



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

# **Reading Curriculum and Professional Development Report**

**August 2024**

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### Deadline – October 1, 2024

**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)

#### **3. Assessment**

- a. Listing of interim assessment used at each grade level K-3 to diagnose reading development and comprehension. (Required)
- b. Listing of dyslexia screening used at each grade level K-3 to diagnose reading development and comprehension. (Required)

### **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**

Upon review, all schools will receive a one-, two-, or three-year report approval. The approval status is displayed in the STARS report. Schools with a report due will see data entry charts. Schools in non-reporting years will not see data entry charts, instead, the next due date will display with a message.

EXAMPLE of a non-reporting year message:

#### **Report again in October 2025**

The school's 2022-2023 Reading Curriculum Content and Professional Development STARS Report has been reviewed and approved for a 3-year period. Based on the information submitted, the school will be required to submit its next report on or before October 1, 2025.

## 1. Professional Development

A. (Required) Summary of the training status of all K-3 teachers and principals as of October 1, 2024. The summary chart provides an overview of a school's staff process toward becoming fully trained in the required components. The nine boxes outlined in yellow below are editable for entering totals. The remaining numbers will automatically calculate when the document is saved. The data must be updated to reflect the 2024-25 staff training status as of October 1, 2024. This includes adding new hires since the last report and deleting educators no longer at this building.

	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 subjects.

### Training Definitions

- **Completed** – Count all staff fully trained in all seven required components.
- **Ongoing** – Count all staff currently engaged in training, which will require time beyond October 1, 2024, to complete all seven required components fully.
- **Not trained** – Count all staff not engaged in training by October 1, 2024. 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

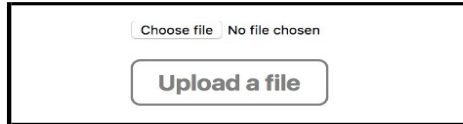
Seven specific topics must be covered in appropriate depth, breadth, and content for the currently assigned K-3 role.

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

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, or use the template provided by the state*, 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

- A. Core and Supplemental Curriculum (Required) Select “Add Core Curriculum”. This will display a list of core and supplemental curricula options. Select each curriculum used in your building.

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]
Grades:	[Select]

Select 'save' to enter. After hitting 's'

- 95% Group Core Phonics by 95% Group for phonemic awareness and phonics. (K-5)
- Amira by Houghton Mifflin Harcourt for phonemic awareness, phonics, and fluency (K-5)
- Bookworms by Open-Up Resources (K-5)
- Core Knowledge Language Arts (CKLA) by Amplify (Pre-5)
- EL Education by Open-Up Resources (K-5)
- Enhanced Core Reading Instruction (ECRI) for phonemic awareness and phonics fluency (K-2)
- Geodes by Great Minds for fluency (K-2)
- Magnetic Reading Foundations by Curriculum Associates (K-2)
- Open Court by McGraw Hill (K-5)
- Peer Assisted Learning Strategy (PALS) Reading by Lynn and Doug Fuchs/Vanderbilt (K-2)
- Really Great Reading by Really Great Reading (K-5)
- SuperKids by Zaner-Bloser (K-2)
- UFLI Foundations 2022 by University of Florida Literacy Institute for phonemic awareness, phonics, and fluency. (K-2)
- Vocabulary Surge: Unleashing the Power of Words by 95% Group for vocabulary (2-8)
- Wit & Wisdom 2023 for vocabulary and comprehension by Great Minds (k-5)
- Wit and Wisdom and Geodes by Great Minds (K-8)

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]
Grades:	Kindergarten: <input type="checkbox"/> Grade 1: <input type="checkbox"/> Grade 2: <input type="checkbox"/> Grade 3: <input type="checkbox"/>

If the curriculum used in your building does not appear on the list, enter the name and grade levels in the text box provided.

Are you using other Core materials not on this list for reading instruction?

- ☒ No  
☐ Yes

If yes, please provide the names of the other Core materials and grade levels.

- B. Intervention Curriculum (Required) Select “Add Intervention Curriculum” and repeat the same process of selecting from the list and identifying grade levels.

Enter one curriculum at a time and select all grade information that applies to this curriculum.

Curriculum:	[Select]
Grades:	[Select]

Select 'save' to enter. After hitting 's'

- Comprehensions: Teacher's Guide and manipulatives 2011 by 95% Group (3-6)
- Corrective Reading Decoding & Comprehension 2008 by McGraw Hill (3-12)
- Lindamood Phoneme Sequencing (LIPS) by Gander Publishing (K-3)
- Path to Reading Excellence in School Sites (Press 2018) by MN Center for Reading Research (K-5)
- Phonics for Reading 2024 by Curriculum Associates (3-12)
- Reading Mastery Transformations 2021 by McGraw Hill (Prek-5)
- S.P.I.R.E 4th Edition with S.P.I.R.E. Sounds Sensible 2024 (K-8)
- SIPPS by Collaborative Classroom (K-12)
- Sound Partners by Voyager Sopris (K-3)
- Story Champs 2.0 by Language Dynamics Group (Prek-2)
- Word Connections 2022 by University of Texas at Austin (3-5+)
- Word Flight 2023 by Foundations in Learning (2-8)

## 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.

### 3. ASSESSMENT

- A. Interim Assessment (Required) Select the primary interim 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 assessed.

Enter one assessment at a time and select all grade information that applies to this assessment.

Assessment:	[Select]	
Grades:	[Select]	Grade 3: <input type="checkbox"/>

Select 'save' to enter. After hitting 's'

- Curriculum Associates, LLC – i-Ready
- Edmentum – Exact Path
- NDA+Interim
- NWEA – MAP Growth
- NWEA – MAP Reading Fluency
- Pearson - aimswebPlus
- Renaissance Learning Inc. – FastBridge
- Renaissance Learning, Inc. - Star CBM

If you use an assessment not on the list, enter the name and grade levels in the text box provided.

Are you using other assessments not on this list for interim evaluation?

☐ No

☒ Yes

If yes, please provide the name(s) of the other Interim assessment(s) and grade levels.

Testing 1, 2, 3

- B. Dyslexia Screener (Required) Select the names of the dyslexia screener used for enrolled students 7 years and younger. Select the grade levels assessed.

Enter one assessment at a time and select all grade information that applies to this assessment.

Assessment:	[Select]	
Grades:	[Select]	Grade 3: <input type="checkbox"/>

Select 'save' to enter. After hitting 's'

- Amira Learning – Amira
- Amplify Education, Inc. - mClass Dibels 8th Edition
- Curriculum Associates, LLC – i-Ready
- Lexia Voyager Sopris – Acadience
- NWEA Houghton Mifflin Harcourt - MAP Reading Fluency
- Pearson - aimswebPlus
- Renaissance Learning Inc. – FastBridge
- Renaissance Learning, Inc. - Star CBM

If the screener you use is not on the list, enter it in the text box provided.

Are you using other assessments not on this list for dyslexia screening?

- ☒ No  
☐ Yes

If yes, please provide the name(s) of the other Dyslexia Screener assessment(s) and grade levels.

Test B

**Additional Resources:**

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