

# Reading Curriculum & Professional Development

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NDCC 15.1-21-12.1 (HB1388)

NORTH  
**Dakota** Be Legendary.  
Public Instruction | Regional Education  
Associations

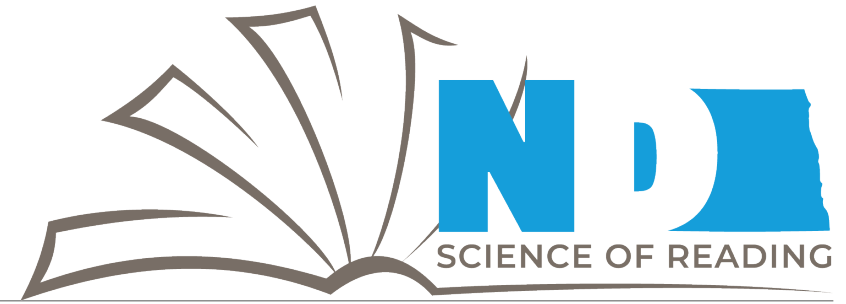
# Webinar Series

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Date	Time	Focus Area
Wednesday, April 6, 2022	10:00 a.m. - 11:30 a.m. (CT)	<ul style="list-style-type: none"><li>• Overview of the law</li><li>• Reporting elements</li><li>• Supports for professional development selection</li></ul>
Tuesday, April 19, 2022	12:00 p.m. - 1:30 p.m. (CT)	<ul style="list-style-type: none"><li>• Review the law</li><li>• Reporting process</li></ul>
Thursday, April 28, 2022	1:00 p.m. - 2:30 p.m. (CT)	<ul style="list-style-type: none"><li>• Review the law</li><li>• Reviewing local curriculum and assessment</li></ul>

All webinars will be recorded and available on the NDDPI website.

# North Dakota Science of Reading



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



# What Professional Development does the Law Require?

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

1. Beginning July 1, 2022, each school district and nonpublic school shall ensure the portion of its curriculum which is related to reading:
  - a. Is scientifically based, evidence based, and research based;
  - b. Focuses on:
    - (1) Phonemic awareness;
    - (2) Phonics;
    - (3) Fluency;
    - (4) Vocabulary; and
    - (5) Comprehension; and
  - c. Uses systematic direct instruction for students in kindergarten through grade three to ensure all students obtain necessary early reading skills.
2. Before the 2022-23 school year, each teacher who teaches kindergarten through grade three at a school district or nonpublic school, and each principal of a public or nonpublic school with kindergarten through grade three, shall attend teacher-approved, professional development training that includes training in the topics provided under subsection 1.

# Why are evidence-based investments different than SoR?

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Evidence-based programs and practices have been researched in a classroom setting and the results are specific to that setting. The federal ESEA law requires that programs and practices supported by federal funds demonstrate strong, moderate, or promising evidence, while some programs allow for field researched rationale. These are often referred to as levels 1-4 and are in place to ensure quality of implementation.

## Continuous Improvement

Many North Dakota grantees, such as SRCL/CLSD, TSI/CSI, have been faithful to researching and implementing high-quality programs and have reported some measures of success. For that we congratulate you, but we believe North Dakota can still do better.

The Science of Reading is not a program. Read on...

# The Science of Reading

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The science of reading refers to a body of evidence that explains the scientific (neurological) process of how the brain learns to read.



Professional development aligned with the phrase “science of reading” strives to share the research and provide instruction in how to apply it in the classroom to support the greatest number of students in systematically learning to fluently read.

In continuous improvement efforts, North Dakota has joined with literacy professionals around the nation who understand that instructional approaches informed by the science of reading increase the likelihood of student success.

**Engaging in this learning will create educators who are smarter than reading programs,** able to identify strengths and weaknesses in curricular materials, and understand that no curriculum (program) will meet the needs of 100% of students. Teachers and principals, informed by science, will be equipped to provide instruction that is responsive to individual student needs.

# Who takes the training?

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- **Principals:** Includes principals and assistant principals.
- **K-3 Teachers of Reading:** Includes any teacher responsible for reading instruction or intervention, such as classroom, special education, reading specialist roles, EL, and any others with reading instruction assignments.
- **K-3 Teachers of Other Content** (content specialists): Includes any teacher of K-3 students in the building with an assignment that does not include direct reading instruction, such as music, art, physical education, or other instruction.

# Deadline

## Beginning of 2022-23 school year

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- **Completed** - Any training finished by October 1, 2022.
- **Ongoing** - Any training which individuals are currently registered for and already attending which requires time beyond the reporting date to complete.
- **Not trained** - Any training not started by Oct. 1. **NOTE:** If a school has a training plan which has not started, it is still considered “not trained.” However, a notation can be made in the training and dates boxes of the planned training dates for “not trained” individuals.



# Are we “good to go” if we have done some staff reading trainings over the last few years?

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**All K-3 schools must engage in the reporting process.**

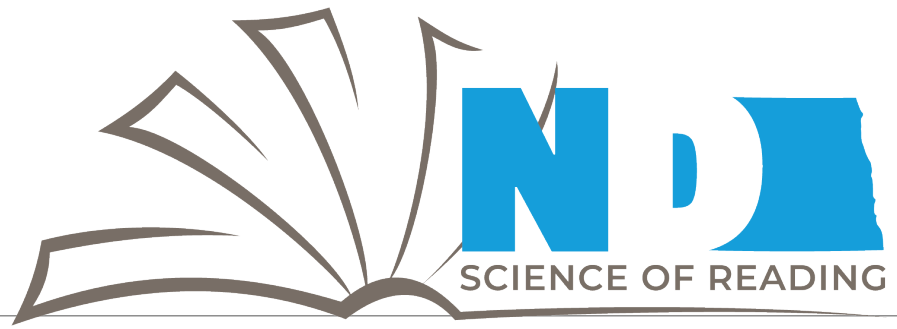
The report is detailed so the process of completion will answer the question about whether and where professional development work remains.

The reporting process includes a building spreadsheet that details when each K-3 educator completed training in each of the seven required areas.

# October 1 Report Requires

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- Professional Development  
(reported individually representing K-3 teacher/principal)
  1. Scientifically-Based, Evidence-Based, Research-Based
  2. Phonemic Awareness
  3. Phonics
  4. Fluency
  5. Vocabulary
  6. Comprehension
  7. Systematic Direct Instruction
- Curriculum
- Assessment



# **Professional Development Decision-Making Flowchart**

# Trainings

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## Upcoming Events

[View All Events](#)

### The Big Dippers

*Tuesday, March 1, 2022 at 08:00 am - Thursday, May 5, 2022 at 06:00 pm*

**Categories:** *Science of Reading*

The Big Dippers Science of Reading Short Course is comprised of five self-paced modules that can be completed in approximately ten hours.

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### ND Literacy Conference 2022

*Monday, July 11, 2022 at 08:00 am - Wednesday, July 13, 2022 at 04:30 pm*

**Categories:** *Science of Reading*

The North Dakota Literacy conference offers a variety of workshops for professionals working with children from birth through grade 12. [Register!](#)

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### Foundations of Reading Instruction and Intervention

*Monday, September 12, 2022 at 08:00 am - 05:00 pm*

**Categories:** *Science of Reading*

This three-part learning series is designed to provide educators with the knowledge, skills, and tools necessary to address a variety of students' needs in reading.

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## North Dakota Resources

- [NDREA Literacy and the Science of Reading](#)
- [NDSOR Curriculum Guidance](#)
- [ND State Literacy Plan](#)

## National Resources & Trusted Providers

- [AIM Academy Institute](#)
- [Curriculum Evaluation Tool - The Reading League](#)
- [Emily Hanaford - CCSSO Reading Research Study](#)
- [Lexia LETRS](#)
- [Reading Rockets - Reading 101](#)
- [The Big Dippers](#)
- [The Center for Literacy and Learning](#)
- [The Reading League](#)
- [The Right to Read Project - Podcast & Discussion Guide](#)
- [Tools 4 Reading](#)

# Questions?

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