Reading Curriculum and
Professional Development Report

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Deadline
A Professional Development report must be submitted for each elementary building (K-3) in the STARS portal by October 1, 2022. This includes public, private, and BIE elementary buildings.

REPORT OVERVIEW

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 for the next reporting cycle.

REPORTING EXEMPTION

The administrative rules, Subsection 6, make provision for exemplary evidence of compliance.

- School districts and nonpublic schools that have submitted satisfactory information required under subsection 4 and subsection 5 may be awarded an exemption from the annual reporting requirements for a period of up to three years. Schools will be notified of exemption status.

1. Professional Development

A. (Required) Summary of the training status of all K-3 teachers and principals as of October 1, 2022. The summary status chart is an overview of the process a school's staff is making toward being fully trained in the required components. There are nine boxes, highlighted 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 %

Role Definitions

Principals – This includes principals and assistant principals who hold job responsibilities related to oversight of 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 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.

Training Definitions

Completed – Count all staff who have been fully trained in all seven required components by October 1, 2022.

Ongoing – Count all staff currently engaging in training which will require time beyond October 1, 2022, to fully complete all seven required components.

Not trained – Count all staff who have not engaged in training by October 1, 2022. 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.
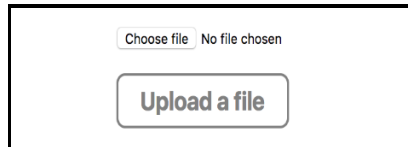1) Scientifically-based, research-based, and evidence-based instruction
2) Explicit and systematic instruction
3) Phonemic Awareness
4) Phonics
5) Fluency
6) Vocabulary
7) Comprehension

1. Professional Development - continued

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

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

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

Choose file   No file chosen

Upload a file

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

Part C Upload Professional Development Tracking Spreadsheet

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; and 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. (Required) **Enter the names of the reading curriculums** being 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.

Choose all that apply:

Curriculum:		Enter the curriculum description.
Grades:	Kindergarten: ☐ Grade 1: ☐	Grade 2: ☐ Grade 3: ☐
Curriculum Types:	Core Curriculum: ☐ Supplementary Curriculum: ☐	Intervention Curriculum: ☐
Methods:	Scientifically Based: ○ Yes ● No ○ Still Reviewing/Beginning Implementation	Systematic Direct: ○ Yes ● No ○ Still Reviewing/Beginning Implementation
Categories:	Phonemic Awareness: ☐ Phonics: ☐	Fluency: ☐ Vocabulary: ☐ Comprehension: ☐

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 gaps that exist in the primary, 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 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 status of compliance with NDCC 15.1-21-12.1. The excessive narrative is discouraged.

Optional: Enter information regarding prioritization of curriculum alignment.

C. **Upload Document** (Optional) This upload portal provides an opportunity 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 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:		Enter the assessment description.		
Grades:	Kindergarten: ☐	Grade 1: ☐	Grade 2: ☐	Grade 3: ☐
Categories:	Screen: ☐	Diagnose: ☐	Progress Monitor: ☐	

Assessment Definitions

Screen – Quickly and efficiently measures the overall ability or critical skills of all students at specific times of the year. 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 status of compliance with NDCC 15.1-21-12.1. The excessive narrative is discouraged.

Optional: Enter information regarding the prioritization of assessment instruments.

C. (Optional) **Upload Document** This upload portal provides an opportunity 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

Additional Resources:

- North Dakota Science of Reading Webpage
- Guidance Document and FAQ
- Report Webinars