

Reading Curriculum & Professional Development

Webinar #2 Reporting

NDCC 15.1-21-12.1 (HB 1388)



NORTH
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Public Instruction | Regional Education
Associations



North Dakota Science of Reading

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



Webinar Series

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

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

What does the law require?

Professional Development

- Training for K-3 principals and teachers

Curriculum

- Utilize scientifically-based instructional materials and approaches

Assessment

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

Who Reports?

Each K-3 building will submit a report to the STARS system by October 1, 2022

Special Education Units with staff contracted to serving K3 buildings will submit the report for those employees. Staff contracted through the district will be reported by the building.

Reporting Item #1 Professional Development

NDCC 15.1-21-12.1

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.

Who do you report on?

Principals – This includes principals and assistant principals.

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

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

Deadline

Beginning of 2022-23 school year

Completed - Any training that is finished by October 1, 2022.

Ongoing - Any training in which individuals are currently registered and already attending which requires time beyond the reporting date to complete.

Not trained - Any training not begun by Oct. 1. **NOTE:** If a school has a training plan which has not begun, 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.

Reading Curriculum Content and Professional Development

Each elementary building will submit a report.

Professional Development													
		Adminstrators			Educators with Reading Assignments			Educators with Other Assignments					
		# In Building			# In Building			# In Building					
		2			15			12					
		# Completed Training	# Ongoing Training	# Not Trained	# Completed Training	# Ongoing Training	# Not Trained	# Completed Training	# Ongoing Training	# Not Trained	Total % Completed	Total % Ongoing Training	Total % Not Trained
A	Science-Based Theory	1	1	3		2		2		2	25.00 %	33.33 %	41.67 %
B	Systemic Direct Instruction			5	5				5		33.33 %	33.33 %	33.33 %
C	Phonemic Awareness							2	2		50.00 %	50.00 %	
D	Phonics	3			3			3		2	81.82 %		18.18 %
E	Vocabulary		6			2				5		61.54 %	38.46 %
F	Fluency	5	4	4	3	2	1	2	3	4	35.71 %	32.14 %	32.14 %
G	Comprehension		3				1		2			83.33 %	16.67 %

I certify that the professional development information reported meets the intention of the law and is accurate in details.

Professional Development Summary Chart

Reporting Item #2 Curriculum

NDCC 15.1-21-12.1

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

Reporting Item #2 Curriculum (Cont'd)

4. To be approved by the superintendent of public instruction, each public and nonpublic school shall certify to the superintendent of public instruction that the district or school:
 - a. Ensures the placement of highly effective teachers in kindergarten through grade three;
 - b. Has integrated reading instruments used to diagnose reading development and comprehension; and
 - c. Has integrated evidence-based resources to support reading development and comprehension.

The Curriculum report will request details for K-3

Core Instruction	The universal instructional materials selected by the district for grade level instruction in reading. This is the primary instruction that all students receive.
Supplemental Instruction	Additional resources used to fill gaps that exist in the core instructional curriculum. These materials are generally supporting all students with the core instruction. (Examples: an additional vocabulary program or a phonemic awareness program to supplement a weakness in the systematic core curriculum).
Intervention Instruction	Curricular materials used to address tier two and tier three intervention of reading instruction for students not meeting grade level benchmarks.

Reporting Item #3 Assessments

NDCC 15.1-21-12.1

4. To be approved by the superintendent of public instruction, each public and nonpublic school shall certify to the superintendent of public instruction that the district or school:
 - a. Ensures the placement of highly effective teachers in kindergarten through grade three;
 - b. Has integrated reading instruments used to diagnose reading development and comprehension; and
 - c. Has integrated evidence-based resources to support reading development and comprehension.

The Assessment report will request details for K-3 Instruments meeting the following purposes

Screen	Quickly and efficiently measures overall ability or critical skills of all students at specific times of the year. Beginning of year (BOY), and middle of year (MOY) to identify possible intervention and instructional needs.
Diagnose	Comprehensive assessment to develop a targeted approach to instruction for individual students.
Progress Monitor	Frequent and routine measurement of progress toward a specific goal embedded in instruction.

Questions?

