


NORTH Dakota Be Legendary.
Public Instruction | Regional Education Associations

Reading Curriculum & Professional Development Reporting

Curriculum Q & A

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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NDDPI Report Guidance

Due October
1, 2022

The screenshot shows the 'ND Science of Reading' website. On the left is a navigation menu under 'Education Programs' with links to Academic Support, Adult Education & GED, Early Childhood, English Learner/Multicultural, Federal Title, Indian Education, Literacy, and Science of Reading. The 'Science of Reading' link is expanded, showing sub-links for Annual Report, Events, Guidance and Fast Facts, Legislation, Reading Curriculum & Professional Development Webinar Series, Science of Reading Resources, and Special Education. The main content area is titled 'ND Science of Reading' and includes a paragraph about literacy skills. Below this is a grid of six resource tiles: 'ANNUAL REPORT' (with an icon of an open book), 'LEGISLATION' (with a scales of justice icon), 'EVENTS & TRAININGS' (with a calendar icon), 'SCIENCE OF READING RESOURCES' (with a person at a computer icon), 'READING CURRICULUM & PROFESSIONAL DEVELOPMENT WEBINAR SERIES' (with a book icon), and 'GUIDANCE AND FAST FACTS' (with a book icon). Each tile has a corresponding link button below it.

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Report Guidance Document



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

**Reading Curriculum and
Professional Development Report**

August 2022

Kirsten Baesler
State Superintendent
Department of Public Instruction
600 East Boulevard Avenue Dept. 201
Bismarck, ND 58505-0440
www.nd.gov/dpi

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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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Curriculum Elements

15.1-21-12.1. Reading curriculum - Content - Professional development - Reports to legislative management.

1. Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its curriculum which is related to reading:
 - a. Is scientifically based, evidence based, and research based;
 - b. Focuses on:
 - (1) Phonemic awareness;
 - (2) Phonics;
 - (3) Fluency;
 - (4) Vocabulary; and
 - (5) Comprehension; and
 - c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills.

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Curriculum Definitions

Core – The universal instructional materials selected by the district for grade-level instruction in reading. This is the primary instruction that all students receive.

Supplemental – Additional resources are used to fill gaps that exist in the primary, core instructional curriculum. These materials are generally supporting all students with the core instruction. (Examples: an additional vocabulary program or a phonemic awareness program to supplement a weakness in the core curriculum).

Intervention – Curricular materials used to address tier two and tier three intervention of reading instruction.

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2. CURRICULUM

A. (Required) **Enter the names of the reading curriculums** being implemented for each grade K, 1, 2, and 3 that systematically teach in alignment with scientifically-based methods. Include core, intervention, and supplemental materials. Select all categorical items that apply.

Choose all that apply:

Curriculum:	<input type="text"/>				Enter the curriculum description:
Grades:	Kindergarten: <input type="checkbox"/>	Grade 1: <input type="checkbox"/>	Grade 2: <input type="checkbox"/>	Grade 3: <input type="checkbox"/>	
Curriculum Types:	Core Curriculum: <input type="checkbox"/>	Supplementary Curriculum: <input type="checkbox"/>	Intervention Curriculum: <input type="checkbox"/>		
Methods:	Scientifically Based:		Systematic Direct:		
	<input type="radio"/> Yes		<input type="radio"/> Yes		
	<input checked="" type="radio"/> No		<input checked="" type="radio"/> No		
	<input type="radio"/> Still Reviewing/Beginning Implementation		<input type="radio"/> Still Reviewing/Beginning Implementation		
Categories:	Phonemic Awareness: <input type="checkbox"/>	Phonics: <input type="checkbox"/>	Fluency: <input type="checkbox"/>	Vocabulary: <input type="checkbox"/>	Comprehension: <input type="checkbox"/>

Curriculum Data Entry |

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OPTIONAL: Narrative Response & Document Upload

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

Optional: Enter information regarding prioritization of curriculum alignment.

C. **Upload Document** (Optional) This upload portal provides an opportunity to submit documents that clarify compliance with NDCC 15.1-21-12.1. Excessive documentation is discouraged.

Optional:

Choose file No file chosen

Upload a file

This is an opportunity to provide documents or explanations to fully present the picture of your curriculum as it relates to the assurance.

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Report Support / Q&A Office Hours

Date	Time	Key Topic
Thursday, August 25	2:00 – 2:30	Professional Development Tracking & Reporting
Thursday, September 1	2:00 - 2:30	Curriculum Reviewing & Reporting
Tuesday, September 13	3:00 - 3:30	Assessment Identifying & Reporting
Tuesday, September 20	10:00 - 10:30	Professional Development Tracking & Reporting (Repeat)
Thursday, September 29	11:00 – 12:00	Full Report Walk-Through and Q&A

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Questions?



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Contact Information

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