



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# **Reading Curriculum and Professional Development Report**

**September 2023**

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

### Deadline – October 1, 2023

**A Professional Development report must be submitted to the STARS portal for each elementary building (K-3). This includes public, private, and BIE elementary buildings. See the exemption information below.**

#### **1. Professional Development**

- a. Summary of the training status of all K-3 teachers and principals (Required)
- b. Narrative Response (Optional)
- c. Tracking Spreadsheet Upload (Required)

#### **2. Curriculum**

- a. Listing of core, supplemental, and intervention materials used at each grade level K-3 (Required)
- b. Narrative Response (Optional)
- c. Document Upload (Optional)

#### **3. Assessment**

- a. Listing of screening, diagnostic, and progress monitoring tools/approaches used at each grade level K-3 (Required)
- b. Narrative Response (Optional)
- c. Document Upload (Optional)

### **ANNUAL REPORTING CYCLE**

- Each K-3 building is required to submit this report annually by October 1.
- The Professional Development spreadsheet should be viewed as a living, local document.
- Annual updates should be maintained locally for the next reporting cycle.

### **1, 2, & 3-YEAR REPORTING APPROVALS**

After the 2022-2023 reports were reviewed, all schools received a one-, two-, or three-year approval. The approval status is visible on the STARS report.

- Schools receiving a one-year approval are expected to re-submit October 1, 2023
- Schools receiving a two-year approval are expected to re-submit October 1, 2024
- Schools receiving a three-year approval are expected to re-submit October 1, 2025

In STARS, data entry charts will not be displayed for schools in non-reporting years.

## 1. Professional Development

A. (Required) Summary of the training status of all K-3 teachers and principals as of October 1, 2023. The summary chart provides an overview of a school's staff process toward becoming fully trained in the required components. Nine boxes are outlined in yellow below for entering process totals. The remaining numbers will automatically calculate when the document is saved.

	Total Number In Building	Number That Have Completed Training	Number That Are Engaged In Ongoing Training	Number That Are Not Yet Trained	Total Complete	Total Ongoing	Total Not Trained
K-3 Principals	1	1	0	0	100.00 %	0.00 %	0.00 %
K-3 Teachers Of Reading	5	4	1	0	80.00 %	20.00 %	0.00 %
K-3 Teachers Of Other Content	7	5	2	0	71.43 %	28.57 %	0.00 %
K-3 Staff Total	0	10	3	0	76.92 %	23.08 %	0.00 %

Schools leaving this section blank can expect to receive a one-year approval or a request to resubmit the report.

### Role Definitions

- **Principals** – This includes principals and assistant principals who oversee reading instruction content and implementation.
- **K-3 teachers of reading** – Any teacher responsible for reading instruction or intervention. This includes classroom, special education, reading specialist roles, EL, and 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.

### Training Definitions

- **Completed** – Count all staff fully trained in all seven required components.
- **Ongoing** – Count all staff currently engaging in training, which will require time beyond October 1, 2023, to complete all seven required components fully.
- **Not trained** – Count all staff not engaged in training by October 1, 2023. NOTE: A planned training that has not begun is considered “not trained.” However, an explanation may be entered in the optional narrative box to overview the plan for compliance.

### Required Training Content

Seven specific topics must be covered in appropriate depth, breadth, and content for the currently assigned K-3 role.

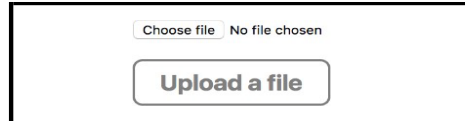
1. Scientifically-, research-, and evidence-based instruction
2. Explicit and systematic instruction
3. Phonemic Awareness
4. Phonics
5. Fluency
6. Vocabulary
7. Comprehension

## 1. Professional Development - continued

B. (Optional) **Narrative Response** The response box provides an opportunity to clarify the compliance status with NDCC 15.1-21-12.1. Only use this box if clarification is necessary. Excessive narrative is discouraged.

**Optional:** Enter concise information regarding the prioritization of professional development for all staff.

### C. (Required) **Upload Professional Development Tracking Spreadsheet**



**NOTE: The North Dakota Department of Public Instruction endorses long-term, embedded, professional learning and, therefore, examines the report for evidence of prioritization of role-appropriate training.**

#### **Part C Upload Professional Development Tracking Spreadsheet (required)**

Each building will maintain and upload a spreadsheet *of its own design* with the following details for each K-3 principal and teacher:

- First and Last name of teacher/principal, teaching assignment (reading instruction responsibility or teacher of other content).
- Training status (completed, ongoing, or not trained). Must be trained in all seven required elements to be marked complete:
  1. Science-based theory of reading
  2. Systematic, direct instruction
  3. Phonemic awareness
  4. Phonics
  5. Vocabulary
  6. Fluency
  7. Comprehension
- Name of training attended, provider of training, dates of training. If training is ongoing, the projected end date should be entered.
- Plans for training if “not trained.”

## 2. CURRICULUM

Select the “add curriculum” area, which appears in blue on this screen. This will display a data entry page.

Curriculum														
Enter the name of the reading curriculum and supplemental materials being implemented for each grade K, 1, 2, 3:														
Curriculum	Kindergarten	Grade 1	Grade 2	Grade 3	Core Curriculum	Supplementary Curriculum	Intervention Curriculum	Scientifically Based	Systematic Direct Instruction	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
<a href="#">Example Core Curriculum #1</a>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Y	N	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Example Intervention Curriculum</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	R	Y	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Choose all that apply:

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

After completing the information for one curriculum, select “save” in the upper right corner. This will return you to the main screen, and you can select “add curriculum” to enter the next one. Add until the primary core, supplemental, and intervention materials have been entered. Schools leaving this section blank can expect to receive a one-year approval or a request to resubmit the report.

## Curriculum Definitions

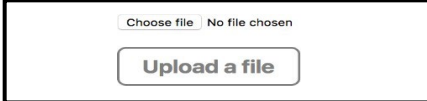
- **Core** – The universal instructional materials selected by the district for grade-level instruction in reading. This is the primary instruction that all students receive.
- **Supplemental** – Additional resources are used to fill primary, core instructional curriculum gaps. These materials generally support all students with the core instruction. (Examples: an additional vocabulary or phonemic awareness program to supplement a weakness in the core curriculum).
- **Intervention** – Curricular materials used to address tier two and tier three intervention of reading instruction.

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

**Optional:** Enter information regarding the prioritization of curriculum alignment.

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

**Optional:**



Choose file No file chosen

Upload a file

### 3. ASSESSMENT

- A. (Required) **Enter the names of the primary assessments** used to monitor student performance and provide responsive instruction for each grade level K-3. Then, use the checkboxes to indicate the grade levels and purpose of the assessment.

Choose all that apply:

Assessment:	<input type="text"/>				Enter the assessment description.
Grades:	Kindergarten: <input type="checkbox"/>	Grade 1: <input type="checkbox"/>	Grade 2: <input type="checkbox"/>	Grade 3: <input type="checkbox"/>	
Categories:	Screen: <input type="checkbox"/>	Diagnose: <input type="checkbox"/>	Progress Monitor: <input type="checkbox"/>		

Schools leaving this section blank can expect to receive a one-year approval or a request to resubmit the report.

#### Assessment Definitions

- **Screen** – Quickly and efficiently measures all students' overall ability or critical skills at specific times of the year, the beginning of the year (BOY) and middle of the 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.

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

**Optional:** Enter information regarding the prioritization of assessment instruments.

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

**Optional:**

Choose file No file chosen

#### Additional Resources:

- [Guidance Document and FAQ](#)
- [Report Webinars](#)