California's Project READ For Middle Schools

July 2013 – June 2018

Practice Implementation Guide

Year 2 Supplement

(July 2014 – June 2015)

July 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:

Kristen Brown, PhD – California SPDG Project Director, CDE

Anne Davin, PhD, MFCC – California Services for Technical Assistance and Training (CalSTAT) Project Director

Lisa Churchill, PhD – Project READ Content Lead

Diane Posner, M.S.Ed. – Project READ Coach Coordinator

Cheryl "Li" Walter, PhD – CalSTAT/SPDG Project Evaluator

Alan Wood – CalSTAT/SPDG Evaluation Analyst

Marin Brown – CalSTAT/ Project READ Coordinator

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

CDE: Response to Instruction and Intervention (http://www.cde.ca.gov/ci/cr/ri/)
*Please note: The new emerging term is "Multitiered System of Supports" 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 Guide
Year 2 Supplement

Purpose of Practice Implementation Guide Year 2 Supplement

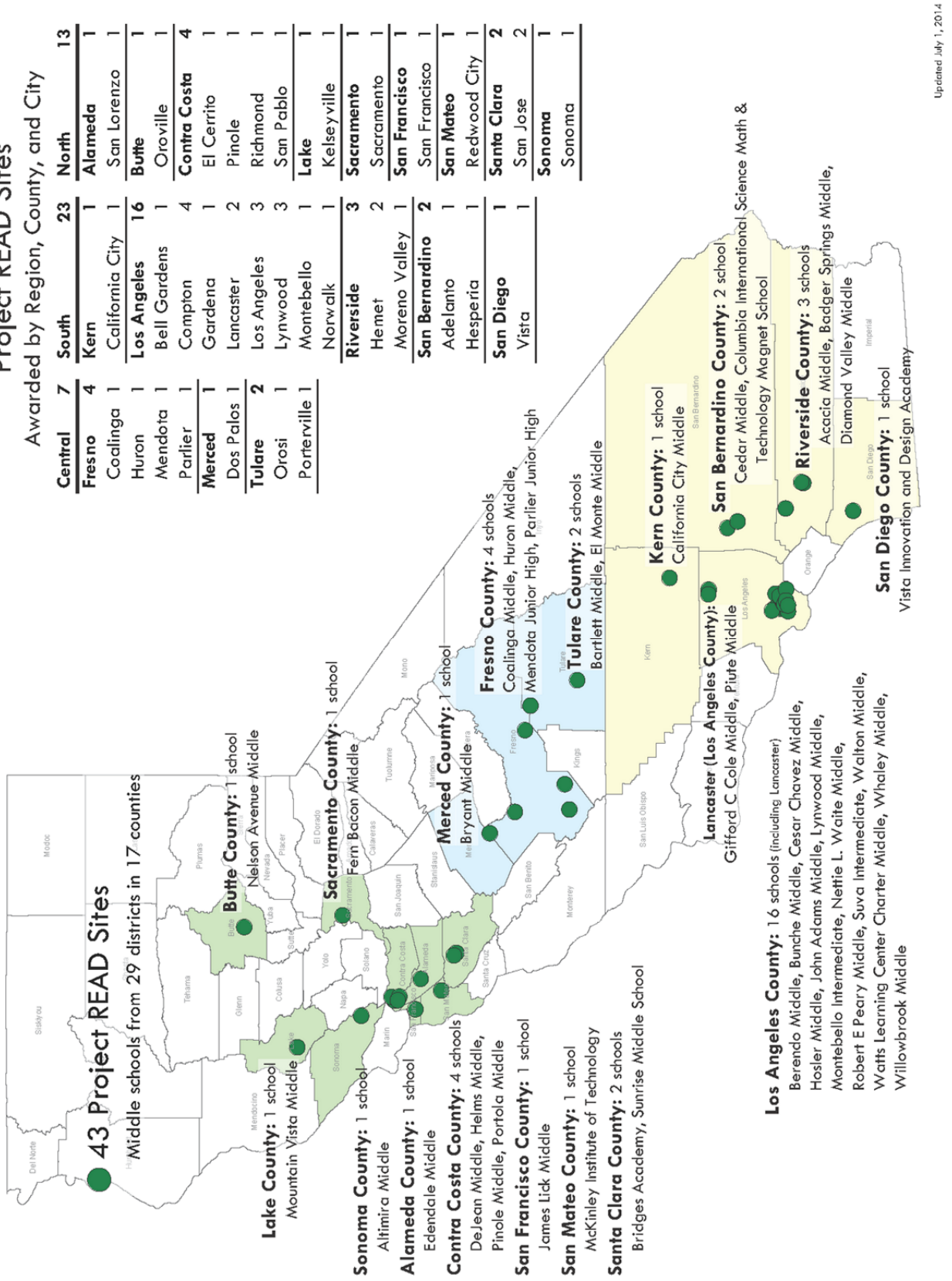
The purpose of this practice guide Year 2 Supplement (July 2014 – June 2015) is to provide a roadmap for building capacity at the local school site to implement a systems change approach to the teaching of reading skills across the curriculum that is aligned with the Common Core State Standards (CCSS). This is not a stand-alone document; rather it is utilized with the original Practice Implementation Guide (PIG) to support the ongoing collaboration by the Site Coach, Site Implementation Team (SIT), and Lead Administrator.

The YEAR 2 Supplement Guide reflects the annual revision of the PIG, which is an evolving document. This supplemental guide enhances the original guide by providing further details informing the roll-out and implementation of Project READ Year 2 Activities: Ideas and Resources for Inclusive Settings (IRIS) Course 1, Fidelity of Implementation Rubric (FIR) Bundle: SIT Implementation Planning, Leadership Academy, Student Reading Progress Monitoring and Mapping, Scholastic Programs and Software, and the Family Workshop.

Project READ's Year 2 Activities align to the California CCSS. Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. Since 2010, a majority of states have adopted the same college, career, and community standards for English and math. These standards are called the CCSS. Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college, the workplace, and/or community life. For details regarding the CCSS for all students visit the main CCSS Web page. Another useful resource is: http://www.cde.ca.gov/re/cc/tl/whatareccss.asp

Revisions to the practice guide mirror the continuous cycle of data-informed decision making woven into Project READ's activities.

Project READ School Sites Map



What Is Project READ?

Project READ is a unique, collaborative, evidence-based project providing personnel development (PD). The Project's purpose is to increase the reading achievement and academic outcomes of middle school students, including those with disabilities, from low-performing middle schools throughout California.

Project READ's high quality design, product development, and PD activity components are based on identified needs, current Implementation Science research, Adult Learning theories, state-of-the-art evaluation tools, accessible technology, and practical lessons learned from results of the previous Office of Special Education Programs (OSEP), California State Personnel Development Grant's (SPDG) Effective Reading Intervention Academy (ERIA). To ensure fidelity, Project READ incorporates a continuous assessment and comprehensive evaluation system to achieve the project's Proposed Outcomes and Activities.

All Project READ School Sites use the following evidence-based implementation practices and research-based strategies for teaching reading across the middle school curriculum to deliver instruction in alignment with the new California CCSS that promote readiness for college, career, and/or community life. The Project READ Year 2 practices are evidence-based because they are based and assessed on: Implementation Science Research promoted by Dean Fixsen; The How People Learn (HPL) Framework by Dr. John Bransford; and an extensive research base on Effective Instructional Strategies for teaching reading within secondary content-area classrooms.

Project READ Evidence-based Implementation Practices

- Site Implementation Teams
- State Leadership Team
- Coaching
- Common Core Curriculum Alignment Meetings
- Online Community of Learners
- Leadership Academy
- Student Reading Progress Monitoring
- Family Workshops

Project READ Research-based Strategies for Teaching Reading Across the Middle School Curriculum

- Collaborative Strategic Reading (CSR) for improving middle school student's reading comprehension
- Graphic Organizers for incorporating vocabulary and comprehension skills instruction in the content areas
- Possible Sentences for teaching academic vocabulary
- Anticipation-Reaction Guides for considering multiple perspectives
- Word Identification Skills for pronouncing and sounding out the longer, more difficult words that are prevalent in content-area textbooks

Implementing Project READ impacts student learning while introducing the concepts and practices of need-based, rather than label-based intervention and education. Over the course of five years of training and coaching, Project READ brings the language, foundational elements, and strategies for teaching reading across the middle school curriculum into each school's culture and faculty.

In Project READ schools, English Language Arts, History/Social Studies, Science, Special Education, and English Learner teachers are trained together on the same strategies to deliver reading supports and interventions.

Two major advantages of this approach are:

1. General Education, Special Education, and English Learner teachers have greater opportunities for focused collaboration on the teaching of reading to meet individual student needs.
2. The delivery of these reading supports and interventions will take place in general education content classes, as well as reading intervention classrooms, and special education classes. Therefore, all Project READ schools can provide "beneficial" inclusion experiences for their students with Individual Education Programs (IEPs) that can result in increased academic outcomes.

Summary of Project READ Year 1 Implementation to Date

- 44 School Sites competitively selected
- 11 Site Coaches hired and trained
- Site Coaches providing on-site support to Lead Administrators and Site Implementation Teams
- SIT are established and having monthly meetings at all sites

- FIR Bundle (FIR, Implementation Plan, Student Outcomes Summary Sheet) completed and submitted
- Curriculum Alignment to CCSS Meetings accomplished or scheduled
- IRIS Center @ Vanderbilt developed and launched online module for Middle School Reading Instruction
- Parent Training and Information (PTI) Centers developed the Family Workshop
- Coaches Corner, Online Community of Learners on Hoopla, created and launched
- Lead Administrators Online Community of Learners on Hoopla created and launched
- 2 State Leadership Team (SLT) meetings were held in Sacramento
- Project READ Evaluators established a cloud-based data sharing and storage system for evaluation materials to facilitate the planning and monitoring of Project READ activities
- First OSEP Annual Report Submitted

Looking Ahead: Project READ Year 2 Activities at a Glance

- Annual Site Coaches Training (July 30-31, 2014 @ Claremont Graduate University)
- Site Coaches Quarterly Webinars, 3:00 p.m. – 5:00 p.m. (September 9, 2014; December 16, 2014; March 10, 2015; and June 9, 2015)
- SITs continue to meet on a monthly basis with their Site Coach
- Project READ Community of All Learners, in the Online Learning Community on Hoopla, target launch date August, 2014
- Leadership Academy
  Purpose: to provide an opportunity for Project READ school sites to collaborate and network with each other; receive training in leading systems change; share challenges and successes as each site implements the 10 Key Elements of Project READ. The outcome for the Leadership Academy is to support Project READ administrators and teachers to be leaders of systems change for the improvement of reading instruction at their school sites and within their districts. In Year 2, there will be seven trainings (three trainings will take place face-to-face regionally (Southern, Central, and Northern California) and four trainings will take place via live Webinar.

- SLT Meetings (December 4, 2014; February 25, 2015; June 3, 2015)
- Ideas and Research for Inclusive Settings (IRIS) Course 1
  At least seven selected Project READ middle school teachers at each school site, the Lead Administrators, and Site Coaches will complete three IRIS online modules that describe potential sources of reading difficulty in the middle grades and offer examples of research-based strategies that can support students' reading comprehension, vocabulary development, and content-area learning. The strategies presented are designed to support implementation of the CCSS in English Language Arts, History/Social Studies, Science, and technical subjects. The content of the modules include examples and explanations of how to teach the strategies, as well as opportunities for teachers to reflect on how they might apply the practices.

  In addition to the online training modules, IRIS Course 1 teachers will also participate in two half-day follow-up trainings and on-site coaching delivered by their Site Coach. To ensure fidelity of implementation, an IRIS Fidelity of Instruction Checklist (FIC) will be used for classroom observations and reflective conversations.

  The new IRIS module, *Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies*, developed specifically for Project READ (launched on July 1, 2014) addresses reading skills for college and career readiness and includes: Possible Sentences to teach Academic Vocabulary, Anticipation-Reaction Guides to consider multiple perspectives, and Word Identification Skills for pronouncing and sounding out the longer, more difficult words that are prevalent in content-area textbooks.)
- Student Reading Progress Monitoring Maps
  Each SIT will develop a map that graphically demonstrates how each unique school site plans to implement a schoolwide Student Reading Progress Monitoring System (see page 54 of the Project READ Practice Implementation Guide Year 2 Supplement). This evidence-based practice provides a framework to respond to student reading skill needs through a comprehensive, collaborative, data-informed process. This is an effective approach for improving the outcomes of students receiving general and special education services.
- Scholastic Programs and Technology
  Designated Project READ schools have the opportunity to purchase, receive training, and implement Scholastic Products, including READ 180, System 44 and English 3D. Typically, System 44 is used with Special Education students, but this may not be the case in Project READ schools. For example, System 44

will be used with identified students who can benefit from the reading strategies and instructional approaches contained in the System 44 program. This exemplifies a “systems” change occurring at the Project READ school sites, where appropriate/extra literacy supports are based on assessed student needs, and students are not grouped for intervention based on labels or funding category.

- Family Workshops
  Project READ is reaching out to all families, but particularly families of students who struggle with reading, to attend a Project READ Family Workshop. The California PTI Centers will provide two Family Workshops during Year 2 at each of the Project READ schools to inform families about Project READ at their neighborhood school; its alignment to the CCSS; and how families can support their student’s reading achievement and abilities for college, career, and/or community life readiness.

Project READ Year 2 Focus Areas

Project READ provides evidence-based personnel development (PD) to teachers and admininstrators from low-performing middle schools throughout California toward increasing the reading skills and academic outcomes of students, including those with disabilities.

IRIS Course 1 with ELA, EL, and SE Teachers - Teaching Reading in the Content Areas

seven teachers plus the Lead Administrator

three online modules, two onsite trainings, follow-up classroom visits and coaching

Student Progress Monitoring Mapping and Implementation - Improving Student Reading

SITs develop and implement

supported by Site Coaches, and shared at the Leadership Academy

Scholastic Reading Programs - Resources for Enhancing Assessment, Instruction, and Intervention

selected sites each year purchase programs and receive training

implement reading programs and receive follow-up coaching

Leadership Academy - Leading Implementation and Systems Change at the School Sites

three representatives from each site plus Site Coaches

three face-to-face regional meetings plus four Webinars

Family Workshops - Engaging Families in Improving Student Reading

two workshops at each school, led by PTI Center staff

the Lead Administrator attends one

Training in Teaching Reading Skills

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 CCSS. 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 FIC is used by Site Coaches and/or Lead Administrators as a tool for instructional observation 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 provide face-to-face trainings to the Site Coaches on utilizing the IRIS online resources and the IRIS Course Facilitator's Guide, which include the IRIS Strategy Checklists for follow-up classroom visits. Additionally, the IRIS experts will facilitate the Leadership Academy live Webinar on October 28, 2014 from 2:00 p.m. – 4:00 p.m. and provide a follow-up opportunity for Questions and Answers regarding the implementation of the IRIS modules for personnel development. 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 Continuing Education Units (CEUs) offered by the IRIS Center. The fee for the CEUs must be paid by the individual staff person. The Site Coaches and Lead Administrators will be notified when this option becomes available.

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

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

- CSR: A Reading Comprehension Strategy
  http://iris.peabody.vanderbilt.edu/module/csr/
  This module outlines 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.

- Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas
  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.
- Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies
  http://iris.peabody.vanderbilt.edu/module/sec-rdng2/
  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 (CCSS) 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.

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 Facilitator's Guide developed by Ideas and Resources for Inclusive Settings (IRIS), the first during November/December 2014 and the second during January/February 2015.

The Site Coach and/or Lead Administrator will be doing classroom visits with specific Strategies Checklists from the facilitator's guide between the first and second training and following the second training (but prior to the "fidelity" visit using the FIC.

Follow-up coaching is available from the Site Coach for the seven selected teachers as they complete IRIS Course 1. During March/April/May 2015, the Site Coach and/or Lead Administrator conduct a classroom visit and reflective conversation with each of the seven selected teachers who completes the training based on the IRIS FIC.

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

During Year 3 (July 2015 – June 2016), this course focuses on the learning of new strategies and skills for working with struggling readers around their acquisition of fundamental History/Social Studies, Science, and reading proficiencies.

Each site will identify at least 10 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 Site Implementation Team (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 10 selected teachers will be tracked by Project READ for delivery of follow-up coaching, additional training, and classroom visits.

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

- CSR: A Reading Comprehension Strategy
  http://iris.peabody.vanderbilt.edu/module/csr/
  This module outlines 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.

- Secondary Reading Instruction (Part 1): Teaching Vocabulary and Comprehension in the Content Areas
  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.

- Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategy
  http://iris.peabody.vanderbilt.edu/module/sec-rdng2/
  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 CCSS 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.

  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.

The Site Coach and/or Lead Administrator will be doing classroom visits with specific Strategies Checklists from the facilitator's guide between the first and second training and following the second training (but prior to the "fidelity" visit using the FIC.

Follow-up coaching from the Site Coach is available for the 10 selected teachers as they complete IRIS Course 2. During March/April/May 2016, the Site Coach and/or Lead Administrator conduct a fidelity observation and reflective conversation with each of the 10 teachers who completes the training based on the IRIS FIC.

IRIS Course 1 and 2 Timeline

IRIS Course 1 (Year 2, July 2014 – June 2015)

June 1, 2014	Preliminary List of selected Course 1 English/Reading teachers (at least seven) 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, July 2015 – June 2016)

June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies and 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

Year 2 IRIS Course 1: Questions and Answers

Q1. What is IRIS?

A1. The IRIS Center for Training Enhancements is based at Vanderbilt University's Peabody College and Claremont Graduate University. The Center, supported through a federal grant from the Office of Special Education Programs (OSEP), creates enhancement materials and resources for college faculty preparing future educational professionals and for professional development providers who conduct inservice trainings for current school personnel. IRIS training enhancements are designed to better prepare school personnel to provide an appropriate education to students with disabilities. All IRIS materials are available at no cost through the IRIS Web site: http://iris.peabody.vanderbilt.edu or www.iriscenter.com

Q2. What is an IRIS STAR Legacy Module?

A2. The IRIS Center's signature interactive modules apply the How People Learn (HPL) theory developed by Dr. John Bransford and his colleagues, and are based on cognitive science research. The modules deliver information through the STAR Legacy Cycle, an award winning teaching approach.

Modules begin with a realistic Challenge, a familiar issue or school-related situation intended to capture the user's interest, and around which the module's many resources are built. Initial Thoughts questions allow users to explore and consider what they currently know about the scenario presented in the Challenge. Perspectives and Resources pages present users with nuggets of information (e.g., audio interviews, video clips, activities) to actively engage them in learning the module's main content. The Wrap Up asks users to review a summary of the module's content. The Assessment offers module users an opportunity to gauge their learning.

Q3. How do the three IRIS modules that provide personnel development for content-area teachers on reading instruction across the middle school curriculum align to the CCSS?

A3. The three IRIS online modules in the Project READ IRIS Courses were developed in collaboration with nationally recognized researchers and education experts. The module, Secondary Reading Instruction (Part 2): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies, was specifically designed for Project READ to address instructional and classroom issues related to implementing the CCSS for college, career, and/or community life readiness. These three accessible, online modules focus on research-based and evidenced-based strategies that positively impact middle school students' reading skills and academic outcomes by building word identification, academic vocabulary, and reading comprehension skills in content-area classes. This approach to reading and understanding complex text aligns with the CCSS that emphasize critical thinking and problem-solving skills.

Q4. What is the content of the three IRIS online modules?

A4. Strategies presented in the three IRIS online modules for building reading skills in the English Language Arts, History/Social Studies, and Science classrooms include:

- Word Identification is the process of figuring out the pronunciation and some degree of meaning of an unknown word. When students come across a longer, more difficult word that they don't recognize in textbooks, they may not be able to comprehend what they are reading. Using a word identification strategy to sound out these multisyllabic words helps students to increase reading fluency and comprehension to potentially become stronger independent readers.

- Anticipation-Reaction Guides provide a means for recognizing multiple perspectives. An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. This strategy is used to create active engagement in the topic and provide a purpose for the reading.
- Frayer Model/Graphic Organizers are visual representations used to organize information. The purpose of a Graphic Organizer is to help students by simplifying information and by stimulating thinking skills. They are a strategy for building academic vocabulary and reading comprehension.
- Self-generated Questions about the information students encounter in a text helps increase reading comprehension. This strategy helps students to check their understanding and to remember important details. Students can generate questions before, during, and after reading a passage to:
    - Make predictions about what they will read
    - Identify key facts or concepts
    - Anticipate the ways in which they might be asked to demonstrate or apply their learning
- CSR is a strategy for helping students understand increasingly complex expository text and for navigating this type of information. Expository text is informational, descriptive, persuasive, or explanatory in nature, and is typically found in content-area textbooks. CSR incorporates prior knowledge, vocabulary development, questioning techniques, and opportunities to practice. This strategy improves reading comprehension (literal, evaluative, and inferential comprehension) in a way that maximizes student engagement in small cooperative learning groups. Additionally, this strategy helps to prepare students for Core Assessments that are now at least 50 percent expository text.
- Possible Sentences is a strategy that may be used before reading to directly teach academic vocabulary, and after reading to analyze academic vocabulary as used in the context of the content-area text. Preteaching vocabulary that students will encounter as they read content-area text not only helps them to bridge the gap between their oral vocabulary and print vocabulary, but also activates prior knowledge, stimulates thinking about words as related rather than separate entities, and fosters the active processing of information about the words and concepts.

Q5. What is the recommended sequence for completing the three IRIS online modules?

A5. Dr. Deborah Reed, the IRIS Content Expert, recommends completing the CSR module first, followed by Secondary Reading Instruction (Part 1) and Secondary Reading Instruction (Part 2).

Q6. What is the purpose of the two half day follow-up trainings facilitated by the Project READ Site Coach?

A6. The purpose of the two follow-up trainings is to provide “facilitated” planning, guided practice, and reflective conversation for the participating teachers on how to apply the IRIS research-based strategies to their own classrooms, as well as glean support from others also applying these new strategies.

After the first half day training, the teachers have an opportunity to practice selected strategies in their classrooms. The following criteria can be used to help teachers decide which practice(s) from the modules will be most appropriate for the lessons they will be delivering.

Criteria	Literacy Practice(s) to Implement
Students have difficulty comprehending expository text and for navigating this type of information.	CSR
The topic is new to students, so they are not likely to have any background knowledge on which to draw.	Self-generated Questions
Students have some background knowledge about the topic or key ideas that can be activated, but most of the terms and information are new.	Anticipation-Reaction Guide
Students have been engaged in a unit of study and are learning a new concept within that unit or are pulling together a set of related concepts around a unifying term.	Possible Sentences
The teacher wants to incorporate experiential/hands-on activities as part of students’ learning of the terms.	CSR
The teacher wants to include practice writing responses in complete sentences as part of the students’ learning.	Frayer Model/ Graphic Organizers
The teacher wants to include prediction or anticipatory thinking about important concepts before students begin reading a text and return to those ideas after reading.	Frayer Model/ Graphic Organizers

Criteria	Literacy Practice(s) to Implement
Eventually, students will be expected to use the practice as a strategy independently to monitor their own learning.	Anticipation-Reaction Guide
Students need to be able to identify key ideas in the text on their own.	Possible Sentences
Students need to learn how to distinguish related ideas of a given concept or term.	Self-generated Questions
Students need to learn to evaluate the strength of the ideas given as support for a concept.	Anticipation-Reaction Guide

During the second half-day training, the teachers review aggregate observational fidelity data from the Strategies Checklists collected by the Site Coach and discuss the lessons learned about implementation of these strategies.

Q7. How is Project READ providing support for implementing IRIS Course 1 at the school site?

A7. Project READ has scheduled the following live Webinars to support the School Site Leaders and Coaches:

Leadership Academy Live Webinars (2:00 p.m. – 4:00 p.m.)

- Tuesday, October 28, 2014
  Facilitators: Dr. Deb Smith and Dr. Sue Robb
- Tuesday, February 3, 2014
  Facilitator: Dr. Deborah Reed, IRIS Content Expert

Site Coaches Annual Training (3:00 p.m. – 5:00 p.m.)

- Wednesday and Thursday, July 30-31, 2014
  Facilitators: Dr. Deb Smith and Dr. Sue Robb

Site Coaches Quarterly Live Webinar (3:00 p.m. – 5:00 p.m.)

- Tuesday, December 16, 2014
  Facilitator: Dr. Deborah Reed, IRIS Content Expert

Q8. What does the implementation of Project READ's IRIS Course 1 look like at the school site?

A8. An outline of the needed steps to implement IRIS Course 1 at the school site follows:

1. *Select IRIS Course 1 Teachers*
   The SIT in collaboration with the Site Coach at each school site selects at least seven teachers (these teachers need to include English Language Arts, Reading Intervention, English Learner, and Special Education Teachers) to complete IRIS Course 1 that consists of the three online modules and the two half day trainings. Although, at the discretion of the Site Coach in collaboration with the Lead Administrator, more teachers may complete the modules and the trainings, it is only the seven selected teachers at each site who will receive follow-up coaching on a priority basis.
   Note: If your site agrees to include more teachers in the IRIS modules and the two follow-up trainings during YEAR 2, it does not affect the original terms in the Project READ Year 2 Agreement for Services.

2. *Submit Final List of IRIS Course 1 Teachers*
   The final list of all teachers participating in IRIS Course 1 needs to be submitted on an Event Roster and Sign-in Sheet (Practice Implementation Guide (PIG), page 96) by the SIT to the Site Coach by September 15, 2014. If the list has greater than seven names, indicate the seven selected teachers with an asterisk next to their name. The seven teachers identified receive the complete range of personnel development activities: online modules, two face-to-face follow-up trainings, and one-to-one coaching. Note: Lead Administrators are expected to complete the three IRIS online modules and attend the two half day on-site trainings.

3. *Schedule the Coach-Facilitated Follow-Up Trainings*
   If your site has not already scheduled the two half day trainings, this needs to be completed by September 15, 2014. The first follow-up Site Coach facilitated training needs to be scheduled between November-December 2014, and the second one sometime between January and February 2015. When finalizing the schedule, keep in mind that participating teachers need time to apply the strategies in their classrooms and the Site Coach needs time to visit their classrooms between the first and second trainings.

4. *Complete the three IRIS Online Modules*
   To verify completion of the three modules, participating teachers are required to submit their written responses to the Module Assessment Component #5, located at the end of each module, to the Site Coach by October 31, 2014. Site Coaches review and check submitted written assessments for understanding.

5. *Conduct the two half day face-to-face Coach-Facilitated Trainings*
   Based on the Facilitator's Guide developed by Ideas and Resources for Inclusive Settings (IRIS), the first half day training focuses on the application of the module's strategies to the participating teachers' classrooms. Teachers then have the opportunity to practice the strategies in their classrooms with support from the Site Coach. The second training provides group follow-up and discussion of the implementation and lessons learned.

   Upon completion of the two Coach-facilitated trainings (February 28, 2015), the Site Coach completes the Project READ IRIS Course Completion Sheet and each participating teacher and the Site Coach must sign the sheet. The signatures provide written evidence of completion of IRIS Course 1. Once all signatures are collected, the Site Coach mails the original signed copy to Project READ.

6. *Engage in Fidelity Classroom Visits and Reflective Conversations*
   The Site Coach and/or Lead Administrator visit the seven participating teachers' classrooms and complete the IRIS Fidelity of Instruction Checklist (FIC), followed by a reflective conversation with each teacher from March – May 2015. The completed FIC are forwarded to Project READ by the Site Coach.

7. *Review FICs and Prioritize Teachers for Coaching*
   The Lead Administrator and Site Coach review findings from the IRIS FIC to identify and prioritize participating teachers for one-to-one coaching.

8. *Deliver One-to-One Teacher Coaching*
   Site Coaches plan to follow-up and deliver coaching to identified and prioritized seven IRIS Course 1 teachers. Follow-up Fidelity Checklist Classroom Visits and Reflective Conversations using the FIC continue in fall 2015 to support integration of the practices, and to identify and prioritize teachers for ongoing coaching.

9. Plan for IRIS Course 2

   - Select teachers
     Preliminary List due June 1, 2015
     Final List due September 15, 2014
   - Select two half day follow-up training dates
     - 1st Follow-up Training: November – December 2015
     - 2nd Follow-up Training: January – February 2016

CA's Project READ – IRIS Course Completion Sheet

School Name:

Site Contact Name: **Lead Administrator's Name:**

Name (Typed/Printed)	Check As Completed					Participant Signature	Date Completed
	Online Module: **CSR: A Reading Comprehen-sion Strategy**	Online Module: **Secondary Reading Instruction Part I**	Online Module: **Secondary Reading Instruction Part II**	**On-Site Follow-Up Training #1**	**On-Site Follow-up Training #2**		

The participants listed above have all completed the indicated modules (and module assessments) and the on-site trainings. They have completed IRIS Course #1.

Site Coach's name (please print): _____ Site Coach's signature: _____ Date: _____

Site Coach mails this list by February 28, 2015 to:
Marin Brown, Project READ/Napa County Office of Education, 5789 State Farm Drive, Suite 230, Rohnert Park, CA 94928

IRIS Fidelity of Instruction Checklist

The IRIS FIC is a two-page tool used to monitor implementation of the practices, skills and behaviors demonstrated in the IRIS Courses. The IRIS Courses include specific strategies that support the implementation of the Common Core by focusing on personnel development for content-area teachers to improve students' reading comprehension of complex subject matter texts. Ratings and notes are designed to support the identification of areas where teachers have strongly developed and used their new skills, and areas where teachers could benefit from further coaching support. Page 1 records ratings and notes on each of 10 practices, while page 2 includes summative scoring and notes, along with additional instructions and a rating scale. The FIC is provided on page 28-29.

Teachers who have completed an IRIS Course are encouraged to use this checklist as a tool for reflecting on their development in the integration of teaching reading in their content-area classrooms.

The Site Coach or Lead Administrator will complete the FIC with each of the selected teachers who completed IRIS Course 1 or 2 (see the IRIS Course Completion Sheet).

Completing the FIC requires the Site Coach or Lead Administrator to visit the classroom for 20-30 minutes during instruction followed by 20-30 minutes of reflective conversation with the teacher.

This conversation is a key part of completing the checklist, including addressing checklist items that are not in evidence during classroom instruction. This is a reflective process with the teacher which is an opportunity for the Site Coach or Lead Administrator to both provide support and to deepen their understanding of the needs of the school.

This is a process that takes 40-60 minutes. Note: It will be important that the instruction that occurs during the classroom visit is text-based rather than a lab, for example.

Once completed, the Site Coach and Lead Administrator will look across all the FICs for their teachers and summarize what was learned about the teachers' skills and needs to share with the Site Implementation Team (SIT) at the next monthly SIT meeting. The Site Coach will share copies of the completed FICs with the Coach Coordinator.

Timeline

The Site Coach or Lead Administrator should complete FICs once per semester with teachers who have completed an IRIS Course, at least until the checklist elements are implemented at a level of "good" or better on at least 70 percent of items.

FICs will be completed for Course 1 participants starting in spring 2015 (March – May), and again in fall 2015 (Sept.-Nov.), then once per semester as needed after that.

FICs will be completed for Course 2 participants starting in spring 2016 (March – May), and again in fall 2016 (Sept.-Nov.), then once per semester as needed after that.

Strategies Checklists

In addition to the FIC, each IRIS online module comes with a Strategies Checklist, which can also be used to monitor and improve implementation of best practices in the classroom. Unlike the FIC, these checklists are not used to reflect on the IRIS Course as a whole, focusing instead in detail on specific strategies and skills. Teachers who have completed an IRIS Course (or module) are encouraged to use these checklists as a reflective tool and to work with their Site Coach, Lead Administrator, and SIT to schedule classroom visits that make use of these checklists for coaching purposes.

Project READ - Teaching Reading in the Middle School Content Areas
Fidelity of Instruction Checklist (FIC)

Teacher Name:

School Name:

Classroom Visit By (Name and Role):

Date: Time: to

Focus Areas	Fidelity of Instruction Levels					Notes
	0 Not Seen / Not Used	1 Low / Beginning	2 Moderate / Developing	3 Good / Applying	4 High / Exemplary	
Effective Vocabulary Instruction						
The teacher uses multisyllabic word reading strategies.						
The teacher introduces words by providing a simplified definition for all content-area academic vocabulary.						
The teacher and students discuss words, their meanings, and their relationships to known words or concepts.						
The teacher checks students' understanding of vocabulary with different question types.						
Effective Comprehension Instruction						
The teacher explains how the reading relates to what the students have been studying.						
The teacher teaches or models the use of graphic organizers, summarizing, and/or question generating or asking.						
The teacher and students discuss their understanding of the text.						
The teacher engages students in meaningful interactions with the content through: taking positions, citing textual support, summarizing, making connections, and/or raising questions.						
Effective Student Engagement						
The teacher provides opportunities for student collaboration in discussion and/or assignments.						
The teacher promptly provides specific feedback.						

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Focus Areas	Fidelity of Instruction Levels					Notes
	0 Not Seen / Not Used	1 Low / Beginning	2 Moderate / Developing	3 Good / Applying	4 High / Exemplary	
Total # of Items Rated at Each Level						*Fidelity = level 3 or 4 on 7 of 10 items*

Description of What the Teacher and Students are Doing and Saying and Reflective Conversation Notes:

Classroom Visits and Reflective Conversations

Site Coaches and/or Lead Administrators use this FIC during **20-30 minute classroom visits** with teachers who have completed a Project READ IRIS Course. Ratings and notes are designed to support the identification of areas where teachers have strongly developed and used their new skills, and areas where teachers could benefit from further coaching support. Following the classroom visit is a **20-30 minute reflective conversation** with the teacher to discuss the visit and further coaching in the needed areas.

Fidelity of Instruction Levels Rating Scale

Rating Levels	Rating Levels and Note Taking Guidance
0 - Not Seen / Not Used	Note when they could have implemented the practice during the lesson.
1 - Low / Beginning	Minimal and/or incorrect use of the practice. What needs to be addressed?
2 - Moderate / Developing	Correct but incomplete use of the practice. What needs to be enhanced?
3 - Good / Applying	Appropriate and correct use of the practice. What could still be refined?
4 - High / Exemplary	Demonstrated mastery of the practice. How could they support others in its use?

The main distinction in determining fidelity is between levels 2 and 3 for each item. 2 or less involves incomplete or incorrect use of the practice, or no use of the practice. 3 or more involves appropriate and correct use of the practice. The distinctions between other levels suggest coaching focus or direction.

Fidelity is achieved when at least 7 of 10 items are at level 3 or 4.

Items rated below 3 are priority areas for further coaching support.

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READ 180 Classroom Implementation Review Checklist

The READ 180 Classroom Implementation Review checklist is a four-page document used to monitor READ 180 classroom implementation and determine appropriate instructional goals for the year. Part I of the checklist is used to monitor that appropriate time and resources are available for an appropriate number of students. Part II is a series of five simple, 10-item checklists for monitoring items that are fully in place. The checklist is provided on pages 33-36.

The Site Coach or Lead Administrator will complete the READ 180 Classroom Implementation Review checklist with each READ 180 teacher.

Completing the Classroom Implementation Review checklist is a three-part process taking at least 60 minutes:

1. The Site Coach or Lead Administrator visits each teacher's READ 180 classroom for long enough to observe at least the Whole Group Instruction (20 minutes) and one Small Group Rotation (20 minutes), though staying for an entire class session would be ideal. This time can be spent marking checklist items which are fully in place and making notes on areas to discuss with the teacher.
2. The Site Coach or Lead Administrator then has a 20-30 minute reflective discussion with the teacher. This conversation is a key part of completing the checklist, including addressing checklist items which are not in evidence during classroom instruction (such as the "Instructional Software and Data Analysis" section). This is a reflective process with the teacher which is an opportunity for the Site Coach or Lead Administrator to both provide support and to deepen their understanding of the needs of the school.
3. The Site Coach or Lead Administrator will share the completed checklist(s) with the SIT at the next monthly SIT meeting, and the Site Coach will share the completed checklist with the Coach Coordinator. Referencing READ 180 Classroom Implementation Review checklists at regular intervals is an integral part of the planning process for both SITs at the site level and for the project overall, through the Project READ Implementation Team and the State Leadership Team (SLT).

Timeline

The Site Coach or Lead Administrator completes a READ 180 Classroom Implementation Review checklist with READ 180 teachers once per semester, at least until the checklist elements are implemented at a level of “good” or better on at least 70 percent of items. Begin recording implementation using the checklist starting the semester after the teacher completes the Scholastic READ 180 training. Scheduling for trainings and follow-up coaching will vary depending on the needs of each site and the decision making of the SIT, but the ideal schedule would be:

- Sites selected to purchase Scholastic products in Year 1 (March 2014 – June 2014) would complete the first READ 180 training in spring 2014. The Site Coach or Lead Administrator would begin recording implementation using the checklist in fall 2015.
- Many of these Year 1 sites will complete READ 180 trainings in fall 2014. The Site Coaches and Lead Administrators for these sites would begin recording implementation using the checklist for these sites in spring 2015.
- Sites selected to purchase Scholastic products in Year 2 (July 2014 – June 2015) would complete a READ 180 training in fall 2014. The Site Coach or Lead Administrator would begin recording implementation using the checklist in spring 2015.
- Sites selected to purchase Scholastic products in Year 3 (July 2015 – June 2016) would complete a READ 180 training in fall 2015. The Site Coach or Lead Administrator would begin recording implementation using the checklist in spring 2016.
- Sites selected to purchase Scholastic products in Year 4 (July 2016 – June 2017) would complete a READ 180 training in fall 2016. The Site Coach or Lead Administrator would begin recording implementation using the checklist in spring 2017.

However, Site Coaches and Lead Administrators should begin using the checklist to record implementation of READ 180 in the classroom on a schedule that makes sense for the site, according to the discretion of the SIT.

- For example, sites selected to purchase Scholastic products in Year 4 are likely to already have READ 180 being taught by teachers who received prior training in the use of READ 180. It would be appropriate to use the Checklist with such teachers as soon as possible to help provide effective, timely support and facilitate SIT planning. Ongoing coaching is a key aspect of maintaining fidelity of implementation and the effectiveness of intervention programs.

Self-Assessment using the READ 180 Classroom Implementation Review checklist

The READ 180 Classroom Implementation Review checklist was designed by Scholastic to be used by teachers for self-assessment, a tool to help maintain best practices in the classroom. Project READ encourages teachers to make use of this checklist, and all fidelity of implementation checklists, as part of an ongoing reflective process. Teachers may also find it useful to visit each other's classrooms or work with their administrators and Site Coaches to complete checklist reviews more frequently. While Project READ asks that checklists be completed by a Site Coach or Lead Administrator once per semester, sites who make use of these tools more frequently as part of a variety of reflective processes are likely to see a substantial benefit.

System 44, English 3D, and Other Intervention / Instructional Program Checklists

The strategy laid out here for READ 180 is a template for monitoring fidelity of implementation in the classroom which may be adapted or modified depending on the tools and requirements of other intervention and/or instructional strategies and programs being utilized.

Site Coaches or Lead Administrators should also complete checklist visits with teachers implementing any intervention or other support program as part of Project READ. Two such programs are the Scholastic intervention and instructional programs System 44 and English 3D, which can be effective both alongside and separately from READ 180.

- The System 44 Implementation Monitoring Review Checklist is attached here (page 37-39).
- The English 3D Success Indicators Tracking Checklist is attached here (page 40-41).

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

Teacher Name _____ Date _____

System 44 Implementation Monitoring Checklist

▶ To ensure success with *System 44,* you may wish to use the following checklist to monitor program implementation in your classroom. This checklist is structured according to the six main requirements of implementation: screening, software instruction, teacher-led instruction, progress monitoring, independent practice and reinforcement, and communication with families.

SCREENING			
Teacher Question	**Yes**	**No**	**Comments and Next Steps**
1. Did you screen your students for an indication of phonics need with the *Scholastic Reading Inventory* (SRI)?			
2. Did you diagnostically screen students scoring < 400 Lexiles with the *Scholastic Phonics Inventory* (SPI)?			
3. Did you run the *Screening and Placement Report* to review recommendations for student placement into *System 44?*			

SOFTWARE INSTRUCTION			
4. Is the *System 44* software installed and working on at least three computers in your classroom?			
5. Do all your computers include working headphones for students to use during generative activities?			

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Use with **Teaching Guide,** *pages 498–499.*

Resource Links
SAM Keyword: 44 Implementation

Teacher Name _____ Date _____

SOFTWARE INSTRUCTION continued			
Teacher Question	**Yes**	**No**	**Comments and Next Steps**
6. Does your schedule include a rotational model that will allow all *System 44* students to use the software for a minimum of 15 minutes daily?			
7. Do you regularly monitor your students to ensure they are understanding instructions, on-task, and engaged?			

TEACHER-LED INSTRUCTION			
8. Do you work with your students in small groups at least 3 times per week?			
9. Do you use the Teacher-Led Assessment in the *Teaching Guide* to monitor understanding of key content?			
10. Do you provide regular corrective feedback with the Correct and Redirect feature?			
11. Do you use Differentiated Support options to provide additional reinforcement for students' specific needs?			
12. Do you run the **Differentiated Instruction Grouping Report** every 4 weeks to make appropriate and flexible grouping decisions that will meet individual student needs?			

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Use with **Teaching Guide,** *pages 498–499.*

Resource Links
SAM Keyword: 44 Implementation

Teacher Name _____ Date _____

PROGRESS MONITORING			
Teacher Question	**Yes**	**No**	**Comments and Next Steps**
13. Do you run the **Student Mastery Report** every 6 weeks to monitor usage and skill growth over time?			
14. Do you run the **Response to Intervention Report** every 6-8 weeks to compare each student's response to his/her peers over time?			

INDEPENDENT PRACTICE AND REINFORCEMENT			
15. Do you provide a minimum of 15 minutes skill-appropriate independent practice daily using *System 44* materials?			
16. Do you provide Library Books, decodable text, and independent activities that are targeted to each student's skill needs?			

COMMUNICATION WITH FAMILIES			
17. Did you send the **Family Letter** home when students were first enrolled in *System 44*?			
18. Do you run the **Family Report** every 6 weeks and send it home with students so that families may monitor progress and achievement with *System 44*?			

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Use with **Teaching Guide,** *pages 498-499.*

Resource Links
SAM Keyword: 44 Implementation

ENGLISH 3D SUCCESS INDICATORS TRACKING

Management and Organization	Not Started	Implementing	Mastered
Each student has an *Issue* book and consumable *Language and Writing Portfolio*			
Student seating is arranged for partner and group interactions			
Inviting classroom with displays with E3D response frames, student work, etc.			
Language and lesson objectives are visibly displayed			
Daily Do Now's are visibly displayed and routinely used to initiate instruction			
IWB, Teacher Space CD is used to visibly guide instruction			
Incentive system is in place for partner, group, and class participation			
Each student has a student portfolio to store work, assessments and additional Daily Do Now's			
Teacher-led Instruction	**Not Started**	**Implementing**	**Mastered**
English 3D Teaching Guide is used daily to guide instruction			
Every lesson includes partner, group and/or class discussions			
Teacher Space CD is used to visibly display lesson resources			
Printable resources from the Teacher Space CD are utilized as needed			
Partner/group interactions include response frames and precise language			
Instruction with response frames includes clarification of vocabulary and grammar			
Partner/group interactions are closely monitored and supported with feedback			
Writing frames are modeled and drafts are carefully guided			
Instruction for each issue includes interviews and speeches (every 2 issues)			
Steps for each of the 12 instructional routines are followed during daily instruction			

ENGLISH 3D SUCCESS INDICATORS TRACKING

Students' Verbal and Written Interactions	Not Started	Implementing	Mastered
Students are paired/grouped appropriately for partner and group interactions			
Procedures for partner interactions (4Ls) are routinely followed			
Students complete written tasks in *Portfolio* as directed			
Students complete Daily Do Now tasks and conduct self and partner scoring			
Students audibly participate in class discussions with complete, accurate sentences			
Students regularly receive feedback on verbal and written use of response frames			
Students demonstrate understanding of Words to Know/Go verbally and in writing			
Student writing is analyzed to identify error trends			
Students actively participate during instruction and during partner/group interactions			
Students are appropriately prepared for assessments			

English 3D Teacher Observation – Teacher and Student Verbal Interaction					
Responds....	In complete sentences	With Academic Language	With the Response Frame	With casual English	With a one word answer
Teacher					
Student					
Additional Notes					

*English 3D is most effective when implemented with fidelity. Use this Success Indicators Tracking Form to complete a self-assessment of your English 3D classroom implementation. Use the results to determine appropriate instructional goals for the year.

Engaged Implementation Teams

Fidelity of Implementation Rubric Bundle: Site Implementation Team Implementation Planning

Site Implementation Teams (SITs) use a set of tools, called the Fidelity of Implementation (FIR) Bundle, to guide and facilitate implementation planning and monitoring with the support of their Site Coaches. These tools/documents are updated regularly by the SIT and used actively in planning throughout the entire five years.

The FIR Bundle includes:

1. SIT Roster
2. Student Outcomes Data
3. Site Academic Measures Metafile (SAMM) Site Profile
4. FIR
5. Implementation Plan

(See: The Practice Implementation Guide (PIG), Appendix, Section II, FIR and Implementation Planning Bundle, for samples of the tools. This document is available online at: http://calstat.org/pdf/projectread/READ-Practice-Guide-Jan2014.pdf)

Site Implementation Team Roster

The Name, Role, and Contact information of each SIT member should be recorded on the SIT Roster, which is shared with the Site Coach and Project READ. The SIT Roster identifies your site team membership, allows the Project READ Implementation Team to communicate directly as needed with SIT members, and to invite semiannual feedback. If completed electronically, then the SIT can print out this sheet and use it as a sign-in sheet for the monthly SIT meetings as well.

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

Sites are requested to reference the Project READ Roles List and use these roles to record the roles of SIT members on the roster as appropriate. This list is included on page 43.

Project READ ~ Roster Roles

In Project READ, there are two kinds of "Rosters" to be filled in for each site:

- ✓ a SIT Roster for the SIT, and also
- ✓ Event Rosters for those who will be participating in each of the major events, such as the two Ideas and Resources for Inclusive Settings (IRIS) Trainings and the Read 180 training.

The Roster forms have space to list the Role(s), and any applicable subject(s) and/or grade level(s) for each person. Use the electronic form to fill in what each person does as descriptively as possible, and then print it out to use as a sign-in sheet at the meetings or events. For example:

Teacher	English 7-8
Teacher	English 8th, History 8th
Principal	
Teacher	SE, Reading, 7th and 8th
Guidance Counselor	7-9

Multiple Roles are fine! We know some people are wearing several hats or have several facets to what they do. Type in all that is relevant for each person. The cells in the Roster table will expand to allow more room!

When we receive these Rosters at Project READ/CalSTAT, we enter each person into TED, our Training Events Database. We've established a list of the major roles of those we are most likely to be serving (based on what we have outlined in the Practice Implementation Guide (PIG)), and will do our best to find the applicable matches between the roles on the rosters and the roles in our list.

The following is the List of Roles we have established:

- Reading Specialist/Interventionist
- Teacher – ELA
- Teacher – EL
- Teacher – SE
- Teacher – History/Social Studies
- Teacher – Science
- Teacher – Other
- Principal
- Administrator – Other (Asst. Principal, Curriculum and Instruction, etc.)
- District Representative
- Other Certificated Professional (Counselor, Psychologist, Speech and Language, etc.)
- Paraprofessional/Instructional Aide
- Site Coach
- Parent/Family Member
- Other - _____

Please review the Rosters as they are developed to see if what was written fits within the List of Roles above, or is clearly a unique "Other" role. For anything unclear or using an unfamiliar acronym, please provide further description. We may request additional information, if needed.

Student Outcomes Data

Project READ supports schools in using statewide testing 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 Project READ 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 California Standards Testing (CST) or equivalent Common Core State Standards (CCSS) assessments. This is monitored for All Students as well as Students with Disabilities, English Learners, and Socioeconomically Disadvantaged student subgroups at each Project READ school.

In the fall of 2014, sites will NOT be submitting Student Outcomes Data, since there is not statewide testing data available to use in completing them.

In lieu of Student Outcomes Data based on statewide testing, we ask sites to please submit data from Scholastic Reading Inventory (SRI), READ 180, or other Universal Screening or Progress Monitoring tools which may have been in use during the 2013-14 school year. Please see the Monitoring Student Progress and Outcomes section (page 65), and particularly the section on reporting (page 68), for additional details on this process.

In Year 3 (July 2015 – June 2016), when Smarter Balanced and other state testing mandates are clarified and scores become available, the Student Outcomes Data submission guidelines will be updated and reincorporated into the FIR Bundle reporting and coaching process.

Site Academic Measures Metafile 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.

SAMM will generally 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.) There is no data entry involved for sites in using or accessing SAMM Site Profiles.

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

In addition, in Year 1, sites received funding to purchase FileMaker Pro (on which SAMM runs), to be able to have SAMM accessible at the school site to view and generate SAMM site profiles for their school and the other Project READ sites. In August 2014, sites will be sent a link to a Web page where they can download the current SAMM file, along with a video demonstrating how to use SAMM.

SAMM will not be updated to generate site profiles covering the 2013-14 school year, since key statewide testing data is not available. In Year 3, once data become available, SAMM will be updated and revised and site profiles will be shared with sites.

The Fidelity of Implementation Rubric

The FIR articulates what implementation looks like at five levels or stages of implementation across the 10 key elements of Project READ. The SIT and their Site Coach fill out the FIR together twice a year 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 Project READ SIT Leads Implementation
2. A 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 CCSS
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. 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

Five 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.

Starting in fall 2014, the FIR will be completed in a single Excel file (electronic FIR, or eFIR) that includes automated charting so five years of progress toward implementing the elements of Project READ can be seen visually. Project READ Evaluators will transfer data from Year 1 into the Excel file for each site.

Twice a year, 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 Fidelity of Implementation Rubric Bundle Timeline

The SIT 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.

Fall Update and Submission of the FIR Bundle by October 31st

- ✓ SIT Roster
- ✓ Student Outcomes Data (not required in Year 2)
- ✓ FIR
- ✓ Implementation Plan

Spring Update and Submission of the FIR Bundle by March 31st

- ✓ SIT Roster
- ✓ FIR
- ✓ Implementation Plan

Plus as needed, e-mail to Site Coach:

- ✓ SIT Roster, whenever updated
- ✓ Implementation Plan, after major updates

Leadership Academy

The purpose of the Leadership Academy is to provide training to be leaders of systems change, an opportunity for Project READ school sites to collaborate and network with each other; share challenges and successes as each site implements the 10 Key Elements of Project READ (page 44).

The Leadership Academy is a place where site leaders come together to communicate and articulate what Project READ looks like at their unique site, as well as identify the common threads related to the implementation of evidence-based practices and research-based strategies for teaching reading across the middle school curriculum to improve literacy outcomes for their students and prepare them for college and career readiness.

The outcome for the Leadership Academy is to support Project READ administrators and teachers to be leaders of systems change for the improvement of literacy instruction at their school sites and within their districts.

Therefore, the Leadership Academy for Project Year 2 focuses on content and practices that enable participants to successfully lead the implementation of Project READ, and support their staff in the program. The Academy trainings foster the sharing of approaches among sites.

Specific content includes:

- Articulating and clarifying, “What is Project READ?”
- Training in being leaders and systems change agents
- Leadership skills for implementing the Common Core in relationship to Project READ activities
- Using the FIR Bundle to guide SIT implementation planning
- Implementing the Ideas and Resources for Inclusive Settings (IRIS) Course 1 research-based instructional reading strategies that improve middle school students’ literacy outcomes and prepares them for college, career, and/or community life readiness.
- Discussing and sharing the “nuts and bolts,” details, directions, and rationale for developing and implementing the Student Reading Progress Monitoring Maps from a leadership perspective
- Using data to identify student needs
- Reviewing Scholastic READ 180 and other Scholastic products as evidence-based reading intervention programs

- Conducting visitations and reflective conversations for intervention fidelity (READ 180) and instructional fidelity (IRIS Course 1)
- Discussing schedules, coaching, and school site needs

Year 2 Leadership Academy: Questions and Answers

Q1. What is the format/structure for the Leadership Academy?

A1. This year, beginning in Year 2 (July 1, 2014 – June 30, 2015), 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.

Q2. Who should attend the Academy?

A2. The Academy provides ongoing training to support Lead Administrators and key teachers from each school, who lead the SITs and schoolwide implementation efforts. Three participants are selected by each site to attend. Each site has at least the Lead Administrator and one key teacher participating, and choses a third person to participate based on who best serves the needs of the school.

Best practice research indicates district involvement is a key to successful systems change. Therefore, selecting a district representative as the third participant is encouraged.

Additionally to ensure Project READ's fidelity of implementation, each school's Site Coach attends the Leadership Academy. At times, the Site Coaches may assist participants during the Academy. They are expected to facilitate collaboration between school sites in the same district, or among several districts to improve communication and support sharing among sites.

Q3. Does the same Leadership Academy participant need to attend all seven trainings?

A3. Continuity of Leadership Academy participants is critical to the success of the program for three major reasons: 1) to build a "community of leaders" within the Leadership Academy, 2) to be able to continuously move forward with Project READ implementation in a timely manner, and 3) to ensure fidelity of implementation across all Project READ school sites. So, although it may not always be possible, it is expected that the same individuals attend the three face-to-face regional trainings and the four live Webinars.

Q4. When does the selection of the Leadership Academy participants need to be determined, and how do the sites submit this list?

A4. The selection of the Leadership Academy participants needs to be determined and a finalized list of the three participants' names, roles, e-mail addresses, and phone numbers e-mailed to the Site Coach before September 15, 2014. The Site Coach will forward this list to the Coach Coordinator within two days following receipt of the list.

Q5. When and where will the Regional Leadership Academies take place for Project READ Year 2?

A5. There are seven trainings within the Leadership Academy: three regionally based face-to-face trainings and four live Webinars. The dates and times are listed below for your convenience.

IMPORTANT: Please note that the time of the regional face-to-face trainings has been changed to 10:00 a.m. – 1:00p.m., and the time/length of the live Webinar trainings has been changed to 2:00 - 4:00 p.m. (2 hours).

The three face-to-face Leadership Academy regionally based trainings are offered in Southern, Central, and Northern California. To confirm the geographic area (region) where your school site(s) should participate locate the county in which the school site resides in the far left column below. Once you have done so, you will also see each of the three live training dates, time, and physical location for the training event. Training details including an event address and room number are forthcoming.

Please allow plenty of time to secure parking and in some cases, a daily parking fee may apply. "Carpooling" is strongly recommended whenever possible to encourage site team collaboration and save on individual travel expenses.

*Your school site consistently attends the same regional location for all three face-to-face trainings.

Regions	Live Training Dates	Location of Training
Southern Kern County Los Angeles County Riverside County San Bernardino County San Diego County	Tues. 9/23/14 Tues. 11/18/14 Tues. 3/3/15 Time: 10:00 a.m. – 1:00 p.m.	CSU, Fullerton
Central Fresno County Merced County Tulare County	Wed. 9/24/14 Wed. 11/19/14 Wed. 3/4/15 Time: 10:00 a.m. – 1:00 p.m.	Diagnostic Center, Fresno

Regions	Live Training Dates	Location of Training
Northern Alameda County Butte County Contra Costa County Lake County Sacramento County San Francisco County San Mateo County Santa Clara County Sonoma County	Thurs. 9/25/14 Thurs. 11/20/14 Thurs. 3/5/15 Time: 10:00 a.m. – 1:00 p.m.	CSU, East Bay

The four Leadership Academy live Webinars are scheduled on Tuesdays, 2:00 p.m. – 4:00 p.m. on the following dates:

- October 28, 2014
- January 13, 2015
- February 3, 2015
- May 12, 2015

Dial-in instructions and specific details related to the live Webinars are forthcoming.

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 / three hours September (Week of Sept 22 – 26), 2014 in three Regional Areas, 10:00 a.m. – 1:00 p.m.	
Topics:	Facilitators:
➢ Welcome, Reflections Project READ Year 1 and Discussions of Common Core	➢ Dr. Lisa Churchill, Content Lead
➢ Introductions and Leading Systems Change in Project READ Schools	➢ Steve Zuieback, Systems Change Content Expert
➢ The Year 2 Focus Areas and Site Implementation Team (SIT) Implementation Planning	➢ Dr. Li Walter/Alan Wood, Project READ Evaluators
Leadership Academy #2 – Webinar / two hours Oct 28, 2014, 2:00 p.m. – 4:00 p.m.	
Topics:	Facilitators:
➢ IRIS Resources and IRIS Course 1	➢ Dr. Deb Smith/Dr. Sue Robb (IRIS)
➢ IRIS Course 1 Fidelity of Instruction Checklist and Preplanning IRIS Course 2	
Leadership Academy #3 – Face-to-Face / three hours November (Week of Nov. 17-21, 2014) in three Regional Areas, 10:00 a.m. – 1:00 p.m.	
Topics:	Facilitators:
➢ Welcome, Intros, Announcements	➢ Dr. Lisa Churchill, Content Lead
➢ Leading the Development and Implementation of Student Reading Progress Monitoring Maps	➢ Diane Posner, Coach Coordinator
➢ Check-in: Conversations on Challenges, Successes (SIT, Scheduling and READ 180, School/District Communications, etc.)	➢ Dr. Lisa Churchill, Content Lead

Leadership Academy #4 – Webinar / two hours
Jan 13, 2015, 2:00 p.m. – 4:00 p.m.

Topics:	Facilitators:
➢ READ 180 and Scholastic software	➢ Scholastic Content Expert

Leadership Academy #5 – Webinar / two hours
Feb 3, 2015, 2:00 p.m. – 4:00 p.m.

Topics:	Facilitators:
➢ IRIS Course 1 Fidelity Checklist Update ➢ IRIS Course 1 Content Expert	➢ Dr. Deborah Reed, IRIS Content Expert

Leadership Academy #6 – Face-to-Face / three hours
March (Week of Mar 2 – 6, 2015) in three Regional Areas, 10:00 a.m. – 1:00 p.m.

Topics:	Facilitators:
➢ Welcome ➢ Introductions and Leading Systems Change ➢ Leaders Share: Student Reading Progress and Monitoring Maps ➢ Leaders' Lessons Learned	➢ Dr. Lisa Churchill, Content Lead ➢ Steve Zuieback, Systems Change Content Expert

Leadership Academy #7 – Webinar / two hours
May 12, 2015, 2:00 p.m. – 4:00 p.m.

Topics:	Facilitators:
➢ Leading the Teaching of Reading Across the Middle School Curriculum and the Emphasis on College and Career Readiness	➢ Dr. Mike Schmoker

Student Reading Progress Monitoring

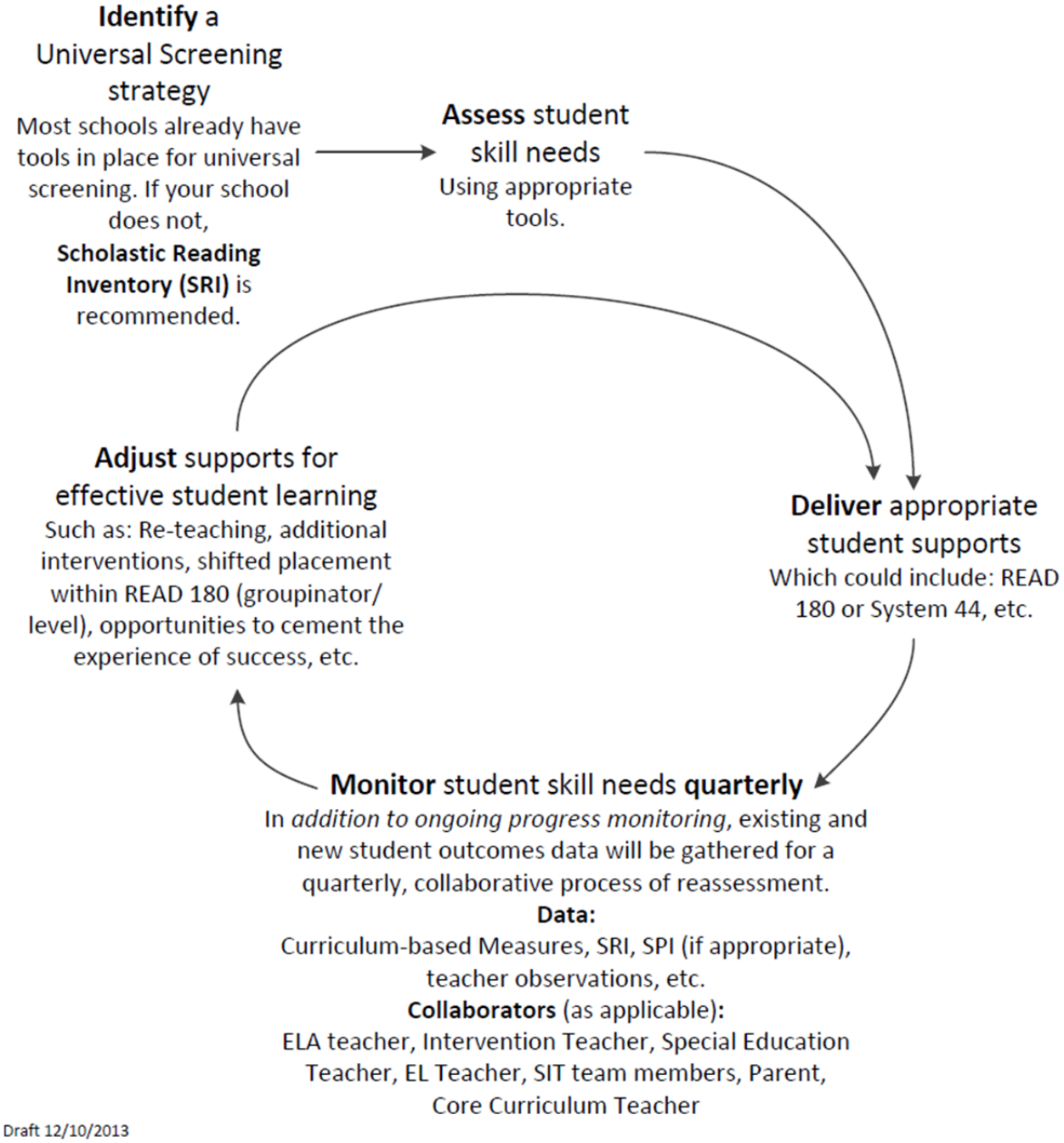
Student Reading Progress Monitoring is a scientifically-based practice that is used to assess students' academic performance in reading and determine the effectiveness of intervention and instruction. The use of student reading progress monitoring results in more appropriately targeted instruction that 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 steps:

- 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 can be conducted with tools such as: Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), Standardized Testing and Reporting (STAR) Testing (CST/CMA/CAPA and Common Core equivalents), curriculum-based measures, teacher observations, and grades.
- Deliver appropriate reading intervention support (Read 180, System 44, English 3D, Curriculum-based strategies, Word Identification Strategies used with Content-Area Texts, Anticipation-Reaction Guides, Frayer Model/Graphic Organizers, Self-generated Questions, Possible Sentences, Collaborative Strategic Reading (CSR), REWARDS Plus, Soar to Success).
- Monitor student reading skill progress at least quarterly, in addition to ongoing 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 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 English Language Arts (ELA) and Reading Intervention Teachers
- Special Education Teacher
- English Learner 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 and Common Core equivalents
- Scholastic Reading Inventory and Scholastic Phonics Inventory
- 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 Monitoring Map by the SIT with assistance from the Site Coach
December 2014	Refinement of Student Reading Progress 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 Monitoring Map
March 2 – 6, 2015	Leadership Academy #6, Share Maps

Student Reading Progress Monitoring Map: Questions and Answers

Q1. What is the purpose of the Student Reading Progress Monitoring Map?

A1. The purpose of the map is to provide a planning tool for your SIT that briefly and explicitly outlines each step of the process for Student Reading Progress Monitoring at your unique school site. The actual format of the map is determined by the School Site in order to convey their process simply and clearly.

Q2. During Project READ Year 2, who is responsible for developing the Student Reading Monitoring Map at your school site?

A2. The SIT with assistance from the Site Coach develops their school's Student Reading Monitoring Map during November, and refines it during December 2014.

Q3. How does the SIT address Step 1: Identify a Universal Screening Strategy, when developing your school's Student Reading Progress Monitoring Map?

A3. Your site may already be using Universal Screening. If so, identify and write the name of the approach that your site is using. Typically, Universal Screening uses a brief assessment administered to the student population that identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, in small groups or on an individual basis. This brief screening assessment, generally conducted at the beginning of the school year, focuses on critical reading skills that are strongly predictive of future reading growth and

development. At the middle school level, Universal Screening usually focuses on Reading Fluency and Reading Comprehension to determine whether further assessments are necessary.

If your school does not have a tool in place, SRI is recommended.

- SRI is designed to measure how well students understand literary and expository texts of varying degrees of difficulty. SRI measures reading comprehension by focusing on the skills readers use when studying written materials from various content areas. These skills include identifying details in a passage; identifying cause-and-effect relationships and the sequence of events; drawing conclusions; and making comparisons and generalizations.

  Note: SRI may be used as both a Universal Screening assessment (Step 1 of the Map) as well as a means to assess individual student skill needs in Step 2 of the Map.

Q4. What are some other Universal Screening assessments to consider for middle school students?

A4. Two other Universal Screening Strategies that measure reading fluency and comprehension-oriented reading competencies to consider are:

- *Test Of Silent Word Reading Fluency* (TOSWRF second Edition) The TOSWRF is not intended to be the sole measure for making eligibility or placement decisions; rather, it is best used as an initial screening measure to identify poor readers. The new Test of Silent Word Reading Fluency, Second Edition (TOSWRF-2) provides a reliable and valid measure of students' ability to recognize printed words accurately and efficiently.
- *Test of Silent Contextual Reading Fluency* (TOSCRF-2) is a companion assessment to the TOSWRF-2. While the TOSWRF-2 measures a student's ability to recognize individual words accurately and efficiently, the TOSCRF-2 measures a student's essential contextual reading abilities (i.e., word identification, word meaning, word building, sentence structure, comprehension, and fluency). The test can be easily administered to a single student or to an entire classroom of children, thus making it an efficient and cost-effective screening method.

Q5. How does the SIT address Step 2: Assess Student Skill needs?

A5. The SIT discusses and writes down the appropriate tools the school site uses or will use to assess individual student's basic reading skills in order to identify specific reading problems. This is key to planning for and providing appropriate interventions for those middle school students found to be reading below grade level. Although these students are in the middle grades, they may be struggling in the essential reading skills of:

- Phonics and/or Phonemic Awareness (Decoding)
- Fluency
- Vocabulary
- Comprehension

Q6. In order to determine if an assessment is appropriately identifying specific student needs, what additional questions can be considered by the SIT?

A6. The questions that the SIT can consider include the following:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and Common Core State Standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

Q7. What are some appropriate tools for assessing middle school students' essential reading skills for the SIT to consider?

A7. Sample assessments to determine students' essential reading skills are provided below:

Assessing for Essential Reading Skills	
Reading Skill/Concept	Sample Assessments
Decoding: Vowel sounds Digraphs, Blends Prefixes, Suffixes, Base Words Multisyllabic Words	Decoding: Scholastic Phonic Inventory (SPI) Qualitative Reading Inventory (QRI) Quick Phonics Screener (QPS) Test of Word Reading Efficiency (TOWRE) Words Their Way Spelling Inventory
Fluency: Word use Oral reading Passage reading	Fluency: Scholastic Reading Inventory (SRI) Qualitative Reading Inventory (QRI) Reading Fluency Progress Monitor (RFPM) Ekwall/Shanker Reading Inventory (5th Ed.) Test of Silent Word Reading Fluency (TOSWRF) Test of Word Reading Efficiency
Vocabulary: Context clues Word parts Content-area vocabulary	Vocabulary: Scholastic Reading Inventory (SRI) Informal Reading Inventory (IRI) Stanford Diagnostic Reading Test (SDRT)
Comprehension: Integrates Decoding, Fluency, and Vocabulary Meaning from Text	Comprehension: Scholastic Reading Inventory (SRI) Maze Accelerated Reader's STAR

Q8. Are criterion-referenced assessments like teacher observations, grades, and performance on classroom assignments/tests also appropriate for the SIT to consider for Step 2: Assessing Student Skill Needs?

A8. Yes, these types of informal, criterion-referenced assessments can be considered as tools to assess student skill needs. Curriculum-Based Measurement (CBM) is an approach to measuring the growth of student proficiency in reading, that allows teachers to continuously measure their students' growth in performance, determine if their students' are growing at the expected rate, and provide data for teachers to evaluate their instructional strategies if students are not demonstrating adequate growth may also be considered as an appropriate tool to assess student skill needs.

Q9. How does the SIT address Step 3: Deliver Appropriate Student Supports?

A9. The SIT discusses and writes down the reading programs, practices/strategies, and interventions that the school site currently uses or will use to deliver appropriate student supports.

Q10. What are some examples of appropriate student reading intervention supports to consider?

A10. Some examples of appropriate supports and interventions to address specific skills of struggling readers based on assessed needs, using evidence-based programs and practices with fidelity are provided below:

Student Needs	Instructional Focus
Adequate skills (good decoding ability, average vocabulary knowledge, can decode fluently) but poor text comprehension	Comprehension strategies + vocabulary
Low fluency level and poor text comprehension, but adequate word recognition	Comprehension strategies + vocabulary + fluency practice with connected text
Weak decoding ability; slow, nonfluent reading; poor text comprehension	Comprehension strategies + vocabulary + word recognition practice and fluency practice with connected text

Decoding/Fluency Intervention

Many evidence-based intervention programs exist for students assessed with word-level skill needs, which may include fluency and/or decoding skill needs. These programs and strategies are useful in meeting the intervention needs of students with a variety of skill levels. Some examples of evidence-based decoding/fluency interventions include:

- System 44
- READ 180
- REWARDS
- Lexia
- SIPPS
- Corrective Reading

Fluency Interventions

These intervention programs are suitable for students with fluency needs in cases where decoding needs have been ruled out with additional assessment. Two examples of evidence-based fluency interventions include:

- Read Naturally
- Six-Minute Solution

Comprehension and Vocabulary Interventions and Strategies

These intervention programs and strategies are applicable for students who have comprehension and/or academic vocabulary skill needs and can be built into the core curriculum to also address schoolwide comprehension needs, if they exist. Eight examples of evidence-based comprehension strategies and interventions include:

- Word Identification Strategies used with Content-Area Texts
- Anticipation-Reaction Guides
- Frayer Model/Graphic Organizers
- Self-generated Questions
- Possible Sentences
- Collaborative Strategic Reading
- REWARDS Plus
- Soar to Success

Q11. To address Step Three, Deliver Appropriate Student Supports, in the Student Reading Progress Monitoring Map, what are some interventions and reading programs for the Site Implementation Team (SIT) to consider for students with intensive needs?

A11. To complete Step Three on the map, the SIT discusses what the school site does or will do to deliver appropriate student supports to students with intensive needs and writes them down on the Map.

Project READ sites may already be delivering individualized, interventions for students who have substantial word-level needs, such as reading fewer than 70 words correct per minute on fluency assessments. Eight examples of evidence-based intervention and reading programs to consider as you complete your Map that are appropriate for students with intensive needs include:

- System 44
- READ 180
- Language!
- Lexia
- REWARDS
- REWARDS Plus for Social Studies
- REWARDS Plus for Science
- Six-Minute Solution

REWARDS Plus for Social Studies and REWARDS Plus for Science were designed for struggling middle and high school students who have completed the basic REWARDS program. It provides continued decoding and fluency practice with a greater focus on comprehension, vocabulary and expository writing. There are 15 application lessons, each of which requires 2-4 instructional periods of 45-50 minutes each.

eSolution: Fluency, Vocabulary and Comprehension is an expanded version of the Six Minute Solution and includes 150 passages (fourth–ninth grade readability). There are assessment passages for fluency, comprehension, and vocabulary at each of those levels.

Q12. How does the Project READ SIT address Step 4, Monitor Student Skill Needs Quarterly, in your school's Student Reading Progress Monitoring Map?

A12. To complete the Student Reading Progress Monitoring Map, Step Four, the SIT with assistance from the Site Coach, discusses what monitoring student progress is and reviews the section on how to Monitor Student Progress and Outcomes in Project READ, see page 65 in this Practice Implementation Guide Year 2 Supplement. The SIT

then completes Step Four on their school's Map by identifying and writing how student skill needs will be monitored quarterly, including: 1) the type of student outcome data that will be reviewed, 2) who the involved collaborators (as applicable) will be at their school site, and 3) when, where, and how (who is responsible for what) this will take place.

Monitoring student progress is a process of assessment and collaborative review, starting with the collection of new data through reassessment, discussion of the data with teacher input, and a determination of whether the student is properly situated, needs additional supports, or is ready to exit intervention. Project READ, assessment and monitoring happens quarterly, at least three times per year, at the beginning of school and again at the end of the fall and spring semesters.

Q13. How does the Project READ SIT address Step Five, "Adjusting Instructional Strategies and Supports to Address Effective Student Learning and Progress in Reading Skills"?

A13. To complete Step Five on the Map, The SIT discusses and writes down on the map the details (how? when? where? and who?) of your school's process for reviewing, adjusting, and supporting any changes in an individual student's instruction or intervention. The SIT considers any changes in student instruction and intervention through a collaborative process informed by reassessment data. The judgment of the students' intervention and core curriculum teachers, as well as parents and the student when appropriate, should play a large role in making this determination.

Q14. After refining the map, what is the timeline for implementing and using the map at the school site?

A14. Project READ schools are expected to use the map internally and implement a Student Reading Progress Monitoring System during January through June, 2015.

Q.15. Will there be opportunities to discuss and share your school Maps with other Project READ sites?

A15. Yes, through the Leadership Academy and the Online Learning Community, there will be opportunities to discuss and share the development and implementation of your school's unique Map, which represents a graphic outline of how your school will continue to deliver appropriate student supports, monitor student skills quarterly, and adjust supports and interventions to ensure students' reading progress and success.

Monitoring Student Progress and Outcomes

Universal Screening of all students is a key component of implementing Project READ. Typically, this process involves using existing data (such as CST/CMA/CAPA/Smarter Balanced test scores and student records) and fresh assessments using appropriate tools.

Scholastic Reading Inventory is a universal screening, placement, and benchmarking tool which Project READ sites are encouraged to use with their students three-five times per year. Most schools have tools in place for these purposes, and if they are using tools other than SRI, their coaches will work with them to utilize equivalent reports.

SITs, with the support of their Site Coaches, will use the following reports as a key element in Student Reading Progress Monitoring Mapping and Implementation for their school sites.

Scholastic Reading Inventory Summary Reports

The Scholastic Reading Inventory (SRI) is a 20-30 minute test that measures student reading levels in Lexiles, a framework for monitoring progress and guiding instruction. Lexiles correlate to California Standardized Testing proficiency levels and are an effective means of monitoring growth in student outcomes. SRI also produces reports according to four performance standards (Advanced, Proficient, Basic, and Below Basic), which are based on Lexile ranges and grade level.

SRI Growth Summary Report

This report contains schoolwide and grade level breakdowns of the average first and last test scores and growth in Lexile of students in the time period. A sample and explanation of this report can be found on page 268 of the *Scholastic READ 180 Placement, Assessment and Reporting Guide* (PARG).

Lincoln Middle School (190 total students)

GRADE	2 TOTAL STUDENTS	3 FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	4 LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	5 AVERAGE GROWTH IN LEXILE
6	43	354	470	116
7	78	539	624	85
8	69	598	707	109

Scholastic Reading Inventory Proficiency Growth Report
This report contains schoolwide and grade level breakdowns of Advanced, Proficient, Basic, and Below Basic performance standards for the first and last tests in the time period. Project READ will monitor increases in the number and percent of students proficient or advanced (in green) and decreases in the number and percent of students below basic (in red) at each school, and report this progress to federal grantors and other stakeholders. A sample and explanation of this report can be found on page 270 of the PARG.

Lincoln Middle School (190 total students)

3 PERFORMANCE STANDARD	4 FIRST TEST IN TIME PERIOD STUDENTS	5 PERCENTAGE OF STUDENTS	LAST TEST IN TIME PERIOD STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	5	3%
Proficient	12	6%	24	12%
Basic	82	39%	94	48%
Below Basic	116	55%	72	37%

Scholastic Reading Inventory Demographic Growth Summary Report
This report has the same breakdowns as the SRI Proficiency Growth Report, but with summaries for numerous demographic subgroups, which will also be used to monitor increases and report progress to federal grantors and other stakeholders. A sample and explanation of this report can be found on page 262 of the PARG.

Lincoln Middle School (190 total students)

3 DEMOGRAPHIC	4 STUDENTS	5 PERFORMANCE STANDARD: 6 FIRST TEST IN TIME PERIOD	7 LAST TEST IN TIME PERIOD
American Indian/Alaskan Native	0	N/A	N/A
Asian	3	67% 33%	33% 67%
Black/African-American	69	52% 45% 3%	34% 56% 7% 3%
Economically Disadvantaged	58	63% 36% 1%	43% 47% 10%
Female	61	46% 48% 6%	28% 60% 12%
Gifted and Talented	0	N/A	N/A
Hispanic	6	20% 80%	17% 83%
Limited English Proficiency	4		40% 60%
Male	77	63% 32% 5%	44% 44% 12%
Migrant	0	N/A	N/A
Pacific Islander	0	N/A	N/A
Students with Disabilities	53	80% 18% 2%	59% 36% 5%
White/Caucasian	64	56% 34% 10%	38% 45% 12% 5%

READ 180 Summary Reports

Students in READ 180 will be tested regularly (at least three times per year) using the SRI to monitor Lexile growth. Other usage statistics, such as the number of sessions per week and the number of minutes per session are available to monitor the use of READ 180 over the course of Project READ.

READ 180 Demographic Results Summary Report

This report contains demographic group breakdowns of average usage, Lexile levels and growth between the first and last tests in the report time period. A sample and explanation of this report can be found on page 254 of the PARG.

Lincoln Middle School

	1 ENROLLMENT		MEAN USAGE PER STUDENT						MEAN PERFORMANCE		
DEMOGRAPHIC	STUDENTS IN READ 180	STUDENTS WITH A MINIMUM OF TWO SRI TESTS	2 DAILY (MINUTES)	3 SESSIONS PER WEEK	4 NUMBER OF SESSIONS	5 TOTAL TIME (MINUTES)	6 NO. OF WEEKS BETWEEN FIRST AND LAST SRI	7 NO. OF SRI ADMINIS-TRATIONS	8 FIRST SRI TEST	9 LAST SRI TEST	10 SRI GROWTH (LEXILE)
All READ 180 Students	184	179	16	2	47	759	20	3	554	649	95
Economically Disadvantaged	58	58	17	2	51	835	20	3	524	640	117
Limited English Proficiency	4	4	18	2	45	796	21	3	513	572	59
Students with Disabilities	45	44	17	2	48	797	21	3	405	519	114
Female	61	61	16	2	49	802	20	3	587	675	88
Male	78	77	16	2	50	804	20	3	513	638	126
Asian	3	3	17	2	46	768	21	3	485	634	149
Black/African American	70	69	16	3	52	834	20	3	551	659	109
Hispanic	6	6	17	2	45	736	21	3	576	644	68
White/Caucasian	64	64	16	2	47	767	21	3	549	653	104

Scholastic Achievement Manager and the Reporting Process

Site Coaches and the SIT will work with the main READ 180 teacher(s) to access and generate these and other automated SRI and READ 180 reports through SAM (the Scholastic Achievement Manager database) in the form of pdfs. The teachers, SIT, and the Site Coaches will use reports from SAM as a key and integral element of all planning and coaching whenever possible.

Your coach will forward these reports to the Project READ Implementation Team, who will use them for planning purposes, to communicate with the State Leadership Team and other stakeholders, and for reporting to federal grantors.

The time period covered should be from the beginning of the school year to after the last administration of the SRI test. We ask that these reports be submitted by April 30th. These four reports are:

- SRI Growth Summary Report
- SRI Proficiency Growth Report
- SRI Demographic Growth Summary Report
- READ 180 Demographic Results Summary Report

Just in the fall of 2014, we ask sites to please submit these Scholastic Reading Inventory and READ 180 reports for the time period covering the 2013-14 school year (if available). If your site is using other tools for Universal Screening or Progress Monitoring that generate similar reports, please submit those reports from the 2013-14 school year as well. Please submit this 2013-14 assessment data by October 31st, along with your complete Fidelity of Implementation Rubric (FIR) Bundle.

None of these reports include individual student data or the names of individual students. The Project READ Implementation Team requests that any reports including this sensitive information not be forwarded to best protect student confidentiality.

Parent and 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 two-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:

- introducing Project READ and its relationship to the Common Core State Standards
- 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
- knowing where to go for help

In 2013-2014 Project READ contracted 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 two-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 and 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 that provided the training will invoice Project READ (not the school site) 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 on the *Project READ Family Workshops School Administrator Observations Sheet* to ensure continuous improvement.

Year 2 Family Workshop: Questions and Answers

Q1. How will the Family Workshops be advertised and promoted at the school site?

A1. We are requesting that the Lead Administrator help to connect the PTI contact person with their school's PTA contact person in order to work together on the outreach, promotion, and advertising of the Family Workshop at the school site.

Q2. Who is responsible for printing the Family Workshop materials and handouts?

A2. The school sites are responsible for printing the Family Workshop materials and handouts. School sites are given a Project READ stipend of $150 per the two workshop's for a total of $300 to cover the cost of printing Family Workshop materials or any other relevant workshop costs for the fiscal year. Please refer to the Subcontracting and Invoicing Instructions package that your school site received.

Q3. Are the SIT members required to attend the Family Workshop?

A4. No, SIT members are not required to attend the Family Workshops, but if at all possible, we suggest that at least one team representative attend the Family Workshop.

Q5. Is the Lead Administrator required to attend the Family Workshops?

A5. The Lead Administrator is required to attend at least one Family Workshop per year, and complete the Project READ Family Workshops School Administrator Observations Sheet to use as a tool to provide feedback on the PTI Trainer and Project READ for continuous improvement of the workshop.

If at all possible, we suggest that the Lead Administrator encourage at least one school representative or SIT member to attend each of the Family Workshops.

Parent and Family Workshop Evaluation Procedures

There are two forms used in conjunction with the Family Workshop:

- Family Workshop Sign-in Sheet
- End-of-Workshop Survey titled “How was the Project READ Family Workshop?”

Electronic copies of these forms are provided to the PTI Trainers; they are also attached here on pages 73-74.

Prior to the event, the PTI Trainer fills in the event details on a master copy of both the Family Workshop Sign-in Sheet and the End-of-Workshop Survey form, then prints out (or copies) enough surveys for each participant, and brings them to the event.

When people arrive to the workshop, have them complete the sign-in sheet before taking a seat. Use this opportunity to provide each participant with a copy of the End-of-Workshop survey and any other event handouts or materials.

Because only parents and family members of students with Individualized Education Programs (IEPs) are asked to stay after the break, the PTI Trainer will ask workshop participants to complete the survey before the break, collecting it at the break rather than at the end of the workshop.

Within a week of the event, the PTI Trainer reads through the End-of-Workshop Surveys to inform the continuous improvement of events and skills.

Within a month of each event’s completion, the PTI Trainer clips together the Workshop Sign-in Sheet and the completed End-of-Workshop Surveys and mails them to the Project READ office.

Lead Administrator Observations Sheet

When the Lead Administrator attends a Project READ Family Workshop, he/she will complete a *Project READ Family Workshop Lead Administrator Observations Sheet*, a one-page tool for rating the presenter and content of the workshop in eight areas, as well as recording other observations or notes. The observation sheet is provided on page 75.

After the conclusion of the Workshop, the Lead Administrator is encouraged to have a brief reflective conversation with the PTI Presenter to debrief about the Family Workshop presentation, noting successes as well as giving feedback on anything they noticed that might aid in continuous improvement, and being open to ideas from the PTI Presenter on how to increase participation, or what additional information the school might share to keep parents informed.

The Lead Administrator will also take a few minutes after the workshop to fill out the Observations Sheet, and then will report on the Family Workshop at the next SIT meeting, using the Observations Sheet as a resource. At this point, the Lead Administrator will also give the Site Coach the Observations Sheet, and the Site Coach will in turn forward this document to the Project READ Implementation Team. Project READ will summarize the Observation Sheets to inform the ongoing training and support of presenters as well as refining the presentation content and process

Project READ for California Middle Schools
Family Workshop Sign-in Sheet

Date of Workshop:

School / District / County:

Name of Presenter:

Name *Please print*	**Ethnicity**	**Email Address** (optional)	**Role**
			□ Parent/Family □ Educator
			□ Parent/Family □ Educator
			□ Parent/Family □ Educator
			□ Parent/Family □ Educator
			□ Parent/Family □ Educator
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			□ Parent/Family □ Educator

How was the Project READ Family Workshop?

Date:

School Name:

Presenter(s):

Please circle the number next to each item below that best describes your experience of the Family Workshop:

		Poor				**Excellent**
1.	Overall, this Family Workshop was:	1	2	3	4	5
		Low				**High**
2.	a. Prior to this Workshop, my level of **knowledge of Project READ** was:	1	2	3	4	5
	b. Now my level of knowledge is:	1	2	3	4	5
		Strongly Disagree				**Strongly Agree**
3.	This Workshop prepared me to better:					
	a. support my child's reading achievement	1	2	3	4	5
	b. communicate with my child's school effectively and collaboratively	1	2	3	4	5
	c. advocate for supports and services for my child	1	2	3	4	5
	e. know of the opportunities for being involved at the school as a parent	1	2	3	4	5

Please write your feedback on this Family Workshop in response to the questions below:

4. Which aspects of this Workshop were most helpful? Why?

5. How could future Workshops be improved?

6. What could you use more information on?

7. Additional Comments? (Use the back of this sheet as needed.)

July 2014

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Project READ Family Workshop
Lead Administrator Observations Sheet

Date:

Name of PTI Presenter:

School / District:

Name and Role of Administrator Observing:

Please take a few minutes to fill out this Observations Sheet after the presentation, and then turn it in to your school's Site Coach, who will pass it on to the Project READ Implementation Team to inform support for the PTI Presenters and continuous improvement of the Workshop content.

1. Please rate the Presenter and Content of the Workshop in each of the focus areas and overall.

Presenter					Workshop Focus Areas	Content				
Low				High		Low				High
1	2	3	4	5	a. What is Project READ?	1	2	3	4	5
1	2	3	4	5	b. The Importance of Reading	1	2	3	4	5
1	2	3	4	5	c. Supporting their Child's Reading	1	2	3	4	5
1	2	3	4	5	d. READ 180	1	2	3	4	5
1	2	3	4	5	e. Students with IEPs aligned to the Common Core	1	2	3	4	5
1	2	3	4	5	f. Where Parents can go for help regarding the information in this workshop	1	2	3	4	5
1	2	3	4	5	g. Engagement of Participants	1	2	3	4	5
1	2	3	4	5	h. Overall	1	2	3	4	5

2. What aspects of this Workshop were the most beneficial? Why?

3. How could future Workshops be improved?

4. What questions were raised by the audience? How well were they answered?

5. Additional Comments? (Use the back of this sheet as needed.)

www.calstat.org July 2014

Project READ Master Calendar for Year 2

Project READ Key Dates (by activity)

Ideas and Resources for Inclusive Settings (IRIS) Course 1: Consisting of Three Online Modules and Two Coach-Facilitated Trainings

September 15, 2014	Final List of IRIS Course 1 teachers submitted by Site Implementation Team (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 Three Online Modules and Two Coach-Facilitated Trainings

June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies and 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

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

Continuously, as needed	SIT Roster updates e-mailed to Site Coach when new members join or when members leave
Continuously, as needed	Implementation Plan updates e-mailed to Site Coach, as applicable, when changes occur
August 2014 – June 2015	Site Academic Measures Metafile (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 Fidelity of Implementation (FIR) Bundle to the Site Coach: SIT Roster, FIR, and Implementation Plan
March 31, 2015	Year 2, spring update and submission of the FIR Bundle: SIT Roster, FIR, and Implementation Plan

Leadership Academy Year 2

Year 2 (July 1, 2014 – June 30, 2015)	Seven total trainings (three face-to-face regional trainings and four Webinars)
10:00 a.m. – 1:00 p.m. Southern: September 23, 2014 Central: September 24, 2014 Northern: September 25, 2014	Leadership Academy #1: Face-to-Face / three hours
October 28, 2014, 2:00 p.m. – 4:00 p.m.	Leadership Academy #2: Webinar / two hours
10:00 a.m. – 1:00 p.m. Southern: November 18, 2014 Central: November 19, 2014 Northern: November 20, 2014	Leadership Academy #3: Face-to-Face / three hours
January 13, 2015, 2:00 p.m. – 4:00 p.m.	Leadership Academy #4: Webinar / two hours
February 3, 2015, 2:00 p.m. – 4:00 p.m.	Leadership Academy #5: Webinar / two hours
10:00 a.m. – 1:00 p.m. Southern: March 3, 2015 Central: March 4, 2015 Northern: March 5, 2015	Leadership Academy #6: Face-to-Face / three hours
May 12, 2015, 2:00 p.m. – 4:00 p.m.	Leadership Academy #7: Webinar / two hours

State Leadership Team

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

Online Learning Community

July 2014 – June 30, 2015	Virtual “Coaches Corner” for 24/7 follow-up Technical Assistance for Site Coaches
July 2014- June 30, 2015	Lead Administrators participate in a Closed Online Learning Community Group
August 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

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, 4:00 p.m. – 6:00 p.m.	Quarterly Site Coach Webinar #1
December 16, 2014, 4:00 p.m. – 6:00 p.m.	Quarterly Site Coach Webinar #2
March 10, 2015, 4:00 p.m. – 6:00 p.m.	Quarterly Site Coach Webinar #3
June 9, 2015, 4:00 p.m. – 6:00 p.m.	Quarterly Site Coach Webinar #4

Student Reading Progress Monitoring Map

November 2014	Development of Student Reading Progress Monitoring Map by the SIT with assistance from the Site Coach
December 2014	Refinement of Student Reading Progress Monitoring Map by the SIT with assistance from the Site Coach
January – June 2015	Implement and Use Internally the Project READ school site's Student Reading Progress 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 (PTI) 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 PTI Centers
• Continuously, as needed	Implementation Plan updates e-mailed to Site Coach, as applicable, when changes occur
• Annually (at least one time)	Parent/Family Workshop Observation by Lead Administrator using the Family Workshop Fidelity Checklist
• Continuously	Virtual “Coaches Corner” for 24/7 follow-up Technical Assistance for Site Coaches
• Continuously	Lead Administrators participate in a Closed Online Learning Community Group
July 2014	
• July – September 2014	E-mail request for Parent/Family Workshop by Lead Administrator
• July 1, 2014 – June 30, 2015	Year 2 Sites purchase Scholastic programs and complete their Scholastic Training
• July 30 – 31, 2014	Year 2 Annual Site Coach Training (1.5 days)
August 2014	
• August – June 30, 2015	Site Coaches, Lead Administrators, SITs, and staff who have participated in Project READ professional development activities participate in a Closed Online Learning Community
• August – June 2015	SAMM Installation with File Maker Pro

September 2014	
• September – October 2014	SIT reviews student outcomes data
• September 9, 2014 3:00 p.m. – 5:00 p.m.	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 / three hours
October 2014	
• October 28, 2014 2:00 p.m. – 4:00 p.m.	Leadership Academy #2: Webinar / two hours
• October 31, 2014	IRIS Course 1 teachers, Lead Administrator, and Site Coach complete the three online modules
• October 31, 2014	Year 2, fall update and submission of the FIR Bundle to the Site Coach: SIT Roster, FIR, and Implementation Plan
November 2014	
• November 2014	Development of Student Reading Progress 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 / three hours
December 2014	
• December 2014	Refinement of Student Reading Progress Monitoring Map by the SIT with assistance from the Site Coach
• December 4, 2014	State Leadership Team Meeting #3
• December 16, 2014 3:00 p.m. – 5:00 p.m.	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 school site's Student Reading Progress Monitoring Map
• January 13, 2015 2:00 p.m. – 4:00 p.m.	Leadership Academy #4: Webinar / two hours
February 2015	
• February 3, 2015 2:00 p.m. – 4:00 p.m.	Leadership Academy #5: Webinar / two hours
• February 25, 2015	State Leadership Team Meeting #4
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 / three hours: Share Student Reading Progress Monitoring Maps
• March 10, 2015 3:00 p.m. – 5:00 p.m.	Quarterly Site Coach Webinar #3
• March 31, 2015	Year 2, spring update and submission of the FIR Bundle: SIT Roster, FIR, and Implementation Plan
May 2015	
• May 12, 2015, 2:00 p.m. – 4:00 p.m.	Leadership Academy #7: Webinar / two hours
June 2015	
• June 1, 2015	Preliminary List of selected Course 2 Content teachers in History/Social Studies and Science (at least 10) submitted by SIT to Site Coach
• June 3, 2015	State Leadership Team Meeting #5
• June 9, 2015, 3:00 p.m. – 5:00 p.m.	Quarterly Site Coach Webinar #4