

# Reading First Session with LEAs December 10, 2003 South

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## Indicators for Monitoring Implementation of Key Assurances

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*Moderator: Debbie Dillard*

*Panelists: Carolyn Farrar and Roxanne Higgins  
(Sacramento R-TAC)*

### **Scenarios, Exemplars, and Table Discussion:**

- Instructional Time, Pacing Schedules
- Grade Level Meetings, Professional Development, Instructional Support
- Monitoring Progress (Assessments and Reporting System)

# *Instructional Time*



## **Definition:**

The district has determined that all classrooms must have the minimum time allocations for most students and that at-risk students must have extended time for more instruction and practice.

Each school complies with and monitors implementation of minimum instructional time for the adopted reading/language “basic core” program:

- K 60 minutes
- 1-3 2.5 hours

Each school provides the following extended time for at-risk students who need additional instruction and practice:

- K 30 minutes
- 1-3 60 minutes



Bermuda Unified School District  
**Fescue Elementary School**

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**Grade 3**  
**Teacher's Daily Schedule**

Good Morning

Numbers

Phonics

Word Wall

Reading Quotations

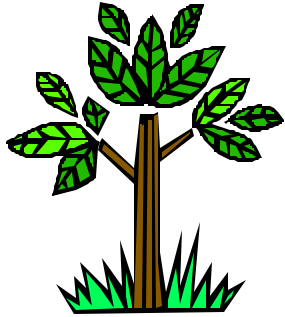
Writing

Lunch

Pass back papers

Math

Charlotte's Web



Arbor Unified School District  
**Birch Elementary School**

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**Grade 3**  
**Teacher's Daily Schedule**

8:30-9:45 Language Arts Block I

9:45-10:05 Recess

10:05-11:20 Language Arts Block II

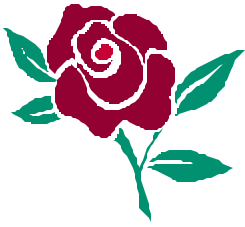
11:45-12:30 Lunch

12:30-12:45 Self-selected reading

12:45-1:45 Math

1:45-2:10 PE

2:20 Dismissal



Camellia Unified School District  
Rose Elementary School

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### *Grade 3 Teacher's Daily Schedule*

|             |   |
|-------------|---|
| 8:30-8:40   | Opening   |
| 8:40-9:00   | Preparing to Read: Word Knowledge   |
| 9:00-9:45   | Reading and Responding: <ul style="list-style-type: none"><li>• Comprehension strategies</li><li>• Discuss strategy use</li><li>• Discuss selection</li></ul> |
| 9:45-10:00  | Recess  |
| 10:00-10:25 | Reading and Responding: <ul style="list-style-type: none"><li>• Meet the Author/Illustrator</li><li>• Theme Connections</li></ul>                             |
| 10:25-10:35 | Inquiry   |
| 10:35-11:30 | Language Arts <ul style="list-style-type: none"><li>• Word Analysis</li><li>• Writing Process</li><li>• English Language Conventions</li></ul>                |
| 11:30-12:00 | Workshop  |
| 12:00-12:45 | Lunch   |
| 12:45-1:45  | Math  |
| 1:45-2:15   | ELD   |
| 2:15-2:30   | Closing/Dismissal   |

# *Pacing Schedule*



## **Definition:**

The purpose of a pacing schedule is to ensure that teachers in all classrooms, grade levels, and schools know when, and in what sequence, each lesson is expected to be taught. This ensures that all students receive instruction in the same content areas. The district has established and delivered to all Reading First schools a district-wide pacing schedule for the adopted reading/language arts program by grade level (and by tracks if it is a year-round school) in accordance with the district academic calendar. The district also distributes the pacing schedule to all appropriate personnel in order for district staff to be informed about the district's expectations.



## Bermuda Unified School District Fescue Elementary School

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### Kindergarten Reading & Writing Assessments Pacing Calendar 2003-2004

**Date**

October 24, 2003  
January 16, 2004  
March 19, 2004  
May 21, 2004

**Theme**

1<sup>st</sup> Quarter  
2<sup>nd</sup> Quarter  
3<sup>rd</sup> Quarter  
4<sup>th</sup> Quarter

### First Grade Reading & Writing Assessments Pacing Calendar 2003-2004

**Date**

September 12, 2003  
October 24, 2003  
December 12, 2003  
January 30, 2004  
February 13, 2004  
April 2, 2004  
May 7, 2004  
May 21, 2004  
May 28, 2004

-  
Phonics Decoding  
1 & 2  
3 & 4  
Phonics Decoding  
5 & 6  
7 & 8  
9  
Phonics Decoding  
10

## **Second Grade Reading & Writing Assessments Pacing Calendar 2003-2004**

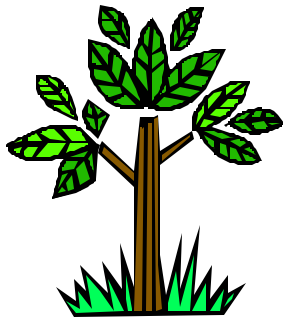
### **Date**

|                    |                  |
|--------------------|------------------|
| September 12, 2003 | -                |
| October 3, 2003    | Phonics Decoding |
| November 14, 2003  | 1                |
| January 23, 2004   | 2                |
| January 30, 2004   | 3                |
| February 27, 2004  | Phonics Decoding |
| April 23, 2004     | 4                |
| May 21, 2004       | 5                |
| May 28, 2004       | Phonics Decoding |
|                    | 6                |

## **Third Grade Reading & Writing Assessments Pacing Calendar 2003-2004**

### **Date**

|                    |                  |
|--------------------|------------------|
| September 12, 2003 | -                |
| October 3, 2003    | Phonics Decoding |
| November 14, 2003  | 1                |
| January 16, 2004   | 2                |
| January 30, 2004   | 3                |
| February 20, 2004  | Phonics Decoding |
| March 26, 2004     | 4                |
| May 21, 2004       | 5                |
| May 28, 2004       | Phonics Decoding |
|                    | 6                |

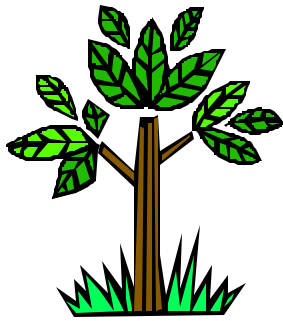


Arbor Unified School District  
**Birch Elementary School**

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**Kindergarten Theme Timelines  
 with Multiple Measures**

| <b><u>Kindergarten</u></b>               | <b><u>Start Date</u></b> | <b><u>Completion Date</u></b> |
|--|--------------------------|-------------------------------|
| Back to School                           | Sept. 3, 2002            | Sept. 30, 2002                |
| Theme 1                                  | Oct. 1, 2002             | Oct. 18, 2002                 |
| Theme 2                                  | Oct. 21, 2002            | Nov. 8, 2002                  |
| Theme 3                                  | Nov. 12, 2002            | Dec. 6, 2002                  |
| <b>Administer Emergent Literacy Test</b> |                          |                               |
| Theme 4                                  | Dec. 9, 2002             | Jan. 10, 2003                 |
| Theme 5                                  | Jan. 13, 2003            | Jan. 31, 2003                 |
| Theme 6                                  | Feb. 3, 2003             | Feb. 26, 2003                 |
| <b>Administer Emergent Literacy Test</b> |                          |                               |
| Theme 7                                  | Mar. 3, 2003             | Mar. 21, 2003                 |
| Theme 8                                  | Mar. 24, 2003            | Apr. 11, 2003                 |
| Theme 9                                  | Apr. 22, 2003            | May 9, 2003                   |
| Theme 10                                 | May 12, 2003             | May 30, 2003                  |
| <b>Administer Emergent Literacy Test</b> |                          |                               |



Arbor Unified School District  
**Birch Elementary School**

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**Grade 1 Theme Timelines  
with Multiple Measures**

| <b><u>Grade 1</u></b> | <b><u>Start Date</u></b> | <b><u>Completion Date</u></b> |
|-----------------------|--------------------------|-------------------------------|
| Back to School        | Sept. 3, 2002            | Sept. 20, 2002                |
| Theme 1               | Sept. 23, 2002           | Oct. 11, 2002                 |
| Theme 2               | Oct. 14, 2002            | Nov. 1, 2002                  |
| Theme 3               | Nov. 4, 2002             | Nov. 22, 2002                 |

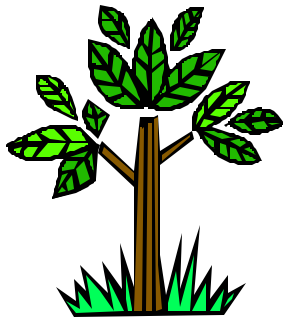
**Administer California Summative Test**

|         |              |               |
|---------|--------------|---------------|
| Theme 4 | Dec. 2, 2002 | Dec. 20, 2002 |
| Theme 5 | Jan. 6, 2003 | Jan. 24, 2003 |

**Administer California Summative Test**

|          |               |               |
|----------|---------------|---------------|
| Theme 6  | Jan. 27, 2003 | Feb. 14, 2003 |
| Theme 7  | Feb. 18, 2003 | Mar. 7, 2003  |
| Theme 8  | Mar. 10, 2003 | Mar. 28, 2003 |
| Theme 9  | Mar. 31, 2003 | Apr. 25, 2003 |
| Theme 10 | Apr. 28, 2003 | May 16, 2003  |

**Administer California Summative Test**



Arbor Unified School District  
**Birch Elementary School**

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**Grade 2 Theme Timelines  
with Multiple Measures**

**Grade 2                                      Start Date                                      Completion Date**

|                |                |                |
|----------------|----------------|----------------|
| Back to School | Sept. 3, 2002  | Sept. 20, 2002 |
| Theme 1        | Sept. 23, 2002 | Oct. 25, 2002  |
| Theme 2        | Oct. 28, 2002  | Dec. 6, 2002   |

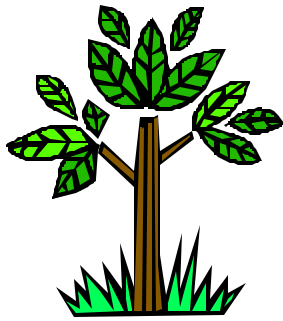
**Administer California Summative Test**

|         |              |               |
|---------|--------------|---------------|
| Theme 3 | Dec. 9, 2002 | Jan. 24, 2003 |
|---------|--------------|---------------|

**Administer California Summative Test**

|         |               |               |
|---------|---------------|---------------|
| Theme 4 | Jan. 27, 2003 | Feb. 28, 2003 |
| Theme 5 | Mar. 3, 2003  | Apr. 4, 2003  |
| Theme 6 | Apr. 7, 2003  | May 23, 2003  |

**Administer California Summative Test**



Arbor Unified School District  
**Birch Elementary School**

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**Grade 3 Theme Timelines  
with Multiple Measures**

**Grade 3                                      Start Date                                      Completion Date**

|                |               |               |
|----------------|---------------|---------------|
| Back to School | Sept. 3, 2002 | Sept. 6, 2002 |
| Theme 1        | Sept. 9, 2002 | Oct. 11, 2002 |
| Theme 2        | Oct. 14, 2002 | Nov. 18, 2002 |

**Administer California Summative Test**

|         |              |               |
|---------|--------------|---------------|
| Theme 3 | Dec. 2, 2002 | Jan. 17, 2003 |
|---------|--------------|---------------|

**Administer California Summative Test**

|         |               |               |
|---------|---------------|---------------|
| Theme 4 | Jan. 21, 2003 | Feb. 21, 2003 |
| Theme 5 | Feb. 24, 2003 | Mar. 28, 2003 |
| Theme 6 | Mar. 31, 2003 | May 9, 2003   |

**Administer California Summative Test**

# Open Court 2002 Pacing Plan

## Camellia Unified School District Rose Elementary School Kindergarten Single Track

|                  |
|------------------|
| <b>Benchmark</b> |
|------------------|

| <b>September</b> |    |    |    |    |
|------------------|----|----|----|----|
| M                | T  | W  | Th | F  |
| 1H               | 2  | 3  | 4  | 5  |
| 8                | 9  | 10 | 11 | 12 |
| 15               | 16 | 17 | 18 | 19 |
| 22               | 23 | 24 | 25 | 26 |
| 29               | 30 |    |    |    |

| <b>October</b> |    |    |    |    |
|----------------|----|----|----|----|
| M              | T  | W  | Th | F  |
|                |    | 1  | 2  | 3  |
| 6              | 7  | 8  | 9  | 10 |
| 13             | 14 | 15 | 16 | 17 |
| 20             | 21 | 22 | 23 | 24 |
| 27             | 28 | 29 | 30 | 31 |

| <b>November</b> |     |    |     |     |
|-----------------|-----|----|-----|-----|
| M               | T   | W  | Th  | F   |
| 3               | 4   | 5  | 6   | 7   |
| 10              | 11H | 12 | 13  | 14  |
| 17              | 18  | 19 | 20  | 21  |
| 24              | 25  | 26 | 27H | 28H |

| <b>December</b> |    |    |     |    |
|-----------------|----|----|-----|----|
| M               | T  | W  | Th  | F  |
| 1               | 2  | 3  | 4   | 5  |
| 8               | 9  | 10 | 11  | 12 |
| 15              | 16 | 17 | 18  | 19 |
| 22              | 23 | 24 | 25H | 26 |
| 29              | 30 |    |     |    |

| <b>January</b> |    |    |    |    |
|----------------|----|----|----|----|
| M              | T  | W  | Th | F  |
|                |    |    | 1  | 2  |
| 5              | 6  | 7  | 8  | 9  |
| 12             | 13 | 14 | 15 | 16 |
| 19H            | 20 | 21 | 22 | 23 |
| 26             | 27 | 28 | 29 | 30 |

| <b>Book 1 – School</b>                 |      |
|--|------|
| September 2 – October 27 (39 days)     |      |
| Lesson                                 | Days |
| 1 Unit Opener/Chrysanthemum            | 2    |
| 2-5 Look Out Kindergarten, Here I Come | 8    |
| 6-10 Boomer Goes to School             | 9    |
| 11-14 I Brought a Worm                 | 9    |
| 15-19 Anabelle Swift, Kindergarten     | 1    |
| 20 Unit Wrap-up                        | 1    |
| - Assessment                           | 1    |

| <b>Book 2 – Shadows</b>            |      |
|------------------------------------|------|
| October 28 – December 12 (30 days) |      |
| Lesson                             | Days |
| 1 Unit Opener/What Makes a Shadow  | 1    |
| 2-5 Shadows                        | 7    |
| 6-10 Bear Shadow                   | 7    |
| 11-15 The Wolf and His Shadow      | 8    |
| 16-19 Nothing Sticks Like a Shadow | 5    |
| 20 Unit Wrap-up                    | 1    |
| - Assessment                       | 1    |

| <b>Book 3 – Finding Friends</b>    |      |
|------------------------------------|------|
| December 15 – February 3 (21 days) |      |
| Lesson                             | Days |
| 1 Unit Opener/Big Al               | 1    |
| 2-5 Ginger                         | 4    |
| 6-10 The Lonely Prince             | 5    |
| 11-15 Making Friends               | 5    |
| 16-19 Don't Need Friends           | 4    |
| 20 Unit Wrap-up                    | 1    |
| - Assessment                       | 1    |

# Open Court 2002 Pacing Plan (continued)

Camellia Unified School District

Rose Elementary School

## Kindergarten Single Track

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | Th | F  |
| 2        | 3  | 4  | 5  | 6  |
| 9        | 10 | 11 | 12 | 13 |
| 16H      | 17 | 18 | 19 | 20 |
| 23       | 24 | 25 | 26 | 27 |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
| 1     | 2  | 3  | 4  | 5  |
| 8     | 9  | 10 | 11 | 12 |
| 15    | 16 | 17 | 18 | 19 |
| 22    | 23 | 24 | 25 | 26 |
| 29    | 30 | 31 |    |    |

| April |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
|       |    |    | 1  | 2  |
| 5     | 6  | 7  | 8  | 9  |
| 12    | 13 | 14 | 15 | 16 |
| 19    | 20 | 21 | 22 | 23 |
| 26    | 27 | 28 | 29 | 30 |

| May |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | Th | F  |
| 3   | 4  | 5  | 6  | 7  |
| 10  | 11 | 12 | 13 | 14 |
| 17  | 18 | 19 | 20 | 21 |
| 24  | 25 | 26 | 27 | 28 |
| 31H |    |    |    |    |

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | Th | F  |
|      | 1  | 2  | 3  | 4  |
| 7    | 8  | 9  | 10 | 11 |
| 14   | 15 | 16 | 17 | 18 |
| 21   | 22 | 23 | 24 | 25 |
| 28   | 29 | 30 |    |    |

| Book 4 – The Wind              |                                  |      |
|--------------------------------|----------------------------------|------|
| February 4 – March 4 (21 days) |                                  |      |
| Lesson                         |                                  | Days |
| 1                              | Unit Opener/Can You See the Wind | 1    |
| 2-5                            | Gilberto and the Wind            | 4    |
| 6-10                           | What Happens When Wind Blows     | 5    |
| 11-15                          | The Wind                         | 5    |
| 16-19                          | Wind Says Goodnight              | 4    |
| 20                             | Unit Wrap-up                     | 1    |
| -                              | Assessment                       | 1    |

| Book 5 – Stick To It        |                               |      |
|-----------------------------|-------------------------------|------|
| March 5 – April 2 (21 days) |                               |      |
| Lesson                      |                               | Days |
| 1                           | Unit Opener/Bunny Cakes       | 1    |
| 2-5                         | The Great Big Enormous Turnip | 4    |
| 6-10                        | Tillie and the Wall           | 5    |
| 11-15                       | To Catch a Fish               | 5    |
| 16-19                       | Wanda’s Roses                 | 4    |
| 20                          | Unit Wrap-up                  | 1    |
| -                           | Assessment                    | 1    |

| Book 6 – Red, White, and Blue |  |      |
|-------------------------------|--|------|
| April 12 – May 14 (25 days)   |  |      |
| Lesson                        |  | Days |
| 1                             | Unit Opener/A Flag for Our Country       | 1    |
| 2-5                           | Patriotism                               | 6    |
| 6-10                          | Hats Off for the 4 <sup>th</sup> of July | 6    |
| 11-15                         | America the Beautiful                    | 6    |
| 16-19                         | The American Wei                         | 4    |
| 20                            | Unit Wrap-up                             | 1    |
| -                             | Assessment                               | 1    |

| Book 7 – Teamwork          |                                     |      |
|----------------------------|-------------------------------------|------|
| May 17 – June 17 (23 days) |                                     |      |
| Lesson                     |                                     | Days |
| 1                          | Unit Opener/Mr. McGill Goes to Town | 1    |
| 2-5                        | Teamwork                            | 4    |
| 6-10                       | Swimmy                              | 5    |
| 11-15                      | Cleaning Up the Block               | 5    |
| 16-19                      | The Little Red Hen                  | 4    |
| 20                         | Unit Wrap-up                        | 1    |
| -                          | Assessment                          | 3    |

# Open Court 2002 Pacing Plan

## Camellia Unified School District

### Rose Elementary School

### 1<sup>st</sup> Grade Single Track

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | Th | F  |
| 1H        | 2  | 3  | 4  | 5  |
| 8         | 9  | 10 | 11 | 12 |
| 15        | 16 | 17 | 18 | 19 |
| 22        | 23 | 24 | 25 | 26 |
| 29        | 30 |    |    |    |

**Unit 1 – Let’s Read**  
September 2 – September 22 (15 days)

| October |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    | 1  | 2  | 3  |
| 6       | 7  | 8  | 9  | 10 |
| 13      | 14 | 15 | 16 | 17 |
| 20      | 21 | 22 | 23 | 24 |
| 27      | 28 | 29 | 30 | 31 |

**Unit 2 – Animals**  
September 23 – October 14 (15 days)  
Administer assessments (Units 1 and 2) on the last day of the unit.

| November |     |    |     |     |
|----------|-----|----|-----|-----|
| M        | T   | W  | Th  | F   |
| 3        | 4   | 5  | 6   | 7   |
| 10       | 11H | 12 | 13  | 14  |
| 17       | 18  | 19 | 20  | 21  |
| 24       | 25  | 26 | 27H | 28H |

**Unit 3 – Things That Go**  
October 15 – November 4 (15 days)

| December |    |    |     |    |
|----------|----|----|-----|----|
| M        | T  | W  | Th  | F  |
| 1        | 2  | 3  | 4   | 5  |
| 8        | 9  | 10 | 11  | 12 |
| 15       | 16 | 17 | 18  | 19 |
| 22       | 23 | 24 | 25H | 26 |
| 29       | 30 |    |     |    |

**Unit 4 – Our Neighborhood at Work**  
November 5 – November 25 (14 days)  
Administer assessments (Units 3 and 4) on the last day of the unit.

| January |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    |    | 1  | 2  |
| 5       | 6  | 7  | 8  | 9  |
| 12      | 13 | 14 | 15 | 16 |
| 19H     | 20 | 21 | 22 | 23 |
| 26      | 27 | 28 | 29 | 30 |

**Unit 5 – Weather**  
December 1 – December 19 (15 days)

**Unit 6 – Journeys**  
January 12 – February 2 (15 days)  
Administer assessments (Units 5 and 6) on the last day of the unit.

# Open Court 2002 Pacing Plan (continued)

Camellia Unified School District

Rose Elementary School

## 1<sup>st</sup> Grade Single Track

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | Th | F  |
| 2        | 3  | 4  | 5  | 6  |
| 9        | 10 | 11 | 12 | 13 |
| 16H      | 17 | 18 | 19 | 20 |
| 23       | 24 | 25 | 26 | 27 |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
| 1     | 2  | 3  | 4  | 5  |
| 8     | 9  | 10 | 11 | 12 |
| 15    | 16 | 17 | 18 | 19 |
| 22    | 23 | 24 | 25 | 26 |
| 29    | 30 | 31 |    |    |

| April |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
|       |    |    | 1  | 2  |
| 5     | 6  | 7  | 8  | 9  |
| 12    | 13 | 14 | 15 | 16 |
| 19    | 20 | 21 | 22 | 23 |
| 26    | 27 | 28 | 29 | 30 |

| May |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | Th | F  |
| 3   | 4  | 5  | 6  | 7  |
| 10  | 11 | 12 | 13 | 14 |
| 17  | 18 | 19 | 20 | 21 |
| 24  | 25 | 26 | 27 | 28 |
| 31H |    |    |    |    |

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | Th | F  |
|      | 1  | 2  | 3  | 4  |
| 7    | 8  | 9  | 10 | 11 |
| 14   | 15 | 16 | 17 | 18 |
| 21   | 22 | 23 | 24 | 25 |
| 28   | 29 | 30 |    |    |

| Unit 7 – Keep Trying - February 3 – March 9 (25 days) |                           |      |
|---|---------------------------|------|
| Lesson  |                           | Days |
| 1   | Unit Opener – In 1776     | 1    |
| 2   | The Itsy, Bitsy Spider    | 4    |
| 3   | The Kite                  | 5    |
| 4   | The Garden                | 5    |
| 5   | The Way of an Ant         | 3    |
| 6   | The Fox and the Grapes    | 2    |
| 7   | The Hare and the Tortoise | 2    |
| 8   | 74 <sup>th</sup> Street   | 1    |
| 9   | Unit Wrap-Up              | 2    |

| Unit 8 – Games - March 10 – April 13 (20 days) |   |      |
|--|---|------|
| Lesson   |   | Days |
| 1  | Unit Opener/What Game Shall We Play?        | 1    |
| 2  | A Game Called Piggie                        | 2    |
| 3  | Jafta                                       | 2    |
| 4  | Mary Mack                                   | 1    |
| 5  | Matthew and Tilly                           | 4    |
| 6  | The Great Ball Game                         | 5    |
| 7  | The Big Team Relay Race                     | 3    |
| 8  | Unit Wrap-up and Assessment (Units 7 and 8) | 2    |

| Unit 9 – Being Afraid - April 14 – May 18 (25 days) |   |      |
|---|---|------|
| Lesson  |   | Days |
| 1   | Unit Opener/Dear Bear                         | 2    |
| 2   | My Brother is Afraid of Just About Everything | 3    |
| 3   | Little Miss Muffett                           | 2    |
| 4   | We're Going on a Bear Hunt                    | 3    |
| 5   | Strange Bumps                                 | 3    |
| 7   | Clyde Monster                                 | 2    |
| 7   | The Cat and the Mice                          | 1    |
| 8   | Ira Sleeps Over                               | 4    |
| 9   | Something is There                            | 1    |
| 10  | The Three Billy Goats Gruff                   | 2    |
| 11  | Unit Wrap-up and Assessment (Unit 9)          | 2    |

| Unit 10 – Homes - May 19 – June 17 (21 days) |                                       |      |
|--|---------------------------------------|------|
| Lesson                                       |                                       | Days |
| 1  | Unit Opener/Watch the Stars Come Out  | 1    |
| 2  | Homes Around the World                | 2    |
| 3  | Building a House                      | 2    |
| 4  | A House is a House for Me             | 5    |
| 5  | Animal Homes                          | 3    |
| 6  | Make a Home                           | 2    |
| 7  | Home for a Bunny                      | 2    |
| 8  | Is this a House for Hermit Crab?      | 3    |
| 10   | Unit Wrap-up and Assessment (Unit 10) | 1    |

# Open Court 2002 Pacing Plan

## Camellia Unified School District

### Rose Elementary School

## 2<sup>nd</sup> Grade Single Track

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | Th | F  |
| 1H        | 2  | 3  | 4  | 5  |
| 8         | 9  | 10 | 11 | 12 |
| 15        | 16 | 17 | 18 | 19 |
| 22        | 23 | 24 | 25 | 26 |
| 29        | 30 |    |    |    |

|  |
|--|
| <p><b>Getting Started</b><br/>September 2 – September 22 (15 days)</p> |
|--|

| October |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    | 1  | 2  | 3  |
| 6       | 7  | 8  | 9  | 10 |
| 13      | 14 | 15 | 16 | 17 |
| 20      | 21 | 22 | 23 | 24 |
| 27      | 28 | 29 | 30 | 31 |

| <p><b>Book 1 – Unit 1 – Sharing Stories</b><br/>September 23 – October 31</p>  |        |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
|--|--------|------|---------------|---|---------------------------------|---|-------------------|---|---------------|---|-------------------------------|---|------------------------------|---|----------------|---|--------------|---|
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| Lesson   | Days   |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| - Unit Opener  | 1      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| 1 Ant and the Three Little Pigs  | 5      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| 2 Come Back, Jack  | 5      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| 3 The Library  | 5      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| 4 Story Hour – Starring Megan  | 5      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| 5 Tomas and the Library Lady   | 5      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| - Unit Wrap-up   | 1      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |
| - Assessment   | 1      |      |               |   |                                 |   |                   |   |               |   |                               |   |                              |   |                |   |              |   |

| November |     |    |     |     |
|----------|-----|----|-----|-----|
| M        | T   | W  | Th  | F   |
| 3        | 4   | 5  | 6   | 7   |
| 10       | 11H | 12 | 13  | 14  |
| 17       | 18  | 19 | 20  | 21  |
| 24       | 25  | 26 | 27H | 28H |

| <p><b>Book 2 – Unit 2 – Kindness</b><br/>November 3 – January 21 (38 days)</p>  |        |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
|---|--------|------|---------------|---|------------------------|---|-------------------------------|---|-------------------|---|-------------------|---|------------|---|-----------------------------|---|--------------|---|----------------|---|---------------|---|
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| Lesson  | Days   |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| - Unit Opener   | 1      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 1 Mushroom in the Rain  | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 2 The Elves and the Shoemaker   | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 3 The Paper Crane   | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 4 Butterfly House   | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 5 Corduroy  | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 6 The Story of Three Whales   | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| 7 Cinderella  | 5      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| - Unit Wrap-up  | 1      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |
| - Assessments   | 1      |      |               |   |                        |   |                               |   |                   |   |                   |   |            |   |                             |   |              |   |                |   |               |   |

| December |    |    |     |    |
|----------|----|----|-----|----|
| M        | T  | W  | Th  | F  |
| 1        | 2  | 3  | 4   | 5  |
| 8        | 9  | 10 | 11  | 12 |
| 15       | 16 | 17 | 18  | 19 |
| 22       | 23 | 24 | 25H | 26 |
| 29       | 30 |    |     |    |

| January |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    |    | 1  | 2  |
| 5       | 6  | 7  | 8  | 9  |
| 12      | 13 | 14 | 15 | 16 |
| 19H     | 20 | 21 | 22 | 23 |
| 26      | 27 | 28 | 29 | 30 |

# Open Court 2002 Pacing Plan (continued)

Camellia Unified School District

Rose Elementary School

## 2<sup>nd</sup> Grade Single Track

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | Th | F  |
| 2        | 3  | 4  | 5  | 6  |
| 9        | 10 | 11 | 12 | 13 |
| 16H      | 17 | 18 | 19 | 20 |
| 23       | 24 | 25 | 26 | 27 |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
| 1     | 2  | 3  | 4  | 5  |
| 8     | 9  | 10 | 11 | 12 |
| 15    | 16 | 17 | 18 | 19 |
| 22    | 23 | 24 | 25 | 26 |
| 29    | 30 | 31 |    |    |

| April |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | Th | F  |
|       |    |    | 1  | 2  |
| 5     | 6  | 7  | 8  | 9  |
| 12    | 13 | 14 | 15 | 16 |
| 19    | 20 | 21 | 22 | 23 |
| 26    | 27 | 28 | 29 | 30 |

| May |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | Th | F  |
| 3   | 4  | 5  | 6  | 7  |
| 10  | 11 | 12 | 13 | 14 |
| 17  | 18 | 19 | 20 | 21 |
| 24  | 25 | 26 | 27 | 28 |
| 31H |    |    |    |    |

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | Th | F  |
|      | 1  | 2  | 3  | 4  |
| 7    | 8  | 9  | 10 | 11 |
| 14   | 15 | 16 | 17 | 18 |
| 21   | 22 | 23 | 24 | 25 |
| 28   | 29 | 30 |    |    |

| <b>Book 3 – Unit 3 – Look Again</b>              |      |
|--|------|
| January 22 – March 9 (33 days)                   |      |
| Lesson   | Days |
| - Unit Opener                                    | 1    |
| 1 I See Animals Hiding                           | 5    |
| 2 They Thought They Saw Him                      | 5    |
| 3 Hungry Little Hare                             | 5    |
| 4 How to Hide an Octopus and Other Sea Creatures | 5    |
| 5 How the Guinea Fowl Got Her Spots              | 5    |
| 6 Animal Camouflage                              | 5    |
| - Unit Wrap-up                                   | 1    |
| - Assessment                                     | 1    |

| <b>Book 4 – Unit 4 - Fossils</b>        |      |
|---|------|
| March 10 – May 3 (34 days)              |      |
| Lesson                                  | Days |
| - Unit Opener                           | 1    |
| 1 Fossils Tell of Long Ago              | 5    |
| 2 The Dinosaur Who Lived in My Backyard | 5    |
| 3 Dinosaur Fossils                      | 5    |
| 4 Why Did the Dinosaurs Disappear?      | 5    |
| 5 Monster Tracks                        | 5    |
| 6 Let's Go Dinosaur Tracking            | 5    |
| - Unit Wrap-up                          | 1    |
| - Assessment                            | 1    |
| - Review                                | 1    |

| <b>Book 5 – Unit 5 - Courage</b> |      |
|----------------------------------|------|
| May 4 – June 17 (32 days)        |      |
| Lesson                           | Days |
| - Unit Opener                    | 1    |
| 1 Molly the Brave and Me         | 5    |
| 2 Dragons and Giants             | 5    |
| 3 The Hole in the Dike           | 5    |
| 4 Martin Luther King, Jr.        | 5    |
| 5 The Empty Pot                  | 5    |
| 6 Brave as a Mountain lion       | 3    |
| - Unit Wrap-up                   | 1    |
| - Assessment                     | 1    |
| - Review                         | 1    |

# Open Court 2002 Pacing Plan

## Camellia Unified School District

### Rose Elementary School

### 3<sup>rd</sup> Grade Single Track

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | Th | F  |
| 1H        | 2  | 3  | 4  | 5  |
| 8         | 9  | 10 | 11 | 12 |
| 15        | 16 | 17 | 18 | 19 |
| 22        | 23 | 24 | 25 | 26 |
| 29        | 30 |    |    |    |

|  |
|--|
| <p><b>Getting Started</b><br/>September 2 – September 8 (5 days)</p> |
|--|

| October |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    | 1  | 2  | 3  |
| 6       | 7  | 8  | 9  | 10 |
| 13      | 14 | 15 | 16 | 17 |
| 20      | 21 | 22 | 23 | 24 |
| 27      | 28 | 29 | 30 | 31 |

| <p><b>Unit 1 – Friendship</b><br/>September 9 – October 24 (33 days)</p>   |        |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
|--|--------|------|---------------|---|--------------------------------------|---|-----------------------------|---|------------------|---|-------------------|---|-------------|---|-------------------------------|---|----------------|---|--------------|---|
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| Lesson   | Days   |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| - Unit Opener  | 1      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 1 Gloria Who Might Be My Best Friend   | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 2 Angel Child, Dragon Child  | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 3 The Tree House   | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 4 Rugby and Rosie  | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 5 Teammates  | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| 6 The Legend of Damon Pythias  | 5      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| - Unit Wrap-up   | 1      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |
| - Assessment   | 1      |      |               |   |                                      |   |                             |   |                  |   |                   |   |             |   |                               |   |                |   |              |   |

| November |     |    |     |     |
|----------|-----|----|-----|-----|
| M        | T   | W  | Th  | F   |
| 3        | 4   | 5  | 6   | 7   |
| 10       | 11H | 12 | 13  | 14  |
| 17       | 18  | 19 | 20  | 21  |
| 24       | 25  | 26 | 27H | 28H |

| <p><b>Unit 2 – City Wildlife</b><br/>October 27 – December 12 (31 days)</p>   |        |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
|---|--------|------|---------------|---|--|---|-----------------|---|--------------------------|---|----------------|---|-------------------|---|----------------|---|----------------|---|---------------|---|
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| Lesson  | Days   |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| - Unit Opener   | 1      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 1 The Boy Who Didn't Believe in Spring  | 5      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 2 City Critters   | 5      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 3 Make Way for Ducklings  | 3      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 4 Urban Roosts  | 5      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 5 Two Days in May   | 5      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| 6 Secret Place  | 5      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| - Unit Wrap-up  | 1      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |
| - Assessments   | 1      |      |               |   |  |   |                 |   |                          |   |                |   |                   |   |                |   |                |   |               |   |

| December |    |    |     |    |
|----------|----|----|-----|----|
| M        | T  | W  | Th  | F  |
| 1        | 2  | 3  | 4   | 5  |
| 8        | 9  | 10 | 11  | 12 |
| 15       | 16 | 17 | 18  | 19 |
| 22       | 23 | 24 | 25H | 26 |
| 29       | 30 |    |     |    |

| January |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | Th | F  |
|         |    |    | 1  | 2  |
| 5       | 6  | 7  | 8  | 9  |
| 12      | 13 | 14 | 15 | 16 |
| 19H     | 20 | 21 | 22 | 23 |
| 26      | 27 | 28 | 29 | 30 |

# Open Court 2002 Pacing Plan (continued)

Camellia Unified School District

Rose Elementary School

## 3<sup>rd</sup> Grade Single Track

| <b>February</b> |    |    |    |    |
|-----------------|----|----|----|----|
| M               | T  | W  | Th | F  |
| 2               | 3  | 4  | 5  | 6  |
| 9               | 10 | 11 | 12 | 13 |
| 16H             | 17 | 18 | 19 | 20 |
| 23              | 24 | 25 | 26 | 27 |

| <b>March</b> |    |    |    |    |
|--------------|----|----|----|----|
| M            | T  | W  | Th | F  |
| 1            | 2  | 3  | 4  | 5  |
| 8            | 9  | 10 | 11 | 12 |
| 15           | 16 | 17 | 18 | 19 |
| 22           | 23 | 24 | 25 | 26 |
| 29           | 30 | 31 |    |    |

| <b>April</b> |    |    |    |    |
|--------------|----|----|----|----|
| M            | T  | W  | Th | F  |
|              |    |    | 1  | 2  |
| 5            | 6  | 7  | 8  | 9  |
| 12           | 13 | 14 | 15 | 16 |
| 19           | 20 | 21 | 22 | 23 |
| 26           | 27 | 28 | 29 | 30 |

| <b>May</b> |    |    |    |    |
|------------|----|----|----|----|
| M          | T  | W  | Th | F  |
| 3          | 4  | 5  | 6  | 7  |
| 10         | 11 | 12 | 13 | 14 |
| 17         | 18 | 19 | 20 | 21 |
| 24         | 25 | 26 | 27 | 28 |
| 31H        |    |    |    |    |

| <b>June</b> |    |    |    |    |
|-------------|----|----|----|----|
| M           | T  | W  | Th | F  |
|             | 1  | 2  | 3  | 4  |
| 7           | 8  | 9  | 10 | 11 |
| 14          | 15 | 16 | 17 | 18 |
| 21          | 22 | 23 | 24 | 25 |
| 28          | 29 | 30 |    |    |

| <b>Unit 3 – Imagination</b>         |                           |      |
|-------------------------------------|---------------------------|------|
| December 15 – February 20 (33 days) |                           |      |
| Lesson                              |                           | Days |
| -                                   | Unit Opener               | 1    |
| 1                                   | Through Grandpa’s Eyes    | 5    |
| 2                                   | The Cat Who Became a Poet | 5    |
| 3                                   | A Cloak for the Dreamer   | 5    |
| 4                                   | Picasso                   | 5    |
| 5                                   | The Emperor’s New Clothes | 5    |
| 6                                   | Roxaboxen                 | 5    |
| -                                   | Unit Wrap-up              | 1    |
| -                                   | Assessment                | 1    |

| <b>Unit 4 - Money</b>            |  |      |
|----------------------------------|--|------|
| February 23 – April 21 (38 days) |  |      |
| Lesson                           |  | Days |
| -                                | Unit Opener                                | 1    |
| 1                                | A New Coat for Anna                        | 5    |
| 2                                | Alexander, Who Used to Be Rich Last Sunday | 5    |
| 3                                | Kids Did It! In Business                   | 5    |
| 4                                | The Cobbler’s Song                         | 5    |
| 5                                | Four Dollars and Fifty Cents               | 5    |
| 6                                | The Go-Around Dollar                       | 5    |
| 7                                | Uncle Jed’s Barbershop                     | 5    |
| -                                | Unit Wrap-up                               | 1    |
| -                                | Assessment                                 | 1    |

| <b>Unit 5 – Story Telling</b> |                    |      |
|-------------------------------|--------------------|------|
| April 22 – June 17 (40 days)  |                    |      |
| Lesson                        |                    | Days |
| -                             | A Story, A Story   | 1    |
| 1                             | Oral History       | 5    |
| 2                             | Storm in the Night | 5    |
| 3                             | Carving the Pole   | 5    |
| 4                             | The Keeping Quilt  | 5    |
| 5                             | Johnny Appleseed   | 5    |
| 6                             | Aunt Flossy’s Hats | 5    |
| -                             | Unit Wrap-up       | 3    |
| -                             | Assessment         | 1    |

# *Grade Level Meetings*



## **Definition:**

The purpose of collaborative grade level meetings is to focus on the implementation of the instructional program based on curriculum-embedded assessment data and the delivery strategies of successful teachers which are data driven. These meetings are supported both at the district and school levels, and require that the principal schedule and facilitate a minimum of two meetings per month. The principal should be instrumental in guiding teachers to discuss and plan lesson delivery addressing the needs of students as reflected in the data.

# *Scenarios*

## Grade Level Meetings



### **Intensive:**

- ❖ The principal announces that he/she has been told that the staff will need to begin having grade level meetings.
- ❖ The meetings will be held simultaneously in the multi-purpose room.
- ❖ The grade levels will be given an agenda of items to discuss.
- ❖ The coach circulates around the room. The principal will be in the office if anyone needs him/her.

### **Strategic:**

- ❖ The principal forms a leadership team with one representative from each grade level. The team

meets quarterly. Among other things, they set up the days for grade level meetings.

- ❖ The grade level leads write up an agenda that is related to the assessment data analysis.
- ❖ The coach sometimes attends the meetings.
- ❖ During the meeting the agenda is filled in with the items that have been discussed.
- ❖ The completed agenda form is later submitted to the principal.

**Benchmark:**

- ❖ The principal and the grade level team leaders schedule regular grade level meetings.
- ❖ The grade level meetings are on different days so the principal is able to attend as many as possible (especially in the beginning of the year).
- ❖ A copy of the meeting agenda is posted prior to the meeting day.
- ❖ The meetings focus on the sharing of classroom and grade level data, analysis of that data, and recommended instructional activities needed to improve student achievement in identified areas.

- ❖ The coach is available to consult with the team when requested to do so.
- ❖ An action plan that includes specific goals for identified students in the focus area is an outcome of the meeting. Copies of both the agenda and concluding action plan for each meeting are submitted to the principal for review.
- ❖ All action plans address specific goals and indicate resources necessary to meet those goals.
- ❖ The principal will hold follow-up discussions with grade level teams on providing requested resources.



**Bermuda Unified School District  
Fescue Elementary School**

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**2<sup>nd</sup> Grade Level /Team Meeting Agenda  
October 29, 2003**

**Participants:**

- |                         |                     |
|-------------------------|---------------------|
| 1. <u>Emma Blane</u>    | 2. <u>Tia Jones</u> |
| 3. <u>Craig Jackson</u> | 4. _____            |
| 5. _____                | 6. _____            |

**Topic:**

1. Need for grade level meetings
2. Analyzing assessment data
3. Grade level field trips to the Nutcracker Ballet

**Evidence:** All Reading First Schools need to institute regular grade level meetings. We will begin by having all grade levels meet in the multi-purpose room. The coach will help teachers understand their assessment data.

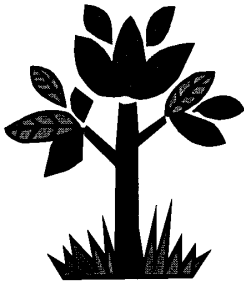
**Record of actions and agreements:** Identify students below benchmark in oral fluency.

**Follow-up:** Meet with coach to discuss students with low scores and what can be done to support these students.

**Topic for next meeting:** Continue discussing fluency

**Next meeting date:** \_\_\_\_\_ **Time** \_\_\_\_\_ **Room** \_\_\_\_\_

**Coach needed:** \_\_\_\_ Yes \_\_\_\_ No



Arbor Unified School District  
Birch Elementary School

2<sup>nd</sup> Grade Level /Meeting  
October 22, 2003

Participants:

- |                         |                       |
|-------------------------|-----------------------|
| 1. <u>Larry Montoya</u> | 4. <u>Jim Raymond</u> |
| 2. <u>Cheryl Cree</u>   | 5. _____              |
| 3. <u>Jon Ramirez</u>   | 6. _____              |

Topic:

1. State provided Skills Assessment
2. Data analysis

Evidence: Based on information from assessment data, forty students are below the benchmark in oral fluency.

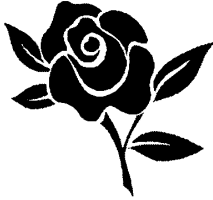
Record of actions and agreements: Coach will help teacher set up partner reading pairs, and train students in appropriate procedures for partner reading.

Follow-up: Students will work with a partner and do timed readings with decodable books.

Topic for next meeting: Lead teachers will determine the next topic after consulting with the principal.

Next meeting date \_\_\_\_\_ Time \_\_\_\_\_ Room \_\_\_\_\_

Coach needed: \_\_\_\_\_ Yes \_\_\_\_\_ No



Camellia Unified School District  
Rose Elementary School

3<sup>rd</sup> Grade Level /Meeting Agenda  
October 22, 2003

Participants:

- 1. Suzanne Ocepina
- 2. Bonnie White
- 3. Fernando Alvarez-Merado
- 4. Maria Juana Morales
- 5. Euphates de Pile
- 6. Claudia Dylar

Topic:

- 1. Analysis of skills/assessment data
- 2. Researching the Teacher's Edition
- 3. Identify focus students and instructional strategies for student improvement

Evidence: Based on information from assessment data, two skill areas need to be addressed. There seems to be a gap between teacher practice and lesson progression for vocabulary and comprehension (two focus areas).

Record of actions and agreements: Teachers will identify students performing at benchmark, strategic, and intensive levels. Teachers will research the Teacher's Edition to see how the program addresses grade level focus areas. After identifying the two focus skills areas: vocabulary and comprehension, the team will discuss the level of support needed to improve student performance. This will include demo lessons and observations by the coach.

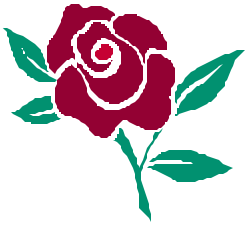
Follow-up: Eight target students will be selected, four from each skill area. Instruction will be planned for these students based on evidence collected from the data. This instruction will include preteaching and reteaching in both skill areas. Further, the content of the next assessment will be reviewed to inform teachers of skill instruction that must be emphasized in the next Theme. The expectation is that 50% of the students will meet benchmark and 50% will move from intensive to strategic.

Topic for next meeting:

- 1. Evaluate next assessment, noting progress made by eight focus students.
- 2. Identify next focus area
- 3. Identify target number of students to benchmark and appropriate instructional strategies.

Next meeting date: \_\_\_\_\_ Time \_\_\_\_\_ Room \_\_\_\_\_

Coach needed \_\_\_\_\_ Yes \_\_\_\_\_ No



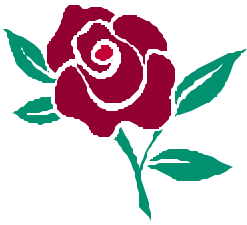
Camellia Unified School District  
Rose Elementary School

**Master Calendar for Grade Level Meetings 2003-2004  
Grade Level Half-Day Release Time by Trimester**

November 24, 2003  
February 18, 2004  
May 19, 2004

**Weekly 3<sup>rd</sup> Grade Level Meeting Days**

|                                     |                                |
|-------------------------------------|--------------------------------|
| September 10, 2003                  | April 14, 2004                 |
| September 17, 2003                  | April 21, 2004                 |
| September 24, 2003                  | April 28, 2004                 |
| October 8, 2003                     | May 5, 2004                    |
| October 15, 2003                    | May 12, 2004                   |
| October 22, 2003                    | May 19, 2004 *Half-day meeting |
| October 29, 2003                    | May 26, 2004                   |
| November 5, 2003                    | June 2, 2004                   |
| November 12, 2003                   |                                |
| November 19, 2003                   |                                |
| November 24, 2003 *Half-day meeting |                                |
| December 3, 2003                    |                                |
| December 10, 2003                   |                                |
| December 17, 2003                   |                                |
| January 7, 2004                     |                                |
| January 14, 2004                    |                                |
| January 21, 2004                    |                                |
| January 28, 2004                    |                                |
| February 4, 2004                    |                                |
| February 11, 2004                   |                                |
| February 18, 2004 *Half-day meeting |                                |
| February 25, 2004                   |                                |
| March 3, 2004                       |                                |
| March 10, 2004                      |                                |
| March 17, 2004                      |                                |
| March 24, 2004                      |                                |
| March 31, 2004                      |                                |
| April 14, 2004                      |                                |



Camellia Unified School District  
Rose Elementary School

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October 15, 2003

Dear Teachers,

We are hoping to make our upcoming grade level meetings as productive and beneficial as possible. On the reverse side of this memo, please find the agenda. We would ask that you bring the following items to best be prepared for your grade level meeting:

- ✓ Appropriate Teacher's Edition
- ✓ Ancillary books for differentiated instruction
- ✓ Data sheet of student scores

We also urge teachers who have not yet turned in copies of student data sheets to do so as soon as possible. We are hoping to have a poster of the grade level's information ready for you to look at during the conference and we need your data to complete the posters.

Thank you for your hard work, and we are looking forward to meeting with you next week.

Sincerely,

Robert Bell, Principal  
Rose Elementary School

# ***Professional Development***

(From *Reading First Assurances*)



## **Definition – Site Administrators:**

The district will ensure that every school principal and vice principal have completed AB 75, Module I training (including 40 hours of institute and 40 hours of practicum).

The district offers the school's principal and vice principal the AB 75 Principal Training Program, Module 1 on *Leadership and Support of Student Instructional Programs* through a State Board authorized provider for reading/language arts.

## **Definition – Teachers:**

The district has determined that all K-3 teachers must complete the AB 466, 40-hour training program and 80-hour practicum based on the district's adopted reading/language arts program. In addition, all K-12 special education teachers, using the district's adopted program, need to be given access to the AB 466 program.

The district provides for all K-3 credentialed teachers (including K-12 special education teachers) the AB 466 Professional Development Program through a State Board authorized provider. The training features the district's adopted basic program and/or intervention programs for reading/language arts at each teacher's grade level or program level.

# *Scenarios*

## **Professional Development**

(From *Reading First Assurances*)



### **Intensive:**

- ❖ The professional development committee at the school decides that Literacy Educate training and All Literacy Institute training will satisfy the requirements for all new teachers.
- ❖ The coaches, principals, and supervisors of principals are not included in the training.

### **Strategic:**

- ❖ The school sends half of the new teachers to AB 466, New (Year 1).
- ❖ The coach is expected to train the teachers who did not attend the AB 466 training.

- ❖ The principal at the school attended the AB 75, Module 1 training. The vice principal is scheduled to attend training in December.

### **Benchmark:**

- ❖ All teachers at the school attended AB 466, New (Year 1) training prior to the beginning of school through an authorized provider.
- ❖ Both principal and vice principal attended AB 75, Module 1 training during the summer through an authorized provider.
- ❖ The district supports on-going follow-up training for teachers and principals during the academic year.

# *Site-Based Professional Development*



## **Definition:**

Site-based professional development is based on interactions between the teacher and the coach in the classroom. The professional development is a result of the ongoing monitoring of assessment data; coach observations and demonstration lessons; and the planning and delivery of instruction. The coach should interact with grade level teams to analyze data, set action plans, and determine growth targets. In addition, the coach confers with the principal to continue ongoing professional development plans based on the needs of teachers. This will result in specially designed training for teachers developed through the expertise of content experts and other curriculum specialists from the district.

# *Scenarios*

## Site-Based Professional Development



### Intensive:

- ❖ The *principal* decides that teachers must see evidence at *another* school that the core instructional program can work with *their* students.
- ❖ The decision is made to postpone all coach demonstration lessons, observations and modeling until the visits can be scheduled for all kindergarten, first, and second grade teachers.
- ❖ The process will be completed shortly after the third end-of-unit assessment cycle.

### Strategic:

- ❖ The *principal and Leadership Team* (including the coach) decide that data analysis of On-line Assessment Reporting

for Students (OARS) should be the sole topic for grade level meetings.

- ❖ The meetings occur every 6-8 weeks to coincide with the end-of-unit assessments.

### **Benchmark:**

- ❖ The *principal* and *Leadership Team* have identified oral fluency as an area of focus based on the assessment data.
- ❖ The coach has modeled explicit demonstration lessons in fluency instruction for all *Reading First* classrooms.
- ❖ The *principal* and coach have had opportunities to observe teachers practice following the demonstration lessons.
- ❖ At the next grade level meeting, designated *Leadership Team members* will jigsaw the Samuels article (fluency research) that reinforces what the coach has demonstrated from the core instructional program.

# *Professional Development*

(From *Reading First Assurances*)



## **Teachers**

- First Year: Teacher attends New AB 466 training offered by an authorized provider, and all new teachers in subsequent years.
- Second Year: Teacher attends additional Reading First training provided either by district or the RIC [the authorized provider for Advanced 1 training].
- Third Year: Teacher attends additional Reading First training provided either by the district or the RIC [the authorized provider for Advanced 2 training].

## **Principals**

- First Year: Principal/Vice Principal attends AB 75, Module 1.
- Second Year: Principal/Vice Principal attends additional Reading First training (materials provided by C-TAC to district).
- Third Year: Principal/Vice Principal attend additional Reading First training (materials provided by C-TAC to district).

## **Coaches**

(Coaches are encouraged to attend more than one grade level of training in each year of implementation.)

- First Year: Coach attends New AB 466 training in either K, 1, 2, or 3 offered by an authorized provider.
- Second Year: Coach attends the Advanced 1 Reading First training in either K, 1, 2, or 3 provided by an authorized RIC.
- Third Year: Coach attends the Advanced 2 Reading First training in either K, 1, 2, or 3 provided by authorized RIC.

# *Instructional Support*



## **Definition:**

The purpose of instructional support is to assist teachers to become master teachers of reading/language arts in the district adopted instructional program at a specific grade level. The district provides instructional assistance and support to teachers in the form of coaches and content experts. The coaches and content experts work in the classroom to ensure that teachers have opportunities to receive support and ongoing training in the use of the adopted materials as designed and in the delivery and teaching of reading/language arts.

# *Scenarios*

## Instructional Support



### Intensive:

- ❖ The coach attended one week of AB 466, New (Year 1) training for one grade level. The principal attended AB 75, Module 1 training.
- ❖ The coach coordinator did not attend training, either AB 466 or AB 75.
- ❖ There is minimal district support for ongoing follow up training of coaches and coach coordinator.
- ❖ The coach works with 40 teachers at three schools and during the p.m. serves as a reading specialist.
- ❖ The coach coordinator supervises coaches and works on other district projects.\*

[\*Note: Statement refers to district that is large enough to support a full-time coordinator.]

## **Strategic:**

- ❖ The coach attended two grade levels of AB 466, New (Year 1) training. The principal attended AB75, Module 1 training.
- ❖ The coordinator attended one week of AB 75, Module 1 training.
- ❖ The district has occasional follow-up training for coaches.

## **Benchmark:**

- ❖ The coach attended AB 466, New (Year 1) trainings for all grade levels.
- ❖ The coordinator attended one week of AB 466 training, for Year 1 Grade 1 and AB 75, Module 1 training.
- ❖ The weekly coach meetings are devoted in large part to training on program content.
- ❖ The coach and/or content expert work with various grade level teams modeling lessons in classrooms and participating in grade level meetings.

## *Assessment Examples for Monitoring Progress*

### **Intensive:**

#### **Houghton Mifflin Reading**

| <b>Assessment Name</b>                                       | <b>When Tested</b>           | <b>Type/Characteristics</b>   | <b>Purpose/Use</b>   |
|--|------------------------------|---|--|
| <i>Phonics/Decoding Screening Test</i>                       | As needed                    | Screening/assesses phonics and phonics-related skills/ administered individually/not tied directly to skills taught in themes   | To determine which students need phonics instruction                                   |
| <i>Emerging Literacy Survey</i>                              | As needed                    | Diagnostic/assesses areas related to beginning reading/teacher determines which tests to administer/ administered individually/not directly tied to skills taught in themes | To obtain baseline data and identify areas of strength and weakness                    |
| <i>Baseline Group Test</i>                                   | At the beginning of the year | Diagnostic/assesses reading ability (comprehension)/ administered whole or small group/not directly tied to skills taught in themes   | To determine students' reading level/support needs                                     |
| <i>Integrated Theme Tests &amp; Alternative Format Tests</i> | End of Theme                 | Teachers determine level of support needed for individuals taking the <i>Integrated Theme Tests</i> /Below Grade Level Alternative/test questions may be answered orally/   | To evaluate students' progress/to provide opportunities to assess struggling students. |
| <i>Leveled Reading Passages Assessment Kit</i>               | Periodically                 | Diagnostic/administered individually/scored for accuracy, phrasing, flow, and expressiveness  | To determine students' reading level   |

#### **Open Court Reading 2000/2002**

| <b>Assessment Name</b>         | <b>When Tested</b> | <b>Type/Characteristics</b>   | <b>Purpose/Use</b>                |
|--------------------------------|--------------------|---|-----------------------------------|
| <i>2000 Skills Assessment</i>  | As needed          | One test per skill in the booklet   | Review                            |
| <i>2002 Program Assessment</i> | 3 times per year   | Comprehension, Grammar, Vocabulary/not directly tied to skills taught in themes | To help evaluate student progress |

#### **CLRP Results**

| <b>Assessment Name</b> | <b>When Tested</b> | <b>Type/Characteristics</b>         | <b>Purpose/Use</b>               |
|------------------------|--------------------|-------------------------------------|----------------------------------|
| <i>Results</i>         | 3 times per year   | Screening/administered individually | Determine student learning needs |

## *Assessment Examples for Monitoring Progress*

### **Strategic:**

#### **Houghton Mifflin Reading**

| <b>Assessment Name</b>            | <b>When Tested</b> | <b>Type/Characteristics</b>   | <b>Purpose/Use</b>   |
|-----------------------------------|--------------------|---|--|
| <i>California Summative Tests</i> | 4 times per year   | Summative/grade-level specific/ not directly tied to skills taught in themes/missing fluency assessments      | To determine progress toward grade-level standards   |
| <i>Benchmark Progress Tests</i>   | 3 times per year   | Periodic Progress Assessment/ grade-level specific/ independent of program themes/missing fluency assessments | To assess reading comprehension and writing, as well as, indicate student reading levels by comparing results to a national sample |

#### **Open Court Reading**

| <b>Assessment Name</b>                           | <b>When Tested</b> | <b>Type/Characteristics</b>   | <b>Purpose/Use</b>                                 |
|--|--------------------|---|--|
| <i>2000 Comprehension and Writing Assessment</i> | After each unit    | Comprehension/directly tied to the units                              | To assess student progress in comprehension skills |
| <i>2002 Unit/Lesson Assessments</i>              | After each story   | Comprehension, vocabulary, spelling/directly tied to the unit lessons | To assess skills taught in each lesson             |

## *Assessment Examples for Monitoring Progress*

### **Benchmark:**

#### **Houghton Mifflin Reading**

| <b>Assessment Name</b>  | <b>When Tested</b>               | <b>Type/Characteristics</b>  | <b>Purpose/Use</b>   |
|---|----------------------------------|--|--|
| <i>Theme Skills Tests &amp; Writing Portion of Integrated Theme Tests</i> | After each unit/6 times per year | Monitoring/End of Theme Assessments/directly tied to skills taught in themes (comprehension, grammar, spelling, vocabulary skills may benefit from augmentation, writing prompts in <i>Integrated Theme Tests</i> , missing fluency assessments) | To assess skills taught in the theme/ evaluate student understanding of these skills/use results to customize future instruction |

#### **Open Court Reading**

| <b>Assessment Name</b>              | <b>When Tested</b>               | <b>Type/Characteristics</b>   | <b>Purpose/Use</b>   |
|-------------------------------------|----------------------------------|---|--|
| <i>2002 End of Unit Assessments</i> | After each unit/6 times per year | Monitoring/directly tied to skills taught in units (short answer related to the unit, comprehension, grammar, spelling, vocabulary, writing prompts fluency-suggested WCPM found in the teachers' edition,) | To assess skills taught in the unit/ to determine when additional instruction is necessary |

#### **State Provided**

| <b>Assessment Name</b>   | <b>When Tested</b>                        | <b>Type/Characteristics</b>  | <b>Purpose/Use</b>  |
|--------------------------|---|--|---|
| <i>Skill Assessments</i> | After each unit or theme/6 times per year | Monitoring/directly tied to skills taught in units or themes (comprehension, grammar, spelling, vocabulary, writing prompts, fluency-WCPM)/has explicit directions for standardization of how tests are administered | To assess skills taught in the unit or theme/to guide and plan instruction for the next unit or theme/to determine if the class is meeting grade-level expectations |

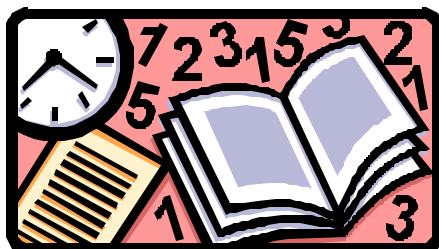
# READING FIRST DISTRICTS USING STATE PROVIDED SKILLS ASSESSMENT 2003-2004

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Alum Rock Union Elementary  
Anaheim Elementary  
Arvin Union Elementary  
Atwater Elementary  
Bakersfield City Elementary  
Cajon Valley Union Elementary  
Calexico Unified  
Chatom Union Elementary  
Chula Vista Elementary  
Coachella Valley Unified  
Del Norte County Unified  
Del Paso Heights Elementary  
Dinuba Unified  
East Palo Alto Charter School  
El Centro Elementary  
Elk Grove Unified  
Fowler Unified  
Fresno Unified  
Glendale Unified  
Gonzales Unified  
Hacienda la Puente Unified  
Hayward Unified  
Johnstonville Elementary  
Junction Elementary  
Keppel Union Elementary  
King City Union Elementary  
Lamont Elementary  
Le Grand Union Elementary  
Livingston Union Elementary  
Long Beach Unified  
Los Angeles Unified  
Luther Burbank Elementary  
Magnolia Elementary  
Manteca Unified  
McFarland Unified  
Meadows Union Elementary  
Merced City Elementary  
Montebello Unified  
Mountain View Elementary  
Mt. Diablo unified

New Hope Elementary  
Newport-Mesa Elementary  
North Sacramento Elementary  
Oakland Unified  
Ontario-Montclair Elementary  
Orange Unified  
Palm Springs Unified  
Paramount Unified  
Pasadena Unified  
Perris Elementary  
Pittsburg Unified  
Rialto Unified  
Robla Elementary  
Roseland Elementary  
Sacramento City Unified  
San Bernardino City Unified  
San Francisco Unified  
San Jacinto Unified  
San Jose Unified  
San Juan Unified  
Santa Ana Unified  
Santa Maria-Bonita Elementary  
Santa Paula Elementary  
Seeley Union Elementary  
South Whittier Elementary  
West Contra Costa Unified  
Whittier City Elementary  
Winton Elementary

# *Progress Monitoring of Instruction and Student Achievement*



## **Part A: Assessments**

### **Definition:**

The district specifies what assessments are to be used for what purposes. Included in the list of assessments is the Measure chosen that focuses on the learning of content presented in the adopted instructional program (curriculum-embedded assessment). This progress monitoring assessment is to be used systematically every 6 to 8 weeks in order to provide timely data to teachers and principals to make decisions that will improve delivery of instruction and student achievement. They are not to be used as a high stakes assessment nor are they reported publicly.

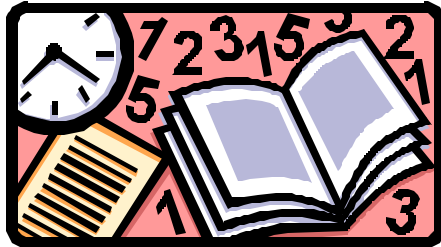
At a minimum, there are six subtests included in the assessment: oral fluency, reading comprehension, vocabulary, spelling, grammar and usage, and direct writing. There are a minimum of ten items per subtest, and there is a teachers' manual for standardizing administration and scoring of tests.

The district sets benchmarks on how well students should achieve on each subtest and have the means to judge students who need extensive support (intensive level) and students who are making progress toward the benchmark (strategic level).

[Reference to systematic monitoring of student progress and effectiveness of instruction is found in the *Reading/Language Arts Framework for California Public Schools*, (1999), pp. 216-217, 218; and in the *2002 K-8 Reading/Language Arts/English Language Development Adoption Criteria*, (1999 updated in 2000), p.8.]

# Scenarios

## Part A: Assessments



### Intensive:

- ❖ The district offers the Reading First schools a list of assessments that they may choose to use as needed. Included in this list are norm-referenced tests, formerly or currently used assessments provided to all schools in the district (e.g., CRLP Results, Running Records, Kindergarten Observation Record), and publisher's assessments (which offers a wide assortment of assessments serving many purposes).
- ❖ There is no specific assessment required periodically to measure student learning based on the adopted instructional program.
- ❖ Those assessments listed do not include subtest measures that meet the minimum coverage of reading and language arts skills; nor are there sufficient items to measure any one subtest skill; and there are no district specified benchmarks provided.

## **Strategic:**

- ❖ The district requires that at the end of each tri-semester, the publisher's assessments are to be used (For example, three of the state-provided skill assessments are to be selected [e.g., Skill Assessments 2, 4, 6]).
- ❖ The district also encourages other "multiple measures" that are used in non-Reading First schools so that there is some consistency as to what information teachers can use for student report card information.
- ❖ Teachers are encouraged to bring their tri-semester assessment results to grade level meetings in order to share how well students are performing. Individual schools specify the benchmarks (levels for student performance on assessments).
- ❖ The selection of publisher's assessment is appropriate [match with the content covered in the adopted instructional program]. However, some of the subtests need to be augmented given that the items do not match with what is understood to be at the level of the CA Standards for ELA (e.g., vocabulary is tested only as a dictionary usage skill rather than use as a synonym, antonym or multi-meaning word; or as a strategy for context clues, apposition, and word structure).

## **Benchmark:**

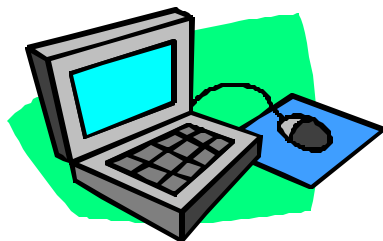
- ❖ The district requires all Reading First schools to use a set of curriculum-embedded assessments (i.e., publisher's appropriate set of assessments or the state-provided skill assessments) systematically, every 6-8 weeks, at a minimum of five times annually for grades 1-3; and a monitoring log

assessment for kindergarten, including a mid-year and end-of year assessment for a minimum of two subtests (covering upper and lower case letter recognition and phonemic awareness skills).

- ❖ Benchmarks are specified by the district. The measurement for oral fluency in grade 1 (beginning in mid-year) and grades 2 and 3 is based on grade level readings (based on end-of-year reading level – not leveled readings) with testing procedure of one-minute cold reads for words-correct-per-minute (WCPM).
- ❖ The assessments meet the definition of the minimum number of subtests and the minimum number of test items. These assessments also have teacher manuals for standardizing administration instructions and scoring of test items.
- ❖ The district requires that the results should be used explicitly for improving delivery of instruction and used by teachers, coaches, principals, and supervisors of principals.
- ❖ The schedule of administration of the curriculum-embedded assessments is posted annually based on the district's pacing schedule.
- ❖ Teachers have open access to all assessments prior to the administration of the assessments. Teachers are informed that they may use the assessments as a pretest for specific groups of students (e.g., for advanced students) in order to plan ways to target instruction.
- ❖ The results of these assessments are not used as high stakes assessments nor are they publicly reported.

- ❖ The assessments are solely used as tools of instruction for determining how well students are learning the content as delivered by the teacher.

# *Progress Monitoring of Instruction and Student Achievement*



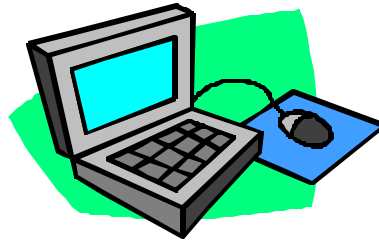
## **Part B: Electronic Data Reporting System**

### **Definition:**

The district provides a secured electronic tool that allows teachers to submit student assessment information, receive numerous reports (almost instantaneously) in table and graphic formats representing whether students are achieving at benchmarks. Data can be formatted by assessment period, by subtest area, and also disaggregated by a number of indicators (e.g., gender, ethnicity, language proficiency, and participation in special education programs, among others). In addition, grade level reports by classroom and all classrooms can be generated. Such a tool ensures that teachers, individually and by grade level group, can make decisions about instruction and need for instructional support staff (coach and content expert); and offers the principal (and principal supervisor) to make wide-ranging decisions about additional instructional support (e.g. professional development, increasing instructional time, specific use of instructional support staff, etc.). Examples of electronic systems range from scanning devices of answer sheets to web-based tools that stores information on a server that allows the teacher to enter data from any computer connected to the Internet.

# *Scenarios*

## **Part B: Electronic Data System Reporting**



### **Intensive:**

- ❖ The electronic system is only available at the district level.
- ❖ The district collects assessment answer sheets (based on a district pick-up schedule) and prepares a classroom and grade level report, deliverable back to the school within two or more months from the time the assessments were administered.
- ❖ These reports are given to the principal who eventually delivers them to teachers. The reports are primarily presented as lists by classroom by student and have only a few options for disaggregated information at the classroom level. The cumulative presentation of scores on the assessments given at periodic intervals throughout the academic year are rarely available.
- ❖ Teachers tend not to use the assessment data since it is not available at the time of planning instruction for the next unit/theme.

## **Strategic:**

- ❖ The district provides NCR forms for use by the teacher in recording the results of each assessment. The principal posts when the assessment form (copy to principal and copy to coach) is due.
- ❖ Teachers may organize their own reporting charts and grade level teams may combine the grade level scores during the grade level meeting in order to focus on priority areas of instructional need.
- ❖ The principal, too, may be requested by the principal's supervisor, to prepare a summary of the scores in order to determine what additional instructional support may be needed to assist teachers with students who are not meeting benchmarks.
- ❖ There are some teachers and principals who complain that there is not enough time to adequately use the data since it takes time to reorganize the data in meaningful ways (e.g., by language proficiency, by cumulative scores on each subtest over the course of the academic year).

## **Benchmark:**

- ❖ The district provides a fully secured electronic tool available at the school site or on a website that allows the teacher to submit student achievement information from any computer connected to the Internet.
- ❖ This tool provides instantaneous access to assessment results by the teacher, coach and content expert, principal, and principal's supervisor.

- ❖ It offers immediate decisions on how to plan and deliver instruction to at-risk students. It offers more timely information for grade level meetings.
- ❖ It is viewed by teaching staff, including the coach, as offering valuable information on instructional needs and permits focused attention on a variety of options for instructional support.
- ❖ The features of the reporting system offer chart and graphic displays of benchmark, strategic, and intensive results on all subtests, and by assessment area for a display of progress students have made over time; disaggregated data based on the district's student information system (SIS) information.
- ❖ Such a system appears to influence teacher willingness to administer the assessments and to discuss assessment results with colleagues at grade level meetings for purposes of improving delivery of instruction.