged in their own ongoing professional development as active members of OSEP's national State Improvement Grant (SIG) Network community, sharing experiences and knowledge with other states and learning implementation science.

The CalSTAT Project is the "home" of Project READ and staff serve as the Project READ Implementation Team. For a list of staff please visit www.calstat.org.

Ongoing Learning and Improvement

Project READ promotes ongoing learning and improvement by facilitating a sustained professional learning community of educators who are implementing at the school- and classroom level, coaches and professional development providers, and leaders from every level. Working together in an integrated culture of data, Project READ stakeholders share learning and successes, strategize and problem solve around challenges, and demonstrate an ongoing process of improvement.

Online Learning Community

There is an electronic Project READ learning community space for:

- **sharing learning, challenges, successes, and information**
- **networking with other sites, teachers, Coaches, and Lead Administrators**

Currently, the Project READ Implementation Team is utilizing *Hoop.la* software to design a comprehensive tech-forward learning environment. Once completed, a separate and distinct communication will be made to the affected leaders and staff about their participation in the Online Community.

The preliminary design includes three password protected closed groups. Each closed group will use these features: a *Calendar* of community deadlines and events, *Forums* for topic driven community dialogue, *Chats* for scheduled live conversations, a *Blog* space for featured community voices, a *Resource Library* full of Project READ forums, archived Webinars, and other relevant information.

Group One: Project READ School Site Coaches

This closed group called the “Coaches Corner” is a 24/7 Site Coaches’ interactive space providing peer and expert support for coaches. Coaches can improve their own performance by engaging in reflective conversations, get support from the Coach Coordinator, as well as from other Site Coaches, and have increased access to each other for problem solving, sharing, and brainstorming. This group will launch in Year 1.

Group Two: Project READ School Site Lead Administrators

This closed group will serve the 44 individuals who are the Lead Site Administrator’s for Project READ at their respective school sites. This virtual space will provide leaders an opportunity to engage implementation and leadership conversations. The Project READ Content Lead, Coach Coordinator, and visiting experts serving the community will be

online to share tips, engage in problem solving, and share information. This group is scheduled to launch in Year 1.

Group Three: Project READ participating teachers, Lead Administrators, and School Site Coaches

This closed group will grow over time as more school site staff become involved in Project READ. Members will include the School Site Coaches, Lead Administrators, Site Implementation Team members, staff who participated in the alignment of the Common Core meetings, plus staff who completed the Scholastic Software training, the IRIS Course 1 & 2 trainings and finally, the Leadership Academy Trainings. This All Community Group permits dialogue across school sites so that all project participants have access to share implementation successes, dilemmas, and questions with each other. This group is scheduled to launch in Year 2.

Ongoing Coaching

Each Project READ site has **a Site Coach** who provides **coaching and training at the school site**, each year, focusing on:

- supporting **Teachers** in using a variety of reading instruction strategies and skills, resources and technologies, implemented with fidelity, to meet the diverse learning needs of their students
- supporting **Site Implementation Teams & Lead Administrators** in planning, problem solving, collaboration, and leading schoolwide implementation

The Site Coach (**selected, trained, and paid directly by Project READ**) is an individual with expertise in evidence-based reading instruction and intervention strategies, adult learning principles, and student data analysis, selected based on practical experience in the public schools, and a proven track record of delivering professional development that yielded positive results.

Project READ Site Coach Qualifications

Utilizing adult learning strategies, and coaching methodologies to develop positive relationships with staff at school sites, the Site Coach plays a critical role in supporting Project READ's evidence-based practices with fidelity at the school level. The Site Coach is a reading/literacy specialist who focuses on providing personnel development for teachers, by offering them the additional support needed to implement different instructional practices and programs. The Site Coach demonstrates a commitment to school improvement, and has direct experience at the middle school level.

The Site Coach is expected to:

- Use behaviorally focused feedback
- Help the Lead Administrator and project teachers to interpret and use this feedback
- Create a strong link between performance improvement and desired outcomes
- Regularly model the practices that the Lead Administrator and project teachers are expected to use
- Discuss challenges the Lead Administrator and project teachers are facing in implementing the practices

Project READ Site Coach Areas of Support

Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies and Science

Purpose: To guide teachers in effectively aligning content instruction with the Common Core State Standards

What it looks like: The Site Coach assists classroom teachers in making the transformational, instructional shift required by the College and Career Readiness Anchor Standards for Reading, Writing, Speaking, Listening, and Language. This instructional shift is three-fold: Regular practice with complex text and its academic language (building vocabulary that is shared across many types of complex texts and many content areas); reading, writing, and speaking grounded in evidence from text, both literary and informational; and building knowledge through content rich nonfiction.

With an emphasis on students acquiring and applying increasingly complex knowledge, targeted support in literacy instruction, integrating reading, writing, speaking, listening and language increases content and pedagogical knowledge among teachers of English Language Arts, History/Social Studies, and Science. The Site Coach leads teachers in applying the CCSS standards in the classroom and promotes implementation of the Common Core State Standards and best practices in English Language Arts instruction.

English Language Arts, History/Social Studies, and Science Content Areas

Purpose: To support on-going awareness of literacy needs of students and implementation of differentiation and intervention with effective instructional strategies

What it looks like: Within these content areas, Site Coaches are able to appraise text and textbook demands, beginning with readability and extending to the different demands of narrative and expository text – the task of distinguishing fact from opinion,

the need to interpret content vocabulary, thinking critically and inferentially, and the ability to use visual aids and glossaries.

The Site Coach helps content area teachers select multicultural texts and demonstrate comprehension strategies related to specific text structures included in those texts (e.g., narrative, main idea-detail, compare-contrast, chronological, cause-effect, argument-evidence, combined structures). Finally, Site Coaches must know and model English Learner methods (scaffolding strategies), process-writing strategies, and how reading and writing intersect with content learning.

Adolescent Literacy Needs

Purpose: To provide teacher support in practicing effective instructional principles in content areas resulting in building adolescents' reading and writing skills to succeed in learning grade-level academic content

What it looks like: The Site Coach guides teachers in effective, research-based practices of instruction. Research shows that the components of meeting the literacy needs of adolescents include: Direct, explicit comprehension instruction within all content areas; Comprehension Monitoring and Metacognition Instruction; Teacher Modeling; Scaffolded Instruction; Ongoing Formative Assessment; Text-based collaborative learning; and Motivation/Engagement. The Site Coach provides guidance and demonstration of instructional approaches and strategies that can be used in teachers' existing curricula to help improve the deficit literacy skills of struggling adolescent readers.

Elements of Effective Instruction

Purpose: To support teachers in ensuring all students are able to understand and learn from grade-level text by the ability to read text accurately and fluently

What it looks like: The Site Coach supports teachers in implementing lesson design that is effective for all students.

- Select Learning Objective Statement (What students will learn)
- Anticipatory Set (Motivate student engagement and activate prior knowledge)
- State the Lesson objective (to the students)
- Direct Instruction (Explicit Modeling and demonstration of skill or strategy to be learned)
- Guided Practice (Students demonstrate what they have learned with guidance and corrective feedback from the teacher)

- Independent Practice (Students apply their new knowledge independently, reinforcing lesson objectives taught)
- Lesson Closure (Check for understanding of what students learned)

Use of Data to Drive Instruction

Purpose: To guide decisions to help improve student achievement and teacher effectiveness

What it looks like: The Site Coach assists the SIT and teachers in how to interpret data to identify students' strengths and weaknesses and to determine the effectiveness of instruction. Analyzing data is key to providing Multitiered systems of support.

Project READ Site Coach Responsibilities

The Site Coach receives thorough instructions and training from the Project READ Coach Coordinator who is a member of the Project READ Implementation Team. The Site Coach's responsibilities include:

- **Attends Annual Site Coaches Training and follow-up 2-hour Quarterly Webinars:** Year 1 = full day; Years 2 – 5 = 1.5 days, plus four 2-hour Quarterly Webinars
- **Utilizes the virtual "Coaches Corner"** for follow-up Technical Assistance from the Coach Coordinator
- **Attends seven yearly, 3-hour Leadership Academy Trainings.** Three of these trainings are face-to-face and four are Live Webinars
- **Provides on-site coaching of school staff:** Year 1 – three days per school site; Year 2 – nine days per school site; Year 3 – seven days per school site (plus more days to be determined based on need); Year 4 – 12 days per school site; Year 5 – 12.5 days per school site
- **Presents Trainings** to teachers and administrators for the on-site portion of the IRIS online courses and for ongoing learning around implementing READ 180
- **Provides Classroom Observation and Coaching Feedback** with Individual Teachers, on a one-to-one basis with teachers prioritized for receiving coaching based on those who are serving the students struggling the most
- **Facilitates the Site Implementation Team Meeting**, each month, this half day meeting focuses on planning, problem solving, student data analysis, and twice annual completion of the Fidelity of Implementation Rubric
- **Communicates with SIT members via E-mail and/or Phone** contacts between site visits, as needed, to address questions and issues as they arise

- **Participates in the Online Community of Learners**

Site Coach Services at the School Site

Partner with the Lead Administrator

The Site Coach supports the implementation of the Project READ program by partnering with the Lead Administrator to guide the implementation of the program and to ensure staff and resources are available as necessary to complete each Project READ activity. The Site Coach assists the performance of the Lead Administrator to provide leadership to the Site Implementation Team (SIT) by:

- Meeting with the Lead Administrator on a continuous basis: face-to-face at least one time per month and contacting the Lead Administrator at least three times per month via e-mail, phone, etc. to discuss logistical and policy issues
- Co-planning the Site Implementation Team half-day monthly meeting agenda
- Recommending schedules and site-specific resources
- Reviewing Project READ's monthly activities and the Fidelity of Implementation Rubric (FIR)
- Monitoring the development of Project READ's Implementation Planning and completion of the FIR Bundle that includes: the SIT Roster, Student Outcomes Summary Sheet, the Site Academic Measures Metafile, the Fidelity of Implementation Rubric (FIR), and the Implementation Plan
- Discussing implementation barriers (including teachers' perceptions of factors undermining their ability to achieve valued student learning), successes, challenges, and dilemmas

Facilitate a Monthly Half-day Meeting with the Site Implementation Team

The Site Coach ensures that the Site Implementation Team is established and comprised of at least seven Key Teachers and a Lead Administrator who attend and participate in the monthly half-day meetings. The Site Coach is expected to:

- Facilitate the SIT meeting, as needed
- Assist with planning the SIT meeting agenda in collaboration with the Lead Administrator
- Recruit a SIT member to take monthly meeting notes
- Review the Project READ Practice Implementation Guide with SIT members

- Provide guidance to the team in using the FIR Bundle (SIT Roster and Meeting Sign in Sheet, Student Outcomes Summary Sheet, Site Academic Measures Metafile – SAMM, Fidelity of Implementation Rubric- FIR, and the Implementation Plan)
- Assist the SIT to address challenges, celebrate successes, and discuss strategies for continuous improvement in student learning

Align Curriculum with COMMON CORE State Standards

The Site Coach assists in the alignment of Curriculum to Common Core State Standards by doing the following:

- Assist Curriculum Review meeting participants to align curriculum (English Language Arts, History/Social Studies, and Science) with Common Core State Standards to determine adjustments necessary; provide scaffolding; help make changes; and establish timeline for completion of alignment by following up with the designated administrator and SIT

Participate in the Same Trainings as the School Site

The Site Coach attends the seven, **3-hour Leadership Academy Trainings**, three of which are face-to-face and four are live Webinars each year, as well as the same Scholastic Trainings along with the school site.

READ 180

The Site Coach is expected to assist in the implementation of READ 180 by doing the following:

- Complete the READ 180 training with their respective school site
- Meet with SIT and Lead Administrator to review student achievement data and the Student Outcomes Summary Sheet (completed by appropriate site person)
- Work with teachers in need of one-to-one coaching identified by the Lead Administrator

IRIS COURSES 1 and 2
(Consisting of three Online Modules and two Site Coach-Facilitated Trainings)

The Site Coach is expected to assist in the implementation of IRIS Course 1 and 2 by doing the following:

- Complete the three online modules

- Use IRIS-developed “Facilitator’s Guide” for two face-to-face IRIS Course 1 follow-up trainings with seven staff and for two face-to-face IRIS Course 2 follow-up trainings with 10 staff
- Meet with SIT and Lead Administrator to review student achievement data;
- Conduct Fidelity of Instruction Checklist Observations and Reflective Conversations with trained teachers
- Work with teachers in need of one-to-one coaching identified by the Lead Administrator

Parent/Family Workshops

The Site Coach is expected to assist in the implementation of the Family Workshops by doing the following:

- Follow up with Lead Administrator and trainer and support any changes or adjustments to improve training delivery.

Regional Institutes

The Site Coach is expected to assist in the delivery of the Regional Institutes by doing the following:

- In Year 5, participate in a 2-day regionally based institute

(See: Appendix, Section IV, Site Coach Resources and Forms)

Coaching of Site Coaches

Site Coaches receive ongoing training from Project READ, as well as participate in the online IRIS courses, Scholastic trainings, and the Leadership Academy trainings, so that they are able to build site capacity for implementing this learning. There are Site Coaches spread throughout the three regions in California supporting the Project READ middle school sites.

In Years 1-5 there is annual training for the Site Coaches provided by the IRIS Center. In addition, in Years 2-5, there are quarterly conference calls for the Site Coaches, led by the dedicated Coach Coordinator, who will also staff the online Coaches Corner.

Training Schedule for Site Coaches

- **Project READ Site Coaches Annual Training**
  (Year 1 = full day, Years 2 -5 = 1.5 days)
    - Yr. 1 – February 12, 2014 (full day)
    - Yr. 2 – July 30, 2014 (half day) and July 31, 2014 (full day)
    - Yr. 3 – July 29, 2015 (half day) and July 30, 2015 (full day)
    - Yr. 4 – July 27, 2016 (half day) and July 28, 2016 (full day)
    - Yr. 5 – July 26, 2017 (half day) and July 27, 2017 (full day)
      (Note: Years 2 -5, Training Dates are the last Wednesday and Thursday in July)
- Yearly 2-hour Quarterly Webinars
- 24/7 virtual "Coaches Corner" for follow up Technical Assistance

Year 1 (March 1, 2013 – June 30, 2014): *Site Coach Training*

Annual Site Coach Training – Face-to-Face/Full Day
February 12, 2014 in Claremont, California

Orientation to Project READ – Review Project READ Practice Guide
- Yearly Training Schedule, Location, Access, and Purpose
- Coach Service Delivery at the School Site (Roles, Responsibilities, and Style)
- READ 180
- IRIS Courses 1 and 2
- Single Subject Curriculum Alignment with Common Core
- Family Workshops
- Regional Institutes

Introduction to IRIS and Professional Development Facilitators
- Dr. Deb Smith and Dr. Sue Rob

Introduction to Project READ Online Learning Community on Hoop.la
- Coaches Corner: Assisting the Performance of the SIT, Administrator, and Teachers
- Coaches share challenges, successes, dilemmas, questions, and concerns

FIR Bundle: Fidelity of Implementation Rubric (FIR) and Implementation Planning

Year 2 (July 1, 2014 – June 30, 2015): *Site Coach Trainings*

Annual Site Coach Training – Face-to-Face/Two Days July 30, 2014 (half-day) and July 31, 2014 (full day) in Claremont, California
Professional Development and Training (Building Site Capacity) ➢ Roll-out and training on IRIS Course 1 for English Language Arts teachers, Reading Interventionists, English Learner teachers, and Special Education teachers ➢ Review of IRIS Course 1 Facilitator's Guide and Fidelity of Instruction Checklist
Fidelity Implementation Rubric (FIR) and Implementation Planning
Quarterly Site Coach Training #1 – Webinar/2hrs September 9, 2014, 3pm – 5pm
Quarterly Site Coach Training #2 – Webinar/2hrs December 16, 2014, 3pm – 5pm
Quarterly Site Coach Training #3 – Webinar/2hrs March 3, 2015, 3pm – 5pm
Quarterly Site Coach Training #4 – Webinar/2hrs June 9, 2015, 3pm – 5pm

The content of these trainings and conference calls are informed by feedback from the Site Coaches on what they are noticing across sites, analysis of which elements on the FIR are lagging behind in being implemented, and the annual evaluations in which SIT members and Project Teachers provide feedback on the coaching they are receiving.

These trainings will support Site Coaches in cultivating and expanding the following skills:

- Ability to utilize the FIR Bundle to support their Site Implementation Teams in implementing Project READ with fidelity
- Ability to analyze progress monitoring data and use it to adjust instruction over time to improve students' learning outcomes
- Ability to identify needs and apply appropriate intervention strategies to meet student learning needs and behaviors (i.e., insertions and deletions, tracking, phonemic awareness, decoding skills, multisyllabic decoding skills, fluency, comprehension, vocabulary development)

Site Coaches' performance is assessed annually to ensure they are effectively supporting sites and teachers in applying new knowledge and skills over time. The Site Coaches receive multiple sources of feedback including teacher implementation data, twice-annual site survey results, and follow-up observations with reflective conversations. Follow-up observations of Site Coaches are conducted at least once,

and as needed, by the Coach Coordinator focusing on the adherence to schedule, provision of content, and the use of appropriate processes.

Exemplar Sites

In Year 4, there is a selection process for identifying and awarding Exemplar Sites from among the Project READ sites. These Exemplar Sites are selected for student outcomes progress, program implementation fidelity, demonstrated accomplishment, and sustainability.

During Year 5, Exemplar Sites **showcase their specific programs as well as discussing their challenges and successes** with other Project READ sites and other interested middle schools. Exemplar sites will:

- Present on a **Webinar** panel for invited low-performing California middle schools so they can learn more about Project READ
- Present at one of the **Regional Institutes**
- **Host Site Visits** attended by site teams from interested middle school sites

Regional Institutes

In Year 5, teams from each of the Project READ sites gather at one of three Regional Institutes across California to share what they have learned and to learn from one another.

- These Project READ site teams are joined at the Regional Institutes by teams from other California middle schools interested in learning more about implementing Project READ at their sites.

Integrated System of Evaluation

Evaluation activities are integrated into the implementation of Project READ to provide continuous feedback for program improvement, and take place throughout the five years of implementation. Activities include the following tools and processes: the Fidelity of Implementation Rubric (FIR), End-of-Event and Follow-up surveys, observations of Site Coaches and individual teachers in action, twice-annual site surveys, and the sharing of student outcomes data.

- The Fidelity of Implementation Rubric (FIR) is completed twice per year, fall and spring by the Site Implementation Teams with their Site Coaches to facilitate and guide implementation planning and coaching at the sites. Completed FIRs are

also shared with Project READ Evaluators who summarize implementation progress across the entire project, as well as by key element in order to identify areas of need. This information is shared with the Project READ Content Lead who works with trainers and Site Coaches to augment, focus, and improve supports.

- Training End-of-Event and Follow-up surveys provide participants the opportunity to rate and comment upon the training and personnel development support received. The Coordinating Coach and Project READ Evaluators use this feedback to guide efforts to increase the usefulness and effectiveness of the personnel development, training, and coaching provided. In addition, the Coordinating Coach, Content Lead, and/or Evaluators observe training and on-site coaching to ensure fidelity.
- Instructional fidelity in the classroom is observed by Site Coaches, Lead Administrators, and/or members of the Project READ Implementation Team to inform the adjustment of training and coaching to meet the needs of classroom teachers and their students.
- School Site participants in Project READ are invited to provide feedback on their overall experience of Project READ as well as their experiences of receiving coaching through an electronic survey mid-year and at the end of each year, to enable Project READ to incorporate that feedback into planning and make mid-course adjustments as the project unfolds. This information is summarized and then shared with the Site Coaches and impacts the content of future Site Coach trainings.
- School sites share student outcomes data with Site Coaches and the Project READ Evaluators as part of the FIR Bundle implementation planning process. Automated reports on students receiving reading interventions through the Scholastic Academic Measures (SAM) database built into READ 180 are also shared with their Site Coaches and the Project READ Evaluators. The Project READ Implementation Team draws on both of these student data sources to gear coaching and training toward addressing the needs of teachers and sites in improving the outcomes of their students. Project READ Evaluators also use this data to summarize and report overall progress to OSEP regarding specific proficiency level goals for Project READ.

Student Reading Progress Monitoring

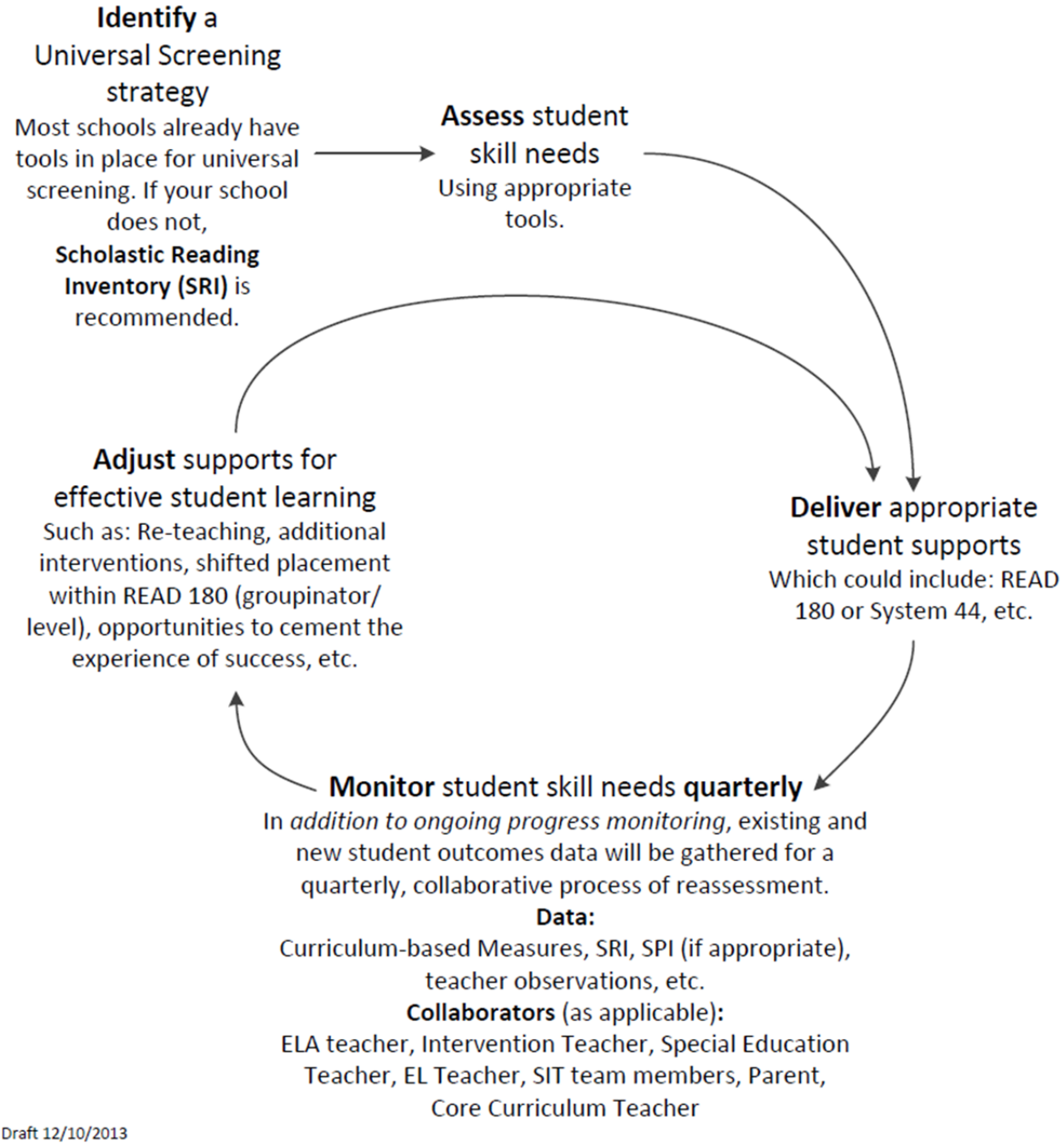
Student Reading Progress Monitoring is a scientifically-based practice that is used to assess students' academic performance in reading and determine the effectiveness of intervention and instruction. The use of student reading progress monitoring results in more appropriately targeted instruction that supports students' reading abilities and overall academic performance. Measuring student reading progress over time ensures appropriate instruction and intervention matched to individual student needs. Thus, this systematic data monitoring allows for data-driven instructional decisions.

The implementation of Student Reading Progress Monitoring includes the following:

- **Identify** a Universal Screening Tool for the purpose of determining the students' current reading levels and identification of students in need of reading intervention strategies.
- **Assess** students' essential basic reading skills of phonics, vocabulary, fluency, and comprehension to determine their reading levels and needs. Assessment tools can include Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), Star Testing (CST/CMA/CELT and Common Core equivalents), Curriculum-Based Measures, Teacher Observations and Grades.
- **Deliver** appropriate reading intervention support (Read 180, System 44, Curriculum-based strategies).
- **Monitor** student reading skill progress at least quarterly, **in addition to on-going Reading Progress Monitoring embedded in the reading intervention strategies implemented**. Existing and new student outcomes data will be gathered for a quarterly, collaborative process of monitoring student progress in reading resulting in data-driven instructional decisions.
- **Adjust** instructional strategies and supports to address effective student learning and progress in reading skills.
- **Continue to Deliver, Monitor and Adjust** to ensure students' reading progress and success.

Student Reading Progress Monitoring Map

The ***Student Reading Progress and Monitoring Map*** example depicted below graphically outlines the process described above and can be used as a guide for the READ School Site Team to compare or develop their school's unique system for Student Reading Progress Monitoring.



Key Participants in the Collaborative Review Process

Assessment and Progress Monitoring **must** include the following participants:

- Site Implementation Team member(s)
- Each Student's ELA and Reading Intervention Teachers
- Special Education Teacher
- English Learner (EL) Teacher

The following stakeholders should participate as needed/appropriate:

- Project READ Site Coach
- Core Curriculum Teachers
- Parents and Students
- District Support Personnel (Psychologist, Reading/Curriculum Specialist, etc.)

Key Tools for Assessing and Monitoring Student Reading Skills

- STAR Testing (CST/CMA/CELDT and Common Core equivalents)
- Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI)
- Teacher Observations
- Grades
- Curriculum-based Measures
- READ 180/System 44 Supports

Map Development Timeline

By the end of Project Year 2 (June 30, 2015), the SIT articulates, develops, refines, and implements a complete map of their student reading progress monitoring process with assistance, if needed, from the Site Coach. The SIT uses their map internally, and eventually shares it with the Project READ community as is timely and appropriate.

November 2014	Development of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach
December 2014	Refinement of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach

January – June 2015	Implement and Use Internally the READ school site's Student Reading Progress and Monitoring Map
March 2 – 6, 2015	Leadership Academy #6, Share Maps

READ 180 Data Dashboards for Students, Teachers, and Leaders

Data dashboards within READ 180 enable immediate and ongoing access to a wide range of student reading progress data to inform everyone involved on the progress being made.

Student Dashboard – enables the student to track their Lexile level, vocabulary, and comprehension progress, what they've read, and their personal best streaks and high scores. Gaming behaviors are used to increase motivation and ownership of learning.

Teacher Dashboard – provides teachers with up-to-the-minute and scheduled reports of student time on task and use of the software; as well as performance and progress, to help drive planning and instruction; and even suggests groupings of students for differentiated daily instruction with lesson plans and resources specific to their needs.

Leadership Dashboard – gives school and district administrators and site coaches, access to data, by teacher, to enable them to support implementation with fidelity.

Scholastic Achievement Manager (SAM) – offers teacher- and school-level aggregation of student performance data, and includes over 60 reports accessible to both teachers and leaders.

Student Data Access and Reporting in Project READ

- All Project READ/SPDG project objectives related to student assessments and outcomes focus on CST or CCSS equivalent test scores that are aggregated at the schoolwide level. No individual student outcomes are reported or identifiable.
- Individual student assessments are tracked and utilized internally by schools utilizing the READ 180 software. All support given to schools by Project READ around student data will fully comply with the protocols of the selected LEAs, LEA policies around data security, and in accordance with Institutional Review Board (IRB) approval for Use with Human Subjects.
- According to the IRB approval, the School Site gives Project READ Site Coaches, and the Coach Coordinator and Content Lead, as well as the Project

READ Evaluators, access to their Scholastic Achievement Manager (SAM) database information on student performance and participation at their site as well as sending requested summary automated reports for the purposes of coaching support and program evaluation.

- The Project READ Site Coaches & Evaluators agree to maintain the confidentiality of student records in accordance with all applicable state and federal laws and regulations (e.g., FERPA). Electronic data is housed on a password-protected computer and stored in an encrypted format, and any hard copies of data files with identifying student information will be kept in a locked file cabinet. Data for reports disseminated to public audiences are reported in an aggregate format, without identifying students individually.

Parent & Family Involvement

Parent and family involvement and support is a key factor in middle school student reading achievement and success, and thus Project READ has built into the program a way of bringing parents and family members together to foster their active and direct involvement in their students' education.

Project READ supports the development of a **2-hour workshop** designed for the parents and family members of the middle school students, to be **presented two times a year for each school** at the school site, focusing on:

- how to support their student's reading achievement
- understanding how the READ 180 system and instructional model works
- the way in which their child's progress is measured
- how to access the bilingual Family Portal of READ 180
- becoming familiar with reading requirements for success in college and careers

Project READ contracts with Parent Training and Information (PTI) Centers to develop the workshop curriculum in collaboration with the Project READ Content Lead. To build local capacity, the PTIs will also explore the development of supplemental resources and communication avenues to help families access reading support for their students and themselves, and strengthen relationships with local schools beyond the workshops.

A protocol for developing and communicating the final Parent/Family Workshop curriculum based on Evidence-based Professional Development Practices to PTIs who will ultimately serve Project READ school sites is outlined below.

The 2-hour Parent and Family Workshops are **delivered by Trainers from the PTIs or Community Parent Resource Centers (CPRCs)** already serving the areas in which the participating middle schools are located. The trainings will be held at the Project READ school sites so all parents have access, and all parents already know how to get to the school site. School sites are instructed by Project READ staff to use the following protocol to request the two on-site annual trainings:

Protocol for How Project READ School Sites Contact the PTI and Request the Two Annual Trainings:

1. At the beginning of Project READ Year 2 (July – September, 2014), Project READ Lead Administrator requests the two annual Parent/Family Workshop trainings by sending an e-mail to:

   Susan Henderson, Executive Director, Disability Rights Education & Defense Fund (DREDF). Her e-mail address is: shenderson@dredf.org

2. Once Susan receives this request, she will contact the closest PTI Trainer and connect the School Site Contact Person and the PTI trainer via e-mail to schedule Parent Workshops with each school site (two per year in Years 2-5).

After each training, the PTI which provided the training will invoice Project READ for their training stipend (protocols for invoicing are provided in the PTI's contracting agreement with Project READ).

- Following the trainings, the trainers are **available to parents and family members via e-mail or telephone for ongoing support**, or for answering questions as they arise throughout the school year.

The Lead Administrator from each school attends at least one of the two workshops at their school each year to meet the parents and provide a link to the school, as well as to observe and give feedback to the trainer to ensure continuous improvement.

Project READ Practice Implementation Guide Appendix

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- **I – A** Project READ Logic Model
- **I – B** Project READ Organization Chart
- **I – C** Project READ Objectives and Performance Measures
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- **II – A** Site Implementation Team Roster and Meeting Sign-in Sheet
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- **III – A** Lead Administrator Responsibilities
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- **IV – A** Project READ School Site Coach Qualifications and Responsibilities
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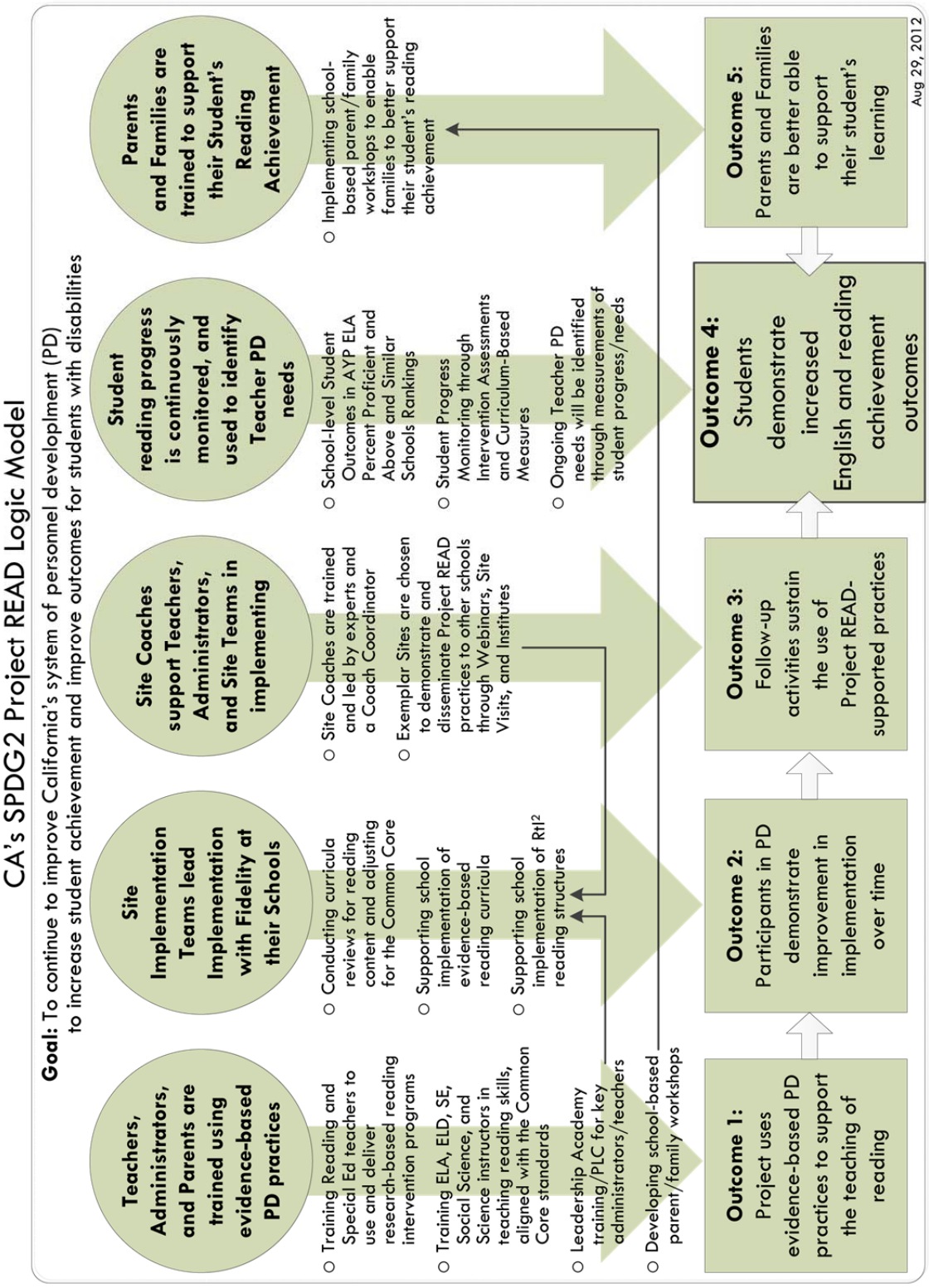
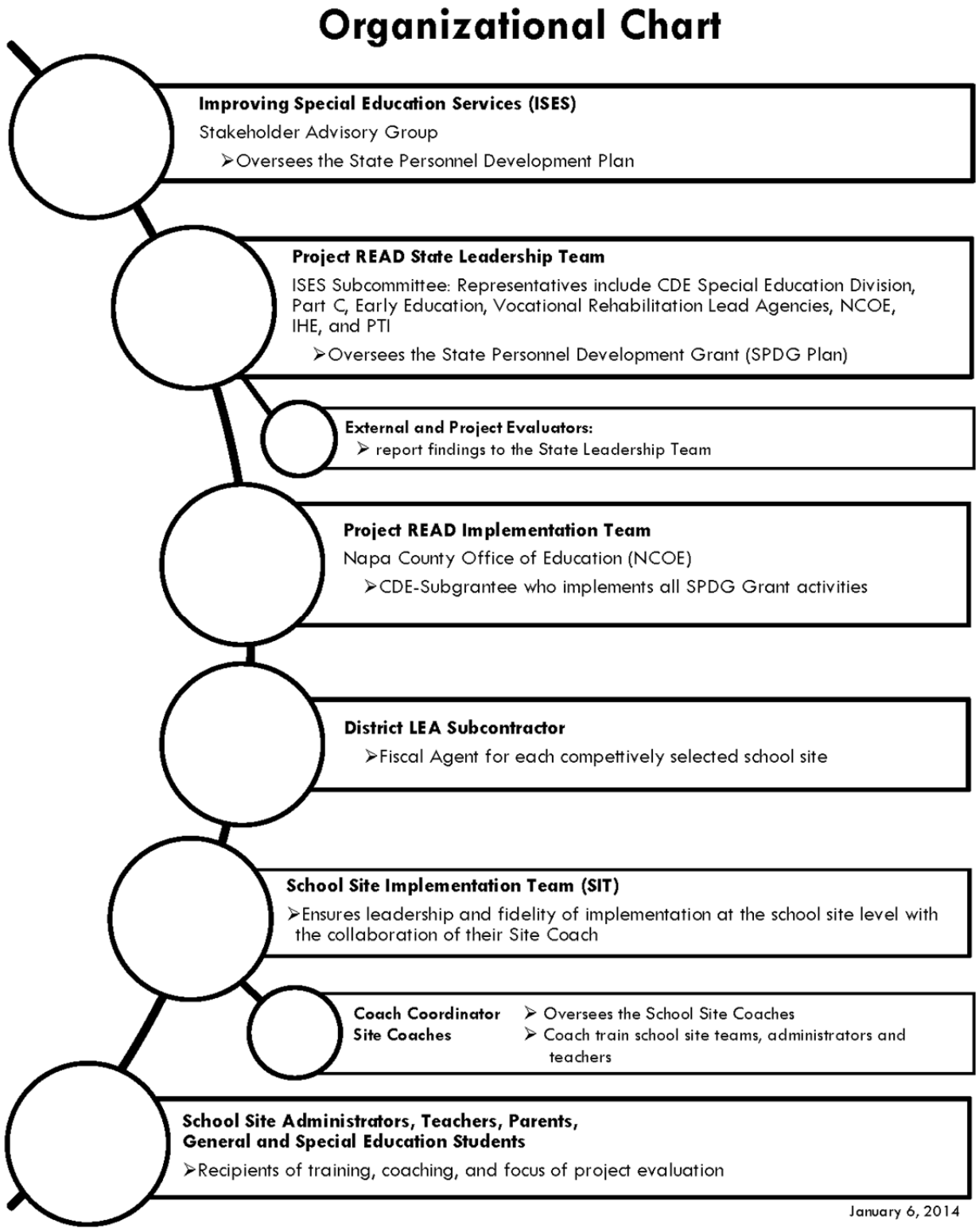
Section V: Project READ Calendar

Section I: Project READ Overview

I – A: Project READ Logic Model



I – B: Project READ Organization Chart



I – C: Project READ Objectives and Performance Measures

1. To use evidence-based PD practices to design and deliver training and follow-up activities that increase the knowledge and skill of school personnel in delivering evidence-based reading instruction and intervention, and of families in supporting students' reading.

   1.a. OSEP's SPDG rubric of evidence-based PD components (this rubric can be downloaded at http://signetwork.org/content_page_assets/content_page_205/Rubric_SPDG_PD1v2Nov2011.doc)

      1.a.i. Project READ will score 3 or 4 on OSEP's SPDG rubric of evidence-based PD components for >50% of components by Year 2 end.

      1.a.ii. Project READ will score 3 or 4 on OSEP's SPDG rubric of evidence-based PD components for >70% of components by Year 3 end.

      1.a.iii. Project READ will score 3 or 4 on OSEP's SPDG rubric of evidence-based PD components for >80% of components by Year 4 end.

      1.a.iv. Project READ will at least maintain scores of 3 or 4 on OSEP's SPDG rubric of evidence-based PD components for >80% of components by the end of the project.

   1.b. By the end of year 3, in collaboration with the IHE partners and Parent Training Information (PTI) Centers, Project READ will have created and produced evidence-based PD training courses and workshop curricula in the form of: two Online Courses with In-person Training; Facilitator Guides and Fidelity Checklists for teaching reading in the content areas; 14 recorded Leadership Academy trainings/Webinars; and one Parent Workshop with Facilitator Guide and Fidelity Checklist, each of which have been delivered at 44 middle schools to teachers, administrators, or parents.

   1.c. By the end of Year 4, forty-four low-achieving middle school sites from varied districts will be actively engaged in receiving PD, each with at least 20 participants having received PD around teaching reading, and two site team members having attended at least 75% of Leadership Academy trainings and Webinars.

2. To increase the percentage of personnel and schools implementing the practices/components of Project READ with fidelity.

   2.a. By the end of the second year of training and support, at least 75% of school sites that actively participate in Project READ will implement ≥50% of the practices/components on the Fidelity of Implementation Rubric (FIR).

2.b. By the end of the project, at least 75% of school sites that actively participate in Project READ will implement ≥80% of the practices/components with fidelity as demonstrated on the Fidelity of Implementation Rubric (FIR), and confirmed by an outside observer.

2.c. By the end of the second year of training and support, 80% of teachers who complete PD will earn ratings of "good or exemplary" on ≥70% of items on the appropriate Intervention Fidelity Checklist.

3. To provide follow-up activities (teacher/administrator/site team coaching, site/district peer support, intervention and implementation fidelity checklists, Exemplar Sites, and data tools) to sustain and improve READ's evidence-based practices.

   3.a. 60% of Project READ funds are used for activities designed to sustain the implementation and use of the reading instruction and intervention practices.

   3.b. By the end of the project, at least 75% of school sites that actively participate in Project READ will implement ≥80% of READ's practices/components on the FIR with fidelity, with written plans to sustain those practices in the post-grant period.

   3.c. Year Five Exemplar Sites and Regional Institutes

      3.c.i. By the end of the project, 12 Exemplar Sites will be selected and featured in a recorded/archived Webinar, host three Site Visits each, and present at one of the three Regional Institutes focused on disseminating Project READ materials and practices.

      3.c.ii. By the end of the project, a total of at least 200 people from newly interested low-performing middle schools will have participated in a Project READ Webinar and/or Site Visit and/or Regional Institute focused on disseminating materials and practices.

4. To improve English and reading achievement outcomes of all students, and particularly students with disabilities.

   4.a. All Students increase proficiency

      4.a.i. By the end of the project, the percentage of **all students** who score proficient or advanced on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will increase by ≥15 points in at least 70% of school sites implementing with fidelity.

      4.a.ii. By the end of the project, the percentage of **all students** who score proficient or advanced on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language

Arts, will increase by ≥20 points in at least 40% of sites implementing with fidelity.

4.b. Students with Disabilities increase proficiency

4.b.i. By the end of the project, the percentage of **students with disabilities** who score proficient or advanced on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will increase by ≥15 points in at least 70% of school sites implementing with fidelity.

4.b.ii. By the end of the project, the percentage of **students with disabilities** who score proficient or advanced on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will increase by ≥20 points in at least 40% of sites implementing with fidelity.

4.c. Decreasing the percentage of All Students Below Basic

4.c.i. By the end of the project, the percentage of **all students** who score below basic or far below basic on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will decrease by ≥10 points in at least 70% of school sites implementing with fidelity.

4.c.ii. By the end of the project, the percentage of **all students** who score below basic or far below basic on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will decrease by ≥15 points in at least 40% of sites implementing with fidelity.

4.d. Decreasing the percentage of Students with Disabilities Below Basic

4.d.i. By the end of the project, the percentage of **students with disabilities** who score below basic or far below basic on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will decrease by ≥10 points in at least 70% of school sites implementing with fidelity.

4.d.ii. By the end of the project, the percentage of **students with disabilities** who score below basic or far below basic on the CA Standards Test (CST), or equivalent Common Core State Standard (CCSS) Assessment, for English Language Arts, will decrease by ≥15 points in at least 40% of sites implementing with fidelity.

5. To facilitate parent/family involvement in supporting their student's reading achievement.

   5.a. Parent/Family workshops are conducted annually at ≥80% of schools beginning in Year 2.

   5.b. ≥90% of parent/family attendees' report they are better prepared to support their students' reading achievement.

I – D
Project READ Pyramid of Interventions

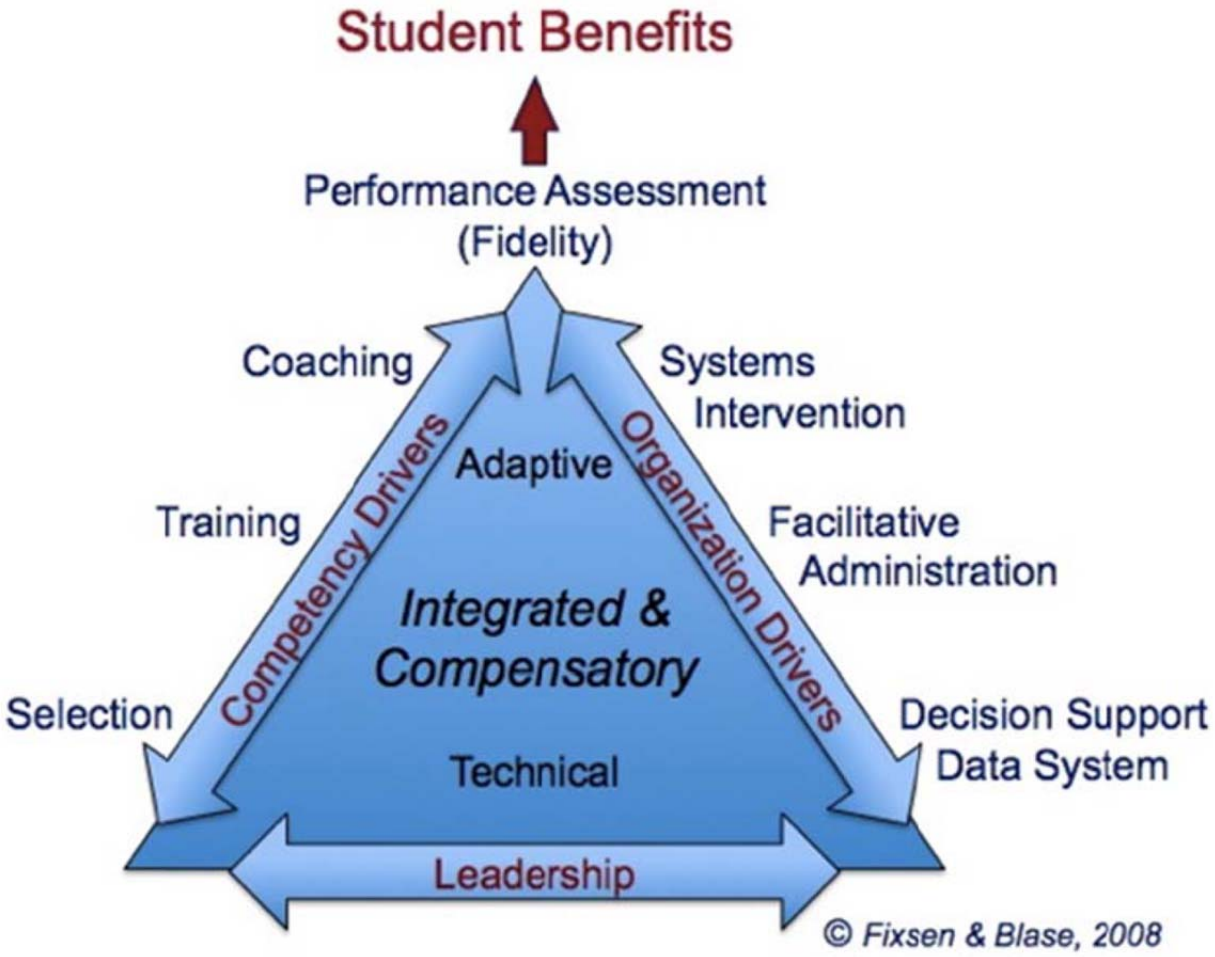
I – E: Stages of Implementation (NIRN)

© National Implementation Research Network (NIRN)

STAGES OF IMPLEMENTATION

		Pre-Exploration Stage	Exploration Stage	Installation Stage	Initial Implementation Stage	Full Implementation Stage
		Current State	**Actively considering a change**	**Preparing for use of the innovation**	**Actively engaged in learning how to do and support the doing of the innovation**	**Actively working to make full use of the innovation as part of the organization's typical functioning**
IMPLEMENTATION DRIVERS	**Selection**	Human resource department does whatever it does to recruit and hire staff	Developing new job descriptions and pay scales	Developing new interview protocols with hiring criteria specific to the innovation	Interviews conducted by individuals with expertise in the innovation; using innovation-specific protocols and hiring criteria	Results of interviews are used to analyze data on staff performance and longevity; changes in interview methods are based on data analyses
	Training	Hire staff with particular degrees and years of experience	Developing/locating content specific to the core components of the innovation	Developing/locating specific content; preparing a workshop schedule; finding space;	Training conducted by individuals with expertise in the innovation using innovation-specific content; behavior rehearsal to criterion performance	Results of pre-post tests of knowledge and skills are used to analyze data on trainer and staff performance and longevity and used to improve specific sections of the training
	Coaching	A current employee is appointed to supervise practitioners	Actively recruiting a person with expertise in the innovation; new job description & pay scales	A person with expertise in the innovation has been hired; acceptable coach: practitioner ratios established; a coaching schedule is developed	Coaching occurs at least once a week for each practitioner; a staff development plan is established for each practitioner; coaching time is divided between direct observation, behavior rehearsal, and data reviews	At least annually practitioners rate their satisfaction with the helpfulness and quantity of coaching they receive; data on coaching frequency, duration, and helpfulness are used to analyze data on staff performance and longevity and used to improve coaching
	Performance Assessment	Supervisors provide their opinions regarding each practitioner's performance	Core components of the innovation are reviewed to see how they can be assessed in practice	A careful review has been conducted to align the content/criteria used in selection interviews and preservice training with areas to be assessed in practice	The performance of each practitioner is assessed at least quarterly until performance criteria / fidelity is reached on a consistent basis; assessment methods include direct observation (live; recorded), data reviews, and consumer queries (e.g. satisfaction questionnaires)	At least annually practitioners rate their satisfaction with the helpfulness and promptness of reporting of performance assessments; practitioner performance data are used to analyze data on staff selection, training, and coaching and are used to improve performance assessment methods; process data are correlated with consumer outcome data
	Decision Support Data Systems	Information is collected regarding funding and issues related to regulations and compliance	Outlining areas relevant to the innovation in order to evaluate processes and outcomes	Active work is done to develop / locate appropriate measures of organizational functioning; staffing is arranged	The functioning of the organization with respect to the innovation is routinely measured and the results are reported monthly to practitioners, coaches, and administrators	Quarterly and annual reports display the results with respect to innovation and organizational processes and outcomes; at least annually staff members rate their satisfaction with the helpfulness and promptness of reporting of organizational assessments; staff routinely make decisions based on the reported findings
	Facilitative Administra-tion	Organizational structures and functions are focused on compliance and cost containment	Senior administrators are examining changes needed to fully support the innovation	Specific plans are made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the innovation	Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the innovation	Senior administrators make use of the decision support data system reports and other sources of information to assure integration of the selection, training, coaching, and assessment functions associated with the innovation; administrators at all levels look for ways to improve practicioner skill levels, satisfaction, and time with consumers
	Systems Interventions	Meetings are held with officials outside the organization for purposes of contracting and reporting	Senior administrators examine the fit between the innovation and system requirements outside the organization	Specific plans are made to meet with officials in external systems to change current requirements to more fully align systems to support the innovation	Organized effort is put into working with leaders in external systems to align their structures and functions to fully support the innovation	Senior administrators make use of the decision support data system reports and other sources of information to continue to educate leaders in external systems to continue to influence those systems to more fully support the practitioners' work with consumers and the organization's support for practitioners

I – F: Implementation Drivers



I – G: Six Characteristics Identified in How People Learn

Planning

Introduce Engage the learner in a preview of the material, knowledge, or practice that is the focus of instruction or training

Illustrate Demonstrate or illustrate the use or applicability of the material, knowledge, or practice for the learner

Application

Practice Engage the learner in the use of the material, knowledge, or practice

Evaluate Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge or practice

Deep Understanding

Reflection Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying “next steps” in the learning process

Mastery Engage the learner in a process of assessing his or her experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria.

Project READ Evidence-Based Professional Development Practices Checklist

Training Title:

Training Date(s): Intended Population:

Skills Taught:

	Characteristic	Plan to Address Item
Planning	**Introduce:** Engage the learner in a preview of the material, knowledge or practice that is the focus of instruction or training.	
	Illustrate: Demonstrate or illustrate the use or applicability of the material, knowledge or practice for the learner.	
Application	**Practice:** Engage the learner in the use of the material, knowledge or practice.	
	Evaluate: Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge or practice.	
Deep Understanding	**Reflection:** Engage the learner in self-assessment of his or her acquisition of knowledge and skills as a basis for identifying "next steps" in the learning process.	
	Mastery: Engage the learner in a process of assessing his or her experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria.	

Review Date:

Characteristic	Example Practices	Example Trainer Roles	Example Trainee Roles
Introduce	➢ Out-of-class learner activities/ self-instruction ➢ Classroom/workshop presentations ➢ Pre-class learner exercises	➢ Preview learning topic ➢ Describe key elements ➢ Provide examples ➢ Include trainee input ➢ Illustrate application	➢ Complete pre-training preview ➢ Pre-class/workshop exercises ➢ Provide input on the learning topic ➢ In-class/workshop warm-up exercises
Illustrate	➢ Trainer role playing/simulations ➢ Learner-informed input	➢ Establish learning standards ➢ Provide guidance to learners ➢ Provide behavioral suggestions	➢ Provide examples of application ➢ Trainee roleplaying, games, etc
Practice	➢ Real-life learner application ➢ Real-life learner application/ role playing	➢ Facilitate application ➢ Observe trainee application	➢ Implement/practice use of the subject matter
Evaluate	➢ Self-assessment of strengths/weaknesses	➢ Provide in vivo feedback/guidance ➢ Facilitate learner assessment of options ➢ Engage learners in self-assessment	➢ Evaluate use of the knowledge or practice ➢ Standards-based evaluation
Reflection	➢ Identify performance improvement goals ➢ Journaling/behavior suggestions	➢ Joint planning ➢ Trainer guidance	➢ Conduct self-assessment ➢ Trainer-guided learner reflection ➢ Journaling ➢ Group discussion of understanding
Mastery	➢ Standards-based assessment	➢ Trainer/trainee mentoring	➢ Trainer/trainee mentoring

Section II: Fidelity of Implementation Rubric and Implementation Planning Bundle

II – A: Site Implementation Team Roster and Meeting Sign-in Sheet

CA's Project READ - Site Implementation Team Roster & Meeting Sign-in Sheet

School Name:

Lead Administrator Name: Email: Phone:

Site Coach Name: Email: Phone:

Meeting Date:

Name	Role	Grade(s) / Subject(s)	Email	Phone	Meeting Sign-in

CA's Project READ Site Implementation Team Roster 1/6/14

CA's Project READ – Student Outcomes Summary Sheet

School: Date Completed:

Please fill in the 2013 CST ELA data for your school in the following table, for purposes of planning and evaluation. Please fill in scores for your **entire school**, not just focusing on students who are enrolled in classes or programs that will be directly involved in Project READ activities.

Project READ will transfer these test results into an Excel file for your use in future years that provides automatic charting of student progress year by year schoolwide and for each group. Common Core State Standards (CCSS) equivalents will be used in lieu of CST results when they become available.

2013 CST ELA	All Students, All Grades	All Students, Grade 6	All Students, Grade 7	All Students, Grade 8	Students with Disabilities, All Grades	English Learners, All Grades	Socio-economically Disadvantaged, All Grades
# of Students Tested							
% of Enrollment							
# of Students with Scores							
Mean Scale Score							
# Advanced							
# Proficient							
# Basic							
# Below Basic							
# Far Below Basic							

II – C: Site Academic Measures Metafiles (SAMM) Instructions and Sample Profile

SAMM Purchase and Installation Instructions

SAMM is a Site Academic Measures Metafile that collects and charts data from a wide range of publicly available databases on the California Department of Education (CDE) Web site into **a Site Profile layout showing demographics and Accountability Progress Reporting, such as Adequate Yearly Progress (AYP) and Academic Performance Index (API), from the past five years at the school site level**.

A SAMM Site Profile pdf will be provided by the Project READ evaluators to each site for use alongside the CST ELA Student Outcomes Summary Sheet for examining student needs and outcomes in the planning process.

In addition, **in Year 1, sites receive a $200 stipend** in support of purchasing the FileMaker Pro 13 software on which SAMM runs, to then have SAMM accessible at the school site to generate their SAMM Site Profile or view the SAMM Site Profiles of other Project READ sites.

Here are the steps to setting up SAMM at the school site:

1. Purchase **a single Filemaker Pro 13 Workstation license**.

   FileMaker Pro is a desktop application that is relatively inexpensive, and can be purchased with an **educational discount**. *The cost should be less than $200. Choose the outright purchase option, not an annual subscription*.

2. Make the purchase and **invoice CalSTAT for the $200 FileMaker stipend by June 30, 2014**.

3. **Install Filemaker Pro 13** on a single computer at the school.

4. **A SAMM download link will be provided** where the school can go to download the SAMM file to that computer once Filemaker Pro has been installed.

5. Instructions on using SAMM to generate and print or make a pdf of a Site Profile will be provided on the SAMM download Web page.

SAMM will be updated annually with new and newly updated CDE datafiles. CDE often updates data more than once a year, so consult DataQuest for the most current data values.

SAMM Sample Site Profile

CDS	99999999999999	Grades	6-8	Opened	9/3/1997	Charter?	N	Charter Funding	
District	Sample Unified					County	Sample County		
School	Sample Middle					City	Sample City		

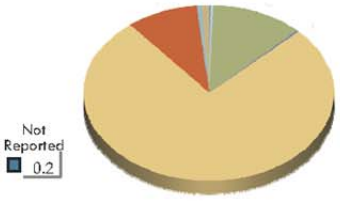
Enrollment Year-to-Year

Source: CBEDS

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
1,316	1,256	1,201	1,125	1,135	1,090

Enrollment % by Ethnicity (2012-13)

Source: CBEDS 2012-13



9.3	African American	76.3	Hispanic/Latino
0.4	American Indian/ Alaska Native		Pacific Islander
11.9	Asian	0.6	White
0.3	Filipino	1.0	Two or More Races

Enrollment % by Other Subgroups

Source: AYP 2013 ELA Enrollment

15.3	Students with Disabilities	95.1	Socioeconomic Disadvantaged	70.6	English Learner

Accountability Progress Reporting

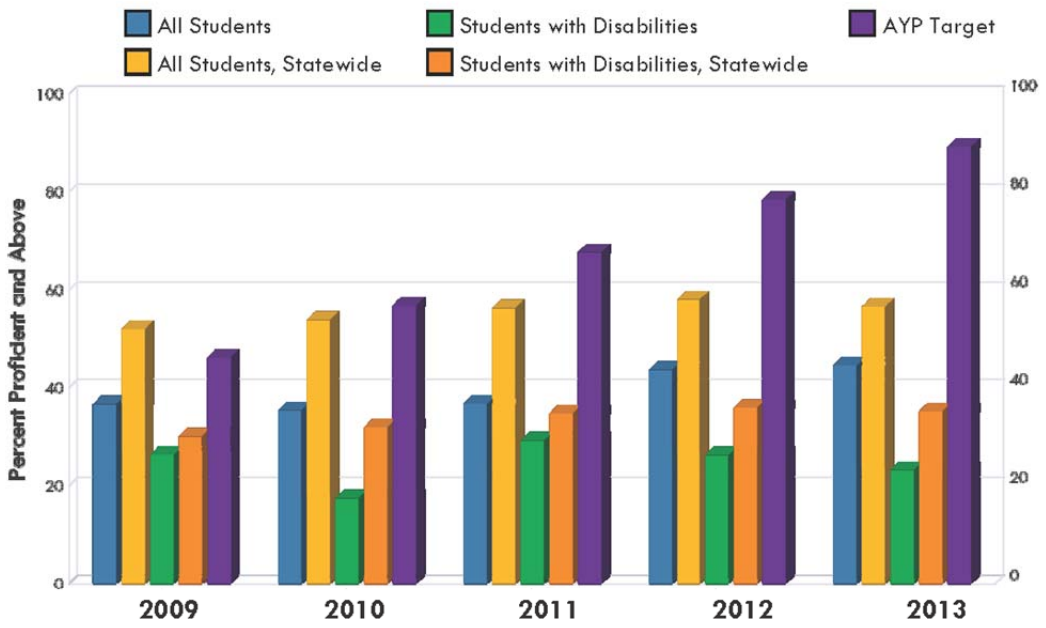
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Program Improvement (PI) Status	In PI	In PI	In PI	In PI	In PI	In PI
PI Placement	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5

	2008	2009	2010	2011	2012	2013
Statewide & Similar Schools Rankings	4 & 10	3 & 9	2 & 5	2 & 4	2 & 6	Not Available
Met Schoolwide API Growth Target	Yes	No	No	Yes	Yes	Yes
Met All Subgroup API Growth Targets	Yes	No	No	No	No	No
AYP Criteria Met/Possible	21 / 29	16 / 29	16 / 27	17 / 27	24 / 25	16 / 25

Fields are blank when no data is available from CDE, which can occur for multiple reasons.
B=This measure isn't calculated for this site, as it is a District or ASAM school.
D=There is no growth target for this site, as it is a District or ASAM school.

CDS	99999999999999	Grades	6-8	Opened	9/3/1997	Charter?	N	Charter Funding	

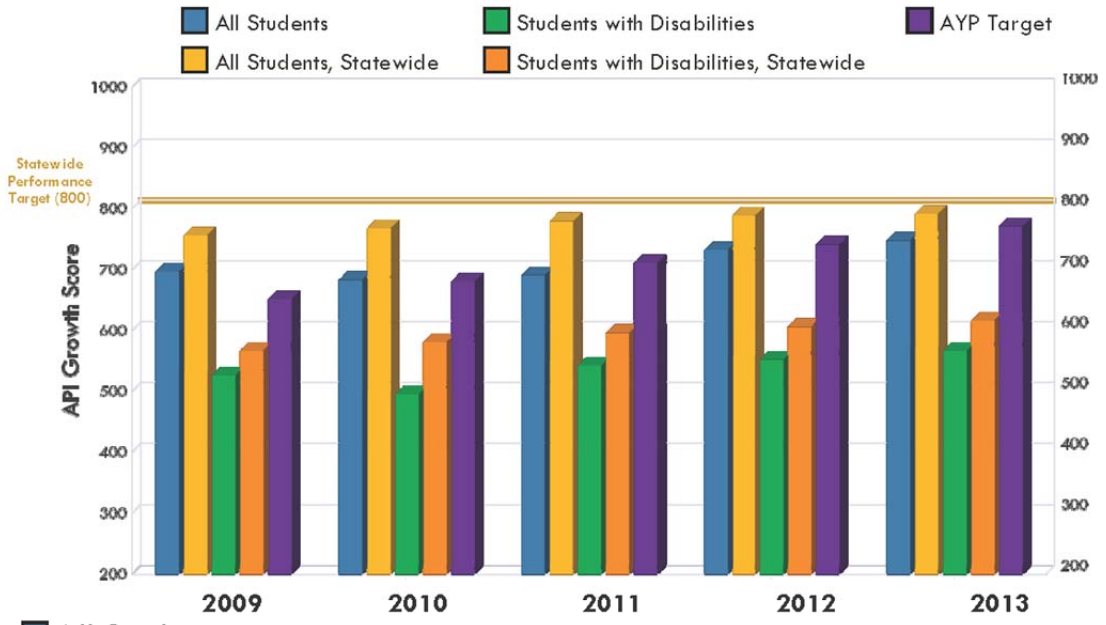
English-Language Arts (AYP), % Proficient and Above



	2009	2010	2011	2012	2013
All Students	36.5	35.3	36.6	43.5	44.4
Students with Disabilities	26.2	17.4	29.1	26.1	23.1
African American	34.0	35.2	37.9	49.4	47.6
Hispanic or Latino	34.5	33.3	34.6	41.7	43.0
Socioeconomic Disadvantaged	36.5	35.3	36.5	43.5	44.5
English Learner	26.9	27.9	26.7	35.8	36.3
AYP Target	46.0	56.8	67.6	78.4	89.2

CDS	99999999999999	Grades	6-8	Opened	9/3/1997	Charter?	N	Charter Funding	

Academic Performance Index (API) Growth Score



	2009	2010	2011	2012	2013
All Students	696	682	690	731	747
Students with Disabilities	525	494	541	551	566
African American			643	728	733
Hispanic or Latino	690	673	682	720	741
Socioeconomic Disadvantaged	696	682	690	731	748
English Learner	658	654	657	701	713
AYP Target	650	680	710	740	770

CDS	99999999999999	Grades	6-8	Opened	9/3/1997	Charter?	N	Charter Funding	

Progress Towards Meeting Academic Performance Index (API) Targets

	2008 Base API / 2009 Growth API		2009 Base API / 2010 Growth API		2010 Base API / 2011 Growth API		2011 Base API / 2012 Growth API		2012 Base API / 2013 Growth API	
	2008 Base	2009 Growth	2009 Base	2010 Growth	2010 Base	2011 Growth	2011 Base	2012 Growth	2012 Base	2013 Growth
All Students	722	696	684	682	682	690	690	731	730	747
	5	-26	6	-2	6	8	6	41	5	17
	Growth Target	Growth Actual	Growth Target	Growth Actual	Growth Target	Growth Actual	Growth Target	Growth Actual	Growth Target	Growth Actual
Students with Disabilities	594	525	510	494	494	541	541	551	553	566
	10	-69	15	-16	15	47	13	10	12	13
African American	691		651		649	643	643	728	731	733
Hispanic or Latino	713	690	677	673	672	682	682	720	720	741
	5	-23	6	-4	6	10	6	38	5	21
Socioeconomic Disadvantaged	722	696	684	682	682	690	690	731	730	748
	5	-26	6	-2	6	8	6	41	5	18
English Learner	692	658	647	654	654	657	657	701	701	713
	5	-34	8	7	7	3	7	44	5	12

A=There is no target for schools scoring at or above the statewide performance target of 800.
B=This measure isn't calculated for this site, as it is a District or ASAM school.

CDS 99999999999999 | Grades 6-8 | Opened 9/3/1997 | Charter? N | Charter Funding

AYP Criteria Met

(1 of 2)

	2009	2010	2011	2012	2013
AYP Criteria Met/Possible	16 / 29	16 / 27	17 / 27	24 / 25	16 / 25
API Target Met	Yes	Yes	Yes	Yes	Yes
Schoolwide Graduation Rate Met	N/A	N/A	N/A	N/A	N/A
Schoolwide Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No
Math	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / Yes
Students with Disabilities Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / No	Yes / Yes	Yes / No	Yes / No
Math	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No
African American Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / --	Yes / --	-- / --	-- / --
Math	Yes / No	Yes / --	Yes / --	-- / --	-- / --
Hispanic or Latino Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No
Math	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / Yes
Socioeconomically Disadvantaged Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No
Math	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / Yes
English Learners Participation Rate / Percent Proficient or Above Met					
ELA	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No
Math	Yes / No	Yes / No	Yes / No	Yes / Yes	Yes / No

CDS 99999999999999 | Grades 6-8 | Opened 9/3/1997 | Charter? N | Charter Funding

AYP Criteria Met

(2 of 2)

	2009	2010	2011	2012	2013
AYP Criteria Met/Possible	16 / 29	16 / 27	17 / 27	24 / 25	16 / 25
American Indian or Alaska Native Participation Rate / Percent Proficient or Above Met					
ELA	-- / --	-- / --	-- / --	-- / --	-- / --
Math	-- / --	-- / --	-- / --	-- / --	-- / --
Asian Participation Rate / Percent Proficient or Above Met					
ELA	Yes / Yes	Yes / Yes	Yes / No	Yes / Yes	Yes / No
Math	Yes / No	Yes / No	Yes / Yes	Yes / Yes	Yes / No
Filipino Participation Rate / Percent Proficient or Above Met					
ELA	-- / --	-- / --	-- / --	-- / --	-- / --
Math	-- / --	-- / --	-- / --	-- / --	-- / --
Native Hawaiian or Pacific Islander Participation Rate / Percent Proficient or Above Met					
ELA	-- / --	-- / --	-- / --	-- / --	-- / --
Math	-- / --	-- / --	-- / --	-- / --	-- / --
White Participation Rate / Percent Proficient or Above Met					
ELA	-- / --	-- / --	-- / --	-- / --	-- / --
Math	-- / --	-- / --	-- / --	-- / --	-- / --
Two or More Races Participation Rate / Percent Proficient or Above Met					
ELA	-- / --	-- / --	-- / --	-- / --	-- / --
Math	-- / --	-- / --	-- / --	-- / --	-- / --

SAMM profiles are assembled from data files published by the California Department of Education (CDE). SAMM is updated and checked for consister with DataQuest annually, but users should double-check any discrepancies with http://dq.cde.ca.gov/dataquest as CDE may make more frequent upda Please contact samm.support@calstat.org with questions, comments or for assistance.

"California Department of Education, Special Education Division's special project, State Personnel Development Grant (SPDG) through a contract with the Napa County Office of Education. SPDG is funded from federal funds provided from a federal competitively awarded State Personnel Development Grant to California, #H323A120019, provided from the U.S. Department of Education Part D of the Individuals with Disabilities Education act (IDEA). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education."

California's Project READ - Fidelity of Implementation Rubric (FIR)

School: Date Completed:

Team Members Involved:

1 Exploration/ Initiation	2 Installation/Early Implementation	3 Basic/Full Implementation	4 Advanced/Innovative Implementation	5 Exemplary/Sustainable Implementation	Level in Spring 2014
1. A Project READ **Site Implementation Team** (SIT) Leads Implementation					
Members of the Site Implementation Team (SIT) are being identified and recruited; and initial discussions are underway concerning how and when to meet regularly.	The SIT has filled its roster with at least 7 members including key administrators and teachers, has scheduled regular meetings; and has identified three of its members to participate in the ongoing Leadership Academy.	The SIT is meeting at least monthly with most members attending and actively providing a variety of perspectives; and their SIT representatives are attending the Leadership Academy and reporting back.	Level 3, plus SIT members are leading implementation by sharing practices/processes and engaging in dialogue with the faculty throughout the school site to promote buy in and bring feedback on PR implementation back to the SIT meetings.	Level 4, plus SIT members provide leadership on PR implementation in department meetings; a District-level representative has participated in SIT meetings; any new SIT members are oriented and mentored; and succession planning has been strategized.	
Summary:					
2. A **Fidelity of Implementation Rubric** (FIR) **and Implementation Plan** are Used to Develop, Guide and Monitor Implementation					
The SIT members, together with their Site Coach, are completing the FIR and identifying initial next steps and articulating them in their Implementation Plan.	The SIT and the Site Coach are monitoring and refining the next steps in the Implementation Plan at monthly meetings; and additional meetings and discussions are occurring as needed to accomplish the next steps.	The SIT is completing the FIR and updating their plan in fall and spring each year, and is working on the plan and the next steps at monthly meetings with their Site Coach, toward reaching at least Level 3 on all FIR items.	Level 3, plus the SIT is refining implementation based upon feedback and data, facilitating their own planning and monitoring meetings, and taking the steps necessary to move forward with innovative advanced implementation of key PR elements.	Level 4, plus the SIT is working with the District by sharing processes, products, successes, challenges, needs, and possibilities; and sustainability planning is taking place on key PR elements.	
Summary:					

1 Exploration/ Initiation	2 Installation/Early Implementation	3 Basic/Full Implementation	4 Advanced/Innovative Implementation	5 Exemplary/Sustainable Implementation	Level in Spring 2014
3. Sites are Active Participants in a **Learning Community with Peers** From Other Sites					
SIT members are registering for the PR Online Learning Community and getting to know the online environment.	Level 1, plus Teachers receiving PR training are registering for the Online Learning Community and getting to know the online environment; and the select SIT representatives are participating in the Leadership Academy meetings and webinars.	Level 2, plus administrators and teachers are actively engaging with material (reading/listening/watching) and posting in the Online Learning Community; and site implementation successes, challenges, and/or questions are being shared at the Leadership Academy meetings and webinars.	Level 3, plus the SIT has given a presentation on their site's implementation to other sites through the Leadership Academy, hosting a site visit, a webinar, or a Regional Institute.	Level 4, plus in years 4 and/or 5 some SIT members have visited another PR site to review its FIR and observe implementation at that site, and reported back on their experience and what was learned to the full SIT.	
Summary:					
4. The School's Curriculum and Instruction is **Aligned to the Common Core State Standards** (CCSS)					
Two Common Core (CC) Curriculum Review meetings are being scheduled, and key faculty and administrators are being invited.	CC Curriculum Review meetings have taken place for both ELA and other Content Areas, with key faculty and staff actively involved.	Level 2, plus teachers have received PR training in teaching reading skills in the content areas aligned with the CCSS, and are implementing that learning in the instructional processes in their classrooms, as seen in instructional observations and coaching conversations.	Level 3, plus instructional planning conversations and implementation are occurring toward schoolwide CCSS alignment of instructional practices inclusive of teaching reading skills in the content areas across the curriculum, beyond just the PR teachers, as evidenced in SIT notes.	Level 4, plus instructional planning conversations and implementation are occurring toward schoolwide CCSS alignment of instructional practices inclusive of teaching reading across the curriculum, as evidenced in notes from meetings of departments, school faculty, or the district.	
Summary:					

1 Exploration/ Initiation	2 Installation/Early Implementation	3 Basic/Full Implementation	4 Advanced/Innovative Implementation	5 Exemplary/Sustainable Implementation	Level in Spring 2014
5. English Language Arts **(ELA),** English Learner **(EL),** and Special Education **(SE) Teachers are Teaching Reading Skills**					
Discussions are being initiated to identify ELA, EL, SE, and Reading Intervention teachers to learn new instructional strategies, practices, and approaches for teaching reading skills in their content areas by participating in the Course #1 online modules and onsite training.	The teachers selected have completed the online IRIS modules and coach-facilitated trainings and begun implementing the new instructional strategies, practices, and approaches in the classroom.	Instructional observations and reflective conversations have occurred with all PR teachers who have completed Course #1 to ensure that they are implementing the new instructional strategies, practices, and approaches to teaching reading in their content areas with fidelity.	Level 3, plus individual coaching and professional development needs are identified and prioritized based, in part, on the instructional observations and fidelity checks being conducted, toward enhancing implementation at the classroom-level.	Level 4, plus plans are in place for new and/or additional teachers to complete the online modules and participate in skill sharing, training, and mentoring with other PR teachers toward applying the new instructional strategies in their classrooms; and District professional development plans reference PR resources and practices.	
Summary:					
6. History / Social Studies and Science Teachers are **Teaching Reading Skills in the Content Areas**					
Discussions are being initiated to identify History/Social Studies, and Science teachers to learn new instructional strategies, practices, and approaches for teaching reading skills in their content areas by participating in the Course #2 online modules and onsite training.	The teachers selected have completed the online IRIS modules and coach-facilitated trainings and begun implementing the new instructional strategies, practices, and approaches in the classroom.	Instructional observations and reflective conversations have occurred with all PR teachers who have completed Course #2 to ensure that they are implementing the new instructional strategies, practices, and approaches to teaching reading in their content areas with fidelity.	Level 3, plus individual coaching and professional development needs are identified and prioritized based, in part, on the instructional observations and fidelity checks being conducted, toward enhancing implementation at the classroom-level.	Level 4, plus plans are in place for new and/or additional teachers to complete the online modules and participate in skill sharing, training, and mentoring with other PR teachers toward applying the new instructional strategies in their classrooms; and District professional development plans reference PR resources and practices.	
Summary:					

1 Exploration/ Initiation	2 Installation/Early Implementation	3 Basic/Full Implementation	4 Advanced/Innovative Implementation	5 Exemplary/Sustainable Implementation	Level in Spring 2014
7. Reading Intervention Teachers are **Using Scholastic Reading Programs and Technology**					
Student reading intervention needs are being identified, as well as technology requirements and capacities, toward selecting the right mix of Scholastic READ 180 Next Generation, System 44, English 3D reading programs and SRI assessment licenses for the site.	The appropriate Scholastic reading programs and technologies have been obtained and installed; reading intervention teachers have completed the Scholastic trainings for the programs and are beginning to use them; and there is a clearly articulated process and criteria for which students will be receiving these reading interventions.	Level 2, plus Scholastic reading programs and technology are being used with fidelity for reading intervention and instruction with the identified students; and intervention teachers are sending Scholastic letters and reports to parents to keep them informed of their student's reading progress and ways they can be supportive at home.	Level 3, plus Scholastic programs are an integral part of the school's system of multi-tiered reading instruction and intervention, with expanded use and/or additional programs being integrated as needed; and collaboration is happening through sharing curricula focuses, keyword sheets, and student lexile levels with content area teachers.	Level 4, plus Scholastic student data on lexile level and reading skill strengths and areas needing further development is being shared as a resource tool with content area teachers who are utilizing the data to make instructional decisions to support the teaching of reading skills across the curriculum, and who are also active in referring students in need of assessment.	
Summary:					
8. **Coaching for Individual Teachers** is Prioritized and Provided					
The Lead Administrator and Site Coach are committed to conducting individual teacher instructional observations and coaching conversations with each teacher who completes PR training, toward ensuring that the new strategies and skills are being implemented with fidelity.	The Lead Administrator and Site Coach are identifying and prioritizing teachers who have completed PR training to receive individual coaching based upon fidelity of instruction observations, student outcomes, and assessed student needs; and time is scheduled to provide that coaching.	Identified and prioritized individual PR teachers are receiving individual coaching based upon student outcomes and fidelity of instruction observations and checklist ratings.	Level 3, plus PR teachers who receive individual coaching are actively reflecting on their instructional practices, examining student data, and adjusting their instructional practices.	Level 4, plus PR teachers are sharing and reflecting on their instructional practices in department meetings and self-initiating requests for coaching support as needed.	
Summary:					

1 Exploration/ Initiation	2 Installation/Early Implementation	3 Basic/Full Implementation	4 Advanced/Innovative Implementation	5 Exemplary/Sustainable Implementation	Level in Spring 2014
9. A Process for **Student Reading Progress Monitoring** is Mapped and Followed					
The SIT is beginning to review the universal screening, assessment, placement, intervention and progress monitoring process for student reading, including the instruments, protocols, intervention programs, tiers and criteria, and data to be used for progress monitoring.	The SIT has articulated a full Student Reading Progress Monitoring Map, including universal screening, assessment, placement, and intervention, with details on the instruments, protocols, tiers and criteria, and the data used for progress monitoring.	The Student Reading Progress Monitoring Map's system is being implemented; and the SIT uses student data to review needs and progress, refine the Map and its implementation, and make recommendations for improving coaching and training for teachers.	Level 3, plus the SIT is meeting to review and discuss student progress monitoring data at least twice a year; and teachers are collaboratively discussing data by grade level and/or by content area.	Level 4, plus school site data collaboration teams within and/or across departments collaboratively review student reading progress and needs at least quarterly; and content area teachers have access to student reading data to inform their instructional practices.	
Summary:					
10. **Parents/Family Members are Involved** in their Student's Project READ Experience					
The SIT is discussing timing and approaches to incorporating Parent Workshops at the site, to be led by Parent Training and Information Center trainers.	The SIT has a designated member for communicating with the PTI Lead to request and schedule workshops; a workshop has been scheduled; and the school has invited parents to attend.	Two Parent Workshops are presented each year that articulate PR-supported reading intervention programs and instructional strategies, and how parents can support their student's reading learning, with a site administrator attending one workshop to observe and provide a school presence.	Level 3, plus the SIT reviews and discusses the Parent Workshop end-of-event evaluations and the observations of the site administrator who attended, makes recommendations toward improving future trainings, and does planning for outreach to increase parent participation.	Level 4, plus an administrator or teacher parent-liaison participates in each Parent Workshop, brings parent needs and concerns to the SIT to discuss and follow-up at future Parent Workshops, and interfaces with parents to build positive school-community relationships and develop parent leaders.	
Summary:					

This FIR was developed by the Project READ Implementation Team. www.calstat.org project.read@calstat.org

California Department of Education, Special Education Division's special project, State Personnel Development Grant (SPDG) is funded through a contract with the Napa County Office of Education. SPDG is funded from federal funds provided from a federal competitively awarded State Personnel Development Grant to California, #H323A120019, provided from the U.S. Department of Education Part D of the Individuals with Disabilities Education Act (IDEA). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.

CA's Project READ Implementation Plan

School Site:

Lead Administrator: Site Coach:

Site Implementation Team Members:

Date Began Plan:

Next Steps to Implement Key Elements	Person(s) Responsible	Resources (if needed)	Target Completion Date	Issues and Status (w/Date) C = Completed IP = In Progress Follow-up Needed?
1. A Project READ **Site Implementation Team** (SIT) Leads Implementation				
2. A **Fidelity of Implementation Rubric** (FIR) **and Implementation Plan** are Used to Develop, Guide and Monitor Implementation				
3. Sites are Active Participants in a **Learning Community with Peers** From Other Sites				

Next Steps to Implement Key Elements	Person(s) Responsible	Resources (if needed)	Target Completion Date	Issues and Status (w/Date) C = Completed IP = In Progress Follow-up Needed?
4. The School's Curriculum and Instruction is **Aligned to the Common Core State Standards**				
5. English Language Arts **(ELA),** English Learner **(EL),** and Special Education **(SE) Teachers are Teaching Reading Skills**				
6. History / Social Studies and Science Teachers are **Teaching Reading Skills in the Content Areas**				
7. Reading Intervention Teachers are **Using Scholastic Reading Programs and Technology**				
8. **Coaching for Individual Teachers** is Prioritized and Provided				

Next Steps to Implement Key Elements	Person(s) Responsible	Resources (if needed)	Target Completion Date	Issues and Status (w/Date) C = Completed IP = In Progress Follow-up Needed?
9. A Process for **Student Reading Progress Monitoring** is Mapped and Followed				
10. **Parents/Family Members are Involved** in their Student's Project READ Experience				
Additional Important Items				

Section III: Site Implementation Team (SIT) Resources and Forms

III – A: Project READ Lead Administrator Responsibilities

- Serves as a member of the Site Implementation Team (SIT) and meets one-half day per month to oversee the work.
- Works with the SIT and Site Coach to successfully complete the Fidelity of Implementation Rubric (FIR) Bundle.
- Ensures the successful completion of aligning curriculum with Common Core State Standards (in English Language Arts, History/Social Studies, and Science).
- Oversees the successful installation of Scholastic Software and FileMaker Pro software for staff use.
- Attends the seven, 3-hour Leadership Academy Trainings, three of which are face-to-face and four are live Webinars each year.
- Ensures that staff are selected, informed, and complete all program training including: IRIS Course 1 (comprised of three online modules) for English Language Arts, English Learner, and Special Education teachers plus follow-up training; IRIS Course 2 (comprised of three online modules) for History/Social Studies and Science content instructors plus follow-up training; and Scholastic Programs/Technology Use.
- Meets with the Site Coach to monitor student progress, identify and prioritize teachers for individual coaching in the instruction of reading.
- Ensures successful completion of two Parent/Family Workshops by: contacting the Project READ PTI to request two annual site Parent/Family Workshops; assisting the Project READ Parent Trainer to schedule and promote these trainings; and using the Family Workshop Fidelity Checklist (in-development) to observe at least one workshop annually and provide feedback to the Parent Trainer.
- Supports the site's participation in the Exemplar Site competition in program Year 4.
- Attends the Regional Institute as a member of the SIT in Year 5 of the program.
- Completes data collection, twice-annual review of student progress.
- Provides required reports to the Project READ evaluation team.

III – B: Site Implementation Team Suggested Agenda Topics

- FIR Bundle (Fidelity of Implementation Rubric and Implementation Planning)
- Selection of SIT members to attend the seven yearly Leadership Academy Trainings
- Alignment of curriculum with Common Core State Standards (in English Language Arts, History/Social Studies, and Science)
- Installation of Scholastic Software and FileMaker Pro software
- Ensure that staff members are selected, informed, and complete all program training including: IRIS Course 1; IRIS Course 2; and Scholastic Programs and Technology
- Monitor student progress and identify teachers for additional coaching and support
- Data collection and review of student progress
- In Years 2-5, ensure successful completion of two Family Workshops annually
- In Year 4, participate in the Exemplar Site competition
- In Year 5, select SIT members to attend the Regional Institute

III – C: Site Implementation Team Roster and Meeting Sign-in Sheet

CA's Project READ - Site Implementation Team Roster & Meeting Sign-in Sheet

School Name:

Lead Administrator Name: Email: Phone:

Site Coach Name: Email: Phone:

Meeting Date:

Name	Role	Grade(s) / Subject(s)	Email	Phone	Meeting Sign-in

CA's Project READ Site Implementation Team Roster 1/6/14

III – D: READ 180 Intervention Fidelity Checklist

READ 180®
Implementation Review

Instructor _____

Date _____

READ 180 Classroom Implementation Review

► ***READ 180*** **is most effective when implemented with fidelity. Use this Classroom Implementation Review to complete a self-assessment of your *READ 180* classroom implementation. Use the results to determine appropriate instructional goals for the year.**

Part I: School-Driven Implementation Indicators

► **Place a check mark to the left of implementation indicator that is fully in place. If an indicator is not fully in place, indicate the area of challenge. Discuss challenge areas with school administrators.**

✔	Implementation Success Indicator	✔	If not on model, indicate challenge
	Scheduling Class meets for 90–120 minutes daily		Daily for less than 90 minutes
			Every other day for 90 minutes
			Every other day for less than 90 minutes
	Largest Class Size 15–21 students		22–23 students
			24–26 students
			27 + students
	Available Materials Full stage of materials available		Incomplete classroom library
			Incomplete classroom library and missing other print resources
			No materials available
	Fully Functioning Technology headsets; software installed; DVD player; CD players		Some minor challenges that impede fully functioning technology
			Hardware or software not accessible on a regular basis
			Hardware and/or software not in place

	Professional Development Completed			Notes:
	Day 1 Training		DTZ Webinar	
	Day 2 Training		Seminar	
	Follow-Up Training		Other	

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Resource Links
SAM Keyword: Implement Review

Instructor _____

Date _____

Part II: Classroom-Driven Implementation Indicators

► **Place a check mark next to indicators that are fully in place in your classroom. Total the check marks for each implementation area. Focus on strengthening areas that receive less than five check marks.**

Management and Organization

✔	Implementation Success Indicator	Notes
	All materials and resources are available for each rotation	
	Three clearly-defined visible rotation areas that are easily monitored	
	Inviting classroom with displays such as *READ 180* posters, student work, etc.	
	Rotations timed appropriately with daily use of timer	
	Strong organizational system in place for all classroom materials	
	Procedures posted; students can articulate classroom rituals and routines	
	Transitions are smooth, orderly, and well-managed for independence	
	System established for monitoring student behavior in all rotational areas	
	"Plan B" for technology instituted and communicated to students	
	Motivation and/or incentive system in place for student progress	
	TOTAL	

Whole-Group Instruction

✔	Implementation Success Indicator	Notes
	Daily use of *rBook Teacher's Edition* to guide student learning	
	Purposeful Whole-Group Wrap-Up implemented daily	
	Regularly and appropriately scaffolded use of Anchor DVD	
	Active involvement of all students during Whole-Group Instruction	
	Appropriate scaffolds provided for student response to Whole-Group lesson	
	Daily use of structured engagement routines to facilitate learning	
	Regular monitoring of student *rBook* responses to ensure rigorous completion	
	Students respond in complete sentences both orally and in writing	
	During *rBook* CheckPoints, lessons extend current Workshop skills or themes	
	Differentiated instruction to meet individual student needs	
	TOTAL	

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Resource Links
SAM Keyword: Implement Review

Instructor _____

Date _____

Small-Group Instruction

✔	Implementation Success Indicator	Notes
	Daily use of *rBook Teacher's Edition* to guide student learning	
	Active involvement of all students during Small-Group Instruction	
	Use of sentence starters to elicit full oral and written responses	
	Daily differentiation of instruction using Boost and Stretch activities	
	Students appropriately and fully complete *rBook* work	
	rBook lesson is paced to appropriately meet student needs	
	Time allocated to support student *rBook* revision	
	Flexible student groupings based on Groupinator data and student progress	
	Regular use of *rBook* CheckPoints to provide differentiated instruction	
	Appropriate RDI assignments given to each group during *rBook* CheckPoints	
	TOTAL	

Modeled and Independent Reading

✔	Implementation Success Indicator	Notes
	Classroom library is well-organized, with book levels clearly indicated	
	Students select appropriate books and/or eReads based on interest and reading ability	
	All students can articulate Lexile levels and match books appropriately	
	Students actively read silently or with audio support for the entire rotation	
	Students regularly take *Scholastic Reading Counts!* quizzes	
	Written measures of accountability are in place to track daily reading progress	
	Daily monitoring of student reading logs or other accountability measures	
	Regular recognition of student reading gains are in place	
	Book completion expectations established and monitored	
	Opportunities established for book talks or presentations	
	TOTAL	

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Resource Links
SAM Keyword: Implement Review

Instructor _____

Date _____

Instructional Software and Data Analysis

✔	Implementation Success Indicator	Notes
	SRI tests administered within established testing windows	
	Students use *READ 180* Software daily	
	Students complete *rSkills Tests* at the end of each rBook Workshop	
	Data from all software components are regularly analyzed, using SAM and the Dashboard	
	Student data points fall within appropriate usage thresholds	
	Students regularly receive feedback on software progress	
	Data used to strategically regroup students at the *rBook* CheckpPoints	
	Data shared with administrators	
	Student data used to hold student conferences and track goals	
	Students are appropriately prepared for assessments	
	TOTAL	

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Resource Links
SAM Keyword: Implement Review

Section IV: Site Coach Resources and Forms

IV – A: Site Coach On-site Coaching Day Activities

Site Coach On-site Coaching Days include:

1. Facilitate a monthly half day meeting with the Site Implementation Team. The Site Coach is responsible for providing a copy of the SIT Roster and Meeting Sign-in Sheet at the start of the meeting, and when the meeting concludes, submit the Roster and Meeting Sign-in sheet with attached SIT Meeting Notes, to the Project READ Coach Coordinator.
2. Assist the SIT to complete the Fidelity of Implementation Rubric (FIR) Bundle that includes: the SIT Roster and Meeting Sign-in Sheet, the Student Outcomes Summary Sheet, the FIR, and the Implementation Plan.
3. Guide the SIT to articulate, develop, refine, and implement a completed Student Reading Progress and Monitoring Map for their site.
4. Assist in the implementation of the Scholastic Programs and Technology, i.e. READ 180: complete the READ 180 training; meet with SIT and Lead Administrator and review student achievement data; work with Intervention and Content teachers identified by the Lead Administrator in need of one-to-one coaching.
5. Support the alignment of the school site's curriculum with Common Core (English Language Arts, History/Social Studies & Science): follow up with the Lead Administrator and each respective committee (English Language Arts, History/Social Studies & Science) to determine adjustments necessary; provide scaffolding; help make changes; and establish timeline for completion of alignment.
6. In Year 2, assist in the implementation of IRIS Course 1: conduct the IRIS Course 1 trainings; use the IRIS developed "Facilitator's Guide" for the two face-to-face follow-up trainings with seven School Site staff; provide observations and reflective conversations using the IRIS Fidelity of Instruction Checklist (currently in development) with IRIS Course 1 teachers (English Language Arts teachers and Reading Intervention Teachers, English Learner, and Special Education Teachers, to assess the application of the IRIS course content to the teacher's instructional practices; meet with SIT and Lead Administrator and review student achievement data; work with project teachers identified by the Lead Administrator.
7. In Year 3, assist in the implementation of IRIS Course 2: conduct the IRIS Course 2 training; use the IRIS developed "Facilitator's Guide" for two face-to-

face follow-up trainings with 10 staff; provide observations and reflective conversations using the IRIS Fidelity of Instruction Checklist (currently in development) with IRIS Course 2 teachers (History/Social Studies, Science, and Special Education Content Area Teachers, to assess the application of the IRIS course content to the teacher's instructional practices; meet with SIT and Lead Administrator and review student achievement data; work with teachers identified by the Lead Administrator.

8. Parent/Family Workshops: follow up with Lead Administrator and Parent Trainer and support any changes or adjustments to improve training delivery and parent involvement.
9. Regional Institutes: in Year 5, participate in a 2-day regionally based institute.
10. Complete the On-site Coaching Visit Summary Sheet after each visit and submit to Coach Coordinator.

IV – B: On-site Coaching Visit Summary Sheet

On-Site Coaching Visit Summary Sheet

Booked date with principal: ___/___/___ Sent email reminder of coaching day: ___/___/___

Date and Day of Week: Time: Length of Visit:

School Site:

Site Coach Name:

Type(s) of Activity during visit:

____ **Site Implementation Team Meeting**
____ **Curriculum Review Meeting**
____ **IRIS Training**
____ **Read 180 Training**

____ **Administrator Coaching/Support**
Name: Email:

____ **Teacher Coaching/Support**
Name: Grade Level/Subject: Email:
Name: Grade Level/Subject: Email:
Name: Grade Level/Subject: Email:

____ **Fidelity of Instruction Checklist Observation(s)**
Name: Grade Level/Subject: Email:
Name: Grade Level/Subject: Email:
Name: Grade Level/Subject: Email:

____ **Other (specify):**

____ A copy of the SIT or Event Roster/Sign-in Sheet is attached (if applicable).

____ Meeting Agenda and Notes are attached (for SIT meetings).

For each activity, provide ~

1) Brief Summary of Activity:

2) Notes:

3) Next Steps:

Submit completed form and attachments to the Project READ Coach Coordinator:
Diane.Posner@calstat.org

IV – C: On-Site Event Evaluation Procedures

There are two forms used in conjunction with the two Curriculum Review meetings and the IRIS and Scholastic training events:

- Event Roster & Sign-in Sheet
- End-of-Event Survey

Electronic copies of these forms are provided to the Site Coaches.

Site Coaches are responsible for working with the SITs to identify who will participate in the event, and recording the names, roles and contact information for each person on the **Event Roster** for that meeting or training.

- The contact information is used to e-mail participants a reminder as the training date approaches, and to send related materials as needed.
- The Site Coach prints out the Roster and brings it the day of the event to use as a **Sign-in Sheet**.

Prior to the event, the Site Coach fills in the event details on a master **End-of-Event Survey** form, then prints out (or copies) enough surveys for each participant, and brings them to the event.

- Just before the completion of the event, the Site Coach passes around the surveys, and has everyone present fill one out. Allow at least five minutes for this activity and be sure to encourage feedback that will help to improve future trainings.

The Site Coach gathers the completed End-of-Event Surveys and the Event Roster & Sign-in Sheet before leaving the event.

- Within a week of the event, the Site Coach reads through the End-of-Event Surveys to inform the continuous improvement of events and skills.
- Then, the Site Coach clips together the Event Roster & Sign-in Sheet and the completed End-of-Event Surveys and **mails them to**:

  Marin Brown, Project Coordinator
  Project READ/Napa County Office of Education
  5789 State Farm Drive, Suite 230
  Rohnert Park, CA 94928

- In addition, the Site Coach **e-mails** the On-site Coaching Visit Summary Sheet and the Roster for that event to the Coach Coordinator.

IV – D: Event Roster and Sign-in Sheet

CA's Project READ – Event Roster & Sign-in Sheet

School Name:

Event Type (check which type of event):

Curriculum Review Meeting _____ ELA _____ Other Content Areas

IRIS Training _____ Course 1 - ELA _____ Course 2 - Other Content Areas

Scholastic Training _____ Read 180 _____ System 44 _____ English 3D

Event Date: **Event Hours:**

Site Contact Name: Email: Phone:

Name	Role	Grade(s) / Subject(s)	Email	Phone	Meeting Sign-in

CA's Project READ – Event Roster and Sign-in Sheet 1/6/14

IV – E: End-of-Event Survey

How was the event?

Date: _____ Location: _____

Title of Event:

Presenter(s)/Facilitator(s): _____

		Low				High
1.	Prior to this event, my level of useable knowledge on the topic was:	1	2	3	4	5
2.	Now my level of useable knowledge is:	1	2	3	4	5
		Strongly Disagree				Strongly Agree
3.	I will use what I have learned in this event:	1	2	3	4	5
		Poor				Excellent
4.	Overall, this event was:	1	2	3	4	5

5. I am attending this event as a (circle one):

Teacher-SE	Administrator-SE	Other Certificated Professional
Teacher-GE	Administrator-GE	Paraprofessional
Parent/Family	Other: _____	

6. What aspects of this event were most beneficial? Why?

7. How could future events be improved?

8. What could you use more information on?

9. Use the back for additional comments.

California Department of Education, Special Education Division's special project, State Personnel Development Grant (SPDG) is funded through a contract with the Napa County Office of Education. SPDG is funded from federal funds provided from a federal competitively awarded State Personnel Development Grant to California, #H323A120019, provided from the U.S Department of Education's art D of the Individuals with Disabilities Education Act (IDEA). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U. S. Department of Education.

January 2014

Como Estuvo tu Acontecimiento?

Fecha: _____ Localización:_____

Nombre de la Acontecimiento: _____

Presentador(es): _____

		Bajo				Alto
1.	Antes de esta acontecimiento mi nivel de conocimiento sobre el tema era:	1	2	3	4	5
2.	Ahora mi nivel de conocimiento es:	1	2	3	4	5
		Totalmente en Desacuerdo				Totalmente de Acuerdo
3.	Utilizaré lo que aprendí en esta acontecimiento:	1	2	3	4	5
		Mala				Excelente
4.	En conclución la acontecimiento fue:	1	2	3	4	5

5. Estoy asistiendo a la acontecimiento como (encierre la opción que aplica):

Maestra – EE	**Administrador – EE**	**Otro Profesional Certificado**
Maestra – EG	**Administrador- EG**	**Paraprofessional**
Padre de Familia	**Otro:_____**	

6. Qué aspectos del acontecimiento le parecieron de provecho? Por qué?

7. Como podríamos mejorar nuestro acontecimiento en el futuro?

8. En qué aspecto le podríamos ofrecer información adicional?

9. Use el reverso de esta hoja si tiene comentarios adicionales.

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January 2014

Section V:
Project READ Master Calendar for Years 1-2

Project READ Key Dates (by activity)

School Site Curriculum Alignment to the CCSS

Dates	Project READ Activity
March - May 2014	Two CCSS Curriculum Review Meetings Completed

IRIS Course 1: Consisting of 3 Online Modules and 2 Coach-facilitated Trainings

June 1, 2014	Preliminary List of selected Course 1 English/Reading teachers (at least 7) submitted by SIT to Site Coach
September 15, 2014	Final List of IRIS Course 1 teachers submitted by SIT to Site Coach
October 31, 2014	IRIS Course 1 teachers, Lead Administrator, and Site Coach complete the three online modules
November – December 2014	1st follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
January – February 2015	2nd follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
March – May 2015	Fidelity Observations and reflective conversations between teachers and Site Coach and/or Lead Administrator

IRIS Course 2: Consisting of 3 Online Modules and 2 Coach-facilitated Trainings

June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies & Science (at least 10) submitted by SIT to Site Coach
September 15, 2015	Final List of IRIS Course 2 teachers submitted by SIT to Site Coach
October 31, 2015	IRIS Course 2 Teachers complete the three online modules
November – December 2015	1st follow-up half day Site Coach-facilitated training on applying content of IRIS Course 2 Modules in the content area classroom
January – February 2016	2nd follow-up half day Site Coach-facilitated training on applying content of IRIS Course 2 Modules in the content area classroom
March – May 2016	Fidelity Observations and reflective conversations between teachers and Site Coach and/or Lead Administrator

Scholastic Reading Programs Training

March 1, 2014 – June 30, 2014	Year 1 Sites purchasing Scholastic programs and complete their Scholastic Training
July 1, 2014 – June 30, 2015	Year 2 Sites purchasing Scholastic programs and complete their Scholastic Training
July 1, 2015 – June 30, 2016	Year 3 Sites purchasing Scholastic programs and complete their Scholastic Training
July 1, 2016 – June 30, 2017	Year 4 Sites purchasing Scholastic programs and complete their Scholastic Training

Site Implementation Team (SIT)

February – March 2014	Establishment of Site Implementation Team (SIT)
March 31, 2014	Year 1, Initial completion and submission of the FIR Bundle to the Site Coach: SIT Roster, Student Outcomes Summary Sheet, Fidelity of Implementation Rubric (FIR), and Implementation Plan
Continuously, as needed	SIT Roster Updates e-mailed to Site Coach when new members join or when members leave
Monthly	Implementation Plan updates e-mailed to Site Coach, after monthly SIT meeting
March – June 2014	SAMM Installation with File Maker Pro
September – October 2014	SIT reviews student outcomes data
October 31, 2014	Year 2, Fall Update and submission of the FIR Bundle to the Site Coach: SIT Roster, Student Outcomes Summary Sheet, Fidelity of Implementation Rubric (FIR), and Implementation Plan
March 31, 2015	Year 2, Spring Update and submission of the FIR Bundle: SIT Roster, Fidelity of Implementation Rubric (FIR), and Implementation Plan

Leadership Academy Year 2

Year 2 (July 1, 2014 – June 30, 2015)	**7 total trainings (3 face-to-face regional trainings and 4 webinars)**
Week of September 22 -26, 2014	Leadership Academy #1: Face-to-Face / 3 hrs.
October 28, 2014	Leadership Academy #2: Webinar / 3 hrs.
Week of November 17-21, 2014	Leadership Academy #3: Face-to-Face / 3 hrs.
January 13, 2015	Leadership Academy #4: Webinar / 3 hrs.
February 3, 2015	Leadership Academy #5: Webinar / 3 hrs.
Week of March 2-6, 2015	Leadership Academy #6: Face-to-Face / 3 hrs.
May 12, 2015	Leadership Academy #7: Webinar / 3 hrs.

State Leadership Team

February 25, 2014	State Leadership Team Meeting #1
June 3, 2014	State Leadership Team Meeting #2
December 2014	State Leadership Team Meeting #3
February 2015	State Leadership Team Meeting #4
June 2015	State Leadership Team Meeting #5

Online Learning Community

February 12, 2014	Hoop.la Training for Site Coaches during first Annual Site Coaches Training
February 2014 – June 30, 2015	Virtual “Coaches Corner” for 24/7 follow-up Technical Assistance for Site Coaches
February 2014- June 30, 2015	Lead Administrators participate in a Closed Online Learning Community Group
July 2014 – June 30, 2015	Site coaches, Lead Administrators, School Site Team Members, and staff participating in Project READ professional development activities participate in a Closed Group Online Learning Community

Site Coach Training Schedule

February 12, 2014	Year 1 Annual Training (1 day)
July 30 – 31, 2014	Year 2 Annual Training (1.5 days)
July 29 – 30, 2015	Year 3 Annual Training (1.5 days)
July 27 – 28, 2016	Year 4 Annual Training (1.5 days)
July 26 – 27, 2017	Year 5 Annual Training (1.5 days)

Site Coach Year 2 – Quarterly Webinars

September 9, 2014, 3pm – 5pm	Quarterly Site Coach Webinar #1
December 16, 2014, 3pm – 5pm	Quarterly Site Coach Webinar #2
March 3, 2015, 3pm – 5pm	Quarterly Site Coach Webinar #3
June 9, 2015, 3pm – 5pm	Quarterly Site Coach Webinar #4

Student Reading Progress Monitoring and Map

November 2014	Development of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach
December 2014	Refinement of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach
January – June 2015	Implement and Use Internally the READ school site's Student Reading Progress and Monitoring Map
March 2 – 6, 2015	Leadership Academy #6, Share Maps

Parent/Family Workshop

July –September 2014	E-mail request for Parent/Family Workshop by Lead Administrator
September 2014–May 2015	Two Parent/Family Workshops are Conducted at Each School Site
After Scheduled Trainings	Follow-up available from Parent Training and Information Centers
Annually (at least one time)	Parent/Family Workshop Observation by Lead Administrator using the Family Workshop Fidelity Checklist

Project READ Key Dates (by month)

Ongoing and Recurring Activities	
• Continuously, as needed	SIT Roster Updates e-mailed to Site Coach when new members join or when members leave.
• After Scheduled Trainings	Follow-up available from Parent Training and Information Centers
• Monthly	Implementation Plan Updates e-mailed to Site Coach, after monthly SIT meeting
• Annually (at least one time)	Parent/Family Workshop Observation by Lead Administrator using the Family Workshop Fidelity Checklist
February 2014	
• February 2014 – June 30, 2015	Virtual "Coaches Corner" for 24/7 follow up Technical Assistance for Site Coaches
• February 2014- June 30, 2015.	Lead Administrators participate in a Closed Online Learning Community Group
• February 12, 2014	Hoop.la Training for Site Coaches during first Annual Site Coaches Training
• February 12, 2014	Year 1 Annual Site Coach Training (1 day)
• February 25, 2014	State Leadership Team Meeting #1
• February – March 2014	Establishment of Site Implementation Team (SIT)
March 2014	
• March - May 2014	Two CCSS Curriculum Review Meetings Completed
• March – June 2014	SAMM Installation with File Maker Pro
• March 1, 2014 – June 30, 2014	Year 1 Sites purchasing Scholastic programs and complete their Scholastic Training

• March 31, 2014	Year 1, Initial completion and submission of the FIR Bundle to the Site Coach: SIT Roster, Student Outcomes Summary Sheet, Fidelity of Implementation Rubric (FIR), and Implementation Plan
June 2014	
• June 1, 2014	Preliminary List of selected IRIS Course 1 English/Reading teachers (at least 7) submitted by SIT to Site Coach
• June 3, 2014	State Leadership Team Meeting #2
July 2014	
• July –September 2014	E-mail request for Parent/Family Workshop by Lead Administrator
• July – June 30, 2015	Site Coaches, Lead Administrators, Site Implementation Teams, and staff who have participated in Project READ professional development activities participate in a Closed Online Learning Community
• July 1, 2014 – June 30, 2015	Year 2 Sites purchasing Scholastic programs and complete their Scholastic Training
• July 30 – 31, 2014	Year 2 Annual Site Coach Training (1.5 days)
September 2014	
• September – October 2014	SIT reviews student outcomes data
• September 9, 2014, 3pm – 5pm	Quarterly Site Coach Webinar #1
• September 15, 2014	Final List of IRIS Course 1 teachers submitted by SIT to Site Coach
• Week of September 22 -26, 2014	Leadership Academy #1: Face-to-Face / 3 hrs.

October 2014

- October 28, 2014 — Leadership Academy #2: Webinar/ 3 hrs.
- October 31, 2014 — IRIS Course 1 teachers, Lead Administrator, and Site Coach complete the 3 online modules
- October 31, 2014 — Year 2, Fall Update and submission of the FIR Bundle to the Site Coach: SIT Roster, Student Outcomes Summary Sheet, Fidelity of Implementation Rubric (FIR), and Implementation Plan

November 2014

- November 2014 — Development of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach
- November – December 2014 — 1st follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
- Week of November 17-21, 2014 — Leadership Academy #3: Face-to-Face / 3 hrs.

December 2014

- December 2014 — State Leadership Team Meeting #3
- December 2014 — Refinement of Student Reading Progress and Monitoring Map by the SIT with assistance from the Site Coach
- December 16, 2014, 3pm – 5pm — Quarterly Site Coach Webinar #2

January 2015

- January – February 2015 — 2nd follow-up half day Site Coach-facilitated training on applying content of IRIS Course 1 Modules in the English/Reading classroom
- January – June 2015 — Implement and Use Internally the READ school site's Student Reading Progress and Monitoring Map
- January 13, 2015 — Leadership Academy #4: Webinar/ 3 hrs.

February 2015	
• February 2015	State Leadership Team Meeting #4
• February 3, 2015	Leadership Academy #5: Webinar/ 3 hrs.
March 2015	
• March – May 2015	Fidelity Observations and reflective conversations between teachers and Site Coach and/or Lead Administrator
• Week of March 2-6, 2015	Leadership Academy #6: Face-to-Face / 3 hrs., Share Student Reading Progress Monitoring Maps
• March 3, 2015, 3pm – 5pm	Quarterly Site Coach Webinar #3
• March 31, 2015	Year 2, Spring Update and submission of the FIR Bundle: SIT Roster, Fidelity of Implementation Rubric (FIR), and Implementation Plan
May 2015	
• May 12, 2015	Leadership Academy #7: Webinar/ 3 hrs.
June 2015	
• June 2015	State Leadership Team Meeting #5
• June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies & Science (at least 10) submitted by SIT to Site Coach
• June 9, 2015, 3pm – 5pm	Quarterly Site Coach Webinar #4