


# Reading Curriculum & Professional Development Reporting

NDCC 15.1-21-12.1 (HB 1388)


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## North Dakota Science of Reading

NDDPI and NDREAs are working together to unify messaging around reading curriculum and professional development under the title “North Dakota Science of Reading”

<https://www.nd.gov/dpi/education-programs/nd-science-reading>



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# What does the law require?

## Professional Development

- Training for K-3 principals and teachers

## Curriculum

- Utilize scientifically-based instructional materials and approaches

## Assessment

- Processes, including assessments and resources, to diagnose, monitor, and inform reading instruction that meets each child's unique needs

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## Report Guidance

Due October 1, 2022

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### ND Science of Reading

Literacy skills are necessary for students in their lives after high school, whether it includes postsecondary education, immediate entry into the workforce, military service, or other types of career development. Literacy skills are also relevant to successful relationships and outcomes in every aspect of life. The priority is to develop strong literacy skills in all North Dakota students.

**ANNUAL REPORT**  
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**LEGISLATION**  
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**EVENTS & TRAININGS**  
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**SCIENCE OF READING RESOURCES**  
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 Indian Education  
 Literacy  
**Science of Reading**  
 Annual Report  
 Events  
 Guidance and Fast Facts  
 Legislation  
 Reading Curriculum & Professional Development Webinar Series  
 Science of Reading Resources  
 Special Education

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## Overview of The Complete Report

Due October 1, 2022

### REPORT OVERVIEW

#### 1. Professional Development

- a. Summary of the training status of all K-3 teachers and principals (Required)
- b. Narrative Response (Optional)
- c. Tracking Spreadsheet Upload (Required)

#### 2. Curriculum

- a. Listing of core, supplemental, and intervention materials used at each grade level K-3 (Required)
- b. Narrative Response (Optional)
- c. Document Upload (Optional)

#### 3. Assessment

- a. Listing of screening, diagnostic, and progress monitoring tools/approaches used at each grade level K-3 (Required)
- b. Narrative Response (Optional)
- c. Document Upload (Optional)

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## Professional Development Data Entry

*Required*

## Narrative Response

*Optional*

## Tracking Document Upload

*Required*

#### Professional Development

Please enter the NDCC 15.1-21-12.1 aligned reading instruction training status for each principal and teacher in the correct column.

	Total Number In Building	Number That Have Completed Training	Number That Are Engaged in Ongoing Training	Number That Are Not Yet Trained	Total Complete	Total Ongoing	Total Not Trained
K-3 Principals	1	1	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Reading	5	4	1	0	80.00 %	20.00 %	0.00 %
K-3 Teachers Of Other Content	7	5	2	0	71.43 %	28.57 %	0.00 %
K-3 Staff Total	13	10	3	0	76.92 %	23.08 %	0.00 %

Optional: Enter information regarding prioritization of professional development for all staff.

Choose file No file chosen

**Upload a file**

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## Professional Development Elements

### Required Training Content

Seven specific topics must be covered in appropriate depth, breadth, and content for the currently assigned K-3 role.

- 1) Scientifically-based, research-based, and evidence-based instruction
- 2) Explicit and systematic instruction
- 3) Phonemic Awareness
- 4) Phonics
- 5) Fluency
- 6) Vocabulary
- 7) Comprehension

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## Who Reports?

### Each K 3 building

- Public
- Non-Public

### Special Education Units

- Units with staff contracted to serve K-3 buildings will submit the report for those employees.
- Staff contracted through the district will be reported by the building.

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## Who do you report on?

### Role Definitions

**Principals** – This includes principals and assistant principals who hold job responsibilities related to oversight of reading instruction content and implementation.

**K-3 teachers of reading** – Any teacher responsible for reading instruction or intervention. This includes classroom, special education, reading specialist roles, EL, and any others with reading instruction assignments.

**K-3 teachers of other content** (content specialists) – This includes any teacher of K-3 students in the building with an assignment that does not include direct reading instruction. These are content specialists such as music, art, physical education, or other instruction.

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## What do you report?

### Training Definitions

**Completed** – Count all staff who have been fully trained in all seven required components by October 1, 2022.

**Ongoing** – Count all staff currently engaging in training which will require time beyond October 1, 2022, to fully complete all seven required components.

**Not trained** – Count all staff who have not engaged in training by October 1, 2022. NOTE: A planned training that has not begun is considered "not trained." However, an explanation may be entered in the optional narrative box to overview the plan for compliance.

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Professional Development							
Please enter the NDCC 15.1-21-12.1 aligned reading instruction training status for each principal and teacher in the correct column.							
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K-3 Teachers Of Other Content	7	5	2	0	71.43 %	28.57 %	0.00 %
K-3 Staff Total	13	10	3	0	76.92 %	23.08 %	0.00 %

## Professional Development Training Summary

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Narrative  
Response

*Optional*

B. (Optional) **Narrative Response** The response box provides an opportunity to clarify the status of compliance with NDCC 15.1-21-12.1. Only use this box if clarification is necessary. The excessive narrative is discouraged.

**Optional:** Enter concise information regarding the prioritization of professional development for all staff.

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## Document Upload

*Required for PD*

### C. (Required) Upload Professional Development Tracking Spreadsheet

Choose file No file chosen

Upload a file

**NOTE:** The North Dakota Department of Public Instruction endorses long-term, embedded, professional learning and, therefore, is examining the report for evidence of prioritization of training.

#### Part C Upload Professional Development Tracking Spreadsheet

Each building will maintain and upload a spreadsheet *of its own design* with the following details for each K-3 principal and teacher:

- First and Last name of teacher/principal, teaching assignment (reading instruction responsibility or teacher of other content).
- Training status (completed, ongoing, or not trained). Must be trained in all seven required elements to be marked complete: 1. science-based theory of reading; 2. systematic, direct instruction; 3. phonemic awareness; 4. phonics; 5. vocabulary; 6. fluency; and 7. comprehension.
- Name of training attended, provider of training, dates of training. If training is ongoing, the projected end date should be entered.
- Plans for training if "not trained."

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## Tracking Spreadsheet – Example

Schools develop their own spreadsheet to capture staff training status

*Example:*

Staff Reading Professional Development Tracking

Name	Role			Training(s) Attended	Date(s) of training	Completed All 7 areas	Ongoing List areas not yet completed	Not Trained Include plans to complete
	P	RT	OT					

P= Principal, RT=Reading Teacher, OT=Other Teacher

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## Report Support / Q&A Office Hours

Date	Time	Key Topic

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## Questions?



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<p>Contact Information</p>	<div data-bbox="672 312 1380 600"><p>Ann Ellefson Director of Academic Support (701) 328-2488 aellefson@nd.gov</p></div> <div data-bbox="672 611 1380 898"><p>Brenda Ehrmantraut Assistant Director of Academic Support (701) 328-1809 blehrmantraut@nd.gov</p></div>
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