

Appendix

ND Early Childhood Literacy Needs Assessment	Appendix A.
ND K-12 Literacy Needs Assessment	Appendix B.
ND PK-12 Strategic Vision Committee Members	Appendix C.
ND PK-12 Strategic Vision Framework	Appendix D.
NDDPI Choice Ready Framework	Appendix E.
ND Comprehensive Literacy Plan (2018)	Appendix F.
CLSD Accountability and Monitoring	Appendix G.
ND Comprehensive Literacy Instruction Plan (2019 Draft)	Appendix H.
NDDMTSS Guidebook	Appendix I.
Teacher Support Network's Instructional Coach's Academy	Appendix J.
Literacy Audit Example	Appendix K.
NDDPI Feedback Report Example #1	Appendix L.
NDDPI Feedback Report Example #2	Appendix M.
Grant Implementation Evaluation Tool Example	Appendix N.
NDDPI Family Engagement Cabinet	Appendix O.
CLSD Data Sources for Assessment and Evaluation	Appendix P.
CLSD Organizational Team Structure	Appendix Q.
NDDPI Staff Resumes	Appendix R.
Letters of Support	Appendix S.

North Dakota Department of Public Instruction

Early Childhood Education Needs Assessment Spring 2018



February 2018

Founded in 1966, McREL International is a not-for-profit corporation with offices in Denver, Colorado; Honolulu, Hawaii; and Charleston, West Virginia. McREL delivers high quality program evaluation services and develops award-winning reports to provide clients with timely information to improve their programs and document their successes. McREL staff members work collaboratively with clients to build their planning, data, and program evaluation capacity through just-in-time consulting and training. McREL's evaluation services are grounded in the latest research methods and evaluation best practices.

For information about McREL's research, products, or services, contact



4601 DTC Boulevard, Suite 500 • Denver, CO 80237 • 303.337.0990 • fax 303.337.3005
1003 Bishop Street, Suite 2200 • Honolulu, HI 96813 • 808.664.8175 • fax 808.664.8190
P.O. Box 1348, Charleston, WV 25325 • 304.347.0400 • 800.624.9120 • fax 304.347.0487
info@mcrel.org • www.mcrel.org

© 2018 McREL

Reproduction of this document is permitted with McREL cited as the source.

This publication is based on work sponsored wholly or in part by Old Dominion University under a National Professional Development grant from the U.S. Department of Education. However, its contents do not necessarily represent the policy of the Department, and you should not assume endorsement by the federal government

McREL is an equal employment opportunity/affirmative action employers

Table of Contents

Table of Contents.....	ii
List of Tables.....	iv
Introduction	6
Methods and Analysis.....	7
Surveys	7
Data Analysis	7
Findings.....	8
Section I: General Background Information	8
Section II. About Your Program	19
Section III: Program Curricula and Assessments	22
General Curriculum.....	22
Curriculum and Literacy	26
Curriculum Assessment	27
Literacy Competencies.....	32
Section IV. Alignment to State Literacy Goals	34
ND State Literacy Goals.....	41
Section V. Kindergarten Readiness Assessment.....	43
Section VI. Collaboration with District	47
Assessment	51
Communication.....	52
Community Involvement	53
Family Involvement.....	53
Head Start	54
Section VII. Needs and Resources	55
Biggest Needs Regarding Literacy	55
Summary of Findings.....	61
General Background Information.....	61
Type of Early Childhood Program in Which You Work	61
Position in Program.....	61
Highest Level of Educational Attainment	62
Early Childhood/Special Education Qualifications	62

Literacy-Related Professional Development.....	62
About Your Program.....	63
Program Curricula and Assessments	63
General Curriculum.....	64
Curriculum and Literacy	65
Curriculum Assessment	65
Literacy Competencies.....	66
Alignment to State Literacy Goals	67
Kindergarten Readiness Assessment.....	67
Collaboration with the District	68
Needs and Resources	69
Biggest Needs.....	69
Resources Needed to Better Support Literacy	70
Recommendations	71
General Background Information and About Your Program.....	71
Program Curricula and Assessments	72
Alignment to State Literacy Goals	73
Kindergarten Readiness Assessment.....	73
Collaboration with the District	74
Needs and Resources	75
References.....	76
Appendix A:	1
Appendix B: Counties Represented by Survey Participant.....	1

List of Tables

Table 1. Type of Early Childhood Program in Which You Work.....	8
Table 2. “Other” Early Childhood Program Defined	9
Table 3. Position in the Program.....	10
Table 4. Related Service Provider Title	10
Table 5. “Other” Title	11
Table 6. Educational Attainment	12
Table 7. “Other” Highest Level of Education Attainment	12
Table 8. Early Childhood/Special Education Qualifications	13
Table 9. “Other” Early Childhood/Special Education Qualifications.....	13
Table 10. Literacy-Related Professional Development Opportunities	15
Table 11. “Other” Literacy-Related Professional Development Opportunities.....	16
Table 12. How Professional Development was Delivered	17
Table 13. “Other” Professional Development Delivery Methods.....	17
Table 14. Children Served Overall.....	19
Table 15. Children Served Identified for EI or ECSE Services	20
Table 16. Children Served Identified for EL or DLL	21
Table 17. Type of Curricula	22
Table 18. Curriculum Used.....	22
Table 19. Curriculum Training.....	24
Table 20. Quality of Curriculum Training	24
Table 21. Reasons why Training was Inadequate	25
Table 22. “Other” Reasons why Training was Inadequate	25
Table 23. Amount of Time Curriculum has been Used	26
Table 24. Curriculum and Literacy	26
Table 25. Literacy Component(s) Covered by Curriculum	27
Table 26. Curriculum Assessment Component.....	27
Table 27. “Other” Assessment	28
Table 28. Purpose of Assessment	28
Table 29. Program Assessment.....	28
Table 30. List of Assessments Used by Programs	29
Table 31. Frequency of Assessment Administration	30
Table 32. “Other” Assessment Administration Frequency	31
Table 33. Extent Assessments Measure Children’s Progress.....	31
Table 34. Ages Birth – 3 Years: Improving Literacy Competencies.....	32
Table 35. Ages 3 – 5 Years: Improving Literacy Competencies.....	32
Table 36. Leadership and Sustainability.....	34
Table 37. Instruction and Intervention	35
Table 38. Standards Alignment	36
Table 39. Professional Development	37
Table 40. Family and Community Engagement Strategies	37
Table 41. Literacy Timeline: Ages Birth – 3	39
Table 42. Literacy Timeline: Ages 3 - 5.....	40
Table 43. Literacy Goals Ranked by Mean	41
Table 44. How Kindergarten Readiness is Assessed	43
Table 45. Kindergarten Formative Assessment Descriptions	43

Table 46. When Kindergarten Readiness is Assessed	44
Table 47. “Other” When Kindergarten Readiness is Assessed	44
Table 48. How Kindergarten Readiness Assessment is Used.....	45
Table 49. “Other” How Kindergarten Readiness is Used	45
Table 50. Extent of Program Collaboration with Transitioning District/School.....	47
Table 51. Barriers/Challenges to Collaboration	47
Table 52. “Other” Barriers/Challenges to Collaboration	48
Table 53. Suggestions to Improve Collaboration	50
Table 54. Biggest Needs	55
Table 55. Literacy Needs (Open-Ended)	56
Table 56. Other Resources	58
Table 57. Resources (Open-Ended).....	60
Table 58. Literacy Goals Ranked by Mean	67

Introduction

The North Dakota Department of Public Instruction (NDDPI) received a Striving Readers Comprehensive Literacy (SRCL) Grant in 2017 from the U.S. Department of Education. To prepare for the grant, NDDPI contacted the North Central Comprehensive Center (NCCC) to assist in creating and analyzing a needs assessment for early childhood and K-12 educators. The purpose of the needs assessments was to provide NDDPI with a statewide view about literacy in early education programs, schools, and districts; how literacy aligns with the *North Dakota Comprehensive State Literacy Plan*; and what resources the educators need to implement literacy successfully within their programs, schools, and districts.

The following report summarizes the results from the Spring 2018 Early Childhood Programs Needs Assessment. Findings from the Spring 2018 K-12 Needs Assessment can be found in a complementary report.

The survey administration window was January 22 – February 5, 2018. NDDPI sent the survey link to listservs targeted to early childhood educators. Specific topics addressed by the survey included: (1) general background information about the staff and program; (2) program curricula and assessments; (3) alignment to state literacy goals; (4) kindergarten readiness assessment; (5) collaboration with the district; and (6) needs and resources. The concluding section of the report summarizes the survey results from each section.

Methods and Analysis

NDDPI sent the survey link to multiple listservs targeted to early childhood educators. Because the survey link was sent via listservs, a total number of people who were invited to take the survey is not known, although it is anticipated that over 1,000 people received the link. Following is a detailed description of the survey as well as a brief explanation of the procedures used for data analyses.

Surveys

NCCC created the survey in the online survey program Qualtrics and generated a unique survey link. See Appendix A for a Word version of the survey. NDDPI forwarded the link to early education listservs. Over 1,000 people were targeted via the listservs. There were 226 responses to the first question indicating that approximately 20% of the early education population responded to the survey.

The purpose of the survey was to provide NDDPI staff information about literacy within early education programs throughout the state. Topics addressed within the survey included: (1) general background information about the staff and program; (2) program curricula and assessments; (3) alignment to state literacy goals; (4) kindergarten readiness assessment; (5) collaboration with the district; and (6) needs and resources. A brief summary of each section is included in the conclusion of the report.

Data Analysis

NCCC staff imported numerical data from the survey into SPSS, a statistical analysis software package, and calculated descriptive statistics, such as frequencies and measures of central tendency (i.e., means) and dispersion (i.e., standard deviations). It is important to note that not every person answered each question, and that missing data were not included in the survey responses. For example, if only 100 people answered a question, the analysis was conducted only for the 100 responses, not for the entire population of 226. This approach was taken based on the assumption that some people who took the survey may not work directly within an early childhood program and chose not to answer the question. By eliminating the missing data, only those that answered the question are being counted in the analysis. Response numbers for each question are included in the analysis.

Findings

The next part of the report includes findings from the survey. Findings are organized by survey section: (1) general background information; (2) information about the early childhood program; (3) program curricula and assessments; (4) alignment to state literacy standards; (5) kindergarten readiness assessment; (6) collaboration with the district; and (7) needs and resources. The conclusion of the report summarizes the results from each section.

Section I: General Background Information

The first section of the ND SRCL grant Early Childhood Program Needs Assessment asked survey respondents to answer questions about their program and their personal history with the program. Specific questions addressed the type of early childhood program the participant worked in; their position in the program; their highest level of educational attainment; their early childhood and/or special education qualifications; and the county in which the program resides (see Appendix B). Two of the questions also addressed what types of literacy-related professional development opportunities the early learning program staff members had participated in and how the professional development activities were delivered. Table 1 shows the number and percentage of respondents who work in each type of early childhood program ranked from the highest number to the lowest number of respondents. The specific types of early childhood programs listed in the “other” category were extensive; thus, the listing of “other” early childhood programs can be found in Table 2.

Table 1. Type of Early Childhood Program in Which You Work

In what type of early childhood program do you work? (N = 226)	N	Percentage
Other (please specify): See Table 2 for listing of “other” specifications	57	25.2%
Early Childhood Special Education (ECSE)	45	19.9%
Public Pre-Kindergarten	44	19.5%
Early Intervention (IE)	28	12.4%
Head Start	26	11.5%
Child Care	17	7.5%
Institution of Higher Education (IHE)	4	1.8%
Home Visiting	2	0.9%
Reading Corp	2	0.9%
Early Head Start	1	0.4%

Of the 226 early childhood program educators who responded to this question, a quarter (25%) said they worked in programs that were not listed as an option to this question. See Table 2 for a full list of the “other” responses. For the other respondents, a fifth (20%) reported they were from **ECSE programs** and another 20% indicated they worked in **public pre-kindergarten programs**. Other programs represented by survey respondents included: **Head Start** (12%); **Child Care** (8%); **IHEs** (2%); **Home Visiting** (1%); **Reading Corp** (1%); and **Early Head Start** (1%).

Table 2. “Other” Early Childhood Program Defined

In what type of early childhood program do you work? Responses to “Other” Option. (N = 55 written responses)
Both ECSE and public Prekindergarten
Child care consultant
Developmental disabilities
Early childhood classroom
Early childhood curriculum company
EL and Head Start (N = 3)
EL, Head Start, and Right Track Home Visiting
EL [English Language] Specialist
EL Specialist
Education Standards and Practices Board
Even Start
Head Start, Early Head Start, Public Prekindergarten, Home Visiting, and North Dakota Home School Association
High school/elementary teacher
I am currently a second-grade teacher in public school.
I do not work with any early childhood program.
Kindergarten teacher (N = 23)
Kindergarten and first grade teacher
North Dakota School for the Blind
None
PreK Support
Private Pre-Kindergarten (N = 4)
Private School Jr. Kindergarten
Public elementary music teacher
Public school (K-5)
Teacher
Title I Reading
Title I and Special Education
Was a Head Start teacher. Now I teach kindergarten.

The “other” responses varied. Several comments clarified that the respondent worked across multiple early childhood programs. Other survey participants seemed to work in fields outside early education (i.e., public schools [K-12]). As mentioned previously, to capture responses from as many people as possible working in early childhood programs, the survey link was sent to multiple listservs to which early childhood educators and those interested in early childhood subscribe. Thus, some people who currently may not be directly involved in early childhood programming may have participated in at least portions of the survey. Because the number of respondents varies across questions, for purposes of the analysis, an assumption has been made that if a person could not address a question about early childhood, they did not answer that question.

The next question on the survey asked respondents to select their position in the program. As shown in Table 3, survey participants had six options to choose from as well as an “other” option where they could specify a position not currently listed. Responses are listed from highest to lowest number of responses. Both “related service provider” and “other” options asked respondents to specify their position. The specifications for “related service provider” are shown in Table 4 and the specifications for “other” positions are listed in Table 5.

Table 3. Position in the Program

What is your position in your program? (N = 224)	N	Percentage
Teacher	134	59.8%
Director	29	12.9%
Related Service Provider (please specify): See Table 4 for listing of “Related Service Provider” specifications	29	12.9%
Other (please specify): See Table 5 for listing of “other” specifications	28	12.5%
Paraprofessional	4	1.8%

Note: Due to rounding, percentages may not add up to 100.

Over half (60%) of the survey respondents said they were **teachers**. The percentage of respondents who reported they served as **directors**, **related service providers**, or an “other” field were the same, 13% for each position. Only 2% of the respondents indicated they were **paraprofessionals**. It should also be noted that the survey included two other options: (1) **lead teacher assistant** and (2) **aide**. No one selected either of those two options as describing their current position in an early childhood program. Table 4 lists the ways in which those identifying as a **related service provider** defined their position.

Table 4. Related Service Provider Title

What is your position in the program? Responses to “Related Service Provider” Option. (N = 29 written responses)
Compliance staff
Early intervention therapist
Early interventionist (N = 2)
Education coordinator (N = 2)
Experienced Parent (N = 2)
Home visitor
Music teacher
Occupational therapist
Primary Early Intervention Professional (PEIP) (N = 5)
Program manager
Physical therapist
Registered nurse
Social worker (N = 2)
Speech/language pathologist (N = 4)

**What is your position in the program? Responses to “Related Service Provider” Option.
(N = 29 written responses)**
Teacher of the Visually Impaired (N = 4)

Responses varied across the related service provider staff members. Five were PEIPs while four respondents were speech/language pathologists and another four were teachers of the visually impaired. There were two respondents in each of the following roles: (1) early interventionist; (2) education coordinator; (3) Experienced Parent; and (4) social worker. Only one survey respondent listed the following positions: compliance staff, early intervention therapist, home visitor, music teacher, occupational therapist, program manager, physical therapist, and registered nurse.

Similarly, 28 people provided responses to “other” positions. See Table 5 for responses.

Table 5. “Other” Title
**What is your position in the program? Responses to “Other” Option.
(N = 28 written responses)**

Assist with assessment/Case manage some students

Assistant director

Case manager

Child care consultant

Coordinator (N = 2)

Curriculum coordinator

Early childhood special educator

Education coordinator (N = 2)

Family services

Instructor

Interventionist (N = 2)

Music teacher

No position (N = 2)

Occupational therapist

Owner/operator

PEIP (N = 2)

Principal (N = 2)

Receptionist

Secretary/fiscal

Special education coordinator

Special education teacher

Teaching higher education

Most of the responses were only listed once and some of the “other” responses were duplicative of responses listed describing related service providers. However, six titles had two

respondents: (1) coordinator; (2) education coordinator; (3) interventionist; (4) no position; (5) PEIP; and (6) principals.

The next survey question asked respondents to indicate their highest level of educational attainment. Table 6 shows the results from the highest number of responses to the lowest number of responses. Because the “other” option asked respondents to specify what their highest level of education attainment, Table 7 lists the “other” descriptions provided.

Table 6. Educational Attainment

What is your highest level of educational attainment? (N = 225)	N	Percentage
Bachelor’s degree	109	48.4%
Master’s degree	100	44.4%
Other (please specify): See Table 7 for listing of “other” specifications	6	2.7%
Associate’s degree	4	1.8%
Doctorate	3	1.3%
High school diploma	2	0.9%
Less than high school diploma	1	0.4%

Note: Due to rounding, percentages may not add up to 100.

Over 90 percent (93%) of the respondents have earned a **Bachelor’s** (48%) or **Master’s** degree (44%). Small percentages of respondents indicated the following as their highest level of educational attainment: “**other**” (3%); **associate’s degree** (2%); **doctorate** (1%); **high school diploma** (1%); and **less than high school diploma** (less than 1%). The “**other**” specifications are shown in Table 7.

Table 7. “Other” Highest Level of Education Attainment

What is your highest level of educational attainment? Responses to “Other” Option. (N = 6 written responses)
Child Development Associate’s degree (CDA)
Credits more than equivalent to master’s
Master’s in-progress
One-year junior college
Some graduate work after bachelor’s
Working towards master’s in ECSE

The “**other**” responses showed two people working towards their master’s degree. Two of the respondents indicated that they had credits after their bachelor’s degree but had not earned a master’s degree. Another person explained that he/she had completed one-year of junior college while the sixth “other” explanation was a CDA.

To learn more about respondents’ early childhood qualifications, the next question asked them to select all their earned early childhood and/or special education qualifications. Specific options for them to select included: (1) CDA; (2) Bachelors’ in Early Childhood; (3) Bachelor’s in

Child Development; (4) Master's in Child Development-related field; (4) Doctorate in Child Development-related field; (5) Endorsement—Early Childhood Special Education; (6) Restricted Teaching License; or (7) Other. Like the previous questions, if the survey participant selected “other,” they were asked to specify. Table 8 shows their early childhood/special education qualifications from the most responses to the fewest responses.

Table 8. Early Childhood/Special Education Qualifications

What early childhood and/or special education qualification(s) do you have? Select all that apply. (N = 210)	N	Percentage
Other (please specify): See Table 9 for listing of “other” specifications	94	44.8%
Bachelor's in Early Childhood	69	32.9%
Master's in Child Development-related field	44	21.0%
Endorsement—Early Childhood Special Education	41	19.5%
Bachelor's in Child Development	18	8.6%
CDA	11	5.2%
Restricted Teaching License	7	3.3%
Doctorate in Child Development-related field	1	0.5%

Note. Because more than one response could be selected, the total percentage does not equal 100.

Almost half (45%) of the respondents listed that they have early childhood and/or special education qualifications that were not listed as options. Table 9 below provides a listing of those “other” specifications. A third of the survey participants reported that they have a **Bachelor's in Early Childhood** while just over a fifth (21%) said they hold a **Master's in Child Development-related field**. Another fifth of the respondents selected an **Endorsement in Early Childhood Special Education** as an early childhood/special education qualification. A small number of respondents have earned the following qualifications: (1) **Bachelor's in child development** (9%); (2) **CDA** (5%); (3) **Restricted Teaching License** (3%); and (4) **Doctorate in Child-Development-related field** (1%). There were 92 “other” qualifications written by the respondents. Several of the responses could be classified together. The overall classification of the “other” responses are shown in Table 9.

Table 9. “Other” Early Childhood/Special Education Qualifications

What early childhood and/or special education qualification(s) do you have? Responses to “Other” Option. (N = 92 written responses)
Aim 4 Excellence Director's Credential (N = 2)
Associates in Early Childhood
Bachelors of Science Education in Elementary with Early Childhood minor;
Master's in Education
Teaching with Technology and Library Media Specialist Credentials
I do take continuing education credits in the area of early childhood.
Bachelors of Arts, Licensed social worker, CDL
Bachelor in Education/Kindergarten Endorsement (N = 4)
Bachelor's degrees in the following majors:

**What early childhood and/or special education qualification(s) do you have? Responses to “Other” Option.
(N = 92 written responses)**

- Elementary education, minor in early childhood (N = 2)
- Communication disorders
- Composite music education
- Deaf education
- Education
- Elementary education (N = 2)
- Elementary education and Master’s in early childhood special education
- Elementary education with a minor in early childhood and a full teaching license
- Elementary inclusive education and an Academic Behavioral Strategist licensure
- Occupational therapist registered
- Special education (N = 2)
- Special education and elementary education and a Master’s in special education
- Special education intellectual disabilities and Master’s in special education

Child development specialist

Deaf Education—Learning Disabled

Early childhood endorsement (N = 3)

ECSE teacher trainee through DPI

English Learners

Elementary/Secondary/Administration

Endorsement elementary education 1-6; Master Special Education K-12 (N = 2)

Experience with a special needs child

I have an AA in early childhood, a BA in elementary education, and Master’s in elementary education.

Kindergarten and early childhood endorsement; North Dakota master’s in curriculum and instruction.

Kindergarten endorsement (N = 3)

Licensed ECSE

M.S. in speech/language pathology and M.A. in autism

Master’s degrees in the following concentrations:

- Communication disorders (N = 2)
- Early childhood (N = 3)
- Early childhood literacy
- ECSE (N = 5)
- ECSE; Bachelors of Science in Education (Elementary Education and Special Education)
- Early childhood and master’s in early childhood special education
- Education leadership
- Literacy instruction
- Public administration
- Special education (N = 3)
- Special education with emphasis on children on the spectrum
- Special education, kindergarten endorsement, elementary education
- Specific learning disability /elementary education

Minor in early childhood education (2)

Minor in extension education

What early childhood and/or special education qualification(s) do you have? Responses to “Other” Option. (N = 92 written responses)
None (N = 6)
Pediatric nurse
Ph.D. in teacher education
Reading credential/title reading
Registered nurse (N = 2)
Some early childhood education courses
Special education strategist
Special education
Speech/language pathology
Teacher certificate K-5th grade
Teaching license
Visually impaired endorsement/COMS

The “other” write-in options are varied across individuals. Many of the written responses emphasized that the individual had multiple degrees or majors/minors affiliated with early childhood or special education. A small number (N = 6) indicated they had no early childhood or special education qualifications. Overall, most of the write-in options reflected that the survey respondents had education backgrounds including associate degrees, bachelor degrees, master degrees, endorsements, and licensures among others.

Next, the survey asked questions regarding professional development opportunities in which the early childhood program staff may have participated. The first question (see Table 10) asked about specific opportunities the program had, such as the Pyramid Model; Literacy Data Analysis; Reading and Writing Strategies Across the Content Areas/Grades; Emergent Literacy; Social Emotional Learning; and Other, with the ability to specify what the “other” professional development activity entailed (see Table 11). Staff were asked to select all that applied.

Table 10. Literacy-Related Professional Development Opportunities

In what literacy-related professional development opportunities has your early learning program participated? Select all that apply. (N = 176)	N	Percentage
Social and Emotional Learning	116	65.9%
Emergent Literacy	63	35.8%
Reading and Writing Strategies Across the Content Areas/Grades	53	30.1%
Pyramid Model	35	19.9%
Other (please specify): See Table 11 for a listing of “other” specifications	35	19.9%
Literacy Data Analysis	18	10.2%

Note. Because more than one response could be selected, the total percentage does not equal 100.

Most of the survey respondents who answered this question had received professional development on **Social and Emotional Learning** (66%). Around a third had participated in professional development focused on **Emergent Literacy** (36%) and **Reading and Writing Strategies Across the Content Areas/Grades** (30%). A fifth had participated in **Pyramid Model** or **Other** types of professional development while 10% indicated they had participated in **Literacy Data Analysis** professional development. Table 12 below lists the “other” professional development opportunities that early childhood educators had participated in that were not included in the options provided to them on the needs assessment.

Table 11. “Other” Literacy-Related Professional Development Opportunities

In what literacy-related professional development opportunities has your early learning program participated? Responses to “Other” option. (N = 31 written responses)
Creative Curriculum
Creative Curriculum, The Big 5
Daily 5
Dolly Parton Library
Learning Targets
Marzano Training
NA/None/I don’t know (N = 17)
Pathways to Reading
PreK Reading Corp
Reading Corp
SEEDS and Handwriting without Tears
Sequence Read Archive (SRA)
ZooPhonics (N = 3)

In addition to the five types of professional development offered as options, survey respondents also listed a variety of other professional development opportunities in which they had participated. Except for ZooPhonics, which three people reported participating in, only one person listed participating in the other programs. These programs included Creative Curriculum; The Big 5; Daily 5; Dolly Parton Library; Learning Targets; Marzano Training; Pathways to Reading; PreK Reading Corp; Reading Corp; SEEDS; Handwriting without Tears; and SRA.

NDDPI also was interested in learning more about how literacy professional development was delivered to participants. To answer this question, participants were asked to select if they had received professional developed through instructional coaching, face-to-face training, book studies, literacy conferences, online training, in collaboration with Dual Language Learners (DLL), or in some other manner. Table 12 shows the results from this needs assessment question.

Table 12. How Professional Development was Delivered

What type(s) of professional development have you received related to literacy instruction? Select all that apply. (N = 193)	N	Percentage
Face-to-Face Training	92	47.7%
Literacy Conferences	77	39.9%
Instructional Coaching	67	34.7%
Book Studies	64	33.2%
Online Training	60	31.1%
Collaboration with Dual Language Learners (DLL)	28	14.5%
Other (please specify): See Table 13 for listing of “other” specifications	23	11.9%

Note. Because more than one response could be selected, the total percentage does not equal 100.

Almost half (48%) of the early education program staff members said they had attended **face-to-face trainings**. That was followed by respondents who said they attended **literacy conferences** (40%). Approximately a third of the survey participants indicated they had attended professional development sessions that involved **instructional coaching** (35%); **book studies** (33%); and **online training** (31%). Twenty-eight of the respondents (15%) participated in professional development in **collaboration with DLL staff members** and 12% provided “other” responses, which can be seen in Table 13.

Table 13. “Other” Professional Development Delivery Methods

What type(s) of professional development have you received related to literacy instruction? Responses to “Other” option. (N = 22 written responses)
Differentiated instruction
ECE introduction class from Mayville
I have taken the ELL class within my district.
I was an education coordinator for a Head Start program for eight years and was trained in Creative Curriculum by Diane Tristor Dodge.
Literacy classes in college, Early Steps training, special education courses relating to teaching reading and writing.
Master’s in literacy instruction and curriculum development with an option to license in Minnesota as a literacy coach.
NA or none (N = 12)
Professional learning communities (PLC)
Pyramid Model Training; Participation in conferences that have topics related to literacy.
Reading conference
Washington AmeriCorps Reading program

Open-ended responses for how the professional development was delivered tended to focus more on the types of professional development received than on delivery of professional development. A few of the comments also discussed the types of courses the early childhood educators had taken in the past.

The last question in this introductory section asked the participants to select in what county they were located. There were 217 responses to this question. A listing of the counties represented and the number/percentage of respondents from each county who answered the question can be found in Appendix B.

Section II. About Your Program

The second section of the survey asked respondents to indicate how many children their program serves in each age-level overall (see Table 14) and then how many children they serve in each grade-level who have been identified as needing early intervention (EI) or Early Childhood Special Education (ECSE) services (see Table 15). The third question in this section asked early childhood educators to report how many children they serve in each age-level who have been identified as an English Learner (EL) or Dual Language Learner (DLL) (see Table 16).

Table 14. Children Served Overall

How many children does your program serve in each age-level listed below?	Number of programs serving children	Range of number of children being served	Mean number of children served
Infant (under 1 year old):	29	1-100	31
1-year olds:	28	1-100	51
2-year olds:	27	1-101	59
3-year olds:	55	1-75	19
4-year olds:	82	1-141	23
5-year olds:	90	1-99*	17
Overall Means	52	1-103	34

*One program stated that they served 400 5-year olds. Because this number was such an outlier, it was removed from the analyses. Instead, 1-99 was used for the range, which was the next highest number of 5-year olds in a program.

The number of programs serving children in each age group ranged from 27 (**2-year olds**) to 90 (**5-year olds**). The overall mean number of programs serving children in these age groups was 52. While some programs only served one child in a particular age group, the highest number of children reported was 400 in the 5-year olds category. Because this number was such a high outlier, it was removed from the analysis and a range of 1 to 99 was used in this category because 99 was the next highest number in the 5-year olds group. This meant that the next highest number of children served was 141 (**4-year olds**). This provided an **average range of 1 to 103** students served overall across age groups. The mean number of children served ranged from 17 (**5-year olds**) to 59 (**2-year olds**) with an overall mean of **34 children served per program**. Figure 1 below provides a visual depiction of the means of total number of children served.

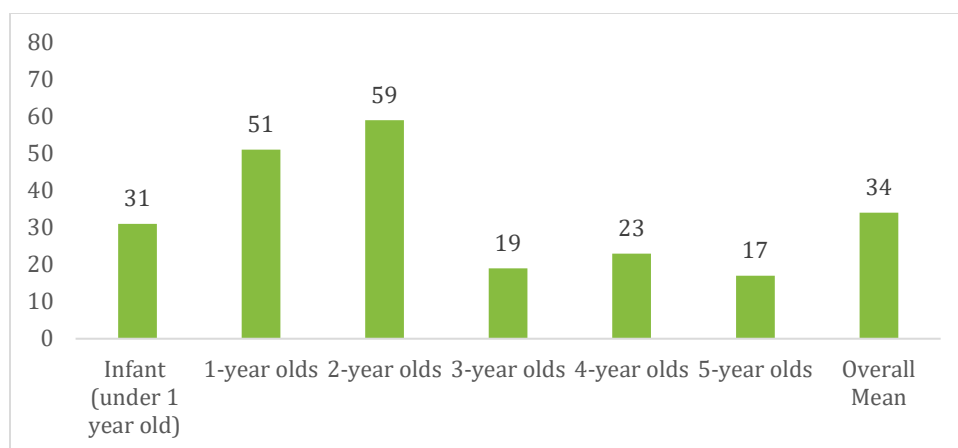


Figure 1. Mean Number of Children Served

Table 15. Children Served Identified for EI or ECSE Services

How many children does your program serve in each age-level listed below that has been identified as needing early intervention (EI) or early childhood special education (ECSE) services?	Number of programs serving children	Range of number of children being served	Mean number of children served
Infant (under 1 year old):	21	1-100	39
1-year olds:	21	1-100	63
2-year olds:	20	1-101	75
3-year olds:	51	1-88	15
4-year olds:	63	1-80	13
5-year olds:	64	1-50	8
Overall Means	40	1-87	36

The number of programs serving children identified as needing EI or ECSE services in each age group ranged from 20 (**2-year olds**) to 64 (**5-year olds**) with an **overall mean of 40 programs across all age groups**. All programs had at least one child in each age group identified as needing EI or ECSE services. The highest number of students needing these services was 101; the mean range across the age groups was 1 to 87. Overall, the programs **served a mean of 36 children identified as needing EI or ECSE services**. Children in the **5-year olds** category had the lowest number ($N = 8$) while children in the **2-year olds** group had the highest number ($N = 75$). Figure 2 below provides a visual depiction of the means of total number of children served identified as needing EI or ECSE services.

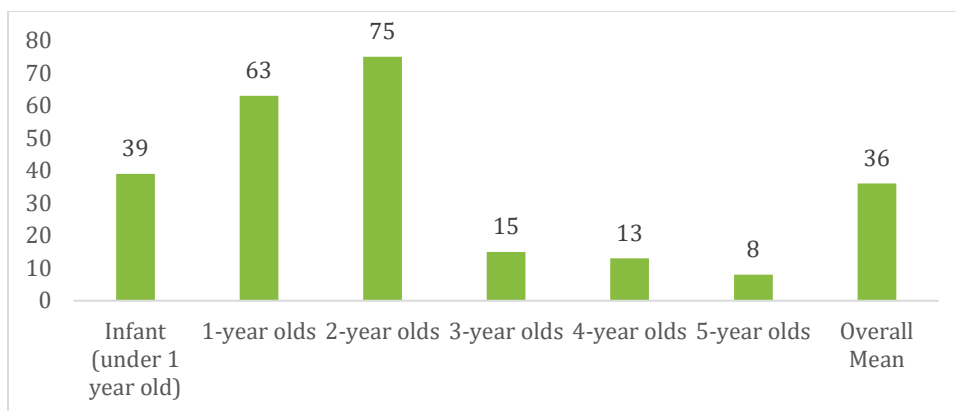


Figure 2. Mean Number of Children Served Identified as Needing EI or ECSE Services

Table 16. Children Served Identified for EL or DLL

How many children does your program serve in each age-level listed below that has been identified as an English Learner (EL) or Dual Language Learner (DLL)?	Number of programs serving children	Range of number of children being served	Mean number of children served
Infant (under 1 year old):	23	1	1
1-year olds:	24	1	1
2-year olds:	28	1	1
3-year olds:	35	1	1
4-year olds:	44	1	1
5-year olds:	52	1	1
Overall Means	35	1	1

The last question in this section asked how many children in each age-group served had been identified as EL or DLL. The number of programs that reported serving students identified in each age group ranged from 23 to 52 for an **average of 35 programs serving EL or DLL students across the age groups**. However, all programs reported having only **one** student identified as EL or DLL.

Section III: Program Curricula and Assessments

This section of the Early Childhood Program Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed. Results from this section are summarized below.

General Curriculum

The first question asked survey respondents what type of curricula they used in the program. They had four choices: (1) I use purchased curricula; (2) My organization or district developed curriculum for the program; (3) I developed curriculum for the program; and (4) I use purchased curriculum and curriculum that has been created for the program. Table 17 shows the results for this question.

Table 17. Type of Curricula

What type of curricula do you use in the program? (N = 140)	N	Percentage
I use purchased curricula.	33	23.6%
My organization or district developed curriculum for the program.	18	12.9%
I developed curriculum for the program.	34	24.3%
I use purchased curriculum and curriculum that has been created for the program.	55	39.3%

Note: Due to rounding, percentages may not add up to 100.

A total of 140 early childhood educators responded to this question. Most of the respondents selected “**I use purchased curriculum and curriculum that has been created for the program**” (39%) indicating that programs use a mix of different types of curricula. Approximately a quarter reported that they use “**purchased curricula**” (24%) or they “**developed curricula for the program**” (24%). The remaining 13% said that their “**organization or district developed curriculum for the program.**”

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. A full listing of the curricula purchased by programs is listed in Table 18.

Table 18. Curriculum Used

If you purchase curriculum, what curriculum do you use? (N = 69)
Animated Literacy (Jim Stone), Second Step Social-Emotional Skills for Early Learning, and Handwriting without Tears
Bayley
Benchmark Literacy
Creative Curriculum (N = 8)
Creative Curriculum, Learning without Tears, Pathways
Creative Curriculum/Teaching Strategies

If you purchase curriculum, what curriculum do you use? (N = 69)	
DIG by Abrams	
Early Head Start—Creative Curriculum, Head Start Open the World of Learning (OWL)	
Easy Breezy Prescho	
Eureka Math for Preschool and PreK Literacy Units by Tara West	
Everyday Math, Steve Dunn Writing Workshop, Project Lead the Way (PLTW) (Science)	
Foundations, Amazing Action Alphabet, Guided Reading, Daily 5	
Get Set for School	
Handwriting without Tears (N = 4)	
Handwriting without Tears, Language and Literacy, Writing, and Math	
High Scope (N = 5)	
Handwriting without Tears and ZooPhonics	
Handwriting without Tears, Conscious Discipline, ZooPhonics	
I don't know (N = 2)	
Journeys English Language Arts (ELA), and I also use PreK Pages Venessa Levin blog, trainings, activities, and assessments	
Kindervention	
Language and Literacy Center for Early Childhood, Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	
MacMillan/McGraw-Hill	
McGraw Hill-World of Wonders	
McGraw Hill Wonders, Handwriting without Tears	
McMillian McGraw Hill Treasures 2010	
Mother Goose	
OWL	
Partners for a Healthy Baby, Creative Curriculum Conscious Discipline	
Pathways to Reading	
Pearson Scott Foresman, OWL	
Pocket of Preschool	
Programs use their own curriculum (often Teaching Strategies Goals) in addition to the Reading Corps Model	
Read it to Me Once Again	
Read Live, Computer, Leveled Readers	
Reading Corps curriculum used along with the host sites curriculum	
Reading Street and My Math	
Reading Wonders	
Reading, Math, Science	
Resources online from Teachers Pay Teachers, as well as our district resources	
Scholastic Big Day	
SRA Imagine It and Handwriting without Tears	
SRA Imagine It, SEEDS, Handwriting without Tears	
Social Skills Improvement System—Social Emotional Learning	

If you purchase curriculum, what curriculum do you use? (N = 69)
Teaching Strategies Gold
Teaching Strategies Gold, Creative Curriculum, HELP
Varies depending on special education needs
We don't use curriculum as we are routine-based services.
We only use testing protocols.
Wonders
Zaner-Bloser ABC 123, Just for Me, and Second-Step Social Emotional Skills for Early Learning
ZooPhonics and Second Step
ZooPhonics
ZooPhonics, Handwriting without Tears, Conscious Discipline

Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Results from the question are shown in Table 19.

Table 19. Curriculum Training

Did you receive training in how to use the curriculum? (N = 97)	N	Percentage
Yes	63	64.9%
No	34	35.1%

Almost two thirds (65%) said that they **had received training in the curriculum**. Just over a third (35%) reported that they **had not received training in how to use the curriculum**.

Respondents were next asked if the training adequately prepared them to use the curriculum. Seventy-nine people responded to that question, as shown in Table 20 below.

Table 20. Quality of Curriculum Training

If you received training on the curriculum, did the training adequately prepare you to use the curriculum? (N = 79)	N	Percentage
Yes	53	67.1%
No	26	32.9%

For this question, two thirds (67%) said that they **had received adequate training to prepare them to use the curriculum**. Conversely, a third (33%) said that the **training did not adequately prepare them to use the curriculum**.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive training on the curriculum, why not? Select all that apply.” Options included: (1) not offered; (2) too expensive; (3) I did receive training, but it did not adequately prepare me to use the curriculum; or (4) other (please specify).

Results from the question are displayed in Table 21 and the “other” specifications are listed in Table 22.

Table 21. Reasons why Training was Inadequate

If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply. (N = 49)	N	Percentage
Not offered.	31	63.3%
Too expensive.	5	10.2%
I did receive training, but it did not adequately prepare me to use the curriculum.	7	14.3%
Other (please specify): See Table 22 for a listing of “other” specifications	14	28.6%

Note. Because more than one response could be selected, the total percentage does not equal 100.

The majority of respondents (63%) said that they did not receive training because **it was not offered**. Fourteen percent indicated that **although they did receive training, it did not prepare them to use the curriculum**. Only 10% of the survey respondents indicated that training was **too expensive**. Almost a third (29%) selected “**other**” and wrote in a reason why the training was inadequate.

Table 22. “Other” Reasons why Training was Inadequate

If you did not receive adequate training to prepare you to use the curriculum, why not? Responses to “Other” option. (N = 12 written responses)
A couple staff get trained and come back to train the rest of us.
Came in after the initial implementation
I am new to program and have taught preschool.
I have taken training on my own, at my own expense.
Not an early teacher.
Not in my specific area.
Not on-going. It was once, and I have staff turnover. Haven’t come up with a great way to introduce new staff to the curriculum.
Short staffed.
Training occurred a long time ago and needs to be redone.
Turnover. We haven’t been able to repeat the training for new employees.
We don’t use a curriculum-based program. We are natural environment.
We received adequate training.

Staffing seemed to be an issue across the “**other**” responses. Staff turnover was mentioned as a challenge as well as being short staffed. Another person commented that the program sends representative staff to the trainings who then are tasked to share the training with others. Other comments indicated that some did not think curriculum training was relevant to them because they worked in areas outside of early childhood programming.

The next question asked survey participants to reflect on how long they have used the curriculum. Results can be found in Table 23.

Table 23. Amount of Time Curriculum has been Used

How long have you used this curriculum? (N = 128)	N	Percentage
Less than a year	28	21.9%
One to three years	32	25.0%
Three to five years	37	28.9%
More than five years	31	24.2%

Overall, the amount of time the curriculum has been used was evenly dispersed across the time categories. The highest percentage of respondents (29%) said they had been using the curriculum for **three to five years**. A quarter (25%) reported they had been using their curriculum for one to three years while 24% had been using their curriculum for more than five years. The other 22% indicated they had been using the curriculum for less than a year.

Curriculum and Literacy

Because the NDDPI SRCL Needs Assessment focused on literacy, the next question directly asked survey respondents if the curriculum they used has a literacy component. Table 24 shows how many early childhood educators indicated they use a curriculum with a literacy component.

Table 24. Curriculum and Literacy

Does the curriculum you use have a literacy component? (N = 127)	N	Percentage
Yes	112	88.2%
No	15	11.8%

The majority (88%) said that their **curriculum did have a literacy component**. Only 12% reported that the curriculum did not have a literacy component. One person wanted to clarify his/her “no” response and left a comment in a previously open-ended response specifically referring to this question. The comment said, “There is not a specific literacy component, but literacy is embedded within the curriculum and intertwined with language, cognition, and social interaction. I selected “No” on Question 17 because there is not a specific literacy category.” Other people also may have struggled with parsing out literacy within an embedded curriculum.

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) are included in their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*. Table 25 shows the number and percentage of respondents who indicated that each literacy component is covered by their program’s curriculum.

Table 25. Literacy Component(s) Covered by Curriculum

What literacy component(s) does your curriculum cover? Select all that apply. (N = 107)	N	Percentage
Listening and Understanding (Birth – 3 years)	39	36.4%
Communicating and Speaking (Birth – 3 years)	40	37.4%
Emergent Literacy (Birth – 3 years)	39	36.4%
Listening and Comprehension (3 – 5 years)	86	80.4%
Speaking and Communicating (3 – 5 years)	88	82.2%
Phonological Awareness (3 – 5 years)	89	83.2%
Emergent Reading (3 - 5 years)	78	72.9%
Emergent Writing (3 – 5 years)	75	70.1%

Note. Because more than one response could be selected, the total percentage does not equal 100.

Over a third of the respondents indicated that the curriculum the program used **included competencies for children ages Birth – 3 years**. Specifically, 36% said “**Listening and Understanding**” and “**Emergent Literacy**” were included while 37% reported “**Communicating and Speaking**” was part of the curriculum.

The percentages were higher for competencies related to children ages 3 – 5 years. Eighty or more percent of the respondents reported that their curriculum included: (1) **Listening and Comprehension** (80%); (2) **Speaking and Communicating** (82%); and (3) **Phonological Awareness** (83%). Similarly, 70 percent or more indicated that **Emergent Reading** (73%) and **Emergent Writing** (70%) were curriculum literacy components for children ages 3 – 5 years.

Curriculum Assessment

Understanding more about how early childhood education programs in North Dakota used assessment in their programs also was part of the Early Childhood Programs Needs Assessment. Table 26 shows the results for whether the curriculum used had an assessment component.

Table 26. Curriculum Assessment Component

Does the curriculum you use have an assessment component? (N = 126)	N	Percentage
Yes	79	62.7%
No	47	37.3%

Of the 126 people who responded to this question, 63% indicated that the curriculum they used **does have an assessment component**. Just over a third (37%) indicated that their chosen curriculum did not have an assessment component.

The next question targeted those who did not have an assessment component by asking if they did not have an assessment component, do they assess the children in the program. Table 27 below answers that question.

Table 27. “Other” Assessment

If the curriculum you use does not have an assessment component, do you assess the children in your program? (N = 85)	N	Percentage
Yes	74	87.1%
No	11	12.9%

Only 13% of the respondents indicated that they **did not assess the children** in their program. The majority, 87%, said that they **did assess the children**, even though their curriculum did not include an assessment component.

To gather more information about the assessment, the next question asked people to select describe the purpose of their assessment. As shown in Table 28, they could choose the purpose of the assessment was “formative,” “summative,” “both,” or “neither.”

Table 28. Purpose of Assessment

What is the purpose of your assessment? (N = 98)	N	Percentage
Formative (adjusting instruction to meet student needs)	28	28.6%
Summative (a final evaluation)	1	1.0%
Both	67	68.4%
Neither	2	2.0%

Most of the survey respondents (68%) said the assessment had **both a formative and summative purpose**. Almost a third (29%) reported the purpose of the assessment was **only formative**. Only one percent indicated the survey was **only summative** while two percent commented that their assessment was **neither formative nor summative**.

Next the early childhood educators were asked to select which assessment(s) they used in the program. Three popular assessments were provided as options: (1) Teaching Strategies Gold; (2) High Scope Child Observation Record (COR); and (3) The Work Sampling System (see Table 29). They could also select “other” and write-in the assessment that they use. Table 30 lists the “other” options mentioned by the survey respondents.

Table 29. Program Assessment

Select the program assessment(s) you use in your program. (N = 84)	N	Percentage
Teaching Strategies Gold	15	17.9%
High Scope Child Observation Record (COR)	6	7.1%
The Work Sampling System	12	14.3%
Other (please specify):	56	66.7%

Note. Because more than one response could be selected, the total percentage does not equal 100.

According to the survey results, two thirds (67%) indicated they used “other” assessments (see Table 30). Fewer than 20 percent of the respondents selected any other option: (1) **Teaching Strategies Gold** (18%); (2) **The Work Sampling System** (14%); and (3) **COR** (7%).

Table 30. List of Assessments Used by Programs

Select the program assessment(s) you use in your program. Response to “other” option. (N = 53 written responses)
AEPS Interactive (AEPSi)
AEPSi, Early Learning Accomplishment Profile (E-LAP), Bayley, Vineland
AIMSweb
AIMSweb, NWEA, MAP
AIMSweb and Star Literacy
Based on the North Dakota Early Childhood State Standards
Battelle, Developmental Skills Checklist
Bayley Scales of Development, Early Learning Accomplishment Profile, Battelle, etc.
Bayley, E-LAP, and Assessment, Evaluation, and Programming System (AEPS)
Bismarck Early Childhood Education Program Standards Based Assessment
Brigance Inventory for Early Development III and the Screener for the Brigance
Curriculum assessment created by early childhood special education teachers.
Data from Individual Education Plan (IEP) goals, data from standards charting
Developed own (N = 2)
Developmental Indicators for the Assessment of Learning (DIAL) and I Can Statements
District-developed checklist
Early Reading Checklist taken from the Source of Early Literacy Development (Published by the Lingisystems 2001)
Educational Software for Guiding Instruction (ESGI)
Formative assessments developed by myself and other teachers
Galileo (N = 2)
I have created a progress report based on the North Dakota Prekindergarten Standards.
In-house
Informal assessment
My/our own (N = 3)
My own based on North Dakota Learning Standards.
Our own created progress report.
Pathways to Reading
Preschool and Early Literacy Indicator (PELI) and Fastbridge progress monitoring (N = 2)
Preschool created evaluation
Program benchmarks based on early learning standards
Program developed
Program specific
Quarterly report cards supposedly aligned with PreK standards.
School created curriculum assessment.
Self-made and Anchor assessment such as the Developmental Assessment of Young Children Second Edition (DAYC-2) and Brigance 3.
Skills based on the North Dakota Early Learning Guidelines.

Select the program assessment(s) you use in your program. Response to “other” option. (N = 53 written responses)
Skills-demonstration
Standardized [assessment]
Standards-based assessment
Standards-based report card
STAR
Student interview/informal classroom observation
Teacher-created
Teacher created and some that I have purchases on Teachers Pay Teachers
Unit tests and observations, Work samples
Variety of standardized and non-standardized [assessments]
West River Assessment Form
With my past experience, I was able to use Journey’s and Vanessa Levin’s resources for my formative and summative assessments while keeping the activities child-directed most of the time.

The early childhood program educators use a variety of assessments across the programs. Many use multiple assessments to gauge the children’s progress. Several of them use programs created for their programs or informal assessments. Others use assessments aligned to the North Dakota Early Childhood Standards. Purchased assessments also were listed by the survey respondents.

Another aspect of assessment is the frequency in which the program conducts assessments. Thus, the next question asked early childhood education providers how often assessments were administered to the children served. Table 31 shows the results of that question. Survey respondents could also select “other” and write-in a response. The written responses are listed in Table 32.

Table 31. Frequency of Assessment Administration

Select the program assessment(s) you use in your program. (N = 98)	N	Percentage
Daily	8	8.2%
Weekly	8	8.2%
Twice a month	8	8.2%
Monthly	18	18.4%
Twice a year	11	11.2%
Yearly	9	9.2%
Other (please specify):	36	36.7%

Note: Due to rounding, percentages may not add up to 100.

Of the 98 people who responded to the question, equal numbers said they use assessments **daily, weekly, or twice a month** (8% for each response). Eighteen percent said they assessed

children **monthly**. Other respondents reported they assessed children **twice a year** (11%) or **yearly** (9%). The remaining 36% indicated “**other**” timeframes. Table 32 lists the “other” responses.

Table 32. “Other” Assessment Administration Frequency

To what extent do you think the assessment(s) adequately measure the progress of the children you serve? Responses to “Other” option. (N = 36 written responses)	
Three times a year (N = 15)	
Three times a year and ongoing	
Three times per year plus progress monitoring for students in tier 2 interventions.	
Three times per year unless otherwise specified in an IEP.	
Four times a year (N = 8)	
As often as needed, but for sure three times a year.	
Benchmark three times a year, progress monitoring monthly for students receiving tier 2 interventions.	
Daily observations	
Depends on the skills and needs of the students.	
Every 10 lessons (literacy)—three times a year all skills.	
I use the screener to determine where children’s needs are or what is needed and use the Brigance IED III for qualification purposes. In case they do qualify for special education services and Early Childhood Outcome require this assessment for this purpose.	
Minimum of three times per year.	
Observation (daily), charting (weekly), and Anchor Tools (once to enter and once to exit program)	
Ongoing (N = 2)	

Many of the written responses (N = 20) mentioned administering assessments at least three times a year. Eight others said assessments were administered four times a year. The other responses included “daily observations” or the number of times assessments were conducted depended upon the needs of the children.

Finally, the last question regarding assessments asked early childhood educators to what extent did they think the assessment(s) adequately measured the progress of the children they served. Results are shown in Table 33.

Table 33. Extent Assessments Measure Children’s Progress

To what extent do you think the assessment(s) adequately measure the progress of the children you serve? (N = 97)	N	Percentage
To a great extent	41	42.3%
To some extent	52	53.6%
To a little extent	2	2.1%
Not at all	2	2.1%

Note: Due to rounding, percentages may not add up to 100.

Almost all (96%) of the respondents said the assessment(s) adequately measured the progress of the children served *to a great extent* or *to some extent*. Less than five percent indicated *to a little extent* or *not at all*.

Literacy Competencies

The *North Dakota Comprehensive State Literacy Plan* lists several literacy competencies. For children ages Birth – 3 years, there are three competencies: (1) listening and understanding; (2) communicating and speaking; and (3) emergent literacy. For ages 3 – 5 years, the five competencies include: (1) listening and comprehension; (2) speaking and communicating; (3) phonological awareness; (4) emergent reading; and (5) emergent writing.

Early childhood educators were asked to reflect upon the extent to which they perceived their curriculum improved the literacy competencies of the children. The responses were scored using a 4-point Likert scale (i.e., To a great extent = 4; To some extent = 3; To a little extent = 2; and Not at all = 1). Table 34 shows the frequencies, means, and standard deviations for the Ages Birth – 3 competencies.

Table 34. Ages Birth – 3 Years: Improving Literacy Competencies

To what extent do you think your curriculum improves the literacy competencies of the children you serve Birth – 3 years? If you do not cover the component in your program, select Not Applicable (NA).	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Listening and Understanding	48	47.9%	45.8%	6.3%	0.0%	3.42	0.61
Communicating and Speaking	48	47.9%	41.7%	10.4%	0.0%	3.38	0.67
Emergent Literacy	47	36.2%	51.1%	12.8%	0.0%	3.23	0.67

Note: Due to rounding, percentages may not add up to 100.

Across the three competencies, the majority of early childhood educators who work with children ages Birth – 3 years reported the curriculum improved the literacy competencies of the children they served *to a great extent* or *to some extent*. Means ranged from 3.23 (i.e., “**Emergent Literacy**”) to 3.42 (“**Listening and Understanding**”). Table 35 shows the frequencies, means, and standard deviations for the ages 3 – 5 years literacy competencies.

Table 35. Ages 3 – 5 Years: Improving Literacy Competencies

To what extent do you think your curriculum improves the literacy competencies of the children you serve ages 3 – 5 years? If you do not cover the component in your program, select Not Applicable (N/A).	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Listening and Comprehension	82	50.0%	46.3%	3.7%	0.0%	3.46	0.57
Speaking and Communicating	83	48.2%	44.6%	7.2%	0.0%	3.41	0.63

To what extent do you think your curriculum improves the literacy competencies of the children you serve ages 3 – 5 years? If you do not cover the component in your program, select Not Applicable (N/A).	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Phonological Awareness	82	52.4%	37.8%	8.5%	1.2%	3.41	0.70
Emergent Reading	81	44.4%	39.5%	14.8%	1.2%	3.27	0.76
Emergent Writing	80	38.8%	45.0%	15.0%	1.3%	3.21	0.74

Note: Due to rounding, percentages may not add up to 100.

Like the ages Birth – 3 literacy competencies, most of the early childhood educators who work with ages 3 – 5-year olds also reported that the curriculum improved the literacy competencies of the children *to a great extent* or *to a little extent*. Means ranged from 3.21 (“**Emergent Writing**”) to 3.46 (“**Listening and Comprehension**”).

Section IV. Alignment to State Literacy Goals

The next section of the Early Childhood Programs Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota's seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) professional development; (5) family and community engagement strategies; (6) literacy timeline for Birth – 3; and (7) literacy timeline for Ages 3 – 5. Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components. Each response used a 4-point Likert scale (i.e., 4 = To a great extent; 3 = To some extent; 2 = To a little extent; and 1 = Not at all). Items that received means below 3.00 are highlighted in each section. Table 36 provides frequencies, means, and standard deviations for the first goal: Leadership and Sustainability.

Table 36. Leadership and Sustainability

The following items are components of implementation and instructional leadership. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Commitment to common goals.	100	57.0%	35.0%	6.0%	2.0%	3.47	0.70
Prioritizing institutional structure support (scheduling for both collaboration and instruction).	99	34.3%	37.4%	17.2%	11.1%	2.95	0.98
Define job responsibilities, roles, and requirements.	99	49.5%	34.3%	14.1%	2.0%	3.31	0.79
Provide time and support for professional learning.	99	35.4%	38.4%	21.2%	5.1%	3.04	0.88
Professional development for program staff.	99	34.3%	43.4%	18.2%	4.0%	3.08	0.83
Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	99	33.3%	35.4%	21.2%	10.1%	2.92	0.98
Job-embedded support (early education programs should provide professional, job-embedded support to improve literacy instruction).	99	22.2%	41.4%	26.3%	10.1%	2.76	0.92
Overall						3.08	0.70

Note: Due to rounding, percentages may not add up to 100.

The overall mean for the seven items under the Leadership and Sustainability goal was 3.08 ($SD = 0.70$) indicating that respondents rated the items just over *to some extent*. Means ranged from 3.47 to 2.76. The highest rated item was “**commitment to common goals**” ($M = 3.47$; $SD = 0.70$). Three items received means lower than 3.00. Those items are listed below:

- Job-embedded support (early education programs should provide professional, job-embedded support to improve literacy instruction). ($M = 2.76$; $SD = 0.92$)
- Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place). ($M = 2.92$; $SD = 0.98$)
- Prioritizing institutional structure support (scheduling for both collaboration and instruction). ($M = 2.95$; $SD = 0.98$)

The next goal was Instruction and Intervention. There were 16 components associated with this goal. Table 37 displays the frequencies, means, and standard deviations for each component.

Table 37. Instruction and Intervention

The following items are components of instruction and intervention. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Standards-aligned curricular framework	93	44.1%	37.6%	14.0%	4.3%	3.22	0.85
21st Century Literacy skills, including digital literacy	93	18.3%	41.9%	24.7%	15.1%	2.63	0.95
Consistent approach-based on principles of responsive instruction	92	33.7%	43.5%	18.5%	4.3%	3.07	0.84
Evidence-based instructional strategies	92	47.8%	39.1%	9.8%	3.3%	3.32	0.78
Effective practices and strategies	92	56.5%	34.8%	6.5%	2.2%	3.46	0.72
Knowledge of early literacy learning	91	53.8%	36.3%	7.7%	2.2%	3.42	0.73
Knowledge of learners	93	60.2%	29.0%	7.5%	3.2%	3.46	0.77
Knowledge of language development	92	58.7%	33.7%	4.3%	3.3%	3.48	0.73
Accessible instructional materials	93	47.3%	31.2%	17.2%	4.3%	3.22	0.88
Evidence-based intervention	93	49.5%	29.0%	15.1%	6.5%	3.22	0.93
Project-based interventions/innovation	92	34.8%	26.1%	26.1%	13.0%	2.83	1.06
Pre-kindergarten development progression	93	47.3%	24.7%	15.1%	12.9%	3.06	1.07
Early Childhood Curriculum Selection Guide	93	26.9%	29.0%	21.5%	22.6%	2.60	1.12
Pyramid Model	88	13.6%	27.3%	30.7%	28.4%	2.26	1.02
Revised/Updated ND ELA Standards (2017)	91	28.6%	24.2%	22.0%	25.3%	2.56	1.16
National Math + Science Initiative (NMSI) with an additional focus on English Language Arts	91	18.7%	13.2%	26.4%	41.8%	2.09	1.14
Overall						3.00	0.66

Note: Due to rounding, percentages may not add up to 100.

On the Instruction and Intervention goal, the overall mean was 3.00 ($SD = 0.66$). Thus, on average, respondents selected *to some extent* to explain how their program includes the Instruction and Intervention components. Means ranged from 2.09 to 3.48. The highest rated item was “**knowledge of language development**” ($M = 3.48$; $SD = 0.73$). In contrast, the lowest rated item was “**NMSI with an additional focus on English Language Arts**” ($M = 2.09$; $SD = 1.14$). Six items were rated below 3.00. Those items follow:

- NMSI with an additional focus on English Language Arts. ($M = 2.09$; $SD = 1.14$)
- Pyramid Model. ($M = 2.26$; $SD = 1.02$)
- Revised/Updated ND ELA Standards (2017). ($M = 2.56$; $SD = 1.16$)
- Early Childhood Curriculum Selection Guide. ($M = 2.60$; $SD = 1.12$)
- 21st Century literacy skills, including digital literacy. ($M = 2.63$; $SD = 0.95$)
- Project-based interventions/innovations. ($M = 2.83$; $SD = 1.06$)

The next section, as shown in Table 38, shows the results of the Standards Alignment goal. Standards Alignment had seven components. Three of those components related to children ages Birth – 3 years while four of the components focused on children ages 3 – 5.

Table 38. Standards Alignment

The following items are components of standards alignment. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Learning and Understanding (Birth – 3 Years)	81	29.6%	27.2%	6.2%	37.0%	2.49	1.27
Communicating and Speaking (Birth – 3 Years)	81	30.9%	25.9%	6.2%	37.0%	2.51	1.28
Emergent Literacy (Birth – 3 Years)	82	28.0%	26.8%	11.0%	34.1%	2.49	1.23
Listening and Comprehension (3 – 5 years)	83	45.8%	36.1%	3.6%	14.5%	3.13	1.03
Speaking and Communicating (3 – 5 Years)	84	52.4%	32.1%	1.2%	14.3%	3.23	1.03
Phonological Awareness (3 – 5 Years)	84	50.0%	29.8%	6.0%	14.3%	3.15	1.06
Emergent Reading (3 -5 Years)	84	39.3%	38.1%	7.1%	15.5%	3.01	1.05
Emergent Writing (3 – 5 Years)	84	39.3%	38.1%	7.1%	15.5%	3.01	1.05
Overall						2.91	0.79

Note: Due to rounding, percentages may not add up to 100.

The overall mean on the Standards Alignment goal was 2.91 ($SD = 0.79$) with means ranging from 2.49 to 3.23. It is interesting to note that the three components regarding Birth – 3-year olds all had means under 3.00 while the components focused on 3 – 5-year olds ranged from 3.01 to 3.23. The components with means rated under 3.00 are listed below:

- Learning and Understanding (Birth – 3 years). ($M = 2.49$; $SD = 1.27$)
- Emergent Literacy (Birth – 3 years). ($M = 2.49$; $SD = 1.23$)
- Communicating and Speaking (Birth – 3 years). ($M = 2.51$; $SD = 1.28$)

The next goal was professional development. Professional development asked early education program staff to reflect on four components (see Table 39).

Table 39. Professional Development

The following items are components of professional development. Please rate the extent to which your early childhood program received professional development in the following areas:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Teaching and learning research-based strategies	86	40.7%	37.2%	16.3%	5.8%	3.13	0.89
The reading process	86	22.1%	40.7%	17.4%	19.8%	2.65	1.04
Assessment: Administer, Score, and Analyze	86	34.9%	43.0%	11.6%	10.5%	3.02	0.95
Professional Learning Communities	86	31.4%	46.5%	11.6%	10.5%	2.99	0.93
Overall						2.95	0.82

Note: Due to rounding, percentages may not add up to 100.

The overall mean of the Professional Development goal was 2.95 ($SD = 0.82$). Thus, the early childhood education staff members rated this goal just below *to some extent*. Two of the items had means below 3.00:

- The reading process. ($M = 2.65$; $SD = 1.04$)
- Assessment: Administer, Score, and Analyze. ($M = 2.99$; $SD = 0.93$)

Another goal from the *North Dakota Comprehensive State Literacy Plan* was Family and Community Engagement Strategies. The plan includes eight strategies to which early childhood educators were to rate the extent to which they included those strategies in their program (see Table 40).

Table 40. Family and Community Engagement Strategies

The following items are components of family and community engagement strategies. Please rate the extent to which your early childhood program uses these strategies in engaging family and the community.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Strategy 1: Using data to set priorities and focus strategies	82	43.9%	40.2%	8.5%	7.3%	3.21	0.89

The following items are components of family and community engagement strategies. Please rate the extent to which your early childhood program uses these strategies in engaging family and the community.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Strategy 2: Providing relevant, on-site professional development	82	26.8%	37.8%	24.4%	11.0%	2.80	0.96
Strategy 3: Building collaborations with community partners	82	30.5%	36.6%	26.8%	6.1%	2.91	0.91
Strategy 4: Using targeted outreach to focus on high-needs communities, children, early care, and education programs	82	23.2%	41.5%	22.0%	13.4%	2.74	0.97
Strategy 5: Building one-on-one relationships between families and educators that are linked to learning	81	48.1%	32.1%	14.8%	4.9%	3.23	0.88
Strategy 6: Setting, communicating, and supporting high and rigorous expectations	82	39.0%	50.0%	4.9%	6.1%	3.22	0.80
Strategy 7: Addressing cultural differences	82	31.7%	42.7%	18.3%	7.3%	2.99	0.90
Strategy 8: Connecting children and families to the community	82	47.6%	28.0%	18.3%	6.1%	3.17	0.94
Overall						3.04	0.70

Note: Due to rounding, percentages may not add up to 100.

Across components related to Family and Community Engagement Strategies, the overall mean was 3.04 ($SD = 0.70$). Means ranged from 2.74 to 3.23. The highest rated component was “**Strategy 5: Building one-on-one relationships between families and educators that are linked to learning**” ($M = 3.23$; $SD = 0.88$). Half of the items had means, however, below 3.00. Those items are bulleted below:

- **Strategy 4:** Using targeted outreach to focus on high-needs communities, children, early care, and education programs. ($M = 2.74$; $SD = 0.97$)
- **Strategy 2:** Providing relevant, on-site professional development. ($M = 2.80$; $SD = 0.96$)
- **Strategy 3:** Building collaboration with community partners. ($M = 2.91$; $SD = 0.91$)
- **Strategy 7:** Addressing cultural differences ($M = 2.99$; $SD = 0.90$)

The last two goals outlined in the *North Dakota Comprehensive State Literacy Plan* focused on a literacy timeline for children ages Birth – 3 and 3 – 5. The next two tables show the results of early childhood programs’ staff’s reflections on the timeline. Table 41 focuses on ages Birth – 3.

Table 41. Literacy Timeline: Ages Birth – 3

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for children ages Birth – 3. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Emphasize the importance of the child's experiences and engagement in literacy experiences and engagement in literacy activities prior to starting school.	27	77.8%	18.5%	0.0%	3.7%	3.70	0.67
Emphasize early literacy development and instruction based on the North Dakota Early Learning Guidelines Birth – Age 3 and/or the Head Start Early Learning Outcome Framework.	27	51.9%	22.2%	14.8%	11.1%	3.15	1.06
Provide research-based, early literacy activities through collaborative agencies and programs, such as Early Intervention (e.g., ND Department of Human Services, Children and Family Services Division).	27	63.0%	18.5%	11.1%	7.4%	3.37	0.97
High-quality activities and interventions matched to child need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve child learning and support staff implementation of effective practices.	27	66.7%	14.8%	18.5%	0.0%	3.48	0.80
Alignment of strategies to curriculum framework, ND State Standards, and DLL or Early Learning Development Standards.	27	40.7%	33.3%	14.8%	11.1%	3.04	1.02
Goal for continuous statewide expansion.	27	30.8%	30.8%	26.9%	11.5%	2.81	1.02
Overall						3.27	0.80

Note: Due to rounding, percentages may not add up to 100.

The number of people who indicated that they worked with ages Birth – 3 and responded to this section of questions was 27. The overall mean was 3.27 ($SD = 0.80$) indicating that respondents' results were slightly above *to some extent*. Means ranged from 3.04 to 3.70 with the highest rated item being “**Emphasize the importance of the child's experiences and engagement in literacy experiences and engagement in literacy activities prior to starting school**” ($M = 3.70$; $SD = 0.67$). Only one item had a mean below 3.00 and that was “**Goal for continuous statewide expansion**” ($M = 2.81$; $SD = 1.02$). This component may have received a

lower rating because it may not seem as relevant to early childhood educators in the field who may be more concerned about local goals than statewide goals.

The final goal in this section asked about the timeline for early childhood program educators who work with ages 3 – 5. Responses to the seven components under this goal can be seen in Table 42 below.

Table 42. Literacy Timeline: Ages 3 - 5

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for children ages 3 - 5. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Recognize the significance of the transition to school in terms of a child's learning and the importance of meeting the needs of those whose home literacy practices differ from those of the school, and understand the fact that children take different pathways toward becoming literate.	66	56.1%	39.4%	1.5%	3.0%	3.48	0.69
Provide research-based, early literacy instruction through collaborative agencies and programs (e.g., ND Department of Human Services Division). Emphasize early literacy development based on the ND Pre-Kindergarten content standards; Head Start Early Learning Outcomes Framework; the ND Early Learning Guidelines Ages 3 – 5; and the Early Childhood Special Education Outcomes Process. Provide early language development instruction for dual language learners.	66	36.4%	28.8%	19.7%	15.2%	2.86	1.08
Emphasize early literacy development based on the ND Pre-Kindergarten content standards; Head Start Early Learning Outcomes Framework, the ND Early Learning Guidelines Ages 3 – 5; and the Early Childhood Special Education Outcomes Progress.	66	62.1%	24.2%	12.1%	1.5%	3.47	0.77
Provide early language development instruction for dual language learners.	66	28.8%	21.2%	22.7%	27.3%	2.52	1.18
Implement the Pyramid Model.	64	17.2%	21.9%	29.7%	31.3%	2.25	1.08
Participation in early DLL professional development.	65	18.5%	15.4%	30.8%	35.4%	2.17	1.11

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for children ages 3 - 5. Please rate the extent to which your early childhood program includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Goals for local program professional development.	65	33.8%	18.5%	35.4%	12.3%	2.74	1.07
Overall						2.80	0.77

Note: Due to rounding, percentages may not add up to 100.

A total of 66 early childhood educators responded to the literacy timeline goal for children ages 3 – 5. The overall mean was 2.80 ($SD = 0.77$); thus, respondents' results tended to be above *to a little extent* but not quite at the *to some extent* level. Means ranged from 2.17 to 3.48 with “**Emphasize early literacy development based on the ND pre-kindergarten content standards; Head Start Early Learning Outcomes Framework; the ND Early Learning Guidelines Ages 3-5; and the Early Childhood Special Education Outcomes Process**” being the item with the highest mean. Five of the seven components under this goal had means of less than 3.00. Those items include:

- Participation in early DLL professional development. ($M = 2.17$; $SD = 1.11$)
- Implement the Pyramid Model. ($M = 2.25$; $SD = 1.08$)
- Provide early language development for dual language learners. ($M = 2.52$; $SD = 1.18$)
- Goals for local program professional development. ($M = 2.74$; $SD = 1.07$)
- Provide research-based, early literacy instruction through collaborative agencies and programs (e.g., ND Department of Human Services, Children and Family Services Division). ($M = 2.86$; $SD = 1.08$)

ND State Literacy Goals

Overall, the overall means for the seven goals ranged from 2.80 to 3.27. Table 43 below ranks the goals from highest to lowest mean.

Table 43. Literacy Goals Ranked by Mean

Goal	Descriptive Statistics	
	M	SD
Literacy Timeline: Ages Birth – 3	3.27	0.80
Leadership and Sustainability	3.08	0.70
Family and Community Engagement Strategies	3.04	0.70
Instruction and Intervention	3.00	0.66
Professional Development	2.95	0.82
Standards Alignment	2.91	0.79

Goal	Descriptive Statistics	
	<i>M</i>	<i>SD</i>
Literacy Timeline: Ages 3 – 5	2.80	0.77

Interestingly, the highest and lowest mean were from the Literacy Timeline. Ages Birth – 3 had the highest mean ($M = 3.27$; $SD = 0.80$) while Ages 3 – 5 had the lowest mean ($M = 2.80$; $SD = 0.77$). In addition to Literacy Timeline: Ages 3 – 5, two other items received overall means below 2.00. Those items include:

- Standards Alignment. ($M = 2.91$; $SD = 0.79$)
- Professional Development. ($M = 2.95$; $SD = 0.82$)

The remaining items receive means of just over 3.00. Those items follow:

- Instruction and Intervention. ($M = 3.00$; $SD = 0.66$)
- Family and Community Engagement Strategies ($M = 3.04$; $SD = 0.70$)
- Leadership and Sustainability. ($M = 3.08$; $SD = 0.70$)

Figure 3 provides a visual representation of how the means compare for each goal. The overall difference between the highest and lowest mean is 0.47.

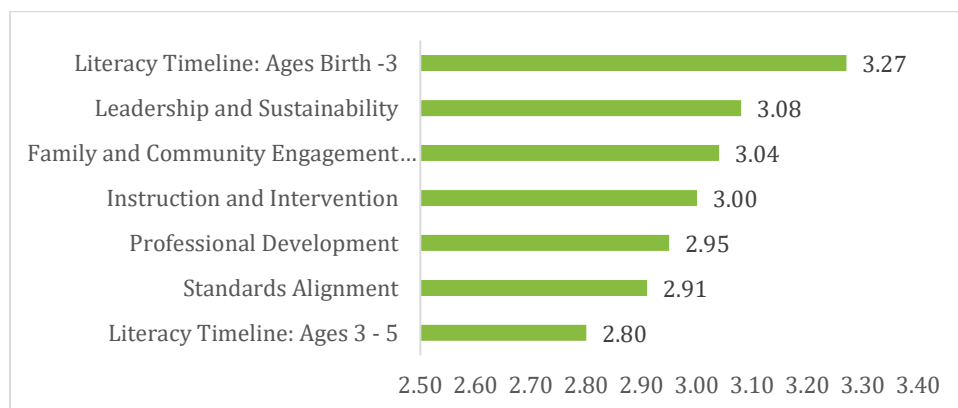


Figure 3. ND State Literacy Goals Ranked by Mean

Section V. Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota Early Childhood Needs Assessment section on kindergarten readiness was to collect data to learn how programs and/or districts across the state conduct kindergarten readiness assessments. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Table 44 shows the results to the question, “How is kindergarten readiness assessed in your district or program”? Provided responses included: (1) I don’t know; (2) DPI Kindergarten formative assessment (pilot program); and (3) Kindergarten formative assessment (please specify).

Table 44. How Kindergarten Readiness is Assessed

How is kindergarten readiness assessed in your district or program? (N =81)	N	Percentage
I don’t know.	51	63.0%
DPI Kindergarten formative assessment (pilot program)	7	8.6%
Kindergarten formative assessment (please specify): See Table 45 for a listing of “other” specifications	23	28.4%

Note: Due to rounding, percentages may not add up to 100.

Almost two thirds of the respondents (63%) said that they **did not know** how kindergarten readiness is assessed in the district or program. Only 9 percent indicated that they used the **DPI Kindergarten formative assessment (pilot program)**. Just under a third (28%) said they used another kind of kindergarten formative assessment. People who selected that option were asked to specify what they used. A listing of the responses can be found in Table 45.

Table 45. Kindergarten Formative Assessment Descriptions

How is kindergarten readiness assessed in your district or program? Kindergarten Formative Assessment Written Responses (N = 17 written responses)
5-Year-Old Brigance Screener
AIMSweb and Measures of Academic Progress (MAPS) testing
As a part of our assessment
Brigance, School readiness goals
Dial 4
District assessments (N = 2)
End-of-year skills assessment
ESGI
Phelps Kindergarten Readiness Scale
Pre-Kindergarten Assessment Screening, Children’s Progress Academic Assessment (CPPA) during the school year, and Rigby Literacy Assessment
Professional judgment/curriculum assessment

How is kindergarten readiness assessed in your district or program? Kindergarten Formative Assessment Written Responses (N = 17 written responses)
Stars Early Literature, Stars Math, Phonological Awareness Literacy Screening (PALS), and in-class assessment
Teacher observation/curriculum assessment
Teaching Strategies Goal
Use DPI Standards
We have seven locations and schools use different assessment tools.

Although there are numerous formative assessments listed, several of the assessments (e.g., Brigance, ESGI, and Teaching Strategies Goal) were mentioned previously as the assessments used across the program. Other people said they used district assessments and a few respondents indicated that multiple measures were used to assess children's kindergarten readiness.

Next, early childhood program educators were asked when kindergarten readiness was assessed in their program or district. Five answers were provided as options: (1) I don't know; (2) during pre-kindergarten; (3) summer prior to entering kindergarten; (4) beginning of kindergarten; and (5) other (please specify). Results are shown in Table 46. The listing of "other" responses can be found in Table 47.

Table 46. When Kindergarten Readiness is Assessed

When is kindergarten readiness assessed in your program or district? (N = 46)	N	Percentage
I don't know.	0	0.0%
During Pre-Kindergarten	14	30.4%
Summer prior to entering kindergarten	7	15.2%
Beginning of kindergarten	17	37.0%
Other (please specify): See Table 47 for a listing of "other" specifications	8	17.4%

Note: Due to rounding, percentages may not add up to 100.

Of the 46 responses, 37% said that kindergarten readiness was assessed at the **beginning of kindergarten** while 30% reported it was assessed **during pre-kindergarten**. Another 15% indicated kindergarten assessment was completed **the summer prior to entering kindergarten**. The other respondents selected the "**other**" option. Their written responses are listed in Table 47.

Table 47. "Other" When Kindergarten Readiness is Assessed

When is kindergarten readiness assessed in your program or district? Kindergarten Formative Assessment Written Responses (N = 8 written responses)
April prior to kindergarten year.
Before school and every nine weeks.
Beginning of kindergarten and three times during the school year.
Different approaches at different schools.

**When is kindergarten readiness assessed in your program or district?
Kindergarten Formative Assessment Written Responses
(N = 8 written responses)**

In the fall at the same time as preschool assessment.

Kindergarten is not assessed.

Spring prior to entering kindergarten (N = 2)

Two of the written responses indicated that assessments happened multiple times during the year while three respondents indicated spring prior to kindergarten. Another comment stated that different approaches were used at different schools. It should also be noted that one respondent indicated “kindergarten is not assessed.”

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. In addition to writing in an “other” response, survey participants could also select “I don’t know,” “kindergarten placement,” or “Title I eligibility.” Results are shown in Table 48 below.

Table 48. How Kindergarten Readiness Assessment is Used

How is the kindergarten readiness assessment used in your district or program? (N = 18)	N	Percentage
I don’t know.	0	0.0%
Kindergarten placement	0	0.0%
Title I Eligibility	10	55.6%
Other (please specify): See Table 49 for a listing of “other” specifications	8	44.4%

Note: Due to rounding, percentages may not add up to 100.

No one selected “**I don’t know**” or “**kindergarten placement**.” Over half (56%) reported that kindergarten assessment was used to determine **Title I Eligibility**. Another 44 percent selected “**other**.” The written “other” responses are shown in Table 49.

Table 49. “Other” How Kindergarten Readiness is Used

How is the kindergarten readiness assessment used in your program or district? Other Written Responses (N = 8 written responses)
Benchmark data
Grant reporting
It’s not a formal assessment
Kindergarten placement and progress monitoring
No formal assessment
Not used. Total waste of time.
Placement for first grade and intervention along with data gathering for leveling groups for reading and math.

How is the kindergarten readiness assessment used in your program or district?

Other Written Responses

(N = 8 written responses)

Response to Intervention (Rtl)/Title I placement/kindergarten placement or lack thereof
--

The written responses varied from “no formal assessment” to using intervention data for “leveling groups for reading and math.” One respondent indicated that the assessment was not used and was a “total waste of time.”

Section VI. Collaboration with District

The next section of the Spring 2018 ND SRCL Early Childhood Program Needs Assessment asked three questions about the early childhood program's collaboration with the district. The first question asked the survey respondent to reflect on the extent to which the program collaborates with the transitioning district/school, as shown in Table 50.

Table 50. Extent of Program Collaboration with Transitioning District/School

To what extent does your program collaborate with the transitioning district/school?	N	Percentage
To a great extent	42	50.0%
To some extent	27	32.1%
To a little extent	11	13.1%
Not at all	4	4.8%
Mean	3.27	
Standard Deviation	0.87	

Of the 84 respondents who answered this question, 50% said *to a great extent* while 32% reported *to some extent*. Only 13 percent selected *to a little extent* and even fewer (5%) said *not at all*. The mean was 3.27 ($SD = 0.87$). Overall, these responses indicate that the early childhood programs seem to have some relationship with the transitioning district/school.

The next question asked respondents to indicate what barriers/challenges they faced when collaborating with the district/school where children transition after exiting the program. Sixty-five early childhood educators responded to the question. Table 51 lists the responses ranked from highest to lowest frequency with “other” responses at the end.

Table 51. Barriers/Challenges to Collaboration

What barriers/challenges do you face when collaborating with the district/school where children transition after exiting the program?	N	Percentage
I do not have time.	14	21.5%
I do not receive any communication from the district.	12	18.5%
I do not know who to reach out to in order to collaborate.	5	7.7%
Other (please specify): (See Table 41)	38	58.5%

Just over a fifth (22%) said that the barrier/challenge was **lack of time** while just under a fifth (19%) reported that they **did not receive any communication from the district**. Eight percent selected the “**I do not know who to reach out to in order to collaborate**” option. The “other” option asked people to specify other barriers/challenges. Because there were 38 “other” responses, the specifications for “other” are listed in Table 52.

Table 52. “Other” Barriers/Challenges to Collaboration

Other Responses
Attitudes of collaborating district.
Expectations are not consistent across the district.
Finding time for all staff involved to meet.
Going well in our area.
I am in the public school so this is not an issue.
I support families with knowing options available to them in the local community, but oftentimes, the [early program] is left out of that conversation collaboratively.
I’m the PK-12 music teacher so I continue to teach them after leaving preschool or kindergarten.
It is difficult to get the services needed for children at times due to limited staff availability and high enrollment numbers.
Not Applicable or None (N = 13) (The following statements were comments associated with the “none” response).
<ul style="list-style-type: none"> • We communicate regularly. • We are part of the district. • Not an early childhood teacher.
Often do not hear from other districts.
Scheduling meetings. (N = 2)
Small enrollment and we only collaborate with the superintendent.
Testing is not always adequate on the school side.
The Head Start program in town is awful and doesn’t teach the students anything.
The kindergarten teachers are not always willing to collaborate.
The parents of the preschoolers in my class may not know what resources there are for children who have transition challenges/behavior issues.
Time (kindergarten staff)
Too many school districts.
Transition works well with all districts.
We are in the public school so transitioning is smooth.
We are in the same facility.
We contact them.
We do well.
We transition our own PreK students into kindergarten by offering “Gearing up for Kindergarten” sessions to our families of students entering kindergarten in the fall. Also, a kindergarten orientation is held each fall.

“Other” responses covered a broad range of topics. As shown in Table 41, 13 of the responses indicated that they had no challenges or barriers. Several of the responses (N = 9) discussed the positive aspects of the collaborating with the transitioning school or district. Four of those nine comments specifically indicated that the early childhood program was in the same district or same building, which facilitates the collaboration process. Another comment provided an example of a transitioning activity, “We transition our own PreK students into kindergarten by

offering “Gearing up for Kindergarten” sessions to our families of students entering kindergarten in the fall. Also, a kindergarten orientation is held each fall.”

The other responses listed challenges and barriers that the early childhood program staff face when collaborating with the transitioning district(s)/school(s). Timing, scheduling, enrollment number, and other logistical challenges were mentioned as challenges:

- *Finding time for all staff involved to meet.*
- *It is difficult to get the services needed for children at times due to limited staff availability and high enrollment numbers.*
- *Often do not hear from other districts.*
- *Scheduling meetings. (N = 2)*
- *Small enrollment and we only collaborate with the superintendent.*
- *Time (kindergarten staff).*
- *Too many school districts.*

Two other comments focused on family involvement. One of those comments discussed how the program was not part of the conversations offered to community members while the other comment suggested that parents may not be aware of resources, especially for children with transition/behavioral issues. The comments are listed below:

- *I support families with knowing options available to them in the local community, but oftentimes, the [early education program] is left out of that conversation collaboratively.*
- *The parents of the preschoolers in my class may not know what resources there are for children who have transition/behavior issues.*

Although the last few comments are important to note, they were isolated statements. Given the small number of comments provided, it is possible that there are others across the state that have similar viewpoints:

- *Attitudes of collaborating districts.*
- *Expectations are not consistent across the district.*
- *Testing is not always adequate on the school side.*
- *The Head Start program in town is awful and doesn't teach the students anything.*
- *The kindergarten teachers are not always willing to collaborate.*

The last question in this section was open-ended and asked respondents to provide up to two suggestions on how collaboration with the community, school, or district could be improved. Thirty-four responses were recorded. Since the respondents were asked to provide up to two suggestions, individual suggestions have been listed on separate lines in Table 53.

Table 53. Suggestions to Improve Collaboration

Provide up to two suggestions on how collaboration with the community, school, or district could be improved.
Allow parents to collaborate with teachers on lesson plans.
Better communication with the special education program teachers of children we serve on how to better meet their educational needs.
Change Head Start program so they actually teach the kids something so they're ready for kindergarten. Head Start kids in Valley City are extremely far behind their peers that went to preschool. We try to talk to Head Start about this, but they won't [discuss].
Collaboration within our program for literacy development and instruction.
Communication, personnel interactions to improve.
Community could have an early childhood center.
Continue to work as a community to meet the needs of people.
District could offer public preschool to the community.
During the monthly or quarterly meetings, continue to discuss school readiness and transition between the program and schools.
Grow your own pre-kindergarten teachers in the community so they have "buy-in"—a reason to make it work.
I am located within the school district so transitions are very smooth.
I need to receive information from the school systems.
I should find out what kindergarten readiness test the kindergarten teacher gives each student. We usually talk verbally about what she would like me to work on more, if there is anything.
Intentional times and days for these meetings built into the ECSE schedule.
Invite more community members to the school for involvement.
Meeting with all parties involved and follow-up meeting.
More administrative support on the importance of early learning.
More collaboration with surrounding towns to see what is being taught and what they are finding effective.
More collaboration with kindergarten teachers.
More collaborative communication.
More communication with the community on what PreK does.
More consistency throughout district for expectations, standards, etc.
More education on programs.
More extensive testing processes for determining eligibility.
More parent/family education.
More respect of families from the school system.
More time allowed for collaboration.
More variety of tools that can be used to determine eligibility for continued services for children.
Pre-kindergarten meetings with parents of kindergarten-aged students and those younger so they know how the program is run.
Provide preschool in-services. Many in-services are for older children.
Provide time to staff to collaborate with kindergarten staff, parents, and the community. Time is always short.

Provide up to two suggestions on how collaboration with the community, school, or district could be improved.
Preschool can inform child care more about what they focus on during the preschool years and any goals for children entering preschool.
Respect each job and learn about other cultures in order to serve DLL families better.
Simple phone call.
The community needs general knowledge and exposure to the programs available so they can access them when needed.
The family voice is a high need during transition. While it is part of the Early Program job description to support families that are going through transition at age 3, there has been no direction on what this should specifically look like from Pathfinder.
The preschool program where I work is part of the public school district. Yet, I was not informed when the school district opened another preschool classroom in another building. I think the public school should have contacted the licensing agent for our school.
The school considers other testing options and does not look so much at therapy scores. The school has more support and staff.
There is hardly a collaboration between the district and Head Start. We have one transition meeting, but other than that, the children exit Head Start and go into kindergarten. Quite often Head Start is excluded from the news of the district.
Time allotted for teachers to collaborate when students transition into kindergarten.
Timely Individual Education Plan (IEP) shared with collaborative partners.
We do send a transition letter to the new school, but we just forward it to the secretary and have no idea if it's helpful or not or even looked at by the new teacher. The letter was designed in conjunction with kindergarten teachers, but not every teacher will [look at it].
We have good communication with our schools.
We have great collaborations with most of the schools. The Head Start teacher and site supervisor meet with the kindergarten teacher and principal in the spring to discuss transitions, child outcomes data, curriculum, and school readiness expectations.
You can have monthly/quarterly education meetings with Head Start programs and local schools.

The comments can be divided into five main categories: (1) assessment; (2) communication, (3) community involvement; (4) family involvement; and (5) Head Start. Themes and a brief summary of each comment is provided below:

Assessment

Five suggestions were made regarding how collaboration between early childhood programs and the schools/districts could be improved through assessments. These statements ranged from one individual reflecting that he/she would find out what the readiness assessments are to creating time to review IEPs with collaborative partners. Two of the statements focused on assessments to determine eligibility for services while another statement mentioned that schools do not use therapy scores. Comments related to assessment are bulleted below:

- *I should find out what kindergarten readiness test the kindergarten teachers gives each student. We usually talk verbally about what she would like me to work on more, if there is anything.*
- *More extensive testing processes for determining eligibility.*

- *More variety of tools that can be used to determine eligibility for continued services for children.*
- *The school considers other testing options and does not look so much at therapy scores.*
- *Timely IEPs shared with collaborative partners.*

Communication

Communication was a key theme across the suggestions for improving collaboration with the community, school, or district. In addition to suggestions for improving communication among these groups, some statements also focused on improving communication within their own programs. Verbatim statements regarding communication follow:

- *Better communication with the special education program teachers of children we serve on how to better meet their educational needs.*
- *Collaboration, personnel interactions to improve.*
- *During the monthly or quarterly meetings, continue to discuss school readiness and transition between the program and schools.*
- *I am located within the school district so transitions are very smooth.*
- *I need to receive information from the school systems.*
- *Intentional times and days for these meetings built into the ECSE schedule.*
- *Meetings with all parties involved and follow-up meeting.*
- *More collaboration with kindergarten teachers.*
- *More collaborative communication.*
- *More consistency throughout district for expectations, standards, etc.*
- *More education on programs.*
- *More time allowed for collaboration.*
- *Provide preschool in-services. Many in-services are for older children.*
- *Provide time to staff to collaborate with kindergarten staff, parents, and the community. Time is always short.*
- *Preschool can inform childcare more about what they focus on during the preschool years and any goals for children entering preschool.*
- *Simple phone call.*
- *The preschool program where I work is part of the public school district. Yet, I was not informed when the school district opened another preschool classroom in another building. I think the public school should have contacted the licensing agent for our school.*
- *Time allotted for teachers to collaborate when students transition into kindergarten.*
- *We do send a transition letter to the new school, but we just forward it to the secretary and have no idea if it's helpful or not or even looked at by the new teacher. The letter was designed in conjunction with kindergarten teachers, but not every teacher will [look at it].*
- *We have good communication with our schools.*

Community Involvement

Several statements were made regarding how the early childhood program and community could become more collaborative. Other statements encouraged the community or district to provide early childhood programs. Overall, there seemed to be a call for more communication with the community to promote programs and ensure the early childhood programs are meeting the needs of the community. Ideas regarding community involvement are listed below:

- *Community could have an early childhood center.*
- *Continue to work as a community to meet the needs of people.*
- *District could offer public preschool to the community.*
- *Grow your own pre-kindergarten teachers in the community so they have “buy-in”—a reason to make it work.*
- *Invite more community members to the school for involvement.*
- *More collaboration with the surrounding towns to see what is being taught and what they are finding effective.*
- *More communication with the community on what PreK does.*
- *Respect each job and learn about other cultures in order to serve DLL families better.*
- *The community needs general knowledge and exposure to the programs available so they can access them when needed.*

Family Involvement

Most of the comments regarding family involvement encouraged programs, schools, and districts to build upon efforts to work with family members. Suggestions included allowing parents to collaborate with teachers on lesson plans, meeting with parents of PreK students so they understand what kindergarten will entail, and providing better support during transition times. Additionally, there was a comment recommending more parent/family education and more respect of families from the district. Verbatim comments included:

- *Allow parents to collaborate with teachers on lesson plans.*
- *More parent/family education.*
- *More respect of families from the school system.*
- *Pre-kindergarten meetings with parents of kindergarten-aged students and those younger so they know how the program is run.*
- *The family voice is a high need during transition. While it is part of the Early Program job description to support families that are going through transition at age 3, there has been no direction on what this should specifically look like from Pathfinder.*

Head Start

Based on the comments, it seems that collaboration with Head Start programs have different degrees of success. Comments were both positive and negative about the relationship between Head Start and the schools/districts. The comments concerning Head Start programs follow:

- *Change Head Start program so they actually teach the kids something so they're ready for kindergarten. Head Start kids in Valley City are extremely far behind their peers that went to preschool. We try to talk to Head Start about this, but they won't [discuss].*
- *There is hardly a collaboration between the district and Head Start. We have one transition meeting, but other than that, the children exit Head Start and go into kindergarten. Quite often Head Start is excluded from the news of the district.*
- *We have great collaborations with most of the schools. The Head Start teacher and site supervisor meet with the kindergarten teacher and principal in the spring to discuss transitions, child outcomes data, curriculum, and school readiness expectations.*
- *You can have monthly/quarterly education meetings with Head Start programs and local schools.*

Section VII. Needs and Resources

The last section of the survey asked early childhood educators questions about what they perceived to be their greatest needs regarding literacy and what resources would help them better support literacy. Two of the questions were force-choice but included an “other” option for survey respondents to type in additional thoughts. The remaining two questions were open-ended and allowed survey respondents to write out additional, in-depth comments about their literacy needs and resources that would help them better support literacy.

Biggest Needs Regarding Literacy

The first question in this section asked respondents to reflect on their biggest needs regarding literacy. Seventy-seven people answered this question. Table 54 shows the frequency and percentage of the respondents for each choice. Responses are listed from highest to lowest frequency.

Table 54. Biggest Needs

What are your biggest needs regarding literacy? Select all that apply. (N = 77)	N	Percentage
Training/professional development	46	59.7%
Curriculum selection/development	29	37.7%
Support by parents and community	28	36.4%
Curriculum implementation	25	32.5%
Coaching	17	22.1%
Collaboration with colleagues	15	19.5%
Policy changes at the state-level	10	13.0%
Leadership	8	10.4%
Other (please specify): <ul style="list-style-type: none"> • Appropriate curriculum and assessment. • Leadership demands that are not grade level appropriate for students with needs. Curriculum is chosen that is not appropriate for the students we work with and demands are very overwhelming for students and staff. There are better resources available to meet the needs of students. • Professional development based on skills. • State support for PreK. 	6	7.8%
Policy changes at the district-level	2	2.6%
Policy changes at the school-level	2	2.6%

Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. The majority of respondents (60%) said that **training/professional development** was their biggest need regarding literacy. Other needs that a third or more of the respondents selected included **curriculum selection/development** (38%); **support by parents and community** (36%); and **curriculum implementation** (33%).

Four early childhood educators included “other” needs, but upon closer analysis, written comments also included references to **curriculum** and **professional development**, which aligned to the choices made above. Figure 4 below graphically displays the responses.

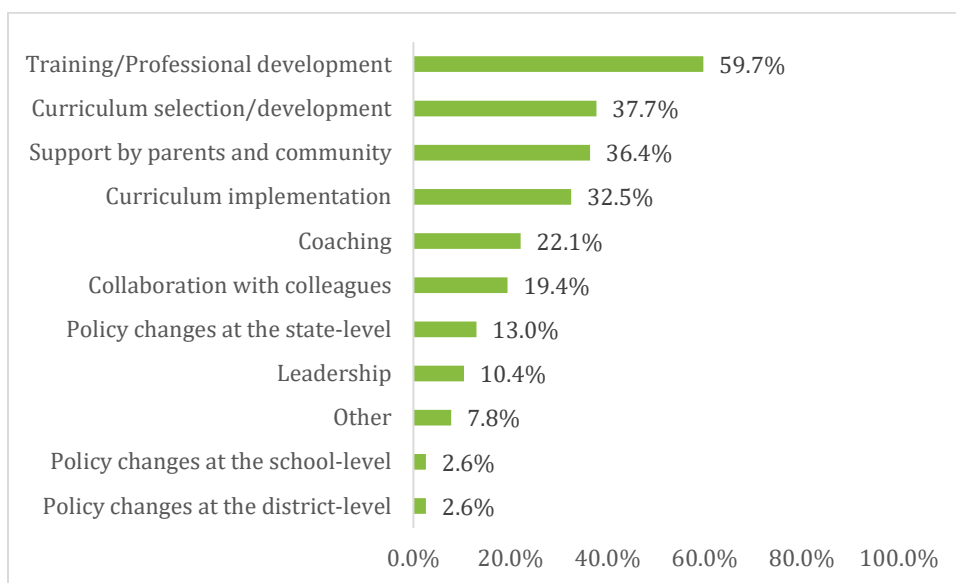


Figure 4. Literacy Needs

The next survey question was an open-ended question that provided early childhood educators an opportunity to write an in-depth comment about their needs regarding literacy. Twelve survey respondents included comments. Verbatim comments are included in Table 55.

Table 55. Literacy Needs (Open-Ended)

If you have other comments about your needs regarding literacy, please type them in the box below. (N = 12)
As Experienced Parents, we don't receive any formal curriculum or teaching about the benefits of early literacy besides those that we would have as parents supporting our own children. I would be more than open to hear about specific benefits to talk [about] with families when offering ideas of activities to do with children.
Families get busy, but they are the biggest support of their child's education. They need to realize the importance of their role and how we can work together even more.
High Scope (at least how it is implemented at this Head Start) does very little to encourage and increase literacy.
I love Handwriting without Tears. I think it covers the basics of literacy.
I wish my school would allow more time and money for professional development in this area.
I work in a laboratory preschool. I need to teach these methods to the students who work with the children in my classroom.
Our curriculum needs to be updated to a newer version. Head Start is required to use curriculum. . . . We want to transition to a curriculum that will complement the state and local districts' curriculum and expectations. The update will cost \$35,000 plus professional development.
Parents need to be reading, talking, singing, and engaging with their children prior to entering preschool at age 3. We have implemented the Imagination Library program in our community to help facilitate this. So much of early literacy development occurs in the birth-3 years. If children do not

If you have other comments about your needs regarding literacy, please type them in the box below. (N = 12)

have books in their homes and exposure to pre-literacy phonological awareness, listening, and speaking, they very much struggle in preschool and beyond.

Teachers need more man power to assist with literacy. They cannot do it all by themselves anymore. I believe principals, districts, state, and parent stakeholders keep adding to teachers' job duties. Students need smaller class sizes, more push-in/pull-out supports, and more social-emotional supports and behavior guidance.

The state standards are too challenging for the younger children in our preschool. I like them, and teach to meet them, but the acceptance age for preschoolers should be moved to exclude summer birthday children. In short, children would be more successful if they were closer to 5 than 4 upon entering.

We need to teach to the individual needs of each student and stop micromanaging.

With the change to 1,020 school hours for children, we have very little time for professional development and collaboration with teachers. It has been difficult to implement coaching and PLC's [professional learning communities] because of the lack of time to do so.

The twelve comments offered diverse perspectives about early educators' literacy needs. Themes throughout the comments included **family support**, **curriculum**, and **professional development/additional support**. Summaries from each of these themes follow.

Family Support

Comments focused on family support indicated that the families of the children needed to be more supportive of their children's education. One respondent discussed how the program implemented Imagination Library in their community to assist in this. Another person indicated that he/she would benefit from learning more about how to provide ideas to parents.

Representative comments are listed below:

- *As Experienced Parents, we don't receive any formal curriculum or teaching about the benefits of early literacy besides those that we would have as parents supporting our own children. I would be more than open to hear about specific benefits to talk [about] with families when offering ideas of activities to do with children.*
- *Families get busy, but they are the biggest support of their child's education. They need to realize the importance of their role and how we can work together even more.*
- *Parents need to be reading, talking, singing, and engaging with their children prior to entering preschool at age 3. We have implemented the Imagination Library in our community to help facilitate this. So much of our early literacy development occurs in the birth – 3 years. If children do not have books in their homes and exposure to pre-literacy phonological awareness, listening, and speaking, they very much struggle in preschool and beyond.*

Curriculum

Comments about curriculum ranged from not having formal curriculum (see Experienced Parents example from above) to describing specific curriculum to raising concerns about the state standards. One respondent indicated that Handwriting without Tears covered the basics of literacy

while two comments concerning Head Start curriculum were not as positive about the curriculum's ability to teach literacy. Representative comments follow:

- *High Scope (at least how it is implemented at this Head Start) does very little to encourage and increase literacy.*
- *Our curriculum needs to be updated to a new version. Head Start is required to use curriculum. . . We want to transition to a curriculum that will complement the state and local districts' curriculum and expectations. The update will cost \$35,000 plus professional development.*
- *I love Handwriting without Tears. I think it covers the basics of literacy.*
- *The state standards are too challenging for the younger children in our preschool. I like them, and teach to meet them, but the acceptance age for preschoolers should be moved to exclude summer birthday children.*

Professional Development/Additional Support

The last major theme across the comments was about professional development and needing additional support. Comments primarily related to lack of time and financial resources. Another comment specifically discussed strategies in which teachers could be provided more support. Representative comments regarding professional development/additional support are bulleted below:

- *I wish my school would allow more time and money for professional development in this area.*
- *Teachers need more man power to assist with literacy. They cannot do it all by themselves anymore. I believe principals, districts, state, and parent stakeholders keep adding to the teachers' job duties. Students need smaller class sizes, more push-in/pull-out supports, and more socio-emotional supports and behavior guidance.*
- *With the change to 1,020 school hours for children, we have very little professional development and collaboration with teachers. It has been difficult to implement coaching and PLC's because of the lack of time to do so.*

Other Resources Needed to Better Support Literacy

The last two questions addressed issues regarding resources needed to better support literacy in early education programs. Sixty-nine people responded to this question. Table 56 shows the frequency and percentage of the respondents for each choice. Responses are listed from highest to lowest frequency.

Table 56. Other Resources

What other resources do you need in order to better support literacy? Select all that apply.	N	Percentage
Training/professional development	42	60.9%
Lesson ideas	30	43.5%
Collaboration opportunities/professional learning communities	27	39.1%
Situation support (e.g., I have a child who . . .)	25	36.2%

What other resources do you need in order to better support literacy? Select all that apply.	N	Percentage
Strategies	25	36.2%
Staff	15	21.7%
Data Access	7	10.1%
Other (please specify):		
<ul style="list-style-type: none"> Collaborating time to learn new ideas/strategies. Our program is doing a fantastic job. Staff, staff, staff, staff, staff; smaller class sizes 	3	4.3%

Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. More than half (61%) indicated that **training/professional development** was a needed resource. Over a third selected the following resources as a need: (1) **lesson ideas** (44%); (2) **collaboration opportunities/professional learning communities** (39%); (3) **situation support (ex. I have a child who. . .)** (36%); and (4) **strategies** (36%). One of the “other” responses also referred to **collaboration** while a second comment emphasized that **staff** was a need. Both comments aligned with selected choices previously listed. Figure 5 below provides a visual representation of the needs suggested by survey respondents.

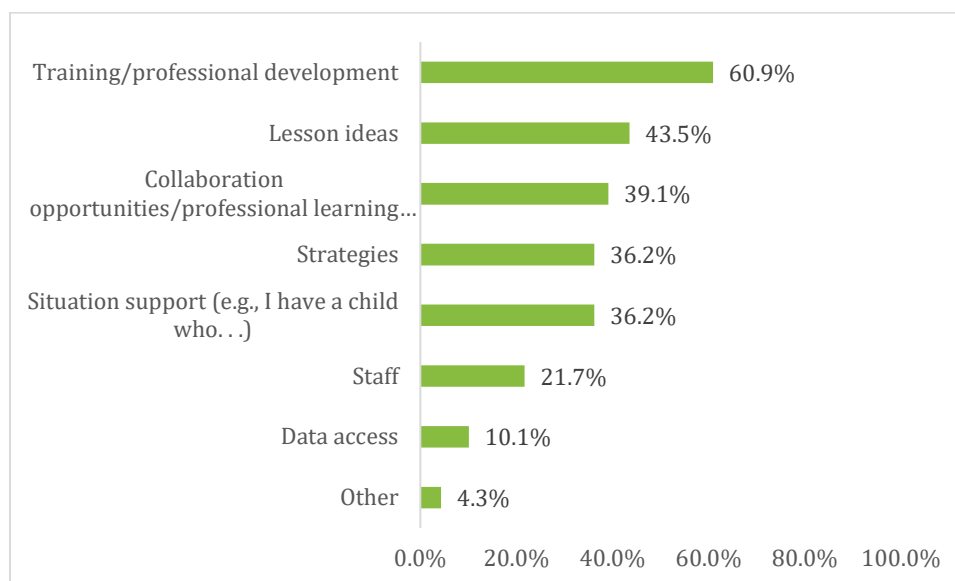


Figure 5. Resource Needs

The last survey question was an open-ended question that provided early childhood educators an opportunity to write an in-depth comment about what resources they needed to better support literacy. Seven survey respondents included comments. Verbatim comments are included in Table 57.

Table 57. Resources (Open-Ended)

If you have other comments about resources you need to better support literacy, please type them in the box below. (N =7)
Age appropriate books with a list of questions to ask children.
At Head Start we serve an extremely high special education population, some of which have extremely high needs making literacy instruction difficult to implement.
I do not have any ELL students. If I would have ELL students, this would be a need I would need help with teaching.
I feel like I had poor scoring for questions 25-30ish for instruction and leadership. These tangible areas, like a curriculum, are not areas that Experienced Parents work on with families (not that they couldn't). Part of this is the perspective that [what] Experienced Parents provide to families—it is not a clinical approach. I would be more than open to ideas and suggestions when meeting with families!
Online, free classes would be helpful.
Parent education about the importance of reading to their child and engaging in conversations with their child (rather than the child being put in front of a device that entertains them/acts as an observational learning tool—this is not how young children learn best) would better support early literacy from my viewpoint. It is evident when children come to preschool which children have had these critical experiences and which have not by how they speak, interact, listen to stories, engage with books, and have an attention span, not to mention the concepts that they have learned through books.
When we are short staffed, it is a goal just to make it through the day.

The comments varied. Two of the comments discussed needing more resources for working with families. Selected sections from those comments are highlighted below:

- These tangible areas, like a curriculum, are not areas that Experienced Parents work on with families (not that they couldn't.) Part of this is the perspective that [what] Experienced Parents provide to families—it is not a clinical approach. I would be more than open to ideas and suggestions when meeting with families!*
- Parent education about the importance of reading to their child and engaging in conversations with their child (rather than the child being put in front of a device that entertains them/acts as an observation learning tool—that is not how young children learn best) would better support early literacy from my viewpoint.*

One of these comments focused on providing Experienced Parents with more information about how to work with families on providing literacy activities at home. Similarly, the second comment recommended providing family education on how to implement and participate in literacy activities at home.

The remaining comments covered diverse topics areas. For example, one comment suggested age-appropriate books with questions for children. Two other comments mentioned specific populations of students: (1) special education and (2) ELLs. Another comment suggested “online, free classes” while the last comment simply stated that staff shortages were an issue, “When we are short staffed, it is a goal to just make it through the day.”

Summary of Findings

General Background Information

The first section of the 2018 Spring Early Childhood Programs Needs Assessment asked survey respondents to address seven questions. Those questions included:

- (1) In what type of early childhood program do you work?
- (2) What is your position in your program?
- (3) What is your highest level of educational attainment?
- (4) What early childhood and/or special education qualification(s) do you have? Select all that apply.
- (5) In what literacy-related professional development opportunities has your early learning program participated? Select all that apply.
- (6) What type(s) of professional development have you received related to literacy instruction? Select all that apply.
- (7) In what county are you located?

A brief summary of the findings from questions one through six are provided below. A list of the counties represented by the survey respondents can be found in Appendix B.

Type of Early Childhood Program in Which You Work

Of the 226 early childhood program educators who responded to this question, a quarter (25%) selected “**other**”. Several of the “other” open-ended comments clarified that the respondent worked across multiple early childhood programs. Other survey participants seemed to work in fields outside early education (i.e., public schools [K-12]). For a full listing of the “other” comments, see Table 2.

The rest of the respondents selected the options listed on the survey. A fifth (20%) reported they were from **ECSE** programs and another 20% indicated they worked in **public pre-kindergarten** programs. Other programs represented by survey respondents included: **Head Start** (12%); **Child Care** (8%); **IHEs** (2%); **Home Visiting** (1%); **Reading Corp** (1%); and **Early Head Start** (1%).

Position in Program

The next question on the survey asked respondents to select their position in the program. Survey participants had six options to choose from as well as an “other” option where they could specify a position not currently listed. Over half (60%) of the survey respondents said they were **teachers**. The percentage of respondents who reported they served as **directors, related service providers**, or an “other” field were the same, 13% for each position. Only 2% of the respondents indicated they were **paraprofessionals**.

Highest Level of Educational Attainment

Respondents were next asked to indicate their highest level of educational attainment. Over 90 percent (93%) of the respondents have earned a **Bachelor's** (48%) or **Master's** degree (44%). Small percentages of respondents indicated the following as their highest level of educational attainment: “**other**” (3%); **associate's degree** (2%); **doctorate** (1%); **high school diploma** (1%); and **less than high school diploma** (less than 1%).

Early Childhood/Special Education Qualifications

To learn more about respondents' early childhood qualifications, the next question asked early childhood educators to select all their earned early childhood and/or special education qualifications. Almost half (45%) of the respondents listed that they have “**other**” early childhood and/or special education qualifications that were not listed as options. The “**other**” write-in options varied across individuals. Many of the written responses emphasized that the individual had multiple degrees or majors/minors affiliated with early childhood or special education. A small number (N = 6) indicated they had no early childhood or special education qualifications. Overall, most of the write-in options reflected that the survey respondents had education backgrounds including associate degrees, bachelor degrees, master degrees, endorsements, and licensures among others.

In addition to “other” responses, a third of the survey participants reported that they have a **Bachelor's in Early Childhood** while just over a fifth (21%) said they hold a **Master's in Child Development-related field**. Another fifth of the respondents selected an **Endorsement in Early Childhood Special Education** as an early childhood/special education qualification. A small number of respondents have earned the following qualifications: (1) **Bachelor's in child development** (9%); (2) **CDA** (5%); (3) **Restricted Teaching License** (3%); and (4) **Doctorate in Child-Development-related field** (1%).

Literacy-Related Professional Development

Next, the survey asked questions regarding professional development opportunities in which the early childhood program staff may have participated. The first question asked about specific opportunities the program had, such as the Pyramid Model; Literacy Data Analysis; Reading and Writing Strategies Across the Content Areas/Grades; Emergent Literacy; Social Emotional Learning; and Other, with the ability to specify what the “other” professional development activity entailed. Staff were asked to select all that applied.

Most of the survey respondents who answered this question had received professional development on **Social and Emotional Learning** (66%). Around a third had participated in professional development focused on **Emergent Literacy** (36%) and **Reading and Writing Strategies Across the Content Areas/Grades** (30%). A fifth had participated in **Pyramid Model** or **Other** types of professional development while 10% indicated they had participated in **Literacy Data Analysis** professional development.

NDDPI also was interested in learning more about how literacy professional development was delivered to participants. To answer this question, participants were asked to select if they had received professional development through instructional coaching, face-to-face training, book studies, literacy conferences, online training, in collaboration with Dual Language Learners (DLL), or in some other manner.

Almost half (48%) of the early education program staff members said they had attended **face-to-face trainings**. That was followed by respondents who said they attended **literacy conferences** (40%). Approximately a third of the survey participants indicated they had attended professional development sessions that involved **instructional coaching** (35%); **book studies** (33%); and **online training** (31%). Twenty-eight of the respondents (15%) participated in professional development in **collaboration with DLL staff members** and 12% provided “other” responses.

About Your Program

The second section of the 2018 Early Childhood Programs Needs Assessment asked respondents to report how many children their program serves in each age-level overall, how many children they serve in each grade-level who have been identified as needing early intervention (EI) or Early Childhood Special Education (ECSE) services, and how many children they serve in each age-level who have been identified as an English Learner (EL) or Dual Language Learner (DLL). Overall, the number of programs serving children in each age group ranged from 27 (2-year olds) to 90 (5-year olds). The mean number of programs serving children in these age groups was 52. The mean number of children served ranged from 17 (5-year olds) to 59 (2-year olds) with an overall mean of 34 children served per program.

The number of programs serving children identified as needing EI or ECSE services in each age group ranged from 20 (2-year olds) to 64 (5-year olds) with an overall mean of 40 programs across all age groups. Overall, the programs served a mean of 36 children identified as needing EI or ECSE services. Children in the 5-year olds category had the lowest number ($N = 8$) while children in the 2-year olds group had the highest number ($N = 75$).

The last question in this section asked how many children in each age-group served had been identified as EL or DLL. The number of programs that reported serving students identified in each age group ranged from 23 to 52 for an average of 35 programs serving EL or DLL students across the age groups. However, all programs reported having only **one** student identified as EL or DLL.

Program Curricula and Assessments

The next section of the Early Childhood Program Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed.

General Curriculum

The first question asked survey respondents what type of curricula they used in the program. Most of the respondents selected **“I use purchased curriculum and curriculum that has been created for the program”** (39%) indicating that programs use a mix of different types of curricula. Approximately a quarter reported that they use **“purchased curricula”** (24%) or they **“developed curricula for the program”** (24%). The remaining 13% said that their **“organization or district developed curriculum for the program.”**

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Almost two thirds (65%) said that they **had received training** in the curriculum. Just over a third (35%) reported that they **had not received training** in how to use the curriculum.

Respondents were next asked if the training adequately prepared them to use the curriculum. For this question, two thirds (67%) said that **they had received adequate training** to prepare them to use the curriculum. Conversely, a third (33%) said that the **training did not adequately prepare** them to use the curriculum.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive training on the curriculum, why not? Select all that apply.” The majority of respondents (63%) said that they did not receive training because it was **not offered**. Fourteen percent indicated that although they did receive training, **it did not prepare them to use the curriculum**. Only 10% of the survey respondents indicated that training was **too expensive**. Almost a third (29%) selected “other” and wrote in a reason why the training was inadequate.

Staffing seemed to be an issue across the “other” responses. Staff turnover was mentioned as a challenge as well as being short staffed. Another person commented that the program sends representative staff to the trainings who then are tasked to share the training with others. Other comments indicated that some did not think curriculum training was relevant to them because they worked in areas outside of early childhood programming.

The next question asked survey participants to reflect on how long they have used the curriculum. Overall, the amount of time the curriculum has been used was evenly dispersed across the time categories. The highest percentage of respondents (29%) said they had been using the curriculum for **three to five years**. A quarter (25%) reported they had been using their curriculum for **one to three years** while 24% had been using their curriculum for **more than five years**. The other 22% indicated they had been using the curriculum for **less than a year**.

Curriculum and Literacy

Because the NDDPI SRCL Needs Assessment focused on literacy, the next question directly asked survey respondents if the curriculum they used has a literacy component. The majority (88%) said that their curriculum **did have a literacy component**. Only 12% reported that the curriculum did not have a literacy component.

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) are included in their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*.

Over a third of the respondents indicated that the curriculum the program used included competencies for children ages Birth – 3 years. Specifically, 36% said “**Listening and Understanding**” and “**Emergent Literacy**” were included while 37% reported “**Communicating and Speaking**” was part of the curriculum.

The percentages were higher for competencies related to children 3 – 5 years. Eighty or more percent of the respondents reported that their curriculum included: (1) **Listening and Comprehension** (80%); (2) **Speaking and Communicating** (82%); and (3) **Phonological Awareness** (83%). Similarly, 70 percent or more indicated that **Emergent Reading** (73%) and **Emergent Writing** (70%) were curriculum literacy components for children ages 3 – 5 years.

Curriculum Assessment

Understanding more about how early childhood education programs in North Dakota used assessment in their programs also was part of the Early Childhood Programs Needs Assessment. Of the 126 people who responded to this question, 63% indicated that the **curriculum they used does have an assessment component**. Just over a third (37%) indicated that their chosen curriculum did not have an assessment component.

The next question targeted those who did not have an assessment component by asking if they did not have an assessment component, do they assess the children in the program. Only 13% of the respondents indicated that they did not assess the children in their program. The majority, 87%, said that **they did assess the children**, even though their curriculum did not include an assessment component.

To gather more information about the assessment, the next question asked people to select describe the purpose of their assessment. Many of the survey respondents (68%) said the **assessment had both a formative and summative purpose**. Almost a third (29%) reported the purpose of the assessment was **only formative**. Only one percent indicated the survey was only summative while two percent commented that their assessment was neither formative nor summative.

Next the early childhood educators were asked to select which assessment(s) they used in the program. Three popular assessments were provided as options: (1) Teaching Strategies Gold; (2) High Scope Child Observation Record (COR); and (3) The Work Sampling System. They could also select “other” and write-in the assessment that they use. According to the survey results, two thirds (67%) indicated they used “other” assessments. Fewer than 20 percent of the respondents selected any other option: (1) Teaching Strategies Gold (18%); (2) The Work Sampling System (14%); and (3) COR (7%).

The early childhood program educators use a variety of assessments across the programs. Many use multiple assessments to gauge the children’s progress. Several of them use programs created for their programs or informal assessments. Others use assessments aligned to the North Dakota Early Childhood Standards. Purchased assessments also were listed by the survey respondents.

Another aspect of assessment is the frequency in which the program conducts assessments. Thus, the next question asked early childhood education providers how often assessments were administered to the children served. Of the 98 people who responded to the question, equal numbers said they use assessments **daily, weekly, or twice a month** (8% for each response). Eighteen percent said they assessed children **monthly**. Other respondents reported they assessed children **twice a year** (11%) or **yearly** (9%). The remaining 36% indicated “other” timeframes. Many of the written responses (N = 20) mentioned administering assessments at least three times a year. Eight others said assessments were administered four times a year. The other responses included “daily observations” or the number of times assessments were conducted depended upon the needs of the children.

Finally, the last question regarding assessments asked early childhood educators to what extent did they think the assessment(s) adequately measured the progress of the children they served. Almost all (96%) of the respondents said the assessment(s) adequately measured the progress of the children served *to a great extent* or *to some extent*. Less than five percent indicated *to a little extent* or *not at all*.

Literacy Competencies

The *North Dakota Comprehensive State Literacy Plan* lists several literacy competencies. For children ages Birth – 3 years, there are three competencies: (1) listening and understanding; (2) communicating and speaking; and (3) emergent literacy. For ages 3 – 5 years, the five competencies include: (1) listening and comprehension; (2) speaking and communicating; (3) phonological awareness; (4) emergent reading; and (5) emergent writing.

Early childhood educators were asked to reflect upon the extent to which they perceived their curriculum improved the literacy competencies of the children. Across the three competencies, most of early childhood educators who work with children ages Birth – 3 years reported the curriculum improved the literacy competencies of the children they served *to a great extent* or *to some extent*. Means ranged from 3.23 (i.e., “Emergent Literacy”) to 3.42 (“Listening and Understanding”).

Like the Birth – 3 literacy competencies, most of the early childhood educators who work with 3 – 5-year olds also reported that the curriculum improved the literacy competencies of the children *to a great extent* or *to a little extent*. Means ranged from 3.21 (“Emergent Writing”) to 3.46 (“Listening and Comprehension”).

Alignment to State Literacy Goals

The next section of the Early Childhood Programs Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota’s seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) professional development; (5) family and community engagement strategies; (6) literacy timeline for Birth – 3; and (7) literacy timeline for Ages 3 – 5. Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components.

Overall, the overall means for the seven goals ranged from 2.80 to 3.27. Table 58 provides a reminder of how the means of the goals ranked compared to one another.

Table 58. Literacy Goals Ranked by Mean

Goal	Descriptive Statistics	
	<i>M</i>	<i>SD</i>
Literacy Timeline: Ages Birth – 3	3.27	0.80
Leadership and Sustainability	3.08	0.70
Family and Community Engagement Strategies	3.04	0.70
Instruction and Intervention	3.00	0.66
Professional Development	2.95	0.82
Standards Alignment	2.91	0.79
Literacy Timeline: Ages 3 – 5	2.80	0.77

Interestingly, the highest and lowest mean were from the Literacy Timeline. Ages Birth – 3 had the highest mean ($M = 3.27$; $SD = 0.80$) while Ages 3 – 5 had the lowest mean ($M = 2.80$; $SD = 0.77$). Other goals that were rated below 3.00 included: (1) standards alignment and (2) professional development. Three goals that received means of just over 3.00 or *to some extent*: (1) leadership and sustainability; (2) family and community engagement strategies; and (3) instruction and intervention.

Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota Early Childhood Needs Assessment section on kindergarten readiness was to collect data to learn how programs and/or districts across the state conduct kindergarten readiness assessments. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Almost two thirds of the respondents (63%) said that they did not know how kindergarten readiness is assessed in the district or program. Only 9 percent indicated that they used the DPI Kindergarten formative assessment from the pilot program. Just under a third (28%) said they used another kind of kindergarten formative assessment. Although there are numerous formative assessments listed, several of the assessments (e.g., Brigance, ESGI, and Teaching Strategies Goal) were mentioned previously as the assessments used across the program. Other people said they used district assessments and a few respondents indicated that multiple measures were used to assess children's kindergarten readiness.

Next, early childhood program educators were asked when kindergarten readiness was assessed in their program or district. Of the 46 responses to this question, 37% said that kindergarten readiness was assessed at the beginning of kindergarten while 30% reported it was assessed during pre-kindergarten. Another 15% indicated kindergarten assessment was completed the summer prior to entering kindergarten.

Two of the written responses indicated that assessments happened multiple times during the year while three respondents indicated spring prior to kindergarten. Another comment stated that different approaches were used at different schools. It should also be noted that one respondent indicated "kindergarten is not assessed."

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. Over half (56%) reported that kindergarten assessment was used to determine Title I Eligibility. Another 44 percent selected "other." The written responses varied from "no formal assessment" to using intervention data for "leveling groups for reading and math." One respondent indicated that the assessment was not used and was a "total waste of time."

Collaboration with the District

The next section of the Spring 2018 ND SRCL Early Childhood Program Needs Assessment asked three questions about the early childhood program's collaboration with the district. The first question asked the survey respondent to reflect on the extent to which the program collaborates with the transitioning district/school. Of the 84 respondents who answered this question, 50% said *to a great extent* while 32% reported *to some extent*. Only 13 percent selected *to a little extent* and even fewer (5%) said *not at all*. Overall, these responses indicate that the early childhood programs seem to have some relationship with the transitioning district/school.

The next question asked respondents to indicate what barriers/challenges they faced when collaborating with the district/school where children transition after exiting the program. Sixty-five early childhood educators responded to the question. Just over a fifth (22%) said that the barrier/challenge was lack of time while just under a fifth (19%) reported that they did not receive any communication from the district. Eight percent selected the "I do not know who to reach out to in order to collaborate" option.

The “other” option asked people to specify other barriers/challenges. “Other” responses covered a broad range of topics. Thirteen of the responses indicated that they had no challenges or barriers. Several of the responses discussed the positive aspects of the collaborating with the transitioning school or district. Four of those nine comments specifically indicated that the early childhood program was in the same district or same building, which facilitates the collaboration process. Another comment provided an example of a transitioning activity, “We transition our own PreK students into kindergarten by offering “Gearing up for Kindergarten” sessions to our families of students entering kindergarten in the fall. Also, a kindergarten orientation is held each fall.” The other responses listed challenges and barriers that the early childhood program staff face when collaborating with the transitioning district(s)/school(s). Timing, scheduling, enrollment numbers, family involvement, and other logistical challenges were mentioned as challenges.

The last question in this section was open-ended and asked respondents to provide up to two suggestions on how collaboration with the community, school, or district could be improved. Five prevalent themes were seen throughout these comments on areas where improvements may be warranted. These themes include: (1) assessment; (2) communication, (3) community involvement; (4) family involvement; and (5) Head Start.

Needs and Resources

The concluding section of the 2018 Spring Early Childhood Programs Needs Assessment asked survey respondents to address questions about their biggest needs regarding literacy and other resources they needed to better support literacy. A brief summary of the findings from this section follow.

Biggest Needs

Most respondents (60%) said that **training/professional development** was their biggest need regarding literacy. Other needs that a third or more of the respondents selected included **curriculum selection/development** (38%); **support by parents and community** (36%); and **curriculum implementation** (33%).

When asked to write a comment about their needs regarding literacy, early childhood educators offered diverse perspectives about early educators’ literacy needs. Themes throughout the comments included **family support, curriculum, and professional development/additional support**. Family support comments indicated that early childhood educators thought that the families of the children needed to be more supportive of their children’s education. For example, one person commented “[Families] need to realize the importance of their role and how we can work together even more.” Another comment emphasized the importance of family involvement, “If children do not have books in their home and exposure to pre-literacy phonological awareness, listening, and speaking, they very much struggle in preschool and beyond.”

Comments about curriculum ranged from describing specific curriculum to raising concerns about the state standards. One respondent indicated that Handwriting without Tears covered the

basics of literacy while two comments concerning Head Start curriculum were not as positive about the curriculum's ability to teach literacy. The comment about the state standards indicated that the standards were "too challenging for younger students in your preschool" (i.e., summer birthday students).

Finally, the last major theme across the comments was about professional development and needing additional support. Comments primarily related to lack of time and financial resources. Another comment specifically discussed strategies in which teachers could be provided more support, *"Students need smaller class sizes, more push-in/pull-out supports, and more socio-emotional supports and behavior guidance."*

Resources Needed to Better Support Literacy

More than half (61%) indicated that **training/professional development** was a needed resource. Over a third selected the following resources as a need: (1) **lesson ideas** (44%); (2) **collaboration opportunities/professional learning communities** (39%); (3) **situation support (ex. I have a child who. . .)** (36%); and (4) **strategies** (36%).

When asked to provide comments about resources they needed to better support literacy, a variety of comments were given. Two of the comments discussed needing more resources for working with families. One suggested providing the early childhood educators with more information about how to work with families on implementing literacy activities in the home while the other comment suggested providing education directly to the parents on how they can develop their children's literacy skills at home.

The remaining comments covered diverse topics areas. For example, one comment suggested age-appropriate books with questions for children. Two other comments mentioned specific populations of students: (1) special education and (2) ELLs. Another comment suggested "online, free classes" while the last comment simply stated that staff shortages were an issue, "When we are short staffed, it is a goal to just make it through the day."

Recommendations

This section includes recommendations based on the findings of the ND SRCL Spring 2018 Early Childhood Programs Needs Assessments. These recommendations are for NDDPI to review and consider. They are intended to provide guidance and offer initial thoughts on the current status of literacy in early childhood programs and ways in which the programs could move forward in North Dakota. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with early childhood programs throughout the state in the future.

General Background Information and About Your Program

The following recommendations are based on the findings of the General Background Information and About Your Program sections of the ND SRCL Spring 2018 Early Childhood Programs Needs Assessment. Because these sections focused on collecting general background information about the early childhood educators and their programs, the bulleted recommendations are focused on further data collection efforts and potential guidance NDDPI could offer programs.

- Collaborate with early childhood educators to collect more information about the staff working in the programs (e.g., credentials and qualifications) to ensure that the staff members are qualified to be working in these programs. This survey only reached a small sample of the programs so NDDPI may want to collect more statewide data in the future to learn more about the overall early childhood landscape in North Dakota.
- Learn more about early childhood education program's access to literacy-related professional development to determine if the availability of professional development opportunities meet the state's needs. If not, strategize on ways that more opportunities can be made to programs throughout the state.
- Facilitate learning opportunities across programs. For example, if one program successfully completes a professional development session, develop a networking system where they can share what they learned with other early education educators who may not have had the opportunity.
- Provide information to programs on services that can be provided to students who are identified as needing EI or ECSE services or as ELL or DLL. Make sure that programs understand how these students are identified and how to work with the families of students identified as such.
- Consider analyzing data from kindergarten teachers separately or collect further information from kindergarten teachers. Kindergarten teachers could offer unique perspectives about kindergarten readiness and the early childhood programs in which students are enrolled in prior to transitioning to kindergarten. Their perspectives could be enlightening since they work with children immediately after they exit the early childhood program.

- Review the “other” responses and consider how some of the survey options, such as “title”, may want to be revised on future iterations of the survey.

Program Curricula and Assessments

The following recommendations are based on the findings of the Curriculum and Assessment section of the Spring 2018 Early Childhood Programs Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in planning their SRCL grant and thinking about how curricula and assessment align to the *North Dakota Comprehensive State Literacy Plan*.

- Create a repository of information for early childhood educators on the curricula and assessments that are available to them. If time and resources allow, include summaries of each curricula and assessment. Multiple curricula and assessments seem to be used across the state so understanding the strengths and weaknesses of each would help programs select curricula and assessments that would best meet their needs. Training options available for each one could also be included so staff have a better understanding of how to implement the curricula and conduct the assessment.
- Provide guidance on how early childhood educators can receive additional training on implementing curricula, assessments, and literacy components into the early childhood programs. Because of the staff turnover and staff shortages, understanding how to do the most with the resources available and how to have smooth transition plans is critical for the programs.
- Learn more about why programs choose particular assessments and why they choose to use them for multiple years or why they choose to select another assessment. This will help develop an understanding of what each early childhood program assessment can and cannot do to inform the program of children’s progress.
- Focus on programs serving Birth – 3-year olds to learn how the curricula covers the literacy components. A much lower percentage of respondents in this group indicated that the curricula adequately covers the literacy components than the ages 3 – 5 group. Conduct program observations or focus groups with the staff members to learn more about their processes and how the integrate literacy components into their programs.
- Collect more data and information on how programs integrate literacy competencies into the programs. A high percentage indicated that the curriculum improves the literacy components of their children. NDDPI may find out more about how programs integrate the state standards into their programs and how they monitor student success by visiting programs to watch implementation and staff interactions with students, and by talking to staff members about how they interpret the competencies and integrate them into the program’s curriculum.

Alignment to State Literacy Goals

The following recommendations are based on the findings of the Alignment to State Literacy Goals section of the ND SRCL Spring 2018 Early Childhood Programs Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with early childhood programs throughout the state in the future.

- Articulate the state goals and their meaning to all early childhood programs throughout North Dakota to ensure that everyone has a clear and collective understanding of the state's intent and understand how to implement literacy activities into the program that will help everyone achieve the goals. If it has not already been done, consider doing a statewide (or a series of statewide) webinars to discuss the goals and what it means for early childhood programs.
- Review each goal from the needs assessment carefully to understand fully areas that seem to be strong across programs and areas that may need improvement. Because there are multiple goals that cover many distinct aspects of literacy, perhaps approach one goal at a time or assign committees to each goal. More data could be collected on each goal to gain a fuller understanding of how programs implement literacy, why they choose to do it in that way, and their successes and challenges to receive a truly comprehensive picture of how early childhood programs throughout North Dakota have aligned their programs to the state literacy goals.

Kindergarten Readiness Assessment

The following recommendations are based on the findings of the Kindergarten Readiness Assessment section of the ND SRCL Spring 2018 Early Childhood Programs Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with early childhood programs throughout the state in the future.

- Determine if it would be helpful for the NDDPI to recommend a statewide readiness assessment for early childhood programs. This would allow more consistency across programs in determining kindergarten readiness.
- Develop a repository of information about kindergarten readiness assessments to inform early childhood programs about what is available and how to administer them.
- Collect more data and information about kindergarten assessments. Because this needs assessment only reached a small percentage of programs and staff members, consider ways to reach more early childhood educators to learn about their assessment processes.
- Collaborate with early education programs and districts to see how effective the kindergarten readiness assessments are in assessing the student's readiness. This

could involve conducting further analyses about how the readiness assessments accurately predict how well the child will do in kindergarten and beyond.

Collaboration with the District

The following recommendations are based on the findings of the Collaboration with the District section of the ND SRCL Spring 2018 Early Childhood Programs Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with early childhood programs throughout the state in the future.

- Develop guidelines (e.g., fact sheets, FAQs, or guidebooks) on how early childhood programs and districts can better collaborate. Include ideas on scheduling meetings, communication structures, logistical issues, etc.
- Find “model” programs that seem to transition PreK students into kindergarten well. Learn how they are creating transition plans and showcase exemplars throughout the state.
- Focus on the five themes that came out of the open-ended questions about making suggestions for program improvement. Understanding the causes behind the challenges will be the first step in determining solutions. Initial ideas for approaching these themes follow:
 - **Assessment:** Collect data from programs and districts on how kindergarten readiness is conducted. Although this survey begins to look at this issue, a more systematic approach across the state may provide more insights than the small sample collected via this survey administration.
 - **Communication:** Conduct focus groups with programs to learn more about how they communicate internally as well as with families, the community, and the school district. Look for exemplars and models that could be adapted throughout the state and provide guidance to programs on how to follow through with implementing effective and efficient communication structures.
 - **Community and Family Involvement:** Encourage programs to continue to engage the community within their early childhood programs. Provide examples of effective media campaigns and needs assessments so programs know that they are meeting the needs of the community. Offer workshops and training on how parents, family members, and the community can become more involved with the programs.
 - **Head Start:** Initiate conversations with Head Start personnel to learn more about how Head Start is impacting the community and the transition district/school. Some Head Start programs seem to be challenging to the districts while others tend to have positive relationships. Learn more about these programs so guidance can be provided to the programs that may not be as effective as others.

Needs and Resources

The following recommendations are based on the findings of the Needs and Resources section of the Spring 2018 Early Childhood Programs Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in planning their SRCL grant and working with early childhood programs throughout the state in the future.

- Provide opportunities for early childhood program staff to participate in professional development opportunities. Because time and financial resources seem to be challenges, consider offering diverse types of opportunities, such as online sessions or facilitate collaborations between different school districts to combine professional development sessions.
- Assist early childhood program staff members in aligning their curriculum to the state standards. This may involve helping them find financial resources to complete the work and provide staff professional development.
- Work with early childhood program staff members to ensure that the curriculum and the standards alignment meet the needs of all children, including subgroups of children, such as special education, ELL, or DLL.
- Offer training to early childhood program staff **and** to family members of children in early childhood programs on how families can support the work of the early childhood programs by creating and implementing literacy activities for children at home. Emphasize to the family members how critical learning at home is for whole child development.
- Create opportunities to facilitate conversations with early childhood program staff members to learn more about their literacy needs and what types of resources they think will help them better support literacy. Although the needs assessment is a start in understanding what is happening in early childhood programs across the state, conducting formal interviews and focus groups would help dive deeper into their challenges and potential solutions to meet those challenges. More dialogue about the needs of early childhood educators and programs has the potential to lead to greater understanding about their needs and ways NDDPI or other state resources can help improve the literacy components of their program.

References

Baesler, K. (2017). *North Dakota Comprehensive State Literacy Plan*. North Dakota Department of Public Instruction.

Appendix A:
North Dakota Striving Readers Comprehensive Literacy Grant
Spring 2018 Early Childhood Programs Needs Assessment

**North Dakota Striving Readers Comprehensive Literacy
Grant**

Spring 2018 Early Childhood Programs Needs Assessment

The North Dakota Department of Public Instruction (NDDPI) was awarded a Striving Readers Comprehensive Literacy Grant (SRCL) from the U.S. Department of Education. To prepare for the grant, NDDPI would like to hear from all educators across the state to learn about literacy in your early education programs/schools/districts, how literacy aligns with the North Dakota Comprehensive State Literacy Plan, and what resources you need to implement literacy successfully within your early education programs, schools, and districts.

Your feedback is important to the DPI and will impact how the SRCL is implemented across the state. Please take 20 to 25 minutes to provide your candid responses. All responses are anonymous, and reported only in an aggregated manner. McREL International is a third-party institution collecting, analyzing, and reporting on the survey results. If you have any questions about this survey, please feel free to contact Tara Donahue, managing evaluator at McREL (800.858.6830, ext. 5551; tdonahue@mcrel.org). For more information on protection of your rights as a participant, you may contact Karen Bumgardner, Chair of McREL's Institutional Review Board (800.858.6830, ext. 1841; kbumgardner@mcrel.org) or Peg Wagner, program administrator, (701.328.3545; pswagner@nd.gov).

North Dakota Striving Readers Comprehensive Literacy Grant

(Spring 2018 Early Childhood Programs Needs Assessment)

Please answer the following questions to provide background information about your early childhood education program.

1. In what type of early childhood program do you work?

- ☐ Child Care
- ☐ Early Intervention (EI)
- ☐ Early Childhood Special Education (ECSE)
- ☐ Education Child Care Associations
- ☐ Early Head Start
- ☐ Head Start
- ☐ Home Visiting
- ☐ Institution of Higher Education
- ☐ North Dakota Head Start Association (NDHSA)
- ☐ North Dakota State University (NDSU) Extension
- ☐ Public Pre-Kindergarten
- ☐ Reading Corp
- ☐ Regional Education Association
- ☐ Other (please specify): _____

2. What is your position in your program?

- ☐ Director
- ☐ Teacher
- ☐ Lead Teacher Assistant
- ☐ Paraprofessional
- ☐ Aide
- ☐ Related Service Provider (please specify): _____
- ☐ Other (please specify): _____

3. What is your highest level of educational attainment?

- ☐ Less than high school diploma
- ☐ High school diploma
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate
- ☐ Other (please specify): _____

4. What early childhood and/or special education qualification(s) do you have? Select all that apply.

- ☐ Child Development Associates degree (CDA)
 - ☐ Bachelor's in Early Childhood
 - ☐ Bachelor's in Child Development
 - ☐ Master's in Child Development-related field
 - ☐ Doctorate in Child Development-related field
 - ☐ Endorsement—Early Childhood Special Education
 - ☐ Restricted Teaching License
 - ☐ Other (please specify): _____
-

5. In what literacy-related professional development opportunities has your early learning program participated? Select all that apply.

- ☐ Pyramid Model
 - ☐ Literacy Data Analysis
 - ☐ Reading and Writing Strategies across the Content Areas/Grades
 - ☐ Emergent Literacy
 - ☐ Social and Emotional Learning
 - ☐ Other (please specify): _____
-

6. What type(s) of professional development have you received related to literacy instruction? Select all that apply.

- ☐ Instructional Coaching
 - ☐ Face-to-Face Training
 - ☐ Book Studies
 - ☐ Literacy Conferences
 - ☐ Online Training
 - ☐ Collaboration with Dual Language Learners (DLL)
 - ☐ Other (please specify): _____
-

7. In what county are you located?

- ☐ Barnes County
-

****Dropdown menu of all counties included in online version**

Section II: About Your Program

8. How many children does your program serve in each age-level listed below?

☐ Infant (under 1 year old): _____

☐ 1 year olds: _____

☐ 2 year olds: _____

☐ 3 year olds: _____

☐ 4 year olds: _____

☐ 5 year olds: _____

9. How many children does your program serve in each age-level listed below that has been identified as needing early intervention or early childhood special education services?

☐ Infant (under 1 year old): _____

☐ 1 year olds: _____

☐ 2 year olds: _____

☐ 3 year olds: _____

☐ 4 year olds: _____

☐ 5 year olds: _____

☐ We do not serve any children needing early intervention or early childhood special education services.

10. How many children does your program serve in each age-level listed below that has been identified as an English Learner (EL) or Dual Language Learner (DLL)?

☐ Infant (under 1 year old): _____

☐ 1 year olds: _____

☐ 2 year olds: _____

☐ 3 year olds: _____

☐ 4 year olds: _____

☐ 5 year olds: _____

☐ We do not serve any EL/DLL children.

Section III: Program Curricula and Assessments

11. What type of curricula do you use in the program?

- ☐ I use purchased curriculum.
- ☐ My organization or district developed curriculum for the program.
- ☐ I developed curriculum for the program.
- ☐ I use purchased curriculum and curriculum that has been created for the program.

12. If you purchase curriculum, what curriculum do you use?

13. Did you receive training in how to use the curriculum?

- ☐ Yes
- ☐ No

14. If you received training on the curriculum, did the training adequately prepare you to use the curriculum?

- ☐ Yes
- ☐ No

15. If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply.

- ☐ Not offered.
- ☐ Too expensive.
- ☐ I did receive training, but it did not adequately prepare me to use the curriculum.
- ☐ Other (please specific): _____

16. How long have you used this curriculum?

- ☐ Less than a year
- ☐ One to three years
- ☐ Three to five years
- ☐ More than five years

17. Does the curriculum you use have a literacy component?

- ☐ Yes
- ☐ No

18. What literacy component(s) does your curriculum cover? Select all that apply.

- ☐ Listening and Understanding (Birth -3 years)
- ☐ Communicating and Speaking (Birth -3 years)
- ☐ Emergent Literacy (Birth -3 years)
- ☐ Listening and Comprehension (3-5 years)
- ☐ Speaking and Communicating (3-5 years)
- ☐ Phonological Awareness (3-5 years)
- ☐ Emergent Reading (3-5 years)
- ☐ Emergent Writing (3-5 years)

19. Does the curriculum you use have an assessment component?

- ☐ Yes
- ☐ No

19a. If the curriculum you use does not have an assessment component, do you assess the children in your program?

- ☐ Yes
- ☐ No

20. What is the purpose of your assessment?

- ☐ Formative (adjusting instruction to meet student needs)
- ☐ Summative (a final evaluation)
- ☐ Both
- ☐ Neither

21. Select the program assessment(s) you use in your program.

- ☐ Teaching Strategies Gold
- ☐ High Scope Child Observation Record (COR)
- ☐ The Work Sampling System
- ☐ Other (please specify): _____

22. How often do you administer the assessment(s) to the children you serve?

- ☐ Daily
- ☐ Weekly
- ☐ Twice a month
- ☐ Monthly
- ☐ Twice a year
- ☐ Yearly
- ☐ Other (please specify): _____

23. To what extent do you think the assessment(s) adequately measure the progress of the children you serve?

- ☐ To a great extent
☐ To some extent
☐ To a little extent
☐ Not at all

- 24a. To what extent do you think your curriculum improves the literacy competencies of the children you serve **birth – 3 years**? If you do not cover the component in your program, select Not Applicable (N/A)

		To a Great Extent	To Some Extent	To a Little Extent	Not at All	NA
a.	Listening and Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	Communicating and Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	Emergent Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 24b. To what extent do you think your curriculum improves the literacy competencies of the children you serve **3 - 5 year olds**? If you do not cover the component in your program, select Not Applicable (N/A)

		To a Great Extent	To Some Extent	To a Little Extent	Not at All	NA
d.	Listening and Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	Speaking and Communicating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	Phonological Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	Emergent Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	Emergent Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: Alignment to State Literacy Goals

Leadership and Sustainability

The following items are components of implementation and instructional leadership. Please rate the extent to which your early childhood program includes these components.

	To a great extent	To some extent	To a little extent	Not at all
25a. Commitment to common goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25b. Prioritizing institutional structure support (scheduling for both collaboration and instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25c. Define job responsibilities, roles, and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25d. Provide time and support for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25e. Professional development for program staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25f. Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25g. Job-embedded support (early education programs should provide professional, job-embedded support to improve literacy instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instruction and Intervention

The following items are components of instruction and intervention. Please rate the extent to which your early childhood program includes these components.

	To a great extent	To some extent	To a little extent	Not at all
26a. Standards-aligned curricular framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26b. 21 st Century Literacy skills, including digital literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26c. Consistent approach-based on principles of responsive instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26d. Evidence-based instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26e. Effective practices and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26f. Knowledge of early literacy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26g. Knowledge of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26h. Knowledge of language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26i. Accessible instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26j. Evidence-based intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26k. Project-based interventions/innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26l. Pre-kindergarten development progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26m. Early Childhood Curriculum Selection Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26n. Pyramid Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26o. Revised/Updated ND ELA Standards (2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26p. National Math + Science Initiative (NMSI) with an additional focus on English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standards Alignment

The following items are components of standards alignment. Please rate the extent to which your early childhood program includes these components.

	To a great extent	To some extent	To a little extent	Not at all
27a. Learning and Understanding (Birth-3 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27b. Communicating and Speaking (Birth-3 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27c. Emergent Literacy (Birth-3 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27d. Listening and Comprehension (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27e. Speaking and Communicating (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27f. Phonological Awareness (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27g. Emergent Reading (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27h. Emergent Writing (3-5 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas.

	To a great extent	To some extent	To a little extent	Not at all
28a. Teaching and learning research-based strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28b. The reading process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28c. Assessment: Administer, Score, and Analyze	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28d. Professional Learning Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family and Community Engagement Strategies

The following items are components of family and community engagement strategies. Please rate the extent to which your early childhood program uses these strategies in engaging family and the community.

	To a great extent	To some extent	To a little extent	Not at all
29a. Strategy 1: Using data to set priorities and focus strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29b. Strategy 2: Providing relevant, on-site professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29c. Strategy 3: Building collaborations with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29d. Strategy 4: Using targeted outreach to focus on high-needs communities, children, early care, and education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29e. Strategy 5: Building one-on-one relationships between families and educators that are linked to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29f. Strategy 6: Setting, communicating, and supporting high and rigorous expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29g. Strategy 7: Addressing cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29h. Strategy 8: Connecting children and families to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Timeline: Birth-3

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for children ages Birth-3. Please rate the extent to which your early childhood program includes these components.

30. Do you serve children ages Birth – 3?	Yes		No	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	To a great extent	To some extent	To a little extent	Not at all
30a. Emphasize the importance of the child’s experiences and engagement in literacy experiences and engagement in literacy activities prior to starting school. .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30b. Emphasize early literacy development and instruction based on the North Dakota Early Learning Guidelines Birth-Age 3 and/or the Head Start Early Learning Outcome Framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30c. Provide research-based, early literacy activities through collaborative agencies and programs such as Early Intervention (e.g., ND Dept. of Human Services, Children and Family Services Division).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30d. High-quality activities and interventions matched to child need, and monitoring progress frequently to make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

about changes in instruction or goals. Data are used to allocate resources to improve child learning and support staff implementation of effective practices.				
30e. Alignment of strategies to curriculum framework, ND State Standards, and DLL or Early Learning Development Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30f. Goal for continuous statewide expansion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Timeline: Ages 3-5

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for children ages 3 -5. Please rate the extent to which your early childhood program includes these components.

31. Do you serve children ages 3-5?	Yes		No	
	<input type="radio"/>		<input type="radio"/>	
	To a great extent	To some extent	To a little extent	Not at all
31a. Recognize the significance of the transition to school in terms of a child's learning and the importance of meeting the needs of those whose home literacy practices differ from those of the school, and understand the fact that children take different pathways toward becoming literate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31b. Provide research-based, early literacy instruction through collaborative agencies and programs (e.g., ND Dept. of Human Services, Children and Family Services Division). Emphasize early literacy development based on the ND Pre-kindergarten content standards; Head Start Early Learning Outcomes Framework; the ND Early Learning Guidelines Ages 3-5; and the Early Childhood Special Education Outcomes Process. Provide early language development instruction for dual language learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31c. Emphasize early literacy development based on the ND Pre-kindergarten content standards; Head Start Early Learning Outcomes Framework, the ND Early Learning Guidelines Ages 3-5; and the Early Childhood Special Education Outcomes Progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31d. Provide early language development instruction for dual language learners.				
31e. Implement Pyramid Model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31f. Participation in early DLL professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31g. Goals for local program professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V: Kindergarten Readiness Assessment

32. How is kindergarten readiness assessed in your program or district?

☐ I don't know.

☐ DPI Kindergarten formative assessment (pilot program)

☐ Kindergarten formative assessment (please specify): _____

33. When is kindergarten readiness assessed in your program or district?

☐ I don't know.

☐ During Pre-Kindergarten

☐ Summer prior to entering kindergarten

☐ Beginning of kindergarten

☐ Other (please specify): _____

34. How is the kindergarten readiness assessment used in your program or district?

☐ I don't know.

☐ Kindergarten Placement

☐ Title I Eligibility

☐ Other (please specify): _____

Section VI: Collaboration with the District

35. To what extent does your program collaborate with the transitioning district/school?

☐ To a great extent

☐ To some extent

☐ To a little extent

☐ Not at all

36. What barriers/challenges do you face when collaborating with the district/school where children transition after exiting your program?

☐ I do not know who to reach out to in order to collaborate.

☐ I do not receive any communication from the district.

☐ I do not have time.

☐ Other (please specify): _____

37. Provide up to two suggestions on how collaboration with the community, school, or district could be improved.

Section VII: Needs and Resources

38. What are your biggest needs regarding literacy? Select all that apply,

- ☐ Coaching
 - ☐ Collaboration with colleagues
 - ☐ Curriculum implementation
 - ☐ Curriculum selection/development
 - ☐ Leadership
 - ☐ Policy changes at the state level
 - ☐ Policy changes at the district level
 - ☐ Policy changes at the school level
 - ☐ Support by parents and community
 - ☐ Training/professional development
 - ☐ Other (please specify): _____
-

39. If you have other comments about your needs regarding literacy, please type them in the box below.

40. What other resources do you need in order to better support literacy? Select all that apply,

- ☐ Collaboration opportunities/professional learning communities
 - ☐ Data access
 - ☐ Lesson ideas
 - ☐ Situational support (ex. I have a child who . . .)
 - ☐ Staff
 - ☐ Strategies
 - ☐ Training/professional development
 - ☐ Other (please specify): _____
-

41. If you have other comments about resources you need to better support literacy, please type them in the box below.

Thank you for taking this survey. Your time and feedback are much appreciated!

Appendix B: Counties Represented by Survey Participant

Table A-I. County

In what county are you located?	N	Percentage
Barnes County	5	2.3%
Benson County	1	0.5%
Bottineau County	1	0.5%
Bowman County	3	1.4%
Burke County	1	0.5%
Burleigh County	29	13.4%
Cass County	21	9.7%
Cavalier County	1	0.5%
Dunn County	2	0.9%
Emmons County	2	0.9%
Golden Valley County	2	0.9%
Grand Forks County	27	12.4%
Griggs County	1	0.5%
Kidder County	1	0.5%
LaMoure County	2	0.9%
McIntosh County	3	1.4%
McKenzie County	4	1.8%
McLean County	5	2.3%
Mercer County	1	0.5%
Morton County	11	5.1%
Nelson County	1	0.5%
Oliver County	1	0.5%
Pembina County	4	1.8%
Pierce County	2	0.9%
Ramsey County	11	5.1%
Ransom County	1	0.5%
Renville County	1	0.5%
Richland County	4	1.8%
Rolette County	2	0.9%
Sargent County	2	0.9%
Sioux County	3	1.4%
Stark County	24	11.1%
Stutsman County	8	3.7%
Towner County	2	0.9%
Walsh County	9	4.1%
Ward County	14	6.5%

In what county are you located?	N	Percentage
Wells County	1	0.5%
Williams County	4	1.8%

Note: Due to rounding, percentages may not add up to 100.

North Dakota Department of Public Instruction

*K-12 Needs Assessment
Spring 2018*



February 2018

Founded in 1966, McREL International is a not-for-profit corporation with offices in Denver, Colorado; Honolulu, Hawaii; and Charleston, West Virginia. McREL delivers high quality program evaluation services and develops award-winning reports to provide clients with timely information to improve their programs and document their successes. McREL staff members work collaboratively with clients to build their planning, data, and program evaluation capacity through just-in-time consulting and training. McREL's evaluation services are grounded in the latest research methods and evaluation best practices.

For information about McREL's research, products, or services, contact



4601 DTC Boulevard, Suite 500 • Denver, CO 80237 • 303.337.0990 • fax 303.337.3005
1003 Bishop Street, Suite 2200 • Honolulu, HI 96813 • 808.664.8175 • fax 808.664.8190
P.O. Box 1348, Charleston, WV 25325 • 304.347.0400 • 800.624.9120 • fax 304.347.0487
info@mcrel.org • www.mcrel.org

© 2018 McREL

Reproduction of this document is permitted with McREL cited as the source.

This publication is based on work sponsored wholly or in part by Old Dominion University under a National Professional Development grant from the U.S. Department of Education. However, its contents do not necessarily represent the policy of the Department, and you should not assume endorsement by the federal government

McREL is an equal employment opportunity/affirmative action employers

Table of Contents

Table of Contents.....	ii
List of Tables.....	iv
Introduction	6
Methods and Analysis	7
Surveys	7
Data Analysis	7
Findings	8
Section I: General Background Information	8
Section II. Professional Development.....	14
Section III: Program Curricula and Assessments	17
General Curriculum.....	17
Literacy Components	22
Curriculum Assessment	24
Section IV. Alignment to State Literacy Goals	34
ND State Literacy Goals.....	45
Section V. Kindergarten Readiness Assessment.....	47
Section VI. Needs and Resources	51
Biggest Needs Regarding Literacy	51
Summary of Findings.....	58
General Background Information.....	58
Title	58
Educational Attainment	59
Grade Level(s) Taught	59
Special Populations	59
Literacy Perceptions.....	59
Professional Development	60
Program Curricula and Assessments	60
General Curriculum.....	60
Literacy Components	61
Curriculum Assessment	62
Alignment to State Literacy Goals	64

Kindergarten Readiness Assessment..... 65

Needs and Resources 66

 Biggest Needs Regarding Literacy..... 66

Recommendations69

 General Background Information..... 69

 Professional Development 69

 Program Curricula and Assessments 70

 Alignment to State Literacy Goals 71

 Kindergarten Readiness Assessment..... 71

 Needs and Resources 72

References.....73

Appendix A: Spring 2018 K-12 Literacy Needs Assessment A-1

Appendix B: Districts Represented by Survey ParticipantsB-1

List of Tables

Table 1. Title.....	8
Table 2. “Related Service Provider” Titles	9
Table 3. “Other” Titles	9
Table 4. Highest Level of Educational Attainment.....	10
Table 5. Grade Level(s) Taught by Survey Respondents	11
Table 6. “Other” Grade Level Responses	11
Table 7. Number of Teachers who Work with Special Education Students	12
Table 8. Number of Teachers who Work with ELs	12
Table 9. Your Views on Literacy	13
Table 10. Literacy-Related Professional Development Content Areas	14
Table 11. “Other” Literacy-Related Professional Development	14
Table 12. Literacy-Related Professional Development Delivery Methods	15
Table 13. “Other” Literacy-Related Professional Development	16
Table 14. Type of Curricula	17
Table 15. Curriculum Used.....	17
Table 16. Curriculum Training	20
Table 17. Quality of Curriculum Training	20
Table 18. Reasons why Training was Inadequate	20
Table 19. “Other” Reasons why Training was Inadequate	21
Table 20. Amount of Time Curriculum has been Used	22
Table 21. Literacy Component(s) Covered by Curriculum	22
Table 22. Improving Literacy Competencies.....	23
Table 23. Literacy Assessments Used throughout North Dakota	24
Table 24. “Other” Assessment.....	24
Table 25. Frequency of Formative Assessment Administration	26
Table 26. “Other” Formative Assessment Administration Frequency.....	26
Table 27. Extent Formative Assessments Measure Students’ Progress	27
Table 28. Open-ended Comments and Recommendations for Formative Assessments	27
Table 29. Frequency of Summative Assessment Administration	30
Table 30. “Other” Summative Assessment Administration Frequency	31
Table 31. Extent Summative Assessments Measure Students’ Progress	31
Table 32. Open-ended Comments and Recommendations for Summative Assessments	32
Table 33. Leadership and Sustainability.....	34
Table 34. Instruction and Intervention	35
Table 35. Standards Alignment	36
Table 36. Assessment and Evaluation.....	37
Table 37. Professional Development	38
Table 38. Family and Community Engagement Strategies	40
Table 39. Literacy Timeline: Primary Grades K-3	41
Table 40. Literacy Timeline: Intermediate Grades 4-6.....	42
Table 41. Literacy Timeline: Middle Grades 7-8	43
Table 42. Literacy Timeline: Secondary Grades 9-12.....	44
Table 43. Literacy Goals Ranked by Mean	45
Table 44. How Kindergarten Readiness is Assessed	47
Table 45. Kindergarten Formative Assessment Descriptions	47

Table 46. When Kindergarten Readiness is Assessed	48
Table 47. “Other” When Kindergarten Readiness is Assessed	49
Table 48. How Kindergarten Readiness Assessment is Used.....	49
Table 49. “Other” How Kindergarten Readiness is Used	49
Table 50. Biggest Needs Regarding Literacy	51
Table 55. Biggest Needs Regarding Literacy “Other” Responses	52
Table 52. Literacy Needs (Open-Ended)	53
Table 53. Resources Needed to Better Support Literacy.....	56
Table 54. “Other” Resources Needed to Better Support Literacy	56
Table 55. Resources (Open-Ended).....	57
Table 56. Literacy Goals Ranked by Mean	64

Introduction

The North Dakota Department of Public Instruction (NDDPI) received a Striving Readers Comprehensive Literacy (SRCL) Grant in 2017 from the U.S. Department of Education. To prepare for the grant, NDDPI contacted the North Central Comprehensive Center (NCCC) to assist in creating and analyzing a needs assessment for early childhood and K-12 educators. The purpose of the needs assessments was to provide NDDPI with a statewide view about literacy in early education programs, schools, and districts; how literacy aligns with the *North Dakota Comprehensive State Literacy Plan*; and what resources the educators need to implement literacy successfully within their programs, schools, and districts.

The following report summarizes the results from the Spring 2018 K-12 Needs Assessment. Findings from the Spring 2018 Early Education Programs Needs Assessment can be found in a complementary report.

The survey administration window was January 22 – February 5, 2018. NDDPI sent the survey link to K-12 educators. Specific topics addressed by the survey included: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. The concluding section of the report summarizes the survey results from each section.

Methods and Analysis

NDDPI sent the survey link to 773 K-12 educators. Following is a detailed description of the survey as well as a brief explanation of the procedures used for data analyses.

Surveys

NCCC created the survey in the online survey program Qualtrics and generated a unique survey link. See Appendix A for a Word version of the survey. NDDPI forwarded the link to 773 K-12 educators. A total of 365 survey responses were received for a response rate of 47%.

The purpose of the survey was to provide NDDPI staff information about literacy within K-12 districts and schools throughout the state. Topics included: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. A brief summary of each section is included in the conclusion of the report.

Data Analysis

NCCC staff imported numerical data from the survey into SPSS, a statistical analysis software package, and calculated descriptive statistics, such as frequencies and measures of central tendency (i.e., means) and dispersion (i.e., standard deviations). It is important to note that not every person answered each question, and that missing data were not included in the survey responses. For example, if only 100 people answered a question, the analysis was conducted only for the 100 responses, not for the entire population of 365. This approach was taken based on the assumption that some people who took the survey may not work directly in a classroom and chose not to answer the question. By eliminating the missing data, only those that answered the question are being counted in the analysis. Response numbers for each question are included in the analysis.

Findings

The next part of the report includes findings from the survey. Findings are organized by survey section: (1) general background information about the survey participant; (2) professional development; (3) program curricula and assessment; (4) alignment to state literacy goals; (5) kindergarten readiness assessment; and (6) needs and resources. The conclusion of the report summarizes the results from each section.

Section I: General Background Information

The first section of the ND SRCL K-12 Needs Assessment asked survey participants to answer questions about their current teaching position, educational attainment, and views on literacy. Specific questions asked what district they worked in (see Appendix B); their title(s); highest level of educational attainment; grade level(s) in which they teach; whether they work with special education students or English Learners (ELs); and their views on literacy. Table 1 shows the title(s) that the survey respondents currently have within their districts or schools.

Table 1. Title

What is your title? Please select all that apply. (N = 298)	N	Percentage
Principal	71	23.8%
Assistant Principal	3	1.0%
Teacher	129	43.3%
Paraprofessional	2	0.7%
Coach	13	4.4%
Title I Specialist	70	23.5%
Supplemental Teacher	2	0.7%
Strategist	15	5.0%
Related Service Provider (please specify): See Table 2 for a listing of “other” specifications	12	4.0%
Other (please specify): See Table 3 for a listing of “other” specifications	33	11.1%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Of the 298 K-12 North Dakota educators who responded to this question, over 40 percent (43%) said they were **teachers**. Almost a quarter (24%) indicated they were a **principal** while approximately another quarter (24%) reported they were **Title I specialists**. Small percentages of the respondents described their titles as the following: (1) **assistant principal** (1%); **paraprofessional** (1%); **coach** (4%); **supplemental teacher** (1%); and **strategist** (5%).

Eleven percent of the respondents indicated they had “**other**” titles and 4% said they were a **related service provider**. If respondents selected **related service provider** or “**other**”, they were asked to specify their title, as shown in Table 2 for **related services providers** and Table 3 for “**other**.”

Table 2. “Related Service Provider” Titles

What is your title? Responses to “Related Service Provider” Option. (N = 12 written responses)
Assistant superintendent
English Language Learner (ELL)
English as a Second Language
Librarian
Regional Education Association
Special Education (N = 2)
Special Education Teacher
Speech/Language Pathologist (N = 2)
Teacher of the visually impaired
Title I coordinator

Related service providers included a variety of positions. Three of the respondents indicated they worked in **special education**, two worked with **ELLs**, and two were **speech/language pathologists**. Other **related service providers** included an **assistant superintendent**; a **librarian**; a **teacher of the visually impaired**, and a **Title I coordinator**. Another person indicated that he or she worked with the **Regional Education Association**.

Table 3. “Other” Titles

What is your title? Responses to “Other” Option. (N = 32 written responses)
504
Assistant superintendent (N = 2)
Career Technical Education (CTE) director
Cultural coordinator
Dean of Students
Director
EL coordinator/EL teacher (N = 2)
ELL
High School Special Education Specialist
Interventionist
K-12 librarian
Librarian (N = 5)
Principal designee
Reading specialist
Remedial reading teacher
Special education teacher
Special education and counselor
Special education/EL
Superintendent (N = 6)

What is your title? Responses to “Other” Option. (N = 32 written responses)
Teacher of the visually impaired
Title I teacher/Elementary teacher/reading interventionist

The “other” written responses included a variety of educational positions. Several respondents (N = 5) reported they were **librarians** while six survey respondents said they were **superintendents**. Two of the North Dakota educators who responded to the survey indicated they were **assistant superintendents**. Other positions included a **504 worker**; **CTE director**; **cultural coordinator**; **dean of students**; **director**; **EL coordinator/teacher**; **high school special education strategist**; **interventionist**; **principal designee**; **reading specialist**; **remedial reading teacher**; **special education teacher and counselor**; **teacher of the visually impaired**; and a **Title I teacher/elementary teacher/reading interventionist**.

The next question on the survey asked respondents to select their highest level of educational attainment. Results are shown in Table 4 below.

Table 4. Highest Level of Educational Attainment

What is your highest level of educational attainment? (N = 298)	N	Percentage
High school diploma	1	0.3%
Bachelor’s degree	144	48.3%
Master’s degree	139	46.6%
Doctorate	8	2.7%
Other (please specify):		
<ul style="list-style-type: none"> Education specialist (N = 4) Graduate certificate in Native American Studies from Montana State Specialist in Education Leadership 	6	2.0%

Note: Due to rounding, percentages may not add up to 100.

Most of the survey respondents (95%) had either a **bachelor’s degree** (48%) or a **master’s degree** (47%). Eight educators (3%) held **doctorates** while one person reported a **high school diploma** as his/her **highest degree** (1%) attained. There were six “other” responses. Four of those included having an **education specialist degree** while one was a **specialist in education leadership**. Another respondent indicated they had received a **graduate certificate in Native American Studies**.

To learn more about the survey respondents, the next question asked them to select all the grade level(s) that they teach. Table 5 shows the number of survey respondents who teach in each grade level.

Table 5. Grade Level(s) Taught by Survey Respondents

What grade level(s) do you teach? Select all that apply. (N = 290)	N	Percentage
Kindergarten	111	38.3%
First	122	42.1%
Second	123	42.4%
Third	115	39.7%
Fourth	107	36.9%
Fifth	100	34.5%
Sixth	86	29.7%
Seventh	65	22.4%
Eighth	68	23.4%
Ninth	54	18.6%
Tenth	56	19.3%
Eleventh	57	19.7%
Twelfth	59	20.3%
Other (please specify): See Table 6 for a listing of “other” specifications	61	21.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

At least one hundred educators who responded to the survey taught in the following grade levels: **first** (42%); **second** (42%); **third** (40%); **fourth** (37%); **kindergarten** (38%); or **fifth** (35%). Between 65 and 86 teachers taught middle schools grades: **sixth** (30%); **eighth** (23%); and **seventh** (22%). The following percentage of respondents reported they worked in high school grade levels: **twelfth** (20%); **eleventh** (20%); **tenth** (19%); and **ninth** (19%). It is important to note that the survey respondents were asked to select **all** grade levels in which they worked so some teachers may have reported that they teach in multiple grades. Another 61 respondents selected “**other**” as their response. Table 6 shows the written “**other**” responses.

Table 6. “Other” Grade Level Responses

What grade level(s) do you teach? Responses to “other” option. (N = 57 written responses)
Administrator (e.g., assistant principal, principal, superintendent, work in administration) (N = 36)
15 years elementary level, 17 higher education
18-21
As a literacy/Title I coordinator, I work with all levels directly.
College
Dual credit college (N = 2)
I supervise grades K-6
K-12 Librarian (N = 3)
K-12
K-6 building
None

What grade level(s) do you teach? Responses to “other” option. (N = 57 written responses)
PreK – 5 School
PreK
Special Education
Support teachers at these grade levels
Title I Grades 1-6
Title reading
We provide professional development for our regional schools.
Work with grades 3-6

Thirty-six “other” respondents related to an **administration position**. Some of the written responses only said “**admin**” while others **specified principal** or **assistant principal**. No more than three respondents described any other position. It also should be noted that some of the respondents simply wrote which grade level(s) they worked with (e.g., K-12 or “work with grades 3-6”). Because it was not clear if the person worked with those grade levels as a teacher, support person, or as an administrator, they were listed individually in Table 6.

The next two questions asked respondents to indicate if they worked with special education students (see Table 7) or English Learners (ELs) (see Table 8). These questions were asked to get a sense of the number of teachers who may be assigned to work with special education or EL populations.

Table 7. Number of Teachers Who Work with Special Education Students

Do you work with special education students? (N = 300)	N	Percentage
Yes	238	79.3%
No	62	20.7%

The majority (79%) of the respondents indicated that they **work with special education students**. Just over a fifth of the respondents (21%) reported that they **do not work with special education students**.

Table 8. Number of Teachers Who Work with ELs

Do you work with ELs? (N = 300)	N	Percentage
Yes	142	47.3%
No	158	52.7%

The responses for the number of educators who work with ELs was more evenly divided with just under half (47%) reporting that they **work with ELs**. Fifty-three percent of the educators indicated that they **did not work with ELs**.

Finally, the last set of questions in this first section of the survey asked respondents a series of eleven questions related their views on literacy. Survey participants were asked to state the extent to which they agreed with the statements. The items were analyzed using a 4-point Likert scale (i.e., 4 = *strongly agree*; 3 = *agree*; 2 = *disagree*; and 1 = *strongly disagree*). Table 9 shows the frequency of responses, means, and standard deviations for these items ranked from highest to lowest mean.

Table 9. Your Views on Literacy

	N	Strongly agree	Agree	Disagree	Strongly disagree	M	SD
Literacy is an integral part of my content area.	244	79.5%	17.6%	1.2%	1.6%	3.75	0.56
Part of my job is to help students learn from text.	244	73.0%	23.4%	2.0%	1.6%	3.68	0.60
I see myself as a literacy teacher as well as a content area teacher.	240	65.0%	29.2%	4.2%	1.7%	3.58	0.66
Literacy fits into content instruction in middle school classrooms.	246	61.8%	34.1%	2.0%	2.0%	3.56	0.64
Literacy fits into content instruction in high school classrooms.	245	58.8%	36.7%	2.9%	1.6%	3.53	0.64
I incorporate teaching literacy strategies into my content area instruction.	240	62.1%	30.4%	5.4%	2.1%	3.53	0.70
I believe literacy instruction improves my content area teaching.	243	53.1%	42.0%	2.9%	2.1%	3.46	0.66
I feel prepared to teach literacy in my content area.	240	49.6%	40.0%	7.9%	2.5%	3.37	0.74
I am familiar with developmentally appropriate concepts of the reading process.	244	49.2%	38.5%	10.2%	2.0%	3.35	0.75
I view literacy instruction as an additional task to my content area teaching.	242	32.2%	29.8%	27.3%	10.7%	2.83	1.00
There is not enough time to cover required content in my subject area and provide literacy instruction.	242	19.8%	31.8%	39.7%	8.7%	2.63	0.90
Overall						3.38	0.47

Note. Due to rounding, percentages may not add up to 100.

The overall mean for respondents' views on literacy was 3.38 ($SD = 0.47$) indicating that responses were between *agree* and *strongly agree*. “**Literacy is an integral part of my content area**” had the highest mean ($M = 3.75$; $SD = 0.56$). The items with the lowest means were reverse-coded meaning that 62 percent of the respondents *agreed* or *strongly agreed* with the statement “**I view literacy instruction as an additional task to my content area teaching**” ($M = 2.83$; $SD = 1.00$). This could be interpreted as the respondents believe content area teaching and literacy are two separate entities. Similarly, over half (52%) of the respondents *agreed* or *strongly agreed* that “**There is not enough time to cover required content in my subject area and provide literacy instruction**” ($M = 2.63$; $SD = 0.90$).

Section II. Professional Development

The second section of the survey asked respondents two questions regarding their professional development experiences. First, respondents were asked in which literacy-related professional development opportunities has their district/school participated. A series of choices were provided: (1) North Dakota Multi-tiered Systems of Support (NDMTSS); (2) Literacy Data Analysis; (3) Reading and Writing Strategies across the Content Areas/Grades; (4) Improving Academic Literacy; (5) Social and Emotional Learning; and (6) Other (please specify). Table 10 shows the results to this question.

Table 10. Literacy-Related Professional Development Content Areas

In what literacy-related professional development opportunities has your district/school participated? Select all that apply. (N = 209)	N	Percentage
NDMTSS	139	66.5%
Reading and Writing Strategies across the Content Areas/Grades	108	51.7%
Social and Emotional Learning	84	40.2%
Literacy Data Analysis	57	27.3%
Improving Academic Literacy	51	24.4%
Other (please specify): See Table 11 for a listing of “other” specifications	25	12.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

NDMTSS was the literacy-related professional development session most selected by the respondents (67%). This was followed by **Reading and Writing Strategies across the Content Areas/Grades** (52%) and **Social and Emotional Learning** (40%). Participants also said they had attended **Literacy Data Analysis** (27%) and **Improving Academic Literacy** (24%) professional development sessions. Only 12 percent reported “other” literacy-related professional development, which are listed in Table 11.

Table 11. “Other” Literacy-Related Professional Development

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 25 written responses)
Data analysis through STAR
Don’t know/none (N = 6)
Everything is scatter and by choice.
Guided Reading and Daily 5
I am from a different state, and there I was provided professional development.
Literacy Team
National Council of English Teachers (NCTE), MCTE
NWEA Results
Reading Recovery
Response to Intervention (RtI)

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 25 written responses)
Step up to Writing and Pathways to Results
Steve Dunn Writing (N = 2)
Technical assistance provided to develop academic and social/emotional/behavioral pathways.
The professional development was not specifically titled as those listed above, but align.
Title I Conference
VoWac
We do not offer any development with STAR data at all.
We have on-going staff development in this area.
WIN Model: Each student gets what they need.

Respondents listed several different professional development opportunities not on the original list. Six survey participants indicated they **did not know or had not participated** in any professional development, and two participants had completed **Steve Dunn Writing** professional development. Other items were only listed once.

Second, to further explore literacy-related professional development, the survey participants next were asked what types of professional development had they received (i.e., how the professional development had been delivered) related to literacy instruction. Again, survey instructions told the participants to select all that apply. Options included: (1) instructional coaching; (2) face-to-face training; (3) book studies; (4) literacy conferences; (5) online training; and (6) other. Table 12 shows the results of the question.

Table 12. Literacy-Related Professional Development Delivery Methods

What type(s) of professional development have you received relate to literacy instruction? Select all that apply. (N = 208)	N	Percentage
Book Studies	136	65.4%
Face-to-Face Training	108	51.9%
Instructional Coaching	108	51.9%
Literacy conferences	104	50.0%
Online training	39	18.8%
Other (please specify): See Table 13 for a listing of “other” specifications	19	9.1%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Almost two thirds (65%) indicated that they had participated in **book studies**. Half or more of the respondents reported that they had participated in **face-to-face training** (52%); **instructional coaching** (52%); and **literacy conferences** (50%). Nineteen respondents also selected “**other**”. The written “**other**” responses are shown in Table 13 below.

Table 13. “Other” Literacy-Related Professional Development

In what literacy-related professional development opportunities has your district/school participated? Responses to “Other” option. (N = 18 written responses)
College
District professional development
I have done my own professional development on literacy development.
In-services
Independent research
Master’s in reading
NA/none (N = 4)
New to the school
National Math + Science Initiative (NMSI): Laying the foundation
Ph.D. minor in reading
Professional development (N = 2)
Professional development speakers
Reading First
Teacher prep classes

Of the 18 written “**other**” comments, four reported responses of **not applicable or none**. Other responses focused on their **educational backgrounds** (e.g., college, degrees) or **independent research**. The remaining comments tended to focus on more generic professional development without specifications on how the professional development was delivered.

Section III: Program Curricula and Assessments

This section of the K-12 Literacy Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed. Results from this section are summarized below.

General Curriculum

The first question asked survey respondents what type of curricula they used in the program. They had four choices: (1) I use purchased curricula; (2) My organization or district developed curriculum for the program; (3) I developed curriculum for the program; or (4) I use purchased curriculum and curriculum that has been created for the program. Table 14 shows the results for this question.

Table 14. Type of Curricula

What type of curricula do you use in the program? (N = 227)	N	Percentage
I use purchased curricula.	54	23.8%
My organization or district developed curriculum for the program.	28	12.3%
I developed curriculum for the program.	30	13.2%
I use purchased curriculum and curriculum that has been created for the program.	115	50.7%

Note: Due to rounding, percentages may not add up to 100.

A total of 227 K-12 educators responded to this question. Most of the respondents selected “I use purchased curriculum and curriculum that has been created for the program” (51%) indicating that programs use a mix of curricula. Approximately a quarter reported that they use “purchased curricula” (24%). A smaller percentage of respondents reported that they “developed curriculum for the program” (13%) or “My organization or district developed curriculum for the program” (12%).

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. A full listing of the curricula purchased by programs is listed in Table 15.

Table 15. Curriculum Used

If you purchase curriculum, what curriculum do you use? Responses to “Other” option. (N = 115 written responses)
A basal series
A-Z
At times, depending on the student needs, supplemental materials and strategies are implemented.
Benchmark <ul style="list-style-type: none"> Benchmark Benchmark Advanced Benchmark Literacy (N = 4)

**If you purchase curriculum, what curriculum do you use? Responses to “Other” option.
(N = 115 written responses)**

Benchmark Literacy, My Math, Handwriting without Tears, Second Steps
 Benchmark, Explorations in non-fiction text, Crafting Non-Fiction, Café, Daily 5
 Collections
 Compass Learning, Moby Max, Scott Foresman
 Connections
 Curriculum from Teachers Pay Teachers (TPT)
 Daily 5 and Café
 Dibbles
 Different things of TPT to fill in the whole of our curriculum
 Edmark Reading Program: Sequence Read Archive (SRA)
 Flex Literacy
 Fusion Reading
 Great Leaps Reading Program
 Guided Reading Pre-I, Reading Mastery 3-6
 Houghton Mifflin Harcourt (N = 5)
 Houghton Mifflin Harcourt Collections (N = 5)
 Houghton Mifflin Harcourt Journeys (N = 13)
 I just purchase additional Reading Recovery materials and books.
 I use different supplemental materials that I purchase online. Many come from TPT.
 Jan Richardson’s Next Steps in Guided Reading
 Kindervention
 Journeys K-6; Teacher-directed curriculum 7-12
 Journeys Reading
 Journeys, Leveled Literacy Intervention
 Journeys, Read Naturally, Fast ForWord, Phonics for Reading, Rewards, Reading Mastery
 Language! (N = 4)
 Leveled Literacy Intervention (N = 3)
 MacMillan Treasures, Susan Barton, Wilson Just Words
 MacMillan/McGraw-Hill (N = 4)
 MacMillan/McGraw-Hill Treasures (N = 4)
 Many different ones, depending on grade level of instruction
 McGraw-Hill Treasures, SRA
 McDougal Littell
 McGraw-Hill My Math, Houghton Mifflin Journeys
 Moby Max
 Not applicable
 Novel studies
 Peqarson
 Phonics for Reading, 6 Minute Fluency, Accelerated Reading 360

If you purchase curriculum, what curriculum do you use? Responses to “Other” option. (N = 115 written responses)	
Read 180	
Read 180/System 44 and Reading Assistant	
Read Live Naturally (N = 2)	
Read Naturally, Words their Way, Leveled Literacy Intervention (N = 2)	
Read Well, Triumphs Intervention Program	
Reading Mastery (N = 2)	
Reading Mastery, Corrective Reading, Language!	
Reading Street (N = 9)	
Reading Street and the Secret Stories	
Scholastic/Guided Reading	
School purchased Journeys	
Scott Foresman	
Scott Foresman Reading Street and Scholastic Guided reading sets and Steve Dunn Writing	
SRA Imagine It, Corrective Reading, Reading Mastery (N = 5)	
SRA Imagine It (2008), Corrective Reading, Reading Master (main programs)	
SRA Reading Mastery, Barton Reading and Spelling (Dyslexic Students), Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS®)	
SRA Reading Mastery, SRA Corrective Reading, and Early Intervention in Reading	
Success for All (N = 2)	
System 44	
Teacher created, Scholastic, online, etc.	
TPT (N = 2)	
TPT to meet the areas my students struggle in or standards that aren’t hit strongly enough in the purchased curriculum.	
Treasures (N = 2)	
Treasures and Saxon Phonics	
Treasures, Read 180	
We are currently reviewing reading curricula—we have been using Reading Street and Pathways to Reading, but our copyright is up so we need to purchase new curriculum in reading. We have also begun to implement Step Up to Writing.	
Wonder, Sidewalks, Read Well	
Wonders	

Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Results from the question are shown in Table 16.

Table 16. Curriculum Training

Did you receive training in how to use the curriculum? (N = 189)	N	Percentage
Yes	116	61.4%
No	73	38.6%

Almost two thirds (61%) said that they **had received training in the curriculum**. Just over a third (39%) reported that they **had not received training in how to use the curriculum**.

Respondents were next asked if the training adequately prepared them to use the curriculum. One hundred forty-six people responded to that question, as shown in Table 17 below.

Table 17. Quality of Curriculum Training

If you received training on the curriculum, did the training adequately prepare you to use the curriculum? (N = 146)	N	Percentage
Yes	82	56.2%
No	64	43.8%

For this question, over half (56%) of the survey participants said that they **had received adequate training to prepare them to use the curriculum**. However, 44 percent of the respondents reported that the **training did not adequately prepare them to use the curriculum**.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive adequate training on the curriculum, why not? Select all that apply.” Options included: (1) not offered; (2) too expensive; (3) I did receive training, but it did not adequately prepare me to use the curriculum; or (4) other (please specify). Results from the question are displayed in Table 18 and the “other” specifications are listed in Table 19.

Table 18. Reasons why Training was Inadequate

If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply. (N = 117)	N	Percentage
Not offered.	52	44.4%
Too expensive.	7	6.0%
I did receive training, but it did not adequately prepare me to use the curriculum.	37	31.6%
Other (please specify): See Table 19 for a listing of “other” specifications	30	25.6%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Most of the respondents (44%) said that they did not receive training because **it was not offered**. Nearly a third (32%) indicated that **although they did receive training, it did not prepare them to use the curriculum**. Only 6 percent of the survey respondents indicated that training was **too expensive**. Almost a quarter (26%) selected “**other**” and wrote in a reason why the training was inadequate.

Table 19. “Other” Reasons why Training was Inadequate

If you did not receive adequate training to prepare you to use the curriculum, why not? Responses to “Other” option. (N = 29 written responses)
Did receive training but would have loved more as there wasn’t enough time to cover everything.
Does not pertain.
Experience
Follow-up training was provided.
I came to the school after they had training.
I started as a new teacher after the curriculum was purchased.
I typically support instruction and not teach directly.
I was a new teacher coming in the middle of a school year.
I was a new teacher this year.
I was the one doing the training. Everything we did I learned from videos.
It’s been awhile since the training.
Limited time going over.
Moved from another district.
NA (N = 2)
New teachers
New to district
Not directly applicable to math instruction.
Not enough training.
Only classroom reading teachers had training.
Principal
The training was fine, but I could use more training now that have had more time to spend with the curriculum.
Time
Trained
Trained and prepared.
Training occurred several years ago in Compass Learning for some but not all. The others have no training.
Used other resources.
We are in the process of setting up the curriculum, and I was not chosen to go to the initial trainings.
We decided to try the program first.

Several of the written responses referred to the respondents as being **new to the district or school**. Other people commented that the training had happened **awhile ago and/or not all staff received training**. Overall, the survey respondents had a variety of reasons as to why they did not think the training was adequate.

The next question asked survey participants to reflect on how long they have used the curriculum. Results can be found in Table 20.

Table 20. Amount of Time Curriculum has been Used

How long have you used this curriculum? (N = 211)	N	Percentage
Less than a year	42	19.9%
One to three years	84	39.8%
Three to five years	38	18.0%
More than five years	47	22.3%

Approximately 40 percent of the respondents reporting using the curriculum for **one to three years**. Similar percentages of respondents reported using the curriculum for **more than five years** (22%); **less than a year** (20%); or **three to five years** (18%).

Literacy Components

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) from the K-12 Standards are covered by their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*. Table 21 shows the number and percentage of respondents who indicated that each literacy component is covered by their school/district curriculum.

Table 21. Literacy Component(s) Covered by Curriculum

What literacy component(s) does your curriculum cover? Select all that apply. (N = 183)	N	Percentage
Reading: Literature	143	78.1%
Reading: Informational Texts	135	73.8%
Reading: Foundational Skills	130	71.0%
Writing: Text Types	97	53.0%
Writing: Responding to Reading	117	63.9%
Writing: Responding to Research	90	49.2%
Speaking and Listening: Flexible Communication and Collaboration	90	49.2%
Language: Conventions	101	55.2%
Language: Effective Use	92	50.3%
Language: Vocabulary	124	67.8%

Note. Respondents could choose more than one option so percentages may not add up to 100.

For **reading standards**, all three literacy components had over 70 percent of the respondents indicating that their curriculum covered them. For example, 78 percent said the curriculum they used covered **literature**, 74 percent reported that the curriculum covered **informational texts**, and 71 percent indicated the curriculum covered **foundational skills**.

Responses to the **writing standards** were more diverse. While 64 percent of the K-12 educators said that the curriculum covered **responding to reading**, 53 percent reported the

curriculum covered **text types**. Less than half (49%) selected **responding to research** as a writing component covered by the curriculum.

The **Speaking and Listening** standard only had one component: Flexible Communication and Collaboration. Just under half (49%) of the respondents said that the curriculum covered that component.

Language was the last standard covered. Two thirds (68%) of the K-12 educators reflected that vocabulary was covered by their curriculum. Approximately half of the survey participants reported that their curriculum covered **conventions** (55%) or **effective use** (50%).

Next, the K-12 educators were asked to reflect on the extent to which they thought their curriculum improved the literacy competencies of the students they served. Table 22 shows the percentage of respondents for each item as well as descriptive statistics (e.g., means and standard deviations).

Table 22. Improving Literacy Competencies

To what extent do you think your curriculum improves the literacy competencies of the students you serve?	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Reading: Literature	181	38.7%	46.4%	12.7%	2.2%	3.22	0.75
Reading: Informational Texts	182	34.1%	53.3%	9.9%	2.7%	3.19	0.72
Reading: Foundational Skills	181	37.0%	48.1%	10.5%	4.4%	3.18	0.79
Overall Reading						3.20	0.65
Writing: Text Types	172	20.3%	54.7%	20.9%	4.1%	2.91	0.76
Writing: Responding to Reading	178	33.1%	46.1%	18.0%	2.8%	3.10	0.79
Writing: Responding to Research	174	17.8%	47.7%	27.0%	7.5%	2.76	0.83
Overall Writing						2.91	0.72
Speaking and Listening: Flexible Communication and Collaboration	190	18.9%	50.9%	26.3%	4.0%	2.85	0.77
Language: Conventions	175	19.4%	55.4%	21.7%	3.4%	2.91	0.74
Language: Effective Use	175	21.1%	55.4%	20.6%	2.9%	2.95	0.73
Language: Vocabulary	178	32.6%	55.6%	7.9%	3.9%	3.17	0.73
Overall Language						3.01	0.66

Note: Due to rounding, percentages may not add up to 100.

Components related to the **Reading Standard** had the highest overall mean ($M = 3.20$; $SD = 0.65$). This was followed by the **Language Standard** ($M = 3.01$; $SD = 0.66$) and **Writing** ($M = 2.91$; $SD = 0.72$). Although **Speaking and Listening** only had one component, the standard had the lowest overall mean ($M = 2.85$; $SD = 0.77$).

Curriculum Assessment

Understanding more about literacy assessment in K-12 throughout North Dakota was part of the K-12 Literacy Needs Assessment. First, survey respondents were asked to indicate which assessment(s) they used to assess literacy. A list was provided to them (see Table 23). They could also write in an “other” option.

Table 23. Literacy Assessments Used throughout North Dakota

Does the curriculum you use have an assessment component? (N = 179)	N	Percentage
Brigance	18	10.1%
Diagnostic Assessments of Reading (DAR)	2	1.1%
DIBELS	60	33.5%
Developmental Reading Assessment (DRA)	12	6.7%
North Dakota State Assessment (NDSA)	139	77.7%
NWEA	137	76.5%
Phonological Awareness Literacy Screening (PALS)	6	3.4%
RIGBY	14	7.8%
Running Records	49	27.4%
SAT	10	5.6%
Scholastic Reading Inventory (SRI)	15	8.4%
STAR Reading	93	52.0%
Test of Oral Reading and Comprehension Skills (TORCS)	7	3.9%
Other (please specify): See Table 24 for a listing of “other” specifications	59	33.0%

Note. Respondents could choose more than one option so percentages may not add up to 100.

Over three quarters of the respondents indicated that they used the **NDSA** (78%) and/or **NWEA** (77%). Over half (52%) selected **STAR Reading** as one of the assessments they used. Two other assessments had over a quarter of the respondents reporting it as a literacy assessment used in their school/district: (1) **DIBELS** (34%) and (2) **Running Records** (27%). Other assessments selected included: (1) **Brigance** (10%); **DAR** (1%); (3) **DRA** (7%); (4) **PALS** (3%); (5) **RIGBY** (8%); (6) **SAT** (6%); (7) **SRI** (8%); and (8) **TORCS** (4%).

A third of the survey participants said they used “other” assessments. The assessments they listed are included in Table 24 below.

Table 24. “Other” Assessment

Does the curriculum you use have an assessment component? Responses to “Other” option. (N = 59 written responses)
ACT (N = 2)
ACT, Aspire
ACT/Aspire/Pre-ACT/Accuplacer
AIMSweb (N = 30)

Does the curriculum you use have an assessment component? Responses to “Other” option. (N = 59 written responses)
AIMSweb Plus
AIMSweb, Phonics Screener, San Diego Quick, CORE Vocabulary Screening
ASPIRE, PSAT, Accuplacer
Benchmark F and P, Measures of Academic Progress (MAP)
Classroom Reading Inventory, Dolch Sight Word Assessment, Children’s Progress Academic Assessment (CPAA)
CPAA (N = 2)
ESGI
ESGI, Benchmark Advanced
Functional Assessment Screening Tool (FAST) (N = 2)
Fountas and Pinnell (N = 5)
Fountas and Pinnell, ESGI Software in K-I, Reading Recovery Observation Survey, and Ongoing Running Records with leveled texts.
I assess my students by ability shown in class.
IStation
Phonics Screener (Grades K-2)
Phonological Awareness Test
Scholastic Reading Counts
Scholastic Reading Counts and AIMSweb
Weekly Unit tests that go with curriculum.
Woodcock-Johnson IV

Fifty-nine of those respondents included additional assessments. Of those 59 written assessments, 30 of them were AIMSweb. Another aspect to note from the written assessments is that several people wrote in multiple assessments indicating that students are not assessed on one assessment.

Formative Assessment

Survey respondents also were asked a series of questions about their use of formative and summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Table 25 shows the results of that question. Survey respondents could also select “other” and write-in a response. The written responses are listed in Table 26.

Table 25. Frequency of Formative Assessment Administration

How often do you formatively assess the performance of the students you teach? (N = 175)	N	Percentage
Daily	43	24.6%
Weekly	42	24.0%
Twice a month	18	10.3%
Monthly	28	16.0%
Twice a year	15	8.6%
Yearly	1	0.6%
Other (please specify):	28	16.0%

Note: Due to rounding, percentages may not add up to 100.

Approximately half of the respondents said they do **formative assessments** either **daily** (25%) or **weekly** (24%). Smaller percentages of respondents said they do **formative assessments** monthly (16%); **twice a month** (10%); or **twice a year** (9%). Only one respondent reported doing **yearly** assessments (1%). The remaining 16% indicated “**other**” timeframes. Table 26 lists the “**other**” responses.

Table 26. “Other” Formative Assessment Administration Frequency

How often do you formatively assess the performance of the students you teach? Responses to “Other” option. (N = 28 written responses)
Three times a year (N = 12)
Three times a year, AIMS web is done weekly.
Three to four times a year.
Quarterly (N = 5)
Every other month (N = 3)
Formally evaluated every three years.
On-going and flexible.
Reading Recovery does daily running record.
STAR—Monthly to six weeks.
Twice a week.
Varies by student.

Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**on-going and flexible**” or “**varies by student**.” A few of the responses specified instructions for specific assessments (i.e., “**STAR—Monthly to six weeks**” or “**Reading Recovery does daily running record**”).

Continuing with **formative assessment**, survey respondents were asked the extent to which they thought that the **formative assessment** they used adequately measured the progress of the students they served. Table 27 shows the results of that question.

Table 27. Extent Formative Assessments Measure Students' Progress

To what extent do you think the formative assessment(s) adequately measure the progress of the students you serve? (N = 177)	N	Percentage
To a great extent	57	32.2%
To some extent	104	58.8%
To a little extent	16	9.0%
Not at all	0	0.0%

Note: Due to rounding, percentages may not add up to 100.

Almost all (91%) of the respondents said the formative assessment(s) adequately measured the progress of the students served *to a great extent* or *to some extent*. Nine percent indicated the assessments only measure students' progress *to a little extent*. No respondents said the assessment measured the progress of the students' served *not at all*.

Because assessments are such an important part of education, NDDPI was interested in learning more from participants about the formative assessments used. The next open-ended question asked participants to add any information they wanted NDDPI to know about the formative assessments and any recommendations they may have for improving how students are formatively assessed. Table 28 lists the comments that were provided.

Table 28. Open-ended Comments and Recommendations for Formative Assessments

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed. (N = 42)
Common grade level assessments.
Each student learns differently and may have different skills that are needing improvement upon. Each student's needs will determine what curriculum and assessments need to be utilized to enable students to grow as learners.
Exit tickets, observations, quick quizzes, post-it notes, discussion, self-reflection, sketch notes, etc.
Formative assessment is imperative to measure student growth. If students are not making growth or learning the developmental reading skills they need for success, it is critical that the teacher is immediately aware of this. If we wait until students fail summative assessments they will fall behind. I have only seen summative testing in the area of reading at the elementary level in our district. Students need to be monitored more consistently.
Formative literacy assessments should be used to assess next steps in students' literacy learning process. They should be graded leniently, if at all, as they're being used to determine a teacher's next steps to coach her students in increasing their literacy.

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.
(N = 42)

Literacy instruction should also include informational technology/social media literacy as well as visual literacy.

Help assessing students.

I am currently involved in a formative assessment pilot through NDDPI. True formative assessments happen during your routine day and when using the technology the pilot offers, I am able to record evidence and track my formative assessment data in a more efficient way. Our district also has provided us with a literacy block each day to differentiate our teaching after we collect common formative assessment data. These formative assessments are driven by power standards and teacher created.

I believe that all teachers need to be responsible for literacy assessment in their disciplines, including reading and writing skills for learning.

I create formative assessments using technology. It is created with collected data in mind and the technology piece makes it engaging while giving students voice.

I do not like the idea of elementary students taking tests on computer screens. The text is too long in that it extends from end to end of the screen, the font is not reader friendly, and the lighting is awful. I believe that text should be read on paper, in Times Roman font. Eye specialists have evidence of best font readability which impacts comprehension.

I feel formative assessments give on the spot help and then will aid in higher expectations when doing summative assessments

I strongly believe a phonological awareness assessment should be used in the early years.

I think resources to use formative assessments should be a focus. Specific resources are needed to reach each group or individual student based on formative assessments.

I think that we need more time to focus on the reading/writing aspect. If students don't get the basics of reading/writing, how do we expect them to read/write for other content?

I use discussion, kinesthetic, graphic organizers, exit tickets, questions, visual presentations, think/pair/share, visuals, peer assessment, individual white boards, and practice presentations.

I use the individual reports from STAR reading to drive my instruction. I'm able to see exactly where each student has a struggle.

I use the students' output section of their interactive notebooks as a formative assessment.

I work with American Indian learners, and the literature used by our reading series does not adequately meet the cultural linguistic needs of the students. The lessons need to be adapted to be more culturally sensitive and responsive to the students they serve.

I would like all regular classroom teachers to receive updated training on literacy and formative assessments.

I would like to see more programs offered in conjunction with the NWEA to help progress monitor more frequently at the secondary level.

It is important for assessments to not be "standardized." Student performance should not be based on one test.

NA (N = 3)

N/A. I just somewhat wish that I didn't always have to build my curriculum every year that I've taught. I've taught for 4 years now and I'm sometimes worry that even though I follow DPI standards, I feel that I'm missing some. Also, programs like AR and Reading 180 are awful.

NDSA is too hard of a test. We should go to paper and pencil ones. It seems like we are testing their computer skills and not what they know about the reading process. Many kids just do not care about how they do on the test- whatever test is taken.

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.
(N = 42)

Not discussing literacy assessments in my class, but math assessments. I do not know of literacy assessments in either the tribal k-8 or HS 9-12. English teachers should be asked.

Our ELA reading curriculum is out of date, but we cannot find anything that is so much better that it is worth purchasing a new curriculum to be new. When researching and checking with schools that have purchased new curriculum, they are saying that it doesn't meet all the needs and they aren't completely happy with it, so why should we waste school district money when we can work with what we have.

Our school is constantly formatively assessing within the classroom. This tells our teachers whether or not to move onto the next unit, chapter or subject. Three times of year our students are interim or formatively assessed using AIMS and NWEA to determine whether growth has taken place.

Our staff is currently assessing how our elementary-wide new curriculum meets our students' and staff needs. We are engaged in reviewing how valid and reliable data is being reviewed and used to further develop our students' skills. In short, we are newbies and learning how to maximize our materials.

Tests need to be shorter.

The 3 SRA programs I teach from all do a great job with formative assessment. There is much repetition which is needed by the students I teach.

The core piece of literacy knowledge that I often find with many of my students are phonics and decoding skills. They often can read whole word, but when working to sound out or dissect a word, they often lack the skills to do so which, in turn, affects their ability to spell and read unfamiliar words. It should be noted that as an SLP, my instruction usually falls within the phonological and phonemic awareness part of intervention. Often students who are at risk for needing intensive intervention services are using the Great Leaps Reading program either with an SLP, SLPP, or a para-special educator as it is the only tool available to us at the present time.

The formative and summative assessments may be given in multiple ways. We take running records, written responses to reading and writing, and guided reading notes with Fountas and Pinnell as a guide for instruction.

The formative assessments given monthly are a good measure of progress. They also serve as good measure of program effectiveness. Since they are given monthly, such as STAR Reading, and results are immediate, the usefulness of the data is significant.

The formative assessments I use are mainly ones I have created not the ones from our reading curriculum as they are not often enough and do not cover the areas that all need to be covered.

The NWEA test is multiple choice, and in first grade, a lot is read to my students. Occasionally students in my grade seem to score way higher than their performance in class shows that they should. There are so many assessment tools available that we spend a lot of time assessing which takes away from teaching.

We have found that some do not give accurate scores because students don't take the time to do their best; they just click answers and try to get through it as quickly as possible. I am working on this when students are with me by rewarding them for improvements made.

We have used an app called Kahoot to help with daily formative assessments to see how students are doing / what they understand. Kids like it and it gives the teachers a quick synopsis of how the students understood the content.

We use AIMSweb for Tier 3 RCBM and MAZE. This is only a snapshot and not a complete picture of a student. Teachers use informal assessments as they teach but there are not formal assessments given for formative assessment.

We use AIMSweb to mark progress on our special education goals. Some students are trying to improve their reading, and others don't really care.

Please provide additional comments or information you would like NDDPI to know about the formative literacy assessment(s) you use or recommendations you may have for improving how students are formatively assessed.
(N = 42)

We use STAR data in our schools, yet there has been no real training on the program and multiple teachers are listed in the system, but have no idea how to use it. Especially with the new update for STARs, we don't know what to use it for. Also, we ONLY use STAR and if no one knows how to use it, why is there not training on it?!

We use three separate types of assessments -- each student is screened when they come into our school (565 students). Data is analyzed by Admin & Coach, Interventionists, and Grade-Level PLCs. Our Tier 1-3 are clearly defined with the multiple interventions we have in place. Our CHAT process makes sure students do not slip through the cracks and we start at the Instructional Level specific to each child.

Summative Assessment

The next set of questions asked survey respondents specifically about their use of summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Table 29 shows the results of that question. Survey respondents could also select “other” and write-in a response. The written responses are listed in Table 30.

Table 29. Frequency of Summative Assessment Administration

How often do you summatively assess the performance of the students you teach? (N = 175)	N	Percentage
Daily	11	6.3%
Weekly	46	26.3%
Twice a month	25	14.3%
Monthly	37	21.1%
Twice a year	21	12.0%
Yearly	5	2.9%
Other (please specify): See Table 30 for listing of “other” specifications	30	17.1%

Note: Due to rounding, percentages may not add up to 100.

Just over a quarter (26%) reported that they summatively assess the students they teach **weekly**. Over a fifth (21%) said they summatively assess students **monthly**. While 14 percent indicated summative assessment are conducted **twice a month**, only 12 percent said they conduct summative assessments **twice a year**. In some classrooms, summative assessments are conducted daily (6%) or **yearly** (3%). The remaining 17% indicated “other” timeframes. Table 30 lists the “other” responses.

Table 30. “Other” Summative Assessment Administration Frequency

How often do you summatively assess the performance of the students you teach? Responses to “Other” option. (N = 30 written responses)
Two or three times a year
Three times a year (N = 12)
Three times NWEA; Monthly STAR; NDSA Yearly
Three times per year NWEA
Three or four times a year
Quarterly (N = 5)
Six times a year with unit test
After each assessment.
After teaching the unit. (N = 3)
At the end of a unit, mid-term, semester.
Every other month.
I don’t use summative assessments in this area in my class, though the school district does.
On-going and flexible.

Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**after teaching the unit**” and “**on-going and flexible**”. One respondent said that “**I don’t use summative assessments in this area in my class, though the school district does.**”

Continuing with **summative assessment**, survey respondents were next asked the extent which they thought that the **summative assessment** they used adequately measured the progress of the students they served. Table 31 shows the results of that question.

Table 31. Extent Summative Assessments Measure Students’ Progress

To what extent do you think the summative assessment(s) adequately measure the progress of the students you serve? (N = 175)	N	Percentage
To a great extent	32	18.3%
To some extent	121	69.1%
To a little extent	21	12.0%
Not at all	1	0.6%

Note: Due to rounding, percentages may not add up to 100.

Almost all (87%) of the respondents said the summative assessment(s) adequately measured the progress of the students served *to a great extent* or *to some extent*. Twelve percent indicated the assessments only measure students’ progress *to a little extent*. Only one respondent (1%) reported that the assessment did not measure the progress of the students served *at all*.

Because assessments are such an important part of education, NDDPI was interested in learning more from participants about the summative assessments used. The next open-ended question asked participants to add any information they wanted NDDPI to know about the summative assessments and any recommendations they may have for improving how students are summatively assessed. Table 32 lists the comments that were provided.

Table 32. Open-ended Comments and Recommendations for Summative Assessments

<p>Please provide additional comments or information you would like NDDPI to know about the summative literacy assessment(s) you use or recommendations you may have for improving how students are summatively assessed. (N = 35)</p>
<p>We use AIMSweb three times a year and NWEA two times a year. I think the growth we see on those tests is pretty accurate, however, the time to take to read and use the data in particular from the NWEA test is lacking as our district does not provide training on how to read the data, nor the time to interrupt and use the data in our classrooms.</p>
<p>Clear and precise ideas and guides.</p>
<p>Common grade level assessments.</p>
<p>Depending on how assessments are given, and the student situation that day, it can vary. If a child is sick, if there is an announcement over the loudspeaker, if someone is being distracting near them, if they are in a rush, all can impact how the student does on the assessment.</p>
<p>Each student learns differently and may have different skills that are needing improvement upon. Each student's needs will determine what curriculum and assessments need to be utilized to enable students to grow as learners.</p>
<p>From my personal assessment of students, I see there are maybe 1% to 3% literacy and maybe 10% to 15% proficiency.</p>
<p>I am not sure if the accuracy of the STAR tests.</p>
<p>I consider NWEA benchmark assessment as a summative assessment.</p>
<p>I consider the ND state assessment the summative assessment for our school; unfortunately, it hasn't told us much in the past few years. The data is given to us way too late to change instruction.</p>
<p>We do use unit assessments to determine growth within our classrooms, but I wouldn't consider this a summative assessment like the ND state assessment. Our school hasn't created a summative assessment for grade levels.</p>
<p>It is important for assessments to not be "standardized." Student performance should not be based on one test.</p>
<p>NA (N = 3)</p>
<p>NDSA testing does not provide us with timely feedback to improve instruction. Make the results more immediate.</p>
<p>North Dakota has not addressed the needs of dyslexic students. North Dakota does not provide a screening tool for these children, nor does ND provide PD instruction to teachers on how to best support these students. ND is one of the last 8 states that do NOT have a law about Dyslexia passed. One assessment is not enough to get a clear picture of what the student is doing well or struggling with.</p>
<p>Our school does have the Macmillan/McGraw-Hill curriculum for the content area in the classroom, but as a Title I teacher, I use three different SRA's. It was hard to answer your previous questions, as they all focus on different skills. Reading Mastery does come with a writing and language program, but I do not use it for my classes. We have so many reading programs due to MTSS and the needs of our</p>

Please provide additional comments or information you would like NDDPI to know about the summative literacy assessment(s) you use or recommendations you may have for improving how students are summatively assessed.

(N = 35)

students. Each of the SRA's that I teach from do a good job on summative assessments. Since it is a scripted curriculum, the students are usually well-prepared for these assessments.

Reading records are very subjective. Many students are mislabeled. Many students are not allowed to read materials outside of their "benchmark".

Running Records.

State test results are still late. Need to get them sooner for planning purposes

Students approach testing in various ways that effect their performance on an assessment.

Summative assessments are curriculum-based but do not always give a complete picture of a student's abilities and achievement. Many other factors can influence student performance.

Summative assessments are used to place students in reading groups at the beginning of the school year and to identify students' growth or lack of at the end of the school year. Unfortunately, student grouping has inhibited growth here in our district because students are not able to flex into other groups as needed if they are showing growth. I believe the summative testing is necessary but not as critical as formative assessments.

Summative literacy assessments should be used to determine how well the students increased their literacy regarding specific content/curriculum; they should also be used by the teacher to formatively assess the effectiveness of her teaching practices and gauge her next steps in helping students to increase their literacy.

The Great Leaps Reading program does a good job at the phonological awareness level and increasing reading fluency. It does not do a great job at working at the phonics level, in which affects spelling and reading unfamiliar word ability.

The NDSA takes an enormous amount of time away from instruction. In addition, the results are nearly a year old by the time we get them, so they are not useful for instructional or programming purposes. I would much rather see NWEA or similar assessment in place of the NDSA since the results are readily available.

The state assessments taken by 3rd graders on computers, requires much training for each facet of computer testing. It is frustrating that many students' scores are invalid measures of what they know, based on whether they have a strong background in computers versus the academic standards being taught.

The summative assessments come with the basal. The questions relate to the story, but do not give opportunity to apply the target skills. The questions can be answered by recalling the text, so there is little authenticity.

Typically, summative assessments in our district are done at the end of a unit to inform teachers whether or not that material was learned and retained.

We are diligent in trying to conduct each assessment with fidelity, so we are moderately confident in the results.

We do not care for the early lit portion of STAR testing. Many times, it does not reflect the true assessment of the child.

We use STARS. The more we assess, the more we lose the students. We need to figure out a way for students to try on these.

Why make students struggle with tests that are so above their means?

Without further testing, this could go up or down quickly.

Written responses, essays, projects, presentations, etc.

Section IV. Alignment to State Literacy Goals

The next section of the Spring 2018 K-12 Literacy Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota's seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) assessment and evaluation; (5) professional development; (6) family and community engagement strategies; (7) Literacy Timeline: Primary Grades K-3; (8) Literacy Timeline: Intermediate Grades 4-6; (9) Literacy Timeline: Middle Grades 7-8; and (10) Literacy Timeline: Secondary Grades 9-12. Additionally, primary grade educators (i.e., K-3 grades) also were asked a series of questions about kindergarten readiness assessment in their school/district.

Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components. Each response used a 4-point Likert scale (i.e., 4 = *To a great extent*; 3 = *To some extent*; 2 = *To a little extent*; and 1 = *Not at all*). Items that received means below 3.00 are highlighted in each section. Table 33 provides frequencies, means, and standard deviations for the first goal: **Leadership and Sustainability**.

Table 33. Leadership and Sustainability

The following items are components of leadership and sustainability. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Commitment to common goals.	160	40.0%	48.8%	8.8%	2.5%	3.26	0.72
Prioritizing institutional structure support (scheduling for both collaboration and instruction).	160	28.1%	51.9%	11.9%	8.1%	3.00	0.85
Define job responsibilities, roles, and requirements.	159	29.6%	51.6%	12.6%	6.3%	3.04	0.82
Provide time and support for professional learning.	159	37.1%	44.7%	16.4%	1.9%	3.17	0.77
Professional development for superintendents, principals, teachers, paraprofessionals, parents, and students.	158	33.5%	48.7%	15.2%	2.5%	3.13	0.76
Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	158	25.3%	46.2%	19.0%	9.5%	2.87	0.90
Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction).	159	16.4%	49.7%	22.6%	11.3%	2.71	0.87
Overall						3.03	0.68

Note: Due to rounding, percentages may not add up to 100.

The overall mean for the seven items under the **Leadership and Sustainability** goal was 3.03 ($SD = 0.68$) indicating that respondents rated the items just over *to some extent*. Means ranged from 3.26 to 2.71. The highest rated item was “**commitment to common goals**” ($M = 3.26$; $SD = 0.72$). Two items received means lower than 3.00. Those items are listed below:

- Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place). ($M = 2.87$; $SD = 0.90$)
- Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction). ($M = 2.71$; $SD = 0.87$)

The next goal was **Instruction and Intervention**. There were 16 components associated with this goal. Table 34 displays the frequencies, means, and standard deviations for each component.

Table 34. Instruction and Intervention

The following items are components of instruction and intervention. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Standards-aligned curricular framework	151	47.7%	43.0%	4.6%	4.6%	3.34	0.77
21st Century Literacy skills, including digital literacy	152	25.0%	54.6%	15.8%	4.6%	3.00	0.77
Consistent approach-based on principles of responsive instruction	151	20.5%	52.3%	23.2%	4.0%	2.89	0.77
Evidence-based instructional strategies	152	36.8%	52.6%	9.2%	1.3%	3.25	0.67
Effective practices and strategies	152	42.8%	48.0%	7.9%	1.3%	3.32	0.68
Knowledge of early literacy learning	150	26.7%	48.0%	21.3%	4.0%	2.97	0.80
Knowledge of learners	151	39.1%	45.0%	13.9%	2.0%	3.21	0.75
Knowledge of language development	151	25.2%	49.0%	21.9%	4.0%	2.95	0.79
Accessible instructional materials	150	35.3%	48.7%	12.0%	4.0%	3.15	0.78
Evidence-based intervention	150	40.0%	42.0%	14.7%	3.3%	3.19	0.81
Project-based interventions/innovation	151	19.2%	43.0%	29.1%	8.6%	2.73	0.87
Pre-kindergarten development progression	147	22.4%	37.4%	23.8%	16.3%	2.66	1.00
Early Childhood Curriculum Selection Guide	145	13.1%	40.0%	26.2%	20.7%	2.46	0.97
NDMTSS	139	29.5%	37.4%	18.7%	14.4%	2.82	1.02
Revised/Updated ND ELA Standards (2017)	149	32.9%	47.7%	16.8%	2.7%	3.11	0.77
National Math + Science Initiative (NMSI) with an additional focus on English Language Arts	147	12.2%	42.2%	25.2%	20.4%	2.46	0.95
Overall						2.97	0.59

Note: Due to rounding, percentages may not add up to 100.

On the **Instruction and Intervention** goal, the overall mean was 2.97 ($SD = 0.59$). Thus, on average, respondents selected *to some extent* to explain how their program includes the **Instruction and Intervention** components. Means ranged from 2.46 to 3.34. The highest rated item was “**standards-aligned curricular framework**” ($M = 3.34$; $SD = 0.77$). In contrast, the two lowest rated items were “**NMSI with an additional focus on English Language Arts**” ($M = 2.46$; $SD = 0.95$) and “**Early Childhood Curriculum Selection Guide**” ($M = 2.46$; $SD = 0.97$). Eight items were rated below 3.00. Those items follow:

- Early Childhood Curriculum Selection Guide ($M = 2.46$; $SD = 0.97$)
- NMSI with an additional focus on English Language Arts ($M = 2.46$; $SD = 0.95$)
- Pre-kindergarten development progression ($M = 2.66$; $SD = 1.00$)
- Project-based interventions/innovation ($M = 2.73$; $SD = 0.87$)
- NDMTSS ($M = 2.82$; $SD = 1.02$)
- Consistent approach-based principles of responsive instruction ($M = 2.89$; $SD = 0.77$)
- Knowledge of language development ($M = 2.95$; $SD = 0.79$)
- Knowledge of early literacy learning ($M = 2.97$; $SD = 0.80$)

The next section, as shown in Table 35, shows the results of the **Standards Alignment** goal. Standards Alignment had 10 components. The components were divided into four sections: (1) **Reading**; (2) **Writing**; (3) **Speaking and Listening**; and (4) **Language**.

Table 35. Standards Alignment

The following items are components of standards alignment. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Reading							
Literature	146	48.6%	46.6%	3.4%	1.4%	3.42	0.63
Informational Texts	146	48.6%	45.2%	4.8%	1.4%	3.41	0.65
Foundational Skills	146	46.6%	46.6%	5.5%	1.4%	3.38	0.66
Overall Reading						3.41	0.60
Writing							
Text Types	145	31.7%	53.1%	13.1%	2.1%	3.14	0.72
Responding to Reading	146	41.1%	44.5%	12.3%	2.1%	3.25	0.75
Responding to Research	146	27.4%	52.1%	15.8%	4.8%	3.02	0.79
Overall Writing						3.14	0.70
Speaking and Listening							
Flexible Communication and Collaboration	146	30.1%	50.7%	15.8%	3.4%	3.08	0.77

The following items are components of standards alignment. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Language							
Conventions	145	35.9%	49.7%	11.7%	2.8%	3.19	0.75
Effective Use	146	34.2%	52.1%	11.0%	2.7%	3.18	0.73
Vocabulary	144	41.0%	46.5%	11.1%	1.4%	3.27	0.71
Overall Language						3.21	0.67

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Reading** was the highest ($M = 3.41$; $SD = 0.60$) of the four components related to **Standards Alignment**. This was followed by **Language** ($M = 3.21$; $SD = 0.67$) and **Writing** ($M = 3.14$; $SD = 0.70$). **Speaking and Writing** had the lowest mean ($M = 3.08$; $SD = 0.77$). No individual component received a mean lower than 3.08.

The next goal was **Assessment and Evaluation**. This section was divided into five items related to **summative assessments** and five items related to **formative assessments**. Table 36 displays the findings from this section.

Table 36. Assessment and Evaluation

The following items are components of assessment and evaluation. Please rate the extent to which your school conducts the following assessments and evaluations:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Summative							
North Dakota State Assessment	142	71.1%	21.8%	7.0%	0.0%	3.64	0.61
End-of-Year Assessment	140	37.9%	43.6%	9.3%	9.3%	3.10	0.92
End-of-Course Assessment	141	31.9%	41.8%	18.4%	7.8%	2.98	0.91
End-of-Unit Assessment	140	40.7%	47.9%	9.3%	2.1%	3.27	0.72
End-of-Chapter Assessment	142	45.1%	43.7%	9.9%	1.4%	3.32	0.7
Overall Summative						3.26	0.55
Formative							
Screening	142	42.3%	43.7%	12.7%	1.4%	3.27	0.73
Progress Monitoring	142	47.9%	44.4%	4.9%	2.8%	3.37	0.71
Curriculum-Based	142	38.0%	50.0%	9.9%	2.1%	3.24	0.71
Benchmark	142	47.2%	42.3%	7.7%	2.8%	3.34	0.74
Diagnostic	141	33.3%	51.8%	12.1%	2.8%	3.16	0.74
Overall Formative						3.27	0.61

Note: Due to rounding, percentages may not add up to 100.

The overall means for **summative** and **formative assessments** were similar. The overall mean for the **summative assessment** was 3.26 ($SD = 0.55$) and 3.27 for **formative** ($SD = 0.61$). The only individual item that was rated a mean lower than 3.00 was “**end-of-course assessment**” ($M = 2.98$; $SD = 0.91$).

Professional development was the next goal on the K-12 Literacy Needs Assessment. Survey respondents were asked to reflect on four areas within professional development: (1) **teaching and learning research-based strategies**; (2) **reading process**; (3) **assessment: administer, score, and analyze**; and (4) **professional learning communities** (see Table 37).

Table 37. Professional Development

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Teaching and Learning Research-Based Strategies							
Explicit instruction	140	28.6%	42.1%	20.7%	8.6%	2.91	0.91
Scaffolding	140	20.0%	43.6%	25.7%	10.7%	2.73	0.90
Modeling	141	25.5%	49.6%	17.7%	7.1%	2.94	0.85
Guided Practice	140	27.1%	49.3%	15.7%	7.9%	2.96	0.86
Active engagement strategies	140	33.6%	45.7%	16.4%	4.3%	3.09	0.82
Classroom management strategies	140	22.9%	53.6%	17.1%	6.4%	2.93	0.81
Differentiated instruction	141	33.3%	49.6%	14.2%	2.8%	3.13	0.76
Learning centers	139	13.7%	41.0%	26.6%	18.7%	2.50	0.95
Alignment to standards	140	32.9%	46.4%	15.7%	5.0%	3.07	0.83
Technology	141	27.7%	49.6%	20.6%	2.1%	3.03	0.76
Developmentally appropriate practices	139	19.4%	51.1%	18.7%	10.8%	2.79	0.88
Oral language development	139	10.8%	37.4%	31.7%	20.1%	2.39	0.93
NDMTSS	132	28.0%	38.6%	16.7%	16.7%	2.78	1.04
Overall Teaching and Learning Research-Based Strategies						2.87	0.65
The Reading Process							
Phonology	138	23.9%	31.9%	30.4%	13.8%	2.66	0.99
Orthography	134	11.9%	32.8%	26.9%	28.4%	2.28	1.01
Morphology	136	11.8%	33.8%	27.9%	26.5%	2.31	0.99
Syntax	138	18.1%	37.0%	29.0%	15.9%	2.57	0.97
Semantics	136	17.6%	36.8%	28.7%	16.9%	2.55	0.97
Pragmatics	136	12.5%	36.0%	27.2%	24.3%	2.37	0.99
Discourse structure	133	8.3%	35.3%	29.3%	27.1%	2.25	0.95
Register	134	7.5%	32.8%	29.9%	29.9%	2.18	0.95
Comprehension	137	36.5%	43.8%	15.3%	4.4%	3.12	0.83

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas:	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Intensive writing	136	17.6%	38.2%	27.9%	16.2%	2.57	0.96
Literacy response and analysis	138	20.3%	39.1%	27.5%	13.0%	2.67	0.95
Overall Reading Process						2.52	0.83
Assessment: Administer, Score, and Analyze							
Formative	138	36.2%	47.8%	10.9%	5.1%	3.15	0.81
Summative	137	35.0%	48.2%	11.7%	5.1%	3.13	0.81
Benchmark	137	33.6%	43.8%	16.8%	5.8%	3.05	0.86
Progress monitoring	137	32.8%	47.4%	14.6%	5.1%	3.08	0.82
NDMTSS	130	29.2%	40.8%	12.3%	17.7%	2.82	1.05
Flexible grouping	135	27.4%	40.0%	21.5%	11.1%	2.84	0.96
Strategic intervention	135	28.9%	45.2%	19.3%	6.7%	2.96	0.87
Overall Assessment: Administer, Score, and Analyze						3.01	0.71
Professional Learning Communities							
Common planning time	139	28.8%	35.3%	20.1%	15.8%	2.77	1.04
Tools for self-reflection	139	18.7%	41.7%	28.8%	10.8%	2.68	0.90
Support to examine/analyze student work	139	18.0%	39.6%	28.1%	14.4%	2.61	0.94
Mentoring program	139	26.6%	36.0%	20.1%	17.3%	2.72	1.04
Overall Professional Learning Communities						2.69	0.82

Note: Due to rounding, percentages may not add up to 100.

Means and standard deviations were calculated for each major component with the **Professional Development** section. **Assessment: Administer, Score, and Analyze** had the highest mean ($M = 3.01$; $SD = 0.71$). All other means were below 3.00: (1) **Teaching and Learning Research-Based Strategies** ($M = 2.87$; $SD = 0.65$); (2) **Professional Learning Communities** ($M = 2.69$; $SD = 0.82$); and (3) **The Reading Process** ($M = 2.52$; $SD = 0.83$).

Another goal from the *North Dakota Comprehensive State Literacy Plan* was **Family and Community Engagement Strategies**. The plan includes eight strategies to which K-12 educators were asked to rate the extent to which they included those strategies in their school (see Table 38).

Table 38. Family and Community Engagement Strategies

The following items are components of family and community engagement strategies. Please rate the extent to which your school uses these strategies in engaging family and the community.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Strategy 1: Using data to set priorities and focus strategies	134	32.1%	43.3%	20.1%	4.5%	3.03	0.84
Strategy 2: Providing relevant, on-site professional development	135	23.7%	44.4%	24.4%	7.4%	2.84	0.87
Strategy 3: Building collaborations with community partners	134	16.4%	42.5%	32.8%	8.2%	2.67	0.85
Strategy 4: Using targeted outreach to focus on high-needs communities, children, early care, and education programs	133	14.3%	36.1%	35.3%	14.3%	2.50	0.91
Strategy 5: Building one-on-one relationships between families and educators that are linked to learning	134	19.4%	45.5%	26.1%	9.0%	2.75	0.87
Strategy 6: Setting, communicating, and supporting high and rigorous expectations	134	25.4%	41.8%	24.6%	8.2%	2.84	0.90
Strategy 7: Addressing cultural differences	135	17.8%	43.7%	26.7%	11.9%	2.67	0.91
Strategy 8: Connecting children and families to the community	133	20.3%	39.8%	32.3%	7.5%	2.73	0.87
Overall						2.75	0.72

Note: Due to rounding, percentages may not add up to 100.

Across components related to Family and Community Engagement Strategies, the overall mean was 2.75 ($SD = 0.72$). Means ranged from 2.50 to 3.03. The highest rated component was “**Strategy 15: Using data to set priorities and focus strategies**” ($M = 3.03$; $SD = 0.84$). All the other items had means below 3.00.

The last goals outlined in the *North Dakota Comprehensive State Literacy Plan* focused on a **literacy timeline** for students divided by grade level (e.g., primary grades, intermediate grades, middle grades, and secondary grades). The next four tables show the results of K-12 educators’ reflections on the timeline. Table 39 focuses on **Primary Grades K-3**.

Table 39. Literacy Timeline: Primary Grades K-3

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in Primary Grades K-3. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	104	44.2%	43.3%	6.7%	5.8%	3.26	0.82
Plan core EL instruction to allow for access to literacy instruction.	104	22.1%	45.2%	20.2%	12.5%	2.77	0.94
Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	104	45.2%	38.5%	11.5%	4.8%	3.24	0.84
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	103	44.7%	41.7%	9.7%	3.9%	3.27	0.80
Alignment of strategies to curriculum framework, ND State Standards, and EL Development Standards.	104	37.5%	51.0%	6.7%	4.8%	3.21	0.77
Overall						3.15	0.69

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Primary Grades K-3** was 3.15 ($SD = 0.69$). Means across the five items ranged from 2.77 to 3.27 with the highest rated item being, “**High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices**” ($M = 3.27$; $SD = 0.80$). Only one item received a mean below 3.00 and that was “**Plan core EL instruction to allow for access to literacy instruction**” ($M = 2.77$; $SD = 0.94$).

Six items were included in the **Literacy Timeline for Intermediate Grades 4-6**. The results for these grade levels are shown in Table 40.

Table 40. Literacy Timeline: Intermediate Grades 4-6

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in the Intermediate Grades 4-6. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	108	39.8%	46.3%	11.1%	2.8%	3.23	0.76
Plan core EL instruction to allow for access to literacy instruction.	109	22.9%	44.0%	22.0%	11.0%	2.79	0.92
Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	107	36.4%	47.7%	12.1%	3.7%	3.17	0.78
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	107	37.4%	47.7%	12.1%	2.8%	3.20	0.76
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	106	32.1%	55.7%	9.4%	2.8%	3.17	0.71
National Math + Science Initiative (NMSI)	107	15.0%	43.9%	17.8%	23.4%	2.50	1.01
Overall						2.99	0.70

Note: Due to rounding, percentages may not add up to 100.

The overall mean for **Intermediate Grades 4-6** was 2.99 ($SD = 0.70$), indicating that the 109 people who responded these questions agreed with the statements *to some extent*. Means ranged from 2.50 to 3.23. “**High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices**” had the highest mean ($M = 3.20$; $SD = 0.76$). Two items were rated with means below 3.00. Those items are listed below:

- NMSI ($M = 2.50$; $SD = 1.01$)
- Plan core EL instruction to allow for access to literacy instruction ($M = 2.79$; $SD = 0.92$)

The same six items were asked of K-12 educators who work with **Middle Grades 7-8**. Results from the **Middle Grades 7-8 Literacy Timeline** are shown in Table 41.

Table 41. Literacy Timeline: Middle Grades 7-8

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in the Middle Grades 7-8. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	79	39.2%	43.0%	15.2%	2.5%	3.19	0.79
Plan core EL instruction to allow for access to literacy instruction.	79	25.3%	35.4%	26.6%	12.7%	2.73	0.98
Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	79	39.2%	40.5%	19.0%	1.3%	3.18	0.78
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	79	36.7%	41.8%	17.7%	3.8%	3.11	0.83
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	78	35.9%	48.7%	12.8%	2.6%	3.18	0.75
National Math + Science Initiative (NMSI)	79	20.3%	45.6%	16.5%	17.7%	2.68	0.99
Overall						3.01	0.66

Note: Due to rounding, percentages may not add up to 100.

The overall mean for the **Middle Grades 7-8** was 3.01 ($SD = 0.66$), which means, that in general, respondents indicated they agreed with the statements *to some extent*. Means ranged from 2.68 to 3.19 with the highest rated item being “**Plan the core literacy instruction all children will receive**” ($M = 3.19$; $SD = 0.79$). Again, two items were rated with means below 2.00. Those items follow:

- NMSI ($M = 2.68$; $SD = 0.99$)
- Plan core EL instruction to allow for access to literacy instruction ($M = 2.73$; $SD = 0.98$)

The concluding section in the **Alignment to State Literacy Goals** was **Literacy Timeline: Secondary Grades 9-12**. The *ND Comprehensive State Literacy Plan* listed six items for this timeline, which are shown in Table 42 below.

Table 42. Literacy Timeline: Secondary Grades 9-12

The following items are listed in the <i>ND Comprehensive State Literacy Plan</i> as part of the literacy timeline for students in the Secondary Grades 9-12. Please rate the extent to which your school includes these components.	Responses					Descriptive Statistics	
	N	To a great extent	To some extent	To a little extent	Not at all	M	SD
Plan the core literacy instruction all children will receive.	80	41.3%	42.5%	12.5%	3.8%	3.21	0.81
Plan core EL instruction to allow for access to literacy instruction.	79	24.1%	38.0%	22.8%	15.2%	2.71	1.00
Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	80	36.3%	45.0%	16.3%	2.5%	3.15	0.78
High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	80	35.0%	41.3%	18.8%	5.0%	3.06	0.86
Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	79	39.2%	43.0%	11.4%	6.3%	3.15	0.86
Center for Research, Evaluation, Assessment, and Measurement (CREAM) and National Math + Science Initiative (NMSI)	79	19.0%	53.2%	10.1%	17.7%	2.73	0.97
Overall						3.00	0.69

Note: Due to rounding, percentages may not add up to 100.

Across the items, the overall mean was 3.00 ($SD = 0.69$). Means ranged from 2.71 to 3.21 with the highest mean being “**Plan the core literacy instruction all children will receive**” ($M = 3.21$; $SD = 0.81$). Two items were rated with means below 3.00, and those items are bulleted below:

- Plan core EL instruction to allow for access to literacy instruction ($M = 2.71$; $SD = 1.00$)
- CREAM and NMSI ($M = 2.73$; $SD = 0.97$)

ND State Literacy Goals

Overall, means for the literacy goals from the *ND Comprehensive State Literacy Plan* ranged from 2.52 to 3.41. Accounting for the multiple parts within the Standards Alignment, Professional Development, and Literacy Timelines sections, there were 17 total sections. All 17 sections are listed in Table 43 ranked from highest to lowest mean.

Table 43. Literacy Goals Ranked by Mean

Goal	Descriptive Statistics	
	<i>M</i>	<i>SD</i>
Reading Standards	3.41	0.60
Formative Assessment and Evaluation	3.27	0.61
Summative Assessment and Evaluation	3.26	0.55
Language Standard	3.21	0.67
Literacy Timeline: Primary Grades K-3	3.15	0.69
Writing Standards	3.14	0.70
Speaking and Listening Standard	3.08	0.77
Leadership and Sustainability	3.03	0.68
Professional Development—Assessment: Administer, Score, and Analyze	3.01	0.71
Literacy Timeline: Middle Grades 7-8	3.01	0.66
Literacy Timeline: Secondary Grades 9-12	3.00	0.69
Literacy Timeline: Intermediate Grades 4-6	2.99	0.70
Instruction and Intervention	2.97	0.59
Professional Development—Teaching and Learning Research-Based Strategies	2.87	0.65
Family and Community Engagement Strategies	2.75	0.72
Professional Development—Professional Learning Communities	2.69	0.82
Professional Development—The Reading Process	2.52	0.83

Reading Standards had the highest mean ($M = 3.41$; $SD = 0.60$). In total, 11 goals had means above 3.00. However, five of the goals had means below 3.00. Three of the four professional development goals had means below 3.00. All the items who were rated with means below 3.00 are listed below:

- Literacy Timeline: Intermediate Grades 4-6 ($M = 2.99$; $SD = 0.70$)
- Instruction and Intervention ($M = 2.97$; $SD = 0.59$)
- Professional Development—Teaching and Learning Research-Based Strategies ($M = 2.87$; $SD = 0.65$)

- Family and Community Engagement Strategies ($M = 2.75$; $SD = 0.72$)
- Professional Development— Professional Learning Communities ($M = 2.69$; $SD = 0.82$)
- Professional Development—The Reading Process ($M = 2.52$; $SD = 0.83$)

Figure 1 provides a visual representation of how the means compare for each goal. The overall difference between the highest and lowest mean is 0.89.

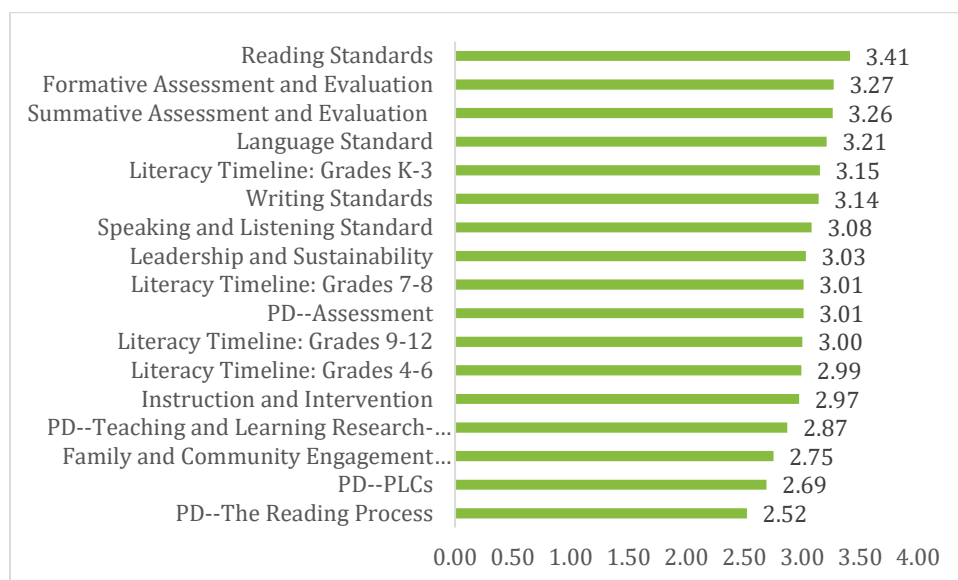


Figure 1. ND State Literacy Goals Ranked by Mean

Section V. Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota K-12 Literacy Needs Assessment section on kindergarten readiness was to collect data to learn how schools and/or districts across the state conduct kindergarten readiness assessments. Only people who indicated that they worked with Primary Grades K-3 were asked to complete this section. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Table 44 shows the results to the question, “How is kindergarten readiness assessed in your district”? Provided responses included: (1) I don’t know; (2) DPI Kindergarten formative assessment (pilot program); and (3) Kindergarten formative assessment (please specify).

Table 44. How Kindergarten Readiness is Assessed

How is kindergarten readiness assessed in your district? (N = 106)	N	Percentage
I don’t know.	61	57.5%
DPI Kindergarten formative assessment (pilot program)	1	0.9%
Kindergarten formative assessment (please specify): See Table 45 for a listing of “other” specifications	44	41.5%

Note: Due to rounding, percentages may not add up to 100.

Of the 106 people who answered this question, over half (58%) said that they **did not know** how kindergarten readiness was assessed in their district. Only one person reported that the district used the **DPI Kindergarten formative assessment (pilot program)**. The remaining 42 percent indicated “**other**” formative assessment options. People who selected that option were asked to specify what they used. A listing of the responses can be found in Table 45.

Table 45. Kindergarten Formative Assessment Descriptions

How is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 37 written responses)
AIMSweb
Assessment through our preschool program
Bracken
Brigance K-1 (N = 6)
CPAA Assessment
Created by kindergarten teachers in the district
Developmental Indicators for the Assessment of Learning (DIAL) (3 rd and 4 th editions reported) (N = 5)
DIAL Screening and Preschool Assessment
District developed
ESGI
Gearing Up for Kindergarten (N = 3)
Kindergarten teacher meets with each incoming kindergarten student and assesses.

How is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 37 written responses)
Kindergarten Round-Up (N = 2)
Kindergarten screening by Get Special Education (GST) unit
NWEA
Pre-K screening (N = 3)
School written test
Skill assessment
Teacher made
There is no readiness assessment.
We created our own readiness test.
We use Brigance and a screening process including four areas—social/emotional/academic/fine motor/large motor/focus/attention
We use the Phelps Kindergarten Readiness scale.

Although there are numerous formative assessments listed, seven reported using Brigance and five reported using DIAL. A few of the “**other**” responses indicated that the assessment was created by the teacher, school, or district (e.g., “We created our own readiness test” or “teacher made”). Several other assessments were listed by one respondent.

Next, K-3 educators were asked when kindergarten readiness was assessed in their district. Five answers were provided as options: (1) I don’t know; (2) during pre-kindergarten; (3) summer prior to entering kindergarten; (4) beginning of kindergarten; and (5) other (please specify). Results are shown in Table 46. The listing of “**other**” responses can be found in Table 47.

Table 46. When Kindergarten Readiness is Assessed

When is kindergarten readiness assessed in your district? (N = 106)	N	Percentage
I don’t know.	45	42.5%
During Pre-Kindergarten	25	23.6%
Summer prior to entering kindergarten	11	10.4%
Beginning of kindergarten	14	13.2%
Other (please specify): See Table 47 for a listing of “other” specifications	11	10.4%

Note: Due to rounding, percentages may not add up to 100.

Of the 106 responses, 43% said that they **did not know** when kindergarten readiness was assessed in the district. Almost a quarter (24%) reported **during pre-kindergarten**. Another 13 percent said that kindergarten readiness was assessed at the **beginning of kindergarten** and 10 percent selected “**summer prior to entering kindergarten**”. The other respondents selected the “**other**” option. Their written responses are listed in Table 47.

Table 47. “Other” When Kindergarten Readiness is Assessed

When is kindergarten readiness assessed in your district? Responses to “Other” option. (N = 11 written responses)
February prior to entering kindergarten
Gearing Up
It does not occur (N = 2)
Kindergarten Round Up
Spring before kindergarten (N = 5)
Two days before school starts

Two of the written responses said that kindergarten readiness assessment **does not occur**. Five of the write-in answers said, “**spring before kindergarten**”. The other written responses included, “February prior to entering kindergarten,” “Gearing Up,” “Kindergarten Round Up,” and “two days before school starts.”

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. In addition to writing in an “other” response, survey participants could also select “I don’t know,” “kindergarten placement,” or “Title I eligibility.” Results are shown in Table 48 below.

Table 48. How Kindergarten Readiness Assessment is Used

How is the kindergarten readiness assessment used in your district? (N = 107)	N	Percentage
I don’t know.	62	57.9%
Kindergarten placement	22	20.6%
Title I Eligibility	9	8.4%
Other (please specify): See Table 49 for a listing of “other” specifications	14	13.1%

Note: Due to rounding, percentages may not add up to 100.

Over half (58%) said that they “**don’t know**” how kindergarten readiness assessment is used in the district. Approximately a fifth (21%) reported that it is used for **kindergarten placement** and eight percent selected “**Title I Eligibility**”. Another 13 percent selected “**other**.” The written “other” responses are shown in Table 49.

Table 49. “Other” How Kindergarten Readiness is Used

How is the kindergarten readiness assessment used in your district? Responses to “Other” option. (N = 11 written responses)
Allows us to screen for services and prepares the kindergarten teacher.
Assess possible difficulties and readiness.
Brigance K/I
Determines flexible groupings.

How is the kindergarten readiness assessment used in your district? Responses to “Other” option. (N = 11 written responses)
Determining where the student is.
It is not used (N =2)
Place different needs within different classrooms. Students are placed into intervention as needed.
Rtl, Title services, other services
Speech placement
Strategic placement for meeting literacy and math needs.

The written responses varied from “it is not used” to “speech placement.” A few of the comments indicated the assessments were used to place students based on their needs (i.e., “strategic placement for meeting literacy and math needs” or “assess possible difficulties and readiness”).

Section VI. Needs and Resources

The last section of the survey asked K-12 educators questions about what they perceived to be their greatest needs regarding literacy and what resources would help them better support literacy. Two of the questions were force-choice but included an “other” option for survey respondents to type in additional thoughts. The remaining two questions were open-ended and allowed survey respondents to write out additional, in-depth comments about their literacy needs and resources that would help them better support literacy.

Biggest Needs Regarding Literacy

The first question in this section asked respondents to reflect on their biggest needs regarding literacy. One hundred thirty-two people answered this question. Table 50 shows the frequency and percentage of the respondents for each choice. Responses are listed from highest to lowest frequency.

Table 50. Biggest Needs Regarding Literacy

What are your biggest needs regarding literacy? Select all that apply. (N = 132)	N	Percentage
Training/professional development	90	68.2%
Collaboration with colleagues	78	59.1%
Curriculum selection/development	56	42.4%
Curriculum implementation	49	37.1%
Coaching	45	34.1%
Support by parents and community	44	33.3%
Leadership	29	22.0%
Policy changes at the state level	16	12.1%
Policy changes at the school level	14	10.6%
Policy changes at the state level	10	7.6%
Other (please specify): See list of “other” specifications in Table 51	8	6.1%

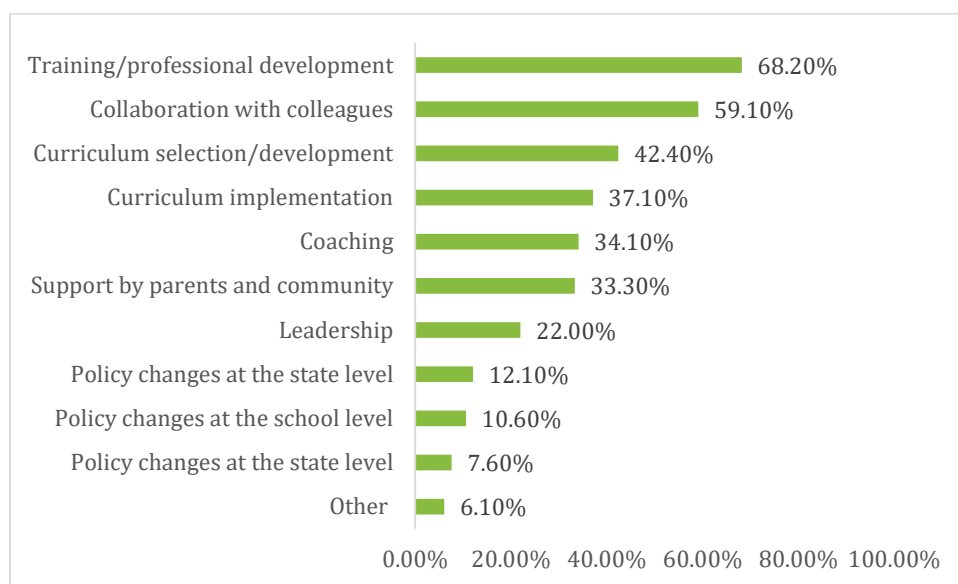
Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. The majority of respondents (68%) said that **training/professional development** was their biggest need regarding literacy. Other needs that had a fairly sizable percentage of the respondents selecting included: (1) **collaboration with colleagues** (59%); (2) **curriculum selection/development** (42%); (3) **curriculum implementation** (37%); (4) **coaching** (33%); and (5) **leadership** (22%). Table 51 lists the “other” options that respondents wrote and Figure 2 below graphically displays the responses.

Table 51. Biggest Needs Regarding Literacy “Other” Responses

What are your biggest needs regarding literacy? Responses to “Other” options. (N = 8 written responses)
Guidance on successful implementation of literacy across contents/High school interventions and progress monitoring/successful and available intervention materials that will get students to grade level. Intervention curriculum.
More vocabulary, less Jan Richardson.
New curriculum
Revision to current curriculum to meet the educational needs of students. Current Understanding by Design curriculum is not meeting the vocabulary needs of the students in any subject area.
Time
Time to plan a fully integrated program and to learn and revisit it.
Training before administration since we are the ones with our feet on the group first.

Time was a need addressed by two respondents. Other comments tended to focus on being training and having guidance on successful implementation. Another person emphasized that the current curriculum, Understanding by Design, was not meeting the needs of students.

**Figure 2. Literacy Needs**

The next survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about their needs regarding literacy. Twenty-three survey respondents included comments. Verbatim comments are included in Table 52.

Table 52. Literacy Needs (Open-Ended)

If you have other comments about your needs regarding literacy, please type them in the box below. (N = 23)
An instructional coach (K-5) and grade level interventionists (K-5).
Awareness in early childhood. More human resources to increase number of “literacy hits” for children—more often we can interact and get student responses, the more the student can process.
Focus in our district is not on ELA or literacy development at all. So much emphasis is placed on social/emotional needs and classroom management that literacy seems to take a back burner.
Professional development/coaching is needed on good instructional practices. Literacy curriculum needs to be replaced at the elementary level so that it better aligns to state standards as well as meeting the needs of these particular learners.
For grades K-2, it would be a lot easier to accomplish all the goals needed to improve literacy if we did not have science, social studies, and health standards to include also.
<ul style="list-style-type: none"> • Guidance on successful implementation across contents. • High school interventions and progress monitoring. • Successful and available intervention materials that will get students to grade level (particularly grades 7-12). • We have a strong hold on literacy in the elementary school. We have a 30-minute block of intervention time, but still would like guidance on specific intervention curriculum that is feasible to small schools. • We would like guidance on realistic interventions for grades 7-12, although our overall goal is to reach all students in the elementary years.
I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.
I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).
Using a phonological awareness developing program early on in the PreK years is also vital to reading success. Not near enough emphasis is placed in curriculum or with instruction in this vital reading component.
I would like more professional development.
Need funded prekindergarten programs.
Not so many resources to pull from and a more well-rounded curriculum. Also, a stronger conventions curriculum, and parts of speech and writing need to be present again so students have a strong foundation for writing structure.
Only been here five months, still learning about all that is here.
Our biggest area of need is finding quality, research-based affordable intervention models.
Our school's current curriculum is outdated, and not aligned with the Common Core Standards (or any new standards that may come out). Most of what I teach, is supplemented to meet the standards in all areas. Our school has a very high poverty rate, and as a result, we see many students with little to no support in literacy at home. For this reason, I think we need a new intensive curriculum. I believe we need a new, current, reading curriculum that is built with strong phonics and fluency instruction for the lower grades.

If you have other comments about your needs regarding literacy, please type them in the box below. (N = 23)

Also, many teachers are new to education, so that is why I clicked on various areas in need for question 36.

Teachers in all disciplines need to learn how to integrate sentence/paragraph structure in curriculum. Teachers must require students to speak using correct grammar.

Technology and support in planning.

The district is currently working on selecting from three reading curriculum choices. There is particular focus on ensuring quality writing support and incorporation of technology.

The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read "cat". Our students only know a-d. How do we teach our 9th grade student to read "cat", when they have not yet learned "t"? Therefore, we are not able to teach the 9th grade standard, "cat", but 4th grade standard, "e-z". This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but "teach the standard". Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.

This survey would benefit from an IDK selection.

Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.

Vertical alignment.

We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.

We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.

We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.

The comments were quite varied, but there seemed to be a resonating theme on not meeting the needs of students who are not at grade level. For example, the following comments address this issue:

- *The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read "cat". Our students only know a-d. How do we teach our 9th grade student to read "cat", when they have not yet learned "t"? Therefore, we are not able to teach the 9th grade standard, "cat", but 4th grade standard, "e-z". This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but "teach the standard". Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.*
- *We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.*

Two comments also addressed issues with dyslexia. They stated that more emphasis and support needed to be given to teachers who work with students that struggle with it:

- *I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).*
- *I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.*

Other comments focused on involving more families. They make the argument that literacy needs to start at home:

- *Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.*
- *We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.*
- *We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.*

The final multiple option question asked survey participants “what other resources do you need in order to better support literacy?” Table 53 shows the answers from the highest number of respondents to the fewest number of respondents.

Table 53. Resources Needed to Better Support Literacy

What other resources do you need in order to better support literacy? Select all that apply. (N = 126)	N	Percentage
Training/professional development	84	66.7%
Collaboration opportunities/professional learning communities	67	53.2%
Strategies	65	51.6%
Lesson ideas	61	48.4%
Situation support (ex. I have a child who . . .)	55	43.7%
Staff	49	38.9%
Data access	23	18.3%
Other	8	6.3%

Note. Respondents could choose more than one option so percentages may not add up to 100.

It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Two thirds (67%) indicated that **training/professional development** was a needed resource. Over half selected the following resources as a need: (1) **collaboration opportunities/professional learning communities** (53%) and (2) **strategies** (52%). Still, over a third selected the following three items as needed resources to better support literacy: (1) **lesson ideas** (48%); (2) **situation support** (44%); and **staff** (39%). Smaller percentages chose **data access** (18%) and “**other**” (6%). The “**other**” write-in options are listed in Table 54 and Figure 3 below provides a visual representation of the needs suggested by survey respondents.

Table 54. “Other” Resources Needed to Better Support Literacy

What other resources do you need in order to better support literacy? Response to “other” option. (N = 8)
Budget for materials
Coaches that actually coach
Data interpretation
Guided reading books
K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.
More materials
Time (N = 2)

Two of the respondents wrote “time.” Other comments related to needed materials: “budget for materials,” “guided reading books,” and “more materials.” One comment stated “data interpretation” while another comment wanted “coaches that actually coach.” The final comment emphasized the fact that some students are not working at the appropriate grade level, “K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.”

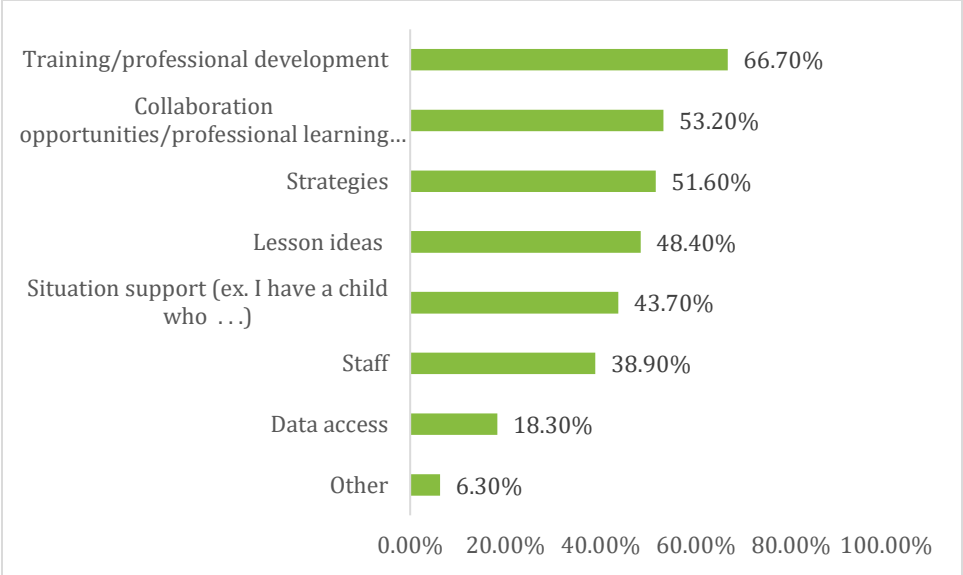


Figure 3. Resource Needs

The last survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about what resources they needed to better support literacy. Six survey respondents included comments. Verbatim comments are included in Table 55.

Table 55. Resources (Open-Ended)

If you have other comments about resources you need to better support literacy, please type them in the box below. (N = 6)
I believe that if resources were not “optional” and usage was monitored, required, and ensured by administration, we would see our children making gains to be better prepared for future endeavors.
I feel our school really needs a program like System 44 and early reading intervention. I have seen them in other schools, and they have worked wonders. The district states it costs too much money.
I know the adjustments to the CC are not possible because of the 15% variation limit in their copyright. But that is what it will take.
More technology.
This survey could use an “I don’t know” selection choice. Many of these questions were difficult for a classroom teacher to know the answer.
We are so short on staff in order to service all our students with their varying levels of literacy needs.
We never receive training on new curriculum.

The comments varied. One discussed the importance of early reading interventions while another commented on staff shortages and lack of training.

Summary of Findings

General Background Information

The first section of the 2018 Spring K-12 Literacy Needs Assessment asked survey respondents to address seven questions. Those questions included:

- (1) In what district do you work?
- (2) What is your title?
- (3) What is your highest level of educational attainment?
- (4) What grade level(s) do you teach?
- (5) Do you work with special education students?
- (6) Do you work with ELs?
- (7) What are your views on literacy?

A brief summary of the findings from questions two through seven are provided below. A list of the districts represented by the survey respondents can be found in Appendix B.

Title

Of the 298 K-12 North Dakota educators who responded to this question, over 40 percent (43%) said they were **teachers**. Almost a quarter (24%) indicated they were a **principal** while approximately another quarter (24%) reported they were **Title I specialists**. Small percentages of the respondents described their titles as the following: (1) **assistant principal** (1%); **paraprofessional** (1%); **coach** (4%); **supplemental teacher** (1%); and **strategist** (5%).

Related service providers included a variety of positions. Three of the respondents indicated they worked in **special education**, two worked with **ELLs**, and two were **speech/language pathologists**. Other **related service providers** included an **assistant superintendent**; a **librarian**; a **teacher of the visually impaired**, and a **Title I coordinator**. Another person indicated that he or she worked with the **Regional Education Association**.

The “**other**” written responses included a variety of educational positions. Several respondents (N = 5) reported they were **librarians** while six survey respondents said they were **superintendents**. Two of the North Dakota educators who responded to the survey indicated they were **assistant superintendents**. Other positions included a **504 worker**; **CTE director**; **cultural coordinator**; **dean of students**; **director**; **EL coordinator/teacher**; **high school special education strategist**; **interventionist**; **principal designee**; **reading specialist**; **remedial reading teacher**; **special education teacher and counselor**; **teacher of the visually impaired**; and a **Title I teacher/elementary teacher/reading interventionist**.

Educational Attainment

Most of the survey respondents (95%) had either a **bachelor's degree** (48%) or a **master's degree** (47%). Eight educators (3%) held **doctorates** while one person reported a **high school diploma** as his/her highest degree (1%) attained. There were six “other” responses. Four of those included having an **education specialist degree** while one was a **specialist in education leadership**. Another respondent indicated they had received a **graduate certificate in Native American Studies**.

Grade Level(s) Taught

At least one hundred educators who responded to the survey taught in the following grade levels: **first** (42%); **second** (42%); **third** (40%); **fourth** (37%); **kindergarten** (38%); or **fifth** (35%). Between 65 and 86 teachers taught middle schools grades: **sixth** (30%); **eighth** (23%); and **seventh** (22%). The following percentage of respondents reported they worked in high school grade levels: **twelfth** (20%); **eleventh** (20%); **tenth** (19%); and **ninth** (19%). It is important to note that the survey respondents were asked to select **all** grade levels in which they worked so some teachers may have reported that they teach in multiple grades. Another 61 respondents selected “other” as their response.

Thirty-six “other” respondents related to an **administration position**. Some of the written responses only said “**admin**” while others **specified principal** or **assistant principal**. No more than three respondents described any other position.

Special Populations

The next two questions asked respondents to indicate if they worked with special education students or ELs. These questions were asked to get a sense of the number of teachers who may be assigned to work with special education or EL populations. The majority (79%) of the respondents indicated that they **work with special education students**. Just over a fifth of the respondents (21%) reported that they **do not work with special education students**.

The responses for the number of educators who work with ELs was more evenly divided with just under half (47%) reporting that they **work with ELs**. Fifty-three percent of the educators indicated that they **did not work with ELs**.

Literacy Perceptions

Finally, the last set of questions in this first section of the survey asked respondents a series of eleven questions related their views on literacy. The overall mean for respondents' views on literacy was 3.38 ($SD = 0.47$) indicating that responses were between *agree* and *strongly agree*. “**Literacy is an integral part of my content area**” had the highest mean. The items with the lowest means were reverse-coded meaning that 62 percent of the respondents *agreed* or *strongly agreed* with the statement “**I view literacy instruction as an additional task to my content area**”

teaching". This could be interpreted as the respondents believe content area teaching and literacy are two separate entities. Similarly, over half (52%) of the respondents *agreed* or *strongly agreed* that **"There is not enough time to cover required content in my subject area and provide literacy instruction"**.

Professional Development

The second section of the survey asked respondents two questions regarding their professional development experiences. First, respondents were asked in which literacy-related professional development opportunities has their district/school participated. **NDMTSS** was the literacy-related professional development session most selected by the respondents (67%). This was followed by **Reading and Writing Strategies across the Content Areas/Grades** (52%) and **Social and Emotional Learning** (40%). Participants also said they had attended **Literacy Data Analysis** (27%) and **Improving Academic Literacy** (24%) professional development sessions.

Only 12 percent reported **"other"** literacy-related professional development. Six survey participants indicated they **did not know or had not participated** in any professional development, and two participants had completed **Steve Dunn Writing** professional development. Other items were only listed once.

Second, to further explore literacy-related professional development, the survey participants next were asked what types of professional development had they received (i.e., how the professional development had been delivered) related to literacy instruction. Almost two thirds (65%) indicated that they had participated in **book studies**. Half or more of the respondents reported that they had participated in **face-to-face training** (52%); **instructional coaching** (52%); and **literacy conferences** (50%). Nineteen respondents also selected **"other"**. Of the 18 written **"other"** comments, four reported responses of **not applicable or none**. Other responses focused on their **educational backgrounds** (e.g., college, degrees) or **independent research**. The remaining comments tended to focus on more generic professional development without specifications on how the professional development was delivered.

Program Curricula and Assessments

This section of the K-12 Literacy Needs Assessment focused on what types of curricula educators used in their programs. Specific questions related to whether staff members purchased or used locally-developed curriculum, if they received training on how to use the curriculum, how long they have used the curriculum, if the curriculum includes literacy components, and how the curricula is assessed. Summaries from each section are provided below.

General Curriculum

The first question asked survey respondents what type of curricula they used in the program. A total of 227 K-12 educators responded to this question. Most of the respondents selected **"I use purchased curriculum and curriculum that has been created for the program"** (51%)

indicating that programs use a mix of curricula. Approximately a quarter reported that they use “**purchased curricula**” (24%). A smaller percentage of respondents reported that they “**developed curriculum for the program**” (13%) or “**My organization or district developed curriculum for the program**” (12%).

If respondents indicated that they had purchased curriculum, they were next asked what curriculum they used. Programs seemed to use a variety of purchased curriculum. Oftentimes, the survey respondents listed two or more types of curricula used in the program so they may select and use multiple curricula depending upon the needs of the students or the goals of the program.

The next question asked if the program staff had received training in how to use the curriculum. Almost two thirds (61%) said that they **had received training in the curriculum**. Just over a third (39%) reported that they **had not received training in how to use the curriculum**.

Respondents were next asked if the training adequately prepared them to use the curriculum. For this question, over half (56%) of the survey participants said that they **had received adequate training to prepare them to use the curriculum**. However, 44 percent of the respondents reported that the **training did not adequately prepare them to use the curriculum**.

To assess why people may have indicated the training was not adequate, the next question on the needs assessment asked participants “if you did not receive adequate training on the curriculum, why not? Select all that apply.” Most of the respondents (44%) said that they did not receive training because **it was not offered**. Nearly a third (32%) indicated that **although they did receive training, it did not prepare them to use the curriculum**. Only 6 percent of the survey respondents indicated that training was **too expensive**.

Almost a quarter (69%) selected “**other**” and wrote in a reason why the training was inadequate. Several of the written responses referred to the respondents as being **new to the district or school**. Other people commented that the training had happened **awhile ago and/or not all staff received training**. Overall, the survey respondents had a variety of reasons as to why they did not think the training was adequate.

The next question asked survey participants to reflect on how long they have used the curriculum. Approximately 40 percent of the respondents reporting using the curriculum for **one to three years**. Similar percentages of respondents reported using the curriculum for **more than five years** (22%); **less than a year** (20%); or **three to five years** (18%).

Literacy Components

Because there are multiple ways literacy can be covered or embedded within curriculum, NDDPI dug deeper into the literacy components by asking programs to state which literacy component(s) from the K-12 Standards are covered by their curriculum. The literacy components that the survey participants were asked to reflect upon align with literacy components from the *North Dakota Comprehensive State Literacy Plan*.

For **reading standards**, all three literacy components had over 70 percent of the respondents indicating that their curriculum covered them. For example, 78 percent said the curriculum they used covered **literature**, 74 percent reported that the curriculum covered **informational texts**, and 71 percent indicated the curriculum covered **foundational skills**.

Responses to the **writing standards** were more diverse. While 64 percent of the K-12 educators said that the curriculum covered **responding to reading**, 53 percent reported the curriculum covered **text types**. Less than half (49%) selected **responding to research** as a writing component covered by the curriculum.

The **Speaking and Listening** standard only had one component: Flexible Communication and Collaboration. Just under half (49%) of the respondents said that the curriculum covered that component.

Language was the last standard covered. Two thirds (68%) of the K-12 educators reflected that vocabulary was covered by their curriculum. Approximately half of the survey participants reported that their curriculum covered **conventions** (55%) or **effective use** (50%).

Next, the K-12 educators were asked to reflect on the extent to which they thought their curriculum improved the literacy competencies of the students they served. Components related to the **Reading Standard** had the highest overall mean ($M = 3.20$; $SD = 0.65$). This was followed by the **Language Standard** ($M = 3.01$; $SD = 0.66$) and **Writing** ($M = 2.91$; $SD = 0.72$). Although **Speaking and Listening** only had one component, the standard had the lowest overall mean ($M = 2.85$; $SD = 0.77$).

Curriculum Assessment

Understanding more about literacy assessment in K-12 throughout North Dakota was part of the K-12 Literacy Needs Assessment. First, survey respondents were asked to indicate which assessment(s) they used to assess literacy.

Over three quarters of the respondents indicated that they used the **NDSA** (78%) and/or **NWEA** (77%). Over half (52%) selected **STAR Reading** as one of the assessments they used. Two other assessments had over a quarter of the respondents reporting it as a literacy assessment used in their school/district: (1) **DIBELS** (34%) and (2) **Running Records** (27%). Other assessments selected included: (1) **Brigance** (10%); **DAR** (1%); (3) **DRA** (7%); (4) **PALS** (3%); (5) **RIGBY** (8%); (6) **SAT** (6%); (7) **SRI** (8%); and (8) **TORCS** (4%).

A third of the survey participants said they used “**other**” assessments. Fifty-nine of those respondents included additional assessments. Of those 59 written assessments, 30 of them were AIMSweb. Another aspect to note from the written assessments is that several people wrote in multiple assessments indicating that students are not assessed on one assessment.

Formative Assessment

Survey respondents also were asked a series of questions about their use of formative and summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Approximately half of the respondents said they do **formative assessments** either **daily** (25%) or **weekly** (24%). Smaller percentages of respondents said they do **formative assessments** monthly (16%); **twice a month** (10%); or **twice a year** (9%). Only one respondent reported doing **yearly** assessments (1%).

The remaining 16% indicated “**other**” timeframes. Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**on-going and flexible**” or “**varies by student**.” A few of the responses specified instructions for specific assessments (i.e., “**STAR—Monthly to six weeks**” or “**Reading Recovery does daily running record**”).

Continuing with **formative assessment**, survey respondents were asked the extent to which they thought that the **formative assessment** they used adequately measured the progress of the students they served. Almost all (91%) of the respondents said the formative assessment(s) adequately measured the progress of the students served *to a great extent or to some extent*. Nine percent indicated the assessments only measure students’ progress *to a little extent*. No respondents said the assessment measured the progress of the students’ served *not at all*.

Summative Assessment

The next set of questions asked survey respondents specifically about their use of summative assessments. First, they were asked the frequency in which formative assessments are given to students served. Just over a quarter (26%) reported that they summatively assess the students they teach **weekly**. Over a fifth (21%) said they summatively assess students **monthly**. While 14 percent indicated summative assessment are conducted **twice a month**, only 12 percent said they conduct summative assessments **twice a year**. In some classrooms, summative assessments are conducted daily (6%) or **yearly** (3%).

The remaining 17% indicated “**other**” timeframes. Many of the written responses (N = 12) mentioned administering assessments at least **three times a year**. Five others said assessments were administered **four times a year or quarterly**. Other responses included “**after teaching the unit**” and “**on-going and flexible**”. One respondent said that “**I don’t use summative assessments in this area in my class, though the school district does.**”

Continuing with **summative assessment**, survey respondents were next asked the extent which they thought that the **summative assessment** they used adequately measured the progress of the students they served. Almost all (87%) of the respondents said the summative assessment(s) adequately measured the progress of the students served *to a great extent or to some extent*. Twelve percent indicated the assessments only measure students’ progress *to a little extent*. Only one respondent (1%) reported that the assessment did not measure the progress of the students served *at all*.

Alignment to State Literacy Goals

The next section of the K-12 Literacy Needs Assessment focused on the State Literacy Goals as outlined in the *North Dakota Comprehensive State Literacy Plan*. North Dakota's seven goals included: (1) leadership and sustainability; (2) instruction and intervention; (3) standards alignment; (4) assessment and evaluation; (5) professional development; (6) family and community engagement strategies; and (7) literacy timelines. Each goal had multiple components associated with it. The needs assessment asked survey respondents to reflect on the extent to which their program included these components.

Overall, means for the literacy goals from the *ND Comprehensive State Literacy Plan* ranged from 2.52 to 3.41. Accounting for the multiple parts within the Standards Alignment, Professional Development, and Literacy Timelines sections, there were 17 total sections. All 17 sections are listed in Table 56 ranked from highest to lowest mean.

Table 56. Literacy Goals Ranked by Mean

Goal	Descriptive Statistics	
	M	SD
Reading Standards	3.41	0.60
Formative Assessment and Evaluation	3.27	0.61
Summative Assessment and Evaluation	3.26	0.55
Language Standard	3.21	0.67
Literacy Timeline: Primary Grades K-3	3.15	0.69
Writing Standards	3.14	0.70
Speaking and Listening Standard	3.08	0.77
Leadership and Sustainability	3.03	0.68
Professional Development—Assessment: Administer, Score, and Analyze	3.01	0.71
Literacy Timeline: Middle Grades 7-8	3.01	0.66
Literacy Timeline: Secondary Grades 9-12	3.00	0.69
Literacy Timeline: Intermediate Grades 4-6	2.99	0.70
Instruction and Intervention	2.97	0.59
Professional Development—Teaching and Learning Research-Based Strategies	2.87	0.65
Family and Community Engagement Strategies	2.75	0.72
Professional Development—Professional Learning Communities	2.69	0.82
Professional Development—The Reading Process	2.52	0.83

Reading Standards had the highest mean ($M = 3.41$; $SD = 0.60$). In total, 11 goals had means above 3.00. However, five of the goals had means below 3.00. Three of the four professional development goals had means below 3.00. All the items who were rated with means below 3.00 are listed below:

- Literacy Timeline: Intermediate Grades 4-6 ($M = 2.99$; $SD = 0.70$)
- Instruction and Intervention ($M = 2.97$; $SD = 0.59$)
- Professional Development—Teaching and Learning Research-Based Strategies ($M = 2.87$; $SD = 0.65$)
- Family and Community Engagement Strategies ($M = 2.75$; $SD = 0.72$)
- Professional Development— Professional Learning Communities ($M = 2.69$; $SD = 0.82$)
- Professional Development—The Reading Process ($M = 2.52$; $SD = 0.83$)

Kindergarten Readiness Assessment

The purpose of the Spring 2018 North Dakota K-12 Literacy Needs Assessment section on kindergarten readiness was to collect data to learn how schools and/or districts across the state conduct kindergarten readiness assessments. Only people who indicated that they worked with Primary Grades K-3 were asked to complete this section. Three questions were included this session. The first one inquired about how kindergarten readiness is assessed. Question two focused on when children were assessed for kindergarten while the last question explored how the assessment was used in the program or district.

Of the 106 people who responded to the question “How is kindergarten readiness assessed in your district?”, over half (58%) said that they **did not know** how kindergarten readiness was assessed in their district. Only one person reported that the district used the **DPI Kindergarten formative assessment (pilot program)**. The remaining 42 percent indicated “**other**” formative assessment options. Although there were numerous formative assessments listed, seven reported using Brigance and five reported using DIAL. A few of the “**other**” responses indicated that the assessment was created by the teacher, school, or district (e.g., “We created our own readiness test” or “teacher made”). Several other assessments were listed by one respondent.

Next, K-3 educators were asked when kindergarten readiness was assessed in their district. Of the 106 responses, 43% said that they **did not know** when kindergarten readiness was assessed in the district. Almost a quarter (24%) reported **during pre-kindergarten**. Another 13 percent said that kindergarten readiness was assessed at the **beginning of kindergarten** and 10 percent selected “**summer prior to entering kindergarten**”.

The other respondents selected the “**other**” option. Two of the written responses said that kindergarten readiness assessment **does not occur**. Five of the write-in answers said, “**spring before kindergarten**”. The other written responses included, “February prior to entering kindergarten,” “Gearing Up,” “Kindergarten Round Up,” and “two days before school starts.”

The last question regarding kindergarten readiness assessment focused on how kindergarten assessment was used. Over half (58%) said that they “**don’t know**” how kindergarten readiness assessment is used in the district. Approximately a fifth (21%) reported that it is used for **kindergarten placement** and eight percent selected “**Title I Eligibility**”. Another 13 percent

selected “other.” The written responses varied from “it is not used” to “speech placement.” A few of the comments indicated the assessments were used to place students based on their needs (i.e., “strategic placement for meeting literacy and math needs” or “assess possible difficulties and readiness”).

Needs and Resources

The last section of the survey asked K-12 educators questions about what they perceived to be their greatest needs regarding literacy and what resources would help them better support literacy. Two of the questions were force-choice but included an “other” option for survey respondents to type in additional thoughts. The remaining two questions were open-ended and allowed survey respondents to write out additional, in-depth comments about their literacy needs and resources that would help them better support literacy.

Biggest Needs Regarding Literacy

The first question in this section asked respondents to reflect on their biggest needs regarding literacy. One hundred thirty-two people answered this question. It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Most respondents (68%) said that **training/professional development** was their biggest need regarding literacy. Other needs that had a fairly large percentage of the respondents selecting them included: (1) **collaboration with colleagues** (59%); (2) **curriculum selection/development** (42%); (3) **curriculum implementation** (37%); (4) **coaching** (33%); and (5) **leadership** (22%).

The next survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about their needs regarding literacy. Twenty-three survey respondents included comments. The comments were quite varied, but there seemed to be a resonating theme on not meeting the needs of students who are not at grade level. For example, the following comments address this issue:

- *The state standards might say a 9th grade student assumes to know the alphabet a-z and needs to apply that knowledge to read “cat”. Our students only know a-d. How do we teach our 9th grade student to read “cat”, when they have not yet learned “t”? Therefore, we are not able to teach the 9th grade standard, “cat”, but 4th grade standard, “e-z”. This means we are NOT TEACHING the state 9th grade standard or leaving the student behind by teaching something that the student is clearly not prepared to learn, but “teach the standard”. Therefore, the state standard must be modified to include needed remediation and still be considered a 9th grade standard.*
- *We have high poverty so students come to us delayed, with low vocabulary, and not ready to read. We need strategies to help these students make up the gap and to achieve their basic educational goals.*

Two comments also addressed issues with dyslexia. They stated that more emphasis and support needed to be given to teachers who work with students that struggle with it:

- *I strongly believe dyslexia should be an identified category statewide. A standard assessment along with observed dyslexic tendencies should be used in the early years. Teachers should become trained and use a solid, multi-sensory, explicitly taught reading program that is based on Orton Gillingham to insure early success of all students (or use these techniques in conjunction with their current reading program).*
- *I feel that we do not have enough support in the area of helping students with dyslexia. Our state doesn't have legislation yet in this area. We have students who are bright, yet struggle with reading and our educators need more support and training to help these students. Every district should have a qualified educator training in diagnosing and providing appropriate interventions.*

Other comments focused on involving more families. They make the argument that literacy needs to start at home:

- *Training on creating a home connect would be nice for our district, or giving a program to help with the program. Training on early literacy is also needed, especially with so many new staff members coming into our district.*
- *We need to develop a culture of reading not just in our classrooms, but in our schools, communities, and state. The culture is the biggest thing that needs to be changed. We have a sports culture--people love to connect over accessible activities (like sports). We have a culture that loves to connect over stories, but North Dakota has traditionally not been a state that celebrates and gathers over reading and writing. Until the culture is one of literacy, other changes won't have as much effect.*
- *We also need to know our students and our communities better. We as educators and schools need to read our culture and our context in order to connect better with the needs of the community.*

The final multiple option question asked survey participants “what other resources do you need in order to better support literacy?” It is important to note that survey respondents were asked to select all that apply on this question so they may have chosen more than one response. Two thirds (67%) indicated that **training/professional development** was a needed resource. Over half selected the following resources as a need: (1) **collaboration opportunities/professional learning communities** (53%) and (2) **strategies** (52%). Still, over a third selected the following three items as needed resources to better support literacy: (1) **lesson ideas** (48%); (2) **situation support** (44%); and (3) **staff** (39%). Smaller percentages chose **data access** (18%) and “**other**” (6%). The “**other**” write-in options included two of the respondents writing “time.” Other comments related to needed materials: “budget for materials,” “guided reading books,” and “more materials.” One comment stated, “data interpretation” while another comment wanted “coaches that actually coach.” The final comment emphasized the fact that some students are not working at the appropriate grade level, “K-8: Not passing students onto ninth grade. [They] are only able to do 3-6th grade work.”

The last survey question was an open-ended question that provided K-12 educators an opportunity to write an in-depth comment about what resources they needed to better support

literacy. Six survey respondents included comments. The comments varied. One discussed the importance of early reading interventions while another reflected on staff shortages and lack of training.

Recommendations

This section includes recommendations based on the findings of the ND SRCL Spring 2018 K-12 Literacy Needs Assessments. These recommendations are for NDDPI to review and consider. They are intended to provide guidance and offer initial thoughts on the current status of literacy in K-12 schools and districts and ways in which the programs could move forward in North Dakota. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

General Background Information

The following recommendations are based on the findings of the General Background Information section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. Because this section focused on collecting general background information about the K-12 educators, the bulleted recommendations are focused on further data collection efforts and potential guidance NDDPI could offer schools and districts.

- Collect more data specific to literacy across the districts. Overall, this was a small sample with most districts having only one person represented. Although the answers to these questions begin to provide an overview of literacy throughout North Dakota, there may be other critical factors NDDPI would like to know about how literacy is implemented across the state or dive deeper through interviews or focus groups with samples of teachers.
- Determine additional questions to ask educators of special education students and ELs, either through a survey format or through interviews and focus groups. Learning more about the needs of these subgroups, including additional resources that they already have and resources that they may need, could bring attention to these groups and increase their achievement level.
- Consider the responses to the perceptions of literacy questions. Provide guidance to educators on how they can use the time they have to develop literacy skills within their content areas and emphasize the importance of literacy across all content areas.
- Review the “other” responses and consider how some of the survey options, such as “title”, may want to be revised on future iterations of the survey.

Professional Development

The following recommendations are based on the findings of the Professional Development section from ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in thinking about professional development related to literacy that could be provided across the state.

- Learn more about schools and districts’ access to literacy-related professional development to determine if the availability of professional development

opportunities meet the state's needs. If not, strategize on ways that more opportunities can be made to programs throughout the state.

- Facilitate learning opportunities across districts. For example, if one district successfully completes a professional development session, develop a networking system where they can share what they learned with other educators who may not have had the opportunity.
- Create guidance documents that explain the professional development opportunities available to K-12 educators, including logistics (e.g., online, face-to-face, cost). Collect satisfaction surveys at the end of the trainings to learn more about if/how the professional development met the needs of the participants. Helping schools and districts strategize on ways to allocate financial resources and time for participating in professional development opportunities may also be beneficial for educators.

Program Curricula and Assessments

The following recommendations are based on the findings of the Curriculum and Assessment section of the Spring 2018 K-12 Literacy Needs Assessment as they move forward in planning their SRCL grant and thinking about how curricula and assessment align to the *North Dakota Comprehensive State Literacy Plan*.

- Create a repository of information for K-12 educators on the curricula and assessments that are available to them. If time and resources allow, include summaries of each curricula and assessment. Multiple curricula and assessments seem to be used across the state so understanding the strengths and weaknesses of each would help programs select curricula and assessments that would best meet their needs. Training options available for each one could also be included so staff have a better understanding of how to implement the curricula and conduct the assessment.
- Provide guidance on how K-12 educators across all content areas can receive additional training on implementing curricula, assessments, and literacy components into their classrooms, schools, or districts. Because of staff turnover and staff shortages, understanding how to do the most with the resources available and how to have smooth transition plans is critical for the programs.
- Learn more about why programs choose particular assessments and why they choose to use them for multiple years or why they choose to select another assessment. This will help develop an understanding of what each assessment can and cannot do to inform the program of student's progress.
- Collect more data and information on how programs integrate literacy competencies into the programs. A high percentage indicated that the curriculum improves the literacy components of their students. NDDPI may find out more about how programs integrate the state standards into their programs and how they monitor student success by visiting programs to watch implementation and staff interactions

with students, and by talking to staff members about how they interpret the competencies and integrate them into the curriculum.

- Explore ways to help all teachers integrate literacy into the classroom, even if they are not literacy teachers. Understanding how literacy will improve students' overall achievement may assist teachers in creating ways to implement literacy strategies into their instruction, regardless of their content area.

Alignment to State Literacy Goals

The following recommendations are based on the findings of the Alignment to State Literacy Goals section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with educators throughout the state in the future.

- Articulate the state goals and their meaning to all schools and districts throughout North Dakota to ensure that everyone has a clear and collective understanding of the state's intent and understand how to implement literacy activities that will help everyone achieve the goals. If it has not already been done, consider doing a statewide (or a series of statewide) webinars to discuss the goals and what it means for educators across grade levels and content areas.
- Review each goal from the needs assessment carefully to understand fully areas that seem to be strong across the state and areas that may need improvement. Because there are multiple goals that cover many distinct aspects of literacy, perhaps approach one goal at a time or assign committees to each goal. More data could be collected on each goal to gain a fuller understanding of how all educators implement literacy, why they choose to do it in that way, and their successes and challenges to receive a truly comprehensive picture of how K-12 schools throughout North Dakota have aligned their programs to the state literacy goals.

Kindergarten Readiness Assessment

The following recommendations are based on the findings of the Kindergarten Readiness Assessment section of the ND SRCL Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for the NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

- Determine if it would be helpful for the NDDPI to recommend a statewide readiness assessment for early childhood programs and/or districts. This would allow more consistency across programs in determining kindergarten readiness.
- Develop a repository of information about kindergarten readiness assessments to inform K-3 educators about what is available and how to administer them.

- Collect more data and information about kindergarten assessments. Because this needs assessment only reached a small percentage of programs and staff members, consider ways to reach K-3 educators to learn about their assessment processes.
- Collaborate with early education programs and districts to see how effective the kindergarten readiness assessments are in assessing the student's readiness. This could involve conducting further analyses about how the readiness assessments accurately predict how well the child will do in kindergarten and beyond.

Needs and Resources

The following recommendations are based on the findings of the Needs and Resources section of the Spring 2018 K-12 Literacy Needs Assessment. These bulleted recommendations are suggestions for NDDPI to consider as they move forward in planning their SRCL grant and working with K-12 educators throughout the state in the future.

- Provide opportunities for all educators to participate in professional development opportunities. Because time and financial resources seem to be challenges, consider offering diverse types of opportunities, such as online sessions or facilitate collaborations between different school districts to combine professional development sessions.
- Work with educators to ensure that the curriculum and the standards alignment meet the needs of all children, including subgroups of children, such as special education, ELL, or DLL.
- Collaborate with K-12 educators on ensuring that they have the resources to work with students who are not working at grade level to close the achievement gap and learn the basic literacy skills that will propel them to working at grade level and beyond.
- Offer training to K-12 educators **and** to family members of students on how families can support their child's education by creating and implementing literacy activities at home. Emphasize to the family members how critical learning at home is for whole child development.
- Create opportunities to facilitate conversations with K-12 educators to learn more about their literacy needs and what types of resources they think will help them better support literacy. Although the needs assessment is a start in understanding what is happening in literacy across the state, conducting formal interviews and focus groups would help dive deeper into their challenges and potential solutions to meet those challenges. More dialogue about the needs of K-12 educators at all levels and in all content areas has the potential to lead to greater understanding about their needs and ways NDDPI or other state resources can help improve the literacy components of their educational programs.

References

Baesler, K. (2017). *North Dakota Comprehensive State Literacy Plan*. North Dakota Department of Public Instruction.

Appendix A:

North Dakota Striving Readers Comprehensive Literacy Grant

Spring 2018 K-12 Literacy Needs Assessment

North Dakota Striving Readers Comprehensive Literacy Grant

Spring 2018 K-12 Literacy Needs Assessment

The North Dakota Department of Public Instruction (NDDPI) was awarded a Striving Readers Comprehensive Literacy Grant (SRCL) from the U.S. Department of Education. To prepare for the grant, NDDPI would like to hear from all educators across the state to learn about literacy in your schools/districts, how literacy aligns with the North Dakota Comprehensive State Literacy Plan, and what resources you need to implement literacy successfully within your schools and districts.

Your feedback is important to the NDDPI and will impact how the SRCL is implemented across the state. Please take 20 to 25 minutes to provide your candid responses. All responses are anonymous, and reported only in an aggregated manner. McREL International is a third-party institution collecting, analyzing, and reporting on the survey results. If you have any questions about this survey, please feel free to contact Tara Donahue, managing evaluator at McREL (800.858.6830, ext. 5551; tdonahue@mcrel.org). For more information on protection of your rights as a participant, you may contact Karen Bumgardner, Chair of McREL's Institutional Review Board (800.858.6830, ext. 1841; kbumgardner@mcrel.org) or Lodee Arnold, assistant director EL programs, (701.328.1876; laarnold@nd.gov).

North Dakota Striving Readers Comprehensive Literacy Grant

(Spring 2018 K-12 Literacy Needs Assessment)

Section I: General Background Information

Please answer the following questions to provide background information about your experiences as an educator.

1. In what district do you work? _____

2. What is your title? Please select all that apply.

☐ Principal

☐ Assistant Principal

☐ Teacher

☐ Paraprofessional

☐ Coach

☐ Title I Specialist

☐ Supplemental Teacher

☐ Strategist

☐ Related Service Provider (please specify): _____

☐ Other (please specify): _____

3. What is your highest level of educational attainment?

☐ Less than high school diploma

☐ High school diploma

☐ Associate's degree

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate

☐ Other (please specify): _____

4. What grade level(s) do you teach? Select all that apply.

☐ Kindergarten

☐ First

☐ Second

☐ Third

☐ Fourth

☐ Fifth

☐ Sixth

☐ Seventh

- ☐ Eighth
☐ Ninth
☐ Tenth
☐ Eleventh
☐ Twelfth
☐ Other (please specify): _____

5. Do you work with special education students?

- ☐ Yes
☐ No

6. Do you work with English Learners (ELs)?

- ☐ Yes
☐ No

Your Views on Literacy

Please rate the extent to which you agree with the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
7a. Literacy is an integral part of my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7b. I see myself as a literacy teacher as well as a content area teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7c. Literacy fits into content area instruction in middle school classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7d. Literacy fits into content area instruction in high school classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7e. Part of my job is to help students learn from text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7f. I incorporate teaching literacy strategies into my content area instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7g. I feel prepared to teach literacy in my content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7h. I view literacy instruction as an additional task to my content area teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7i. There is not enough time to cover required content in my subject area and provide literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7j. I believe literacy instruction improves my content area teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7k. I am familiar with developmentally appropriate concepts of the reading process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section II: Professional Development

8. In what literacy-related professional development opportunities has your district/school participated? Select all that apply.

- ☐ North Dakota Multi-tiered Systems of Support (NDMTSS)
 - ☐ Literacy Data Analysis
 - ☐ Reading and Writing Strategies across the Content Areas/Grades
 - ☐ Improving Academic Literacy
 - ☐ Social and Emotional Learning
 - ☐ Other (please specify): _____
-

9. What type(s) of professional development have you received relate to literacy instruction? Select all that apply.

- ☐ Instructional Coaching
 - ☐ Face-to-Face Training
 - ☐ Book Studies
 - ☐ Literacy Conferences
 - ☐ Online Training
 - ☐ Other (please specify): _____
-

Section III: Program Curricula and Assessment

10. What curricula is used in the literacy program(s) in your school?

- ☐ I use purchased curriculum.
- ☐ I have created my own curriculum.
- ☐ The school/district has developed curriculum for the literacy program(s) in my school.
- ☐ I use purchased curriculum **and** curriculum that I/the school/the district has created for the literacy program(s) in my school.

11. If you purchase curriculum, what curriculum do you use?

12. Did you receive training in how to use the curriculum?

- ☐ Yes
- ☐ No

13. If you received training on the curriculum, did the training adequately prepare you to use the curriculum?

- ☐ Yes
- ☐ No

14. If you did not receive adequate training to prepare you to use the curriculum, why not? Select all that apply.

- ☐ Not offered.
- ☐ Too expensive.
- ☐ I did receive training, but it did not adequately prepare me to use the curriculum.
- ☐ Other (please specific): _____

15. How long have you used this curriculum?

- ☐ Less than a year
- ☐ One to three years
- ☐ Three to five years
- ☐ More than five years

16. What literacy component(s) from the K-12 Standards does your curriculum cover? Select all that apply.

Reading

- ☐ Literature
- ☐ Informational Texts
- ☐ Foundational Skills

Writing

- ☐ Text Types
- ☐ Responding to Reading

- ☐ Responding to Research

Speaking and Listening

- ☐ Flexible Communication and Collaboration

Language

- ☐ Conventions
- ☐ Effective Use
- ☐ Vocabulary

17. To what extent do you think your curriculum improves the literacy competencies of the students you serve? If you do not cover the competency in your program, select Not Applicable (N/A).

	To a Great Extent	To Some Extent	To a Little Extent	Not at All	N/A
Reading					
a. Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Informational Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Foundational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing					
d. Text Types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Responding to Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Responding to Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking and Listening					
g. Flexible Communication and Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language					
h. Conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Effective Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What assessment(s) are used in your school to assess literacy? Select all that apply.

- ☐ Brigance
- ☐ Diagnostic Assessments of Reading (DAR)
- ☐ DIBELS
- ☐ Developmental Reading Assessment (DRA)
- ☐ North Dakota State Assessment (NDSA)
- ☐ NWEA
- ☐ Phonological Awareness Literacy Screening (PALS)
- ☐ RIGBY
- ☐ Running Records
- ☐ SAT
- ☐ Scholastic Reading Inventory (SRI)
- ☐ STAR Reading
- ☐ Test of Oral Reading and Comprehension Skills (TORCS)
- ☐ Other (please specify): _____

19. How often do you **formatively** assess the performance of the students you teach?

- ☐ Daily
 - ☐ Weekly
 - ☐ Twice a month
 - ☐ Monthly
 - ☐ Twice a year
 - ☐ Yearly
 - ☐ Other (please specify): _____
-

20. How often do you **summatively** assess the performance of the students you teach?

- ☐ Daily
 - ☐ Weekly
 - ☐ Twice a month
 - ☐ Monthly
 - ☐ Twice a year
 - ☐ Yearly
 - ☐ Other (please specify): _____
-

21. To what extent do you think the **formative** assessment(s) adequately measure the progress of the students you serve?

- ☐ To a great extent
 - ☐ To some extent
 - ☐ To a little extent
 - ☐ Not at all
-

21a. Please provide additional comments or information you would like NDDPI to know about the **formative** literacy assessment(s) you use or recommendations you may have for improving how students are **formatively** assessed.

22. To what extent do you think the **summative** assessment(s) adequately measure the progress of the students you serve?

- ☐ To a great extent
 - ☐ To some extent
 - ☐ To a little extent
 - ☐ Not at all
-

- 22a. Please provide additional comments or information you would like NDDPI to know about the **summative** literacy assessment(s) you use or recommendations you may have for improving how students are **summatively** assessed.

Section IV: Alignment to State Literacy Goals

Leadership and Sustainability

The following items are components of leadership and sustainability. Please rate the extent to which your school includes these components.

	To a great extent	To some extent	To a little extent	Not at all
23a. Commitment to common goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23b. Prioritizing institutional structure support (scheduling for both collaboration and instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23c. Define job responsibilities, roles, and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23d. Provide time and support for professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23e. Professional development for superintendents, principals, teachers, paraprofessionals, parents, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23f. Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23g. Job-embedded support (schools and districts should provide professional, job-embedded support to improve literacy instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instruction and Intervention

The following items are components of instruction and intervention. Please rate the extent to which your school includes these components.

	To a great extent	To some extent	To a little extent	Not at all
24a. Standards-aligned curricular framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24b. 21st Century Literacy skills, including digital literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24c. Consistent approach-based on principles of responsive instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24d. Evidence-based instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24e. Effective practices and strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24f. Knowledge of early literacy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24g. Knowledge of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24h. Knowledge of language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24i. Accessible instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24j. Evidence-based intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24k. Project-based interventions/innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24l. Pre-kindergarten development progression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24m. Early Childhood Curriculum Selection Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24n. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24o. Revised/updated North Dakota ELA Standards (2017)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24p. National Math + Science Initiative (NMSI) with an additional focus on ELA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Standards Alignment

The following items are components of standards alignment. Please rate the extent to which your school includes these components.

	To a Great Extent	To Some Extent	To a Little Extent	Not at All
Reading				
25a. Literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25b. Informational Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25c. Foundational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing				
25d. Text Types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25e. Responding to Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25f. Responding to Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking and Listening				
25g. Flexible Communication and Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language				
25h. Conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25i. Effective Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25j. Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment and Evaluation

The following items are components of assessment and evaluation. Please rate the extent to which your school conducts the following assessments and evaluations

	To a great extent	To some extent	To a little extent	Not at all
Summative				
26a. North Dakota State Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26b. End-of-Year Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26c. End-of-Course Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26d. End-of-Unit Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26e. End-of-Chapter Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative				
26f. Screening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26g. Progress Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26h. Curriculum-Based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26i. Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26j. Diagnostic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

The following items are components of professional development. Please rate the extent to which you have received professional development in the following areas.

	To a great extent	To some extent	To a little extent	Not at all
Teaching and Learning Research-Based Strategies				
27a. Explicit instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27b. Scaffolding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27c. Modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27d. Guided practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27e. Active engagement strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27f. Classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27g. Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27h. Learning centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27i. Alignment to standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27j. Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27k. Developmentally appropriate practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27l. Oral language development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27m. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Reading Process				
27n. Phonology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27o. Orthography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27p. Morphology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27q. Syntax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27r. Semantics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27s. Pragmatics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27t. Discourse structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27u. Register	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27v. Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27w. Intensive writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27x. Literacy Response and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment: Administer, Score, and Analyze				
27y. Formative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27z. Summative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27aa. Benchmark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27bb. Progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27cc. NDMTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27dd. Flexible grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27ee. Strategic intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Learning Communities				
27ff. Common planning time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27gg. Tools for self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27hh. Support to examine/analyze student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27ii. Mentoring program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family and Community Engagement Strategies

The following items are components of strategies in engaging family and the community. Please rate the extent to which your school uses these strategies in engaging family and the community.

	To a great extent	To some extent	To a little extent	Not at all
28a. Strategy 1: Using data to set priorities and focus strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28b. Strategy 2: Providing relevant, on-site professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28c. Strategy 3: Building collaborations with community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28d. Strategy 4: Using targeted outreach to focus on high-needs communities, schools, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28e. Strategy 5: Building one-on-one relationships between families and educators that are linked to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28f. Strategy 6: Setting, communicating, and supporting high and rigorous expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28g. Strategy 7: Addressing cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28h. Strategy 8: Connecting students to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Timeline: Primary Grades K-3

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in Primary Grades K-3. Please rate the extent to which your school includes these components.

29. My school serves primary grades kindergarten through 3.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
29a. Plan the core literacy instruction all children will receive.	○	○	○	○
29b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
29c. Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
29d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	○	○	○	○
29e. Alignment of strategies to curriculum framework, ND State Standards, and EL Development Standards.	○	○	○	○

Kindergarten Readiness Assessment

30. How is kindergarten readiness assessed in your district?

☐ I don't know.

☐ DPI Kindergarten formative assessment

☐ Kindergarten formative assessment (please specify): _____

31. When is kindergarten readiness assessed in your district?

☐ I don't know.

☐ During Pre-Kindergarten

☐ Summer prior to entering kindergarten

☐ Beginning of kindergarten

☐ Other (please specify): _____

32. How is the kindergarten readiness assessment used in your district?

☐ I don't know.

☐ Kindergarten Placement

☐ Title I Eligibility

☐ Other (please specify): _____

Literacy Timeline: Intermediate Grades 4-6

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the intermediate grades 4-6. Please rate the extent to which your school includes these components.

33. My school serves intermediate grades 4 through 6.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
33a. Plan the core literacy instruction all children will receive.	○	○	○	○
33b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
33c. Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
33d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	○	○	○	○
33e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	○	○	○	○
33f. National Math + Science Initiative (NMSI)	○	○	○	○

Literacy Timeline: Middle Grades 7-8

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the middle grades 7-8. Please rate the extent to which your school includes these components.

34. My school serves middle grades 7 and 8.	Yes		No	
	○		○	
	To a great extent	To some extent	To a little extent	Not at all
34a. Plan the core literacy instruction all children will receive.	○	○	○	○
34b. Plan core EL instruction to allow for access to literacy instruction.	○	○	○	○
34c. Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	○	○	○	○
34d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are	○	○	○	○

used to allocate resources to improve student learning and support staff implementation of effective practices.				
34e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34f. National Math + Science Initiative (NMSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Literacy Timeline: Secondary Grades 9-12

The following items are listed in the ND Comprehensive State Literacy Plan as part of the literacy timeline for students in the secondary grades 9-12. Please rate the extent to which your school includes these components.

35. My school serves secondary grades 9 through 12.	Yes		No	
	<input type="radio"/>		<input type="radio"/>	
	To a great extent	To some extent	To a little extent	Not at all
35a. Plan the core literacy instruction all children will receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35b. Plan core EL instruction to allow for access to literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35c. Use of instructional strategies within a variety of contexts and content areas and approaches to teaching reading and writing, based on principles of responsive instruction and using a standards-aligned curricular framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35d. High-quality instruction and interventions matched to student need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35e. Alignment of strategies to curriculum framework, North Dakota State Standards, and EL Development Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35f. Center for Research, Evaluation, Assessment, and Measurement (CREAM) and National Math + Science Initiative (NMSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section V: Needs and Resources

36. What are your biggest needs regarding literacy? Select all that apply,

- ☐ Coaching
 - ☐ Collaboration with colleagues
 - ☐ Curriculum implementation
 - ☐ Curriculum selection/development
 - ☐ Leadership
 - ☐ Policy changes at the state level
 - ☐ Policy changes at the district level
 - ☐ Policy changes at the school level
 - ☐ Support by parents and community
 - ☐ Training/professional development
 - ☐ Other (please specify): _____
-

37. If you have other comments about your needs regarding literacy, please type them in the box below.

38. What other resources do you need in order to better support literacy? Select all that apply,

- ☐ Collaboration opportunities/professional learning communities
 - ☐ Data access
 - ☐ Lesson ideas
 - ☐ Situational support (ex. I have a child who . . .)
 - ☐ Staff
 - ☐ Strategies
 - ☐ Training/professional development
 - ☐ Other (please specify): _____
-

39. If you have other comments about resources you need to better support literacy, please type them in the box below.

Thank you for taking this survey. Your time and feedback are much appreciated!

Appendix B: Districts Represented by Survey Participants

Table B-1. Districts Represented

In what district do you work? (N = 281)	N	Percentage
Alexander	2	0.7%
Ashley	1	0.4%
Barnes County North	1	0.4%
Beach	1	0.4%
Belfield	2	0.7%
Beulah	6	2.1%
Billings County	1	0.4%
Bismarck	14	5.0%
Bottineau	1	0.4%
Burke Central	2	0.7%
Carrington	1	0.4%
Cavalier	1	0.4%
Central Cass	1	0.4%
Central Valley	1	0.4%
Dakota Prairie	1	0.4%
Devils Lake	6	2.1%
Dickinson	1	0.4%
Drayton	7	2.5%
Edgeley	3	1.1%
Edmore	2	0.7%
Eight Mile	1	0.4%
Ellendale	7	2.5%
Emerado	1	0.4%
Enderlin	1	0.4%
Fargo	5	1.8%
Fessenden-Bowdon	1	0.4%
Fort Totten	1	0.4%
Goodrich	1	0.4%
Grafton	10	3.6%
Grand Forks	11	3.9%
Griggs County Central	1	0.4%
Hankinson	3	1.1%
Hatton	5	1.8%
Hazen	2	0.7%
Hebron	2	0.7%
Hillsboro	1	0.4%

In what district do you work? (N = 281)	N	Percentage
Hope	4	1.4%
James River Special Education Cooperative	1	0.4%
Jamestown	7	2.5%
Kenmare	1	0.4%
Kidder County	1	0.4%
Kindred	2	0.7%
Kulm	2	0.7%
Lakota	1	0.4%
LaMoure	1	0.4%
Lidgerwood	1	0.4%
Linton	1	0.4%
Lisbon	2	0.7%
Litchville-Marion	3	1.1%
Little Heart	1	0.4%
Maddock	1	0.4%
Mandan	1	0.4%
Maple Valley	1	0.4%
Max	5	1.8%
McKenzie County	4	1.4%
Medina	2	0.7%
Midkota	2	0.7%
Midway	2	0.7%
Milnor	1	0.4%
Minot	3	1.1%
Mohall-Lansford-Sherwood	7	2.5%
Munich	1	0.4%
Naughton	1	0.4%
North Dakota School for the Blind	1	0.4%
North Dakota School for the Deaf	1	0.4%
Nedrose	1	0.4%
Nesson	3	1.1%
New Rockford-Sheyenne	2	0.7%
New Salem – Almont	1	0.4%
New Town	9	3.2%
North Border	5	1.8%
North Sargent	6	2.1%
Northwood	3	1.1%
Oakes	1	0.4%
Park River	1	0.4%

In what district do you work? (N = 281)	N	Percentage
Parshall	11	3.9%
Pingree-Buchanan	2	0.7%
Richardton-Taylor	7	2.5%
Rugby	1	0.4%
Selfridge	2	0.7%
Sioux County	1	0.4%
Solen	1	0.4%
South Prairie	3	1.1%
Southwest Special Education Unit	1	0.4%
St. John	2	0.7%
St. Thomas	1	0.4%
Stanley	1	0.4%
TGU	1	0.4%
Thompson	4	1.4%
Tioga	4	1.4%
Turtle Lake-Mercer	1	0.4%
United	3	1.1%
Valley-Edinburg	1	0.4%
Velva	1	0.4%
Wahpeton	3	1.1%
Warwick	2	0.7%
Washburn	1	0.4%
Watford City	1	0.4%
West Fargo	7	2.5%
Westhope	3	1.1%
Wilton	8	2.8%
Wishek	1	0.4%
Wolford	1	0.4%
Wyndmere	2	0.7%
Zeeland	3	1.1%

Note: Due to rounding, percentages may not add up to 100.



Strategic Vision for PK-12 Education Steering Committee Members

As of 12-20-18

Tegan Amundson	State Superintendent Student Cabinet Member	Richland High School
Levi Bachmeier	Policy Advisor	Office of the Governor
Kirsten Baesler	ND State Superintendent of Schools	North Dakota Department of Public Instruction
Marc Bluestone	Superintendent	ND Indian Education Advisory Council
Elroy Burkle	Executive Officer	North Dakota Small Organized Schools
Aimee Copas	Executive Director	North Dakota Council of Educational Leaders
Lisa Feldner	Education Consultant	
Lynda Ferguson	Education Services Associate	Prairie Public Broadcasting
Jim Johnson	Past President	North Dakota School Boards Association
Rosi Klobberdanz	Executive Director	Education Technology Council Edutech
Chad Oban	Executive Director	North Dakota United
Erin Oban	Senator	North Dakota State Senate
Al Olson	President	North Dakota Association of College of Teacher Educators
Mark Owens	Representative	North Dakota House of Representatives
Rebecca Pitkin, PhD	Executive Director	Education Standards & Practices Board
Pam Sagness	Director	Behavioral Health Division Department of Human Services
Luke Schaefer	Director	REAs/Mid-Dakota Education Cooperative & Missouri River Education Cooperative
Donald Schaible	Chair, Senate Education Committee	North Dakota State Senate
Cynthia Schreiber-Beck	Representative	North Dakota House of Representatives
Mary Schultz	President	North Dakota Parents & Teachers Association
Wayde Sick	Director & Executive Officer	North Dakota Career & Technical Education
Tom Ternes	Education Market Manager	Bank of North Dakota
Phil Wisecup	Interim Vice Chancellor	North Dakota University System



STATE EDUCATION ORGANIZATION ALIGNMENT

With the North Dakota PK-12 Education
Strategic Vision Framework



JANUARY 14, 2019



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career exploration

Quality education personnel

Quality instruction for personalized learning

1/4/2018

Strategic Theme: Quality Early Childhood Education		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Effectively implement a quality rating and improvement system (QRIS) 2. Expand quality early childhood education opportunities 	<ol style="list-style-type: none"> 1a. Enhance the QRIS with key components for all early childhood education programs (ECEs) 1b. Increase participation in the QRIS 2a. Develop a start-up toolkit for new quality ECEs 2b. Design and implement a state level advocacy plan for high quality early childhood education
Center for Distance Education	<ol style="list-style-type: none"> 1. Increase the number of kindergarteners that can read in ND 2. Expand opportunities for young learners to participate in activities that result in development of the executive function 	<ol style="list-style-type: none"> 1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND 1b. Provide program support for parents and their learner 2a. Procure SmartLab components that support PK-2 learning (Primary Layer) 2b. Provide age appropriate training to PK-2 facilitators
EDUTECH	<ol style="list-style-type: none"> 1. Provide educational technology infrastructure & tools to support quality early childhood education 2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education 	<ol style="list-style-type: none"> 1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula 2a. Deliver workshops on 1:1 device applications that engage young learners 2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations
Career and Technical Education	<ol style="list-style-type: none"> 1. Expand and support quality early childhood education opportunities 	<ol style="list-style-type: none"> 1a. Promote early childhood career exploration through workplace learning opportunities
Education Standards and Practices Board	<ol style="list-style-type: none"> 1. Provide quality pre-service experiences in birth-grade 3 settings 2. Collaborate across agencies 	<ol style="list-style-type: none"> 1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)
Governor's Office	<ol style="list-style-type: none"> 1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE 2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI 	<ol style="list-style-type: none"> 1a. Re-energize ECE council originally established by governor's office 1b. Engage Ed legislative leadership to discuss strategy for ECE in '19 session 2a. Explore and promote statutory changes that better support the missions of both organizations
ND United		<ol style="list-style-type: none"> 1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose 1b. Continue to lobby at the legislature and also engage members on importance of Pre-K

Strategic Theme: Support for Safe and Healthy Behaviors		
Organization	Objectives	Initiatives
Department of Public Instruction	1. Enhance collaboration and partnerships to support students and families	1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community 1b. Create a framework and provide resources for all students to succeed academically and behaviorally 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior
Center for Distance Education	1. Distribution and instruction of online curriculum in all instructional areas that focus on healthy behaviors 2. Reengineering of the classroom with SmartLab implementation allowing for a teacher facilitation model	1a. Continued development and engagement of courses for teachers and students in the area of mental health 2a. 30-hour training program for classroom teachers with a SmartLab to help them redesign traditional pedagogical models to facilitate learning environments that allow them to build healthy relationships with learners
EDUTECH	1. Provide guidance on technology tools, resources, and online best practices 2. Partner with state agencies by providing technology tools and learning opportunities to support statewide behavioral health programs	1a. Provide web filtering/guidance to schools to minimize access to objectionable material 1b. Provide resources to ensure safe and secure teacher/student online behaviors 2. Provide professional development and resources for educators, including Behavioral Health Service resources, GIS crowdsourcing tools, digital storytelling training, and community interactions
Career and Technical Education	1. Expand and support Career and Technical Education Student Organizations (CTSO)	1a. Increase awareness of leadership opportunities to support healthy behaviors
Education Standards and Practices Board	1. All teacher education colleges will provide mental health competency training (required 8/2016)	1a. Collaboration with DPI for resources for Higher Education (completed) 1b. Analyze data to determine where training is given and provide support as needed (ongoing)
Small Organized Schools		1a. NDSOS can assist by providing access to online bus driver training (INFINIT-I); promoting mental health/suicide training (i.e. Tom Nitschke's 'I Am Resilient' Program); and resources for drug (opioid) prevention.
Regional Education Agencies	1. Facilitate professional learning aligned with Promotion and Prevention for schools 2. Support DPI's initiatives 1a & 1b	1a. Continue to identify evidence-based opportunities that can be implemented in an educational community 1b. Assist schools in the implementation of selected practices/programs 1c. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Increase focus on needs of students and schools facing behavioral health challenges 2. Better leverage state dollars in behavioral health to support schools	1a. Expand Recovery Reinvented initiative to include behavioral health 2a. Work with DHS to make public services related to behavioral health more school-facing 2b. Work to increase awareness among school leaders of behavioral health resources available locally, regionally

Strategic Theme: Career Exploration		
Organization	Objectives	Initiatives
Department of Public Instruction	1. Ensure K-12 students have access to quality career counseling and education 2. Increase exposure and engagement in hands-on career exploration	1a. Facilitate creation of pillars of quality career counseling and education 1b. Expand and enhance quality career counseling and education practices 2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans 2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners
Center for Distance Education	1. Increase the number of online and blended career exploration opportunities for learners 2. Design certificate programs for learners that produce credits and prepare them for the work force	1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce 2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND 2b. Provision for certifications in cyber security technician and UAS pilot's license
EDUTECH	1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed	1a. Expand AskMe program throughout the state 1b. Promote ND Insights portal for access to information on programs / pathways to high demand careers and Job Service's ND Workforce Intelligence 1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security
Career and Technical Education	1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships	1a. Expand and support quality career and technical education programming 2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders
Education Standards and Practices Board	1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools	1a. Spoke before BPS school board
Small Organized Schools		1a. Promote Rural Schools Collaborative place-based education and continue to support state-wide career exploration such as NDCDE in addition to supporting regional (REAs) and state (NDCTE and NDDPI) efforts
Regional Education Agencies	1. Advocate for a progressive career exploration continuum for students K-12 2. Support 2b	1a. Connect schools with appropriate industry and business representatives to align initiatives 1b. Promote appropriate data utilization to evidence progress towards strategic theme 2a. Collaborate with CTE Centers
Governor's Office	1. Better promote career ready practices 2. Support expansion of Computer Science and Cyber Security Education 3. Better integrate CTE into other state government K-12 departments	1a. Leverage communications team to explore opportunities to better raise CRP awareness 2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session 3a. Holistic CTE as one focus of K-12 Governance Working Group
ND United		1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state

Strategic Theme: Quality Education Personnel		
Organization	Objectives	Initiatives
Department of Public Instruction	1. Increase rigor and relevance of educator enhancement and performance management systems 2. Reduce vacancies in hard to staff areas with effective educators	1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators 1b. Increase support for fidelity of educator evaluation and continuous improvement systems 1c. Collaboration with educator preparation stakeholders to design quality coursework 2a. Continue to secure and promote incentives 2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing
Center for Distance Education	1. Development of teachers that provides a process for student learning 2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning	1a. Refinement of a "Teacher Process" which allows for a methodology that focuses on applying teaching and learning that data has proven works 1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data 2a. Provide blended learning, college credit bearing training opportunities in an "Online Teaching Certification" program and with a 30-hour SmartLab facilitator training program
EDUTECH	1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education 2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives 3. Provide professional development opportunities on data-driven decision making	1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators 2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences 2b. Provide technology coaching in support of quality instruction 3a. Introduce educators to student data in the SLDS to access/analyze continuous improvement of student learning; provide ongoing professional development for online curriculum "Develop Your Data Mindset" 3b. Continually improve tools within PowerSchool, SLDS, eTranscript
Career and Technical Education	1. Improve Career and Technical Education programs through evaluation	1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development 1b. Verify appropriate industry/teaching certifications
Education Standards and Practices Board	1. Maintain qualifications for alternate access licensure	1a. Provide opportunities for a "narrow" license as a component of alternate access licensure 1b. Work with higher education to develop a "boot camp" for Alternate Access license individuals 1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary
Regional Education Agencies	1. Support school utilization of evaluation systems	1a. Identify education personnel needs on a regional basis 1b. Provide growth opportunities aligned with evidence-based instructional framework 1c. Promote appropriate data utilization to evidence progress towards strategic theme

Strategic Theme: Quality Instruction for Personalized Learning		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Research and define personalized learning methods and tools 2. Build capacity for districts and schools to implement personalized learning 	<ol style="list-style-type: none"> 1a. Understand current landscape of personalized learning in education and promising instructional models and tools 1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning
Center for Distance Education	<ol style="list-style-type: none"> 1. Increase use of personalized learning technologies. 2. Provide schools with learning laboratories that focus on personalization 	<ol style="list-style-type: none"> 1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab 2a. Installation, training, and support of a SmartLab for every school district in the state of ND
EDUTECH	<ol style="list-style-type: none"> 1. Deliver technology, tools, and professional development to build statewide capacity for educators 2. Engage in and support DPI's Personalized Learning Action Team 	<ol style="list-style-type: none"> 1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA) 1b. Partner to build knowledge capacity for personalized learning 2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team
Career and Technical Education	<ol style="list-style-type: none"> 1. Support CTE instructors in providing personalized learning to all students 	<ol style="list-style-type: none"> 1a. Provide student access to appropriate industry certification through CTE 1b. Support and expand CTSO leadership and competitive activities in school districts
Regional Education Agencies	<ol style="list-style-type: none"> 1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods 	<ol style="list-style-type: none"> 1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods 1b. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	<ol style="list-style-type: none"> 1. Support the adoption of personalized learning in North Dakota schools 	<ol style="list-style-type: none"> 1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations
ND United		<ol style="list-style-type: none"> 1a. The Cutting Ed Podcast: focus on the innovation taking place in schools 1b. Provide panels on "innovation" at all PD conferences 1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning
NDACTE	<ol style="list-style-type: none"> 1. Integrate curriculum to support theories and practices supporting personalized learning in teacher preparation programs 	<ol style="list-style-type: none"> 1a. Visit and work with PK-12 personalized learning schools to increase faculty and teacher candidate involvement. Continue to incorporate research-based practices in teacher education curriculum
NDCEL	<ol style="list-style-type: none"> 1. Leadership development and PD in the area of Innovative Instruction 	<ol style="list-style-type: none"> 1. ND Innovation Academy partnership with Ted Dintersmith (currently) with ongoing development of future cohorts led by ND professionals



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.

Appendix E



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school related absences)
- Work-based Learning Experience
- Two or more years in organized Co-Curricular Activities
- Two or more years in organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully complete an on-line learning course
- Demonstrate competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four Year Rolling Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum subsection scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:

- Advanced Placement Course (A, B or C) (1, 2, or 3)
- Dual Credit Course (English or Math) (A, B or C) or (1, 2, or 3)
- Algebra II (A, B or C) or (1, 2, or 3)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CLEM/CREAM (Eng/Math) Course (70% or greater)



WORKFORCE READY

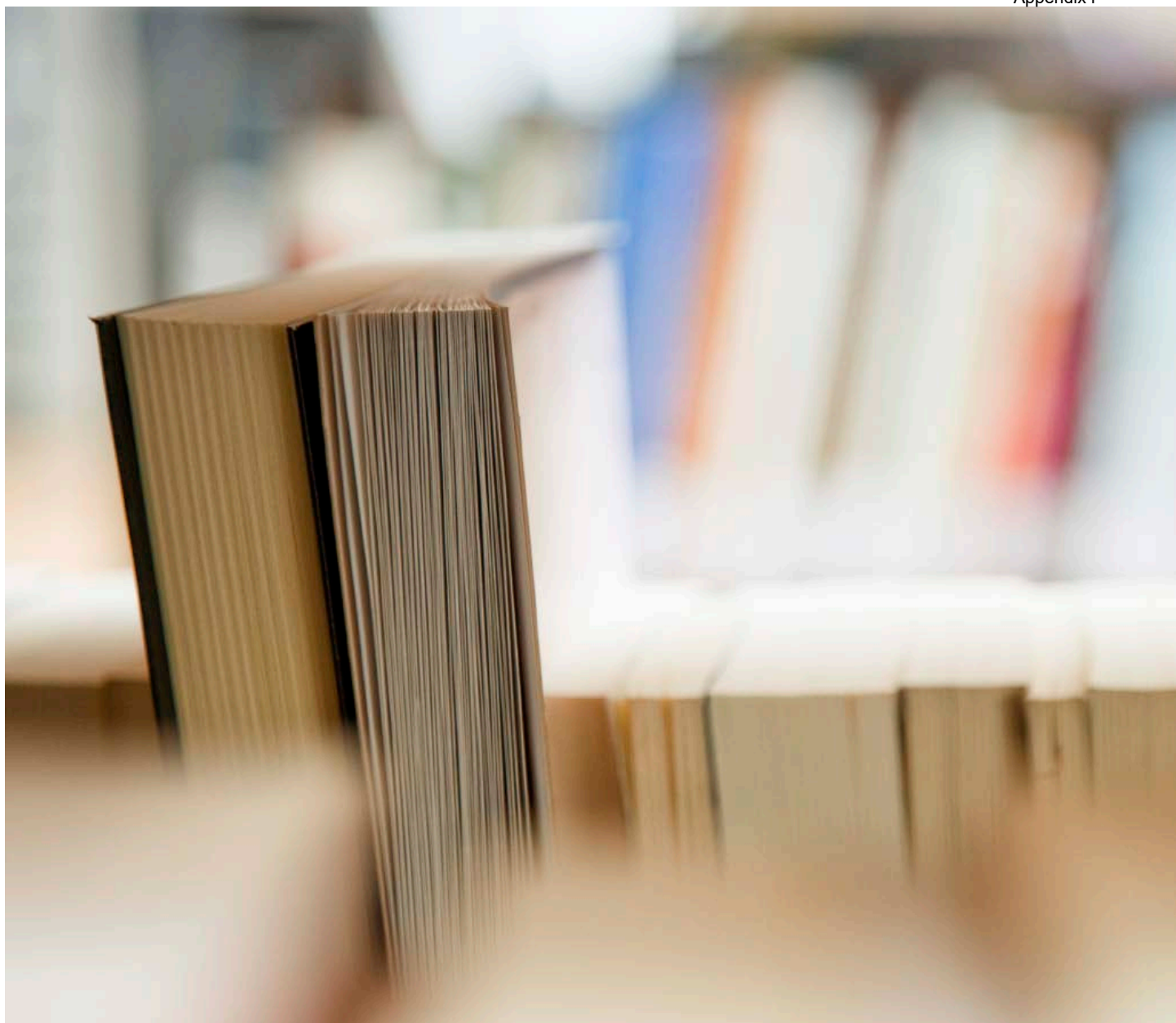
Complete a **Four Year Rolling Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (1, 2, or 3)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B or C) or (1, 2, or 3)
- WorkKeys (Gold, Silver or Platinum)
- Technical Assessment / Industry Credential -
- Work-place Learning Experience (75 hrs)
- CLEM/CREAM (Eng/Math) Course (70% or greater)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)



MILITARY READY

Complete a **Four Year Rolling Plan**, **ASVAB score of 31 or greater** (as determined by branch), **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (1, 2, or 3) and Complete **two or more** additional indicators from the **Post Secondary** or **Workforce** options.



North Dakota Comprehensive State Literacy Plan

Birth through Grade 12



Kirsten Baesler, Superintendent
Department of Public Instruction



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

March 2018

Table of Contents

NORTH DAKOTA STATE LITERACY & IMPLEMENTATION TEAMS 1

INTRODUCTION 2-4

LEADERSHIP & SUSTAINABILITY 5-6

INSTRUCTION & INTERVENTION 7

STANDARDS ALIGNMENT 8-9

ASSESSMENT & EVALUATION 10-11

PROFESSIONAL DEVELOPMENT 12-13

FAMILY & COMMUNITY ENGAGEMENT 14

LITERACY TIMELINE 15

REFERENCES 16-17

North Dakota State Literacy Team

<i>Jennifer Bartsch, Kindergarten Teacher Rugby Public School District Rugby, ND</i>	<i>Melissa Cournia, North Dakota Reading Strategist Bismarck High School Bismarck, ND</i>
<i>Vonda Dahl, Literacy Coach & Title I Interventionist Mary Stark Elementary Mandan, ND</i>	<i>Debra Follman, Elementary Principal Sweetwater Elementary Devils Lake, ND</i>
<i>Heather Lee Department of Special Education Minot State University Minot, ND</i>	<i>Cheryl Mahnke, Education Manager Save the Children Head Start Williston, ND</i>
<i>Stacey Perez-Fonseca Title I Reading Specialist, EL Coordinator/Teacher New Town Public School New Town, ND</i>	<i>Tina Pletan, Adjunct Professor Elementary & Middle School Reading Methods University of Mary Bismarck, ND</i>
<i>Courtney Seiler, Principal Wilton Public School Wilton, ND</i>	<i>Jill Staudinger, Vice President Children & Family Services, HIIT, Inc. Mandan, ND</i>
<i>Leslee Thorpe, MSU Teacher Education Instructor ECE/Reading Minot State University Minot, ND</i>	

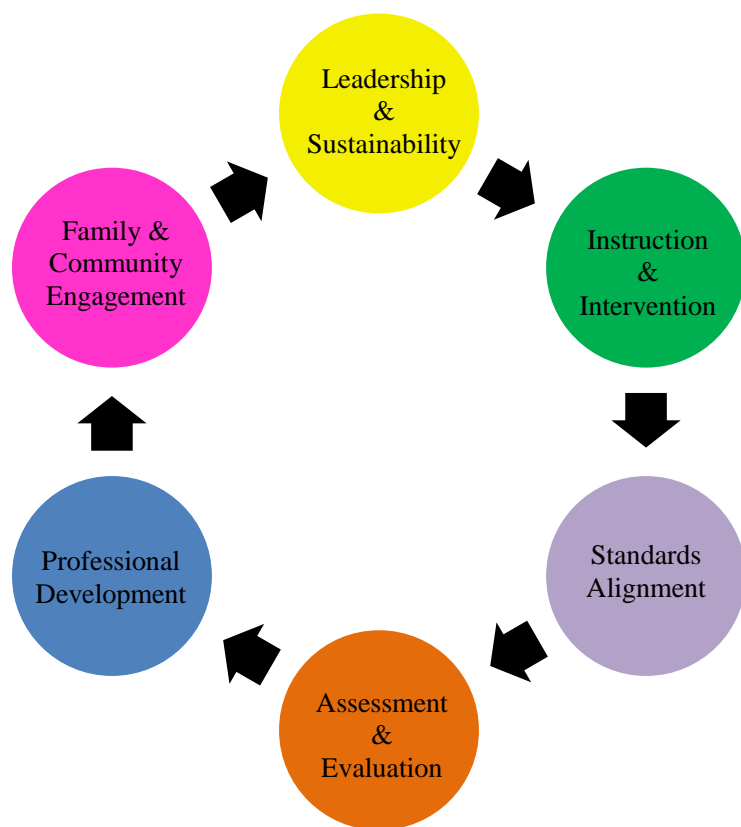
A special thank you to the North Dakota State Literacy Team for their valuable expertise and insight in the creation of this document.

North Dakota Department of Public Instruction State Implementation Team

<i>Laurie Matzke, Assistant Superintendent Student Support & Innovation Division</i>	<i>Ann Ellefson, Director Office of Academic Support</i>
<i>Brenda Ehrmantraut, Program Coordinator Striving Readers Literacy Grant</i>	<i>Tara Fuhrer, Director Office of Early Learning</i>
<i>Lodee Arnold, Assistant Director Office of Indian/Multicultural Education</i>	

For information regarding the North Dakota Comprehensive State Literacy Plan,
please contact the Department of Public Instruction at (701) 328-2260.

Introduction



The overall goal for the North Dakota Striving Readers Comprehensive Literacy (NDSRCL) is for the State, local education agencies, and early childhood programs to integrate and align resources and policies to support Disadvantaged Children, Birth - Grade 12, to be Choice Ready (i.e., with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce or join the military). To support this goal, North Dakota (ND) proposes eight specific, measurable, attainable, realistic, and timely goals that reflect the ND educational system priorities to service Disadvantaged Children. The specific goals of the NDSRCL include, by January 2020, an increase in literacy skills, including pre-literacy skills,

reading, and writing, as evidenced by age appropriate assessments. Each goal has a clear action plan to be implemented within a reasonable timeline by a variety of teams. This agenda builds on the state's progress in literacy to date; emphasizes the state's priorities in supporting Disadvantaged Children in eight goal areas; and will result in improved measurable outcomes for all children, including Disadvantaged Children.

Local education agencies (LEAs), will partner with early childhood programs (ECPs) to develop comprehensive literacy instruction programs that, at minimum, span Birth through Grade 5. The programs must align with the ND State Comprehensive Literacy Plan, and be based on interventions with moderate or high levels of evidence where applicable and available.

The North Dakota Department of Public Instruction (NDDPI) revised the comprehensive ND State Comprehensive Literacy Plan in 2017 according to current practices and grant application requirements. The changes were informed by local needs, data from the AdvancED Continuous Improvement System, current practices, and interactions with LEAs. The department also received assistance from North Central Comprehensive Center (NCCC) in creating and analyzing statewide needs for early childhood and K-12 educators, specifically providing information on the statewide view of literacy in early education programs, schools and districts; how literacy aligns with the North Dakota Comprehensive State Literacy Plan; and what resources the educators need to implement literacy successfully within programs, schools, and districts. The ND State Literacy Team was established with federal funding authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act).

The 2017-2020 State Literacy Team is comprised of 11 members from diverse backgrounds, including educators across all levels of education from early childhood to high school; university professors who are experts in literacy; and officials from state and local agencies.

As described in the revised ND State Comprehensive Literacy Plan, the culture of ND literacy is comprised of six essential elements: leadership and sustainability, instruction and intervention, standards alignment, assessment and evaluation, professional development, and family and community partnerships. Key changes to the revised ND State Comprehensive Literacy Plan are listed below:

Leadership & Sustainability:

- Creating literacy teams and plans for organization to implement and sustain effective approaches Birth through Grade 12.
- Emphasis on the importance of highly qualified teachers, principals, and superintendents.
- The new state evaluation system, Principal Teacher Evaluation Support System (PTESS), is aligned with the statewide accreditation process with AdvancED. This uniform system promotes accountability and school effectiveness.
- Developing learning opportunities, web researches, and coordinated support services that enhance literacy learning for children and educators.

Instruction & Intervention:

- Identifying and using valid and reliable measures to screen, monitor progress, and diagnose literacy needs to target instruction for each age level and grade span.
- Replacement of Response to Intervention (RTI) with Multi-tiered systems of support (MTSS). MTSS, a currently existing infrastructure, focuses on providing high-quality instruction and interventions matched to student need through progress monitoring. Some of the state-level professional development provided to subgrantees will utilize MTSS.

Standards Alignment:

- Examining state standards, grade-level expectations, and curriculum frameworks through the lens of literacy.
- The newly revised ND State Standards, which were finalized in Spring 2017, have an emphasis on developmentally appropriate practices. These standards went through a formal revision process with ND teachers and content specialists.

Assessment & Evaluation:

- Identifying and using valid and reliable measures to screen, monitor progress, and diagnose literacy needs to target instruction for each age level and grade span.
- The revised ND State Comprehensive Literacy Plan explains the purpose of the ND Kindergarten Entry Assessment (NDKEA), rationale for the State's accountability system, and an explanation of NDDPI's collaboration with AdvancED.

Professional Development:

- The revised ND State Comprehensive Literacy Plan describes the necessary elements for effective ongoing professional learning and reiterates ND's commitment to professional development.
- Educating all learners to high levels, educators need professional development that is intensive, on-going, and job embedded to increase expertise and outcomes.

Family & Community Partnerships:

- A framework that reinforces the building blocks that lead to a shared responsibility between families, schools, and communities to ensure an environment where students can excel. A broad range of community members need to be engaged and commit to the vision of achievement for all.
- Dr. Joyce Epstein's six types of parental involvement were merged with a suggested list of desired family outcomes and eight strategies for achieving them (Epstein & Clark-Salinas, 2004).

A shared vision and a belief that literacy achievement is a key, achievable mission of an education system. The commitment is required at every level to reach the goal of literacy for all. Local literacy plans also exist throughout ND. Currently not all plans are fully aligned with the updated ND State Comprehensive Literacy Plan. The NDSRCL funding will support the alignment of subgrantee plans to the ND State Comprehensive Literacy Plan as well as an alignment along Birth to Grade 12 continuum. All subgrantees will be required to submit a local literacy plan that: 1) is informed by a comprehensive needs assessment and is aligned with the ND State Comprehensive Literacy Plan; 2) provides for effective professional development; 3) includes comprehensive literacy instruction programs supported by moderate or strong evidence; 4) includes a plan to track children's outcomes consistent with all applicable privacy requirements, and 5) includes local literacy experts to provide advisory assistance and support for the sub-grant project in that community.

Leadership & Sustainability

Leadership and sustainability are crucial to the success of improving literacy within the state of North Dakota. In North Dakota, this commitment means utilizing a statewide coordinator tasked with organizing the statewide literacy team, mentoring, and monitoring programs. North Dakota has a strong statewide commitment to the literacy plan goals and objectives as a whole to specific implementation issues at a variety of levels within the educational system. The state is tasked with allowing education professionals who know their programs best to lead programming for the schools or environments and set parameters and budgets accordingly to meet the literacy needs of all learners, both formal and informal, Birth - Grade 12.

At the state, district, building, classroom, home, and early learning environment levels collaborate to build shared ownership and direction towards literacy success. Across all of these levels, the central goal is improving literacy in North Dakota through ongoing instructional leadership and implementation.

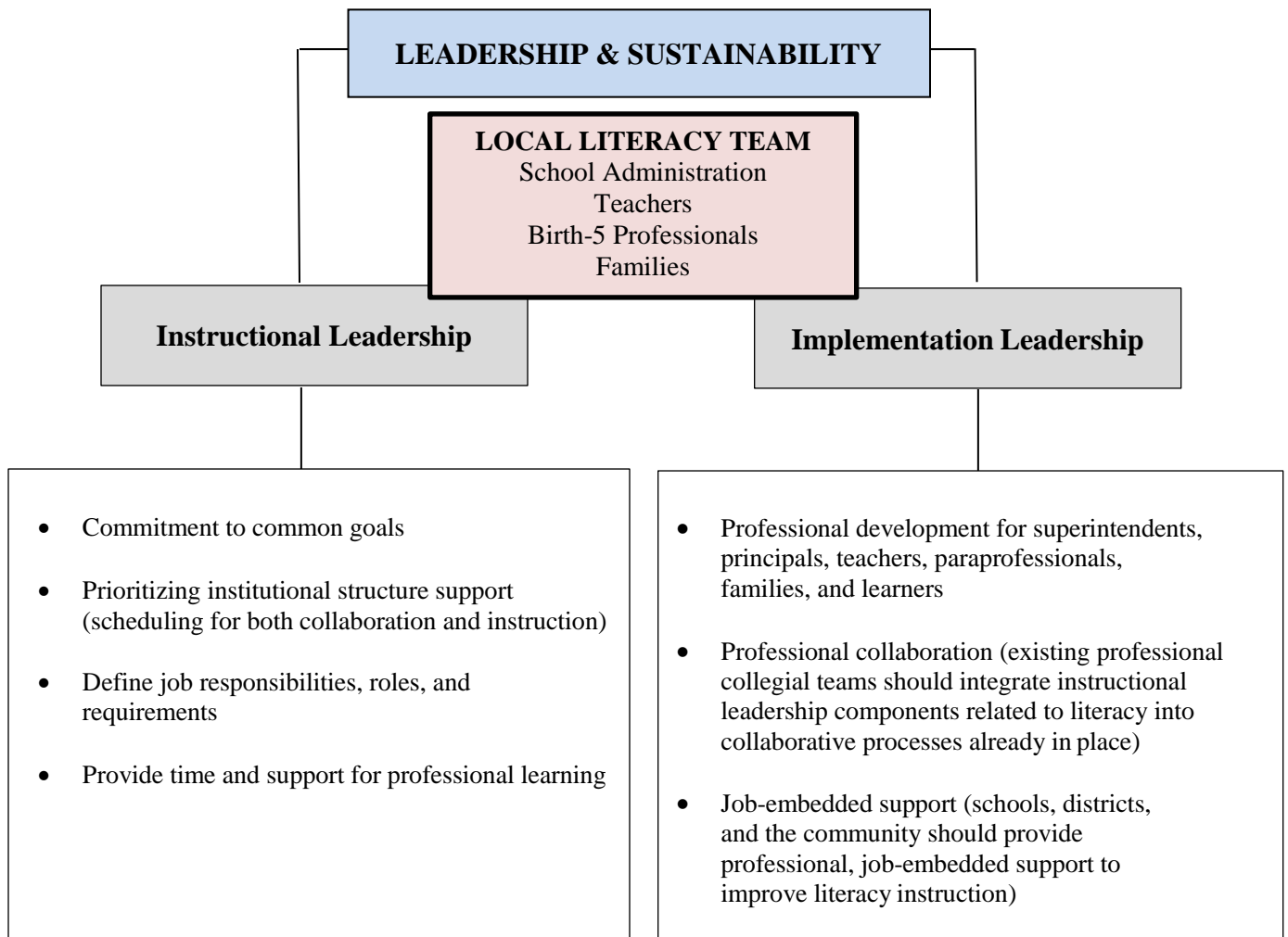
It is the constitutional and statutory responsibility of the State Superintendent and the North Dakota Department of Public Instruction (NDDPI) to supervise elementary and secondary education learners attending North Dakota schools (North Dakota Century Code §15.1-02-04). These duties include supervision of the establishment and maintenance of schools, and the advancement of statewide efforts to improve education for all learners.

It is the responsibility of the State of North Dakota to ensure all learners; beginning, early, and school-age are provided high-quality literacy experiences and instruction based on challenging state content standards. Highly qualified educators who are supervised by effective leaders must provide this early childhood and grade-specific instruction.

The State of North Dakota ensures that every teacher is highly qualified through the state's teacher licensure provisions. State administrative rules require teachers be supervised by qualified principals. The state and local school districts and the community place supervisory, leadership, and management responsibilities on principals to ensure the proper administration of their appointed schools. The North Dakota Century Code §15.1-15 specifies that every public school district shall conduct an appropriate evaluation for each public school principal. Principal performance evaluations provide for the continual improvement of a principal's overall performance and may be used to inform personnel decisions.

The NDDPI also worked to align the new Principal Teacher Evaluation Support System (PTESS) with the statewide accreditation process with AdvancED. The department has the ability to monitor and evaluate the effectiveness of the new evaluation process through North Dakota state assurances within the AdvancED ASSIST tool and the external evaluation process used for accreditation. The connection of the new evaluation system to the accreditation of all public schools in North Dakota creates a uniform system of accountability statewide and helps to ensure the effectiveness of all schools.

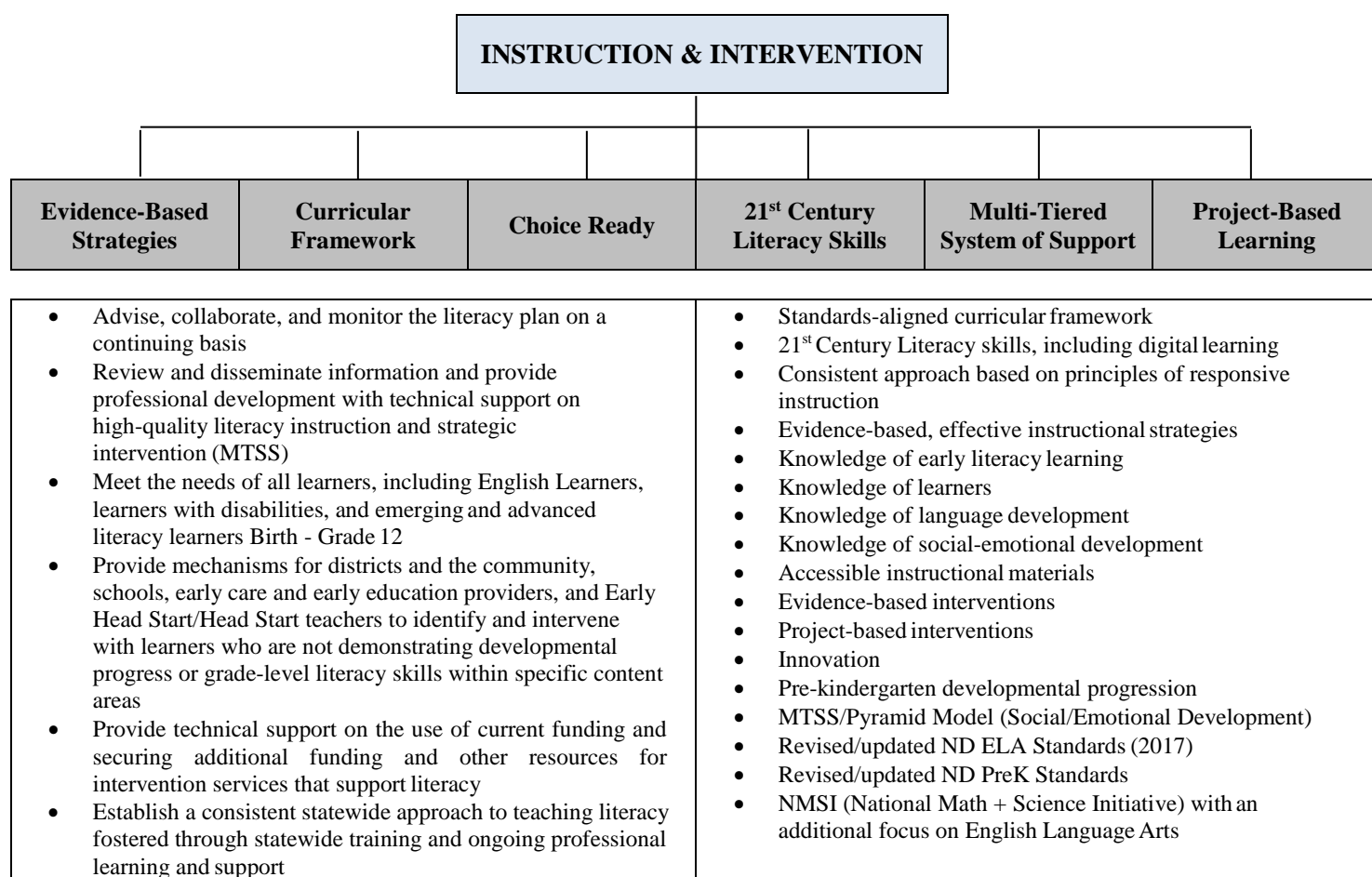
North Dakotans understand that effective principals are important to learners' growth and achievement. As a state, we believe we must build the capacity of our principals as a way to improve instruction and learner achievement. The state's reliable PTESS fosters continuous improvement among all principals. These guidelines help local school districts and the community improve the quality, uniformity, and reliability of their local principal evaluations. See Figure 1 on page 6.

Figure 1. Leadership & Sustainability

Instruction & Intervention

An important function of the North Dakota state literacy initiative is to ensure consistent and effective literacy instruction for all learners, Birth - Grade 12. Literacy is a responsibility shared by all stakeholders allowing learners to develop their knowledge and potential. During the literacy continuum of learning, through progressive developmental milestones, learners are influenced by their caregiver and teachers' expectations for progress and school district opportunities for instructional strategies. Effective teachers use the instructional strategies within a range of contexts and approaches to teaching literacy. When instruction is high in quality, the information being presented makes sense to learners, is interesting to them, and is easy to remember and apply (Slavin, 1995). The core instruction (Tier I in MTSS) is the literacy instruction all learners receive; strategic interventions (Tier II) go beyond core instruction and are matched to learner needs, adding resources, materials, and extending the activities as needed. Intensive high quality instruction and interventions (Tier III), matched to the needs of learners, is key to improving literacy achievement for all learners. Quality formative assessment drives the instruction and interventions that are carried out in each Tier. Learners are able to move through Tiers based on progress. Active learning is a process whereby learners engage in activities in reading, writing, discussion, or problem solving to promote analysis, synthesis, and evaluation of class content. See Figure 2 below.

Figure 2. Instruction & Intervention



Standards Alignment

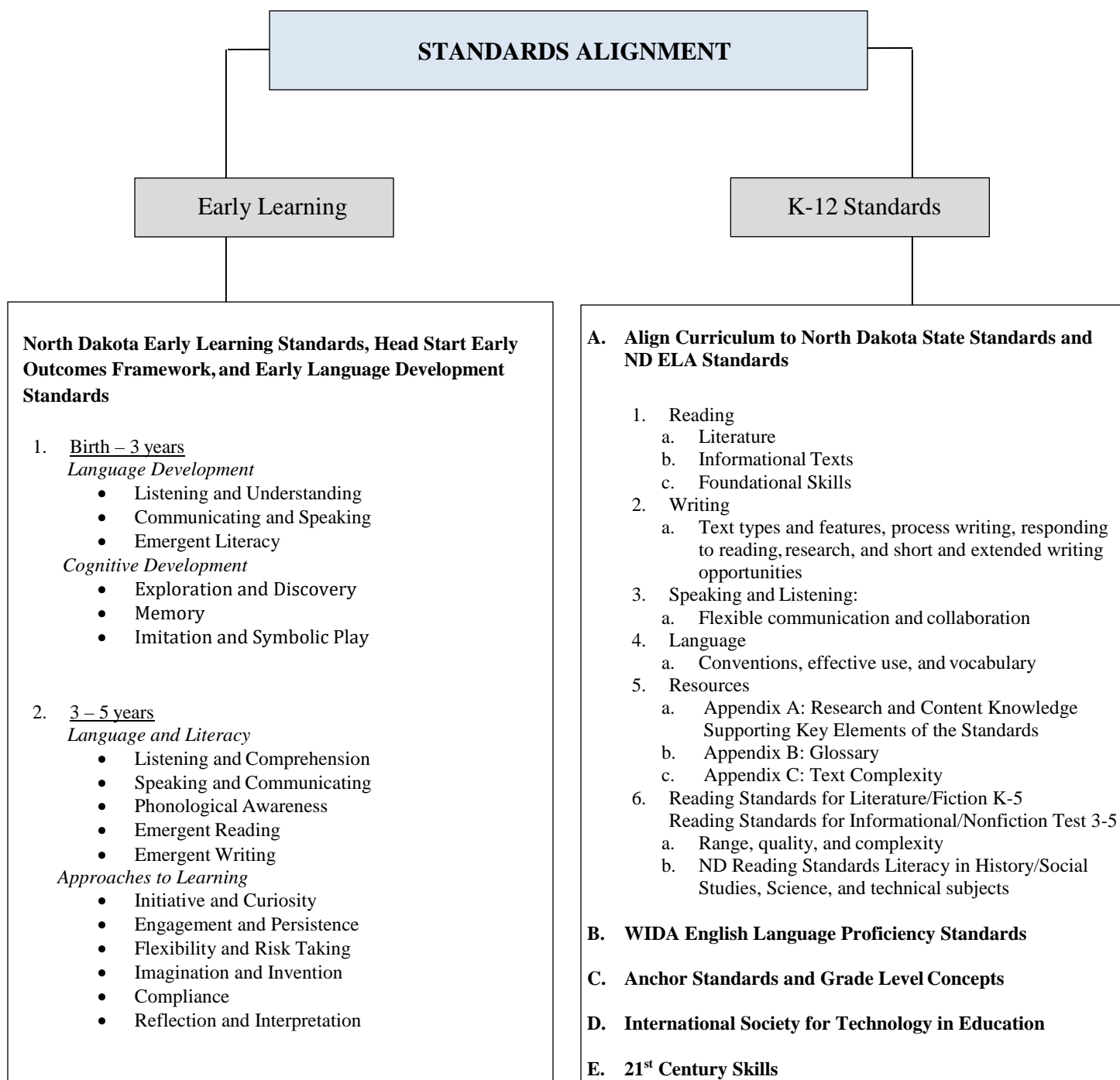
The North Dakota State Standards in English/Language Arts and Information Literacy in Science and Technical Subjects are designed to build upon the most advanced, current thinking preparing all learners for success regardless of their choice for the future. The North Dakota Early Learning Standards; Head Start Early Outcomes Framework; the WIDA English Language Proficiency Standards; and the Early Language Development Standards are aligned to the States Standards and are specifically designed to move all children from Birth - Grade 12 in critical literacy skills in reading, writing, speaking, and listening. The standards are rigorous and created to prepare learners for their future.

North Dakota has developed choice ready standards. Even in high-performing states, learners are graduating and passing all the required tests but still require remediation in their postsecondary work. The standards emphasize that development of critical literacy skills is imperative to access content. The curriculum in each early learning program, Head Start/Early Head Start, school districts, and the communities across the state of North Dakota must be aligned to the developmentally appropriate practices to make sure each district is meeting these rigorous standards. Assessments, professional development, and instruction are aligned to the standards and are continuously reviewed, revisited, and refined in alignment to ensure students are progressing in their critical literacy skill development.

Strategies:

- Teach in combination with other literacy skills
- Integrate across contents
- Allow creativity in developing and delivering curriculum
- Utilize backwards design
- Utilize English Language Proficiency standards to reach all learners

See Figure 3 on page 9.

Figure 3. Standards Alignment

Assessment & Evaluation

Assessment is a process of collecting, reviewing, and using information to make the best instructional decision, which will ultimately benefit learner performance and enhance teaching practices. The goal is to work collaboratively and systematically to routinely analyze data in order to make targeted instructional decisions to best meet the literacy needs of their learners. No single assessment can provide enough information for teachers to make this decision. Local literacy teams will decide which assessments best meet the needs to inform their instructional practices.

A balanced, comprehensive assessment plan is not one that can be implemented quickly. Essential literacy components for learner achievement include a variety of assessments, learner, and teacher evaluation. A complete literacy plan includes both formative and summative assessments as well as informal and formal assessments. This process is designed to inform schools, teachers, and families about how to best support a child's literacy development.

As an example, the North Dakota Kindergarten Formative Assessment (NDKFA) is a formative assessment process that informs on-going teaching and learning in order to improve learners' achievement of intended instructional outcomes. Uniquely, the NDKFA occurs within the instructional routine rather than an isolated event. It is intended to build on instructional activities teachers are already utilizing rather than being viewed as added work.

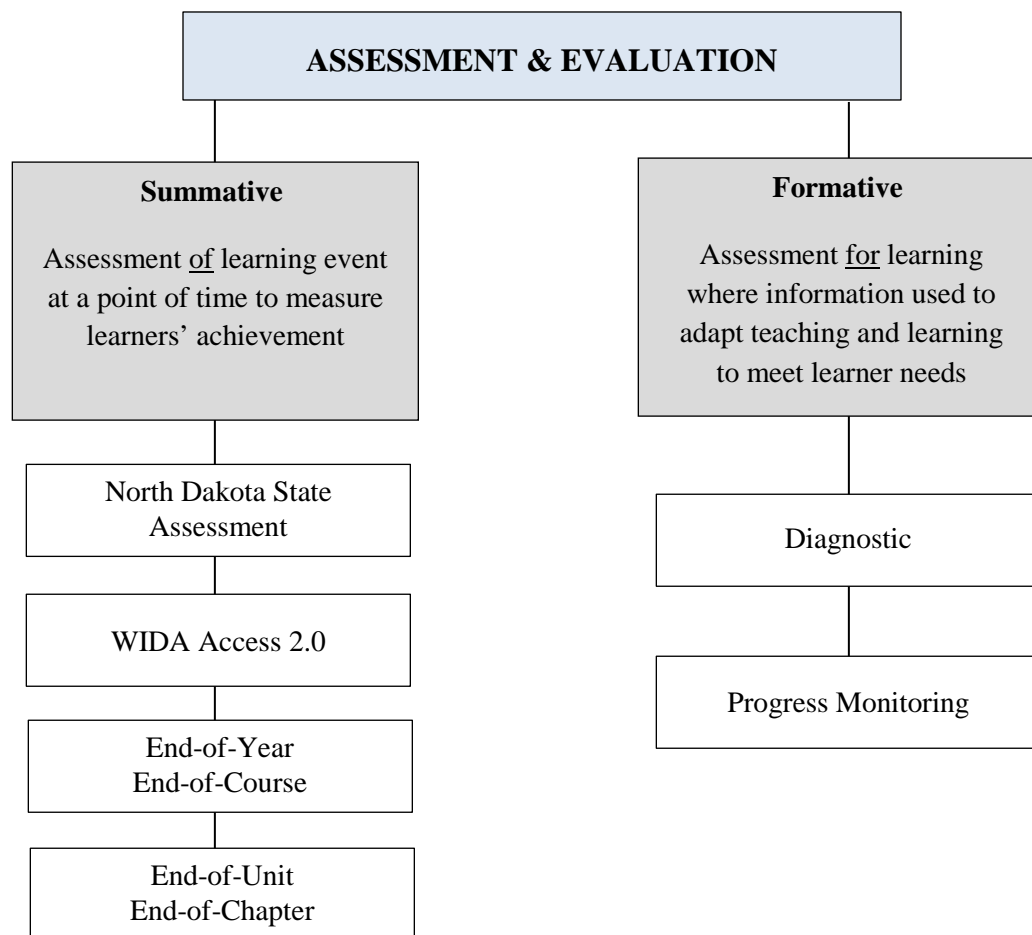
A balanced, comprehensive assessment and evaluation plan includes diagnostic assessments, progress-monitoring, formative assessments, and summative assessments. See Figure 4 on page 11. Examples of other assessments given by schools around the state may be, but are not limited to: Galileo, Brigants, Battelle, NWEA, STAR, running records, Fountas and Pinnell Benchmarking, DRA, comprehensive interviews, DIBELS, AIMSweb, and ACT.

The purpose of our accountability system is to provide statewide responsibility of all stakeholders to pursue our North Dakota vision. North Dakota's accountability system will provide a framework upon which we consistently, continuously, and holistically evaluate the ability of our state's educational system to achieve desired outcomes. North Dakota's discussions with its ESSA Planning Committee focus on the use of a dashboard for all schools, allowing multiple factors demonstrating quality measures.

North Dakota is collaborating with AdvancED on many elements addressing continuous improvement and the development of an index model for incorporating growth within each school's dashboard. North Dakota has applied a composite growth model within its accountability system under ESSA. Any academic achievement goals, either long-term or interim, apply to composite and subgroup academic achievement for schools, districts, the community, and the state. School participation in the AdvancED process, engage in a needs assessment every five years if they are a Title I Targeted Assisted school. If determined to be Title I Schoolwide, an annual needs assessment will be conducted.

Strategies:

- Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, the community, and the state;
- Ensure all schools, districts, and the community are engaged in a process of continuous improvement;
- Identify when and where desired results are not being achieved, and prioritize where supports are most needed; and
- Allocate resources and support services, increase oversight and engagement, and elevate accountability for those schools most in need of support.

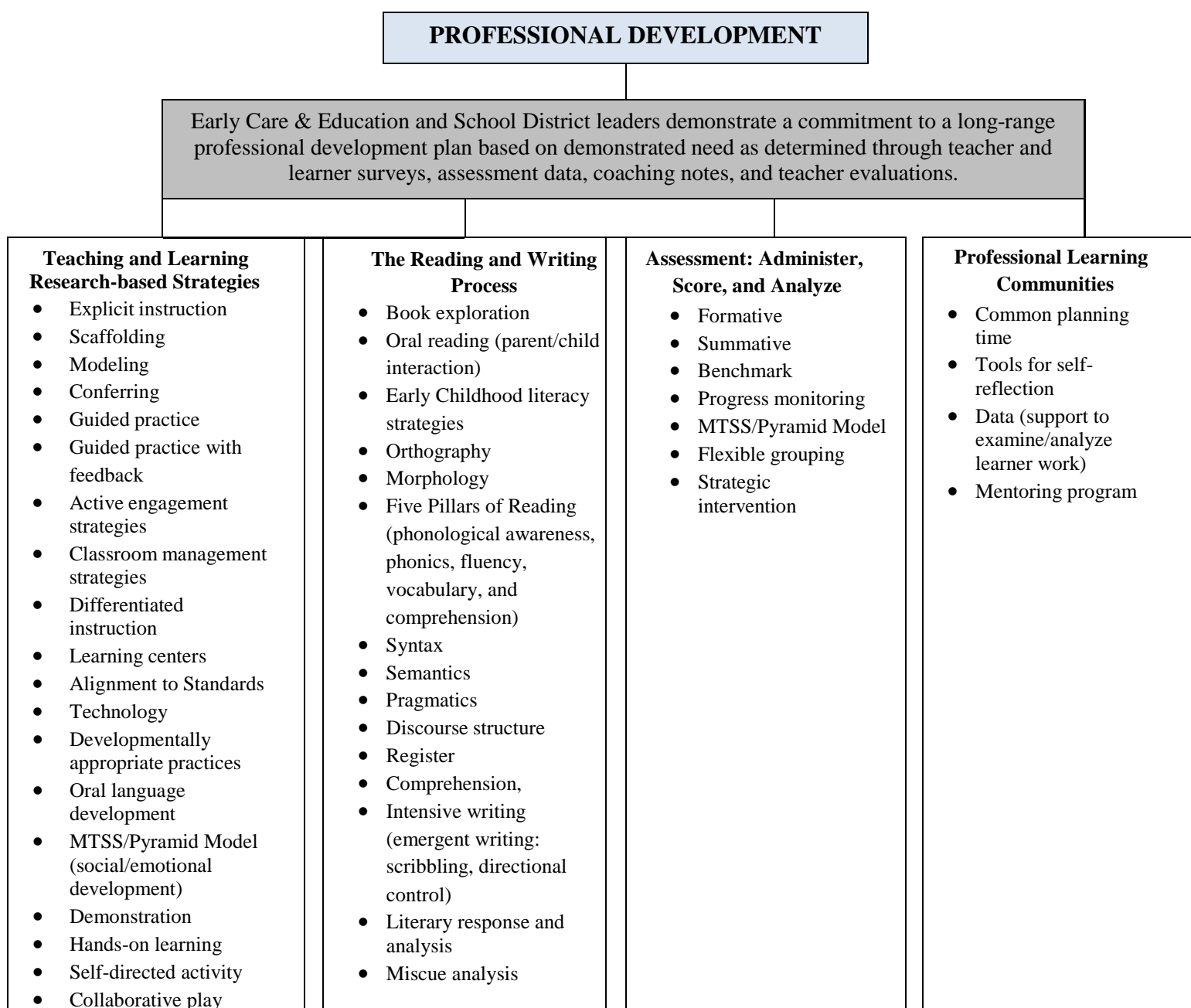
Figure 4. Assessment & Evaluation

Professional Development

An effective literacy plan designed to build a culture of literacy provides sustained and intensive professional development that is connected to practice, focuses on teaching and learning of specific content, aligns with school improvement priorities, and builds strong working relationships among staff to solve complex issues. This requires substantial resources and a comprehensive, coordinated support system Birth - Grade 12. All educators must have access to materials and opportunities that continue to foster their skills as literacy leaders and promote lasting change. Professional learning, for the State of North Dakota and its educational entities, is defined as ongoing activities that are an integral part of schools and local education agencies that contain strategies for providing all faculty, staff, collaborative agencies, and community partners with techniques that will impart the knowledge and skills to form well-rounded learners.

Professional learning shall be an intensive, collaborative, job-embedded, data driven, classroom- focused strategy to develop the skills necessary to enable learners to succeed in a well-rounded education and meet the challenging state 21st Century skills necessary to foster readiness after high school. Coaching and mentoring in the home and early care and education environments shall coordinate with professional learning within the school systems.

North Dakota believes and is committed to the common goals of improving literacy and professional learning. (Easton, 2008; Gaffney, Hesbol, & Corse, 2005; Reagan, Case & Brubacher, 2000; Schon, 1983). Professional learning must include professional development, professional collaboration, and job-embedded support (Easton, 2008; Schon, 1983). It must also include a clear commitment to providing the time (Easton, 2008; Meltzer & Ziemba, 2006), scheduling support (Easton, 2008), and role clarification (Easton, 2008; Klein, Monti, Mulcahy-Ernt & Speck, 1997; Meltzer & Ziemba, 2006) that will enable genuine change to occur. See Figure 5 on page 13.

Figure 5. Professional Development

Family & Community Engagement

North Dakota recognizes the most effective forms of parent family involvement to engage families directly with their children on learning activities from Birth - Grade 12. Collaboration between schools, home, and community-based programs are essential for early literacy success. It is critical to build on a foundation, a framework that highlights a set of desired family outcomes and examples of strategies to achieve them. These outcomes may include, but are not limited to, the following:

- Family well-being
- Positive parent-child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transitions (e.g., to birth-preschool, preschool-kindergarten, kindergarten, kindergarten-elementary school, elementary school-middle school, middle school-high school)
- Family connections to peers and the community
- Families as advocates and leaders

While a framework may recommend a specific way for programs to work towards these outcomes, strategies are flexible and adaptable to local needs.

Community and family ties have a lasting effect on the learners' growth, while empowering them to succeed in and outside the classroom.

NDDPI encourages its schools to work collaboratively and intentionally with their families and community to assist learners' to build on skills taught each day. This will in turn have lasting effect on each learners' academic success and self-belief systems. See Figure 6 on page 14.

Figure 6. Family & Community Engagement

<u>Strategy 1</u> : Using data to set priorities and focus strategies - Looking closely at current achievement trends and addressing areas of weakness in learners' knowledge and skills.
<u>Strategy 2</u> : Providing relevant, on-site professional development - Basing professional development on data and conversations among stakeholders, in a way that builds both educator-educator and educator-parent collaborations.
<u>Strategy 3</u> : Building collaborations with community partners - Pulling in strategic partners and developing community buy-in – with colleges, social services agencies, community groups, faith-based organizations, local leaders, public officials, and businesses – to improve learner learning and other outcomes.
<u>Strategy 4</u> : Using targeted outreach to focus on high-needs communities, schools, and learners - Identifying groups that need special attention, learning about their concerns and needs, and responding in culturally appropriate ways.
<u>Strategy 5</u> : Building one-to-one relationships between families and educators that are linked to learning - Taking time to have conversations and reach agreement on how best to collaborate in order to improve learner achievement.
<u>Strategy 6</u> : Setting, communicating, and supporting high and rigorous expectations - Making it clear that success is the norm by creating pathways to college, especially for learners at risk and those at the margins, and providing learners with support to succeed.
<u>Strategy 7</u> : Addressing cultural differences - Providing support for teachers and education support professionals to bridge barriers of culture, class, and language.
<u>Strategy 8</u> : Connecting learners to the community - Making learning hands-on and relevant to learners' lives while also showing that learners and schools serve the community.

Literacy Timeline

MTSS is being modeled in various schools in North Dakota with hopes to grow in the future. This is a suggested literacy timeline using the MTSS process.

Grade/Level	Planning	Beginning	Implemented	Expanding
Ages Birth-3	<p>Needs assessment performed to determine professional development focus.</p> <p>Emphasize the importance of the child's experiences and engagement in literacy activities prior to starting school.</p> <p>Emphasize early literacy development and instruction based on the North Dakota Early Learning Standards.</p>	<p>Provide research-based, early literacy experiences and instruction through collaborative agencies and programs such as Early Intervention (e.g. ND Dept. of Human Services, Children and Family Services Division).</p>	<p>Access to Early Intervention tools and resources to determine needs.</p> <p>Pyramid Model (Social/emotional)</p> <p>Monitor progress frequently to make changes in interventions.</p>	<p>Alignment of strategies to curriculum framework, ND State Standards, & EL Development Standards.</p> <p>Goal for continuous statewide expansion.</p> <p>Include community stakeholder and parental support.</p>
Pre-K Ages 3-5	<p>Needs assessment performed to determine professional development focus.</p> <p>Information sharing for the parent community.</p> <p>Recognize the significance of the transition to school in terms of a child's learning and the importance of meeting the needs of those whose home literacy practices differ from those of the school, and understand the fact that children take different pathways toward becoming literate.</p>	<p>Provide research-based, early literacy experiences and instruction through collaborative agencies and programs (e.g., ND Dept. of Human Services, Children and Family Services Division).</p> <p>Emphasize early literacy development based on the ND Early Learning Standards and the Early Childhood Special Education Outcomes Process.</p> <p>Provide early language development instruction for dual language learners.</p>	<p>High-quality instruction and interventions matched to learner need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve learner learning and support staff implementation of effective practices.</p>	<p>Goal for continuous statewide expansion.</p> <p>Goals for statewide professional development.</p> <p>Include community stakeholder and parental support.</p>
Primary Gr. K-3	<p>Needs assessments performed to determine professional development focus.</p> <p>Team members will be involved in professional development and collaboration and will be supported by mentoring and coaching.</p> <p>Plan the core literacy instruction all children will receive.</p>	<p>Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principals of responsive instruction and using a standards aligned curricular framework.</p>	<p>High-quality instruction and interventions matched to learner need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve learner learning and support staff implementation of effective practices.</p>	<p>Alignment of strategies to curriculum framework, ND State Standards, & EL Development Standards.</p> <p>Goal for continuous statewide expansion.</p> <p>Include community stakeholder and parental support.</p> <p>National Math + Science Initiative (NMSI)/College Ready English and Math (CREAM)</p>
Intermediate Gr. 4-6				
Middle Gr. 7-8				
Secondary Gr. 9-12				

References

- Brubacher, J. W., Case, C. W., & Reagan, T. G. (2000). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks: Corwin Press.
- Dodge, L. (2017, June 19). *Universal design for learning: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <http://www.nd.gov/dpi/uploads/131/PrinciplesofUniversalDL.pdf>
- Easton, L. (2008). From professional development to professional learning. *Phi Delta Kappan*, 755-761.
- Epstein, J.L., Clark Salinas, K. (2004, May). Partnering with Families and Communities. *Educational Leadership*, 61(8), 12-18.
- Gaffney, J. S., Hesbol, K., & Corso, L. (2005). *Is your school fit for literacy? 10 areas of action for principals*. Naperville: Learning Points Associates/North Central Regional Educational laboratory.
- Gregory, G. H., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks: Corwin Press.
- Kilbane Jr., J. F. (2009). Factors in sustaining professional learning community. *NASSP Bulletin*, 184-205.
- Klein, J., Monti, D., Mulcahy-Ernt, P., & Speck, A. (1997). *Literacy for all: Reading/Language Arts programs and personnel in Connecticut schools*. Connecticut Association for Reading Research.
- Kristine, H., Huffman, J., Pankake, A., & Olivier, D. (2008). Sustaining professional learning communities: Case studies. *Journal of Educational Change*, 173-195.
- Macheca, E. (2013, March 21). *Learning to play the "emotional keyboard" to overcome effects of poverty: EDC*. Retrieved from <http://www.promoteprevent.org>: <http://www.promoteprevent.org/blog/learning-play-%E2%80%9Cemotional-keyboard%E2%80%9D-overcome-effects-poverty>
- McCarvel-O'Connor, M. (2017, June 1). *Evidence Based Practices in Assessment & Identification: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: www.nd.gov/dpi/SchoolStaff/specialEd/TrainingandTechnicalAssistance
- Meltzer, J., & Ziemba, S. (2006). Getting schoolwide literacy up and running. *Principal Leadership*, 21-26. North Central Comprehensive Center. (2012, December 14). *Indian Education: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/1322/menu.pdf>
- North Dakota Department of Public Instruction. (2017, June 19). *Native American needs assessment-action plan 2017: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/1295/NeedsAssessmentActionPlan201617.pdf>
- North Dakota Department of Public Instruction. (2017, April 12). *North Dakota English Language Arts & Literacy Content Standards: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/87/ELALiteracyCS2017.pdf>

- North Dakota Department of Public Instruction. (2017, June 19). *North Dakota Multi-tier System of Support: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/schoolstaff/specialed/mtss/>
- North Dakota Department of Public Instruction. (2017, June 19). *Choice Ready: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: www.nd.gov/dpi/uploads/1517/ChoiceReady_NDCEL.pdf
- North Dakota Department of Public Instruction. (2017, June 19). *Innovative Learning: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/innovative-learning/>
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Student Achievement Partners. (2015, November 5). *Achieve the core*. Retrieved from Achieve the Core Web site: <http://achievethecore.org>
- Washington Department of Public Instruction. (June 2012). *Washington State Comprehensive Literacy Plan: Birth to Grade 12*.

ND CLSD Accountability and Monitoring

North Dakota Statewide School Improvement Process

The state-supported AdvancED accreditation approach provides one common method for reporting, allows for uniform comparison among school districts, and provides additional benefits, outlined below:

- A framework and support system to help meet and exceed local, state, and national requirements.
- A nationally recognized accreditation model that focuses on continuous improvement, student performance, and stakeholder satisfaction.
- A distinctive mark of quality and integrity recognized around the globe as the standard for educational excellence.
- A valid external review process that provides an opportunity to gain valuable input, validation, and support from peers.
- Statewide data reports generated to provide an overview of the status and progress of schools within the state.

“The AdvancED Continuous Improvement System provides a comprehensive solution to guide and empower institutions through their unique and customized improvement journey. This solution includes a continuous improvement framework with proven processes, protocols and personalized professional services, as well as, a suite of research-based tools and resources aligned with the AdvancED Performance Standards and School/System Quality Factors. This aligned and interrelated suite of tools and resources are provided to institutions via AdvancED’s award-winning technology platform, eProve™, further empowering institutions to observe students in the learning environment, gather and analyze stakeholder feedback, diagnose areas of need and ultimately identify and implement evidence-based strategies and plans for improvement”¹.

¹ <http://www.advanc-ed.org/services/continuous-improvement-system>

Tool	Description	Purpose
The Effective Learning Environments Observation Tool (eleot™)	<p>Observation tool that measures and quantifies active student engagement with a focus on</p> <ul style="list-style-type: none"> • Equitable learning • High expectations • Supportive learning • Active learning • Progress monitoring and feedback • Well-managed learning • Digital learning 	<ul style="list-style-type: none"> • Evaluate classroom environments by focusing on students • Reveal strengths and weaknesses using measurable data • Analyze formative trends by comparing observations across subjects, grade levels and other filters • Ensure quality and reliability in an intuitive and easy-to-use tool • Implement a powerful tool for professional development, peer learning and ongoing improvement
Surveys for Continuous Improvement	<p>Engagement of communities and families is essential to driving continuous improvement in education institutions</p>	<p>Surveys address:</p> <ul style="list-style-type: none"> • parent, student and staff perceptions • school climate and culture • teaching & learning pedagogy • student engagement • teacher and leadership peer perceptions • professional learning • school improvement monitoring

Tool	Description	Purpose
Diagnostics	Diagnostics to analyze institutional performance and student learning	<ul style="list-style-type: none"> • Engage internally to embrace continuous improvement • Initiate discussions on institution performance and student learning • Collaborate on rating school quality factors • Consolidate multi-modal evidence of actions taken to support your efforts • Identify areas of strength and areas in need of improvement • Drive your improvement journey strategy using a data-driven approach
Workspace	Assemble and manage collaborative teams for engagement reviews.	
Strategies	Identify goals, define and monitor strategies and allocate resources to create workable improvement plans.	
Analytics	Synthesize, report and benchmark results accessing data across the entire platform.	

State Automated Reporting System (STARS)	
The NDDPI will monitor the progress of all schools through the use of its STARS data reports. These reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures. Those schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement.	
Topic	Report
Annual Compliance	<ul style="list-style-type: none"> • LEA Annual Compliance Report • School Annual Compliance Report
Compensation	<ul style="list-style-type: none"> • Employee Compensation
Enrollment	<ul style="list-style-type: none"> • Enrollment • Homeless • Immigrant • Access Non-Participation • Refugee • Section 504 • Migrant • Special Education Membership • Summer School • Early Childhood
Federal Title Reports	<ul style="list-style-type: none"> • Consolidated Application • Consolidated Budget Revision • Title I Targeting

Financial Reports	<ul style="list-style-type: none">• School District Financial Report• Regional Education Association Report• Special Education Unit Report• Vocational Education Center Report
MIS Reports	<ul style="list-style-type: none">• MIS01 - LEA Fall Report• MIS01 - LEA Directory• MIS02 - School Fall Report• MIS02 - School Directory• MIS03 - Regular School Year Licensed Personnel Rollover• MIS03 - Regular School Year Licensed Personnel Attributes• MIS03 - Regular School Year Licensed Personnel Record• MIS03 - Summer School Licensed Personnel Record• PER02 - Nonlicensed Personnel Report
Other Reports	<ul style="list-style-type: none">• Graduation Rate• Professional Development• Suspension Expulsion• Scholarship• ACT Non-Participation



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Appendix H



North Dakota Comprehensive Literacy Instruction Plan



Revised 2019

The 2017-2020 State Literacy Team is comprised of 10 members from diverse backgrounds, including educators across all levels of education from early childhood to high school; university professors who are experts in literacy; and officials from state and local agencies.

North Dakota State Literacy Team

<i>Jennifer Bartsch, Kindergarten Teacher Rugby Public School District Rugby, ND</i>	<i>Melissa Cournia, North Dakota Reading Strategist Bismarck High School Bismarck, ND</i>
<i>Vonda Dahl, Literacy Coach & Title I Interventionist Mary Stark Elementary Mandan, ND</i>	<i>Debra Follman, Elementary Principal Sweetwater Elementary Devils Lake, ND</i>
<i>Heather Lee Department of Special Education Minot State University Minot, ND</i>	<i>Stacey Perez-Fonseca Title I Reading Specialist, EL Coordinator/Teacher New Town Public School New Town, ND</i>
<i>Tina Pletan, Adjunct Professor Elementary & Middle School Reading Methods University of Mary Bismarck, ND</i>	<i>Courtney Seiler, Principal Wilton Public School Wilton, ND</i>
<i>Jill Staudinger, Vice President Children & Family Services, HIIT, Inc. Mandan, ND</i>	<i>Leslee Thorpe, MSU Teacher Education Instructor ECE/Reading Minot State University Minot, ND</i>

A special thank you to the North Dakota State Literacy Team for their valuable expertise and insight in the creation of this document.

North Dakota Department of Public Instruction State Advisory Team

<i>Amanda Peterson, Assistant Director Office of Academic Support</i>	<i>Brenda Ehrmantraut, Program Coordinator Striving Readers Literacy Grant</i>
<i>Ann Ellefson, Director Office of Academic Support</i>	<i>Tara Fuhrer, Director Office of Early Learning</i>
<i>Angie Thomas Office of Early Learning</i>	

For information regarding the North Dakota Comprehensive Literacy Instruction Plan, please contact the Department of Public Instruction at (701) 328-3545.

Table of Contents

NORTH DAKOTA STATE LITERACY TEAM.....	1
INTRODUCTION.....	2-4
LEADERSHIP	5-6
INSTRUCTION & INTERVENTION.....	7
STANDARDS ALIGNMENT	8-9
ASSESSMENT & EVALUATION	10-11
PROFESSIONAL DEVELOPMENT	12-13
FAMILY & COMMUNITY ENGAGEMENT.....	14
LITERACY TIMELINE	15
REFERENCES.....	16-17

Foreword

DRAFT

Six Essential Elements

INSTRUCTION & INTERVENTION

Consistent and effective literacy instruction for all learners, Birth - Grade 12, includes valid, reliable, evidence-based literacy programs and practices which are identified, implemented with fidelity, monitored for effectiveness and responsive to student needs.

ASSESSMENT & EVALUATION

Assessment is a process of collecting, reviewing, and using valid and reliable measures to make the best instructional decisions, which will ultimately benefit literacy performance and enhance teaching practices. Evaluation is the process of critically examining the effectiveness of systems.

FAMILY & COMMUNITY ENGAGEMENT

Schools work collaboratively and intentionally with families and the community to expand the shared responsibility for academic success to enable students to be Choice Ready.

LEADERSHIP

Teams of highly qualified instructors, principals and superintendents, directors, etc., organized to ensure highly qualified personnel are involved in planning, implementing, and sustaining effective literacy approaches Birth - Grade 12.

STANDARDS ALIGNMENT

Developmental milestones and standards define what is to be learned and serve as a basis for aligning instructional materials and assessments to support literacy development.

PROFESSIONAL DEVELOPMENT

Leaders and educators are supported with regular professional learning that is intensive, on-going and job-embedded to increase literacy knowledge, skills, and student outcomes.



Introduction

Mission

We believe literacy skills are the foundation of learning for all children. The purpose of this plan is to give guidance in creating a systemic approach to literacy education for all learners from birth through graduation.

Literacy, as it is referred to throughout this document, encompasses reading, writing, speaking, and listening. Literacy varies across contexts, and further explanations can be found within the standards listed in figure 1 on page 15. For the purpose of this document, all educators who interact with learners from birth through grade 12 will be referred to as instructors.

This literacy plan addresses six essential elements to accomplish its mission: leadership, instruction and intervention, standards alignment, assessment and evaluation, professional development, and family and community engagement (see figure 2). Leadership drives all these elements. Assessment and evaluation enable systems to continually monitor and adjust these elements to ensure high-quality literacy education for all learners.



Within these six elements, districts have local autonomy to best serve the literacy needs of their children. Instructors carry out the best instructional practices and programs to move the mission forward to improve measurable outcomes for all learners. The State provides support and measures of accountability to ensure all children receive high-quality literacy education.

History:

The North Dakota State Comprehensive Literacy Plan was first drafted as part of the North Dakota Striving Readers Comprehensive Literacy federal grant application in 2010. A state literacy team was created with the overall goal of the State, local education agencies (LEAs), and early childhood programs to integrate and align resources and policies to support disadvantaged children, Birth - Grade 12, to be choice ready (i.e., with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military). To support this goal, the State proposed eight specific, measurable, attainable, realistic, and timely goals that reflect the State's educational system priorities to service disadvantaged children (see figure). The specific goals include, by January 2020, an increase in literacy skills, including pre-literacy, reading, and writing, as evidenced by age-appropriate assessments.

The goals of the North Dakota Comprehensive State Literacy Plan are illustrated in figure .

North Dakota's Striving Readers Comprehensive Literacy Plan					
GOAL AREAS		1.	Prioritize serving Disadvantaged Children	2.	Prioritize literacy instruction alignment within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum
3.	Implement high-quality comprehensive literacy instruction programs supported by moderate or strong evidence	4.	Implement the ND Comprehensive Literacy Plan	5.	Implement a data-based decision-making process
6.	Provide technical assistance and professional development to support teachers	7.	Improve literacy outcomes	8.	Evaluate the efficacy and impact of local projects

The 2017-2020 State Literacy Team is comprised of 10 members from diverse backgrounds, including educators across all levels of education from early childhood to university professors who are experts in literacy and officials from state and local agencies. The State Literacy Team is required to meet annually as part of receiving the federal SRCL grant to review the North Dakota State Comprehensive Literacy Plan. The draft presented here is the most current revision as of June 2019, when the title transitioned to the North Dakota Comprehensive Literacy Instruction Plan (NDCLIP).

The North Dakota Department of Public Instruction (NDDPI) convened the State Literacy Team and revised the North Dakota State Comprehensive Literacy Plan in 2017 according to current practices and the next iteration of the Striving Readers Comprehensive Literacy (SRCL) grant application requirements. The changes were informed by local needs, data from the AdvancED Continuous Improvement System, current practices, and interactions with LEAs. The department also received assistance from North Central Comprehensive Center (NCCC) in creating and analyzing statewide needs for early childhood and K-12 educators, specifically providing information on the statewide view of literacy in early education programs, schools and districts; how literacy instruction aligns with the North Dakota Comprehensive State Literacy Plan; and what resources educators need to implement literacy successfully within programs, schools, and districts. The State was awarded the federal SRCL grant in 2017 and fifteen subgrantees were selected through a grant application process and have been working to accomplish the above goals through the six essential elements presented in this plan.

Commitment is required at every level to reach the goal of literacy for all. Local literacy plans exist throughout North Dakota. Currently, not all plans are fully aligned with the updated NDCLIP. SRCL funding supports the alignment of subgrantee plans to the NDCLIP as well as an alignment along the Birth to Grade 12 continuum. All SRCL subgrantees were required to submit a local literacy plan that: 1) is informed by a comprehensive needs assessment and is aligned with the NDCLIP; 2) provides for effective professional development; 3) includes comprehensive literacy instruction programs supported by moderate or strong evidence; 4) includes a plan to track children's outcomes consistent with all applicable privacy requirements, and 5) includes local literacy experts to provide advisory assistance and support for the sub-grant project in that community. In addition, all North Dakota stakeholders should be made aware of this literacy instruction plan and work to ensure high-quality instruction and effective strategies in reading and writing from early education through Grade 12 are the norm, rather than the exception.



Six Essential Elements

INSTRUCTION & INTERVENTION

Consistent and effective literacy instruction for all learners, Birth - Grade 12, includes valid, reliable, evidence-based literacy programs and practices which are identified, implemented with fidelity, monitored for effectiveness and responsive to student needs.

ASSESSMENT & EVALUATION

Assessment is a process of collecting, reviewing, and using valid and reliable measures to make the best instructional decisions, which will ultimately benefit literacy performance and enhance teaching practices. Evaluation is the process of critically examining the effectiveness of systems.

FAMILY & COMMUNITY ENGAGEMENT

Schools work collaboratively and intentionally with families and the community to expand the shared responsibility for academic success to enable students to be Choice Ready.

LEADERSHIP

Teams of highly qualified instructors, principals and superintendents, directors, etc., organized to ensure highly qualified personnel are involved in planning, implementing, and sustaining effective literacy approaches Birth - Grade 12.

STANDARDS ALIGNMENT

Developmental milestones and standards define what is to be learned and serve as a basis for aligning instructional materials and assessments to support literacy development.

PROFESSIONAL DEVELOPMENT

Leaders and educators are supported with regular professional learning that is intensive, on-going and job-embedded to increase literacy knowledge, skills, and student outcomes.





Leadership

Definition

Teams of highly qualified instructors, principals and superintendents, directors, etc., organized to ensure highly qualified personnel are involved in planning, implementing, and sustaining effective literacy approaches Birth through Grade 12.

Purpose

Highly qualified educators who are supervised by effective leaders must provide developmentally appropriate current best practice and research-based literacy instruction. Leadership and evidence of successful literacy programs are crucial to the success of improving literacy within the state of ND. This state is tasked with allowing education professionals who know their programs best to lead leadership programming for the schools or environments and set parameters and budgets accordingly to meet the literacy needs of all learners. State, local school districts, and the community place supervisory, leadership, and management responsibilities on principals to ensure the proper administration of their appointed schools.

State Commitment: Leadership

It is the responsibility of the State of North Dakota to ensure all learners are provided high-quality literacy experiences and instruction based on challenging state content standards. The State of North Dakota ensures that every teacher is highly qualified through the state's teacher licensure provisions. State administrative rules require teachers be supervised by qualified principals. The North Dakota Century Code §15.1-15 specifies that every public school district shall conduct an appropriate evaluation for each public school principal. Principal performance evaluations provide for the continual improvement of a principal's overall performance and may be used to inform personnel decisions.

The NDDPI also works to align the Principal Teacher Evaluation Support System (PTESS) with the statewide accreditation process through AdvancED. The department has the ability to monitor and evaluate the effectiveness of the new evaluation process through North Dakota state assurances within the AdvancED eProve tool and the external evaluation process used for accreditation. The connection of the new evaluation system to the accreditation of all public schools in North Dakota creates a uniform system of accountability statewide and helps to ensure the effectiveness of all schools.

Local Commitment: Leadership

In ND, this commitment means the local literacy teams have a commitment to literacy goals and leadership implementation guided by state mandates. Leadership in this essential element includes, but is not limited to, local literacy teams comprised of school leaders, administration, instructors, and Birth through Age 5 professionals. North Dakotans understand that effective principals are important to learners' growth and achievement. As a state, we believe we must build the capacity of our principals to improve instruction and learner achievement. The state's reliable PTESS fosters continuous improvement among all principals. The following implementation objectives help local school districts and the community improve the quality, uniformity, and reliability of their local principal evaluations:

- Professional development for superintendents, principals, teachers, paraprofessionals, families, and learners
- Professional collaboration (existing professional collegial teams should integrate instructional leadership components related to literacy into collaborative processes already in place)

Job-embedded support (schools, districts, and the community should provide professional, job-embedded support to improve literacy instruction)

Instructor Guidance: Leadership

Instructors should look to their leaders to provide them with the following instructional leadership goals:

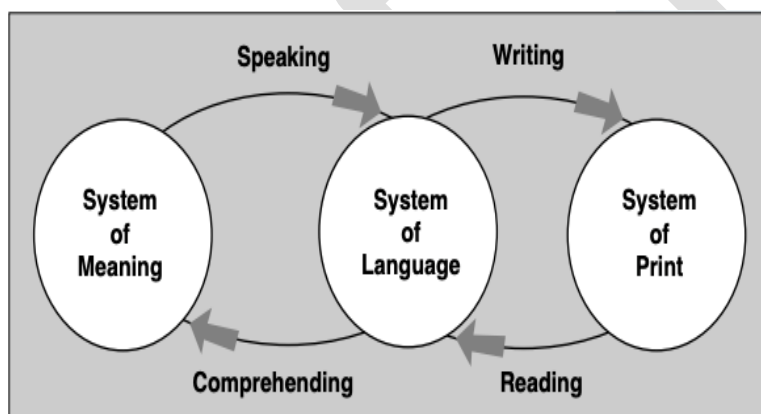
- Commitment to common goals
- Prioritizing institutional structure support (scheduling for both collaboration and instruction)
- Define job responsibilities, roles, and requirements
- Provide time and support for professional learning



Instruction & Intervention

Definition

Literacy is a responsibility shared by all stakeholders allowing learners to develop their knowledge and potential. Literacy learning is a process whereby learners engage in activities in oral language, reading, writing, or problem solving to promote discussion, analysis, synthesis, and evaluation of class content. Consistent and effective literacy instruction for all learners, Birth - Grade 12, includes valid, reliable, evidence-based literacy programs and practices which are identified, implemented with fidelity, monitored for effectiveness and responsive to student needs. **Explain figure.**



Purpose

During the literacy continuum of learning, through progressive developmental milestones, learners are influenced by their caregiver and teachers' expectations for progress and school district opportunities for instructional strategies. Effective teachers use the instructional strategies within a range of contexts and approaches to teaching literacy. Research says that effective teachers are the most important factor contributing to learner literacy achievement. When instruction is high in quality, the information being presented makes sense to learners, interests them, and is easy to remember and apply (Slavin, 1995). Core (Tier I) instruction is the literacy instruction all learners receive; strategic interventions (Tier II) go beyond core instruction and are matched to learner needs, adding resources, materials, and extending the activities as needed. Intensive high-quality instruction and interventions (Tier III), matched to the needs of learners, is key to improving literacy achievement for all learners. Quality formative assessment drives the instruction and interventions that are carried out in each Tier. Learners can move through Tiers based on progress.

State Commitment: Instruction and Intervention

- Provide technical support on the use of current funding and securing additional funding and other resources for intervention services that support literacy
- Establish a consistent statewide approach to teaching literacy fostered through statewide training and ongoing professional learning and support

Local Commitment: Instruction and Intervention

- Advise, collaborate, and monitor the literacy plan on a continuing basis
- Review and disseminate information and provide professional development with technical support on high-quality literacy instruction and strategic intervention
- Identify and intervene with learners who are not demonstrating developmental progress or grade-level literacy skills within specific content areas
- Provide standards-aligned and accessible curricular materials for instruction and intervention

Instructor Guidance: Instruction and Intervention

The Instructor will use:

- Consistent approaches based on principles of responsive instruction
- Evidence-based, effective instructional strategies and interventions
- Knowledge of the literacy learning continuum from birth-grade 12
- Knowledge of social-emotional development in conjunction with literacy learning



Standards Alignment

Definition

A standards-based curriculum is the roadmap for knowing where learners are headed and how to get there. A standards-based curriculum includes goals, objectives, and standards that are the vision for what it means to be a literate person. Developmental milestones and standards define what is to be learned and serve as a basis for aligning instructional materials and assessments to support literacy development. Standards are rigorous and created to prepare learners for their future.

Purpose

The standards emphasize that development of critical literacy skills is imperative to access content. The curriculum in each early learning program and K-12 programs must be aligned to the developmentally appropriate practices to make sure each district is meeting these rigorous standards. Assessments, professional development, and instruction are aligned to the standards and are continuously reviewed, revisited, and refined in alignment to ensure learners are progressing in their critical literacy skill development. **See Figure**

State Commitment: Standards Alignment

The State Standards in English/Language Arts and Information Literacy in Science and Technical Subjects are designed to build upon the most advanced, current thinking preparing all learners for success regardless of their choice for the future. The North Dakota Early Learning Standards; Head Start Early Outcomes Framework; the WIDA English Language Proficiency Standards; and the Early Language Development Standards are aligned to the States Standards and are specifically designed to move all children from Birth - Grade 12 in critical literacy skills in reading, writing, speaking, and listening.

The State will continue to commit to the following:

- Continue to support and revise state standards
- Communicate new developments within the standards
- Solicit feedback from district stakeholders

Local Commitment: Standards Alignment

The Local Districts will:

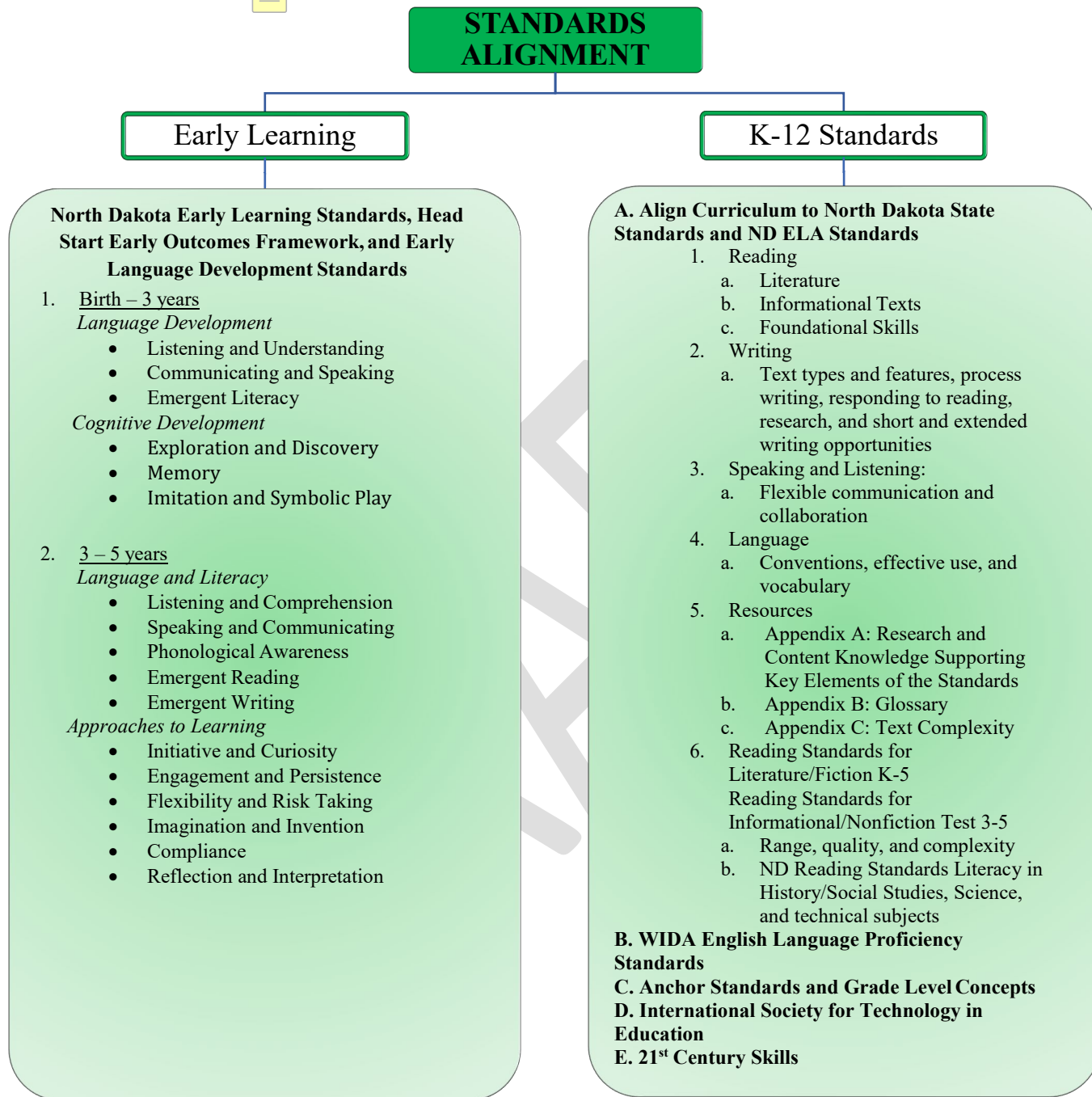
- Allow creativity in developing and delivering curriculum
- Provide resources
- Prioritize standards appropriately

Instructor Guidance: Standards Alignment

The Caregivers/Teachers will:

- Integrate literacy skills across contents
- Acquire knowledge of the standards continuum
- Collaborate with all stakeholders

Figure 3. Standards Alignment





Assessment & Evaluation

Definition

Assessment is a process of collecting, reviewing, and using valid and reliable measures to make the best instructional decisions, which will ultimately benefit literacy performance and enhance teaching practices. Evaluation is the process of critically examining the effectiveness of systems. It is a cyclical approach (see figure) that drives continuous improvement to best meet the literacy needs of children, teachers, schools, and districts.

Summative Assessment: assessment of learning event at a point in time to measure learners' achievement

Formative Assessment: assessment for learning where information used to adapt teaching and learning to meet learner needs

Purpose

A comprehensive literacy plan includes formative and summative assessments; formal and informal assessments; and screening, diagnostic, and progress-monitoring. A balanced, comprehensive assessment and evaluation system is foundational for continuous literacy improvement and development of children, schools, districts, communities and the State.

Evaluation of all components contributing to the literacy plan is essential for decision making. This process provides accountability of literacy achievement for all learners. By collaboratively and systematically analyzing data, targeted instructional decisions can be made to best meet the literacy needs of learners. No single assessment can provide enough information for teachers to make this decision. See

Figure

State Commitment: Assessment

The purpose of the State's accountability system is to provide statewide responsibility of all stakeholders in pursuit of the North Dakota literacy vision. This accountability system provides a framework upon which the State consistently, continuously, and holistically evaluates the ability to achieve desired literacy outcomes.

Local Commitment: Assessment**Instructor Guidance: Assessment**


 A purple gear icon with a white center containing a silhouette of a person standing next to a flip chart, with two smaller silhouettes of people below. The gear is positioned on the left side of a wide purple horizontal bar. The bar has white arrowheads at both ends. The text 'Professional Development' is written in white, bold, sans-serif font across the center of the bar.

Professional Development

Definition

Professional learning, for the State of North Dakota and its educational entities, is defined as ongoing activities that are an integral part of schools and local education agencies. It shall provide all faculty, staff, collaborative agencies, and community partners with techniques that will impart literacy knowledge and skills.

Purpose

Professional learning shall be an intensive, collaborative, job-embedded, data driven, classroom- focused strategy to develop the skills necessary to foster literacy success and readiness after high school. An effective literacy plan designed to build a culture of literacy will provided sustained and intensive professional development. This will be connected to practice, focused on teaching and learning of specific content, aligned with school improvement priorities, and will build strong working relationships among staff to solve complex issues. This requires substantial resources and a comprehensive, coordinated support system Birth - Grade 12. [See Figure](#)

State Commitment: Professional Development

North Dakota believes and is committed to the common goals of improving literacy and professional learning. (Easton, 2008; Gaffney, Hesbol, & Corse, 2005; Reagan, Case & Brubacher, 2000; Schon, 1983). Professional learning must include professional development, professional collaboration, and job-embedded support (Easton, 2008; Schon, 1983). It must also include a clear commitment to providing the time (Easton, 2008; Meltzer & Ziemba, 2006), scheduling support (Easton, 2008), and role clarification (Easton, 2008; Klein, Monti, Mulcahy-Ernt & Speck, 1997; Meltzer & Ziemba, 2006) that will enable genuine change to occur. [See Figure 5 on page 13.](#)

Local Commitment: Professional Development

Early care, education, and school district leaders will demonstrate a commitment to a long-range professional development plan based on demonstrated needs as determined through teacher and learner surveys, assessment data, coaching notes, and teacher evaluation. Mentoring in the home, early care and education environments shall coordinate with professional learning within the school systems.

Local entities will provide professional development based on current best practices within:

- Instruction & Intervention
- Standards Alignment
- Assessment & Evaluation
- Leadership
- Family & Community Engagement

Instructor Guidance: Professional Development

All educators must have access to materials and opportunities that continue to foster their skills as literacy leaders and promote lasting **change**.



Family Engagement

Definition

Schools **must** work collaboratively and intentionally with families and the community to expand the shared responsibility for academic success to enable students to be Choice Ready.

Purpose

Engaging families directly with their children on learning activities from Birth - Grade 12 is essential for literacy success and will promote the following:

- Family well-being
- Positive parent-child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transitions (e.g., to birth-preschool, preschool-kindergarten, kindergarten, kindergarten-elementary school, elementary school-middle school, middle school-high school)
- Family connections to peers and the community
- Families as advocates and **leaders**

Figure 6. Family & Community Engagement

<i>Communicating</i>	Communication between home and school is regular, two-way, and meaningful
<i>Parenting</i>	Parenting skills are promoted and supported
<i>Learning at Home</i>	Parents play an integral role in assisting student learning
<i>Volunteering</i>	Parents are welcome in the school, for the school and a member of an audience; their support and assistance are regularly sought
<i>Decision-Making</i>	Parents are full partners in the decisions that affect children and families
<i>Collaborating with the Community</i>	Community resources are used to strengthen schools, families, and student learning

For additional information, see <https://www.enotes.com/research-starters/joyce-epsteins-school-family-community-partnership>.

Literacy Timeline

MTSS is being modeled in various schools in North Dakota with hopes to grow in the future. This is a suggested literacy timeline using the MTSS process.

Grade/Level	Planning	Beginning	Implemented	Expanding
Ages Birth-3	<p>Needs assessment performed to determine professional development focus.</p> <p>Emphasize the importance of the child's experiences and engagement in literacy activities prior to starting school.</p> <p>Emphasize early literacy development and instruction based on the North Dakota Early Learning Standards.</p>	<p>Provide research-based, early literacy experiences and instruction through collaborative agencies and programs such as Early Intervention (e.g. ND Dept. of Human Services, Children and Family Services Division).</p>	<p>Access to Early Intervention tools and resources to determine needs.</p> <p>Pyramid Model (Social/emotional)</p> <p>Monitor progress frequently to make changes in interventions.</p>	<p>Alignment of strategies to curriculum framework, ND State Standards, & EL Development Standards.</p> <p>Goal for continuous statewide expansion.</p> <p>Include community stakeholder and parental support.</p>
Pre-K Ages 3-5	<p>Needs assessment performed to determine professional development focus.</p> <p>Information sharing for the parent community.</p> <p>Recognize the significance of the transition to school in terms of a child's learning and the importance of meeting the needs of those whose home literacy practices differ from those of the school, and understand the fact that children take different pathways toward becoming literate.</p>	<p>Provide research-based, early literacy experiences and instruction through collaborative agencies and programs (e.g., ND Dept. of Human Services, Children and Family Services Division).</p> <p>Emphasize early literacy development based on the ND Early Learning Standards and the Early Childhood Special Education Outcomes Process. Provide early language development instruction for dual language learners.</p>	<p>High-quality instruction and interventions matched to learner need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve learner learning and support staff implementation of effective practices.</p>	<p>Goal for continuous statewide expansion.</p> <p>Goals for statewide professional development.</p> <p>Include community stakeholder and parental support.</p>
Primary Gr. K-3	<p>Needs assessments performed to determine professional development focus.</p> <p>Team members will be involved in professional development and collaboration and will be supported by mentoring and coaching.</p> <p>Plan the core literacy instruction all children will receive.</p>	<p>Use of instructional strategies within a variety of contexts and approaches to teaching reading and writing, based on principals of responsive instruction and using a standards aligned curricular framework.</p>	<p>High-quality instruction and interventions matched to learner need, and monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve learner learning and support staff implementation of effective practices.</p>	<p>Alignment of strategies to curriculum framework, ND State Standards, & EL Development Standards.</p> <p>Goal for continuous statewide expansion.</p> <p>Include community stakeholder and parental support.</p> <p>National Math + Science Initiative (NMSI)/College Ready English and Math (CREAM)</p>
Intermediate Gr. 4-6				
Middle Gr. 7-8				
Secondary Gr. 9-12				

References

- Brubacher, J. W., Case, C. W., & Reagan, T. G. (2000). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks: Corwin Press.
- Dodge, L. (2017, June 19). *Universal design for learning: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <http://www.nd.gov/dpi/uploads/131/PrinciplesofUniversalDL.pdf>
- Easton, L. (2008). From professional development to professional learning. *Phi Delta Kappan*, 755-761.
- Epstein, J.L., Clark Salinas, K. (2004, May). Partnering with Families and Communities. *Educational Leadership*, 61(8), 12-18.
- Gaffney, J. S., Hesbol, K., & Corso, L. (2005). *Is your school fit for literacy? 10 areas of action for principals*. Naperville: Learning Points Associates/North Central Regional Educational laboratory.
- Gregory, G. H., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks: Corwin Press.
- Kilbane Jr., J. F. (2009). Factors in sustaining professional learning community. *NASSP Bulletin*, 184-205.
- Klein, J., Monti, D., Mulcahy-Ernt, P., & Speck, A. (1997). *Literacy for all: Reading/Language Arts programs and personnel in Connecticut schools*. Connecticut Association for Reading Research.
- Kristine, H., Huffman, J., Pankake, A., & Olivier, D. (2008). Sustaining professional learning communities: Case studies. *Journal of Educational Change*, 173-195.
- Macheca, E. (2013, March 21). *Learning to play the "emotional keyboard" to overcome effects of poverty: EDC*. Retrieved from <http://www.promoteprevent.org>: <http://www.promoteprevent.org/blog/learning-play-%E2%80%9Cemotional-keyboard%E2%80%9D-overcome-effects-poverty>
- McCarvel-O'Connor, M. (2017, June 1). *Evidence Based Practices in Assessment & Identification: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: www.nd.gov/dpi/SchoolStaff/specialEd/TrainingandTechnicalAssistance
- Meltzer, J., & Ziemba, S. (2006). Getting schoolwide literacy up and running. *Principal Leadership*, 21-26. North Central Comprehensive Center. (2012, December 14). *Indian Education: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/1322/menu.pdf>
- North Dakota Department of Public Instruction. (2017, June 19). *Native American needs assessment-action plan 2017: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/1295/NeedsAssessmentActionPlan201617.pdf>

- North Dakota Department of Public Instruction. (2017, April 12). *North Dakota English Language Arts & Literacy Content Standards: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/uploads/87/ELALiteracyCS2017.pdf>
- North Dakota Department of Public Instruction. (2017, June 19). *North Dakota Multi-tier System of Support: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/schoolstaff/specialed/mtss/>
- North Dakota Department of Public Instruction. (2017, June 19). *Choice Ready: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: www.nd.gov/dpi/uploads/1517/ChoiceReady_NDCEL.pdf
- North Dakota Department of Public Instruction. (2017, June 19). *Innovative Learning: North Dakota Department of Public Instruction*. Retrieved from North Dakota Department of Public Instruction Web site: <https://www.nd.gov/dpi/innovative-learning/>
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Student Achievement Partners. (2015, November 5). *Achieve the core*. Retrieved from Achieve the Core Web site: <http://achievethecore.org>
- Washington Department of Public Instruction. (June 2012). *Washington State Comprehensive Literacy Plan: Birth to Grade 12*.

Leadership

Purpose

It is the responsibility of the State of North Dakota to ensure all learners are provided high-quality literacy experiences and instruction based on challenging state content standards. Highly qualified educators who are supervised by effective leaders must provide developmentally appropriate current best practice and research-based literacy instruction.

1. State Commitment in Building Effective Leadership

The State of North Dakota ensures that every teacher is highly qualified through the state's teacher licensure provisions. State administrative rules require teachers be supervised by qualified principals. The state and local school districts and the community place supervisory, leadership, and management responsibilities on principals to ensure the proper administration of their appointed schools. The North Dakota Century Code §15.1-15 specifies that every public school district shall conduct an appropriate evaluation for each public school principal. Principal performance evaluations provide for the continual improvement of a principal's overall performance and may be used to inform personnel decisions.

The NDDPI also worked to align the new Principal Teacher Evaluation Support System (PTESS) with the statewide accreditation process with AdvancED. The department has the ability to monitor and evaluate the effectiveness of the new evaluation process through North Dakota state assurances within the AdvancED ASSIST tool and the external evaluation process used for accreditation. The connection of the new evaluation system to the accreditation of all public schools in North Dakota creates a uniform system of accountability statewide and helps to ensure the effectiveness of all schools.

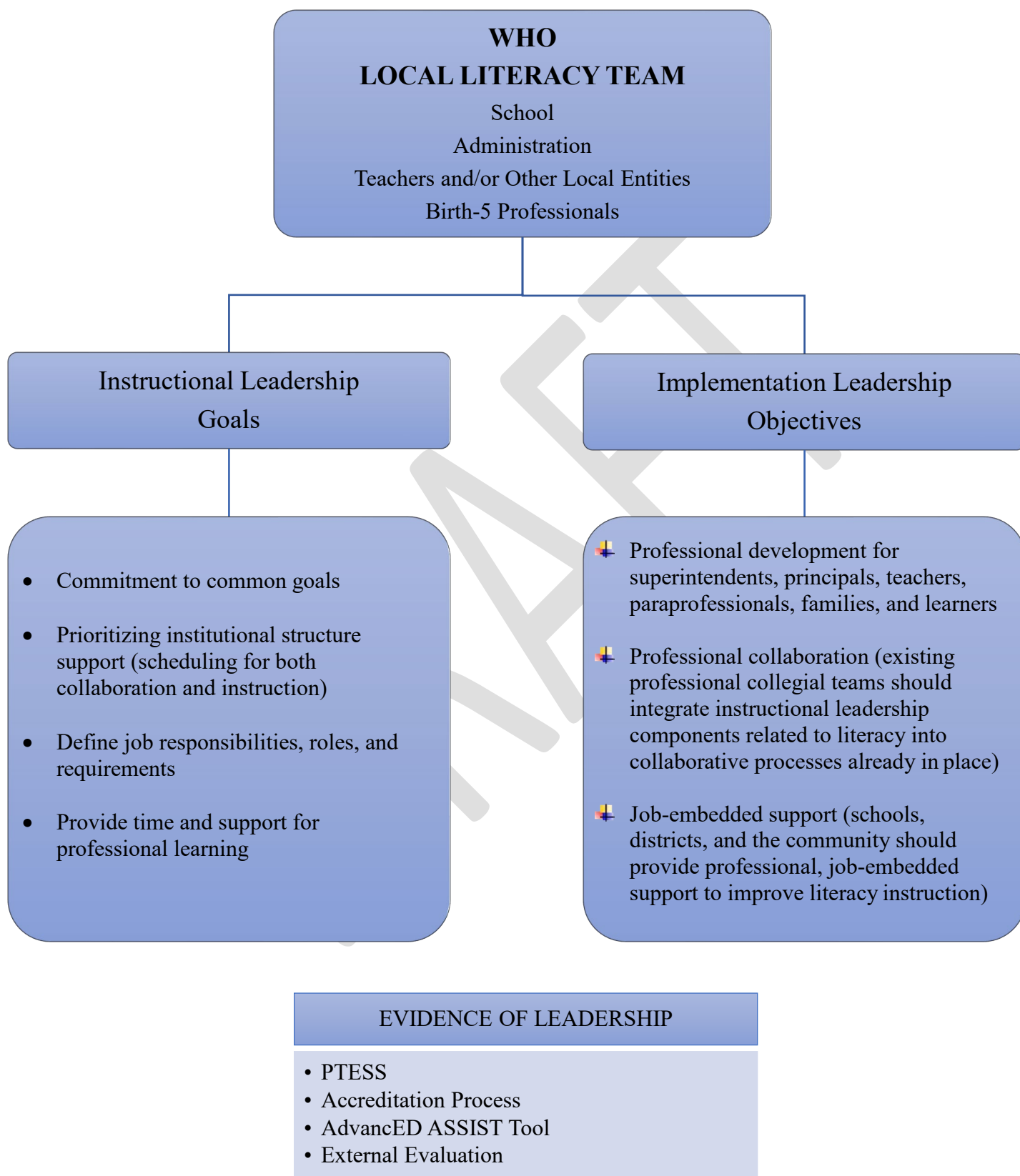
2. Local Leadership

North Dakotans understand that effective principals are important to learners' growth and achievement. As a state, we believe we must build the capacity of our principals to improve instruction and learner achievement. The state's reliable PTESS fosters continuous improvement among all principals. These guidelines help local school districts and the community improve the quality, uniformity, and reliability of their local principal evaluations. See Figure 1 on page 6.

Summary

Leadership and evidence of successful literacy programs are crucial to the success of improving literacy within the state of ND. In ND, this commitment means the local literacy teams have a commitment to literacy goals and leadership implementation guided by state mandates. ND has a strong statewide commitment to the literacy plans goals. This state is tasked with allowing education professional who know their programs best to lead leadership programming for the schools or environments and set parameters and budgets accordingly to meet the literacy needs of all learners.

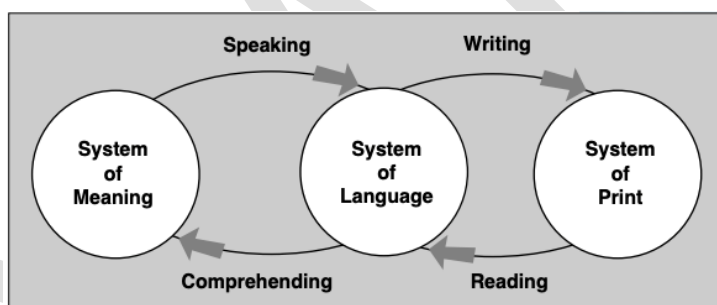
Figure 1. Leadership & Sustainability



Instruction & Intervention

Consistent and effective literacy instruction for all learners, Birth - Grade 12. Literacy is a responsibility shared by all stakeholders allowing learners to develop their knowledge and potential. During the literacy continuum of learning, through progressive developmental milestones, learners are influenced by their caregiver and teachers' expectations for progress and school district opportunities for instructional strategies. Effective teachers use the instructional strategies within a range of contexts and approaches to teaching literacy. Research says that effective teachers are the most important factor contributing to learner literacy achievement. When instruction is high in quality, the information being presented makes sense to learners, is interesting to them, and is easy to remember and apply (Slavin, 1995).

The core instruction (Tier I) is the literacy instruction all learners receive; strategic interventions (Tier II) go beyond core instruction and are matched to learner needs, adding resources, materials, and extending the activities as needed. Intensive high-quality instruction and interventions (Tier III), matched to the needs of learners, is key to improving literacy achievement for all learners. Quality formative assessment drives the instruction and interventions that are carried out in each Tier. Learners can move through Tiers based on progress. Literacy learning is a process whereby learners engage in activities in oral language, reading, writing, or problem solving to promote discussion, analysis, synthesis, and evaluation of class content.



The Local District will:

- ✚ Advise, collaborate, and monitor the literacy plan on a continuing basis
- ✚ Review and disseminate information and provide professional development with technical support on high-quality literacy instruction and strategic intervention
- ✚ Identify and intervene with learners who are not demonstrating developmental progress or grade-level literacy skills within specific content areas
- ✚ Provide standards-aligned curricular framework

The Caregiver/Teacher will use:

- ✚ Consistent approach based on principles of responsive instruction
- ✚ Evidence-based, effective instructional strategies and interventions
- ✚ Knowledge of the literacy learning continuum from birth-grade 12
- ✚ Knowledge of social-emotional development in conjunction with literacy learning
- ✚ Accessible instructional materials to provide instruction and intervention

The State will:

- ✚ Provide technical support on the use of current funding and securing additional funding and other resources for intervention services that support literacy
- ✚ Establish a consistent statewide approach to teaching literacy fostered through statewide training and ongoing professional learning and support

Standards Alignment

A standards-based curriculum is the roadmap for knowing where learners are headed and how to get there. A standards-based curriculum includes goals objectives and standards that are the vision for what it means to be a literate person. Developmental milestones and standards define what is to be learned and serves as a basis for aligning instructional materials and assessments to support literacy development.

The State Standards in English/Language Arts and Information Literacy in Science and Technical Subjects are designed to build upon the most advanced, current thinking preparing all learners for success regardless of their choice for the future. The North Dakota Early Learning Standards; Head Start Early Outcomes Framework; the WIDA English Language Proficiency Standards; and the Early Language Development Standards are aligned to the States Standards and are specifically designed to move all children from Birth - Grade 12 in critical literacy skills in reading, writing, speaking, and listening. The standards are rigorous and created to prepare learners for their future.

The standards emphasize that development of critical literacy skills is imperative to access content. The curriculum in each early learning program and K-12 programs must be aligned to the developmentally appropriate practices to make sure each district is meeting these rigorous standards. Assessments, professional development, and instruction are aligned to the standards and are continuously reviewed, revisited, and refined in alignment to ensure learners are progressing in their critical literacy skill development. See Figure 3 on page 9.

The Local Districts will:

- ✚ Allow creativity in developing and delivering curriculum
- ✚ Provide resources
- ✚ Prioritize standards appropriately

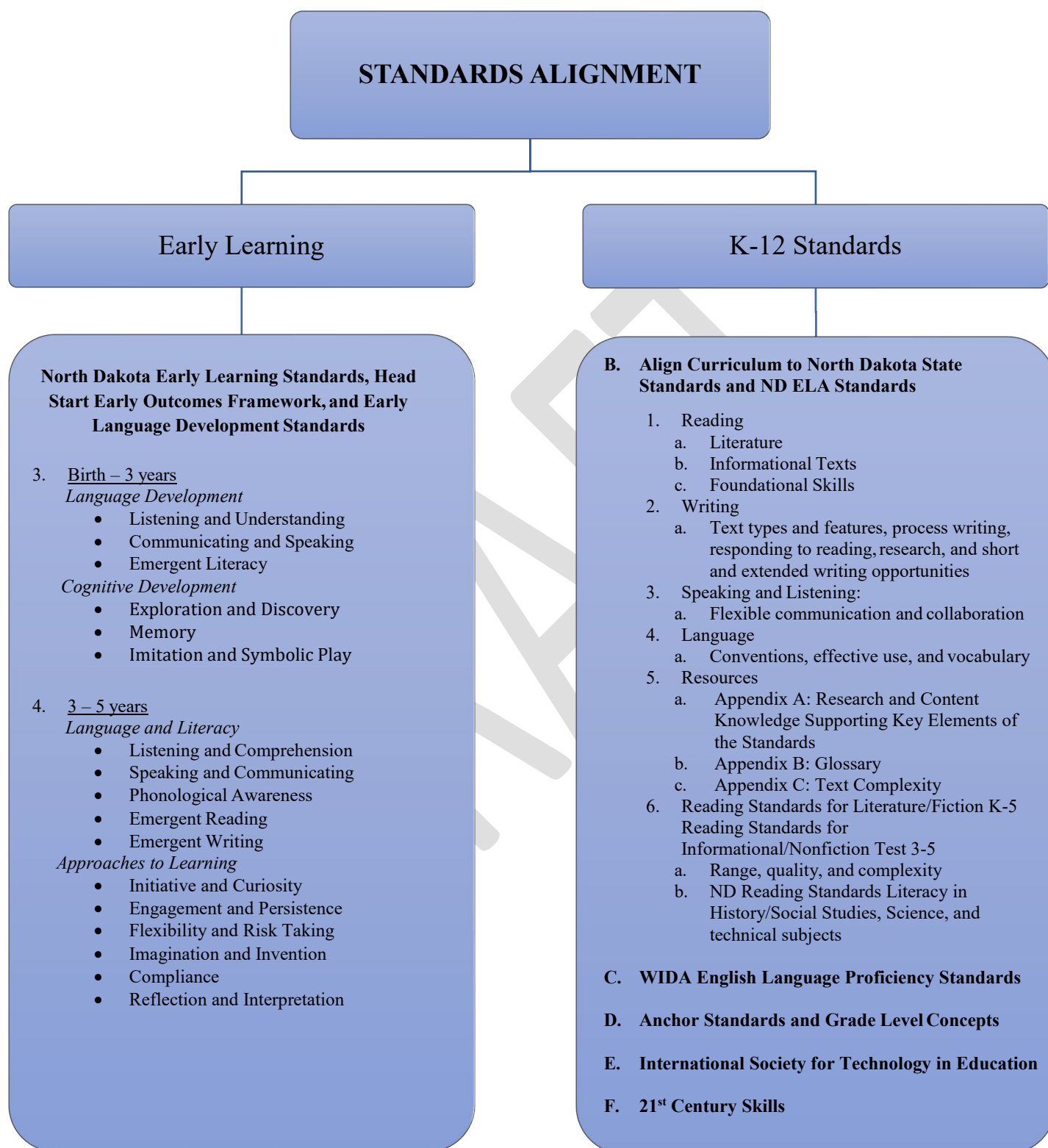
The Caregivers/Teachers will:

- ✚ Integrate literacy skills across contents
- ✚ Acquire knowledge of the standards continuum
- ✚ Collaborate with all stakeholders

The State will:

- ✚ Continue to support and revise state standards
- ✚ Communicate new developments within the standards
- ✚ Solicit feedback from district stakeholders

Figure 3. Standards Alignment



Assessment & Evaluation

Purpose

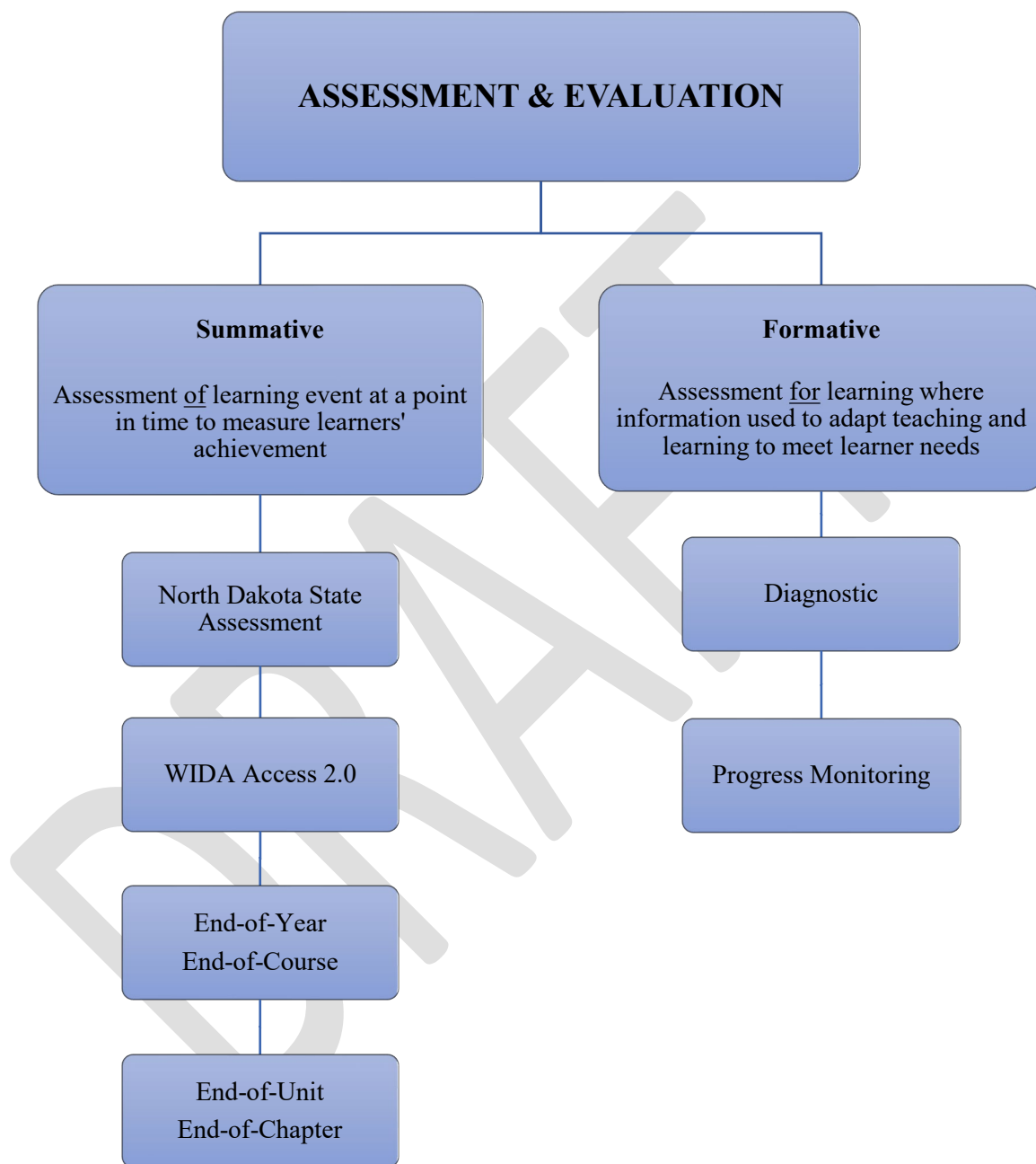
A balanced, comprehensive assessment and evaluation system is foundational for continuous literacy improvement and development of children, schools, districts, communities and the State.

Assessment is a process of collecting, reviewing, and using information to make the best instructional decisions, which will ultimately benefit literacy performance and enhance teaching practices. By collaboratively and systematically analyzing data, targeted instructional decisions can be made to best meet the literacy needs of learners. No single assessment can provide enough information for teachers to make this decision. A comprehensive literacy plan includes formative and summative assessments; formal and informal assessments; and screening, diagnostic, and progress-monitoring.

Evaluation is the process of critically examining the effectiveness of systems. It is a cyclical approach (see figure) that drives continuous improvement to best meet the literacy needs of children, teachers, schools, and districts. Evaluation of all components contributing to the literacy plan is essential for decision making. This process provides accountability of literacy achievement for all learners.

North Dakota Commitment

The purpose of the State's accountability system is to provide statewide responsibility of all stakeholders in pursuit of the North Dakota literacy vision. This accountability system provides a framework upon which the State consistently, continuously, and holistically evaluates the ability to achieve desired literacy outcomes.

Figure 4. Assessment & Evaluation

Professional Development

Purpose

Professional learning, for the State of North Dakota and its educational entities, is defined as ongoing activities that are an integral part of schools and local education agencies. It shall provide for all faculty, staff, collaborative agencies, and community partners with techniques that will impart literacy knowledge and skills.

An effective literacy plan designed to build a culture of literacy will provided sustained and intensive professional development. This will be connected to practice, focuses on teaching and learning of specific content, aligns with school improvement priorities, and will build strong working relationships among staff to solve complex issues.

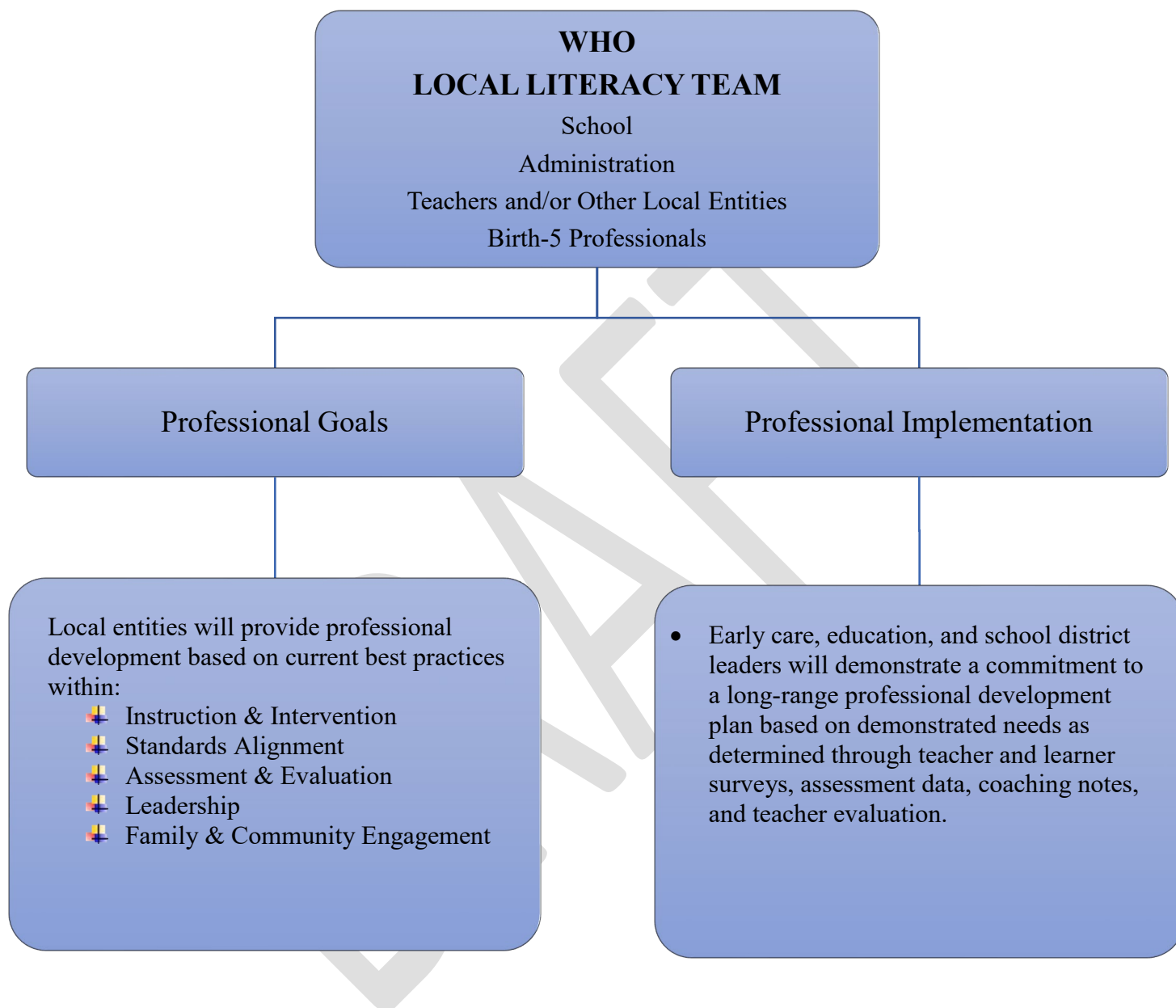
This requires substantial resources and a comprehensive, coordinated support system Birth - Grade 12. All educators must have access to materials and opportunities that continue to foster their skills as literacy leaders and promote lasting change.

1. State Professional Development Commitment

North Dakota believes and is committed to the common goals of improving literacy and professional learning. (Easton, 2008; Gaffney, Hesbol, & Corse, 2005; Reagan, Case & Brubacher, 2000; Schon, 1983). Professional learning must include professional development, professional collaboration, and job-embedded support (Easton, 2008; Schon, 1983). It must also include a clear commitment to providing the time (Easton, 2008; Meltzer & Ziemba, 2006), scheduling support (Easton, 2008), and role clarification (Easton, 2008; Klein, Monti, Mulcahy-Ernt & Speck, 1997; Meltzer & Ziemba, 2006) that will enable genuine change to occur. See Figure 5 on page 13.

2. Local Professional Development

Professional learning shall be an intensive, collaborative, job-embedded, data driven, classroom- focused strategy to develop the skills necessary to foster literacy success and readiness after high school. Mentoring in the home, early care and education environments shall coordinate with professional learning within the school systems.

Figure 5. Professional Development

Family & Community Engagement

Community and family partnerships have a lasting effect on the learners' growth, while empowering them to succeed in and outside the classroom. Schools must work collaboratively and intentionally with families and the community to expand academic success and be Choice Ready. Engaging families directly with their children on learning activities from Birth - Grade 12 is essential for literacy success and will promote the following:

- ✚ Family well-being
- ✚ Positive parent-child relationships
- ✚ Families as lifelong educators
- ✚ Families as learners
- ✚ Family engagement in transitions (e.g., to birth-preschool, preschool-kindergarten, kindergarten, kindergarten-elementary school, elementary school-middle school, middle school-high school)
- ✚ Family connections to peers and the community
- ✚ Families as advocates and leaders

Figure 6. Family & Community Engagement

Communicating	Communication between home and school is regular, two-way, and meaningful
Parenting	Parenting skills are promoted and supported
Learning at Home	Parents play an integral role in assisting student learning
Volunteering	Parents are welcome in the school, for the school and a member of an audience; their support and assistance are regularly sought
Decision-Making	Parents are full partners in the decisions that affect children and families
Collaborating with the Community	Community resources are used to strengthen schools, families, and student learning

For additional explanation, see <https://www.enotes.com/research-starters/joyce-epsteins-school-family-community-partnership>.

Improving Student Success

through

NDMTSS

North Dakota's Multi-Tier
System of Supports

North Dakota's Multi-Tier System of Supports was initially funded by the North Dakota Department of Public Instruction, Office of Special Education, and Early Intervention Services through a State Personnel Development Grant from U.S. Department of Education – Office of Special Education Programs. Ongoing sustainability and programming is made possible through the collaboration of South East Education Cooperative, Mid-Dakota Education Cooperative, Missouri River Education Cooperative, and ND Department of Public Instruction.

BUILDING EFFECTIVE SYSTEMS FOR STUDENT SUCCESS

North Dakota administrators, teachers, support staff and entire systems expend a great deal of time and effort trying to do the work of school improvement, engaging in the conversation around how to work smarter and trying to answer some key questions:

- How do we create a system where ALL STUDENTS can be successful?
- How do we create a system where ALL TEACHERS can be successful?
- How do we create a system where ALL INITIATIVES align to promote DISTRICT improvement and success?
- How do we create a system where ALL RESOURCES and SUPPORTS are allocated to support these overarching school improvement goals?

North Dakota's Multi-Tier System of Supports (NDMTSS) seeks to provide a framework to guide this work. As we reflect on discussions and observations with teachers, principals, leadership teams, and state and regional leaders about the best way to develop systems that support ALL students – behaviorally and academically – some consistent messages emerge:

EVERY SYSTEM IS PERFECTLY DESIGNED TO GET THE RESULTS IT IS GETTING!

If we don't like the results, focus on the system, not the students or teachers. This shift in thinking recognizes that while there are pockets of excellence and people may be working hard, it is difficult to realize a deep level of impact because not everyone is part of the solution or not everyone knows the end goal. Leaders must emerge and ensure both accountability and support for the work.

EFFICIENCY AND ALIGNMENT ARE UNDERLYING THEMES!

The process of creating and refining our systems facilitates efficiencies in data use, instructional alignment, and resource allocation THROUGH aligned processes of school improvement and professional learning. Take another look at the NDMTSS Framework and the 5 essential components and see how it all fits together!

CHANGE & PEOPLE ARE INVOLVED. PLAN ACCORDINGLY!

Questions abound about managing change and involving people. For some, change is hard, while others may feel a sense of relief that something is going to happen that disrupts the status quo. Ironically, we may be talking about the **same change** in the **same school**! Planning must include intentionality about how to communicate and leverage the power of the people who make up the system. There is an abundance of guidance on Leading Change to explore, but we liked this list:

1. Be clear about the purpose for change and paint a picture of the new reality.
2. Understand and communicate the complexity of the change needed.
3. Take the time to help people “see” why the change is needed now.
4. Explore the reasons behind any resistance you encounter.
5. Use internal facilitators (leadership teams) to ensure that the change process taps into the strengths of the institution.
6. Understand that change takes time and is part of a continuous improvement process.

EFFECTIVE SYSTEMS SUPPORT STUDENTS, TEACHERS, PARENTS AND ADMINISTRATORS

It's true! Effective systems are laser-focused on student success – but they support EVERYONE in the system. Leadership, communication, organization, a growth-mindset, honesty, patience, innovation, creativity, evidence-based interventions, organization and energy are all required, but we always keep sight of the goal. It is hard work, but it is the RIGHT WORK!

We are committed to supporting the implementation of NDMTSS across the state. Let us know how we can help!

Sincerely,

Jennifer Glasheen & Luke Schaefer

NDMTSS Leadership Team Directors

Hello everyone,

We at the North Dakota Department of Public Instruction are pleased and excited to share this booklet describing North Dakota's Multi-Tier System of Supports and how it will benefit our North Dakota schools, teachers and students.

NDDPI has worked with N.D. Regional Education Association (REAs) and stakeholders across North Dakota to develop this document to help school districts implement MTSS strategies. This is to assist our schools as they become more familiar with MTSS, discover more about student learning and behavior, support student growth, and sharpen their ability to use data to customize instruction.

I want to congratulate the NDDPI Special Education Unit, the State Advisory Team, the State Advisory Team Work Group, and participating schools for their excellent work on this booklet. It is available for distribution to any interested educator, school, or district.

This document represents another opportunity for us to learn and grow together as we work to promote continuous improvement in our North Dakota schools.

Sincerely,

Kirsten Baesler

Kirsten Baesler
State Superintendent



600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-01440
Phone (701) 328-2260
Fax (701) 328-2461
www.nd.gov/dpi

N.D. MULTI-TIER SYSTEM OF SUPPORTS DEFINITION5

WHY WE DO IT5-6

WHAT NDMTSS IS NOT 7

CULTURAL CHANGES NECESSARY FOR IMPLEMENTATION 7

ESSENTIAL COMPONENTS8-10

SCHOOL IMPACT QUOTES 11-12

NDMTSS SUGGESTED COURSE STRANDS 13

NDMTSS COURSE TITLES & DESCRIPTIONS 14-17

NDMTSS COACHING & TECHNICAL ASSISTANCE 18

NDMTSS AND RTI (RESPONSE TO INTERVENTION) DIFFERENCES 19

CONTINUOUS IMPROVEMENT20

NORTH DAKOTA ADMINISTRATIVE RULES 20

ND TITLE I GUIDELINES21

ND SOCIAL EMOTIONAL LEARNING (SEL) GOALS..... 21-22

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

WHY WE DO IT

The Students

Students fall through the cracks every year because we have pockets of excellence but are lacking a systems approach in many schools. Students who read at grade level by third grade are four times more likely to graduate on time.¹ Freshman year is key to predicting who will graduate from high school. Failing one semester course decreases the likelihood of graduating from 83% to 60%; two semester Fs decreases the likelihood to 44%; three reduces that to 31% chance of graduating. More than 7,000 students drop out of high school every school day. 85 percent of all juvenile offenders rate as functionally or marginally illiterate. Students in the lowest 25 percent of their class in reading are 20 times more likely to dropout and 75% of those end up incarcerated.² 70 percent of prisoners in state and federal systems can be classified as illiterate while 43 percent of those whose literacy skills are lowest live in poverty.³

Significant and persistent academic and/or behavioral difficulties can limit success in school and postsecondary opportunities. For some students, the typical evidence-based instruction and behavioral supports provided in the classroom are not sufficient to address their educational needs or prepare them for postsecondary opportunities. They will need individualized, more intensive intervention composed of practices that are evidence-based. Recent research on integrating academics and behavioral interventions has demonstrated promise for improving student outcomes.⁴

The Teachers

Research has identified numerous components within schools' system of instruction and intervention that can make an intervention more or less effective and sustainable. For example, the need to improve educators' knowledge and use of evidence-based interventions through teacher preparation⁵ and professional development⁶ has been well documented.

The Schools

The leadership and organizational supports, such as scheduling, roles of staff, adequate planning time, professional development structure, evaluation, leadership support, policies, and funding⁷ can also facilitate or impede the effectiveness and sustainability of the system of instruction and intervention. Addressing academic and behavioral difficulties separately, instead of using an integrated approach, may result in inefficiencies in coordinating intervention. By using a more integrated approach, limited resources can be maximized and organizational structures and efficiency can be improved⁸.

The State

If North Dakota increased its overall graduation rate to 90%, the economic benefits from these 300 additional graduates would likely include as much as⁹:

- \$2.3 million in increased annual earnings and \$200,000 in annual state and local tax revenues;
- 20 new jobs and a \$2.8 million increase in the gross state product;
- \$3.1 million in increased home sales and \$400,000 in increased auto sales

1 Hernandez, D. Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

2 Alliance for Excellent Education, High School Graduation Gains Equal Economic Success. 2013

3 National Institute for Literacy

4 Algozzine et al., 2012; Chaparro, Smolkowski, Baker, Hanson, & Ryan-Jackson, 2012; Stewart, Benner, Martella, Marchand-Martella, 2007

5 Ciullo et al., 2015; Gable, Tonelson, Sheth, Wilson, & Park, 2012; Kern, Hilt-Panahon, & Sokol, 2009

6 Bambara, Goh, Kern, & Caskie, 2012; Ciullo et al., 2015; Debnam, Pas, & Bradshaw, 2012; Kern, Hilt-Panahon, & Sokol, 2009; Regan, Berkeley, Hughes, & Brady, 2015

7 Bambara et al., 2012; Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; O'Connor & Freeman, 2012

8 Chaparro et al., 2012; Lane, Oakes, & Menzies, 2014; McIntosh, Bohanon, & Goodman, 2010

9 Alliance for Excellent Education. High School Graduation Gains Equal Economic Success. 2013

10 AdvancEd. Standards for Quality Schools. 2011

To further clarify the definition, it is important to recognize what MTSS is not. MTSS (RtI) cannot be a verb, time, program, or place. It is not an identification system for special education or Title 1. It is not just for some students. MTSS cannot be done by a small group of educators. It is not content specific. Students cannot be “RtI’d”. Students cannot test into or be exited from RtI or be done with RtI.

NDMTSS implementation is no small undertaking and is not likely to be successful if it is not a district priority. Before beginning the NDMTSS implementation process, it would be beneficial for district leadership teams to look at how NDMTSS fits, or conflicts, with all other district initiatives. The exploration stage is important: otherwise, NDMTSS gets added to the multiple other time-consuming initiatives and viewed as one more thing to do.

WHAT WE BELIEVE ARE CULTURAL CHANGES NECESSARY TO IMPLEMENT NDMTSS

- Effective teachers create environments where all students can learn and improve
- Effective schools maintain and communicate a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.¹⁰
- Effective systems support both teachers and students by outlining evidence-based instruction and interventions while ensuring appropriate access to resources and supports

1 ASSESSMENT

Definition

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed.

Description [as it relates to NDMTSS]

Screening, progress monitoring, and other supporting assessments are used to inform databased decision-making.

Four Purposes for Assessment:

1. Universal Screening – all students assessed to determine which students may need additional supports – high or low and the effectiveness of the core curriculum
2. Diagnostic – identify skill deficits and inform instructional match at all tiers
3. Progress Monitoring – frequent assessment to determine whether students are making adequate progress toward a specific preset goal
4. Outcome – measures performance of the educational system – e.g. NDSA, ACT

2 DATA-BASED DECISION MAKING

Definition

Data-based decision making “optimizes the use of data for purposes of informing individual student instruction, identifying strengths and weaknesses in a classroom, and illuminating trends and gaps across a school district.”¹

Description [as it relates to NDMTSS]

An ongoing team process that begins with identified questions with clearly established protocols to evaluate and inform decisions and actions at student, classroom, grade level, school, and system levels. Basic steps include gathering accurate and reliable data, correctly interpreting and validating data, using data to make meaningful instructional changes for students, establishing and managing increasingly intensive tiers of support, and evaluating the process at all tiers to ensure the system is working.

3 MULTI-TIER INSTRUCTION

Definition

A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction and assessments offering specific, research-based interventions matched to student needs driven by data.

Description [as it relates to NDMTSS]

Tier 1

- Focus - All students
- Instruction and Supports – district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- Setting – General classroom (small or large group)
- Assessment – Screening, continuous progress monitoring, and outcome measures

Tier 2

- Focus - Students identified as at risk of performing below or significantly above expected outcomes
- Instruction and Supports - Targeted, supplemental instruction practices that are evidence-based (large or small group); additional layer to Tier 1
- Setting – General education and/or optimal setting for need of students
- Assessment – Diagnostic, Progress monitoring

Tier 3

- Focus – Students who present with exceptionally high academic or very low academic or behavior achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals; additional layer to Tier 1 and Tier 2
- Instruction – Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies
- Setting – General or special education depending on the needs of the student
- Assessment – Diagnostic and progress monitoring

4 INFRASTRUCTURE AND SUPPORT MECHANISMS

Definition

Knowledge, resources, and organizational structures necessary to operationalize components of NDMTSS in a unified system to meet established goals.

Description [as it relates to NDMTSS]

Alignment of resources and supports necessary to implement an effective system includes, but is not limited to: Shared Vision, Prevention Focus, Culture, Leadership, Professional Development, Schedules, Resources, Communication, Leadership Teams

(Training note: reasonable, practical, and doable)

5 FIDELITY AND EVALUATION

Definition

Fidelity is the degree of exactness with which something is implemented or conducted; and Evaluation is a measure of the effectiveness of individual resources and practices.

Description [as it relates to NDMTSS]

Fidelity happens across multiple points within the NDMTSS framework; system process, and multi-tiered instruction. Did you do what you said you would do? Evaluation occurs frequently and helps to determine the effectiveness of the system, process, or multi-tiered instruction. Did it work? How can it be improved?

School Quotes

Appendix I

“The MTSS training we have done through SEEC has fundamentally changed our approach to educating our students. With this training, we have developed clear pathways for academics PK-12 that allow us to intervene with students and meet them at their current level of learning. Students who often had no success in the classroom are now flourishing because we have reduced their stress level by designing interventions which are closing the achievement gap. This led to our development of a behavioral pathway which included placing a licensed therapist on site. It has been highly successful and allows us to meet the needs of the whole student. Our MTSS training has allowed us to change perspectives on how we educate now and in the future.”

- CORY STEINER, NORTHERN CASS SUPERINTENDENT

“There’s a commitment, to NDMTSS and a sense of pride for the growth it brings to our staff and students, within our buildings. Our teachers are doing the work, while administrators are facilitating and supporting them in all aspects of that work. This process has given us a vision for the future not only for our students, but our district as a whole.”

- ANDREW JORDAN,
NEW SALEM-ALMONT
SUPERINTENDENT

“MTSS has created a common language and provides a cohesive system in regards to student’s academic and social emotional skills at West Fargo High School. Although there is not a quick fix for skill deficits, we are able to make data-based class placements in order to provide targeted interventions in reading, math, and social emotional skills. Being able to provide the correct level of instruction prior to student failure allows students to gain academic skills, reduces stress and frustration, and puts students on track for graduation. Most importantly, students receiving intervention are closing the achievement gap and gaining confidence.”

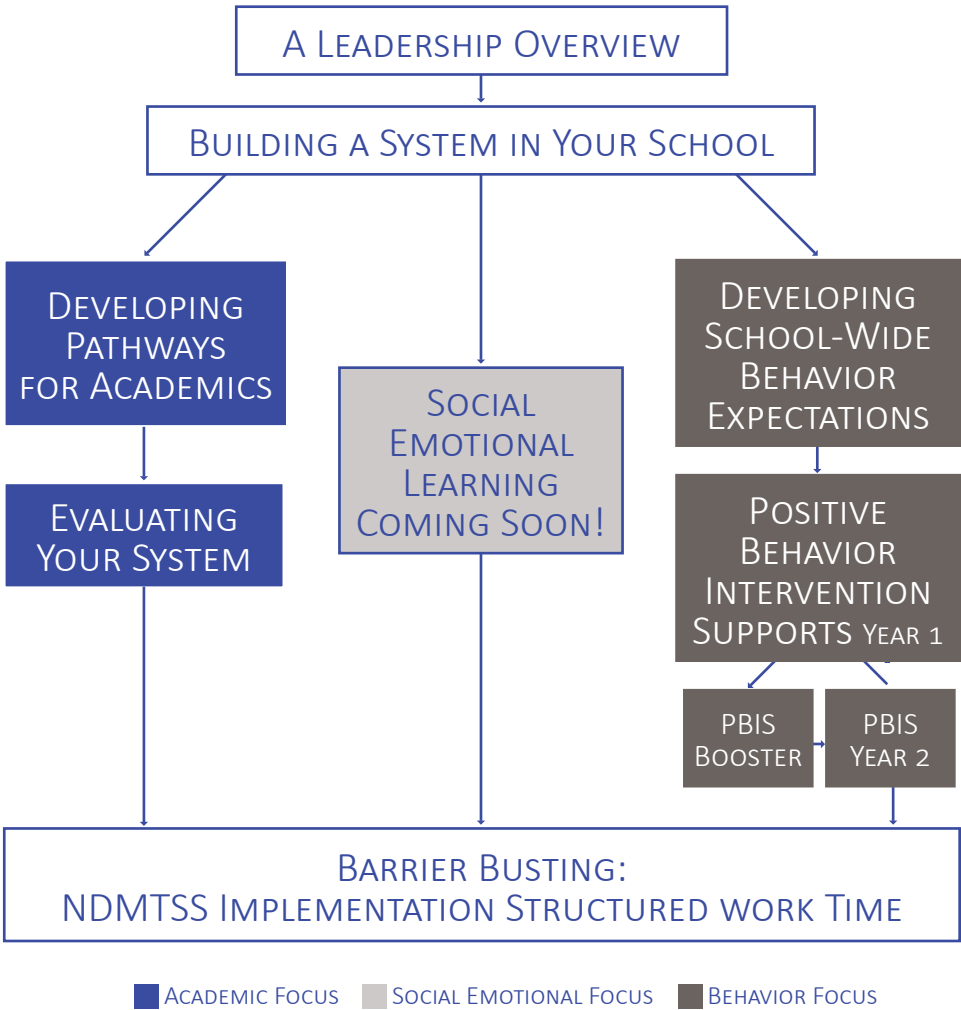
- SHANNON MORTTRUD, PH.D., NCSP,
WEST FARGO HS MTSS COACH

“Over the last eight years, West Fargo Public Schools (WFPS) has been implementing and refining MTSS processes for academics and behavior. The assistance of N.D. Department of Public Instruction’s State Personnel Development Grant and our partnership with the South East Education Cooperative has allowed us to develop a comprehensive MTSS in reading, math and behavior. We went from ZERO interventions to a systematic pathway of support, a comprehensive screening system, and multiple research-based interventions in reading and math at our secondary schools (6-12)! We have been able to get high-quality, research-based interventions to students in our high needs elementary schools immediately with our pathways model in reading. Our problem-solving model was refined to address student needs across the elementary schools. Our focus now is on aligning our MTSS model in behavior to incorporate mental health and trauma while continuing to develop our systems for supporting students with social emotional and behavioral needs K-12. With the NDMTSS framework embedded into our work at WFPS, we are prepared to immediately match student need to instruction across all tiers and to support hundreds of students at any given time through our interventions.”

- DAWN MILLER, Ed.S., NCSP, WEST FARGO
MTSS/SPECIAL EDUCATION COORDINATOR

“NDMTSS has provided a comprehensive and systematic approach to supporting students at Wilton Public School. Our staff is committed to success for all kids thanks to the MTSS Leadership Team and an action plan developed by our staff, tailored to our needs that is continually evaluated to ensure alignment and fidelity to how we do business. Teachers feel more confident collecting and analyzing data to plan coherent instruction collaboratively. Student needs are addressed, both academically and behaviorally, using the tiered model to ensure we are meeting students where they are and with what they need, every kid, every day, through purposeful character development, core instruction, and differentiation but also through layered, targeted interventions.”

- AMANDA MEIER, WILTON SUPERINTENDENT



A LEADERSHIP OVERVIEW [EXPLORATION]

1/2 DAY

Description

Participants will be provided an overview of North Dakota's Multi-Tier System of Supports and the comprehensive nature of this framework and its alignment with school improvement.

Objectives

1. Understand NDMTSS Definition and Non-Definition
2. Evaluate what it REALLY takes in your building to fully implement
3. Identify current strengths that exist within your system
4. Begin the decision-making process to explore/determine the appropriate next steps based on your data.

BUILDING A SYSTEM IN YOUR SCHOOL [INSTALLATION]

2 DAY

Description

This training, intended for school or district lead teams, will assist schools in determining their desired state of providing high-quality instruction and interventions matched to student need while monitoring progress frequently to make decisions about changes in instruction and/or goals. The training will empower teams to build an action plan to determine the resources and supports necessary to ensure every student is provided the opportunity to succeed.

Objectives

1. Understand the Essential Components
2. Determine the appropriate structure to begin the process in a school
3. Identify current strengths within a school system
4. Begin the decision-making process

DEVELOPING PATHWAYS FOR ACADEMICS [INSTALLATION]

3 DAYS +

SITE VISITS [OPTIONAL]

Description

This training, intended for a leadership team, is designed to utilize the NDMTSS Essential Components to solve problems at the school, classroom, and student level. Emphasis will be given to translating current educational research into practice to help schools maximize resources and outcomes for all students. Examples of data systems for universal screening and progress monitoring will be identified, as well as specific interventions and curricula to address problems at a systems level.

Objectives

1. Identify current gaps in student outcomes based on grade level data
2. Evaluate appropriate pathways for students to increase academic achievement
3. Develop strategies for solving problems at increasingly larger levels
4. Increase awareness of evidence-based interventions and curricula

14

EVALUATING YOUR SYSTEM [IMPLEMENTATION]

3 DAY

Description

This training, intended for school lead teams, will focus on innovation of the NDMTSS model with emphasis on:

1. Data collection and disaggregation
2. Data-driven decision making, and
3. Problem solving for student, classroom, and systems level.

Monitoring practices will be developed to determine if the system is having a positive impact on student learning with a strong focus on fidelity and outcome data. Opportunities for collaboration and to observe MTSS in action within the cohort will be organized.

Objectives:

By the completion of this course, participants will know how to do the following:

1. Collect and disaggregate student data
2. Make data-driven decisions
3. Problem solve for student, classroom and system levels.

BARRIER BUSTING: NDMTSS
IMPLEMENTATION STRUCTURED WORK TIME
[ANY STAGE PAST INITIAL IMPLEMENTATION]

TIME VARIES

Description

One of the greatest barriers with NDMTSS implementation is time for leadership team problem solving and action planning. The purpose of this session is to provide leadership teams the time to:

1. Revisit the work schools have been engaging in,
2. Assess current reality and identify obstacles for improvement, and
3. Receive assistance with next steps from consultants and other schools.

DEVELOPING SCHOOL-WIDE BEHAVIOR EXPECTATIONS [EXPLORATION]

Appendix I

2 DAYS

Description

Schools will plan for the identification and teaching of school-wide expectations of behavior. Further, they will develop plans for active supervision, problem behavior, classroom management, data collection, and data systems. Upon completion, schools will have identified gaps in current practice and have an action plan for steps to improve practice in their building.

Objectives

- | | |
|------------------------------------|--|
| 1. Establish commitment | 4. Establish information systems (outcome and process tools) |
| 2. Conduct audit of current status | 5. Build capacity for function-based support |
| 3. Establish expectations | |

SCHOOL-WIDE “BOOSTER” TIER 1 TRAINING [IMPLEMENTATION]

3 DAYS

Description

A “booster” training involves reviewing the critical elements, establishing clear implementation goals to improve School-wide outcomes, and supporting teams who may be earlier in implementation. The objective is to increase the school’s effectiveness in implementing the PBS process. The content will be based on the needs of the schools for each district. The content will be based on information from the District Coordinator/Coach/Team and the evaluation results of the Benchmarks of Quality (BoQ).

The booster training is for schools in their first year of implementing School-wide PBIS that have:

- Completed the School-wide training.
- Implemented some of the critical elements.
- A current BoQ score of 35%-80%.

PBIS YEAR 2-TIER 2: SUPPLEMENTAL SUPPORT SYSTEM [IMPLEMENTATION]

3 DAYS

Description

This training covers the critical features to support supplemental interventions (Tier 2) within a multi-tiered system, data review, and barrier busting.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum.

- This training is available to schools who have reached a BoQ of 80%.

16

INTENSIFYING INSTRUCTION

1 DAY

Description

NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. In order to meet the demands of an MTSS system, educators are asking for assistance in deepening their knowledge and skills in how to intensify instructional practices to meet the needs of all students.

This training will provide educators with evidence-based instructional designs to accelerate students' rate of learning. These can be applied at the universal (Tier 1), strategic (Tier 2), and intensive (Tier 3) levels of instruction. The following features of instruction will be addressed:

- More explicit
- More systematic
- More modeling
- More opportunities to respond
- More feedback
- More judicious review

Objectives

1. NDMTSS Defined and Described
2. Understand the Gradual Release of Responsibility Model as a foundation to high quality instruction
3. Know how to intensify instruction through evidence-based instructional features to accelerate students' rate of growth
4. Develop an action plan that is practical, reasonable, and doable

NDMTSS CONFERENCE [HELD ANNUALLY IN JUNE]

3 DAYS

Description

NDMTSS Conference welcomes around 400 educators from across the state each year to engage in the work of Multi-Tier System of Supports within their schools and districts. The conference brings both nationally recognized experts and teams from ND schools to share the most meaningful and effective work being done statewide and across the nation.

NDMTSS DEMONSTRATION SITES

Schools in North Dakota are working to install and innovate their system of supports for matching instruction with student needs. NDMTSS Demonstration sites provide new schools with a clear picture of some of the shining examples of MTSS in the state. As an additional layer of learning, demonstration sites are located across the state and represent the various sizes, levels and areas of development of NDMTSS implementation. Contact the NDMTSS REAs for more information.

SYSTEM FIDELITY WALKTHROUGH

- 3 ½-day observation and feedback sessions for schoolwide MTSS resources, supports, and intervention

ACADEMIC PATHWAY FIDELITY WALKTHROUGH

- Full day observation and feedback sessions for classroom implementing MTSS instruction and intervention

BEHAVIOR PATHWAY FIDELITY WALKTHROUGH

- Full day observation and feedback sessions for classroom implementing MTSS instruction and intervention

DISTRICT CAPACITY ASSESSMENT

- Full day facilitated team meeting with multiple data entry points to evaluate the effectiveness of current system and the policy/practices in place for a district

TEACHER, ADMINISTRATOR, OR TEAM COACHING

- Observation, feedback, and coaching for educators to improve instruction and intervention

HIGH IMPACT LEADERSHIP AND CHANCE

- Target audience: Principals and Superintendents
- High impact leadership focuses on effectively leading system change through strategic implementing of a teachable point of view, instructional leadership, data utilization, and continuous improvement.
 - Core Values
 - Strengths-Based leadership
 - Leading Others through Change
 - Managing Change
 - Countering Resistance
 - Highly Effective Teams
 - Instructional Leadership
 - Relational Leadership
 - Data Driven Decision Making
 - Culture of Continuous Improvement
 - Accountability

FOCUS ON ACADEMICS

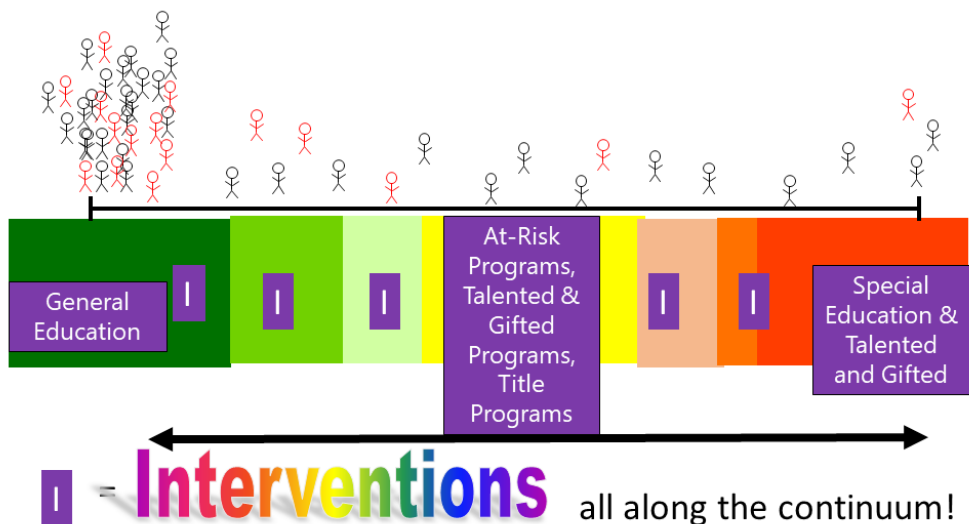
- Explicit Instruction
- Gradual Release of Responsibility
- Student Engagement

FOCUS ON BEHAVIOR

- CHAMPS
- Tough Kids

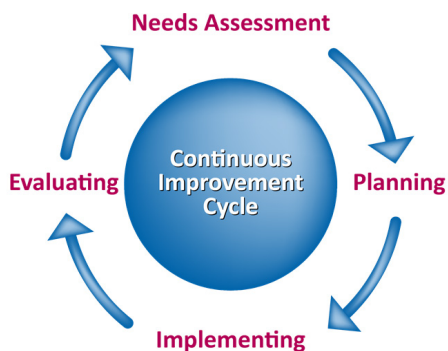
In parts of our state,

Response to Intervention (RtI) has been viewed as a framework to help struggling students with academics. It provided a fantastic starting point; however fell short of including the state's desire to focus on all students. The state determined the need for a more comprehensive approach to school improvement, encompassing academic, behavior, and social emotional needs of all students. North Dakota Multi-tier System of Supports (NDMTSS) framework offers this opportunity. NDMTSS also includes professional development for educators, and focuses on a systemic approach where infrastructures are designed to meet all students' needs. Some view NDMTSS as an extension of RtI. The goal of North Dakota's Multi-Tier System of Supports is to ensure high quality instruction in every classroom every day for every North Dakota student.



We recognize,

We, NDMTSS, recognize that providing all students with the best opportunities to succeed academically and behaviorally requires a constant focus on improvement. This is done through needs assessment, planning, implementation, and evaluations. Like any school improvement process, the continuous improvement cycle empowers systems to effectively plan and implement initiatives while accumulating and analyzing data in order to apply changes to improve practice.



NORTH DAKOTA ADMINISTRATIVE RULES

North Dakota administrative rules chapter 67-23-06-05 effective date July 1, 2012 provide the legal structure for the implementation of Response to Intervention (RtI) in districts across the state.

The North Dakota Department of Public Instruction believes that increased student learning requires consistent high-quality instruction matched to student needs. In a quality education environment, student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions. For RtI to work well, it should be implemented as a part of a Multi-tier System of Supports (MTSS).

The North Dakota Special Education and Title I offices have developed guidance documents that provide schools with clarity on the integration of targeted supports within an MTSS framework. For more information, please reach out to the NDDPI contacts listed on the back cover.

See NDDPI document: Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings

<https://www.nd.gov/dpi/SchoolStaff/SpecialEd/SpecialEducationStateGuidelines/>

PURPOSE

The NDMTSS SEL Goals provide ND school districts and educators a framework to guide quality explicit instruction of social and emotional learning skills to foster an engaging school climate for all students, guide selection of evidence-based programs and steer professional learning with regards to SEL in ND. The developed learning goals provide reasonable expectations for what ND students should know and be able to do by the end of each grade span. Collaboration within the classroom, school environment, homes and communities is essential for students to reach their fullest potential.

NDMTSS ALIGNMENT

NDMTSS provides a framework for implementing educational practices to ensure academic, behavioral and social-emotional success of all students. SEL improves academic and behavioral outcomes. It reduces opportunity gaps by incorporating equitable and inclusive solutions for all students. It is the set of skills that ties academics to behavior and allows students to excel in both areas. When discussing lagging skills for students, often we are referring to social and emotional skills. Finally, the “soft skills” that we refer to in choice readiness are found within social and emotional learning. For these reasons, NDMTSS supports explicit SEL instruction for all students and recognizes that some may need additional targeted SEL supports while a few may need intensive SEL intervention.

SOCIAL AND EMOTIONAL LEARNING DEFINED

CASEL defines SEL as “The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Socially and emotionally competent children and youth are self-aware, socially aware, able to regulate their emotions, have good relationship skills, and demonstrate responsible decision making at home, school and in the community. (<https://casel.org/what-is-sel/>)

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

SELF-MANAGEMENT

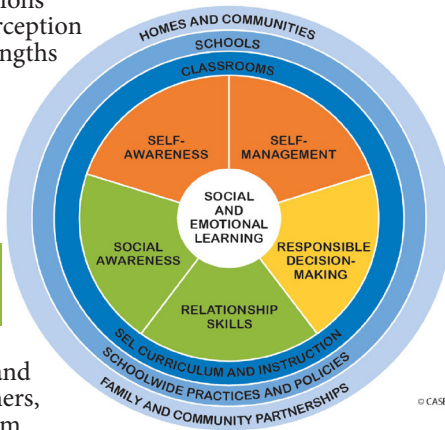
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

RESPONSIBLE DECISION MAKING

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



© CASEL 2017

TO FIND MORE INFORMATION ABOUT NDMTSS:

N.D. REGIONAL EDUCATION ASSOCIATIONS [REAs]

Jennifer Glasheen, South East Education Cooperative
ND State Personnel Development Grant Project Director
jennifer.glasheen@k12.nd.us

Cheryl Hoggarth, South East Education Cooperative
MTSS Coordinator
cheryl.hoggarth@k12.nd.us

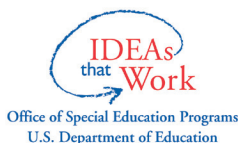
Luke Schaefer, Mid-Dakota Education Cooperative and
Missouri River Educational Cooperative
ND State Personnel Development Grant Project Director
luke.schaefer@k12.nd.us

Lisa Klabunde, Missouri River Educational Cooperative
MTSS Coordinator
lisa.klabunde@k12.nd.us

N.D. DEPARTMENT OF PUBLIC INSTRUCTION [DPI]

Nancy Burke, NDDPI
ND State Personnel Development Grant Coordinator
njoburke@nd.gov

Lea Kugel, NDDPI
Special Education Regional Coordinator II
lkugel@nd.gov



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

www.ndmtss.org



North Dakota
Teacher
Support
System

Application for

ND Teacher Support System

2019-20

Instructional Coaches Academy

Cohort XI

Applicant name:

School and City:

Your completed application (first and last page) must be received at the address below by
5:00 PM CDT on Tuesday, August 27, 2019:

Erin Jacobson, Coordinator
ND Teacher Support System
Education Standards and Practices Board
2718 Gateway Avenue, Suite 204
Bismarck, ND 58503
ecjacobson@nd.gov
701-328-9644
Fax: 701-328-9647

Application process:

1. Read through Information section below.
2. Complete and sign the application form.
3. Obtain signature of building administrator agreeing to provide substitute coverage if needed.
4. Completed forms can be mailed, faxed or scanned with signatures and emailed to address on front of application. Applications must be received by 5:00 PM CDT on Tuesday, August 27, 2019.

Information:

- The 2019-20 Teacher Support System Coaches Academy XI will accept up to 40 participants for the cohort which will meet in Bismarck. Participants who are presently serving as instructional coaches (working with multiple teachers to improve instructional skills) will have preference over others. The date we receive the completed application will also be considered if more than 40 applications are received. Please submit applications as early as possible so we can attempt to include all who qualify.
- Training will be provided by Heather Clifton from Learning Forward. A certificate of completion will be provided for Academy members who complete the entire Academy.
- Training consists of six days. Dates are as follows:
 - September 24 & 25, 2019, November 14 & 15, 2019 and January 21 & 22, 2020.
 - All sessions will be held in Bismarck. The sessions will be at the Courtyard by Marriott.
 - Training begins promptly at 8 am and ends by 4 pm each day
- Training costs, materials, travel, hotel, and meals will be paid by the Teacher Support System. Any costs for substitute teachers are the responsibility of the school district.
- Attendance at all sessions is important. Please let us know if you need to miss a session.
- Successful applicants will be notified of acceptance by September 3. Upon acceptance, detailed information about booking hotel rooms, etc. will be sent.
- Credit for completion of training will be available through UND. Information will be sent to successful applicants.

Outcomes of training:

Coaches will:

Understand how change impacts adult learners.

- Understand Concerns-Based Adoption Model
- Use CBAM to design interventions to address various concerns teachers express about change
- Gain strategies to handle resistance to change
- Understand the fundamental needs of adult learners

Develop a deep understanding of the multiple roles of coaches.

- Identify the multiple roles of coaches
- Identify the knowledge and skills necessary in each role
- Identify and avoid challenges associated with each role

Understand how to contract with their principals and teachers regarding services to improve teaching and learning.

- Define contracting
- Know areas about which to contract
- Know how to conduct contracting conversations
- Practice contracting with case-based scenarios

Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback.

- Understand the continuum of classroom supporter roles
- Understand the challenges of each point along the continuum
- Gain the knowledge, skills, and protocols for each position along the classroom supporter continuum
- Acquire multiple classroom data-gathering tools
- Practice reflection conferences to debrief classroom observations
- Practice planning conferences to plan classroom observations

Use data to facilitate decisions related to identifying, working on, and monitoring team and individual professional learning goals for student learning.

- Analyze and interpret data about student achievement to identify target areas, root causes
- Support teachers in developing appropriate classroom-based interventions to improve student learning

Build relationship skills to develop trusting relationships.

- Differentiate between trusting and trustworthiness
- Identify strategies for building and sustaining trust
- Understand the different stages of community/team development

Acquire coaching behaviors to support their work with individual and teams of teachers.

- Examine a continuum of coaching behaviors
- Use listening as the foundation for all coaching practices
- Use the tense of conversations to focus actions on future improvement
- Examine alternatives to giving advice

Select from among multiple professional learning designs to facilitate learning for teachers.

- Know multiple designs for professional learning and their appropriate use
- Select from among the designs for professional learning related to school improvement goals
- Know the standards for professional development and use them in guiding the design, implementation, and evaluation of professional learning

Facilitate teacher-learning teams to promote authentic collaboration about improving teaching and learning.

- Establish structures for collaborative teamwork
- Use appropriate protocols and strategies to accomplish teamwork
- Use basic facilitation and meeting skills to maintain a trusting, safe environment for teacher interaction

Professional Development for Instructional Coaches will include:

- Change process
- Team Building
- Leadership training
- Trust/Relationship Building
- Adult Learning
- Professional Development Standards/Professional Learning Designs
- Facilitation/Meeting Skills
- Dealing with Resistance
- Relationships/Contracting with Principals (training with principals)
- Confidentiality
- Data Analysis
- Individual Coaching/Team Coaching
- Coaching skills and strategies
- Fierce Conversations
- Professional Learning Communities/Protocols for team work
- Accountability
- Sustainability

Application for ND Teacher Support System Instructional Coaches Academy Cohort XI, 2019-20

Name:	
School and City:	
Email address:	
School phone number:	
Home or cell phone number:	
Home address (for reimbursement payments):	
Position title:	

Your answers to the following two questions will be used to determine preference for the Academy so be sure to provide a thorough answer to each.

Define your position. (Include a description of how your position requires you to support other teachers in developing their instructional skills. Your application can extend to as many pages as necessary.)

Tell why accomplishing the outcomes listed on the preceding pages for this training will be important to your school and its students. (Your application can extend to as many pages as necessary.)

Your signature:

Date:

ATTENTION ADMINISTRATOR: Your signature below signifies your agreement to provide any substitute coverage needed for applicant above to attend Academy training sessions.

Administrator signature:

Date:

For questions, please contact: Erin Jacobson, Coordinator, Teacher Support System, ecjacobson@nd.gov, 701.328.9644

When asked what the most important objectives were for their classes, teachers were somewhat vague unless they teach a specific program or follow one of the scripted curricula. Some teachers cited their state standards. Here are some of the specific answers in response to “What are the primary learning goals/objectives at your grade level or in your class?”

- “Finding main idea and details.”
- “We have identified power standards.”
- “Research-based argument.”
- “Reading comprehension skills.”
- “Writing for clarity and depth.”
- “We need to read every day... The purpose of us doing this is so you can be a reader and writer.”
- “Vocabulary is big.”

Unless teaching a specific program, teachers characterized what they taught as being open to their interpretation. The lack of specificity in their answers supports the team’s position that the district needs a guaranteed and viable literacy curriculum that is clearly articulated at every grade level. It is important that teachers not see themselves as “free agents” or independent contractors. One interviewee notes that *Crafting Nonfiction* was purchased for grades K-5, but there were no specifics about what teachers were doing with it. Therefore, it seems to be an available resource offered but without monitoring of use or effectiveness. Another interviewee said, “Teachers don’t feel that the adopted series is doing enough.” Certainly, no reading/literature series can provide everything; that is why collaborative curriculum design and common formative assessments are necessary.

Recommendations

Recommendations have been made throughout this report when discussing data from surveys, observations, and interviews. However, the purpose of this section is to distill all major recommendations and to list them, in order of priority. When appropriate, initial steps and time frames are suggested.

In most Literacy Lens audits, the team members offer different suggestions for the different levels of schooling (elementary, secondary) and sometimes, by focus area (culture/climate, professional development, etc.). However, in this case, the team feels that what will serve Jamestown Public Schools best is cohesion. There seem to be slightly different literacy instruction expectations, coaching practices, and monitoring/accountability across the campuses. Professional development in many cases has been optional. Professional Learning Communities are not formed consistently and do not operate in similar ways. Principals seem to have different ideas about being instructional leaders and providing supervision of the instructional program. For all these reasons (and more), the audit team feels strongly that K-12 solutions are necessary.

First, a comprehensive literacy framework must be created and communicated.

Although there are at least two guiding documents about literacy instruction and a Literacy Coalition, effective literacy practices are not firmly embedded in core reading instruction at the elementary level or across all classes at the secondary level. The fact that basic components of balanced literacy instruction are not present indicates that it has not been embraced. Also, teachers seem not be provided actionable feedback on literacy instruction from both coaches and administrators, so while they may indicate a willingness to learn and implement new practices, the support for (or even the expectation that they will do so) is not clear. There is a lack of urgency about improving literacy outcomes for all children as rapidly as possible and by using the best methods possible. “Learning for all,” the district’s mission, cannot be fully realized without the absolute best in literacy instruction, and that requires a great deal of inquiry, reflection, collaboration, and professional learning. A detailed, well-communicated framework is a much-needed step in articulating what is expected of educators and in moving toward higher achievement.

The comprehensive literacy framework must address the following:

- Non-negotiables for literacy instruction at all grade levels. Non-negotiables include the amount of time to be devoted to literacy instruction, including sacred times for whole-class reading of shared texts (core instruction). Non-negotiables also include key practices (such as read-alouds, guided reading, explicit teaching of vocabulary, and writing process instruction) that all teachers are expected to implement with fidelity. (Fidelity means that the critical attributes are observable and monitored, and that through feedback, teachers adapt what they do for even greater success.)
- Communication about what the framework is intended to do and how it is to be used. Communication methods should include face-to-face training of instructional personnel, including library/media specialists, interventionists, coaches, and teachers of gifted/talented. The framework must guide an “all-hands-on-deck” approach to literacy instruction in the district.
- The alignment of existing programs, policies, and resources (such as *Reading Street*, *Crafting Nonfiction*) to the framework. The framework must begin to make clear which resources are optional and which are required and how often teachers are to use them.
- The alignment of the taught curriculum with the tested curriculum (NDSA and other high-stakes measures, not teacher-made summative assessments).
- The continuous monitoring of and collection of data about literacy instruction by building and district administrators.

Existing literacy leadership teams and committees should remain intact, and building leaders and teams could be expanded and utilized in these efforts. A first step for these literacy leaders should be to read, discuss, and strategize based on the findings shared in this report. This initial discussion can be undertaken in February or March of 2019. At that time, additional work can be scoped out for spring and summer of 2019.

The team recommends that a professional facilitator guide the discussion and support the creation of the comprehensive literacy framework. The work on the framework can begin in the

spring of 2019 if feasible. Then communication, including face-to-face meetings, can be conducted in the spring and can guide instruction the following school year.

Second, a guaranteed and viable curriculum must be created for reading/English language arts instruction K-12.

The guaranteed and viable K-12 English language arts curriculum must include the components of effective curricula, including but not limited to the following:

- Prioritized, unpacked state standards
- Specific learning targets/goals
- Units and lessons designed to ensure student mastery of the specific learning targets/goals, paced appropriately across a school year or the length of each course
- Formative and summative assessments
- Effective instructional strategies embedded in the lessons
- Materials and resources, both those that are core/required and those that are optional
- Differentiation and accommodation ideas for students with disabilities and English learners

Curriculum work may be best situated to start with writing, since there is no writing curriculum and various materials used throughout the district to teach writing. Obviously, common ground exists here. Teachers have been individually creating writing lessons (and in some cases, teams have worked together); however, having a common curriculum would be a point of collaboration. It would also include formative and summative assessments with predictive value for high-stakes tests, and recent NDSA results indicate that writing achievement needs to be boosted. Teachers also requested additional support in writing instruction on the online surveys. Developing a robust writing curriculum for K-12 seems to be a win-win.

If desirable, the district could engage in an update of the K-5 core reading curriculum as well. Another option would be to engage in professional learning about whole-class lessons, guided reading, and independent reading first (in the spring and summer of 2019) and pick up with curriculum review/revision in 2020.

Solution Tree (in addition to other reputable providers) has literacy experts that can be utilized in these curriculum efforts. All Solution Tree associates are also well-grounded in PLC work and could support the next recommendation as well.

Third, the work of Professional Learning Communities (PLCs) must be refocused and revamped.

PLC meetings currently operate in a variety of ways. The groups that are formed to hold meetings also differ. Some teachers operate on the periphery of the process or meet only with district-wide peers.

Superintendent Julie Schmidt (2014) makes a compelling point:

“The reality is that often grade-level and content-area teams are meeting on a regular basis to gain clarity about which standards and targets are most essential and what mastery of

them looks like. In high-performing teams, this leads to discussions about student data and instructional practices. Where are special educators during these crucial conversations? It is all too common that they are updating progress toward goals and objectives, preparing IEPs, and attending to other procedural safeguards—despite the fact that many of these teachers are responsible for delivering core content to special-education-eligible students on a daily basis. In fact, these teachers may not have even been at the table participating in the conversations that led to the identification of essential outcomes. And when general educators were receiving critical professional development supporting them in teaching these targets, special educators were nowhere to be found.”

The team of auditors could not gain clarity about how special educators are working as an integral part of the PLC process in each school, but achievement of this subgroup of students is horribly low and must be addressed in new ways. Additionally, it was hard to discern how teachers of the gifted and coaches are part of the PLC process. In PLC work, it is often said, “All means all.” This usually refers to the learning of students – but the Literacy Lens team feels that it applies to the learning of teachers as well, and thus, *all* teachers must be heavily involved in PLC work.

There is currently no consistent focus on specific, short-term learning goals and the formative assessment of those to inform changes in instruction. The work of existing PLCs must be reframed in the following ways:

- Teachers must take collective responsibility for the achievement of *all* students and for moving large numbers of students at each grade level and in each subgroup toward mastery.
- Teachers must systematically use frequent, formative assessments to gauge student mastery in relation to grade-level standards and collaboratively design instruction that responds to the data from these assessments. As the core tenets of PLC work dictate, these assessments should be teacher-created and occur as frequently as possible (once a month or ideally more often).
- Teachers must lead PLC meetings and work hand-in-hand with coaches and principals to drive improvements in instruction. PLC meetings to be teacher-led, and the agendas should be co-created by team members. Notes or minutes should capture the essence of every meeting and should be shared openly with all stakeholders.

Many school districts that the team has worked with over the years begin the prioritizing and unpacking of standards in the spring of one year and design units and formative assessments over the summer, with the rollout of one or two complete units the following school year. That year then becomes a year to “field test” and collect data. The units are then revised based on teacher and student feedback, and new units are developed. Thus, by the end of the summer after the field test year, an entire year’s worth of curriculum is fully developed. This guaranteed and viable curriculum is then fully functional the following school year. Along with the suggestions about curriculum design, this timeline seems as if it could work.

This timeline could play out as follows:

- Spring 2019: Prioritizing and unpacking standards (or reviewing current prioritized standards to ensure they meet the criteria), creating/pacing out specific learning goals.

- Summer 2019: Developing 1-2 units for field testing (possibly units about writing).
- Fall 2019 – Spring 2020: Field testing the units; gathering feedback from teachers; revising units.
- Summer 2020: Developing all remaining units (one year's worth of curriculum per grade level and course). Disseminating curriculum and supportive materials. Again, per the earlier recommendation, this is possible while focusing only on writing to start with.
- Fall 2020: Full implementation of the guaranteed and viable curriculum.

PLC training related to curriculum development would be best delivered locally. However, the team also feels that principals, coaches, and teacher-leaders could benefit greatly from attending PLC Summits or Institutes in order to be trained by the top authors in the field and to learn from what schools all over the country are doing.

Fourth, a viable instructional/literacy coaching model must be developed, implemented, and sustained.

The district currently employs 2 full-time instructional coaches to support teachers in grades K-5 and one to support teachers in grades 6-12. The team feels that with the amount of “heavy lifting” needed in literacy instruction, additional coaches are needed.

Because of some inconsistencies and dissatisfaction expressed with certain aspects of coaching as it is currently implemented, the team recommends professional learning opportunities for coaches specifically. The team highly recommends Nathan Lang’s new book *Everyday Instructional Coaching* for study. Work with a consultant who is experienced in supporting coaches is also strongly recommended.

Fifth, classroom and school literacy environments need to be enriched so that the focus on literacy is ubiquitous.

There was not much evidence of labeling, word walls, anchor charts, book displays, or other physical features that nurture a love of reading and support literacy learning. Specifically, the team suggests that the following actions be taken as soon as possible:

- Label areas of the room and other appropriate objects in all K-2 classrooms.
- Label intervention spaces and classrooms that serve high numbers of English learners, K-5.
- Use word walls and anchor charts K-12 to support reading comprehension and understanding of critical subject matter.
- Frequently display student work K-12. Displays should be inclusive of all students. Some displays should include exemplars of expected performance on papers or projects, demonstrating different levels of a rubric or scale.
- Create displays that celebrate literacy and/or make reading interesting to students.

The team recommends the *Chart Sense* books by author Roz Linder as a professional resource to support teachers in creating effective anchor charts. The book *Blended Vocabulary* (Tyson & Peery) is also recommended not only for its information on word walls but also for its discussion of digital tools and active vocabulary strategies.

Kirsten Baesler
 State Superintendent
 600 E Boulevard Ave., Dept. 201
 Bismarck, ND 58505-0440
 Phone (701) 328-2260
 Fax (701) 328-2461



XXX Schools Site Visit # 1 Summary

DATE, 2018

Agenda Item	Participants	Observation/Conversation Notes	Looking ahead: Potential topics/questions for Spring 2019
SRCL Coordinators discussion		<p>*School Board presentation was received with enthusiasm. The board is excited that SRCL includes ages Birth through grade 12.</p> <p>*Other community presentations are underway to inform, and address sustainability. (AAUW and Native American Parent Advisory Group)</p> <p>* Head Start plans to revisit school readiness plans.</p> <p>*SRCL offers a good opportunity to bring together Pre-K and K staff to work on transitions.</p> <p>*Students arrive at school at various levels of readiness. The grant has offered the opportunity to put a variety of interventions in place to address a variety of needs.</p> <p>* One intervention they are using is Language! For students needing oral language skills. Other interventions include Cars & Starr, and Reading Mastery</p> <p>*Coaches are learning the interventions.</p> <p>*FastBridge is a new assessment used for universal screening and monitoring.</p> <p>*This is year 2 for MTSS. They are focusing on the academic pathway.</p> <hr/> <p>*-- from Head Start reported that she works with 7 Head Start programs, but they are not all receiving NDSRCL funds, so she is working toward the funds having wider impact than the funded sites.</p> <p>*Head Start has been using OWL, but is switching to TS Gold/Creative Curriculum this year as the grant requires. In the process of lining up trainings.</p> <p>*Staff turnover is a reality at Head Start. A plan for an ongoing system of literacy training is in the works. This could look like online classes.</p>	<p>In addition to community awareness, what additional steps are you taking toward sustainability?</p> <p>Update on the collaboration for school readiness.</p> <p>Update on the intervention use and evidence of progress, challenges and how they are being addressed.</p> <p>Update on the continued use of FastBridge as staff become familiar with it. MTSS update.</p> <p>How is Head Start leveraging funds from Devils Lake to reach a wider audience?</p> <p>Update on implementation of CC/TS Gold.</p> <p>Update on plan for ongoing staff literacy training.</p>

		<p>Head Start is currently using coaching to meet this need. Because they are aware that they often educate instructors to move on to other delivery avenues, they focus on family care and connections. Allison restated the impracticality of trying to separate social emotional training from literacy as it is essentially communication.</p> <p>*Early Childhood Coordinator started today, November 15, 2018. She had several questions as to what her role is. She is not new to ECE or Head Start and has a good professional relationship with Allison.</p> <p>*Circle, from Texas has offered intro. Reading skills for staff and parents.</p> <p>*The stake holders' literacy team includes a private daycare.</p> <p>*They are interested in the Pathways to Reading training that was offered to daycare providers in Steel, ND, presented by the Dickinson REA.</p> <p>*There is interested in the early MTSS work that has been started in Bismarck.</p> <p>*The middle school has Read 180 and interventions that accompany the new core program. They do not have staff to do the interventions and could use help understanding how a walk-to-read format could work in their building.</p> <p>*The core program, Benchmark Advance, is new this year and spans grades K-12.</p> <p>*The directors report that they have not witnessed any negativity related to the grant. Staff are excited about the new interventions.</p> <p>*The grant implementation team is also the MTSS team.</p>	<p>What does the new ECE Coordinator need to continue building the B-5 program?</p> <p>Is this an NDSRCL funded project? If so, what staff and student impact are you noting from this training?</p> <p>What are you learning from the involvement of a private stakeholder? Does this knowledge have a wider application?</p> <p>Have you made contact with the other SRCL teams in the state related to this early learning literacy work?</p> <p>Is there training that can help with this understanding? Possibly Shannon's visit will target this need.</p> <p>How are the staff doing with learning the new core program? Are areas of need for PD arising?</p> <p>What work is this team doing to support the grant goals?</p>
K Observation Intervention groups		<p>*Observed small groups working on Language! oral language intervention, and phonics intervention.</p>	<p>Update on progress with these interventions.</p>

<p>Elem. Instructional Coach and Admin. 1st Grade observation</p>		<p>*Wednesdays are PLC meetings. Teams target one grade level per week.</p> <p>*PLCs are engaged in a book study “Better Learning Through Structured Teaching” recommended by Shannon Harken. Shannon will be visiting during the year to go over pathways with the staff (MTSS work).</p> <p>*The instructional coach working with the data. She showcased one grade level data wall which represents every child’s (triangulated) data on sticky notes for pinpointed identification of literacy needs. Interventions are selected based on this monitoring system. Because FastBridge is new, the data leads are informally comparing scores to NWEA scores to determine whether they reveal similar data in an effort to streamline monitoring and benchmark systems. They plan to administer NWEA only in the winter this year. (Middle school staff expressed concern over alignment with this change.)</p> <p>*They utilize a walk-to-read model for intervention time. Observed one classroom in which 5 intervention groups were engaged in various activities. Two of the groups were working on tablet interventions with a para overseeing their work. Other groups were led by instructors.</p>	<p>Update on the continued use of the data walls and PLC examination of grade level data.</p> <p>Update on Shannon’s visit and book study.</p> <p>Keep an eye on the subgroup data for disadvantaged students. What are you noticing related to identification and intervention?</p> <p>What are the score comparisons revealing?</p> <p>Update on this model. What successes and challenges are shaping decisions?</p> <p>What alignment work is occurring across Pre-k to grade 12 related to assessment?</p>
<p>- Elem. Instructional Coach, Title I and Admin. Discussion</p>		<p>*FastBridge is new assessment to identify intervention needs. Staff refers to these students as being on the “hot list”.</p> <p>*With new staff and core programing, the interventions purchased with SRCL funds are still boxed. They hope to get to them December-January to start meeting student-specific needs.</p> <p>*Title I uses LLI and supplements with a phonics program.</p> <p>*They shared details of the districts longtime backpack reading program. Every child goes home with a book in their bag every night. These come from classroom libraries as well as</p>	<p>Update on progress of intervention plan implementation including use of purchased materials.</p> <p>How could the impact of this program be supported by alignment systems and SRCL funds? How could this be addressed/enhanced as a family engagement piece?</p>

		<p>created resources to support reading lessons. It is hoped that the books are shared at home, but students are also encouraged to use them at the after school program. There are various ways instructors are ensuring use of the books.</p> <p>*DEAR time at 3:00 daily in the building.</p> <p>*Steve Dunn Writing model is in use and training will continue.</p>	<p>What evidence are you noting that indicates student literacy growth through this school wide model? How can you leverage this time to improve growth for disadvantaged students?</p> <p>Update on writing curriculum.</p>
Head Start facility tour and discussion		<p><i>(Notes are incorporated in the opening discussion above)</i></p>	
High School Discussion with Instructional Coach		<p>*Two areas of school wide focus will be 1.) Writing across the content and 2.) Vocabulary across the content. Marzano work is scheduled for February.</p> <p>*There is a structure in place for a freshman orientation class for all freshmen which covers a variety of topics related to High School readiness.</p> <p>*A Freshman Enrichment class is offered for low-performing students. The intervention "Language!" is used and an updated version has been purchased. There is a goal to exit ½ of the students receiving this intervention by the end of the year.</p> <p>*Also using FastBridge as a secondary screener.</p> <p>*Tammy commented that all students should be reading and writing.</p> <p>*MTSS – School is in a transition time as they learn to implement a multi-tiered system of supports. Shannon Harken will be visiting to help work on interventions. There are "lessons" to present, which not all staff buy into because of the time it takes away from content.</p> <p>*Transitions include looking at test scores and modifications.</p>	<p>Update on the Marzano training.</p> <p>How could you leverage this scheduled time to address literacy skills that touch all content areas?</p> <p>Is the Language! Intervention meeting the specific needs of each student? Are there needs that another intervention may better address for some students? Is the progress demonstrating that this goal will be met?</p> <p>Because there is a perception that this is not happening, consider an inventory of these skills. How can you get an accurate picture of gaps in literacy application/practice?</p> <p>Update on MTSS work.</p> <p>How can all staff participate in the transitions of new students (from the middle school, but also from other systems) into the school? How can this plan assist with literacy gaps?</p>

		*Reported that the high school has a culture of non-readers.	address this deficit? Consider alignment PreK-12 work. How can the SRCL funds help address changing this culture?
Middle School discussion with Admin and Instructional Coaches		<p>*MS is grades 5-8</p> <p>*Read 180 update was purchased for intervention. They have been using it since 2012.</p> <p>*Grades 5 and 6 have just begun the pre-assessment phase to identify needs and start intervention groups.</p> <p>*Groups are kept to 6 or fewer when possible.</p> <p>*Language! Is being used for tier 3 intervention.</p> <p>*Considering adding System 44.</p> <p>*Benchmark is the core program</p> <p>*FastBridge is the screener/progress monitoring tool.</p> <p>*District is in year 2 of MTSS</p> <p>*Steve Dunn is the writing model being implemented K-12. Teachers are very happy with it, especially the common language alignment. This is year 3. SRCL funds will be used to continue training.</p> <p>*SRCL funds have been used to update the leveled library book room to meet individual student needs. These materials support the core curriculum, Benchmark Advance.</p> <p>*Technology updates to support literacy instruction include 2 computer carts and document cameras.</p> <p>*Family Engagement activities are in the works. For event number 1, the parent organization is facilitating. Food is incorporated as an attendance incentive. Event number 2 will be facilitated by the student council.</p> <p>*Shannon Harken will be working at each school this year.</p>	<p>Update on use of this intervention. What is your data on past and present use of this intervention revealing? Are there gaps that an additional intervention may fill?</p> <p>Successes and challenges of these groups. Are you finding that you have adequate resources to group students for maximum benefit? Both staff and curriculum/material support?</p> <p>Long-term plan for keeping new staff trained in SD writing for fidelity of implementation and alignment.</p> <p>Update on the use of the bookroom materials. Successes and challenges.</p> <p>Update on use of technology related to student improvement in literacy. How are these items being used?</p> <p>Update on family engagement events and impact. How are you reaching disadvantaged students?</p> <p>What work is being driven by this PD? Are Shannon's visits supported with SRCL funds? (I forgot to ask)</p>

North Dakota Striving Readers Site Visit #2

----: Date, 2019 Time & Place	
Attendees:	
NDDPI Objective: Observe evidence of responsiveness to continuous improvement processes as you implement your NDSRCL Action Plan.	
Action Plan Review	
Key Items of Discussion:	
Birth – 5	
<ul style="list-style-type: none"> • MTSS leadership team meeting will occur Feb. 15 • ---- kicked off Raising a Reader in classrooms • Provider training on SEEDS curriculum has taken place • Right Track home literacy visits will begin soon; the team is in the process of identifying 10 families • Teachers at all levels are participating in EL module training 	
K-5	
<ul style="list-style-type: none"> • Research is continuing with Reading Recovery, which is intended to be a Tier 3 intervention, with training and observational visits • LLI training for small group intervention has taken place • Lincoln Library is offering weekly evening activities and bookmobile visits and the team is looking to expand the model to other sites • Class trips to community library have taken place • EL work, including diversity in print training, cultural reading night and PLC work, is continuing 	
6-8	
<ul style="list-style-type: none"> • Content reading professional development sessions by Nancy Akhavan have occurred • Mini grants are supporting building goals and moving forward; it is the plan that another round of mini-grants will take place with some specific training around the purpose and outcome expectations of each grant • Job-embedded professional development through coaching around effective literacy practices is ongoing 	
9-12	
<ul style="list-style-type: none"> • Graphic novel unit • Digital literacy/digital citizenship • Literacy cohort has teacher representation from all three high schools • Family engagement book study will be implemented by four teachers 	
I. Evidence of Progress Presentation	
Key Items of Discussion:	
<ul style="list-style-type: none"> • ---- is tracking progress on disadvantaged groups including economically disadvantaged (receiving free or reduced lunch), English language learners, student with special needs, and those performing below grade level in literacy skills • Interventions are being updated and organized with an evidence-based, student-need focus • Weather conditions delayed winter MAP test results which are used for progress monitoring • Videos were included in the presentation, with teachers discussing first-hand accounts and sharing progress on action plan goals and initiatives • Book studies, research, and professional development activities are underway • Data is available on attendance at library events and book circulation 	

II. Summary and Recommendations

[This site] is reporting anecdotal evidence of progress at every level related to actions taken on program implementation. The Bismarck team is using year one for multiple study and research activities with the expectation that concepts will be applied in subsequent years. The SRCL coordinators are knowledgeable in literacy instruction and focused on guiding staff to apply evidence-based instruction. With many initiatives being supported by SRCL funding, it is critical that each project aligns with the greater goals of the grant. All school and district leadership are expected to engage in systematic processes to support every struggling reader to improve literacy skills during the life of the grant and beyond.

III. Action Items

- [This site's] local literacy plan will need to be revisited for its annual update this spring

Enter Site Here
2018-2019

Grant Implementation Evaluation



North Dakota
Striving Readers
Comprehensive Literacy

Purpose: This document is designed to evaluate and support a site's current capacity to implement the North Dakota Striving Readers Comprehensive Literacy (NDSRCL) grant application goals. As outlined in the North Dakota Comprehensive State Literacy Plan, six essential elements comprise the culture of North Dakota literacy. Using these as a guide, multiple perspectives and artifacts have informed the NDSRCL Administrative team.



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Enter Site Here 2018-2019

Purpose: This document is designed to evaluate and support a site's current capacity to implement the North Dakota Striving Readers Comprehensive Literacy (NDSRCL) grant application goals. As outlined in the North Dakota Comprehensive State Literacy Plan, six essential elements comprise the culture of North Dakota literacy. Using these as a guide, multiple perspectives and artifacts have informed the NDSRCL Administrative team.

Instructions: This evaluation intends to assess each sites' ability and capacity to move forward the NDSRCL grant goals at each grade span/level, as indicated in the sites' original NDSRCL grant application, current action plans, and any budget revisions that have been communicated. Be advised that the evaluation determination is based on evidence, perspectives, and artifacts that have been collected through site visits (2), quarterly meetings, professional development attendance and participation, phone and email communication, budget documentation, and any other interactions between the site and members from NDDPI, in order to ensure an accurate and quality evaluation. This information should be used to both validate what is going well and allow you to prioritize next steps.

North Dakota Comprehensive State Literacy Plan Essential Elements: The 2017-2020 State Literacy Team is comprised of 11 members from diverse backgrounds, including educators across all levels of education from early childhood to high school, university professors who are experts in literacy, and officials from state and local agencies. The team describe and define the below six essential elements that comprise the culture of ND literacy within the ND Comprehensive State Literacy Plan. **(add link to ND State Literacy Plan)**

- Leadership
- Instruction and Intervention
- Standards Alignment
- Assessment and Evaluation
- Professional Development
- Family and Community Engagement

NDSRCL Grant Goals:

Goal 1- Prioritize Serving Disadvantaged Children
Goal 2- Prioritize Literacy Instruction Alignment within the Birth to Age 3,4, and 5-year-olds and K-12 Continuum
Goal 3- Implement High-Quality Comprehensive Literacy Instruction and Programs Supported by Moderate or Strong evidence
Goal 4- Implement the ND Comprehensive Literacy Plan

Goal 5- Implement a Data-Based Decision-Making Process
Goal 6- Provide Technical Assistance and Professional Development to Support Teachers
Goal 7- Improve Literacy Outcomes
Goal 8- Evaluate the Impact and Efficacy of Local Projects

Glossary of Terms:

Evident – Implementation of grant goals is on track, based on realistic timelines set in both the NDSRCL grant application and action plans.

Somewhat Evident – Evidence suggests that plans are being discussed and/or developed, but more time needs to be devoted to this essential element to move forward on adequate implementation progress.

Not Evident – No evidence exists to suggest that sufficient progress has been made in this area. Dedication to this essential element is necessary to move forward on adequate implementation progress.

Essential Element 1: Leadership: Leadership is in place to ensure highly qualified personnel are involved in planning, implementing, & sustaining effective literacy approaches.

Birth – Age 5	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 380 1411 417">Implementation Notes</th> </tr> <tr> <td data-bbox="716 417 1411 705"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
Elementary	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 739 1411 777">Implementation Notes</th> </tr> <tr> <td data-bbox="716 777 1411 1066"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
Middle	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1100 1411 1138">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1138 1411 1428"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
High	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1461 1411 1499">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1499 1411 1789"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			

Essential Element 2: Instruction and Intervention: Site ensures consistent & effective literacy instruction for all learners by identifying & using valid and reliable measures to screen, monitor progress, & diagnose literacy needs to target instruction, keeping in mind a systemic focus on best instructional practices.

Birth – Age 5	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 464 1411 506">Implementation Notes</th> </tr> <tr> <td data-bbox="716 506 1411 793"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
Elementary	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 825 1411 867">Implementation Notes</th> </tr> <tr> <td data-bbox="716 867 1411 1155"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
Middle	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1186 1411 1228">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1228 1411 1516"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
High	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1547 1411 1589">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1589 1411 1877"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		

Essential Element 3: Standards Alignment: Curriculum materials, assessments, and developmentally appropriate activities are aligned to the ND State Standards.

Birth – Age 5	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 422 1409 464">Implementation Notes</th> </tr> <tr> <td data-bbox="716 464 1409 720"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
Elementary	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 783 1409 825">Implementation Notes</th> </tr> <tr> <td data-bbox="716 825 1409 1081"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
Middle	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1144 1409 1186">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1186 1409 1442"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			
High	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1505 1409 1547">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1547 1409 1803"></td> </tr> </table>	Implementation Notes	
	Implementation Notes			

Essential Element 4: Assessment and Evaluation: Sites collect, review, & use both formative & summative assessment data to make targeted instructional decisions that best meet literacy needs of learners.

Birth – Age 5	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 422 1409 459">Implementation Notes</th> </tr> <tr> <td data-bbox="716 459 1409 747"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
Elementary	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 777 1409 814">Implementation Notes</th> </tr> <tr> <td data-bbox="716 814 1409 1108"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
Middle	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 1138 1409 1176">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1176 1409 1470"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
High	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 1499 1409 1537">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1537 1409 1829"></td> </tr> </table>	Implementation Notes	
Implementation Notes				

Essential Element 5: Professional Development: Site provides intensive, collaborative, job-embedded, data-driven, & environment/classroom-focused professional learning strategies to administration, teachers, & other staff members, to develop the skills necessary to enable learners to succeed.

Birth – Age 5	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 464 1411 506">Implementation Notes</th> </tr> <tr> <td data-bbox="716 506 1411 793"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
Elementary	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 825 1411 867">Implementation Notes</th> </tr> <tr> <td data-bbox="716 867 1411 1155"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
Middle	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1186 1411 1228">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1228 1411 1516"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		
High	Progress toward essential element is <input type="checkbox"/> Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident	<table border="1"> <tr> <th data-bbox="716 1547 1411 1589">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1589 1411 1877"></td> </tr> </table>	Implementation Notes	
		Implementation Notes		

Essential Element 6: Family and Community Engagement: Site works collaboratively & intentionally with families & community to assist learners to build on literacy skills.

Birth – Age 5	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 438 1411 478">Implementation Notes</th> </tr> <tr> <td data-bbox="716 478 1411 766"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
Elementary	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 800 1411 840">Implementation Notes</th> </tr> <tr> <td data-bbox="716 840 1411 1127"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
Middle	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 1161 1411 1201">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1201 1411 1488"></td> </tr> </table>	Implementation Notes	
Implementation Notes				
High	<p>Progress toward essential element is</p> <p><input type="checkbox"/> Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p>	<table border="1"> <tr> <th data-bbox="716 1522 1411 1562">Implementation Notes</th> </tr> <tr> <td data-bbox="716 1562 1411 1845"></td> </tr> </table>	Implementation Notes	
Implementation Notes				

Monitoring and Compliance

NDSRCL Grant-Required Goal Areas

- ☐ Implementation prioritizes disadvantaged children
- ☐ Literacy programs and practices are based on strong and/or moderate evidence
- ☐ Local Literacy Plan is on file and has been annually updated

Goal Area Summary and Recommendations:

Budget Compliance

- ☐ Approved budget is on file.

Year One expenditures at each level:

_____	Birth-Age 5 (15%)
_____	Elementary (20%)
_____	Middle (20%)
_____	High (20%)
_____	Admin (5%)

- ☐ Request for Funds are submitted (including appropriate budget requests and revisions)
 - ☐ September 2018
 - ☐ December 2018
 - ☐ March 2019
 - ☐ June 2019
- ☐ Budget procedures are being appropriately managed.

Budget Summary and Recommendations:

Overall Implementation Summary and Recommendations / Additional Comments?



Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-044
(701) 328-2260 Fax - (701) 328-2461

Kirsten Baesler
State Superintendent

www.nd.gov/dpi

For Immediate Release

Contact: Dale Wetzel, Public Information Specialist

Office 701-328-2247

Cell: 701-400-8557

Email: dewetzel@nd.gov

Baesler Announces Members of Family Engagement Cabinet

BISMARCK, N.D., May 15, 2019 – State School Superintendent Kirsten Baesler on Wednesday announced the 23 members of her first Family Engagement Cabinet, a group of family members who will offer advice about ways to strengthen relationships between families and the educators who teach their children.

The members represent nine North Dakota cities that have Class A schools and a dozen Class B communities, Baesler said. They have 24 children in elementary school, nine in middle school, and 10 in high school, as well as six children who have not yet begun school.

The new Family Engagement Cabinet has members from the Standing Rock Sioux, Spirit Lake Sioux and Turtle Mountain Band of Chippewa Indian reservations. Four of the parent members have children with disabilities.

“The North Dakotans who asked to be part of this Cabinet have a diverse array of backgrounds and experiences,” Baesler said. “It is evident from reading their applications that there is a need for more and better communication between our North Dakota educators and families. The more I learn about the backgrounds of our Cabinet members, the more excited I become about what this group can do to improve education in our schools.”

Fifty-seven North Dakota parents and grandparents applied for positions on the Family Engagement Cabinet. A group of NDDPI employees evaluated and ranked the applications.

Each applicant was asked to list personal characteristics they had that would benefit the Cabinet, and what they believed were the most important issues on family and school relationships in North Dakota. They were also asked to describe an experience that illustrated for them the need for improved family and school partnerships.

Baesler said the group’s first meeting will be May 23. The Cabinet will meet with Baesler every three months. Members will serve 18-month terms, and they will be eligible for reappointment to a second term.

(More)

Page 2

The 23 members of the Family Engagement Cabinet are:

Kimberly Berdahl, Towner
DeAnn Bjornson, Fargo
Jennifer Braun, Dickinson
Jody Eckert, Bismarck
Kristi Engelstad, West Fargo
Jacqueline Frost-Hodny, Lankin
Sarah Gackle, Kulm
Bree Anne Hinojos, Devils Lake
Sheila Hoffman, Williston
Amanda Johnson, Bowman
Suzanne Kilichowski, Minto
Mike McHugh, Mandan
Kris Piehl, Marion
T.J. Rooney, Bismarck
Melissa Sagness, Bowbells
Jayce Schumacher, Grafton
Chantel Southam, Sherwood
Courtney Davis Souvannasacd, Grand Forks
Joy Sparks, Tioga
John Stevens, Dickinson
Maxine Thunder Hawk, Cannon Ball
Greg Vandal, Fargo
Angie Waletzko, Lisbon

The Family Engagement Cabinet's makeup and purpose are similar to the Superintendent's Student Cabinet, which Baesler began in April 2015. Student Cabinet members are chosen from applicants who range from fourth to 12th grades. They meet with Baesler quarterly to give their opinions and advice on education proposals and policy.

###

Data Sources for Assessment and Evaluation

Data Source	Respondent	Timing	Data Collection Mode
ND State Assessment	Students	Subgrantees will be required to complete yearly	State Assessments Insights Dashboard
ND Early Childhood Program Assessment	Students; ECP teachers	Annually and according to state assessment schedule	EC/Head Start Assessments
Ongoing Learning Assessments as chosen by Subgrantees	Students; ECP and LEA teachers	Ongoing for learning assessments	EC/Head Start Assessments; ongoing learning assessments could be paper, online entered to a vendor software or entered into Insights Dashboard

Process/Fidelity of Implementation/Monitoring Tool Options May Include:

Data Source	Respondent	Timing	Data Collection Mode
Participant Attendance data	LEA Teachers and LEA staff, ECP teachers and staff	Daily	Teacher records
Fidelity Monitoring Log	LEA Teachers and ECP providers	TBD	TBD
Subgrantee and Classroom Action Plan	LEA management team, LEA Teachers and ECP providers	Twice a year	Grant Management System and Paper
Observation Fidelity Form	LEA/ECP staff, coaches, or other staff trained in observation	3% of classes	Direct observation

Training Attendance Roster	LEA Teachers and LEA staff, ECP teachers and staff	At each training session	Paper
Training Pre-Post Questionnaire	Teachers and LEA staff, ECP teachers and staff	Before and at the end of training	Paper or online
Training Observation Form	LEA/ECP staff, state independent evaluator, or other staff trained in observation of the model	One of the training sessions will be observed for 2 hours	Direct observation during training
Demographic info	Administrative and demographic data on students, guardians, and teachers	At program/school enrollment annually	Insights Dashboard
PD Form	Teachers and LEA staff, ECP teachers and staff	At each PD event	Paper and online
Coaching Form	Teachers and LEA staff, ECP teachers and staff	At each coaching event	Paper
State Team Meeting Minutes	State team members	At each meeting	Paper
LEA/ECP specific forms	Teachers and LEA staff, ECP teachers and staff	Will vary	Will vary depending on local needs and comprehensive literacy instruction programs chosen

ND CLSD Organizational Team Structure

Team	Anticipated Members	Identified Staff Members/Title	Role
1. CLSD Administration Team	1. Project Administrator 2. Project Coordinator 3. Project Director, Academic 4. Project Director, Early Childhood 5. Head Start Administrator 6. Administrative Assistant	1. Amanda Peterson 2. Brenda Ehrmantraut 3. Ann Ellefson 4. Tara Furher 5. Rebecca Eberhardt 5. Jane Gratz	To oversee implementation of the ND CLSD activities. Work with the Office of Elementary & Secondary Education of the U.S. Department of Education
2. CLSD Implementation Team	1. Project Administrator 2. Project Coordinator 3. Fiscal Officer 4. Administrative Staff/ Fiscal	1. Amanda Peterson 2. Brenda Ehrmantraut 3. Shauna Greff 4. Jane Gratz	To oversee implementation of NDCLSD activities. Provide PD and TA to sites Monitor implementation activities and expenditures
3. CLSD Advisory Team	Representatives from each of the following NDDPI units: 1. Academic Support 2. Title I / Family Engagement 3. Special Education 4. NDMTSS 5. Early Childhood 6. Head Start 7. Human Services/Early Childhood 8. Native American Education 9. English Learner 10. Data Coordinator	1. Ann Ellefson, Director, Academic Support 2. Stefanie Two-Crow, Director, Federal Title Programs 3. Mary McCarvel-O'Connor, Assistant Director, Special Education 4. Nancy Burke, SPDG Special Education 5. Tara Fuhrer, Director, Office of Early Learning 6. Rebecca Eberhardt, Head Start Collaborative Director 7. Amanda Carlson, Early Childhood Services Administrator, Department of Human Services	To ensure statewide support, alignment & coordination across multiple programs & departments

Team	Anticipated Members	Identified Staff Members/Title	Role
		<ul style="list-style-type: none"> 8. Lucy Fredericks, Director, Indian/Multicultural Education 9. Lodee Arnold, Assistant Director, Indian/Multicultural Education 10. Ross Roemmich, Director of Management Information Systems 	
4. ND State Literacy Team		<ul style="list-style-type: none"> 1. Jennifer Bartsch, Kindergarten Teacher, Rugby Public School District 2. Melissa Cournia, Reading Strategist, Bismarck Public Schools 3. Vonda Dahl, Literacy Coach & Title I Interventionist, Mandan Public Schools 4. Debra Follman, Elementary Principal, Devils Lake Public Schools 5. Heather Lee, Special Education Department, Minot State University 6. Stacey Perez-Fonseca, Title I Reading Specialist/EL Coordinator, New Town Public Schools 7. Tina Pletan, District Literacy Coordinator, Bismarck Public Schools/Adjunct Professor Elementary & Middle School Reading Methods, University of Mary 	Update & improve ND Comprehensive Literacy Instruction Plan to address needs of children birth through Grade 12

Team	Anticipated Members	Identified Staff Members/Title	Role
		8. Courtney Seiler, Principal, Wilton Public Schools 9. Jill Staudinger, Vice President Children & Family Services, HIIT, Inc., Mandan 10. Leslee Thorpe, ECE Program Coordinator, Minot State University	
5. Site-Based Implementation Team (each subgrantee will form one)	1. Project Administrator 2. Project Coordinator 3. Literacy Instructional Coach 4. Literacy Data Coordinator 5. Early Childhood representative 6. Educators and Community Partners	Role to be filled by: 1. Superintendent, Curriculum Director or Principal 2. Literacy Coach, Curriculum Director, Administrator or Staff with leadership skills and authority 3. Dedicated literacy coach 4. Staff with specialized skills in data coordination and leadership 5. Member from Early Childhood community partnership able to give input and make decisions related to team work 6. Others who bring expertise and experience to the literacy team or are in positions to support and disseminate literacy information.	To implement ND CLSD activities at subgrantee level, each subgrantee will form an implementation team to manage grant activities.
6. Evaluation Team	1. External State-level independent evaluator	TBD via the State procurement process	1. To develop & implement a coherent comprehensive evaluation plan. 2. Oversee data collection of the efficacy & impact of projects at the local level.

Team	Anticipated Members	Identified Staff Members/Title	Role
7. DPI Internal Family Engagement Team	<ol style="list-style-type: none"> 1. Superintendent of Public Instruction 2. Office of Educational Equity 3. Office of Indian Education 4. School Approval and Opportunity 5. Public Information Officer 6. Special Education 7. Academic Support 8. Early Learning 9. Education Equity and Support 10. Education Equity and Support 11. Strategic Officer 	<ol style="list-style-type: none"> 1. Kirsten Baesler 2. Stefanie Two Crow, Co-Lead 3. Lucy Fredericks, Co-Lead 4. Josef Kolosky 5. Melissa Artlip, 6. Melissa Olson 7. Brenda Ehrmantraut 8. Rebecca Eberhardt 9. Elizabeth Steckler 10. Robin Lang 11. Matt Scherbenske 	<p>Work to support the Superintendent's Family Engagement Cabinet</p> <p>Work to understand and disseminate information on family engagement as it relates to student success</p>

Amanda Rae Carlson, MSW

Address

3823 Stacy Dr.
Bismarck ND 58504
(701) 527-6431
amandarae@email.com

Education:

University of North Dakota, Grand Forks, ND

- Graduated in December 2005 with a Master's in Social Work
- Completed an Independent Study on the necessity of law enforcement receiving additional education regarding people with mental illness and developmental disabilities

University of North Dakota, Grand Forks, ND

- Graduated in August 2001 with a Bachelor of Science in Social Work
- Participated in a research project on access and utilization of hospice by minorities
- Wrote 2 grants to attain funds for volunteer project

Professional/Special Skills:

- Procurement Level 4 Officer
- Budget Administration

Employment History:

Early Childhood Services Administrator Dept. of Human Services – Children and Family Services Division Bismarck, ND (September 2018-Present)

- Administer the childcare licensing program
- Communicate with and provide guidance to Regional Representatives, County Childcare Licensors and childcare providers regarding federal regulations, State Century Code and Administrative Rule and Program Policy
- Complete all reporting, applications and reviews required by the federal Administration of Children and Families in accordance with the guidelines set forth by the Office of Child Care
- Develop and implement state policies and procedures to align with federal regulations
- Prepare and provide testimony during Legislative sessions
- Prepare press releases, as well as conduct interviews with the press
- Respond to audits, both State and Federal
- Develop and monitor various contracts, to include contract budget and duty negotiations, along with approving monthly billing requests
- Assist with updates to ND Administrative Rule and Century Code

- Develop policy updates, identifying needed/necessary policy and procedures, handbook updates and other guides used by Regional Representatives and County Childcare Licensors, as well as childcare providers
- Develop a Request for Proposal to implement a childcare licensing web-based system
- Coordinate with DHS Fiscal regarding budget for discretionary federal funds

Children and Family Services Administrator Dept. of Human Services – Developmental Disabilities Division Bismarck, ND (September 2011-September 2018)

- Part C Coordinator (September 2011 to June 2018)
 - Served as the Division lead for the Part C program
 - Completed all reporting, applications and reviews required by the federal Department of Education in accordance with the guidelines set forth by the Office of Special Education Programs
 - Developed and implemented state policies and procedures to align with federal regulations
 - Developed the agenda for and facilitated monthly video conference meetings for field staff, to include regional Human Service Center staff, private providers, a parent stakeholder group and tribal staff
 - Coordinated the Interagency Coordinating Council, as well as facilitated the meetings on a quarterly basis
 - Administered the federal Part C grant
 - Collaborated with the Early Childhood Services Administrator and the Office of Early Learning within ND's Department of Public Instruction regarding several cross-departmental initiatives
 - Prepared and provided testimony during Legislative (both regular and interim) sessions
- Children and Family Services Administrator (September 2011-September 2018)
 - Supervised the Part C Coordinator
 - Ensured compliance with the Medicaid Home and Community Based Services Waiver
 - Provided technical assistance to field staff, including regional Human Service Center Developmental Disability Program Units
 - Served as the Developmental Disability Division representative on the State Review Team
 - Reviewed service authorizations to ensure waiver limits are adhered to, as well as services being administered within Centers for Medicare and Medicaid Services regulations
 - Assisted in conducting Human Service Center licensure with regards to the regional Developmental Disability Units
 - Responded to audits and PERM audits
 - Developed and monitored various contracts, to include contract budget and duty negotiations, along with approving monthly billing requests
 - Assisted with updates to ND Administrative and Century Codes

- Assisted with waiver applications, renewals and amendments
- Assisted with policy updates, identifying needed/necessary policy and procedures, handbook updates and other guides used by the regional Human Service Center staff
- Assisted in the development of the web-based data system used by the DD Division and regional DD Units
- Monitored the budgets for services within the waiver and report to and provide the Division Director assistance in preparing the annual budget
- Prepared and provided testimony during Legislative (both regular and interim) sessions

Developmental Disabilities Case Manager II West Central Human Service Center Bismarck, ND (July 2006-September 2011)

- Conducted intakes and gather necessary information to determine eligibility.
- Assisted current clients and those seeking services to obtain needed evaluations.
- Completed required assessments to ascertain and maintain eligibility.
- Participated on interdisciplinary teams to develop IEPs, Person Center Service Plans, etc.
- Authorized services and monitor the provision of said services.
- Communicated with interagency personnel to provide services to children, adolescents, and adults.
- Arranged tours of adult services for students and their families.
- Coordinated all services of clients on caseload.
- Completed all required paperwork to ensure that services are being carried out, that the client is satisfied with services, and that all program guidelines are being met.

AMANDA PETERSON

500 Stuttgart Dr. Bismarck, ND 58504

(701) 955-0027

amandapeterson@nd.gov

Objective: To serve North Dakota as an Assistant Director in the Office of Academic Support.

“Amanda has embraced the role of Instructional Coach with open arms. She has observed teachers, collaborated on lessons, attended district leadership meetings, and organized staff professional development. Many teachers have commented to me about how much [she] has helped them in their classrooms and what a valuable resource she is to our building. Because she has worked with so many departments, she has gained a strong understanding of the standards of all content areas.”

Lynette Johnson
Assistant Principal,
Bismarck High School

“Amanda demonstrates natural leadership skills and was active and passionate about professional development, academic excellence and personal growth. I found Mrs. Peterson...holds high standards and expectations for herself, her colleagues and her students. A teacher like [her] comes along only once in a great while. As she approaches new professional and administrative leadership opportunities, I have no doubt she will continue to excel in all she does.”

Morgan Forness,
Shiloh Superintendent

Professional Profile

I am an innovative, passionate, and confident leader who strives to enhance the educational experience for all stakeholders in the state of North Dakota – students, teachers, administrators, community members, etc. – by researching, promoting, and advancing a continuous cycle of improvement through professional learning. My organized, people-first approach is an asset to the NDDPI's team, as we work together to strategize and promote leaders' and teachers' growth and student achievement at all levels. My strong commitment to best practices makes me an instructional leader whose career experiences have fully prepared me for this leadership position.

Education, Honors, and Certifications

M.Ed. Educational Leadership (July 2015 - June 2013)

- University of Mary, Bismarck, ND (GPA 4.0)

B.A. English Education (May 2004 - Sept. 2001)

- University of North Dakota, Grand Forks, ND (GPA 3.77, Awarded the Tiffany Scholarship and Daniel Sheridan Scholarship in English)

English Education (May 2001 - Sept. 2000)

- Dickinson State University, Dickinson, ND (GPA 3.91, Awarded the Theodore Roosevelt Leadership Scholarship)

Certifications

- Secondary Principal Credential
- ND/CO Educator's Professional License 7-12 in English Language Arts

Key Leadership Qualifications

- Advanced leadership roles and training in the following professional learning initiatives, setting short-term goals that lead to long-term vision
 - Multi-tiered System of Supports
 - Standards-Based Education
 - AdvancEd Leadership Committee
 - Instructional Design Team for Bismarck Public Schools
 - Professional Learning Communities
 - North Dakota Teacher Support System Coaches Academy
 - Project-Based Learning
 - BHAT (Bismarck High School's student assistant team) team member
 - CPI certified in Nonviolent Crisis Intervention
 - Attended the National Viewpoint Conference in 2017
 - Charlotte Danielson Evaluation training
- Collaborated with district leaders on the Instructional Design Team
- Designed and facilitated multiple building-level book studies on reading strategies, grading practices, and standards-based education
- Designed, organized, and implemented training at a building, district, and collegiate level in the following professional learning areas: classroom
- Designed, management, grading practices, incorporating inquiry in all content areas, conducting Socratic seminars in the classroom, best instructional practices and the coaching cycle, reading across the curriculum, etc.
- Coordinated the 6 + 1 Writing requirements at BHS to promote writing across the curriculum

“Amanda’s professionalism and work ethic is second to none. [She] has carried her passion for teaching into her role as an instructional coach. In [this] role, she has headed committees, worked with numerous teachers, planned and lead professional development, and learned to use data to drive instructional practices and change. I am continually impressed with Amanda’s disposition in the school setting and commitment to doing things the right way.”

David Wisthoff,
Bismarck High School Principal

“Because of her approach, people feel empowered and willing to try new initiatives. Amanda is open to accepting people’s ideas and opinions, and she has capitalized on this skill when working with and supervising staff in her current role as instructional coach. Another of Amanda’s instinctual strengths is her sensitivity to the needs of individuals. Amanda’s management style whether as a classroom teacher, instructional coach, or a dean of students is one of ‘gentle firmness’ and it is effective.”

Annie McKenzie,
English Colleague

Employment

- **Assistant Director, Academic Support (June 2018 – Present)**
North Dakota Department of Public Instruction (NDDPI)
 - Oversee and Manage Portfolios and Projects within the Academic Support office including, but not limited to, the following: Building Tomorrow’s Leaders, Innovative Education, Personalized Learning, Principal Mentoring/School Retool, Open Educational Resources, Social Studies Standards, Striving Readers Comprehensive Literacy grant, Regional Education Associates (REAs) Professional Learning grants, Student Cabinet
 - Act as a liaison between the following entities and NDDPI: REAs and Alternative Middle and High Schools, and Higher Education (ND University Systems)
 - Provide technical assistance and guidance to school districts regarding state and federal statutes (esp. Title II), regulations, and policy issues
- **Instructional Coach / Dean of Students (May 2015 – June 2018)**
Bismarck High School, Bismarck, ND
 - Instructional Coach*
 - Implement both light and heavy coaching with individual teachers to improve teaching and learning practices to increase student achievement
 - Work as a building leadership team to advance the school’s learning goals, using a data-driven approach
 - Design and implement professional learning opportunities at the building and district level, working as an integral member of a strong coaching team
 - Coordinate with district leadership and building administration to promote standards-based education and effective PLCs at all levels by training staff to create and implement proficiency scales and common assessments
 - Lead professional learning sessions, that focus on best instructional practices, AVID strategies, grading practices, and developing a growth mindset
 - Lead and facilitate the MTSS-a, MTSS-b, PBL, and AdvancEd committees, moving forward both building and district action plans
 - Coordinate the district-wide implementation of the mandatory Civics Test
 - Dean of Students*
 - Serve as a back-up administrator, dealing with student discipline issues, teacher concerns, and participate in at-risk intervention meetings and IEPs
 - Strategize with counselors, social workers, teachers, and community agencies to enhance student success and work towards being proactive and preventative
 - Interpret and communicate necessary school, district, state, and federal policies in order to comply with all applicable guidelines
 - Run attendance data reports for students with extended or unexcused absences, monitoring for credit loss and/or truancy
 - Build positive relationships with students in order to identify and prevent problem behaviors and to discuss possible consequences and future plans
 - Work with parents to problem solve both attendance and behavior issues
- **English Teacher (Aug. 2013 – May 2015)**
Bismarck High School, Bismarck, ND (*English 9 & English 12*)
- **English Teacher (Aug. 2011 – May 2013)**
Shiloh Christian School, Bismarck, ND (*English 9 – English 12*)
 - Served on the AdvancEd committee and led K-12 professional learning
 - Scaffolded each course to ensure mastery of reading, writing, speaking, listening, critical thinking, and language skills for each grade level
 - Introduced a wider array of challenging texts and nonfiction to the curriculum
- **English Teacher/Department Co-Chair (2009 – 2011 & 2004 – 2005)**
Horizon High School, Thornton, CO (*English 9 – English 12*)
- **English Teacher (Aug. 2007 – June 2009)**
Prairie View Middle School, Henderson, CO (*7th Grade Language Arts*)
- **English Teacher (Aug. 2005 - June 2007)**
Lake Washington High School, Kirkland, WA (*English 10 – English 12*)

Ann Ellefson

3206 East Avenue C Bismarck, ND 58501 (701) 224-5070
Email: aellefson@nd.gov

EDUCATION	<p>Bachelor of Science in Elementary Education, Moorhead State University, Moorhead, MN</p> <p>Master of Education in Educational Leadership, University of North Dakota, Grand Forks, ND</p>
ADMINISTRATIVE EXPERIENCE	<p>Director, Office of Academic Support, North Dakota Department of Public Instruction, July 2015–present</p> <ul style="list-style-type: none"> • Oversee Office of Academic Support • Oversee programs including: Leveraging the Senior Year, Standards Implementation, Advanced Placement, Dual Credit, college remediation, civics education, and other content related initiatives • National Math and Science Initiative (NMSI) in North Dakota • Staff supervision • Provide technical assistance and guidance to school districts regarding federal and state statutes, regulations, policy issues, and program activities <p>Deputy Director, North Dakota Department of Public Instruction, July 2009–July 2015</p> <ul style="list-style-type: none"> • Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities • Research and compile information for the public • Prepare and review reports and grant applications for federal programs • Develop guidance and resources to assist schools and agencies implement federal programs and requirements • Monitor federal Title programs • Coordinate, oversee and update Title I website • Present information regarding resources available to schools and agencies • Assist with the implementation of statewide program improvement plans and sanctions • Assist with the 2011, 2013, and 2015 legislative process <p>Supervise, mentor and develop staff</p> <p>Assistant Director, North Dakota Department of Public Instruction, August 2008–July 2009</p> <ul style="list-style-type: none"> • Assist with the approval and accreditation of North Dakota public and nonpublic schools • Communicate information to administrators and families involved with or interested in home education • Approve and oversee secondary and remedial elementary summer school • Provide technical assistance to schools through workshops, individualized meetings and statewide conferences • Oversee and ensure implementation of technological advances in the unit • Assist with the 2009 legislative process <p>Assistant Director, North Dakota Department of Public Instruction, February 2005–August 2008</p> <ul style="list-style-type: none"> • Provide technical assistance and guidance to school districts regarding Title I statutes, regulations, policy issues, and program activities • Administer Title I schoolwide programs • Research and compile information for the public • Prepare and review reports and grant applications for federal programs • Develop guidance and resources to assist schools and agencies implement federal programs and requirements • Monitor federal Title programs (Title I targeted, Title I schoolwide, program improvement) • Design and disseminate the monthly Title I newsletter • Coordinate, oversee and update Title I website • Present information regarding resources available to schools and agencies • Assist with the implementation of statewide program improvement plans and sanctions

Program Administrator, North Dakota Department of Public Instruction, July 2002–February 2005

- Administer and budget the federal McKinney-Vento Homeless Assistance program and Even Start program
- Prepare and review reports, contracts, and grant applications for federal programs
- Monitor federal Title programs (McKinney-Vento, Even Start, Title I, Title I schoolwide)
- Assist Title I schoolwide programs in meeting the ten required components and planning year requirements
- Design and disseminate the monthly Title I newsletter
- Coordinate and implement conferences and meetings
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

**TEACHING
EXPERIENCE**

Sixth Grade Teacher, Fort Yates Public School, August 2000 – July 2002

- Taught sixth grade curriculum in all discipline areas
- Adapted and modified materials to meet students' Individual Education and 504 Plans
- Encouraged the use of hands on manipulatives and cooperative groups for learning
- Collaborated in team teaching atmosphere for math and reading
- Conducted after school tutoring
- Participated as a School Improvement Reading Team member
- Served as elementary school 504 Coordinator

**ADDITIONAL
EDUCATIONAL
EXPERIENCES**

- Member of the Special Education State Systemic Improvement Plan (SSIP) Leadership Team
- Certified for AdvancED visitations and eleot observations
- Member of the North Dakota Moving to Improve Learning for Everyone (NDMILE) Leadership Team
- Member of the North Dakota Positive Behavioral Support Leadership Team
- Member of the High Risk Schools Task Force
- Supervisory Management Development

**LICENSURE AND
CREDENTIAL**

- North Dakota Educator's Professional License
- North Dakota Elementary Principal Credential

Brenda Ehrmantraut
1716 Calgary Loop | Bismarck, ND 58503
brenda.ehrmantraut@gmail.com | (701) 400-0502

EDUCATION

Miami University **Oxford, OH**
M.Ed., Reading

North Dakota State University **Fargo, ND**
B. S., English Education, minor: speech

EXPERIENCE

North Dakota Department of Public Instruction **Bismarck, ND**
Federal Grant Coordinator **March 2018-Present**

- Communicate with stakeholders at all levels of grant implementation including local, state and federal partners and administrators
- Research, develop and provide training related to all aspects of Striving Readers Comprehensive Literacy Grant implementation
- Maintain implementation and budget records for federal compliance

Shiloh Christian School **Bismarck, ND**
High School English Teacher **2016-2018**

- Planned and implemented daily language arts instruction for approximately 100 students in grades 9-12
- Maintained and reported records related to student progress
- Communicated with students, parents, administration and coworkers about systems as well as individual issues

Wagner Community Schools **Wagner, SD**
High School English Teacher **2014-16**

- Planned and implemented language arts instruction for approximately 100 students in grades 9 and 11
- Adjusted approaches to meet the needs of a diverse cultural and socio-economic student population

Beresford Public School **Beresford, SD**
Elementary Paraprofessional **2013-14**

- Provided individual and small group reading and math instruction under the direction of the special education instructors
- Evaluated and adjusted instruction to meet individual student goals

Bubble Gum Press, self-employed **Aberdeen, SD**
Author, Public Presenter & Small Business Owner **2003-2013**

- Wrote and published children's books and educational resources with the top two products exceeding 50,000 units sold each.
- Presented author and reading skill programs averaging two bookings per week, reaching hundreds of student classes, parent and educator groups.
- Managed all aspects of publishing business including writing and editing, hiring and collaborating with artists, negotiating contracts, budgeting, managing press orders, sales, marketing, shipping and payments.

Helen Haller Elementary **Sequim, WA**
Title I Reading Teacher **1994-97**

- Planned and implemented literacy intervention instruction for elementary students
- Supervised paraprofessionals by planning and overseeing their small group instruction.
- Trained and managed a team of over 30 volunteers who worked one-on-one with students weekly in the classroom

- Maintained records related to assessment, selection, implementation and reporting of the Title I program.
- Collaborated and communicated with coworkers, administrators, and parents.

EARLY TEACHING EXPERIENCE

Preble Shawnee	Camden, OH
Marion Local	Maria Stein, OH
Olympic High School	Bremerton, WA
Middle and High School English and Reading Teacher	

EDUCATION: M.Ed. – Elementary Administration: University of Mary
B.S.Ed. – University of North Dakota
ELL Endorsement – University of North Dakota/VCSU

**PROFESSIONAL
EXPERIENCE:**

Assistant Director, Office of Indian/Multicultural Education – Department of Public Instruction – Bismarck, ND

Aug. 2010 – Current

- Current Title III/EL Administrator
- Former Title I Schoolwide Administrator
- Provide technical support and guidance to schools and districts regarding Federal Title issues
- Research and compile information for the public
- Support Title I/program improvement efforts for the State of North Dakota
- Conduct training sessions for school professionals
- Manage the Title III administrative budget and related grants
- Administered the Striving Readers Comprehensive Literacy Initiative

Director of Children & Family Services – Missouri Valley Family YMCA – Bismarck, ND

Sept. 2005 – Jan. 2010

- Administered budgets aggregated to just over one million dollars.
- Administered programs including: 21st Century Community Learning Centers, Infant-Toddler-Preschool, Jr. Kindergarten, After-school/Summer School Age, Day Camp, and Kindercamp.
- Provide leadership to over 60 full and part-time staff including training and evaluations.
- Successfully wrote and received grants to establish a Teen Enrichment Program and AmeriCorps Program for the organization. Administered 21st Century Community Learning Centers Grant.
- Established a community collaboration to expand after school programming enrollment by 35%.
- Facilitated the creation and execution of a long-range strategic plan.

Site Coordinator – Mandan Kid's Club – Mandan Public Schools/Bismarck YMCA – Mandan, ND Oct. 2004 – Sept. 2005

- Administered the establishment of this after school program.
- Provided leadership and management to staff of seven including training and evaluations.
- Constructed and maintained data records to meet program goals and grant requirements.
- Incorporated a Mini-society program and Girl Scout troop within the program.

Teacher (Substitute K-12)

Wilton Public School – Wilton, ND Aug 2002-Sept 2004

Fort Yates Public School – Fort Yates, ND Mar 2002-June 2002 Full-time teaching position

Director – Tribal Business Information Center – Sitting Bull College – Fort Yates, ND
Apr. 2000 – Mar. 2002

Closing Officer – North Dakota Guarantee & Title Company – Bismarck, ND
Apr. 1999 – Apr. 2000

Loan Service Representative, Personal Banker – BNC National Bank – Bismarck, ND
June 1996-Apr. 1999, Summers 1993-1995

Teacher – Math Grades 8 and 6 – Sam Rayburn Middle School – Bryan, TX

Aug. 1993 – May 1996

- Taught Algebra I, Eighth Grade Math, Sixth Grade Math, and Multi-cultural Education
- Assisted in writing a district-wide Math curriculum.
- Coached approximately 75 cheerleaders
- Volunteered to chaperone a 3-day seventh grade field trip to the Gulf for 3 years.

AWARDS &
ACTIVITIES:
(past/present)

Chairman - State Commission on National & Community Service 2013 – current
School Board President: Wilton Public School District - 2012-current
School Board Vice President: Wilton Public School District - 2011-12
Church Altar Society member, CCD teacher
Bismarck Women's Slow-pitch Softball Association Board of Directors 2010-12
YMCA Association of Y Professionals Program Director of the Year 2009
YMCA Dakota Alliance Membership & Program Council Member 2009-10
Coach: girls' basketball 4th-5th grade, tee ball, little league, softball
Iyuwaste Committee Chairperson
American Institute of Banking Chairperson 2002- 2005

Lucy K Fredericks
2322 Lexi Loop Unit 2
Mandan, ND 58554
Cell 701-590-0544
xanumak@yahoo.com
lkfredericks@nd.gov

EMPLOYMENT

Director of Indian/Mult Education ND Department of Public Instruction	2012-2019 Bismarck,ND
Elementary Principal/Administrator Standing Rock Community Elementary School	2005-2012 Ft. Yates, ND
Title 1 Teacher/Coordinator Twin Buttes Elementary School	2002-2005 Halliday, ND
Title VII Coordinator/Teacher Twin Buttes Elementary School	1999-2002 Halliday, ND
Title VII Resource Teacher Twin Buttes Elementary School	1998-1999 Halliday, ND
Paraprofessional/ Teachers Aide Twin Buttes Elementary School	1990-1998 Halliday, ND

EDUCATION

Associate of Science Associate of Arts Degree in Liberal Arts Fort Berthold Community College Emphasis in Special Education	1997 New Town, ND
Bachelor of Science in Education College of Education and Human Development University of North Dakota Major: Elementary Education	1999 Grand Forks, ND
Master of Science in Elementary Education University of North Dakota Major: Elementary Education/Educational Leadership	2004 Grand Forks, ND

CREDENTIALS

**Elementary Principal Credential
ND Educator's Professional License**

PROFESSIONAL ORGANIZATIONS

Member: North Dakota Council of Educational Leaders
National Indian Education Association

REFERENCES

Robert Marthaller, Former Assistant Superintendent
ND Department of Public Instruction
600 E. Boulevard Ave. Dept. 201
Bismarck, ND 58505
701-425-9809 (Cell)

Laurie Matzke, Assistant Superintendent DSSI
ND Department of Public Instruction
600 E. Boulevard Ave. Dept. 201
Bismarck, ND 58505
701-328-2284

Dr. Wayne J. Trottier, Jr., Superintendent
105 14th Street SW
Rugby, ND 58368
701-776-9042 / Cell-701-351-4849

Mary McCarvel-O'Connor

420 East Interstate Avenue
Bismarck, North Dakota 58503
Home Phone: 701-223-6983

Work History

- 2009-Current North Dakota Department of Public Instruction Special Education Office
Assistant Director
- Serve as unit team lead for the compliance and performance monitoring process as required by IDEA. Work with unit team to identify local, regional and state programming issues and to monitor special education units for compliance with state and federal regulations
 - Conduct a critical analysis of need for training and technical assistance which synthesizes supporting data from a variety of sources
 - Serving as a regional team leader in collaborative efforts amount numerous state and local agencies, interest groups, and individuals in planning, development, implementation, and evaluation of integrated program services for student with disabilities
- 2004-2008 Cooperative Educational Service Agency #5
Teacher for the Deaf and Hard of Hearing
- Prepare Interpreter's and teacher's schedule for the school year
 - Modify schedules to match changes in regular education schedule
 - Develop and implement appropriate goals and objectives
 - Prepare and instruct lesson plans for K-12 deaf and hard of hearing students
- 2002-2004 Cooperative Educational Service Agency #8
Teacher for the Deaf and Hard of Hearing
- Develop a self-contained program
 - Prepare and instruct lesson plans for students who are deaf using manual communication
 - Prepare and instruct lesson plans for students who are hard of hearing in three districts
 - Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
- 1999-2002 Northern Trails Area Education Agency
Itinerant Teacher for the Deaf and Hard of Hearing
- Prepare and instruct lesson plans for students who are deaf and hard of hearing K-12 in the communication system most appropriate for the students
 - Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
 - Administer home instruction for birth to three children who are deaf and hard of hearing
 - Coordinate with professionals in the hearing discipline a quarterly newsletter for parents and school personnel

Education

- 1997-1998 *Master of Science in Special Education*, Minot State University
1994-1997 *Bachelor's of Science Degrees in Education of the Deaf and Elementary Education*, Minot State University

References

- Available upon request

Nancy J. Burke, EdD 1

CURRICULUM VITAE

Nancy J. Burke, Ed.D.

Personal Information

Business Address: North Dakota Department of Public Instruction
State Personnel Development Grant Coordinator
Special Education Unit
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440

Business Contact: Office: (701) 328-3731
Cell: (218) 779-9693
Email: njoburke@nd.gov
Web address: www.nd.gov/dpi

Education History

University of North Dakota, Grand Forks, North Dakota

Program: Educational Leadership

Degree: Doctorate Education Leadership

Dissertation Title: *Positioning For Elementary School Success: Charting the Journey of Adopting and Leading School Reform*

University of North Dakota, Grand Forks, North Dakota

Program: Educational Leadership

Degree: Masters Educational Leadership

Independent Study: *A Comparison of Student Achievement Between Forty Graded Elementary Districts and The Four Largest School Districts in North Dakota*

University of North Dakota, Grand Forks, North Dakota

Program: Teacher Education

Degree: Bachelor of Science in Elementary Education and Physical Education

Certification and Licensure

Superintendent AD01	01637
Elementary Principal Level I	1198
Elementary Education 1-8	45280
Physical Education 1-8	45280

Past Credentials

Counselor Designate CD 16	3048
Title I Reading K-12	2332
Title I Math K-12	2332

Professional Employment

North Dakota Department of Public Instruction 2015- Present
Special Education Unit
Bismarck, ND

North Dakota Multi-Tier System of Supports (NDMTSS), Coordinator

River Valley Education Cooperative 2013-2015
Regional Education Association
Grand Forks, ND 2015
Executive Director

Grafton Public School District 2005- 2013
Grafton, ND
PreK-4 Elementary Principal

Emerado Public School District 1989-2005
Emerado, ND
Principal/Superintendent 1999– 2005
K-8 Title I Middle School Teacher 1989-1998

Appointments Boards/Committees

National

North Dakota Local Educational Agency Representative to the US Department of Education, National Center for Educational Statistics (NCES) Forum 2004- 2015
NCES Longitudinal Data Task Force member 2004- 2015
NCES Common Education Data Standards (CEDS) stakeholder group member 2011- 2015

State

North Dakota Department of Public Instruction Department of Public Instruction Data Advisory committee 2000-2015
North Dakota Department of Public Instruction State Transformation Team 2012- 2015
State Reporting System (STARS): 2001- 2015
Online reporting system (ORS) 1999 -2000

Professional Service Activities

National

Co- presenter: with the NDDPI SEA at the NCES Forum- February 2005, New Orleans
Co-presenter: Forum Task Force member: " A Guide to Building a Longitudinal Data System" NCES Forum- July 2009 and 2010, Washington, DC
Co-presenter: Common Education Data Standards MIS Conference Washington, DC July 2012

State

Co-presenter: with the North Dakota Department of Public Instruction personnel at Fall School Improvement workshops and Title I conferences, 2010

Facilitate MTSS professional learning sessions for ND School Districts, 2010-2013

Drayton	Valley Edinburg	Cavalier
Park River	Walhalla	Minto
Grand Forks	North Border	Manvel

Presenter: Fall Title I State Conference, Bismarck, ND September 2010

Summer ND State RtI Conference for the Southeast Education Cooperative (SEEC), Fargo, ND June 2011, 2012, 2013, & 2014

Trainer/Facilitator: Year 1&2 MTSS Training, North Dakota Department of Public Instruction NDDPI State Training
Grand Forks and Area Schools
McKenzie County School District June 2012

Awards

State Elementary Principal Golden Apple Award 2011

Service Award North Dakota Association of Elementary Principals

Certificate of Appreciation 2010

United States Department of Education Longitudinal Data Systems (LDS) Task Force National Center for Education Statistics

Rebecca Ann Eberhardt

Home Address:
7350 Star LN
Bismarck, ND 58503

Cell Phone: 701-261-8888
Work Phone: 701-328-1640

Work Address:
600 East Boulevard Ave Dept 325
Bismarck, ND 58505

Personal Email:
reberhardt27@gmail.com

Work Email:
raeberhardt@nd.gov

Position

Education

North Dakota State University
B.S. Child Development and Family Science
▪ Graduated Cum Laude
▪ Dean's list

Fargo, ND
December 2005

Employment

01-17 to current State of North Dakota
Head Start Collaboration Director

Bismarck, ND

- Assist in building early childhood systems and access to comprehensive and support for all low-income children
- Encourage widespread collaboration between Head Start and other programs and services (including health care, welfare, child care, education, family literacy, community services, services to children with disabilities and homeless children)
- Facilitate the involvement of Head Start in State policies, plans, processes and initiatives affecting the Head Start target population and other low-income families
- Assist with early childhood initiatives, collaborating with agencies outside of the department
- Evaluate legislative needs and monitor proposed legislation that impacts early childhood services
- Lead the Department of Public Instruction Strategic Plan around high quality early care and education
- Conduct annual needs assessments and develop strategic plans around them
- Assist with the maintenance of North Dakota pre-kindergarten standards
- Provide guidance, technical assistance and professional development on early childhood education issues
- Collect, analyze, and disseminate early childhood data
- Coordinate statewide early childhood education initiatives
- Research effective practices and evidence-based approaches for North Dakota schools
- Develop program brochures that offer educational information in an easy to

read format to assure public understanding of the rules, regulations, and policy requirements

- Develop guidance for North Dakota schools to help interpret state and federal programs and regulations
- Review, analyze, and interpret state and federal law and create policy documents
- Respond to requests for multidisciplinary research
- Determine training needs; plan, coordinate, & implement regional workshops, Summer Institutes, local on-site technical assistance in-services, webinars
- Plan and develop oral and written presentations for meetings, in-services, workshops, institutes, and conferences
- Develop statewide resources specific to program initiatives and utilize various mechanisms for distribution and training
- Provide professional development opportunities in collaboration with other offices within NDDPI and outside educational entities
- Promote partnerships between organizations and agencies
- Represent Early Childhood Education, specifically Head Start, through participation at in-state and out-of-state meetings and committees
- Communicate regularly with early childhood partners
- Promote collaboration with in NDDPI and across agencies and organizations

07-15 to 01-17 State of North Dakota

Bismarck, ND

Early Childhood Services Administrator

- Direct program development, administration, and policy activities
- Determine, create, and maintain overall policies, rules and regulations for implementation of statewide early childhood services program at regional and county levels
- Interpret all policies, rules and regulations and provide technical assistance to all regional and county licensing staff
- Administer the appeal process for early childhood services program by reviewing and approving licensing corrective action
- Establish, maintain, and provide leadership for identified statewide early childhood programs
- Conduct public hearings regarding rules and federal state plan
- Evaluate legislative needs and monitor proposed legislation that impacts early childhood services
- Manage child care licensing system
- Provide programmatic supervision for the regional Early Childhood Supervisors
- Manage federal CCDF grant and monitor contract compliance
- Develop and direct program training activities for program area
- Active participation in intra/interagency relationship activities to advance program goals and development
- Coordinate with other programs and other divisions in the Department of Human Services to maintain cooperation for intra-departmental efforts
- Direct the Early Childhood State Team and hold regular meetings
- Participate in the Early Childhood Data Committee and work toward including early childhood data in the Statewide Longitudinal Data System

- Be responsive to large regulated constituency and address constituent concerns
- Plan and participate in child abuse and neglect prevention activities and work toward building capacity of child care as a primary prevention strategy for child abuse and neglect
- Serve on the Early Childhood Education Council and promote alignment between all state and local early childhood programs

04-15 to 07-15 State of North Dakota

Bismarck, ND

Chafee Independent Living and Licensing Administrator

- Oversee statewide Chafee program delivery
- Develop and oversee the budget and contract/s
- Collaborate with contracted provider/s
- Review and update state policy
- Complete Chafee quality assurance provider audits
- Organize state and federal reports
- Coordinate youth participation for Children & Family Service Reviews Youth Stakeholder meetings
- Engage youth representation and involvement on the ND Youth Leadership Board
- Partner with independent living and transition programs statewide
- Facilitate and train the State Licensing Review Team members who go onsite to review cases, policy compliance, and safety
- Coordinate and issue RCCF annual licensing visits
- Monitor ongoing RCCF compliance
- Review and updated Administrative Codes as needed
- Represent ND licensing standards as a member of the North Dakota State Child Protection Team
- Review and staff Institutional Child Protection Reports
- Manage and oversee North Dakota NYTD compliance
- Communicate directly with case workers and eligible youth
- Develop, maintain and provide training on state agency policy and procedures related to the Subsidized Guardianship Program
- Provide technical assistance to custodians who are applying for a subsidized guardianship
- Create and monitor program budget expenditures vs. appropriation.

03-14-04-15 Human Resource Consulting INC.

Woodbridge, VA

04-12-03-14 Military Personal Services Corporation

Falls Church, VA

Family Assistance Center Coordinator

- Assist the State Family Program Director (SFPD) with implementation of the State Family Assistance Program to include management and administration of Family Assistance Center (FAC) operations throughout the State
- Develop expertise in various subject matter competency areas and train staff in these areas as well

Additional Skills

- Provide leadership, guidance and assistance to FAC specialists in the execution of the mission
- Assign regions to FAC specialists to ensure all families have a service to assist them
- Maintain records of past, current, and upcoming deployments and work with military units to ensure families and service members are assisted pre, during and post deployments
- Create and implement policies and procedures to include best practices.
- Maintain a working relationship with other Family Program staff and Military leadership
- Build partnerships and collaborate with local and State agencies
- Supply data and reports on FAC activity to include interpretation of it to the SFPD and Military leadership as requested
- Continue to provide Family Assistance Center Specialist services

03/2012- 04/2012 Military Personal Services Corporation Falls Church, VA

Family Assistance Center Specialist

- Provided timely assistance to military families on the 6 essentials services that FAC provided
- Maintained and updated the directory of resources, agencies and organizations available to assist Military families
- Ensured official correspondence and documents are accurately typed and packaged in accordance with regulations
- Became cross trained in some of the other Family Programs to be able to assist at Yellow Ribbon and other Family Program events as requested by the SFPD
- Completed wellness calls to families of deployed Service members monthly.
- Obtained secret security clearance
- Issued ID cards to dependents of a Service Member or Retirees
- Provided briefings to units or family members as requested
- Maintained accurate records of cases, quick trackers, unit site visits or briefings and recorded them in the Guard Family Management System as required
- Build and maintain working relationship with community partners and organizations to be able to provide assistance to military families

07/2009 – 03/2012 Child Care Resource and Referral Moorhead, MN

Center Child Care Consultant

- Implemented recruitment and retention activities to address child care supply and demand in service area
- Provided information and technical assistance to those interested in starting and/or expanding child care center, preschool or school age programs
- Assisted in planning, coordinating, and monitoring current projects/initiatives.

- Visited child care programs to provide information and support that encourage quality child care practices
- Used a strengths-based approach, help programs and staff develop a program enrichment and professional development plan
- Coordinated and conducted assessments of programs and related training.
- Managed spending of grant funds and tracked expenses
- Collected, maintained, and reported data quarterly
- Developed and maintain productive relationships with county social services and community partners
- Served as a liaison to professional early childhood associations in service area

3-06 –7-09 Child Care Resource and Referral

Moorhead, MN

Parent Services Coordinator

- Coordinated and administered child care referrals to parents seeking assistance
- Provided parent education on child care options and community resources
- Maintained statistical data about child care demand and supply
- Completed provider updates and annual rate survey
- Helped parents and providers work through issues related to child care or child development
- Assisted families in navigating community assistance programs
- Incorporated new referral programs designed for families in the military
- Reviewed and implemented a Quality Assurance program for the parent services department

Attain and maintain proficiency in computer software packages, including Word, Excel, Power point, and other agency programs

Reference available upon request

Ross Roemmich
616 Regina Lane
Bismarck, ND 58503
Phone: 701-228-6064

JOB OBJECTIVE **Information Technology Director**

EDUCATION **Bismarck State College-** Bismarck, North Dakota
A.A. Business Administration
Graduation Date - May 1978

University of Mary - Bismarck, North Dakota
B.S. Physical Education & Health Major
Business, Secondary & Coaching Minor
Graduation Date - May 1983

University of Mary - Bismarck, North Dakota
Masters of Education in Administration
Graduation Date - June 1993

SKILLS

Management skills including accounting, personnel selection and assignment, and inventory control gained as Secondary Principal.

The ability to make responsible decisions promptly, to be assertive when necessary, and to establish the support needed to gain the cooperation of those involved and developed while officiating high school and collegiate sports.

The capacity to individualize classroom activities, develop departmental goals and stimulate the continued growth of all students in team and individual classroom and extra-curricular activities because of my experience gained as Secondary Principal.

HUMAN RELATIONS AND COMMUNICATIVE SKILLS

Ability to communicate in speaking and writing clearly, concisely and effectively.

Seasoned interview skills developed as Secondary Principal.
 Develop warm rapport quickly and easily -- able to put others at ease.

EXPERIENCE

2016 – 2017	MIS – Director – NDDPI State Capitol - Bismarck
2012 – 2016	PowerSchool Specialist - EduTech ITD Building - Bismarck
1993 – 2012	Secondary Principal, Computer Technology Bottineau High School
1990 - 1993	Secondary Principal, Computer Technology Beach High School
1988 - 1990	Secondary Principal, Business & Computer Technology Gackle High School
1986 - 1988	Secondary Principal, Business & Computer Technology Almont High School
1984 - 1985	Secondary Business & Physical Education Teacher Emmons Central High School

HONORS

All Conference Basketball 74 – 75 - 76	All Conference Football 74 & 75 (QB)
Most Valuable Player - Basketball 74 – 75 - 76	Most Valuable Player - Track 75 - 76

Honorary Chapter FFA Degree:
 Gackle 90, Beach 93 and Bottineau 99

Region II Principal of the Year 1999
 ND State Principal of the Year 2000

INTERESTS AND ACTIVITIES

NDASSP member since 1988	Parish Education President - 1994 - 1997
Attended ND LEAD seminars since 1988	Boys Ranch Board Member - 1994-1998
Badlands Conference President 1991 - 1993	ND LEAD Mentor - 1996 - 1998
Beach Jaycee President 1992 - 1993	NDASSP President Elect - 1997 - 1998
President of South West Principals - 1992 - 1993	NDASSP President - 1998 - 1999
Nominated for Principal of the Year - 1993 & 1997	NASSP National Board member - 1999 - 2003
Bottineau Chamber of Commerce - 1993 - 1998	PowerSchool Leader at BHS – 2009 - 2012
President of Region II Principals - 1994 – 1997	RTI Leader at BHS – 2009 – 2012
NDASSP State Board member - 1994 – 1998	ND SLDS Member – 2016 -2017
North West Technology Leaders 1994 – 1998	ND ETC Board Member – 2016 - 2017

PERSONAL PROFESSIONAL REFERENCE

Jane Hovda	PowerSchool Manager/SLDS Data Stewart	701-793-5619
Jody French	ETC Director & EduTech Director	701-446-7474
Steve Snow	MIS Director	701-390-0042

Stefania Two Crow
8401 Northwood Drive
Bismarck, ND 58503
Ph.: 701-471-6596
Home Email: stefanietwocrow@gmail.com
Work Email: stwocrow@nd.gov

EDUCATION HISTORY

University of Mary
Bismarck, ND
Degree Completed: Masters In Management
Degree Completed: Bachelor of University Studies (Business & Healthcare Concentrations)

University of Phoenix
Online courses
Degree Not Completed: Bachelors of Science Information Technology

McLaughlin School District
McLaughlin, SD
Degree Completed: High School Diploma

EMPLOYMENT HISTORY

Department of Public Instruction
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Federal Title Program Director
From Date: 07/05/2013 To: Present
Supervisor: Laurie Matzke
Job Duties:

Phone: 7013282284

- Attend, present, and host local, state, and national conferences concerning Title I and Title II programs.
- Provide technical assistance to schools in planning year and schoolwide programs.
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance.
- Review Title I, Title II, Title III, and Title IV consolidated applications and provide guidance and trainings.
- Monitor schools and districts for compliance in meeting state and federal regulations.
- Review and provide technical assistance for monitoring and reporting of Title I program.
- Present on Title I schoolwide programs by providing information sessions and trainings.
- Review schoolwide plans, school improvement plans, and revisions to plans annually.
- Coordinate partnership with Title I and School Improvement such as AdvancED and SINet.
- Provide written correspondence to school administrators regarding issues.
- Hold portfolios for Title I, Title II, Schoolwide, Private School, Turnaround Arts, and SIG.
- Assist with ESSA teams, conference calls, webinar sessions, and team lead for school improvement.
- Review and revise all information, guidance, and websites for Title I, Title II, Title I schoolwide programs, school improvement, and private schools.
- Supervisory responsibilities for staff in the Office of Federal Title Programs.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts, interagency collaboration, and external organizations or providers.

Education Consultant
8401 Northwood Dr., Bismarck, ND 58503

Title: Education Consultant
 Starting Salary: \$30 / Per Hr.
 Supervisor: Self Employed
 Job Duties:

From Date: 8/01/2013 To: Present
 Ending Salary: \$30 / Per Hr.
 Phone: 7014716596

- To provide School Improvement Grant (SIG) technical assistance to the school districts.
- To participate as a School Support Team member, stay educated and current on the Title I program and issues.
- To provide technical assistance to the STATE, schools and district that have been identified in need of improvement.
- To provide technical assistance in areas of expertise which includes Title I programs, data review, program improvement, Title I monitoring, collaborative work groups, parental involvement, grant writing, SIG, Schoolwide Programming, Consolidated Applications, and team building.
- Respond to telephone inquiries related to SIG and Federal Title programs.
- Present on Federal Title I related topics at before and after school meetings.
- Assist in the creation of school compacts, policies and professional development plans by providing resources and information.
- Assist schools with improvement process and initiatives relating to Federal Title Programs.
- Provide Title I staff, administrators, schools and districts with technical assistance on issues pertaining to Federal Title Programs.
- May be asked by the STATE to attend national/regional/state school improvement meetings and trainings and complete projects, webinars and resource materials as requested (per contract agreement).
- Present on information from workshops and trainings.

Department of Public Instruction (promotion)

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Assistant Director Title I/Schoolwide

Starting Salary: 3288 / MTH

Supervisor: Laurie Matzke

Job Duties:

From Date: 10/15/2008 To: 06/30/2013

Ending Salary: 4000 / MTH

Phone: 7013282284

- Attend and present at local, state, and national conferences concerning Title I programs
- Provide technical assistance to schools in planning year and schoolwide programs
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance
- Review Title I and ARRA consolidated applications and provide technical assistance to schools for reporting
- Monitor schools and districts for compliance in meeting state and federal regulations
- Review and provide technical assistance for monitoring and reporting of Title I program
- Present on Title I schoolwide programs by providing information sessions and trainings
- Review schoolwide plans, program improvement plans, and revisions to plans annually
- Coordinate partnership with ND PIRC and Title I for parental involvement projects
- Provide written correspondence to school administrators regarding issues
- Hold portfolios for parent involvement, LEP for Title I, RTI/PBS, NDMILE, and SIG
- Assist with School Support Team initiatives, conference calls, webinar sessions
- Review and revise all information, guidance, and websites for schoolwide programs, school choice, and parent involvement
- Supervisory responsibilities for administrative assistant.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Department of Public Instruction

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Program Administrator Title I/Homeless

Starting Salary: 3082 / MTH

Supervisor: Laurie Matzke

From Date: 07/15/2008 To: 10/15/2008

Ending Salary: 3082/MTH

Phone: 7013282284

Job Duties:

- Prepare and disseminate program guidelines, proposals, reports, and grant awards
- Review and rank application proposals to Director for approval
- Prepare grant awards to Homeless sites
- Provide technical assistance to local sites
- Interpret federal and state regulations
- Analyze and report data
- Attend local, state, and national meetings/conferences concerning Homeless issues
- Hold portfolios for parent involvement and LEP for Title I
- Review consolidated applications for Title I
- Review program improvement applications
- Oversee National Distinguished Schools Program and Committee of Practitioners
- Assist with School Support Team initiatives and conference calls
- Review, analyze, and interpret Title I statutes, regulations, and policies
- Monitor Homeless and Title I programs for compliance and use of funds
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts

Smee School District

PO Box B, Wakpala, SD 57658

Title: Federal Programs Director/Grant Writer

Starting Salary: 36,000 / YR

Supervisor: Keith McVay

Job Duties:

From Date: 08/15/2007 To: 7/1/2008

Ending Salary: 36,000/YR

Phone: 6058453040

- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Write grants and maintain budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation
- Coordinate and implement all student testing per state requirements
- Work effectively in team oriented environment
- Team Leader for Admin Team/Leadership Team/Data Technology Team.
- School Improvement Coordinator/Program Management
- Coordinate and implement professional development for staff as needed.
- Research on internet, use of email, and use of Microsoft Office
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Bismarck State College

1500 Edwards Ave, Bismarck, ND 58501

Title: Accounts Payable Associate

Starting Salary: 19,600 / YR

Supervisor: Greg Ross

Job Duties:

From: 01/06/2005 To: 8/10/2007

Current Salary: 24,270 / YR

Phone: 7012242427

- Data Entry/Accounts Payables/IRS Reporting-1099s & W-9s/Maintain Filing System

- Communication oral & written/Resolve Conflicts
- Maintain Accounting System: PeopleSoft/Vendor Registry
- Balance statements, Process Checks, and Spreadsheets
- Supervise/Evaluate Work Study Student

Norman Public Schools

131 South Flood, Norman, OK

Title: Federal Programs Bookkeeper

Starting Salary: 18000 / YR

Supervisor: Carol Cawyer

Job Duties:

From: 05/28/2004 To: 12/19/2004

Ending Salary: 18000 / YR

Phone: 4053665868

- Account for grant budgets on software system and spreadsheets
- Process all grant expenditures/Purchase Orders/Payables
- Assist with grant writing and budgeting of all federal programs
- Maintain account system OCAS and AS400 database

McLaughlin School District

PO Box 880, McLaughlin, SD 57642

Title: Asst. Federal Programs Director

Starting Salary: 16500 / YR

Supervisor: Tom Frankenhoff

Job Duties:

From Date: 01/05/2000 To: 05/21/2004

Ending Salary: 13.72 / HR

Phone: 6058234484

- Maintain student information database
- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Submit grant applications and budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation

Wells Fargo (Norwest) Bank

405 South Main, Mobridge, SD

Title: Bank Teller

Starting Salary: 6.50 / HR

Supervisor: Carol Zimosky

Job Duties:

From: 07/15/1997 To: 12/30/1999

Ending Salary: 7.70 / HR

Phone: 6058453651

- Good positive customer service skills/Maintain confidentiality
- Process all business and personal transactions of accounts
- Balance, maintain, and repair all ATM transactions
- Process wire transfers between banks/Provide back up for vault teller
- Public speaking and sales
- Follow and meet all rules and regulations

Prairie Knights Casino

7932 Highway 24, Fort Yates, ND

Title: Cashier

Starting Salary: 8.50 / HR

Supervisor: Cheryl Feist

Job Duties:

From: 11/10/1995 To: 07/03/1997

Ending Salary: 9.50 / HR

Phone: 7018547777

- Excellent customer service skills
- Accountable for cash and paper transactions
- Knowledge of policies, procedures, rules, and regulations
- Count all cash and coin in window
- Document all transactions for federal requirements
- Work in stressful fast-paced environment

SUMMARY/DESCRIPTION

My educational experience is diversified with a Bachelors of University Studies with concentrations in Business and Health Care. My Master's In Management Degree exemplifies my knowledge of management in the areas of leadership, finance, human resources, marketing, and communication. Due to my work experience and continued education, my leadership, communication, and conflict resolution skills are mature and dynamic. I have an extensive background in working with various computer programs, spreadsheets, databases, ipads, and Microsoft Office. I enjoy exploring new opportunities and challenges. I have experience in monitoring federal and state rules and regulations to meet compliance, planning and implementation, providing technical assistance, school leadership, and coaching. I have led multiple projects, collaborative partnerships, and supervise employees. My work ethic is to foster a positive attitude, work smarter, pay attention to detail, and meet deadlines. I am a professional person with excellent communication skills, dependable and enjoy professional learning opportunities. I enjoy working in a positive work environment that offers flexibility and creativity.

REFERENCES

Peg Portchellar	Parachute, CO	81635	720-480-8688
Lodee Arnold	Wilton, ND	58503	701-220-5901
Dave Steckler	Mandan, ND	58554	701-663-4202
Miranda Grayson	Bismarck, ND	58501	701-202-1249

TARA FUHRER
3245 MONTREAL STREET
BISMARCK ND 58503
701-471-3646
tarafuhrer@gmail.com

EXPERIENCE

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION • 2008 – PRESENT

DIRECTOR, OFFICE OF EARLY LEARNING • JANUARY 2017 – PRESENT

ASSISTANT DIRECTOR, ACADEMIC SUPPORT • 2010 – 2016

PROGRAM ADMINISTRATOR III, HOMELESS CHILDREN AND YOUTH • 2008 – 2010

LUTHERAN SOCIAL SERVICES • 2004 – 2007

EARLY CHILDHOOD SPECIALIST, FAMILY CHILD CARE START-UP,
PROFESSIONAL DEVELOPMENT PROVIDER, ONSITE TECHNICAL ASSISTANCE
PROVIDER • 2004 – 2007

BISMARCK/MANDAN PUBLIC SCHOOLS • 2003

SUBSTITUTE TEACHER PK-GRADE 8 • 2003

EDUCATION

MASTER'S DEGREE EARLY CHILDHOOD EDUCATION • 2010 • UNIVERSITY OF MARY,
BISMARCK NORTH DAKOTA

BACHELOR IN SCIENCE ELEMENTARY AND EARLY CHILDHOOD EDUCATION • ND
TEACHING LICENSE # 60374 • 2003 • UNIVERSITY OF MARY, BISMARCK NORTH DAKOTA

GENERAL STUDIES • 1997-1999 • BISMARCK STATE COLLEGE, BISMARCK NORTH
DAKOTA

HIGH SCHOOL DIPLOMA • 1997 • CENTURY HIGH SCHOOL, BISMARCK NORTH DAKOTA

VOLUNTEER EXPERIENCE

CHRISTIAN EDUCATION BOARD MEMBER • FIRST PRESBYTERIAN CHURCH • 2001-2010

NORTH DAKOTA CHILDREN'S CAUCUS BOARD MEMBER • 2008

CARRIE'S KIDS VOLUNTEER • 2008-2010

SUNDAY SCHOOL TEACHER FIRST PRESBYTERIAN CHURCH • 2007-2011

TARA FUHRER
 3245 MONTREAL STREET
 BISMARCK ND 58503
 701-471-3646
tarafuhrer@gmail.com

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION POSITION PORTFOLIO

OFFICE OF EARLY LEARNING

Created North Dakota's State Office of Early Learning to support the offices of Early Head Start/Head Start and Early Childhood Special Education Part B 619; Pre-kindergarten Grants and Approval Program, Striving Readers B-5 grants, Standards Development and Implementation Professional Development; collaboration with DLL/EL Administrator on the WIDA Early Years; and Early Childhood Spring Conference, ongoing Collaborative Partnerships with ND Department of Human Services Part C and Child Care.

GRANT ADMINISTRATION

Ongoing Administration of state funded grants for North Dakota Teachers to take advance coursework in early childhood and School Districts to enhance classrooms and environments.

Co-Lead State Writing Team for \$28.8 million-dollar Striving Readers Comprehensive Literacy Grant that now currently funds 15 ND communities to enhance literacy development birth to grade 12.

Lead on State Writing Team for \$3 million-dollar Preschool Development Grant to enhance the birth-kindergarten early childhood mixed delivery system statewide.

PROCUREMENT

Ongoing Development of State Procurement Documents as needed including Requests for Proposals, both formal and informal, Contracts, Letters of Intent, MOU's, and have training in various levels of state procurement training.

BUDGET

Developed and Administered Individual Program Budgets such as McKinney-Vento Homeless Children and Youth and the \$5 million-dollar Early Reading First grant program.

Ongoing annual OEL Unit Budget that includes state and federal funding sources to funding OEL initiatives and four FTEs.

COLLABORATIVE PARTNERSHIPS

National: National Association for Homeless Children and Youth, CEELO, NIER, Child Trends, McREL, NCCC, WIDA, Head Start Region 8, University of Denver Marsico, and federally funded TA Centers.

State Departments: Human Services, Commerce, and Health to support ND's mixed delivery system of early care and education services.

Internal Units: Title I, Title III, Social Emotional, Adult Education, Special Education

TARA FUHRER
 3245 MONTREAL STREET
 BISMARCK ND 58503
 701-471-3646
tarafuhrer@gmail.com

Local Agencies: North Dakota Head Start Association, Regional Educational Associations, Prevent Child Abuse North Dakota, United Way of Class-Clay, Child Care Aware, Growing Futures Registry, Bright & Early North Dakota, Prevent Child Abuse North Dakota, American Heart Association, & After School Network.

PRE-KINDERGARTEN

Ongoing Administration and Oversight of Pre-kindergarten Approval Process. Per the North Dakota Century Code Public and Private School Districts must be approved by NDDPI to offer Pre-kindergarten and this number increases annually to over 75% of school districts.

HEAD START/EARLY HEAD START

Administered the Transfer of Head Start office from DHS to DPI per the request of field through a collaborative process with NDDHS. Hired new Head Start State Administrator and have continued the strong partnership with the programs and state association.

EARLY CHILDHOOD SPECIAL EDUCATION PART B 619 COORDINATOR

Administered the Transfer of Part B 619 Coordinator from the Office of Special Education to Office of Early Learning for greater support to the field and families.

DHS CHILD CARE ADMINSTRATOR

Administered the Office Transfer of the DHS Child Care Administrator to be housed in the OEL for better on-going collaboration enhancing mixed birth-kindergarten early childhood system.

DLL/EL - WIDA

Co-lead on WIDA Early Years with our Title III EL Administrator, Lodee Arnold. Created diverse WIDA Early Years Cohort and provided multiple state meetings and trainings. Understanding and alignment of WIDA Can Do descriptors and The Early English Language Development Standards.

LEGISLATION

Ongoing participation 60th – 66th Legislative Assemblies by writing and providing testimony, conducting the 2013 Early Childhood Legislative Study, providing Interim Session Reports, and seeking federal funding approval through the Legislative Emergency Commission.

Lead for Governor's Early Childhood Advisory, an appointed position per the North Dakota Century Code to represent the department in statewide early childhood initiatives.

STANDARDS

Administered the creation of North Dakota's first set of Pre-kindergarten Content Standards adopted in 2013.

Administered the revision of the 2013 Standards and created Birth-Kindergarten Content Standards adopted in 2018 replacing Early Learning Guidelines and the Pre-kindergarten Content Standards unifying the utilization by Child Care, Early Head Start, Head Start, Early

TARA FUHRER
 3245 MONTREAL STREET
 BISMARCK ND 58503
 701-471-3646
tarafuhrer@gmail.com

Childhood Special Education Part C and Part B, & Public and Private School Pre-kindergarten programs.

Alignment, guidance, and resources to the Early English Language Development Standards for Head Start/Early Head Start teachers and early pre-kindergarten teachers.

ASSESSMENT

Participation in 2014-2018 Kindergarten Entry Assessment National Consortium to support the enhancement of North Carolina's KEA and learn how to provide this assessment to interested Public School Districts in ND.

Ongoing Administration of North Dakota Kindergarten Formative Assessment Pilot through funding from the NCDPI KEA federal grant. Providing ongoing support, professional development, and resources to kindergarten teachers piloting the assessment in ND.

DATA

Ongoing Administration of Early Childhood Data Governance, collection, collaboration, and reporting of federal and state programs. Federal Edfacts includes the McKinney-Vento Homeless Children and Youth Edfacts; Title I Edfacts; and Early Reading First Edfacts. State level through the State Automated Reporting System including birth-kindergarten and K-12 child enrollment.

Ongoing Administration through Collaborative Efforts with State ITD to create an Early Childhood Integrated Data System linked to the K-12 State Longitudinal Data System.

CONFERENCES

Ongoing partnerships in the DPI Annual Educator's Conference providing early childhood and early childhood special education presenters and professional development opportunities.

Ongoing Administration of the annual Early Childhood State Conference in collaboration with the North Dakota Head Start Association and Department of Human Services-Child Care and Part C.

SUPERVISION

Ongoing supervision of various positions including support staff, program administrators, and assistant directors. Includes annual performance evaluations, mentoring new department staff, and training/professional development.

TITLE I

Administered the McKinney-Vento Homeless Children and Youth program, providing grants, oversight, & monitoring of federal funds to school districts and local agencies serving homeless children and youth.

TARA FUHRER
3245 MONTREAL STREET
BISMARCK ND 58503
701-471-3646
tarafuhrer@gmail.com

Administered the Early Reading First program providing grants, professional development, oversight, & monitoring of federal funds to Head Start/Early Head Start programs and Tribal Head Start.

Monitoring of Title I Public School Districts on an annual basis to ensure appropriate use of funds.

Ongoing Administration Preschool Title I providing guidance, professional development & monitoring of federal funds in Title I Public School Districts.

Ongoing annual Review of Federal Title Consolidated Applications to ensure appropriate use of funds.



806 N Washington Street
Bismarck, ND 58501
701.323.4000
701.323.4001 (Fax)
www.bismarckschools.org

May 14, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Bismarck Public Schools.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to Bismarck Public Schools literacy plan.

Bismarck Public Schools supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,

A handwritten signature in blue ink that reads 'Tina Pletan'.

Tina Pletan
Elementary Literacy Staff Developer

Bismarck Public Schools
806 North Washington Street
Bismarck ND, 58501
701-323-4052

DEVILS LAKE PUBLIC SCHOOL DISTRICT #1

1601 College Drive North, Devils Lake, ND 58301
(701) 662-7640 (FAX) 662-7646

Scott A. Privratsky, Superintendent
Email: scott.privratsky@dlschools.org

May 14, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Devils Lake Public Schools.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and earlycare and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to the Devils Lake Public Schools literacy plan.

Devils Lake Public Schools supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,



Scott Privratsky
Superintendent



Community Action Region VI
PO Box 507
Jamestown, ND 58402-0507

Kathy A. Williams, Executive Director
Phone 701-252-1821 Toll Free 1-800-726-8179
Fax 701-252-7108

May 15, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept. 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Community Action Region VI 0-5 Head Start.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to Community Action Region VI 0-5 Head Start literacy plan.

Community Action Region V 0-5 Head Start supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,

Tammy Hoggarth
0-5 Head Start Program Director
Community Action Region VI
701-252-1821
tammyhs@daktel.com



May 23, 2019

Appendix S

901 Division Street

Mandan, ND 58554

T: (701) 751-6500 F: (701) 751-6674

Dr. Mike Bitz, Superintendent

Mr. Jeff Fastnacht, Asst. Superintendent

Mr. Ryan Lagasse, Business Manager

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Mandan Public Schools.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to Mandan Public School's literacy plan.

Mandan Public Schools supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,

Vonda Dahl

District Literacy Coordinator

Mandan Public Schools

Vonda.dahl@msd1.org



Minot Head Start

May 24, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Minot Public School Head Start.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners' birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to Minot Public School Head Start literacy plan.

Minot Public School Head Start supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant.

Sincerely,

Karen Knowles

Karen Knowles

Program Director

Minot Head Start

701-857-4520

2815 Burdick Expressway East • Minot, North Dakota 58701-5204
Phone (701) 857-4688 • 1-800-479-3923 • Fax (701) 857-4517



Melessa Bosch, SRCL Coordinator
701-500-2739
215 2nd Ave SE
Minot, ND 58701

May 19, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Minot Public Schools.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce disparity in achievement for students in disadvantaged populations.

The state's overall goal for the Comprehensive State Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and life. These are achievable goals aligned to Minot Public Schools literacy plan.

Minot Public Schools supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant.

Sincerely,

A handwritten signature in black ink that reads 'Melessa Bosch'. The signature is written in a cursive style with a large, stylized 'M' and 'B'.

Melessa Bosch



May 23, 2019

Brenda Ehmantraut, SRCL Grant Coordinator
Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept. 201
Bismarck, ND 58505

Dear Ms. Ehrmantraut,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Minot State University Teacher Education program.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the CAEP, ESPB, and InTASC Standards for pre-service teachers entering the field of Birth to Grade 12 education.

The administration and staff of Minot State University Teacher Education Program supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Leslee Thorpe", is written over a light blue horizontal line.

Leslee Thorpe, ECE Coordinator
Teacher Education and Human Kinesiology
Minot State University
500 University Avenue West
Minot, North Dakota 58707

New Town Public School

May 22, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and New Town Public School.

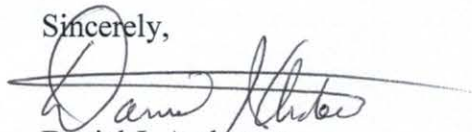
The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to New Town Public School's literacy plan.

New Town Public School supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,



Daniel J. Anderson

Assistant Superintendent

New Town Public School

Daniel.anderson@k12.nd.us

701-627-3718

Rugby Public School District #5

Board of Education

Kris Blessum, President
Carlie Johnson, Vice President
Brenda Heilman
Shane Livedalen
Dustin Hager
Dawn Hauck, Business Mgr.

Administration

Dr. Michael McNeff, Superintendent
Jason Gullickson, Ely Elementary Principal
Jared Blikre, Junior/Senior High Principal



1123 South Main Avenue
Rugby, North Dakota 58368
Phone: (701) 776-5201
Fax: (701) 776-5091

May 14, 2019

Amanda Peterson, CLSD Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Peterson,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and Rugby Public School District.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth through grade twelve.

The NDDPI proposes an ambitious, yet achievable plan to implement high-quality comprehensive literacy instruction with fidelity, differentiated for all learners birth through grade twelve to reduce the disparity in achievement for students from disadvantaged populations.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will align state policies and resources to support North Dakota school districts and early care and education programs for disadvantaged children to be ready to succeed in school and in life. These are achievable goals aligned to Rugby Public School District's literacy plan.

Rugby Public School District supports the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. McNeff", written in a cursive style.

Dr. Michael McNeff, Superintendent, Rugby Public School District



Turtle Mountain Community School

Belcourt School District No. 7

PO BOX 440
BELCOURT, ND 58316-440
PHONE: (701) 477-6471
FAX: (701) 477-6470

We Are An Equal Opportunity Employer

May 24, 2019

To Whom It May Concern:

I am writing this letter in support of the North Dakota Department of Public Instruction and their efforts put forth in the implementation of the North Dakota Striving Readers Comprehensive Literacy grant. I wholeheartedly support the staff of ND DPI and their capability to manage and implement the ND SRCL grant.

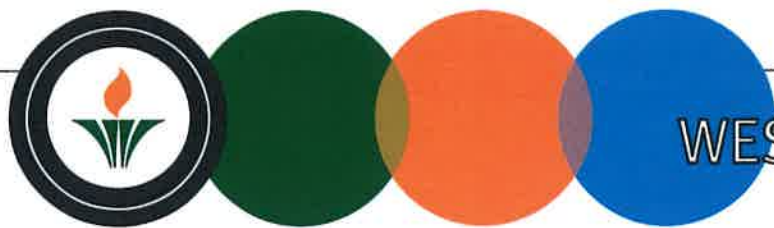
ND DPI staff have provided input and guidance that has allowed our school to move forward with the grant in a way that has provided results to student's literacy progress. They have provided positive feedback to allow us to implement the grant in a way that works for our students. They have provided opportunities for professional development to train our staff (Pre-K12) in areas that will promote our growth and effectiveness in raising the literacy skills of our children. Their on-site visits, although time consuming, have been helpful in building relationships and receiving positive feedback in regard to our efforts in implementing this grant and it's purpose.

I look forward to the efforts of ND DPI staff to continue to assist us and our efforts as we progress with our plan of action to increase the literacy skills of our children, birth to grade 12. I thank them for the time and effort they have given this grant and each of our schools to provide positive support.

Sincerely,

Debbe Poitra

Debbe Poitra, ND SRCL Coordinator
Belcourt School District #7
P.O. Box 440
Belcourt, ND 58316



WEST FARGO PUBLIC SCHOOLS
 "Educating today's learners for tomorrow's world."

Amanda Peterson
 Assistant Director of Academic Support
 Department of Public Instruction
 600 E Boulevard Ave., Dept. 201
 Bismarck, ND 58505-0440

Dear Ms. Peterson,

Thank you for the opportunity to share in the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the West Fargo Public School District. West Fargo Public Schools has been awarded a funds from the 2017 Striving Readers Comprehensive Literacy Grant. In year one, we have had great collaboration with and support from the NDDPI in bringing high quality and effective programming and interventions into classrooms to support our learners.

The NDDPI is submitting a federal application for the Comprehensive Literacy State Development Grant. The department has proven its' commitment to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiations of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Comprehensive Literacy State Development Grant is that North Dakota will integrate and align resources and policies to support North Dakota school district, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals, closely aligned to the West Fargo School District's literacy plan.

The West Fargo School District administration and staff support the NDDPI, Office of Academic Support's application for the Comprehensive Literacy State Development Grant

Sincerely,

Dr. Rachael Agre
 Assistant Superintendent
 West Fargo Public Schools
 207 West Main Avenue
 West Fargo, ND 58078-1725
 Phone: (701) 499-1005
RAGRE@west-fargo.k12.nd.us