Reading Curriculum & Professional Development
Reporting

NDCC 15.1-21-12.1 (HB 1388)

NORTH Dakota Be Legendary.
Public Instruction | Regional Education Associations

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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

NORTH Dakota Be Legendary.
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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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Slide 5

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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Slide 6

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.

	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 %

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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Supporting Document Examples

Assessment Document Examples (optional)	+
Curriculum Document Examples (optional)	+
Professional Development Planning Document Examples (optional)	−
Professional Development Tracking Examples (required)	−

- PD Tracking Example 1
- PD Tracking Example 2
- PD Tracking Example 3
- PD Tracking Example 4
- PD Tracking Example 5
- PD Tracking Example 6
- PD Tracking Example 7

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State Required:	A) Science-Based Reading Instruction	B) Systematic Direct Instruction	C) Phonemic Awareness	D) Phonics	E) Vocabulary	F) Fluency			
Completed=C	Not Trained=NT (blank)	Ongoing=OG							
Staff List	Position	Big Dippers	LETRS (Units 1-4)	LETRS (Units 5-8)	LETRS for Admin	ND Reaching All Learners (AIM Institute)	BPS Foundations of Literacy for All	A Collective Focus for Literacy
	Dates	3/1-4/30 2021	1/3-6/30 2022 6/1/2022-5/30 2023	1022-6/30 2023 7/1/2023-6/30/2024	1/3-6/30 2022 9/5/2022-6/30/2023	Spring 2023	9/26/2022	8/24/2022
	# of Hours for Training	15 hrs.	75 hrs.	75 hrs.	15 hrs.	30 hrs	3 hrs.	3 hrs
	State Codes	A, B, C, D, E, F, G	A, B, C, D	A,B,E,F,G	A, B, C, D, E, F, G	A, B, C, D, E, F, G	A,B,C,D,E,F,G	A,B,C
Administration								
	Principal				C		C	C
Teachers of Reading								
	Instructional Coach				C		OG	C
	Kindergarten Teacher	C	OG				OG	C
	Kindergarten Teacher		OG				OG	C
	Kindergarten Teacher		C	OG			OG	C
	Kindergarten Teacher		OG				OG	C
	Kindergarten Teacher		OG				OG	C
	1st Grade Teacher						OG	C
	1st Grade Teacher						OG	C
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	1st Grade Teacher						OG	C
	2nd Grade Teacher						OG	C
	2nd Grade Teacher						OG	C
	2nd Grade Teacher						OG	C
	3rd Grade Teacher						OG	C
	3rd Grade Teacher						OG	C
	3rd Grade Teacher						OG	C
	3rd Grade Teacher						OG	C

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PD Tracking Example 2

Name	Grade Taught	Training	Dates	Hours	Certificate
	K	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	1st	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	1-6 Title	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	3rd	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	4th	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	K-3 Reading Strategist	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	K-6 Principal	Foundations of Reading	2/7, 3/7, 4/4 2022	18	x
	K	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	1st	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	1st	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	2nd	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	2nd	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	3rd	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	1-6 Title	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K-6 Sped	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K-6 sped	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K-6 ELL	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	4th	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	5th	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	5th	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K-6 Science	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K-6 PE	Foundations of reading:	Summer (August 1 – 3, 2022)	18	x
	K	Foundations of reading:	Fall (Sept 12, Oct 3 + Nov 7, 2022)	18	
	6th	Foundations of reading:	Fall (Sept 12, Oct 3 + Nov 7, 2022)	18	
	6th	Foundations of reading:	Fall (Sept 12, Oct 3 + Nov 7, 2022)	18	
	K-6 Music	NDSoR: A shared Responsibilty- Online	NDSoR: A shared Responsibilty- Online	2	x
	K-6 Counselor	NDSoR: A shared Responsibilty- Online	NDSoR: A shared Responsibilty- Online	2	x
	K-6 Speech	NDSoR: A shared Responsibilty- Online	NDSoR: A shared Responsibilty- Online	2	x
	Student teacher PE	NDSoR: A shared Responsibilty- Online	NDSoR: A shared Responsibilty- Online	2	

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Name	Role: P, RT, OT	Training(s) attended	Dates
	RT	LETRS 1 & 2	Sept 2020-May 2022
	RT	LETRS 1 & 2	Sept 2020-May 2022
	RT	LETRS 1 & 2	Sept 2020-May 2022
	RT	LETRS 1 & 2	Sept 2020-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2020-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2021-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2021-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2021-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2021-May 2022
	RT	LETRS 1 COMPLETED, Enrolled in LETRS 2	Sept 2021-May 2022
	RT	Enrolled in LETRS 1	Sept 2021-May 2023
	RT	Enrolled in LETRS 1	Sept 2022-May 2023
	RT	Enrolled in LETRS 1	Sept 2022-May 2023
	OT	SOR - ND Literacy Conference	12-Jul-22
	OT	SOR through NCEC	9/18/2022
	OT	SOR - ND Literacy Conference	12-Jul-22
	P	SOR - ND Literacy Conference	7-12 & 7-13 2022
	OT	SOR - ND Literacy Conference	12-Jul-22

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North Dakota SoR Teacher Professional Development Tracking
Document Teacher Name:
Teacher License Number:

Date	Hours	Description of Event	SBT	DI	PA	P	V	F	C
8/12/19	4	**Dr Phil Warrick:** Standards, Scales, & Assessment	☑	☑	☐	☐	☐	☐	☐
1/21/19	6	**Horacio Sanchez:** Promoting student resiliency and applying brain science to improve school. **Tammy Heflebower:** Promoting student engagement.	☑	☑	☐	☐	☐	☐	☐
8/1/22	8	**Science of Reading:** Reading Rockets	☑	☑	☑	☑	☑	☑	☑
8/12/19	4	**Dr Phil Warrick** Standards, Scales, & Assessment	☑	☑	☐	☐	☐	☐	☐
8/11/22	6	**Bev Clemens** Standards Based Learning scales, assessments, grading	☑	☑	☐	☐	☐	☐	☐
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CODES:
SBT = Science Based Theory
DI = Direct Instruction
PA= Phonological Awareness
P = Phonics
V = Vocabulary

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Report Support / Q&A Office Hours

Date	Time	Key Topic

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Questions?

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Contact Information

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