

Leading for Success

Facilitator's Guide

Leading for Success Facilitator's Guide

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Produced by the Leading for Success Team

Senior Leading for Success Developer:	Barbara Haxby Brady
Developers of Leadership, Facilitator's, and Schoolwide Solutions Guides	Barbara Haxby Brady, Dan Maluski, Liz Judice, Terri Morrison
Program Development Team:	Nancy Madden, Barbara Haxby Brady, Dan Maluski, Lynsey Seabrook, Tracy Heitmeier, Terri Morrison, Cathy Pascone, Sandy Matthews, Liz Judice, Mary Conway Vaughan
Field Advisors:	Debbie Truncer, Teresa Blanton, Cathy Pascone
Contributing Developers:	Sharon Waters, Kim Gannon, Dennis Lee
Designers:	Susan Perkins, Deb Branner, Michael Hummel
Video Producers:	Jane Strausbaugh, Tonia Hawkins
Editors:	Janet Wisner, Marti Gastineau
Publications Coordinator:	Tylvia Koromah, Marguerite Collins, Judith Worrell
Proofreaders:	Meghan Fay, Michelle Zahler
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor, Cathy Lawrence
Online Tools Developers:	Patrick Coady, Mary Conway Vaughan, Terri Morrison Tim D'Adamo, Debi Hammel, Vic Matusak, Christian Strama, Gillian Edgehill
Leading for Success Rollout Committee:	Mary Conway Vaughan, Nancy Madden, Dan Maluski, Gillian Edgehill, Tylvia Koromah, Terri Morrison, Kenly Novotny, Kevin Cronin, Mia Blom, Claire Krotiuk, Jane Strausbaugh, Judith Worrell
Support Personnel:	Sharon Fox

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300 E. Joppa Road, Suite 500, Baltimore, MD 21286

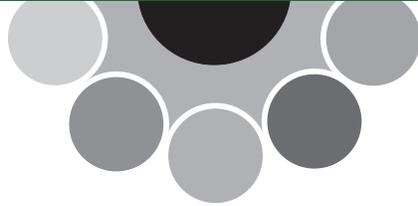
PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

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Part I
Getting
Started

Chapter 1

The Role of the Facilitator

Implementing Success for All involves major change. When a school commits to implementing SFA, strong leadership is needed to guide the school through the difficult process of change.

Karen Walker: SFAF Facilitator at Timberlake Elementary

Karen Walker is the SFAF facilitator at Timberlake Elementary, a K–8 school in its second year of SFA implementation. She smiles as she crosses the courtyard to get to the front office. She can see that several parents have arrived for the week’s Second Cup of Coffee event.

As she passes, she overhears a teacher mention to a parent, “I am so excited about Thomas’s progress. He’s finally beginning to remember the correct letters to write when he spells words with the long /a/ sound.”

In another corner, two women have discovered that they have daughters in the same homeroom class. “We’ll have to have Nina over for dinner sometime,” says Mrs. Peterson. “Maybe after the Chips and Chapters workshop next Thursday afternoon. Are you coming to that?”

The first bell rings, so the teachers say their farewells and head to their classrooms to greet students as they arrive. A few paraprofessionals help to clean up and put away the coffee supplies.

In the office, Ms. Walker heads for the student cumulative record folders to file the reading-assessment information for a student who has withdrawn. She moves the folder to the withdrawal file so it can be retrieved if necessary. It is a common occurrence at Timberlake for students to reenroll before the end of the school year.

She then stops by Principal Elia Rodriguez’s office to discuss the observations that they will conduct together during the reading block today. Their focus will be monitoring the targets and actions on the instructional component reporting and planning guides for the current grading period. They also refer to the Leading for Success Achievement Plan created during the last implementation visit by their SFAF coach. They will use the instructional-processes and student-engagement sections of the Snapshot as a guide. The level of cooperative learning is not where it should be at this stage of the implementation, so that will be their main focus during the walk-throughs.

In addition, the Leadership team has been working with the teachers to analyze last year’s ITBS scores. They have ascertained that improving fluency will help their students with the reading portion of the test. They have disaggregated the items from the Snapshot that relate to fluency and plan to use these to evaluate the effectiveness of instruction in this area on a schoolwide level. They will use the information that they collect to target specific topics for instructional component team meetings with the reading teachers during the next few weeks. So Karen and Elia will also observe for fluency as they visit the classrooms.

Mrs. Rodriguez is meeting with a parent, so Karen waits outside the door. The front office secretary, Kelly Ling, looks up from her attendance records. She is ready to make safety calls to the homes of students who have not yet arrived today as soon as the names are turned in to the office.

The parent leaves, and Karen enters Elia's office. Together they determine the best route from room to room to capture the parts of reading lessons that will demonstrate cooperative learning and the instruction and practice of fluency. Music begins to pipe through the intercom system, prompting students to move from homerooms to reading classes. Karen and Elia make their way to Judy Aziz's classroom where they will begin their walk-throughs. Elia stops along the way to pick up a Read and Respond form that a child has dropped on the floor. (She recognizes the name and will return it to its owner.) They also decide to stop in the adjacent room to ensure that the substitute has settled in and was able to locate the materials that she needs to teach reading today.

After the ninety-minute reading block, Karen and Elia meet to compare notes. Karen then heads for her office to create a plan for staff development with fluency and for improving cooperative learning in the classrooms. She calls her SFAF coach for clarification regarding some available resources and advice. She will meet Elia again later to observe the Reading Edge classes in the middle grades.

Implementing Success for All involves major change. When a school commits to implementing SFA, strong leadership is needed to guide the school through the difficult process of change. That leadership can make the difference between a school that falters and one that continues to grow and strengthen through the years that it takes to build a complete and excellent program implementation. The facilitator plays a crucial role as part of the school's Leadership team.

The facilitator is the driving force in a successful SFA implementation. One of his or her primary responsibilities is to support, motivate, and monitor teachers as they implement the program. The facilitator assesses and monitors student growth, ensuring that all students receive instruction at the proper level and are provided interventions as needed so all may be successful. As a member of the Leadership team and the Leading for Success teams, the facilitator

helps to provide direction and data as he or she shares knowledge about both teacher and student performance. The facilitator becomes the program expert as he or she develops knowledge about each of the components and how it interacts with the others. Finally, the facilitator is the program manager because he or she deals with the tasks necessary for a successful implementation.

Coach and support teacher growth.

The primary role of the facilitator is to support and coach teachers in curriculum implementation to enable the achievement of all students. Facilitators must know the implementation progress of each teacher and the success of the students in each class. They must provide support for the continual improvement of curriculum implementation, monitoring of student progress, and planning interventions for individual students.

The facilitator is the primary resource for teachers. As they become more proficient in their role, teachers will find that the facilitator is an invaluable and accessible resource. The facilitator will guide teachers from a mechanical to a refined level of implementation of the SFA program. The facilitator provides professional development through coaching to individual teachers, helps with problem solving, and delivers program updates. Using the GREATER coaching model, he or she helps teachers set new student-outcome goals each quarter and then provides ongoing support by coteaching, setting up shadowing opportunities, etc. to ensure that teachers accomplish their goals.

An important venue for communication is through the instructional component team meetings that are held for each program component twice a month. The facilitator also conducts classroom observations and provides feedback, teaches model

lessons, teaches reading classes to release teachers to observe their peers, and conducts minitraining sessions. The facilitator must monitor the pacing within lessons to ensure that teachers are making the best instructional decisions in the use of their time.

It is important for the facilitator to maintain a positive working relationship with the teachers. The facilitator must remain a mentor and avoid becoming an evaluator. (Evaluation continues to be the responsibility of the principal.) Each teacher must feel that the facilitator is available and helpful. The quality of the relationship will differ from teacher to teacher, but it must always be respectful and supportive.

Assess growth, and aggressively place students in reading groups.

The facilitator must oversee the assessment of students to track progress and create reading groups. Conducting this complex task efficiently and effectively ensures that students receive the appropriate level of instruction. The very best instruction will not result in success if students do not receive instruction at the correct level or if placements are not challenging. The quarterly assessment process is also used to identify students who need tutoring services or Schoolwide Solutions interventions for the next grading period. The facilitator regularly reviews classroom data reports, including record-keeping documents, skill reports, grading-period reports, and schoolwide reports.

It is important for the facilitator to maintain a positive working relationship with the teachers.

Monitor student growth, and oversee quality data collection in the Member Center.

The facilitator enters and uses the data in the Member Center to monitor reading growth. The main tools for monitoring student progress are housed in the SFAF Member Center. Facilitators generally enter or oversee the entry of quarterly classroom or quarterly assessment and regrouping data. He or she must also oversee the entry of classroom data by teachers to ensure that all data is correctly entered into the Member Center.

The facilitator oversees the collection and review of goal-focused reading data by teachers. Helping teachers use this continuous-improvement process effectively is a core part of the facilitator's job. The facilitator is crucial in helping instructional component teams review key data points in the goal-focused process. In particular, the facilitator should help teachers:

- review growth toward the goals that were set in their components,
- assess areas of concern and set quarterly component targets,
- review growth in targets at the end of every quarter, and
- determine the implementation focus for intervention and associated actions and review the effectiveness of these areas of implementation

focus each grading period to identify additional areas of implementation focus and actions for the upcoming grading period.

Serve as a member of the Leadership team, and oversee the instructional component teams in the Leading for Success structure.

The facilitator is an important member of the school Leadership team and, along with the principal and other members of the team, reviews data, sets goals and targets, and conducts the Leading for Success quarterly meeting. Because of his or her thorough knowledge of SFAF programs and reading instruction, along with the level of implementation of individual teachers and the achievement levels of students, the facilitator acts as a vital link among teachers, the Leadership team, and all the other parts of the Leading for Success framework. His or her experience with assessment tools enables the facilitator to work with other members of the Leading for Success teams to discuss and analyze quarterly assessment data as a foundation for team planning and decision making.

During the monthly Leadership team meetings, the facilitator reports on the implementation of all instructional component teams and reports on the key issues that are being discussed at these team meetings. In addition, the facilitator participates in problem solving schoolwide issues and concerns and ensures that there are strong links between the Schoolwide Solutions teams and the academic concerns of students.

Each grading period, the facilitator ensures that necessary instructional team data are brought to the Leadership team. The facilitator works to develop the agenda and data presentation for the Leading for Success quarterly meeting.

The facilitator also participates as an active member of the Schoolwide Solutions teams. Although the facilitator serves as a resource to all the Schoolwide Solutions teams, it is likely that she or he will actually serve on the Intervention team. Because of his or her familiarity with individual students and teachers, along with the wealth of knowledge regarding reading assessment, skills, and appropriate modifications, the facilitator is an incredible resource for the individual struggling student. In addition, the facilitator helps to identify and refer to the Intervention team any students who, based on the quarterly assessment data, are not making adequate progress and are not receiving support. The facilitator serves as a resource to the other Schoolwide Solutions teams in a variety of ways, including assisting the Parent and Family Involvement team in conducting Raising Readers parent workshops and contributing to and supporting the Attendance team in their efforts to identify and intervene with students who demonstrate concerns with coming to school regularly and on time.

Develop program expertise.

To provide support to teachers and make the most valuable contributions to the Leading for Success teams, the facilitator must develop a more in-depth understanding of the parts of the programs with which he or she works. This is of particular importance at the beginning of the first year when teachers will have had more experience with the curriculum from teaching it every day. As part of helping teachers move from the routine level of implementation to refined levels of use, the facilitator needs to have a sophisticated knowledge of all reading-program components to problem solve and coach effectively. Over time, the facilitator's program expertise can be developed by participating in curriculum training, studying curricular materials and manuals, observing in classrooms, actually teaching parts of the curriculum, and communicating with staff both informally and through instructional component team meetings.

Manage program materials.

Facilitators must order, organize, and distribute materials as needed. In large schools or schools with multiple programs, this can be a tremendous task. The more support that can be provided in terms of space and personnel, the more the facilitator can focus on supporting teachers and monitoring student success.

Assisting teachers with their program implementation is the most important aspect of the facilitator's job.

Refer to the booklet *The Boxes Are Coming!* for information about receiving and organizing component materials, or visit the SFAF Online Resources page. On the Online Resources page, go to Leading for Continuous Improvement/Managing Materials and Orders. The download link is then under the heading How to Unpack and Organize Materials.

Supporting Teachers

Effective professional development should be timely, targeted, and frequent. Nothing works as well in this regard as the teacher support provided by the facilitator. Assisting teachers with their program implementation is the most important aspect of the facilitator's job. There are several ways that a facilitator commonly provides this support.

- Modeling
- Coteaching
- Observing and giving feedback
- Arranging for peer coaching
- Arranging for visits to other SFA schools
- Coaching and facilitating individual goal setting
- Answering questions
- Providing minipresentations or trainings
- Supporting new teachers
- Supporting substitute teachers

Modeling

Some teachers are much more confident in trying out a new procedure if they see someone else do it first. If a teacher asks for a demonstration of some part of a lesson, the facilitator can model the activity with the teacher’s class or arrange for another teacher to demonstrate while the facilitator covers the observing teacher’s class. The facilitator’s training and experience may make him or her the best model teacher at first. Conducting demonstrations will hone the facilitator’s skills, and for this reason, occasional opportunities to teach students should be welcomed.

To make sure that a modeling experience is effective, it is important to consider several things.

- **Model what is important.** Make sure that what is modeled is an activity that is key for student achievement.
- **Prioritize.** Make sure that you model something that the teacher can successfully emulate. If a teacher is new, do not model a component’s finer points before the teacher masters the basics. Keep it simple and achievable.
- **Model a specific section.** You do not need to model an entire lesson; model the lesson pieces that are essential for students to reach their goals.

- **Debrief.** Make sure you leave time to discuss the experience. It is important that the teacher walks away with as much learning from this experience as possible. Having an opportunity to discuss what was demonstrated is crucial to solidify the learning experience. Asking for feedback promotes collegiality and sets up an expectation for two-way peer coaching.

Coteaching

An alternative to modeling for a teacher is sharing the instructional responsibility with a teacher during the lesson. The facilitator can lead some parts of the lesson, and the teacher can lead other parts. For effective coteaching, the facilitator should meet with the teacher in advance to plan who will teach which parts of the lesson. They should also debrief soon afterward to discuss the experience. This is a particularly effective approach that can be used when a facilitator is not yet comfortable enough with a particular component to model an entire lesson.



Observing and Giving Feedback

The facilitator continues to observe classrooms and meet regularly with teachers to discuss how they and their students are doing and to determine what help they need. If possible, the principal may arrange release time for these conversations. Before school, after school, or during a teacher’s planning period are all possible times to schedule these feedback opportunities as well. Even if the facilitator is only able to meet with each teacher once every three or four weeks, this is a good investment of the facilitator’s time.

When more teacher skill development is necessary, the facilitator can finish a debriefing session with a single recommendation for an improvement that represents a manageable next step and set a date to come back to see the recommendation in place. The facilitator and the teacher should decide on the desired goal together. The facilitator should group the steps required to meet the goal with reasonable target dates to create an individual achievement plan. Some teachers make changes more slowly than others; with these teachers, the facilitator will need to be clear, persistent, and supportive. One sure way to be a welcome visitor in any classroom is to be an appreciative audience with a keen perception of both teacher and student competence.

All observations should focus on the level at which students are meeting desired outcomes.

Arranging for Peer Coaching

As the weeks pass, teachers develop notable skill. Because they practice every day, SFA teachers soon become more adept in many aspects of implementation than the facilitator. It is essential that teachers understand that the facilitator is not necessarily the only qualified professional coach. The *recognition* of outstanding skill is just as important as the *demonstration* of outstanding skill. Many teachers enjoy the chance to work with one another and are grateful for the facilitator's willingness to cover their classes briefly while they collaborate.

Peers should observe and demonstrate for one another for specified reasons such as to see how the other teacher coaches his or her teams, monitors student practice, etc. It is important to provide coverage that enables the teachers to meet prior to the observation for planning, covers the observer's classroom, and allows for a postobservation meeting to discuss the results.

The goal of the observer might be that of a learner, or he or she may be asked by the peer to provide feedback. ("Will you keep track of whom I interact with during the lesson? I think that I tend to pay more attention to the girls than I do the boys.")

When arranging for peer coaching, it is important not to single out

specific teachers for everyone to see. This may cause resentment and build tension among staff members. Attempt to find a positive attribute that every teacher can share to contribute to the growth of the teaching team. Arranging observation opportunities for everyone motivates professional dialogue and generates interest in peer coaching.

Arranging for Visits to Other SFA Schools

Teachers may also benefit from visiting other schools that have successfully implemented the components that they teach. Contact the program facilitator to arrange for classroom observations at other schools.

Coaching and Facilitating Individual Goal Setting

Providing ongoing, structured coaching is the primary job responsibility of the facilitator. It is the process used to help teachers reach higher levels of program implementation. SFAF provides a clear data-driven coaching model to develop both implementation skill in beginning teachers and more data-driven, reflective practice in experienced staff. The GREATER coaching model includes many elements of the Cycle of Effective Instruction, including direct instruction, guided practice, independent practice, clear and frequent feedback, and assessment and celebration.

As part of the model, teachers set individual goals: a learning goal and

a performance goal. The process varies according to the experience of the teacher. A new teacher concentrates on a learning goal only—something the teacher needs to learn to help students succeed. As each teacher gains experience, he or she can add a student-performance goal—something that he or she wants the students to achieve. Through the coaching model, the facilitator supports each teacher as he or she works to achieve his or her goals.

The facilitator may also set a goal with each teacher as a part of a postobservation conference and then be mindful of that goal during each future visit to the classroom, celebrating progress as it is noted.

See chapter 14 for a more detailed description of GREATER coaching.

Answering Questions

For the facilitator, answering questions is an activity that continues throughout the day. As the resident curriculum specialist, the facilitator is the best resource for most teacher questions. Following are some general tips on handling the multitude of questions that come to the facilitator every day.

Answering questions is an activity that continues throughout the day.

- **Judgment calls:** To be helpful, the facilitator does not need to provide a specific answer to every question. First of all, in many cases, the questioner will have an idea about what the

Sometimes questions aren't really questions at all.

answer is or should be. The curricular structure sometimes makes teachers uneasy about using their own judgment to solve instructional problems. They often comment that they are afraid of doing something that will alter the program's effectiveness. Although program fidelity is key to a successful outcome, at a practical level, it is impossible to provide for every eventuality of implementation; no program is that comprehensive. Teachers must know from the start that their sound professional judgment is essential for program effectiveness. Therefore, the facilitator should encourage teachers to evaluate their students' progress and should help teachers discuss the best solutions for any identified problems.

- **Sensitivity:** Be sensitive to the possible underlying reasons teachers ask certain questions, and try to answer accordingly. Sometimes the teacher simply wants someone to act as a sounding board. Two very good responses to the question "What should I do?" are "What do you think you should do?" and "What options do you see?" All that may be needed is a discussion of alternatives. Seen in the light of professional dialogue, usually one option will stand out as the wisest choice.
- **Content questions:** Sometimes questions address issues covered in the manuals or early childhood theme guides. Although you may be tempted to immediately

provide the answer if you know it, guide the questioner through the steps of finding it in the manual instead. Prompt him or her to the right section, scan over a shoulder to the pertinent page, and provide a pencil to mark the passage containing the answer. This will encourage teachers to seek answers in their resources first. Of course, if the manuals and other resources do not directly answer the question, be open and willing to find a solution, or take the initiative to call your SFAF coach for information.

- **Supporting change:** Sometimes questions aren't really questions at all, and the most effective way to respond is to paraphrase what the person is trying to communicate. For instance, in many schools, at least one person who asks, "Why do I have to use teams?" really wants to express his or her ambivalence about the whole project. It might be worth the time to pursue the topic with another question: "Are you familiar with the research on cooperative learning? Would you like me to review it?" or "Are you having trouble getting started? Is there anything I can do to help?" The principal and facilitator must be sympathetic but firm; change is always difficult, and even quite competent teachers have trouble acquiring new competencies. Each stage of success should be supported and recognized.
- **SFAF support:** When the facilitator/principal cannot answer a question, the SFAF

coach is the next resource. The SFAF coach has access to the researchers who developed the program components and field-tested them in similar schools and to specialists who have overseen implementation in other sites as well. Among these people, the SFAF coach will find sufficient answers and support. A speakerphone may be used to allow the facilitator and a group of teachers to have a discussion with an SFAF coach.

Providing Minipresentations or Trainings

During instructional component team meetings or at other times, the facilitator may see the need to review or extend a portion of the curriculum or to provide new information. With SFA, curriculum teachers will need training as they transition from levels 1–3 in Reading Roots to level 4. Teachers will also need to be prepared if their groups are ready to move from Reading Roots to Reading Wings or from one of the Reading Edge levels to the next. The facilitator may also need to provide training for teachers who begin after the start of the school year.

Supporting New Teachers

Depending on your school, you might experience changes in staffing at some point during the year. The more you can do to support new or substitute teachers assigned to the building and experienced teachers who have not been trained in the components that they are going to teach, the greater the benefit to your students.

- Coteaching is a particularly effective approach when formal training is not an option. If you can afford to have fewer reading groups for a quarter, consider pairing a new teacher with an experienced one, and have the mentor gradually release responsibility to the new teacher over the quarter. Because this approach allows for two adults in the room, you may create a slightly larger reading group than the norm. By the end of the grading period (sometimes sooner), you can split the group in two and give the new teacher his or her own class.
- If you must immediately assign a new teacher to a group of his or her own, work one to one to help the teacher become familiar with the lesson format and materials. You might offer to coteach for a limited period of time (one or two weeks) until the new teacher gets his or her bearings. You could also offer to teach part or all of a lesson while the new teacher observes and debrief the lesson later in the day to answer questions or clarify procedures. At a minimum, you will need to check in frequently throughout the grading period to lend your support.
- If there are other SFA sites in the area, check to see when they are having training. The new teachers can often attend those sessions with permission from that site's principal.
- Pair each new teacher with an experienced one. Allow the new teacher to watch the experienced teacher present a series of lessons. Then have the new teacher coteach with the experienced one, gradually taking over the lesson components. The experienced teacher acts as a coach or mentor.
- Videotape experienced teachers using SFA components in their classrooms, and make the tapes available to new teachers.
- Using the appropriate manual, talk through the program components with new teachers. Spend time in their classrooms to offer support and guidance. Conduct demonstration lessons, or coteach with the new teachers to help them gain confidence and feel successful.

Supporting Substitute Teachers

Substitute teachers in an SFA school present a special set of concerns regarding reading instruction. Make arrangements for the school secretary or clerk to inform the facilitator when a substitute teacher will be teaching an SFA lesson. It is sometimes necessary to explain the program's philosophy and lesson components in the ten or fifteen minutes before the lesson begins. Concentrate on giving the substitute the information necessary to teach the lesson that day. Stress to your teachers the importance of leaving a complete set of lesson plans and materials needed to teach the day's

lesson. The facilitator should visit the substitute's classroom during the first few minutes of the reading block to make sure that all is going well and to introduce the substitute teacher to the students. Check in periodically, and assist as needed; this may include coteaching parts of the lesson.

If your school is fortunate enough to be able to request certain substitutes or if you use the same set of substitutes on a regular basis, it is strongly recommended that they be involved in the program-introduction workshops at the appropriate level, participate in facilitator-led training sessions, or are invited to spend some time observing in the reading classrooms so they can become familiar with the SFA routines and materials prior to a request for their assistance. Some experienced sites have also suggested preparing emergency lesson plans at each level for those unexpected times when a teacher may not be able to prepare specific plans prior to an absence. Some facilitators have also prepared brief written overviews and explanations of basic program components to help substitutes understand the SFA lesson plan left by the absent teacher.

Top Ten Priorities for New Facilitators

1. Work with the principal to make sure that there is a ninety-minute uninterrupted reading block and that teachers have all the necessary materials for instruction.
2. Get assessment and regrouping right, making sure that students are placed as aggressively as possible.
3. Get into classrooms daily, observing and giving feedback to teachers to improve instruction and enhance student learning.
4. Establish feedback loops (between the facilitator and teachers, between the facilitator and principal), and have a coaching plan to help teachers reach a refined level of implementation.
5. Collect and analyze data regularly, including the Grade Summary Form, and share data with the Leadership team, the Leading for Success teams, and all staff members.
6. Have regular component-level meetings in which teachers use data to set goals and celebrate successes and during which you provide needed professional development for teachers and tutors.
7. Implement and monitor interventions for struggling students, including tutoring and classroom modifications.
8. Participate as an active member of the Schoolwide Solution teams as appropriate.
9. Be an active member of the Leadership team, instructional component teams, and Schoolwide Solutions teams.
10. Celebrate the successes of both teachers and students, and make those celebrations public.

Sample Facilitator Job Descriptions

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Sample 1

POSITION TITLE: School-Level Facilitator, Success for All (SFA)

JOB SUMMARY:

Primary Purpose:

The Success for All facilitator will act as a facilitator of the SFA instructional model and reading program at the school level. Schools with at least a 300-student enrollment will have one school-level facilitator; schools with more than 600 students will have two. With the assistance of the SFAF coach assigned by the Success for All Foundation and guidance of the principal, the school-level facilitator will have the following responsibilities.

JOB DUTIES:

Essential Duties/Responsibilities:

- Support teacher growth in implementing the program to enable achievement for all students through regular classroom observations and teacher feedback sessions.
- Provide collaborative support to teachers through problem solving, modeling lessons, scheduling opportunities for peer observations, and conducting minitraining sessions.
- Maintain a positive working relationship with faculty as a mentor, not as an evaluator.
- Assess and monitor student growth through the collection, disaggregation, and dissemination of formal and informal assessment data, with a particular emphasis on supporting and placing ELL and special-education students in the appropriate groups. Ideally, this is done through SFAF's Member Center.
- Facilitate and organize the quarterly assessment process, the regrouping of students, and the determination of tutoring needs based on students' reading mastery. Track student-achievement data and maintain and organize student-achievement data, reading-group assignments, reading-group rosters, and tutoring schedules and assignments. Reading-mastery levels are tracked quarterly using the Grade Summary Form.
- Collaborate with school leaders in determining teacher reading-group assignments, and meet regularly with the Leadership team to report on student-achievement data.
- Manage and maintain the inventory of all SFA program materials.
- Develop an in-depth understanding of all program components and their theoretical underpinnings, and fully participate in all SFAF trainings and professional-development opportunities. Develop a working understanding of the GREATER coaching model. Fully participate and prepare for each SFAF support visit and training.
- Sustain staff's growth in reading instruction by providing or coordinating Leading for Success quarterly meetings and regular instructional component team meetings. Provide GREATER coaching to and maintain coaching relationship with all staff.
- Be an active member of the Leadership team, and invest time in the Schoolwide Solutions teams.
- Monitor program implementation at the individual school sites.
- Communicate all student progress to parents, staff, other school leaders, district personnel, and SFAF.

- Monitor student achievement and programming to ensure that every student is making adequate progress.
- Communicate about and coordinate the program with other school facilitators. Communicate regularly with SFAF coaches regarding program implementation and student-achievement data.
- Prepare reports for the school district as required.

QUALIFICATIONS

Skills/Knowledge:

- Computer skills: proficient with word processing, spreadsheet, and e-mail programs
- Internet savvy
- Organized and data savvy
- Excellent written and oral communication skills
- Multitasking abilities
- Well-respected member of the school staff
- Understanding of coaching, coaching abilities
- Reading specialization preferred
- Understanding of the formative and summative assessments required by the district/state

Education/Training:

- BA degree, preferably in education
- 3–5 years of classroom teaching experience
- Reading endorsements preferred
- Coaching experience preferred

Sample 2

14

Job Description: Academic Coach/SFAF Facilitator

The general role of the academic coach/SFAF facilitator will be to:

- Support teachers in reflecting on instructional practice in reading:
 - Support teachers individually to develop action steps to improve their instructional practice (before, during, and after the cycle of GREATER coaching).
 - Support instructional component teams to develop a clear focus for instruction based on data gathered by classroom teachers or the SFAF facilitator.
 - Model effective instructional practices for teachers in their classrooms.
 - Provide opportunities for teachers to observe one another teaching and opportunities for reflection on what they learned.
- Schedule and organize the administration of assessments:
 - Reading Roots Formal Assessment (by the assessment team)
 - Reading Wings/the Reading Edge assessment (SRI, Gates-MacGinitie, 4Sight)
- Collect the data necessary for grouping students for SFA reading, and determine reading-group assignments.
- Manage data entry into the SFAF Member Center.
- Identify students for tutoring, and manage the tutoring program.
- Work with the principal and the Leadership team to look at data schoolwide to better understand instructional trends.
- Schedule and facilitate component team meetings and the Leading for Success quarterly meetings.
- Provide schoolwide staff-development opportunities.
- Work closely with SFAF coaches who provide an outside perspective to the building.

Getting Organized

Creating successful whole-school change does not happen overnight.

How do you know where to begin?

Implementation Timelines

Creating successful whole-school change does not happen overnight. It takes time, effort, and focus to get the best results. Success for All programs are made up of many complex components. It is impossible to put each piece into place with integrity all at once. How do you know where to begin?

If your school is new to Success for All Foundation programs, SFAF staff have guided you through the awareness and contracting process. What are the next steps? Where should efforts and energy be allocated before school begins? Which program elements are critical to put into place right away, and which can be added later?

Perhaps your school already uses a Success for All Foundation program, and you are filling the shoes of a past school facilitator. If you are new to the school, how can you catch up with everyone else in terms of understanding the program? If you were already working in the school in another

role, how will you learn about the parts of the program that you have not worked with before? How can you evaluate the effectiveness of each program component to determine where your efforts will make the greatest impact in meeting your school's goals?

The following timelines can help you think about what program implementation might look like throughout the year at your school. You will also find a series of checklists designed to help you plan and organize your thoughts and tasks as you embark upon this journey. The following critical implementation topics for getting started are addressed:

- scheduling,
- space allocation,
- materials organization and distribution,
- program-introduction workshops,
- the Leading for Success structure, and
- Schoolwide Solutions teams.

Sample Yearlong Timeline: First-Year Implementation of SFA					
Adoption Process	Before School Begins	First Few Weeks of School	Third and Fourth Weeks of School	Throughout the Year	End of the Year
<p>Staff learns about SFA through study, school visits, and presentation by SFAF.</p> <p>Eighty percent of staff votes affirmatively to adopt the program.</p> <p>Students are assessed, or assessment data is analyzed to approximate the number of students at each reading level.</p> <p>The principal works with SFAF staff to negotiate a contract and order materials.</p> <p>The facilitator, Schoolwide Solutions coordinator, and tutors are designated. Teachers are assigned to Reading Roots, Reading Wings, or the Reading Edge according to anticipated needs.</p>	<p>School leaders attend the New Leaders Institute.</p> <p>Materials arrive; the facilitator manages their organization and distribution.</p> <p>Schedules are set for reading times and regular meetings.</p> <p>Reading Roots (elementary) and the Reading Edge level 1 (middle school) assessment materials are located and organized.</p> <p>Reading Wings and/or the Reading Edge assessment tool is identified and ordered.</p> <p>The Leading for Success kickoff is held for the school Leadership team.</p> <p>The overview training and program-introduction workshops for each component are presented by SFAF.</p> <p>The members of each instructional component team are identified.</p> <p>Schoolwide Solutions team training is scheduled to take place before the end of the first grading period.</p>	<p>Students are assessed, and reading mastery levels are determined.</p> <ul style="list-style-type: none"> • RR students are assessed by the assessment team. • RW/TRE students are tested in homeroom by classroom teachers. • TRE students reading below second-grade level are retested with TRE level 1. • Assessment results are reviewed. <p>Reading groups are created and assigned to teachers.</p> <p>Reading-group rosters are disseminated to teachers; the procedures for the first day are established.</p> <p>Teachers are trained if necessary.</p> <p>Students are identified for tutoring.</p> <p>Teachers teach elementary Getting Along Together or middle school Getting Started lessons during the first two weeks in homeroom classes.</p> <p>Instructional component team meetings begin; topics are usually about materials, basic information about the curriculum, and implementation questions.</p>	<p>Reading begins.</p> <p>Tutoring begins.</p> <p>Leaders frequently visit classrooms to provide support in getting started and to answer questions.</p> <p>Instructional component team meetings continue; topics are usually about materials, basic information about the curriculum, and implementation questions.</p> <p>Leadership team meetings begin.</p>	<p>Observations and feedback are provided to teachers and tutors.</p> <p>Instructional component team meetings continue; topics deal with student progress and teacher growth.</p> <p>Students are reassessed at the end of each grading period; new reading groups are created as needed.</p> <p>Visits by SFAF coaches are conducted using the goal-focused process; an achievement plan that details targets and interventions to be implemented is developed.</p> <p>Growth targets are updated at the beginning of each grading period; the achievement plan and reporting and planning guides are updated to reflect new intervention plans.</p> <p>School leaders and others, if possible, attend the Experienced Sites Conference.</p> <p>The contract with SFAF for the following year is determined during the spring.</p> <p>Schoolwide Solutions team meetings are scheduled regularly.</p> <p>Leading for Success quarterly meetings are scheduled at the end of each grading period.</p>	<p>Final assessment data is analyzed to estimate teacher and material needs for the following school year.</p> <p>KinderCorner assessment and placement decisions for first grade are made.</p> <p>Materials orders for the following year are placed.</p> <p>Teaching materials are collected and inventoried.</p>
<p>Ongoing: phone calls and e-mails to SFAF staff for questions, problems, and concerns; goal setting and data analysis to measure progress toward goals</p>					

Scheduling

An important task that needs to be addressed early is establishing the school calendar—creating the daily schedule, planning for specific events, and scheduling ongoing meetings. The facilitator should work with the principal to determine and create the calendar. It is important to ensure that each of the following items becomes an integral part of your school calendar.

Scheduling

Daily School Schedule

Elementary model

- Ninety-minute reading block (first grade and above only)
- Tutoring slots outside the reading block

Middle school model

- Sixty-minute reading period
- Tutoring slots, if possible, outside the reading block

Specific Events

New Leaders Institute

Program-introduction workshops (initial training)

- Leading for Success kickoff – A full day of training for the Leadership team. Presented in the summer/early fall before reading implementation, it is the first day of training for the school.
 - Team building and cohesion
 - Review and establish the annual goals for the school.
 - Identify the gap between reality and the goals.
 - Establish the Leading for Success model for the school.
 - Prepare to present and educate the faculty.
- Program overview – A full day of training for the entire staff. Presented in the summer/early fall before reading implementation, this is a second day of training.
 - An overview of all the program components and how they fit together
 - Cooperative-learning awareness training
 - Getting Along Together (social problem solving and skill building)
 - Leading for Success structures (presented by the school Leadership team)
- Reading component training – Two days of training for identified instructors. Presented in the summer/early fall before reading implementation, this is the third/fourth day of training.
 - Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, and/or the Reading Edge
 - Based on the curriculum programs being implemented; two days of program-specific training for those instructors
 - Teachers learn the specifics of implementation and prepare for initial instruction.
 - Materials used in teaching
 - Procedures and routines for instruction
 - Exposure to data tools
- Schoolwide Solutions teams training – Two days of training for the specific Schoolwide Solutions teams (two hours for each team). Presented early in the first grading period of implementation
 - Training for specific teams: Attendance, Cooperative Culture, Intervention, Parent and Family Involvement, Community Connections
 - Determine the scope of the issue as it relates to the specific focus of the team.
 - Identify and plan appropriate first steps for implementation.

(continued on next page)

Scheduling (continued)

Recommended Ongoing Meetings

- Leadership team meetings (monthly)
- Leading for Success quarterly meetings (quarterly)
- Schoolwide Solutions team meetings (weekly)
- Component team meetings (twice monthly per component)
 - Early Childhood (Curiosity Corner and KinderCorner)
 - Reading Roots
 - Reading Wings
 - The Reading Edge
 - Tutoring

SFAF Site Visits

Daily Schedule

There are ninety minutes in the reading block for elementary school and sixty minutes for middle school, not including transition time. Your SFAF coach can help you modify your existing schedule and share solutions from other SFA schools that have faced similar challenges in reworking their school schedules.

Specific Events

The principal, assistant principal(s), facilitator(s), and Schoolwide Solutions coordinator attend the New Leaders Institute.

Responsibility for attending in-school trainings varies, but it is vital that school leaders demonstrate their support for SFAF programs before, during, and after each training session. All school leaders are encouraged to participate as fully as possible in the program-introduction workshops that occur in their school.

Ongoing Meetings

Frequent and specific communication is critical, both in the beginning, as you get different parts of each program component up and running, and later in the year, as routines are established and implementation reaches more refined levels.

- The Leadership team is charged with guiding the school through the process of implementing Success for All. The team meets monthly to monitor and support implementation and to address any barriers to success that arise.
- The Leading for Success framework is the structure that ensures that a systemic approach is taken when dealing with student-achievement issues. Leading for Success quarterly meetings provide an opportunity to set goals, review progress, and problem solve.

Frequent and specific communication is critical.

- Instructional component team meetings for each reading-program component are held twice per month and are opportunities for professional development through the monitoring of student progress.

Anyone who will be involved with an event or meeting should also be notified as soon as possible. All meetings should be scheduled early in the year and included in the school calendar.

SFAF Site Visits

Visits by SFAF coaches are conducted throughout the year according to the school's contract. Before school begins, the school should work with the SFAF area manager or coach to schedule these visits.

Organizational Checklists

Space Allocation

Before the start of the school year, the facilitator will need to address the use of space in the building, both to accommodate new or changing personnel roles and to account for the many materials the school will receive as part of the school contract.

Space Allocation

Office Space and Work Space

- For the facilitator

Teaching and Tutoring Space

- Teaching space for anyone, including special-area teachers, who will have a reading group
- Space for tutoring (with computers for Alphie's Alley or Team Alphie)

Storage Space

- File cabinets for assessment information
- Preschool and kindergarten thematic materials
- SFA reading materials (all levels)

Office Space

The facilitator needs a quiet space where he or she can meet with individual teachers or small groups and she can easily retrieve student records and other data. The facilitator also needs ready access to both e-mail and an outside phone line for conferences with SFAF coaches.

Teaching and Tutoring Space

How many reading groups are anticipated? Each teacher will need a separate space. Consideration must be given to finding classroom space for those teachers who do not have a regular classroom. If a middle school has implemented a system of houses or a school-within-a-school setup, space will have to be organized so each house has enough nearby rooms for all reading groups.

Materials Organization and Distribution

The facilitator's role is to make sure that teachers have everything they need to implement the program components. First-year schools can expect to receive a lot of materials before the academic year begins, including SFA reading materials (expect trade books and basals, which schools are responsible for ordering) and the other basic support materials and teacher's manuals needed to get started. Although the sheer number of boxes might seem overwhelming at first, you can employ some basic strategies to make them more manageable.

Refer to the booklet *The Boxes Are Coming!* for detailed help with materials.

Organizing and Distributing Materials

- Designate a central space for storage.
- Use checklists to determine which items will be stored centrally and which will be distributed to teachers.
- Use checklists to identify materials that will be needed but are not provided by the Success for All Foundation, and arrange for their purchase if necessary.
- Plan record-keeping systems so you will know who has which materials.
- Plan to make photocopies if needed.
- If necessary, plan how the sharing of materials by teachers will be accomplished.

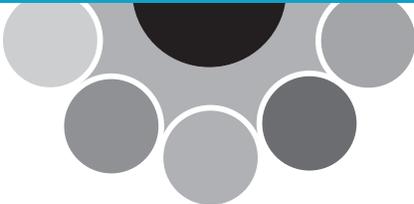
See the **First-Year Implementation Checklist** in the appendix for a step-by-step guide to organizing for first-year implementation.



Tips for Facilitators

Getting Organized: Before School Starts

1. Attend the SFAF New Leaders Conference.
2. Get scheduling done.
 - Trainings – With the principal, schedule training to take place prior to the start of school.
 - Leading for Success kickoff
 - Program overview
 - Program-introduction training for each component (KC, RR, RW, TRE)
 - Schoolwide Solutions team training
 - Meetings – With the principal, schedule meetings that will be held throughout the year.
 - Leadership team (monthly)
 - Leading for Success quarterly meeting (quarterly)
 - Schoolwide Solutions teams (weekly)
 - Instructional component teams (twice a month)
 - SFAF site visits – Work with the SFAF coach or area manager to schedule visits based on the number of days in your SFAF contract. (Calendars fill up quickly, so schedule early.)
3. With the principal, determine which teachers will attend which training (who will teach Reading Roots, Reading Wings, etc.). Decide which training the facilitator, principal, Schoolwide Solutions coordinator, and any other administrators will attend. Try to have someone sit in on each component training.
4. Get the materials organized!
 - Check *The Boxes Are Coming!* booklet for directions for checking and processing materials as they are received.
 - Organize storage of materials, and develop a process for distribution to and collection from teachers. Make it simple. The SFAF coach can help with suggestions.
5. Determine how students will change classes for reading. Select a signal to indicate that it is time to go to reading class. Determine how student movement will be monitored to ensure that it is done quickly and quietly.



Part II
**Schoolwide
Coordination**

Chapter 3

The Leadership Team

The nature of the facilitator's job lends itself to assuming a leadership role.



Schools are busy places. There are many things going on, both in and out of the classrooms. Teachers may work together at their own grade levels, but there is often little communication or connection to what goes on between one grade level and the next. Good ideas aren't shared, nor is data. Schools may have numerous programs designed to help students or provide for teacher growth that may or may not align with the school's goals—and with which not everyone may be familiar. In most cases, a communication gap and a lack of alignment of all the systems operating within the school exist to the school's detriment.

A successful school is one in which there is a vision that guides school personnel, with goals that are aimed at increasing student achievement, based on data, and understood by everyone. It is in the purview of the facilitator's job to eliminate the gaps in communication and to promote and monitor effective communication across all segments of the school. The facilitator is in the unique position of being involved in both day-to-day classroom instruction and in the overall operation of the school. He or she plays a major role in helping to ensure alignment of resources.

The nature of the facilitator's job lends itself to assuming a leadership role. As a member of the Leadership team, the facilitator brings an understanding of the strengths and weaknesses of each teacher and student and of any schoolwide issues or barriers to student success. Not only does the facilitator have access to classroom and schoolwide data, but he or she is also experienced in analyzing that data as he or she works with teachers daily. As the content expert, the facilitator understands the instructional processes in SFA and what interventions are possible to help struggling students. The facilitator sees both the big picture and the details of daily instruction in the classroom.

The role of the Leadership team is to guide the school through the process of implementing Success for All. SFA is a huge program with many demands, and a strong Leadership team is key to ensuring a strong implementation. The facilitator is an active and important member of that team and plays a major role in helping the team meet its responsibilities to monitor results, ensure a quality implementation, and align resources.

Results

All members of the Leadership team monitor and evaluate the results of all program components.

They should be aware of academic results and progress toward schoolwide issues such as attendance and behavior. One of the responsibilities of the Leadership team is to break down the compartmentalization that often exists in schools and to look at data systemically. In addition to monitoring and understanding program results, the other main responsibility of the team is to ensure that this data is shared with all parts of the school community. For success to be schoolwide, there must be schoolwide data awareness. The Leadership team must make sure that data is used to celebrate success and resolve difficulties within the entire school community. School Leadership teams need to:

- monitor and evaluate data on school goals at the end of each grading period;
- monitor and evaluate progress toward classroom goals/targets at the end of each grading period;
- monitor and evaluate the progress of schoolwide measures (e.g., attendance, suspensions, referrals to the Intervention team, tutoring) at the end of each grading period; and
- ensure that all data is shared with all parts of the school community.

For success to be schoolwide, there must be schoolwide data awareness.

Quality of Implementation

The Leadership team is responsible for the quality of the program's implementation schoolwide. Therefore, each individual member should be aware of the strengths and weaknesses in all program components. Although each member of the team brings individual strengths, skills, and relationships that should be tapped to ensure a high-quality implementation in particular areas, every member must understand the level of implementation of all the program's parts. This is important because when an individual or group is struggling with some aspect of implementation, often the members of the Leadership team can provide resources to overcome those difficulties. Such breakdowns in implementation directly translate to gaps in achievement. Every member of the Leadership team needs to understand his or her call to support the highest quality of implementation. School Leadership teams need to:

- monitor and support the quality of all academic instruction through observation and academic implementation data tools (i.e., the Snapshot);
- direct support and monitoring of all teachers and programs through direct observation (walk-throughs), assistance, and consultation from all members of the Leadership team; and

- monitor and support the quality of schoolwide measures. For example, how effective is the school attendance plan? How well are behavioral problems handled? How strong is the school tutoring program? What is the quality of parent-involvement efforts? How consistent and well run are schoolwide discipline plans?

Alignment of Program/Resources

When a school community functions with departmentalization, there are often gaps and overlaps in services and support. A coordinated Leadership team makes sure that the school's goals are identified and clearly stated and that all the programs and resources are aligned to directly address those goals. When this level of clarity exists, it is much easier to selectively abandon those initiatives that are not aligned with or contributing to the school's goals and targets. Communication is a key component of alignment. When the Leadership team is aware of the goals, they can help to assure that all initiatives address possible barriers to the target areas. Only when all initiatives are clearly aligned, and there are no holes or duplication, can we ensure success for all students and the closing of achievement gaps. Such alignment indicates schoolwide ownership of responsibility for all students. School Leadership teams should:

- identify all existing school programs or activities and evaluate these activities for duplication or gaps in needed services;

- determine the degree of alignment of current activities to the school’s goals and targets and selectively abandon activities that do not move the school closer to those goals; and
- work to modify school programs and activities to more closely align them to the school’s goals and targets.

The Facilitator’s Role

Leadership Team Meetings and the Leading for Success Quarterly Meeting

One of the facilitator’s jobs is to work with the principal to schedule monthly meetings of the school Leadership team and Leading for Success quarterly meetings of all the Leading for Success teams. As a member of the Leadership team, the facilitator compiles and assists in analyzing data, identifying key areas of concern, and determining schoolwide goals and targets.

During the monthly Leadership team meeting, the facilitator reports on the level of implementation of all the instructional component teams and reports on the key issues that are being discussed at these team meetings. The facilitator works with the Leadership team to review schoolwide data on school goals, to assess student progress toward targets, and to problem solve outstanding issues in implementation. As part of that process, the facilitator works to develop the agenda and data

The facilitator is directly responsible for the curricular components of the Leading for Success structure.

presentation for the Leading for Success quarterly meeting. In addition, the facilitator participates in problem solving schoolwide issues and concerns and ensures that there are strong links between the Schoolwide Solutions teams and the academic concerns of students.

The facilitator is directly responsible for the curricular components of the Leading for Success structure. As such, he or she must ensure that the instructional component teams are meeting regularly, that their goals are aligned with the schoolwide goals, and that each team is prepared for the Leading for Success quarterly meeting. Throughout the quarter, the facilitator continues to monitor the teams’ activities to ensure follow-through and alignment. He or she monitors each team’s functioning and discusses and helps to resolve any problems that teams may be having. Each instructional component team determines targets based on the schoolwide goals, identifies areas of implementation focus and action steps for meeting those targets, and creates a plan and meeting schedule for the remainder of the grading period. The plan is submitted to the Leadership team. Prior to the next Leading for Success quarterly meeting, the instructional component teams

review the data and evaluate progress toward the targets and goals and prepare to report to the Leading for Success teams. The facilitator works with each team to ensure that they are ready for the Leading for Success quarterly meeting and leads the teams in repeating this process each grading period.

Along with the Leadership team, the facilitator prepares for and helps to conduct the Leading for Success quarterly meeting. In preparation, the Leadership team reviews the data to determine progress toward the achievement goals, identifies areas of concern, drafts tentative achievement goals for the next grading period, and determines what will be presented at the Leading for Success meeting. Depending on the size of the school, all staff members may attend the meeting or a representative from each component team may attend. Each team reports their actions and progress toward the goals. Data is shared by the Leadership team, goals for the next grading period are set, and areas of implementation focus are identified. Component teams then meet to set targets and determine what actions will be taken to help meet the goals.

See the *Leading for Success Leadership Guide* for more specific information about the role of the Leadership team and the Leading for Success structure.

Schoolwide Solutions

The facilitator also takes an active role in working with the Schoolwide Solutions teams. Along with the Schoolwide Solutions coordinator, the facilitator participates in schoolwide activities, including attendance-monitoring and incentive programs and parent- and family-involvement activities such as Raising Readers workshops, Second Cup of Coffee, etc. The facilitator also serves as an active member of the Intervention team. As the person in charge of the assessment of students and one

who has access to both formal assessment and classroom data, the facilitator provides vital input as to both who needs assistance and what interventions may work best for a particular student. In addition to identifying students who need to be referred to the team, the facilitator also encourages teachers to refer students who they feel are in need of some type of intervention, assistance, or both. The facilitator is a valuable resource to the Intervention team during their weekly meetings.

Tips for Facilitators

1. Before school begins, work with the principal to determine who will be on the Leadership team.
2. Schedule training for the members of the Leadership team with the SFAF coach.
3. With the principal, schedule all meetings for the year.
4. Set up a system for collecting, organizing, and sharing data.
5. Assist the Schoolwide Solutions coordinator in setting up Schoolwide Solutions teams.

Assessment and Regrouping

The purpose of the assessment and regrouping process is to ensure that reading instruction is provided for each student at the appropriate level.

The goal of Success for All is for every student to read at or above grade level by the end of third grade with no regression thereafter. To achieve this goal, instruction in a rich reading curriculum is provided to meet every student's level. The purpose of the assessment and regrouping process is to ensure that reading instruction is provided for each student at the appropriate level. The goal for students reading below grade level is to quickly accelerate their progress to reading at or above grade level.

Students in first grade and above are taught in mixed-ability groups for most of the day, but they are regrouped by reading level during a daily reading period. This period lasts ninety minutes in elementary schools and sixty minutes in middle schools. Each teacher instructs a reading group during this time, as do any other available certified staff members (such as media specialists, tutors, and special-education, physical education, art, and music teachers).

Because the reading groups are homogeneous by reading level, each teacher is able to devote his or her full attention to teaching a single level instead of dividing time between small groups of students at different levels. Regrouping

allows students to receive more instructional time in reading and, therefore, to make faster progress.

Regrouping also benefits students of all levels. Those who are already reading at or above grade level are engaged with more challenging expectations than they might in a group of widely mixed skill levels, and those who are below grade level benefit from instruction that precisely targets their skill gaps.

Cross-grade grouping in elementary during the reading period ensures a mixed-ability group within one reading level. Students reading below grade level are mixed with others who are reading at or above grade level.

In middle school, cross-grade regrouping is used during the reading period to ensure a mixed-ability group within one reading level, especially for students who are performing below their grade level. This means that students with the same or similar placement levels are put into reading groups for appropriate instruction. Middle school students whose mastery is at or above grade level, according to the benchmarks on the Grade Summary Form, are placed into reading groups at their grade level. For example,

all sixth-grade students with grade-level or above mastery are placed into level 6 instructional groups. Students who demonstrate mastery at their grade level (or above) are placed into an honors class for their grade during the second semester.

Success for All is an acceleration model, especially for students performing below grade level. Students are given regular opportunities to move to a higher level in reading. Formal assessments that are administered each quarter are considered, along with formal and informal assessment data gathered by the reading teacher, to determine a student's mastery level. Each student is then placed in a new reading group, as needed, based on the results.

Frequent formal reading assessments allow the facilitator to:

- monitor student progress against a consistent standard and at regular intervals (while there is time to alter instruction) instead of waiting for the results of high-stakes end-of-year assessments.
- move below-level students to a more challenging group as soon as warranted, keeping the focus on rapid and continuous improvement of all students at all levels.
- identify students who are not making adequate progress in reading to determine immediate and appropriate interventions to get these students on track.



In short, formal reading assessments are an essential part of determining a challenging placement for every student within the school. Taken in conjunction with informal classroom data and other academic indicators, these assessments help schools regularly measure each student's reading skills, which, in turn, facilitates decisions about that student's reading placement and instructional needs.

This chapter walks through the process of administering formal assessments and using the results along with other data to determine each student's mastery level in reading. It also helps the facilitator understand how to use mastery levels to assign students to reading groups and how to determine the appropriate instructional level for each group.

Selecting and Ordering Formal Assessment Tools

First-grade-level reading assessments: The first-grade-level materials that students read in class were developed by the Success for All Foundation. Therefore, SFAF has also developed an assessment tool that aligns closely with the elementary curriculum content. This

instrument is called the Reading Roots Formal Assessment.

In these assessments, students are asked to provide sounds for letters and to read phonetically regular text and sight words from word lists and short passages. The passages are rated for accuracy, comprehension, and general fluency. The word lists and passages increase in difficulty. Students move from one word list or passage to the next until a frustration level is encountered. The content of the assessment items spans the entire first-grade-level curriculum. Therefore, the same instrument is used for each administration of the assessment until the student has mastered the highest level and is ready to move into Reading Wings level 2-1.

If the school is new to Success for All, the first-grade-level assessments are included in the Reading Roots level 1 Assessment Packet, which comes as part of the school's initial materials order. If needed, additional assessment packets may be ordered through the School Support department at the Success for All Foundation.

Appropriate assessments for level 1 students in middle school are included in the Reading Edge materials or can be found on SFAF Online Resources.

Second-grade-level-and-above reading assessments: Because basal anthologies and/or trade books are used for instruction at the second-grade reading level and above, schools must select and order the assessment tool that will be used for students in these

grades. Schools need to investigate which of the available options is most appropriate for their particular situation. Assessment data from these instruments is used in conjunction with other information to determine the appropriate level of instruction for each student.

Options include:

- 4Sight Common Core reading benchmark assessments,
- Gates-MacGinitie Reading Tests (GMRT),
- Scholastic Reading Inventory (SRI), and
- reading series assessments.

If the school is considering an assessment instrument not listed above, the school psychologist or other specialist should review the technical manual for the test and advise whether it has been validated as a comprehensive reading assessment with appropriate field-testing and national or state norms tables.

4Sight Common Core Reading Benchmark Assessments

4Sight Common Core reading benchmark assessments were created by the Success for All Foundation to help predict how students would perform if a Common Core-aligned assessment developed by the Smarter Balanced Assessment Consortium (SBAC) or the Partnership for Assessment of Readiness for College and Careers (PARCC) were given on the same day. Each 4Sight Common Core reading benchmark assessment is aligned to the Common Core State Standards and clearly resembles

projections for future Common Core-aligned assessments from SBAC and PARCC. Information generated by the test includes diagnostic subscale information and analysis of student, class, grade, and subgroup achievement levels. Unlike most high-stakes assessments, the 4Sight Common Core reading benchmark assessments require only one hour to administer. Full support for the process of test administration and score interpretation is provided by the Success for All Foundation.

SFAF recommends that schools implement a comprehensive standardized reading-assessment instrument.

The data from these assessments may also be used as one of the multiple measures to estimate student mastery levels in reading. Charts that convert 4Sight raw scores to a grade-level equivalent will be available by winter 2014 and are the most accurate for students reading within one year, above or below, their actual grade levels.

4Sight Common Core reading benchmark assessments are available for all states for grades 3–8.

Mastery determination may also be informed by reading series tests, standardized assessments (such as SRI or GMRT), or a word-meaning test. There are separate measures that supplement 4Sight scores for

students who score at the second grade level or whose scores are more than one year below grade level.

Gates-MacGinitie Reading Tests (GMRT)

The GMRT is a group-administered, timed test that compares a student's reading skills with those of his or her peers. Spanning grades K–12, the test is based on both vocabulary words and comprehension passages from published materials of fiction and nonfiction, including science, social studies, and the arts. Each student receives a vocabulary score, a comprehension score, and a total score. Scores are reported as national stanines, normal curve equivalents, national percentile ranks, extended scale scores, and grade equivalents. The extended scale score can be used in conjunction with other measures of that child's abilities to place each student into leveled reading classes.

The GMRT is available for prereading through grade twelve, each with two different forms (S and T). Schools alternate the forms at each assessment. Forms K and L are also available, but forms S and T were more recently normed. At any rate, forms S and T should not be mixed with forms K and L because each set was normed based on a different group of students. Results from mixing forms S and T with forms K and L are not reliable.

Although Riverside Publishing will offer to machine score the tests for a fee, it may be more effective to purchase self-scorable answer

sheets to avoid any unnecessary delays in placing students into reading classes.

For more information on the GMRT, contact the publisher at:

Riverside Publishing
425 Spring Lake Drive
Itasca, IL 60143-2079
(800) 323-9540
Fax: (630) 467-7192
www.riverpub.com

Scholastic Reading Inventory (SRI)

The SRI is a group- or computer-administered, untimed test that converts students' raw scores into Lexile measures. A Lexile measure represents the difficulty level of a text based on sentence length and word frequency and assumes a 75 percent comprehension rate. This means that a student whose independent reading skills have been measured at 500 Lexiles can read a book measured at 500 Lexiles with 75 percent comprehension.

The SRI is available in either print or computer versions. If a school is considering the computer-based assessment, they need to be sure that they have enough computers to test each student within a few days' time. If the pencil-and-paper version is selected, the school will need to order different levels of the test to accommodate the range of reading skills in the building.

Two forms, A and B, are available. Both should be purchased so the school can use them alternately throughout the year. For more information on the SRI, contact the publisher at:

Scholastic, Inc.
(800) 724-6527
www.scholastic.com

Reading Series Assessments

If schools are unable to use a standardized assessment, such as GMRT or SRI, they may use the reading assessment that accompanies their reading series or another standard assessment. If this option is chosen, the assessment must:

- be group administered. Giving a one-to-one individually administered reading assessment five times a year may be cumbersome (except in smaller schools, which may choose to use individual reading inventories);
- be able to be administered multiple times per year. The school will need to use the test for baseline data on every student and at the end of every quarter; and
- identify a variety of reading levels. The goal is to determine a student's mastery level (at approximately 80 percent proficiency). It is possible that consecutive tests will have to be given so the independent reading level for each student can be identified.

Of these options, SFAF strongly recommends...

...that schools implement a comprehensive standardized reading assessment instrument, such as the 4Sight Common Core reading benchmark assessments, Scholastic Reading Inventory (SRI), or the Gates-MacGinitie Reading Tests (GMRT), because such tests:

- establish a uniform standard for grading across a school;
- establish a national norm as a reference point;
- may establish a somewhat stronger association with high-stakes or state test scores;
- assess based on a transfer of skills, not the content of texts; and
- provide data by student and by teacher to propel continuous progress.

Whatever assessment instrument is selected, it is used for every subsequent quarterly assessment. Schools should not, for example, alternate between the GMRT and the SRI. Using the same assessment instrument will allow schools to more accurately track student growth throughout the year.

Assessment Administration

Assessments are first administered at the beginning of the school year to establish baseline data for monitoring purposes and to form reading groups for the first quarter. If the school is in its first year of Success for All implementation, the first assessment will be administered to each student at

his or her grade level. Subsequent assessments are administered at students' reading levels based on mastery levels set at the end of the previous school year.

When students are being tested during the first few weeks of school, elementary teachers help to prepare them for cooperative learning by teaching lessons from the Getting Along Together (GAT) curriculum and middle school teachers use the Getting Started lessons. In the second year of Success for All and beyond, when initial reading groups are easier to determine, reading instruction may begin before the teachers have completed all the formal GAT lessons. Under these circumstances, reading groups may begin, and any remaining GAT lessons may be taught during another part of the school day.

Reading Roots Formal Assessment

The Reading Roots Formal Assessment is given to first graders. Schools in their second year and beyond may have assessed students at the end of kindergarten. In these cases, only new first graders will need to be assessed. Some schools choose to assess students both at the end of kindergarten and the beginning of first grade.

The Reading Roots Formal Assessment is administered to one student at a time by members of an assessment team. This is done both at the beginning of the year, which is referred to as the baseline assessment, and at each quarter, about every eight weeks. The same document is used each time,

with a different color pen for each assessment; this provides a visual representation of each student's growth during the school year.

Following these steps will help to ensure a smooth and effective assessment process:

1. Select an assessment team.

The team may include tutors, special area teachers, or even SFA school leaders. Other professional staff, such as counselors, school psychologists, librarians, music teachers, and assistant principals, may also be included. To ensure objectivity among assessors, it is recommended that classroom teachers not serve on the assessment team. In very small schools, however, including teachers may be a necessity.

Facilitators need to consider the circumstances at their schools. The larger the team, the faster all the Reading Roots students will be assessed. If the team is too large, however, the process will be difficult to monitor, and there may also be problems with a lack of consistency from one assessor to the next.

Identifying members of the assessment team is a decision that should be made jointly by SFA school leaders. It is the role of the principal to confirm the final decision in staffing assignments. Once the team is identified, the facilitator coordinates efforts and sets guidelines to ensure

an accurate and expeditious assessment administration.

In most SFA schools, the majority of assessment team members are tutors. Because of this, Success for All provides assessment training on the same day as initial training for tutoring. The entire assessment team should attend the initial tutoring training, if possible, for specific details on how to administer the assessment. Facilitators should talk to the SFAF tutoring trainer to determine what time the Reading Roots Formal Assessment will be addressed for assessors who would like to attend only that section of the training.

In most SFA schools, the majority of assessment team members are tutors.

Facilitators may also train assessors on their own. Detailed instructions are included with the assessment materials and may be used as a guide for instructing others.

2. Organize the assessment materials.

Each assessor will need one copy of the assessment directions, a yellow student booklet, and a student record form for each child. A folder for each student should be created where this student record form and other items will reside. Each of these items is included in the Reading Roots Formal Assessment packet.

At the beginning of the first year, the facilitator can either give assessors student folders with a blank student record form inside each one or just the student

record form alone to be filed after the test. The facilitator will need to determine where assessors should turn in their materials and completed assessments each day.

3. Schedule the assessment dates.

Assessors will need to know when they are to administer the assessment. Schools should plan to start and end the assessment-administration period within five days if possible. This may take a little longer for very large schools. Identify these time periods for the entire school year.

The assessment will be administered for the first time at the beginning of the year. This is called the baseline assessment because it provides information about where the students are beginning, which will enable the school to measure the students' growth throughout the year. Students are reassessed at the end of each quarter—during approximately the eighth week of the quarter. The school must consider how each assessment period coordinates with report card distribution, holidays, etc. Some quarters may be a little shorter or longer than eight weeks because of these factors.

The Reading Roots Formal Assessment is administered outside of reading class. Tutoring is canceled during the days that the assessment is administered. During the school year, teachers continue with their same reading groups until the assessment is

completed and the facilitator has had time to create new reading groups based on the information. Assessments should be administered outside of reading and math times. Assessments must not interfere with lunch or other important events in the course of the day either.

Some schools find great success with assessing one first-grade homeroom at a time. The teacher can be informed that his or her class will be assessed within a particular hour and can plan for seatwork, a project, or an art activity to be completed during that time. All assessors take one student at a time until the entire group is assessed. Then they move on to the next teacher's class.

4. Prepare the staff for the assessment.

Classroom teachers should be informed of the assessment process. Teachers need to be aware that students will be pulled from their classrooms for testing. They need to know not to send students for tutoring. All staff members need to be aware if space will temporarily be unavailable to them.

Students who successfully complete all sections of the Reading Roots Formal Assessment should be further tested with the formal assessment being used in Reading Wings to determine their mastery levels and appropriate placements.

Reading Wings and the Reading Edge Levels 2–8+ Formal Assessments

The formal assessment for Reading Wings or the Reading Edge is administered in a group setting. In preparation for administering the assessment, a decision must be made as to whether the assessment will be given at grade level or reading level.

4Sight, SRI, GMRT, or other standardized measures will produce the most reliable results if given at students' grade levels. This is mostly true, however, for students reading on or near grade level.

Scores for students who are reading significantly above or below grade level are less reliable when given at grade level. For students reading significantly below grade level, the student should be tested at reading level. Testing a student with a test that is closer to his or her reading level will produce a more valid score, as long as the score does not go off the out-of-level norms tables. For students reading more than two years above grade level, the same procedure should be used.

If the computerized version of the SRI is being used, the computer will automatically adapt to the appropriate level for each student based on the responses entered during the assessment process.



Reading series assessments

should be given at grade level in the homeroom class at the beginning of the year. Students who score above 80 percent will need to be given the next-higher-level assessment. This should continue until the highest level that each student can pass has been identified. Likewise, each student who does not pass the assessment should be given lower levels until he or she can pass.

Once it has been determined whether the assessments will be given at reading level or grade level, it is time to prepare for the assessment administration. The following steps can help the assessment process go more smoothly.

1. Organize the assessment materials.

The directions that arrive with the assessment should be read carefully. These directions include important information about administering the test and tips on scoring and interpreting the results. Any time guidelines should be noted. The publisher should be contacted directly for help with assessment tools.

2. Determine the assessment schedule.

The days and times that the assessment is to be administered must be determined. If all classes give the assessment at the same time, then the building is likely to be quiet, allowing students to concentrate. Assessment administration can also be more closely monitored by the Success for All school Leadership team this way.

Assessments for the Reading Edge may be administered by teachers during the reading period for their grades. If the test will require more than one period, it can be scheduled in two sittings. The student schedule should not be rearranged simply to accommodate the test. If the computer version of the SRI is being used, the computer lab must be scheduled, and plans must be made for getting students to and from the testing room.

Some middle schools arrange to test incoming students when they enroll or register for classes. This works best when the school can assess an entire grade ahead of time, as with incoming sixth graders who typically must stop by the school building before the

start of the year. It is also useful when the school already has good baseline data on returning students and needs to test only those students who are new to the school.

The length of time that teachers will have to administer the assessment must be determined. If assessments are not completed in a timely manner, it will delay starting the SFA program. Initially, the goal is to complete assessments and regrouping within the first two weeks of school so instruction can begin on the first day of the third week. Thereafter, the assessment process should not take any more than five instructional days. This may take less time in small schools and more time in larger schools.

3. Prepare the assessment materials.

All testing materials must be distributed to teachers, and procedures for collecting materials and scores following the assessment should be explained. Several extra answer sheets should be left with each teacher in case students make inadvertent errors such as marking a string of answers in the wrong column. The facilitator must keep track of the number of tests and other materials given to each teacher.

4. Prepare teachers for the assessment.

Once the test has been scheduled, teachers should be notified of the date(s) immediately. It is best not to begin testing on the very first day of school since teachers and students will likely need time to get acquainted. A brief meeting with all the teachers who are giving the reading assessment should be scheduled. At this meeting, the testing materials, student answer sheets, and testing guidelines are reviewed, and expectations regarding testing procedures are communicated. (For instance, if the testing session cannot exceed thirty-five minutes, state that clearly and without exception. It is important that teachers stick to the guidelines for the results to be reliable.)

The facilitator should review the assessment process with the assessors. Will teachers grade the assessments themselves? Teachers may or may not be asked to convert raw scores, depending on the size of the school. It is recommended that the facilitator make and record the conversions to grade equivalents, Lexiles, extended scale scores, etc.

5. Reassess below-level struggling readers. A word-meaning test indicates reading levels that may be considered for mastery and placement of low-performing readers. A phonics assessment can identify specific sounds

and letters that impact older students in level 2 and above. For students with scores below the second-grade level, the appropriate first-grade-level assessment should be administered, such as the elementary Reading Roots Formal Assessment or designated middle school assessments.

Monitoring the Assessment Process

The facilitator should plan to monitor the assessment process so he or she can ensure a consistent administration, answer questions, etc.

- How will the administration of individual assessments overseen by the assessment team and those conducted in groups by teachers be balanced?
- Who can help organize the assessment materials? Will this person be busy with both individual and group assessment information?
- How will you ensure that students who were absent are assessed when they return?

A well-planned and well-implemented administration of all formal assessments will generate reliable assessment data.

Using Assessment Information to Determine Mastery Levels

It is important to determine every student's mastery level in reading at the beginning of the school year.

The mastery level is the highest level at which a student is reading and comprehending successfully. A commonly used equivalent term is the independent reading level. This information will help to determine the instructional level of each child and create initial reading groups based on those levels. Students will be instructed at a level that is higher than their mastery levels. Knowing the mastery level of each child also provides a point of comparison for future assessments so the facilitator can track and monitor student progress on an ongoing basis.

To determine a student's mastery level, use the student's formal and informal assessment information. A single data point tells us about a child's performance at only one moment in time. Instead of depending upon one test score, **multiple measures** are used to conduct a global examination of student performance.

At the beginning of the first year of Success for All, the school may not have as much information, aside from the formal assessment data, to help determine mastery levels. Standardized test results, class grades, attendance records, and language-proficiency test scores can all be considered. After the first grading period is completed, many data points that can be taken into consideration when determining mastery levels will have been generated.

First-Grade-Level Formal Assessments

Mastery levels in Reading Roots are expressed in nine stages. Each stage represents material taught in a group of lessons in the forty-eight lessons of the Reading Roots curriculum. Stage numbers, lesson groupings, passages from the assessment, and word lists from the assessment correlate to one another.

Information from the first-grade-level formal assessment is an important factor in determining mastery levels. The following data is generated from those assessment tools.

Letter sounds and word blending: The initial screening is used to identify nonreaders or beginning readers in a low-stress way. If the student passes the initial screening, he or she moves on to the passages.

Oral reading: The oral-reading score represents the highest number passage that was read successfully without exceeding a predetermined number of errors. The number of errors permitted in a passage varies depending on the difficulty of the passage. Assessors mark miscues on a student record form as students read the same text from a student booklet.

Comprehension: The comprehension score represents the highest number passage for which the student misses no more than one comprehension question about the passage. The questions are answered orally.

Stage	Reading Roots Lesson Numbers	Formal Assessment Passage #	Formal Assessment Word List #
1	1–5	1	1
2	6–10	2	2
3	11–15	3	3
4	16–20	4	4
5	21–25	5	5
6	26–31	6	6
7	32–37	7	7
8	28–42	8	8
9	43–48	9	9

Fluency rubric: The fluency score is based on a rubric with a scale of 1–5, with 5 representing the highest level of fluency. The fluency score is based on how the highest test passage passed was read. Criteria in the rubric include reading smoothly and accurately with good expression at the appropriate rate.

High-frequency word list: The words on the high-frequency word list are either phonetically irregular sight words or phonetically regular words that appear frequently in print. Although some of the words are introduced in lesson-number ranges that precede the one in which they appear, all the words from the lists are found in the Reading Roots Shared Stories.

Fluency words-correct-per-minute (wcpm) score: The assessor times a student as he or she reads an unfamiliar passage for one minute and then counts the number of words the student read correctly. The information from this part of the assessment is provided as an additional measure. If a student is not able to read 60 words per

minute correctly but passes passage 9, he or she may still be moved to Reading Wings.

Scores for these assessments are recorded in a grid on the student record form. To assist with grouping, however, scores may also be recorded on an individual student profile that is stapled to the cover of a file folder that contains the assessment and other data for each individual student. Scores are also entered online into the Member Center database.

Sample Individual Student Regrouping Profile for Reading Roots

	Assessment	Test Date	Last RR Lesson # Completed	Reading Roots Formal Assessment					Mastery Level	Ideal Placement Level	Actual Placement Level
				Oral Reading	Comprehension	Fluency Rubric	High-Frequency Word List	Fluency – wcpm (level 4 only)			
Teacher Assigned	Baseline	8/30	N/A	1	1	2	0	N/A	1	2	2
First Grading Period	First										
Second Grading Period	Second										
Third Grading Period	Third										
Fourth Grading Period	Fourth										

Because of the correlation between the assessment tool and the materials used in reading class, parts of the Reading Roots assessment provide reliable information about a child's mastery of the material presented.

Which of the measures from the Reading Roots Formal Assessment should be weighed most heavily? The oral-reading and comprehension scores from the test passages are of great importance. Using the passages, the school is able to measure how well students are applying what they have learned in class to unknown text.

The use of multiple measures to determine mastery levels is critical.

Fluency is developed through practice. A student may be able to read and comprehend text without reading it very fluently. Therefore, fluency should be a consideration but not weighed as heavily as the oral-reading and comprehension scores.

When determining mastery levels, other information collected by the reading teachers throughout the grading period should be reviewed. Reading Roots teachers administer FastTrack Phonics assessments that provide specific information about student progress in phonemic-awareness and phonics skills. Teachers record this information on the teacher cycle record form that guides them in making instructional decisions for pacing and individual interventions. Other information is collected

informally and also recorded, as guided by a series of rubrics, on the teacher cycle record form. This information is rolled over to the Classroom Assessment Summary as averages and is considered in determining mastery levels.

See SFAP Online Resources for assessment information related to older versions of Reading Roots.

The Reading Edge students who score chance-level results or below 2.1 on the formal assessment may be given:

- The 10-Minute Word Meaning Test, which quickly screens students to indicate possible level 1, level 2-3, or level 4 or above placement.
- The Leveled Word List Test, from level 1 materials. It is used as one of the multiple measures in determining mastery. If the student cannot read seventy-two words correctly, he or she should be considered for placement in level 1. If he or she can read seventy-two words correctly, placement in level 2-3 should be considered.
- A phonics assessment is also available to help identify specific sounds and letters that may be the root cause of poor reading performance.
- In addition, the Reading Edge level 1 teachers collect weekly scores on word reading, spelling, writing, and use of comprehension strategies for each student. This data is included on the teacher cycle record form.

Reading Wings and the Reading Edge Levels 2–8+

The assessment tools used in Reading Wings and the Reading Edge levels 2 and above do not specifically measure the skills and strategies that were taught in reading class during a particular grading period. Therefore, using multiple measures to determine mastery levels is critical.

Multiple measures refers to using many different sources of information about a student's performance, strengths, and challenges. In Reading Wings and the Reading Edge, assessment is not separate from instruction. It is a major, essential, and integrated part of teaching and learning. Students' progress and mastery are determined using multiple measures. Because scores are collected across time and in different situations, they are all considered important and can be used to verify one another. Instead of one single assessment score having too much weight, multiple measures are referenced when making decisions that affect student placement.

In both Reading Wings and the Reading Edge, the teacher records the student scores that are earned each day of the lesson cycle on the teacher cycle record form. This information is entered online, where it can be used to produce a quarterly Classroom Assessment Summary form and other reports on

strategy use. Information from the Classroom Assessment Summary, in addition to other reports on student strategy use and mastery, can be used along with the formal assessment results to establish mastery levels.

Mastery levels for Reading Wings are expressed using the notation 2-1, 2-2, 3-1, 3-2, 4-1, 4-2, 5-1, and 5-2 to represent one half of the school year. For example, a 2-1 level addresses material presented in the first half of the second grade.

Mastery levels for the Reading Edge are expressed using notations 1, 2-3, 4, 5, 6+, 7+, and 8+. The plus indicates that grade-level students are reading at that level or above.

If a school is using a standardized assessment, the first task is to convert the formal assessment scores to reading levels.

4Sight Common Core Reading Benchmark Assessments

A correlation chart is provided in the administration and scoring guide for each grade level and test-form number.

The chance-level scores are those that could have been achieved through random guessing. Students who fall into the chance-level range will need to be given an additional measure. The Word-Meaning Test, which must be ordered separately, is recommended.

Other scores are represented by months, not semesters. To convert the scores to reading levels, consider numbers ending in 0, 1, 2, 3, or 4 (such as 3-0, 3-1, 3-2, 3-3, and 3-4) to correlate with those levels that represent the first half of the school year (3-1); numbers ending in 5, 6, 7, and 8 (such as 3-5, 3-6, 3-7, and 3-8) correlate with the second half (3-2).

Sample Conversion Chart (Partial)

4Sight Total Score	Reading Score
1	Chance level
2	
3	
4	
5	
6	
7	1-5
8	1-6
9	1-7
10	1-8
11	1-9
12	2-0
13	2-1
14	2-2
15	2-3
16	2-4
17	2-5

Scholastic Reading Inventory

The Scholastic Reading Inventory scores are reported in Lexiles. This chart may be used to determine an approximate reading level as indicated by the Lexile. This information is used in conjunction with other data about each student to make a final determination of mastery level.

Reading Wings and the Reading Edge SRI Lexile – Approximate Reading-Level Correlations			
Grade Reading Level	Baseline and First Assessments	Second and Third Assessments	Fourth Assessment
2	Reading Roots Mastery	400 (2-1)	475 (2-2)
3	475 (2-2)	535 (3-1)	590 (3-2)
4	590 (3-2)	645 (4-1)	700 (4-2)
5	700 (4-2)	750 (5-1)	805 (5-2)
6	805 (5-2)	840 (6-1)	880 (6-2)
7	880 (6-2)	915 (7)	955 (7)
8	955 (7)	980 (8)	1000 (8)
9	1000 (8)	1020 (9)	1045 (9)
10	1045 (9)	1065 (10)	1080 (10)
11	1080 (10)	1085 (11)	1090 (11)

Gates-MacGinitie Reading Tests

This chart may be used to estimate approximate reading-level correlations using extended scale scores as generated by GMRT. Additional information about student progress must be used in conjunction with these approximations to make final determinations of student mastery levels.

Reading Wings and the Reading Edge	
Extended Scale Score	Approximate Reading-Level Correlation
423–445	2-1
446–458	2-2
459–471	3-1
472–481	3-2
482–491	4-1
492–499	4-2
500–506	5-1
507–513	5-2
514–519	6-1
520–525	6-2
526–535	7-1 and 7-2
536+	8-1

For all assessments, after converting the score, it can be recorded on an individual student regrouping profile for Reading Wings or the Reading Edge and entered into the Member Center database.

	Assessment	Test Date	Current Level of Instruction	Classroom-Based Measures					Formal Measure(s)		Mastery Level	Ideal Placement Level	Actual Placement Level		
				Comprehension	Vocabulary	Adventures in Writing	Word Skills	Fluency – wcpm	Formal Assessment Score	Grade Level					
Teacher Assigned	Baseline	9/3	<i>Excellent grade sent from previous school.</i>					13	2.1	2.1	2.2	3.1			
First Grading Period	First														
Second Grading Period	Second														
Third Grading Period	Third														
Fourth Grading Period	Fourth														

Using Mastery Levels to Create Reading Groups

Once the mastery level for each student has been determined, reading groups can be formed and instructional levels assigned. The following steps outline one way in which this may be achieved.

- 1. Create a folder for each student.** A copy of the student profile is stapled to the outside of the folder. Any other documents that provide information about student progress may be placed inside the folder. Examples include the Reading Roots or the Reading Edge level 1 Formal
- 2. Organize the folders.** The mastery level is added to the student profile. Once this task is completed, the folders can be sorted into groups by mastery level. Within each group, the folders should be alphabetized by the last name of the student. If the Member Center is used to track data, the mastery level for each student should be entered.
- 3. Create groups.** Using either the actual folders or the Member Center, reading groups are created. (Refer to the *Member Center Resource Guide* for guidance with this process.) The number of groups created will need to match the number of staff members who will each teach a reading group. The school may end up with too few teachers to staff the number of groups or too few students in a particular group to make it an effective learning experience. The facilitator may have to juggle resources. Similar levels can be combined, more than one class at a level

can be created, and so forth, until manageable class size and composition have been achieved. The goal is to ensure that students are placed in classes according to their instructional levels in reading, not that all reading classes have the same number of students. As a result, some groups will be larger than others. Classes of beginning readers, or readers who are reading far below grade level, need to be smaller than classes with students at or above grade level.

To prevent the negative effects of tracking students by ability, grade levels should be mixed whenever possible. For example, if twenty fifth graders and twenty fourth graders are all reading at the fifth-grade level, two classes are created, each with half fifth graders and half fourth graders. This will prevent the creation of an average-ability group and an above-level group.

Placing together students who are more than two years apart in age should be avoided. For example, third graders and sixth graders should not be in the same class. If there is a student who is considerably younger or older than other students of similar reading level, the facilitator might want to place the child closer to his or her actual grade level. The teacher must then modify both the curriculum and the expectations to fit. These decisions are made on a case-by-case basis, taking into account the maturity, social skills, and physical size of the student. These students are then closely monitored to ensure an appropriate level of challenge.

In creating final class groupings, siblings, cousins, and other special or challenging relationships among students can be taken into consideration.

4. Determine the instructional, or placement, level for Reading Roots and the Reading Edge level 1 groups. Ideally, students will be placed at one level above their mastery levels for instruction. For example, students in Reading Roots who have mastered stage 4 would ideally be instructed at stage 5. Teachers will need to know a specific lesson number, not the stage number, in which to begin teaching. At the beginning of the school year, this can be the first lesson number of the range for a given stage. During the year, however, if a reading group has not received instruction in all the lessons of a given stage range and most of the students will remain in the same group, it may be determined that the teacher will begin a lesson inside the range. Placement should reflect the Reading Roots lesson number in which the teacher should begin instruction.

See SFAF Online Resources for placement and pacing information related to older versions of Reading Roots.



5. Determine the instructional, or placement, level for Reading Wings and the Reading Edge levels 2–8+ groups. For Reading Wings and the Reading Edge, the ideal placement level is one instructional level above the mastery level. Elementary students should be placed no more than one year above their grade level. For levels that represent half of a school year, the history from the student profile forms can be used to help ensure that below grade-level students do not remain at the same level for more than two quarters if possible. Middle school students with on or above-grade-level mastery are placed into reading groups at their grade level; these students are considered for placement in honors classes the second semester.

Each student’s actual placement is recorded—which may or may not correspond exactly to his or her ideal placement—in the database or on his or her individual student profile. Students who could not be placed at their ideal levels of instruction should be flagged; this information should be shared with teachers so they can modify their expectations, as needed, for these students.

6. Assign teachers to reading groups. Teachers’ strengths, weaknesses, and preferences should be considered in assigning them to levels and

reading groups. The school must decide where to concentrate their teaching resources. Which reading teachers will be with the beginning readers? Which teachers should be assigned to students who are reading a year or two below grade level? During the school year, if a group of students is staying together for the next quarter, either at the same level or a higher one, it must be decided whether the teacher will continue working with them. One advantage of keeping the same teacher is that he or she already knows those students’ strengths and learning styles. But an advantage to changing teachers is that students are exposed to a new teaching style. There are potential benefits to either approach. It’s the facilitator’s call: What will provide the best results for students?

7. Create class rosters. When the class lists have been finalized, rosters are created with the following information about each student: name, grade level, homeroom teacher and room number, reading teacher and room number, mastery level, ideal placement level, and actual placement level. If the Member Center is used to create the reading groups, the class rosters containing all the pertinent information may be printed.

Each teacher should receive two class lists: a reading teacher roster for his or her reading

group and a homeroom teacher summary for homeroom students. The front office also needs copies of these lists so students can be easily located during reading. The Member Center will produce class rosters by reading group.

8. Meet with teachers to share reading-group assignments. The facilitator should openly acknowledge that some reading groups will be larger than others. It should be clear that the primary concern, indeed that of everyone in the school, must be to meet the instructional needs of students. The facilitator should listen to teachers when they express concern about a student’s placement and do his or her best to solve the issue with the student’s best interests in mind. Affected teachers and students should be helped to understand why one solution was chosen over another.

Guidelines for Placing Students in Reading Groups

- Placement should not be determined until a mastery level is designated.
- Placement level is, at a minimum, one level above mastery for students performing below grade level.
- Considering the strengths and needs of each student, the optimal placement level of each student must be determined. Place high, and modify, especially with below-level students who must achieve more than one year's growth in a year's time; each of these students must be placed at the highest-possible level at which he or she can be successful.
- When an optimum placement is not possible for low-performing students, the facilitator should try to move a student to a higher and more challenging group rather than to a lower one where a sufficient challenge may be harder to achieve. The teacher should be alerted so he or she can devote extra attention and support. Consider using peer tutors outside of reading time to bolster these students' skills and help them meet the challenge.
- Instructional interventions and best-placement decisions should be made to thoughtfully accelerate students toward grade-level achievement in reading. Similar skill-level groups should be assembled that include, within reason, students from different grade levels.
- Elementary students whose mastery is at or above grade level usually do not benefit from being placed more than one year above their grade levels. Focusing instruction on greater depth of strategy use and vocabulary development in a variety of informational texts and literature will be key to their continued growth.
- Great care should be taken when making decisions about students in special programs or with special needs. Each child's individual strengths and deficits must be considered along with the requirements of the child's IEP. Most students can be mainstreamed for SFA instruction.
- Reading Roots classes are typically smaller than Reading Wings classes to allow for the individualized attention that emerging readers need. A maximum of twenty students in each Reading Roots group and twenty-five in Reading Wings is ideal.
- Middle school students whose mastery is at or above grade level are placed into reading groups at their grade level; students who master their grade level are considered for placement in honors classes the second semester.
- A Reading Edge level 1 class typically has a lower number of students from a wider range of grade levels than other reading groups. It is designed to accelerate students into a level 2-3 group in one semester if possible. The facilitator can help the teacher brainstorm ways to accelerate through level 1 as quickly as possible and can provide additional resources when applicable.
- The Reading Edge level 2-3 class accelerates students into a level 4 group in one semester if possible. Students in Reading Edge level 4 and 5 classes should accelerate into groups for their grade level as soon as possible.
- ESL students fall into two categories: those who are literate in their native language and those who are not yet literate in any language. Teachers should be reminded that these students have different needs and tend to progress at vastly different rates.
- Special care should be taken not to underplace English language learners (ELLs), particularly if their decoding skills are strong. With focused instruction and practice, ELLs will, in time, develop better comprehension. They should be placed according to their strengths, and tutoring should be used to help them catch up in other areas. The school or district ESL experts can be consulted for effective teaching strategies that the reading teacher may try.
- Writing skills should not stand in the way of a challenging reading placement. Teachers should be helped to make appropriate modifications such as having a student cowrite answers, reducing the number of written responses required, or using a tape recorder to record responses. Outside of the reading block, there should be a focus on improving students' writing skills.

Getting Started with Reading Groups

Teacher Preparation

For one reason or another, a teacher may end up teaching a reading class for which he or she did not receive training. The following options are ways to prepare the teacher for his or her group.

- If the school can afford to have fewer reading groups during the first quarter, the teacher can shadow or coteach a group with someone who has been trained.
- If the teacher must be given his or her own group, the facilitator can help the teacher walk through a lesson beforehand and check in frequently throughout the first grading period to lend support.
- The facilitator can teach part or all of a lesson while the teacher observes and then spend a few minutes debriefing with the teacher later in the day. As a facilitator, this is also a great way to learn the program.

If a group of students is nearing the end of Reading Roots or the Reading Edge level 1 instruction and the facilitator wants to keep them with the same teacher as they move into Reading Wings or the Reading Edge level 2-3, he or she will need to help the teacher learn the new lesson format. Before the end of the current quarter, the facilitator can arrange for the teacher to begin attending Reading Wings or the Reading Edge level 2-3 component team meetings. A mentor from a Reading Wings or the Reading Edge level 2-3 reading group can be

assigned to help the teacher through the initial weeks of teaching, and the facilitator can be available to answer questions as needed.

Helping Students Find Their Classes

To minimize confusion on the first day of reading groups, especially for very young students, the school should establish simple systems for transitions to and from reading class.

- Homeroom teachers can prepare a note card for each student with the reading teacher and classroom number, or this information can be printed from the facilitator's database to give to each student.
- Homeroom teachers can line their students up by reading group. Students in the same group can be reminded to look out for one another and make sure that they all arrive on time.
- Students can be instructed to walk only on the right side of the corridor, and stairways can be designated as up only or down only.
- Music can be played over the loudspeaker as the cue for students to begin moving.
- Departure times can be staggered by grade level to minimize traffic in the hallways.
- The facilitator should always give reading teachers and homeroom teachers rosters telling them which students

should be where. This will help to track down anyone who fails to arrive in class.

Adjusting Reading-Group Assignments

After the baseline assessment, slight adjustments to reading groups may be needed. All changes in student placement should be made at the principal's or facilitator's discretion and must be based not only on teacher recommendation but also

on concrete documentation and an informal evaluation of the student's work in all classes. Teachers should never trade students on their own.

Remember that SFA is an acceleration model for those students who are reading below grade level. As soon as a student performs well at the current level, the facilitator should figure out how to move the student to a more challenging level.

Caution should be taken not to create a culture in which changes are common. When you suspect that a student is in the wrong reading group, the first rule of thumb is to wait at least a week before taking any action; sometimes students simply need time to adjust. If, at the end of this period, the student is floundering, consider retesting.

One test on one day may not provide an accurate reflection of a child's abilities or mastery level. It is important that changes are made not only on teacher recommendation but also on

SFA is an acceleration model for those students who are reading below grade level.

concrete documentation, including an informal evaluation of the student's work in all classes.

If it is necessary to make a change to a student's placement, plan for any supports the student will need in his or her new group. How will the student be assisted in becoming part of the team? How will the child be helped to catch up in the book? How will the new placement be explained to the child in a straightforward and affirming way?

Placing New Students

Whenever newcomers enroll, the facilitator needs to incorporate them into the fabric of the school as soon as possible after their arrival. For students, this begins with assessing their reading levels and assigning them to leveled reading groups. Given the turmoil that can accompany a midyear change of school, a new student should not be assessed on his or her first day in the building. Most schools opt to leave a new student with the homeroom teacher's reading group for a day or two to allow the student time to adjust to the new environment. The newcomer can be paired with a student guide to help with the acclimation process. The aim should be to assess the student's reading skills within three days of the child's arrival.

Based on the results of the formal reading assessment and on any informal data, the newcomer is placed into an appropriately leveled reading class. The student should be carefully monitored over the first two weeks to make sure that

he or she has both an adequate challenge and the necessary assistance to catch up with the class.

If there is no group working at the appropriate instructional level, the student should be placed in the group closest to his or her reading level and then provided support, both within the reading class and through tutoring, until he or she begins to catch up. Student mentors or peer coaches can be assigned to help new students learn classroom routines.

Ending the Year

At the end of the year, students are reassessed, and tentative reading groups are created, just as at the quarter. This will cut down on the facilitator's work in the opening weeks of school next year. Returning students will not need to be reassessed, but their end-of-year data may be used for placement purposes. For middle school students, the facilitator may be able to arrange to test future students from feeder schools before the end of the year.

Using Assessment Data

The Grade Summary Form

Students have been assessed. Mastery levels have been determined. Reading groups have been formed. Teacher assignments have been carefully made, and students have been assigned to tutoring. So how will the school know at the end of the grading period whether the students have

The Grade Summary Form is a tool used to represent reading mastery data.

progressed as much as they should have?

Monitoring student progress is an important ongoing activity that guides teachers as they make instructional decisions and guides school leaders as they plan for interventions for groups and individual students each day. It is critical that monitoring take place at all levels of the organization. Even though kindergarten students are not regrouped, monitoring is important to ensure that students are getting a firm foundation to build upon in first grade. Along with information for kindergarten students, progress in reading for students in first grade and above is measured at the grading period and throughout the school year.

Information for all grade levels is entered on the **Grade Summary Form**.

Effective monitoring involves:

- identifying the starting point,
- tracking growth throughout the quarter, and
- assessing end-of-grading-period growth.

Identifying the starting point: To determine the amount of reading growth that students have made during a quarter, the starting point must be determined. The Grade Summary Form is a tool used to represent **reading mastery data** in a way that illustrates quarterly student performance both at individual grade levels and for the entire school. This tool provides a visual representation of where

Middle School Grade Summary Form

School Name _____

School Year _____

G	GP	MND	1	2-3	4	5	6+	7+	8+	T	%GL
6	B										
6	1										
6	2										
6	3										
6	4										
7	B										
7	1										
7	2										
7	3										
7	4										
8	B										
8	1										
8	2										
8	3										
8	4										

6+ includes students who are performing at or above level 6.

7+ includes students who are performing at or above level 7.

8+ includes students who are performing at or above level 8.

G = Grade GP = Grading Period MND = Mastery Not Determined
 T = Total Number of Students %GL = Percentage of Students at Grade Level

Reading Edge Middle Grades 6-8 Summary:

GP	Total Students	Total Students at or Above Grade level	Total Students at or Above Grade Level	Total Percentage at or Above Grade Level

students are in relation to where they should be at a given point in time through the calculation of the number of students reading at or above grade level.

The parts of the Grade Summary Form: To make effective use of the Grade Summary Form, it is important to understand the way that it represents information. The column of grade levels down the left-hand side of the form represents the grade levels of the students. The beginning of the year, or baseline, and each subsequent quarter—first, second, third, and fourth—are each represented by a row. Only one row for each grade level is completed at any given time. The row across the top represents the reading mastery levels (as described previously).

Grade Level of Students

Reading Level

G	GP	MND	K1	K2	K3	1	2	3	4	5	6	7	8	9	RW 2-1	RW 2-2	RW 3-1	RW 3-2
						RR 1-5	RR 6-10	RR 11-15	RR 16-20	RR 21-25	RR 26-31	RR 32-37	RR 38-42	RR 43-48				
K	1																	
K	2																	
K	3																	
K	4																	
1	B																	
1	1																	
1	2																	
1	3																	
1	4																	
2	B																	
2	1																	
2	2																	
2	3																	
2	4																	

Completing the Grade Summary Form:

The data on the Grade Summary Form represents student mastery-level data. Data is added to the Grade Summary Form at the beginning of the school year and at the end of each grading period.

1. To complete the form, first locate the row for each grade level that correlates to the grading period that was just completed. At the beginning of the year, this will be the row labeled “B” for “Baseline.”

2. Next, write the number of students who have mastered each level in the box that corresponds to both the correct reading level and grade level.

The following sample depicts baseline data for ABC Elementary School.

(Note that kindergarten does not have a row for baseline data. Assessment results are not entered until the first assessment period and are then entered for each of the following quarters for kindergarten students.)

G	GP	MND	K1	K2	K3	1	2	3	4	5	6	7	8	9	RW 2-1	RW 2-2	RW 3-1	RW 3-2
						RR 1-5	RR 6-10	RR 11-15	RR 16-20	RR 21-25	RR 26-31	RR 32-37	RR 38-42	RR 43-48				
K	1																	
K	2																	
K	3																	
K	4																	
1	B					45	3	5										
1	1																	
1	2																	
1	3																	
1	4																	
2	B						8		16	20			3		7			
2	1																	
2	2																	
2	3																	
2	4																	

According to the Grade Summary Form, these are facts about ABC Elementary School's students:

- A total of forty-five of the first graders were unable to master passage 1, which correlates to the information taught in Reading Roots lessons 1–5, on the Reading Roots Formal Assessment.
- Three of the first graders and eight of the second graders passed the first, but not the second, passage on the Reading Roots Formal Assessment.
- Three of the second graders have nearly mastered the Reading Roots Formal Assessment.
- Seven of the second graders have already mastered level 2-1 and are ready for materials that would normally be presented in the second semester of second grade.

Understanding the determination of benchmarks for grade-level mastery: What benchmarks are used to determine whether the mastery level for a given student is at or above grade level? The standard for grade-level mastery must be understood in three separate parts: first-grade reading level, levels 2–6, and levels 7 and above.

The standards for students in **first grade** are represented in terms of nine stages and the lessons they represent in Reading Roots. They are as in the table below.

The first-grade-level curriculum is divided into many more levels than that of second grade and above. The skill required to read at each level varies tremendously from one stage to the next. The criterion for first-grade students on the baseline assessment is mastery of stage 2, lessons 6–10. This reflects mastery of the content taught in kindergarten.

The standards for **grades 2–5** in the elementary program are represented in terms of two semesters per level, such as 2-1, 2-2, 3-1, 3-2, through fifth grade. A 2-1 designation, for example, represents a second-grade first-semester level. A 2-2 represents a second-grade second-semester level. Therefore, a student who has mastered level 2-1 (second-grade first-semester material) is typically placed, or instructed, in level 2-2. Similarly, a student who has mastered level 2-2 (second-grade second-semester material) is typically placed in level 3-1. Grade 6 is represented as 6 (it is not divided into semesters).

In the **middle school** program, grade 6 is represented as 6⁺. Grade seven is represented as 7⁺. Grade eight is represented by 8⁺, meaning eighth-grade level and above. The plus indicates that grade level students are reading at that level or above. Mastery for middle school students reading below their grade level is designated by 1, 2-3, 4, or 5.

Benchmark levels for determining mastery at each quarterly assessment are illustrated in the table on the following page.

These standards are represented on the Grade Summary Form by the bold line. The numbers to the right of the line represent students who are reading at or above grade level. Conversely, the numbers to the left of the line represent students who are reading below grade level.

In examining the benchmarks-for-grade-level-mastery chart, notice that a third grader on the baseline and first assessments is expected to have *mastered* level 2-2 (second-grade second-semester material). This is often a point of confusion, as it would appear that the criterion should be level 3-1 (third-grade first-semester material). Actually, level 2-2 is correct; a third grader is

First-Grade Benchmarks

Assessment	Baseline	First	Second	Third	Fourth
Mastery Level	Stage 2 Lessons 6–10	Stage 4 Lessons 16–20	Stage 6 Lessons 26–31	Stage 8 Lessons 38–42	Stage 9 Lessons 43–48

expected to have *mastered* 2-2 for the baseline and first assessments and be *placed* in third-grade first-semester material. A student is not expected to *master* level 3-1 until midyear or, typically, when the second assessment occurs. Likewise, a third-grade student is expected to *master* level 3-2 by the end of the third-grade year when the fourth assessment occurs.

To further emphasize this point, consider a second-grade student at the end of second grade. To be on grade level, this student must master level 2-2 (second-grade second-semester material). As a beginning third grader, this same student would be expected to have *mastered* level 2-2, not 3-1, because

no instruction (outside of summer school, possibly) has occurred. Therefore, the criterion for the baseline assessment in third grade is the *same* as the criterion for the fourth assessment in second grade. This student should be placed in a level 3-1 group and should be expected to master this level by *midyear*.

Therefore, the guidelines for determining grade-level mastery are as follows:

- At *midyear*, students are expected to have mastered the first-semester materials for their grade levels: 2-1 (second graders), 3-1 (third graders), 4-1 (fourth graders), or 5-1 (fifth graders).

- By the *end* of the year, students are expected to have mastered the second-semester materials for those same grades: 2-2 (second graders), 3-2 (third graders), 4-2 (fourth graders), or 5-2 (fifth graders).

For **grades 6, 7, and 8** and above, there is only one standard each. Therefore, a sixth-grade student who has mastered level 5-2 and is placed in a grade 6 reading group is considered to be reading on grade level. Similarly, an eighth-grade student who has mastered the seventh-grade standard and is placed in the eighth-grade reading group is considered to be reading on grade level.

Benchmarks

Grade	Baseline Assessment	First Assessment	Second Assessment	Third Assessment	Fourth Assessment
1	Stage 2 Lessons 6–10	Stage 4 Lessons 16–20	Stage 6 Lessons 26–31	Stage 8 Lessons 38–42	Stage 9 Lessons 43–48
2	43–48	43–48	2-1	2-1	2-2
3	2-2	2-2	3-1	3-1	3-2
4	3-2	3-2	4-1	4-1	4-2
5	4-2	4-2	5-1	5-1	5-2
6	5-2	5-2	5-2	5-2	6+
7	6+	6+	6+	6+	7+
8	7+	7+	7+	7+	8+

Using data from the Grade

Summary Form: Once the baseline data on the Grade Summary Form has been completed, that data is used to answer two important questions: How many students are reading on or above grade level? What percentage of students are reading at or above grade level?

To calculate the number of students reading at or above grade level for each grade, consider the benchmarks for mastery. The bold line on the Grade Summary Form (see below) indicates the mastery benchmarks. The numbers on the left side of the bold line represent students who are reading below grade level. The numbers to the right of the bold line indicate students who are reading at or above grade level.

G	GP	MND	K1	K2	K3	1	2	3	4	5	6	7	8	9	RW 2-1	RW 2-2	RW 3-1	RE 2-3	RE 4	RE 5	6+	7+	8+	T	%GL	
						RR 1-5	RR 6-10	RR 11-15	RR 16-20	RR 21-25	RR 26-31	RR 32-37	RR 38-42	RR 43-48				RE 1	RW 3-2	RW 4-1						RW 4-2
K	1																									
K	2																									
K	3																									
K	4																									
1	B					35	3	8	3	5														54	30%	
1	1																									
1	2																									
1	3																									
1	4																									
2	B						8		8	10			10	8	7										51	29%
2	1																									
2	2																									
2	3																									
2	4																									

By adding the number of students to the right of the benchmark line and dividing that number by the total number of students in the grade, the percentage of students reading at or above grade level at the baseline can be calculated. For example:

- At the baseline, sixteen (8+3+5) of the fifty-four first graders, or 30%, are reading at or above grade level.
- At the baseline, fifteen of the fifty-one second graders, or 29%, are reading at or above grade level.

The percentage of students reading at or above grade level for each grade should be recorded in the far right-hand column of each baseline row. This will be valuable information for measuring growth in future assessments.

Using baseline data: Establishing baseline data provides several benefits:

- A comparison of baseline data with end-of-grading-period data can show student growth.
- Progress goals can be set.
- Particular groups of students can be identified and targeted for interventions.

In general, understanding where students start at the beginning of the year or at the beginning of the grading period can direct monitoring efforts that occur during the grading period.

Disaggregating data: One Grade Summary Form should be used to represent all students in the school, including special-education students and English language learners. This provides an accurate representation of students' progress during the school year. The data can also be disaggregated to track the progress of particular groups of students. This may be done by recording their reading mastery levels on a separate Grade Summary Form. Some groups to consider include:

Cohort group: During the year, students may enter and withdraw. Maintaining a form that represents only students who have been enrolled since the inception of the Success for All program provides an accurate picture of the effectiveness of the program. By maintaining this form from year to year, the school can track the progress of students who have been in the program since it began. In highly transient schools, this can help the school demonstrate to staff, families, and the community the growth that students have achieved.

AYP subgroups: To help track the progress of a particular subgroup, an additional Grade Summary Form that represents the data of these groups can be created.

The Grade Summary Form can be generated on the Member Center by entering mastery levels for each grade level at the end of each grading period. The report can be filtered by ethnicity, gender, Hot List, SFA program, and teacher, to name a few. Simply clicking on the number within the cell produces a list of student names for each mastery level.

Using the Grade Summary Form: Questions to Ask

- What number/percentage of students are reading at/above grade level? How does that compare with the baseline and/or the last assessment period? Is the percentage increasing?
- What percentage of students in each subgroup are reading at/above grade level? Is that percentage decreasing?
- What trends does the Grade Summary Form indicate in different grade levels?
- How many upper-grade students are still in Reading Roots? Is that number decreasing?
- Who are the students reading below grade level?
- Are these students from one class or spread out over several classes?
- Are there students at a particular level who seem to be stuck?
- Do these students have attendance or discipline issues? Do they do their homework?
- What can the students do, and what can they not do? What skills have they mastered, and what skills do they continue to lack?

- Why are students having difficulty? What is the quality of instruction in the classroom?
- How do these students function in the classroom? How do they function as part of a cooperative-learning team?
- What support do these students need?
- What support do the teachers of these students need?
- What reasonable goals can be set for growth during the quarter?

Monitoring Growth: Determining If/Then Statements

Student growth must be monitored throughout the year so there are no surprises when the state assessment is administered. Many schools have regular benchmark assessments that provide the school with ongoing data that they need. 4Sight, developed by SFAF, can also be used for this purpose. For those schools that do not use 4Sight and do not have a benchmark assessment, the **if/then technique** can be used to develop a rough estimate of what a student must score on a standardized reading or math assessment to be likely to pass the state assessment. In this process, standardized test scores or SFA mastery scores are roughly correlated to the high-stakes state test scores from the previous year.

See the *Leading for Success Leadership Guide* for a detailed description of the process.

Student growth must be monitored throughout the year so there are no surprises when the state assessment is administered.

Tough Issues in Assessment and Regrouping: What to Do

1. Two students score at stage 6 (lessons 26–31) on the Reading Roots Formal Assessment. Ideally, they would be placed in stage 7 (lessons 32–37), but no other students scored at that stage. There is a group in lessons 21–25 and one in lessons 38–42. What to do?
 - They could be underplaced in lessons 21–25 but might quickly get bored—with resulting discipline problems. The teacher would have to work hard to modify the lessons to challenge the students.
 - The better option might be to place them in lessons 38–42 where they would be challenged and may actually catch up to the level. The teacher would still have to modify the lessons to help the students. Placing them with nurturing partners is one option that might help, as would having them read with volunteer listeners for extra practice.
 - Another factor to be considered is the grade level of the students. If the students are second graders or above, acceleration is almost always the best option.
2. A first grader assesses out of Reading Roots at the first assessment. Ideal placement would be 2-1. That particular group has second and third graders. Should the first grader be placed with the older students? What to do?
 - There is no right or wrong answer. The decision depends on several factors. It is an academic decision but also a social and emotional one. How mature is the child? The child's social skills are also important—how confident is he or she, and can he or she adjust to being with older students? What is the preference of the parents?
 - If placed in the 2-1 class, the teacher will need to assist the child in learning the Reading Wings routines and in how to be a member of a team. Other modifications, such as for writing activities, will also have to be made.
 - The facilitator should closely monitor this student's placement for a couple of weeks to be sure that the student is adjusting and capable of succeeding at that level.

3. A student scored BR (below 2-1 mastery) on the SRI. What to do?
 - The Reading Roots Formal Assessment should be administered to the student. If he or she masters stage 9 (lessons 43–48), the student should be placed in Reading Wings 2-1. If the mastery level is any other stage (0–8), the student should be placed into a class of older Reading Roots students.
 - If there is no group of older Reading Roots students or if other factors indicate that the student might be motivated to work harder, acceleration to placement in Reading Wings 2-1 might be the best option.
 - If the student is accelerated, the facilitator should monitor the situation closely for a couple of weeks to ensure that the placement is appropriate.
4. At the second assessment period, it becomes evident that one particular Reading Wings group is not making progress. Several students have scored below their previous assessment scores, and most have made little or no progress. What to do?
 - The facilitator—and the principal—should spend some time observing in the classroom. Are there classroom-management problems? Are there obvious problems with instruction? What support does the teacher need? What is the level of cooperative learning in the class? Are any students misplaced? Are some students in need of intervention by the Schoolwide Solutions team?
 - This may be a case in which the class should be assigned to another teacher who is good at accelerating students.
5. An ESL student scored below grade level in comprehension although his decoding skills are quite good. What to do?
 - ESL students are often underplaced because they have limited vocabulary and, therefore, poor comprehension. Placing an ESL student in a low reading group that is significantly below the student's grade level gives the student more limited exposure to vocabulary, which the student needs to progress.
 - It might be better to place the student closer to grade level and ensure that he works with a strong cooperative team and gets support for English-language acquisition. It is often better to place the child as high as possible and give the student ESL support in the classroom than to place the child substantially below grade level. This is particularly true if the student's basic decoding skills are good.



Tips for Facilitators

Assessment and Regrouping

Before Testing

1. Order testing materials for Reading Wings and the Reading Edge.
2. Review the Reading Roots Formal Assessment packet and directions and the directions for Reading Wings and the Reading Edge tests.
3. Select a testing team to help administer the Reading Roots Formal Assessment.
4. Have the testing team attend the Reading Roots and tutoring component training.
5. Organize the assessment materials.
 - Prepare the Reading Roots materials for the testing team. Each assessor needs a copy of the directions, a yellow Reading Roots testing booklet, and student record forms. These may be inserted into folders, or the assessor can place them in students' folders after testing.
 - Prepare the testing materials for all Reading Wings and the Reading Edge teachers. Each assessor will need the directions and a student test for each student in the class. If you are using paper-and-pencil tests, decide who will score the tests (usually the teachers). Decide how the materials will be returned to you after test administration.
6. Schedule meetings with the testing team and with Reading Wings and the Reading Edge teachers who will administer the tests to their classes.
 - Test administration and the guidelines for testing should be reviewed with each group.
 - Inform each group how materials are to be returned to you.
7. Plan how students who are absent will be tested upon their return to school.
8. Arrange for monitoring of test administration. Enlist the principal, the Schoolwide Solutions coordinator, and other administrators to help.

After Testing

9. After testing, review the Reading Roots student record forms to be sure that the test was administered correctly by the testing team members and that the assessment was not stopped before students reached their frustration levels.
10. Determine mastery levels for all students.
 - At the beginning of the year, the assessment results may be the only information available. If possible, use additional information from the students' records and teacher recommendations.
 - Beginning with the first assessment (after the baseline assessment), use information from the Classroom Assessment Summary forms from each teacher along with the assessment results to determine mastery.
11. Enter the test results on the student profiles if they will be used. Enter the scores into the Member Center.
12. Using either the Member Center or the folders, create reading groups, and assign teachers. (The principal should be involved in assigning teachers.)
13. Print out and distribute the class rosters. Distribute materials to each teacher.

After Regrouping

14. Monitor the reading groups. At the beginning of the grading period, focus particularly on students who are not placed at their ideal levels. Make adjustments as needed.
15. Enter mastery levels on the Grade Summary Form to determine baseline or quarterly progress. Share the information about the number and percentage of students who are on or above grade level in this grading period and any information about growth with everyone.
16. Set targets for student performance with the teachers.

Student Regrouping Profile for Reading Roots

	Assessment	Test Date	Last RR Lesson # Completed	Reading Roots Formal Assessment					Mastery Level	Ideal Placement Level	Actual Placement Level
				Oral Reading	Comprehension	Fluency Rubric	High-Frequency Word List	Fluency – wcpm (level 4 only)			
Teacher Assigned	Baseline										
First Grading Period	First										
Second Grading Period	Second										
Third Grading Period	Third										
Fourth Grading Period	Fourth										

Student Regrouping Profile for Reading Wings and the Reading Edge

	Assessment	Test Date	Current Level of Instruction	Classroom-Based Measures					Formal Measure(s)		Mastery Level	Ideal Placement Level	Actual Placement Level
				Comprehension	Vocabulary	Adventures in Writing	Word Skills	Fluency – wcpm	Formal Assessment Score	Grade Level			
Teacher Assigned	Baseline												
First Grading Period	First												
Second Grading Period	Second												
Third Grading Period	Third												
Fourth Grading Period	Fourth												

Ensuring Success for All: Tutoring and Schoolwide Solutions

SFA has a system of interventions that includes tutoring and Schoolwide Solutions teams.



In addition to the instruction provided in reading class, some students require additional assistance to address their needs to be successful. Often students are impacted by circumstances that extend beyond the school doors. Whatever the problem, academic or otherwise, SFA has a system of interventions that include tutoring and the Schoolwide Solutions teams (Attendance, Cooperative Culture, Parent and Family Involvement, Community Connections, and the individual student Intervention team).

Tutoring

One of the most important interventions in the Success for All program is providing individual student support through tutoring services. Some students will receive tutoring services for only a short time and then will be ready to proceed without additional help. These students simply need the jump-start that tutoring can provide. Others will need tutoring services for all or most of the school year. Implementing the tutoring program is one way to be relentless in the quest to help all students succeed.

In SFA elementary schools, tutoring is an important intervention that

occurs throughout the school day. In middle schools, tutoring services may only be offered before or after school or through special programs, depending on the schedule. In any case, tutoring is the most powerful intervention that can be provided for struggling students.

The Tutoring Program

The tutoring program provides twenty to forty-five minutes of intense and complete daily instruction that directly supports what the student is learning in reading class. Children are tutored outside of reading and math times, either during other subject areas or before or after school.

The focus on individual problems is designed to keep students in tutoring for only a portion of the school year. One of the primary goals of the tutoring program is to help students succeed in class on their own. Tutoring sessions directly support classroom instruction. Most tutoring sessions are conducted on a one-to-one basis to address a student's individual needs.

Consider two students from the same reading class. Although they work with the same story during

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their respective tutoring sessions, one may be engaged in activities to help develop fluency while the other is focused on strategies to increase comprehension.

Tutors may work one to one or in small groups using the Tutoring with Alphie program. Schools may also tutor students one to one using the *Tutoring Manual, 3rd Edition*.

Tutors work with students according to a planning cycle. Through this cycle, tutors collect data, analyze and interpret the data to determine what it reveals about student strengths and needs, create and implement a plan to address those needs, and evaluate the effectiveness of the plan. The following describes the process of tutoring tasks and activities as they unfold according to the tutoring process.

- **Collect data.** Administer the tutoring assessment.
- **Analyze and interpret.** Review the assessment data to identify strengths and problem areas in phonemic awareness, phonics, word skills, comprehension, fluency, and writing.
- **Plan and implement.** Use the Tutoring with Alphie computer program or the *Tutoring Manual* or to create a two-week tutoring plan for the student. Implement the plan, noting progress daily.
- **Evaluate.** At the completion of the two-week plan, select new areas of focus, and revise the plan, or create a new plan, reassessing as needed.

At the end of the grading period, as a part of the end-of-grading-period assessment-and-regrouping process, student assignments to tutoring are reviewed and revised.

How Tutoring Works

Tutors work with the facilitator and the students' reading teachers to put tutoring principles into practice. The steps on the following page show how this process unfolds, beginning with the identification of the students who need tutoring and ending with a celebration of a quarterly cycle of tutoring.

Tutoring Support Materials

Tutoring with Alphie

The Tutoring with Alphie computer program enables one to one and group tutoring. See below for descriptions of each option.

To use the Tutoring with Alphie program, schools need Member Center accounts and computers connected to the internet.



- **Team Alphie**

Team Alphie allows one tutor to work with up to eight students at a time. These students, who should share similar needs, work in teams on computers. Through the interactive computer-based Team Alphie program, students receive instruction and practice in first- through third-grade reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Aligned with Reading Roots and Reading Wings, Team Alphie provides the help students need to succeed in reading.

Sample Tutoring Session Using Team Alphie	
3 minutes	The tutor assists teams as students log in to their profiles and reviews goals that have been set in an earlier session.
4 minutes	The computer presents letters. Teammates take turns saying the letter sounds and evaluating whether responses are correct.
6 minutes	The computer presents words. Teammates take turns reading the words and evaluating whether responses are correct.
5 minutes	The computer says words. Teammates take turns using the keyboard to spell the words. Teammates offer one another assistance as appropriate. The computer determines whether responses are correct.
5 minutes	The computer presents words that will appear in a story to be read. Teammates take turns reading the words and evaluating whether responses are correct.
10 minutes	Teammates practice fluency by taking turns reading a familiar story from the screen. Teammates offer one another assistance as appropriate. The computer determines the wcpm reading rate.

Note: Team Alphie instructional activities are timed to take a total of thirty minutes. Extra time is built into the session to account for teacher checks that occur as students master various skills, reward animations that play periodically, and the additional time that is required to manage the Team Alphie groups.

- **Alphie's Alley**

Alphie's Alley is a computer-based tool that provides support for tutoring at the first-grade level. It guides tutors as they carry out all aspects of the tutoring process, from assessment and planning to the implementation of the tutoring plan. The program supports tutors by providing computer assistance for the administration and analysis of assessments and the development of tutoring plans. It then presents tutoring activities, and tracks student achievement. The specific goals and objectives that are assessed and targeted in Alphie's Alley are the same as those supported through the third edition of the *Tutoring Manual*. Because some of the tutoring activities generated by

Sample Tutoring Session Using Alphie's Alley	
1 minute	The tutor leads a discussion with the student about a goal that has been set. The goal appears on the screen with the tutoring plan.
4 minutes	Using the computer, the student clicks on bubbles as he or she produces individual sounds in words that the computer has provided. The tutor enters "correct" or "incorrect" on a keypad that cannot be seen by the student.
5 minutes	The student uses individual letter cards to practice sound blending. The computer is not used for this part of the session.
4 minutes	The student reads sight words that appear on the computer screen. He or she uses the help key for additional support from the computer as needed. The tutor uses the keypad to monitor progress.
6 minutes	The tutor selects the Shared Story that the student is reading in class from a drop-down menu. The student practices reading fluently and at the appropriate rate. The tutor clicks to mark the starting and ending time of the reading while the computer calculates words read per minute. The tutor clicks on words that the student has missed.

the Tutoring with Alphie's Alley software require the support of the *Tutoring Manual*, tutors who work with the computer also have a copy of the manual.

Steps in the Tutoring Process

1. The facilitator identifies the students who need tutoring by using the students' assessment data, information from the reading teachers, and information from tutors who have previously worked with the students.
2. The facilitator creates tutoring schedules and assigns students and tutoring locations to each tutor. When creating Team Alphie tutoring groups, schedule students with the same general needs together.
3. Tutors use the tutoring assessment, together with information from the students' reading teachers, to choose a tutoring-plan template and to determine initial goals and objectives for the students that they will tutor.
4. Tutors use the tutoring-plan template to complete a two-week tutoring plan for each student. They also communicate planning information back and forth with the students' reading teachers using the Teacher-Tutor Update form.
5. Tutors involve the students in setting their own goals and tracking their progress.
6. Tutors carry out tutoring plans and monitor each student's progress.
7. Tutors review student progress after every ten tutoring sessions (two weeks), sharing this information with the reading teachers. The tutor may choose to reassess the students and redefine their goals and objectives using a new tutoring-plan template.
8. Tutors complete new ten-session (two-week) tutoring plans based on the students' goals and objectives, carry out the new plans, and monitor progress.
9. Prior to the end of the grading period (or more frequently), tutors may readminister parts of the tutoring assessment and, with reading teachers and the facilitator, review each student's progress. The facilitator updates and files records and determines the need for further tutoring.
10. Everyone celebrates student progress and a tutoring job well done!

The Tutoring Manual, 3rd Edition

This manual contains a comprehensive assessment that provides information about student progress in phonemic awareness, concepts of print, letter skills, sight words, word skills, vocabulary, tracking, fluency, comprehension, and writing.

Based upon assessment results, the tutor selects a tutoring template that guides him or her as he or she creates a tutoring plan. There are templates for beginning readers, average readers, and more advanced readers. The level of the template guides the tutor to select the specific objectives that will be addressed during the tutoring session for each student. Once the objectives are identified, the tutor finds activities described in the manual that will be used to provide instruction for those objectives. The activities that will be conducted are recorded on the plan. As the plan is implemented, the tutor makes comments about student progress. Growth is reviewed as the next plan is developed.

Sample Tutoring Session With a Beginning Reader	
1 minute	The tutor leads a discussion with the student about a goal that has been set.
4 minutes	The tutor shows picture cards and asks the student to identify the beginning sound in each picture's name.
4 minutes	The tutor leads a game of Say-It-Fast to help the student with auditory sound blending.
4 minutes	The tutor leads a game of Tap-It-Out to help the student with auditory sound segmentation.
7 minutes	The tutor produces a sound, and the student selects the correct letter that makes the sound from a group of cards.

Sample Tutoring Session With a Reader Whose Skills Are Developing	
1 minute	The tutor leads a discussion with the student about a goal that has been set.
3 minutes	The tutor reviews the mnemonic picture for three letters that the student has not mastered.
4 minutes	The tutor uses individual letter cards to have the student practice sound blending.
3 minutes	The tutor dictates sight words, and the student writes them on a minichalkboard.
2 minutes	The student uses Say-Spell-Say to review sight words from his or her current story.
7 minutes	The student reads pages from his or her current story with particular attention to reading smoothly.

Tutoring and the Continuous-Improvement Planning Cycle	
Step 1: Collect data. <i>Assess (or test) each student's reading skills.</i>	
<ul style="list-style-type: none"> The facilitator uses quarterly/end-of-grading-period assessment data to place students with tutors. Tutors administer the tutoring assessment to each student individually. Tutors communicate with reading teachers to discuss students' reading skills. 	<ul style="list-style-type: none"> What data is available? How accurate is the data? If rubrics are involved, are they being used consistently? How is the data collected? How is the data recorded and organized?
Step 2A: Analyze and interpret. <i>Decide which reading skills each student needs to practice.</i>	
<ul style="list-style-type: none"> Results from the tutoring assessment will help to determine the reading skills that each student needs to practice and those skills that each student has mastered. 	<ul style="list-style-type: none"> Are there connections between the assessment data and students' performance in reading class? What may be some possible reasons (root causes) that students are not performing as expected?
Step 2B: Set a target related to reading skills. <i>Select a specific reading skill as a focus.</i>	
<ul style="list-style-type: none"> Each student sets a goal related to the reading skill that he or she would like to focus on. <i>(Example goal: To learn five new words)</i> Tutors set targets for all students based on student goals. <i>(Example target: Four out of five students will meet their tutoring goals this cycle.)</i> 	<ul style="list-style-type: none"> What do we want students to be able to do? How will you know the goal or target has been met? How will you measure progress? When? How often?
Step 3: Plan and implement. <i>Make a plan to help each student practice the identified reading skill, and carry out that plan.</i>	
<ul style="list-style-type: none"> Tutoring templates (or plans) are created to provide practice with the identified reading skills. Tutors model reading skills and activities for students. Tutors prompt students to use the identified reading skills as needed. Tutors monitor students' progress with the identified reading skills. Tutors adjust activities, as needed, based on student performance. Tutors reteach reading skills as needed. Students practice identified skills. 	<ul style="list-style-type: none"> Is professional development needed to better understand the reading skills to be taught and practiced? What resources are needed for instruction and monitoring? How well are the reading skills being monitored by tutors and reading teachers? How well are student goals being monitored by tutors, reading teachers, and students?
Step 4: Evaluate. <i>See if the plan worked for each student.</i>	
<ul style="list-style-type: none"> Tutors use the information that was gathered while students worked to decide whether students met their goals. Tutors use the information about their students' goals to decide whether the tutoring target was met. Tutors reassess students using the tutoring assessment if appropriate. 	<ul style="list-style-type: none"> When will you formally evaluate students' reading skills? Did students meet their goals? Did you meet your target? How will you celebrate students' success? Will students continue working on these goals or select new goals? Will you continue with your target or set a new target?

Setting Up the Tutoring Program

Program Manager

Someone must be designated to manage and oversee the tutoring program. The best choice is to have a full-time certified teacher-tutor. This person teaches a reading group, tutors several students, and supports the other tutors. If this is not possible, the facilitator usually fills this role.

Tutors

In addition to a certified teacher-tutor, schools must identify others who can work with students.

Possible sources are:

- **Additional certified staff:** If your school has other certified staff who have time available, you should consider having them tutor one or two students. Other possible resources include special-area teachers, counselors, nurses, or assistant principals who may be able to tutor one child.
- **Paraprofessionals:** Paraprofessionals, or teachers' assistants, are an excellent resource. When considering using assistants, be sure to continue to include vital tasks in their schedules, such as lunch duty and helping to monitor hallways before and after school.
- **Community volunteers:** The Community Connections team can help you locate volunteer tutors from the community. Example sources include local businesses, retirement communities, and retired teachers.

- **Peer tutors:** Students are an excellent resource as well. Many older students see helping younger students as a privilege.
- **Other staff members:** Think creatively to identify other tutoring resources in the building. Secretaries, bus drivers, custodians, or cafeteria workers may be able to listen to a child read each day.

Space

Tutors will need a space in which to work with students each day. An important consideration is to place tutoring stations as close as possible to the homerooms of the students to be tutored. At the elementary level, tutoring stations should be near first-grade classrooms. This helps to prevent the loss of valuable transition time. If students from the same homeroom are tutored, one student can send the next to be tutored upon returning to class. Another consideration is that the Tutoring with Alphonie program requires computers connected to the Internet, preferably with a high-speed connection. Unless Team Alphonie is being used, Reading Roots students are always tutored one to one. Reading Wings or the Reading Edge students may be tutored in small groups if all the students in the group have the same needs.

The most effective method for space planning is to use a single room with multiple tutoring stations. Benefits of this arrangement are:

- Students can easily find the tutoring location.
- Teachers and front office staff can easily find students who have gone to tutoring.

- The room can serve as the facilitator's office or even be used as a classroom for a reading group taught by the teacher-tutor or special-area teacher.
- The tutoring program can be easily monitored.
- Information can be easily disseminated to tutors.

For schools not using Alphonie's Alley or Team Alphonie, tutoring stations can be created in hallways or in any quiet space in the school if the school does not have an unused classroom. Although it should be avoided, tutoring can also occur in the back corner of a classroom. If possible, permanent tutoring stations should be created. At a permanent station, the tutor can display strategy charts and other helpful tools and store materials. By not having to set up and prepare for each session, tutors have more instructional time for each child. If permanent stations are not an option, the facilitator can compile a box (the type with handles) that contains the necessary supplies for each tutor. This can be carried to an available location, such as an unused cafeteria table, outside of lunch hours, each day.

Materials

Tutors keep a folder for each child and other instructional materials that support the tutoring session at their stations. Although most of the materials used are supplied with the Success for All materials, the facilitator may need to assist with access to folders, pencils, and incentives such as stickers.

Students

Tutoring is a precious resource that must be applied in a way that best serves the students in the school. There are never enough tutoring resources to serve every student who would benefit from them. Because students are in very different points of their education from elementary to middle school, determining who will be tutored is a different decision process at each level.

At the elementary level, tutoring resources are an intervention and a preventive measure. Therefore, the youngest students in the reading program are targeted first. Most students tutored are first graders. This serves to prevent small problems from becoming large ones and as intervention for any problem, no matter how large.

Ideally, schools tutor 30 percent of the most-struggling first graders, 20 percent of second graders, and 10 percent of third graders. This model helps to prevent students from becoming below-level readers in the upper grades. However, this formula is just a guideline.

Other students who are in great need, such as fifth graders reading at the first-grade level, may be tutored as well. Alternate resources, such as peer tutors, volunteer tutors, or volunteer listeners, should be considered to provide additional support for older students.

In the middle school, deciding which students will receive tutoring services is not a simple matter. It also usually means deciding which students will not receive these services and, therefore, needs careful thought and justification. Which students will benefit the most from tutoring?

Possibilities include:

- sixth graders reading at a second- or third-grade level who, given three more years of solid instruction, have a real chance of catching up to their peers;
- seventh or eighth graders for whom this might be the last real opportunity to learn to read;
- students reading just below grade level who, with a little extra attention, can make the leap to reading on grade level; and
- beginning readers who need every possible opportunity to work on their emerging skills.

The Leadership team, in conjunction with reading specialists, the SFAF coach, and other interested individuals, explores the choices and comes to a decision for the school. Then it must be made clear to staff, students, and other constituents which groups of students are first in line for tutoring and why. This communication is essential for minimizing conflict and maintaining a successful tutoring program.

Which students will benefit the most from tutoring?

Revising Tutoring Assignments

After each quarterly assessment, the tutoring list is reviewed, and changes are made as needed. The progress of students assigned to tutoring should be tracked very carefully. Some tutored students catch up with or even pass their classmates in the first grading period of the year. Others progress and graduate out of tutoring later in the year. Some students may need to be tutored all year. The Classroom Assessment Summary can provide an indication of a tutee's progress in relation to his or her peers. Once the score of a tutored student exceeds that of classmates on a regular basis, another student whose achievement is noticeably lower than his or her peers should be shifted into that tutoring slot. Tutoring is a short-term intervention. Once a student is able to perform successfully in class, tutoring resources should be shifted to provide assistance to another student.

Time

Tutoring should be scheduled in daily slots, back to back, to maximize the number of students who can be served. One-to-one tutoring is scheduled in twenty-minute increments. Group tutoring using Team Alphie requires forty-five-minute slots. Tutoring slots should not be scheduled during reading or math times.

Implementing the Tutoring Program

Once the tutoring program is up and running, the school leadership must ensure that the following features are established and effective for the greatest impact upon student achievement.

Tutor-teacher communication:

Tutors must communicate with the teachers of the students that they are tutoring. It is essential that the tutors know how these students are performing in reading class and for teachers to know the results of the tutoring assessments. Tutors need to adapt their tutoring plans to the specific areas in which students have difficulties. This may include academic and nonacademic issues. For example, some students may need extra encouragement or structure. The teachers and tutors should share insights and strategies. If a student is not making the progress expected, the teacher and tutor should search together for alternative approaches within the framework of Success for All principles.

Professional development for tutors/monitoring the tutoring program:

Tutors, like teachers, should be included in the school's professional-development plan. It is recommended that the program manager, whether the person is the facilitator or the teacher-tutor, meet with the tutoring team each week to discuss questions about the program and the needs of

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specific students. To determine topics—and to monitor the program—the facilitator or teacher-tutor should observe the tutors in action and review the tutoring plan for each student.

The facilitator must take an especially active role in working with noncertified tutors. All tutors should attend initial training sessions for both reading and tutoring to learn about the curriculum and how to support what students are learning in reading class through the tutoring sessions.

Weekly plans for each student who is being tutored by an instructional assistant or a volunteer tutor should be developed by the facilitator or a certified teacher-tutor. These support tutors need to be regularly observed by a certified staff member. The neediest first graders should always be tutored by certified teachers if possible. Additional tutors should work with less-needy first graders or upper-grade students.

Tutor weekly planning: Tutors need to keep weekly progress records of the students being tutored. Tutors indicate students' daily progress toward the goals and objectives on the tutoring plan. These records are important because they keep track of student work, allow the information to be passed on to other tutors who may work with these students during the next grading period, and chart the students'

growth over time. Tutors maintain a folder with achievement data, tutoring plans, and work samples for each student.

Leadership support for the tutoring program:

It is important that school leaders monitor implementation of the tutoring program and make adjustments in tutoring assignments as necessary. Because tutors teach only one student or small group at a time, other people may feel that the tutor has more time than other teachers and can, therefore, be justifiably interrupted. School leaders must protect tutors' time from the demands of conflicting assignments. School leaders should review the teacher-tutor communications regularly and discuss how the work is going. They should also observe tutoring sessions frequently to monitor student progress and to support tutors in their implementation.

Supplemental tutoring: Some schools have developed reading-buddy or peer-tutoring programs that pair upper-grade students with first or second graders. The younger students benefit from the increased opportunities to practice their new reading skills, and the older students' self-esteem is enhanced by the mentoring role that they play. These programs are inexpensive and of great benefit to all the students involved. All that is required is commitment and organization. See the *Leading for Success Schoolwide Solutions Guide* for a description of how to set up such a program.

Checklist for Scheduling Tutoring Sessions

- Collect schedule information: lunch times for each grade level and math and reading times for each grade level or class.
- Create individual schedules for each tutor with back-to-back twenty- or forty-five-minute tutoring slots.
- List the students who need to be tutored (name and grade level) by level of need, from greatest to least.
- Match students, tutors, and time slots, beginning with the neediest students first.
- Create a backup list of students in need of tutoring who were unable to be assigned. These students may be tutored when tutoring students are absent.
- Distribute a master schedule to the tutors, homeroom teachers, reading teachers, and front office staff so students can be located during the day.

After-school and/or summer programs can provide additional opportunities for positive reading support. Activities such as an after-school tutoring group, a homework club, or a book club give students additional practice and beneficial exposure to reading. These programs can be staffed by teachers, college students, parents, or community volunteers. Summer-school classes taught using the Success for All methods and materials help students maintain and improve their reading skills over the summer break. If summer school is not an option, a packet of level-appropriate reading materials can be prepared for students to practice at home during the summer. When school begins in the fall, special recognition can be given to students who completed their summer packets. The Leading for Success teams should be actively involved in identifying possible sources for additional support in reading.

For more information about tutoring, refer to the *Tutoring Manual, 3rd Edition*.

Schoolwide Solutions

The Schoolwide Solutions program is a crucial component of the Success for All commitment to helping all students be successful. It ensures that there is a comprehensive and schoolwide approach to help schools address students with academic challenges. No matter how good the instruction, how supportive the leadership, and how skilled the teachers, there are some students who do not progress as they should. This lack of progress may be the result of various problems. It may be that some students are simply not moving academically, while others may be displaying behavioral problems that impede their success in school. There may be students with poor attendance or who fail to do their homework. The problems

that students bring to school can be complex and challenging. These problems can overwhelm a teacher, a classroom, and a school. Dealing with these problems can be an overwhelming, never-ending, and exhausting task.

The Schoolwide Solutions teams are designed to approach these issues in a systemic and coordinated fashion and to provide real support for teachers. While the facilitator is actively involved with many aspects of the Schoolwide Solutions program, the facilitator's role is **not** to be the Schoolwide Solutions coordinator. Someone other than the facilitator should be designated to do that job. However, the facilitator is an important member of the Schoolwide Solutions teams. The facilitator's academic expertise and daily exposure to the students are invaluable resources.

The teams that the facilitator should sit on may vary from school to school. For example, if attendance is an issue, the facilitator may sit on that team. If behavior is a problem, he or she may sit on the Cooperative Culture team. **However, in all cases, the facilitator must take an active role on the Intervention team.** The facilitator's role in the school allows him or her to be aware of students who are struggling and resources that are available for providing appropriate interventions. As a member of the Intervention team, the facilitator compiles the appropriate academic material to discuss the student's performance and contributes to determining

solutions. He or she also works with teachers to identify students who need intervention services and helps teachers write appropriate referrals.

In addition to sitting on the Intervention team, the facilitator is also involved in working with the other Schoolwide Solutions teams.

- Parent and Family Involvement – One of the program essentials for the Parent and Family Involvement team is providing Raising Readers workshops. These workshops help parents know how to help their children at home. **Generally, the facilitator takes the lead in ensuring that these workshops are provided to parents.**
- Cooperative Culture – **The facilitator’s job is to ensure that GAT is implemented well in every classroom.** He or she should be providing information to the Cooperative Culture team about the status of GAT implementation. Part of the team’s job is to ensure schoolwide discipline and that GAT, the social-emotional learning program, is implemented throughout the school day and the year.

The facilitator is an active member of the Schoolwide Solutions Intervention team.

- Attendance – In schools where attendance and tardiness are significant issues, the facilitator sits on this team. **In particular, the facilitator works with teachers on schoolwide incentive programs to encourage attendance.**
- Community Connections – The Community Connections team works to connect the needs of the school to community-based resources. One essential for the team is to develop a core of volunteer listeners to hear students read or to establish a school-buddy program in which older students work with younger students. **The facilitator may assist this team with implementing volunteer listeners or the school-buddy program.**

See the *Leading for Success Schoolwide Solutions Guide* for additional information concerning the Schoolwide Solutions teams.



Tips for Facilitators**Tutoring and Schoolwide Solutions****Tutoring**

1. With the principal (and the SFAF representative if needed), decide which SFAF tutoring program will be used at the school.
 - Identify which staff members will be tutors.
 - Determine where tutoring will take place.
2. Review materials as they are received, and if the school is using Tutoring with Alphie, work with SFAF and the district, if necessary, to set up the computer program.
3. Ensure that all tutors attend the Reading Roots and tutoring program-introduction trainings.
4. Develop a tutoring schedule, and identify students who need tutoring. Prioritize the list of students, identifying those in greatest need. (If there is a tutoring program manager, work with that person.)
5. Develop a process to facilitate teacher-tutor communication.
6. Monitor the tutoring sessions daily, if possible, and provide professional development for tutors as needed.

Schoolwide Solutions

1. As part of the Leadership team, work with the Schoolwide Solutions coordinator to identify members of the Schoolwide Solutions teams.
2. At the beginning of the school year, identify students for referral to the Intervention team. Begin early on to encourage and help teachers make referrals. Be an active member of the team.
3. Work with the Schoolwide Solutions teams as needed.
 - Help with scheduling and planning the Raising Readers workshops for parents.
 - Help with developing a schoolwide incentive program for attendance.
 - Help to set up a volunteer-listener program. Identify students in need of volunteer listeners, and help to set up a schedule.
 - Along with the Schoolwide Solutions coordinator and principal, monitor the implementation of Getting Along Together in all classes. Make sure that all teachers have the necessary materials. Encourage the entire staff to implement the GAT techniques schoolwide.

Tools for Everyone

Classroom data help teachers inform instruction, celebrate student success, and provide meaningful feedback.

Analyzing data is an important part of setting goals and targets and monitoring progress toward those goals and targets. To facilitate access to the data, there are a number of online tools available to help both teachers and administrators collect and record information about student performance. The tools are designed to automatically average students' scores and use the scores to prepopulate summary reports. This makes the data easily accessible to teachers, the facilitator, and school leaders.

Classroom Data

Teachers collect and record student-performance data. This information produces summary reports that help teachers inform instruction, celebrate student success, and provide meaningful feedback. There are a number of reports used at the classroom level.

- **A teacher record form** is printed out at the beginning of each lesson cycle by the teacher who first completes the online lesson setup, so the form is prepopulated with basic information. It is used throughout the lesson cycle, unit, or week (depending on the specific program) to record daily team celebration points, Random Reporter team points, and individual scores. After the teacher enters the information online, the data is then calculated, averaged, and summarized in related reports. This form is an essential tool for helping the teacher manage data collection and prepare for evaluation with summary reports to track class and individual student progress.
- **A teacher record results report** provides a final record and averages of students' scores for the completed cycle or unit. The report is used to analyze class averages for the specific lesson cycle, monitor individual student performance, and monitor team and student participation and performance.

- **Team score sheets** are prepopulated with classroom goals, lesson or unit titles, student names, and the previous cycle's team averages after the teacher completes the online lesson setup. The teacher prints them out from the Member Center at the beginning of each lesson cycle. Students use their team score sheets to set goals and record team scores throughout the lesson cycle. The form focuses students on team success and provides motivational feedback by promoting mutual accountability and release of responsibility to the student team for their own learning. It encourages teams to ensure the learning of all team members.
- **Celebration certificates** provide feedback and formal recognition about individual and team accomplishments. By reviewing their scores, students understand how they supported team learning, how their performances contributed to the team's average scores, and how teamwork results in their individual achievements.



- **The Classroom Assessment Summary** is designed for the reading teacher and summarizes achievement at the individual student and whole-class levels at the end of the grading period by way of the information the teacher has entered from the teacher cycle record forms. It can be run at any time to check the status of student progress. The Classroom Assessment Summary is used to track student performance, plan instruction and interventions, determine mastery, recommend placement during regrouping, monitor special student populations, set goals and targets, and evaluate the effectiveness of the SFA program.
- **The Parent Progress Note** is available to share with the family of each student and serves as a supplement to the school report card. The progress note gives the child's current reading level and lists some of the student's average scores for the grading period along with some suggestions for supporting reading skills at home.
- **Other class summary reports** may be available for comprehension, graphemes, targeted skills, strategy use, fluency, and other skills, depending on the specific program. Teachers use these reports to track individual student and whole-class growth.

- **The Reading Roots 4th Edition FastTrack Phonics Summary** summarizes all students' scores earned on the FastTrack Phonics assessments 1–9, regardless of when mastery was determined. The data is taken from the teacher cycle record form or can be entered individually on the FastTrack Phonics entry screen.

Schoolwide Data

In addition to the data reports used at the classroom level, there are school- and district-level reports that can be used to track student progress and program effectiveness.

- **The Grade Summary Form** is a report that provides a clear picture of the progress that students are making toward grade-level achievement. It lists the number of students who have mastered each reading level by grade for each grading period. The benchmark line quickly shows how many students are reading at or above grade level and how many students are reading below grade level. School leaders review this report at least once each grading period to determine which reading groups are progressing satisfactorily, to identify slow growth or declining mastery as the year progresses, to monitor sufficient growth for disaggregated groups, and to determine that below-grade-level children are accelerating satisfactorily. The Leadership team and Leading for Success teams also look for a relationship between

students showing mastery on the Grade Summary Form and those with proficient scores on benchmark assessments.

- **The schoolwide reports for component roll-up by teacher of Classroom Assessment Summary** list all the teachers in the component and provide summary data from the Classroom Assessment Summaries. This information includes lessons completed, averages of lesson-cycle classroom measures, averages of formal assessments for recent grading periods, the number of students who have moved since baseline, the current percentage of students reading at or above grade level, and the number of students referred for tutoring or Schoolwide Solutions intervention.

- **The schoolwide roll-up of mastery progress by reading teacher** is available for elementary and middle school/high school levels. It lists all the reading-group teachers in the school and then, for each grading period, the percentage of students at grade level, the percentage of students exceeding grade level, the percentage of students below grade level, and the percentage of students below grade level who are moving or not moving.
- **The schoolwide homeroom roll-up by teacher** report lists all the homeroom teachers, the number of students, the number of students in each reading program, and the number of students who are reading above, at, or below grade level. This

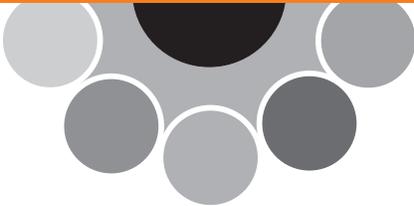
report works for the elementary, K–8, middle school, and high school levels.

Go to <https://resources.successforall.org/Leading for Continuous Improvement/Data Tools and Reports> to find sample online data tools and reports booklets for each program. These booklets can be used to reference information that includes an overview, samples, and fact sheet about each data tool and report.

Tips for Facilitators

Tools for Everyone

1. Get familiar with the online data tools. Review the *Member Center Success for All Quick Start Guide* as needed.
2. Provide the teachers with any help that they may need in using the tools.
3. Monitor to be sure that each teacher is using the appropriate data tools correctly (the teacher cycle record form, team score sheets, etc.).
4. Run and review the schoolwide data tools to monitor student, class, and schoolwide progress (Grade Summary Form, schoolwide roll-up reports as appropriate).
5. Use the data to identify areas to celebrate and areas in need of improvement.
6. Share data with the staff.



Part III
**Powerful
Instruction**

Elements Common to All SFAF Program Curricula

Cooperative learning is the common link among all the components.

All Success for All Foundation curricula are characterized by a set of common elements. Although there are natural differences in the instructional approaches for students of different ages or in content, common elements can still be identified.

Cooperative Learning

Cooperative learning is the common link among all the components. Every component depends upon student interaction to facilitate learning. Students work together to learn and are responsible for their teammates' learning as well. Partnerships and/or teams celebrate successes when all the members of the team have successfully achieved the instructional objectives.

Dr. Robert Slavin's extensive research into cooperative learning has found the following characteristics common to students who learn in cooperative sessions:

- higher achievement,
- increased retention of information,
- more positive heterogeneous relationships,
- greater intrinsic motivation,
- higher self-esteem,
- more on-task behavior,
- improved attitudes toward teachers, and
- improved attitudes toward school.



These results were found to be consistent for all grade levels, in all major subject areas, and in urban, suburban, and rural settings for high, average, and low achievers.

Cooperative learning provides the foundation of the Success for All curricula. Research shows that when students interact, they are more likely to be actively involved and think about what they're learning. Students who work together take greater responsibility for their learning and for the success of their teammates. When students help one another in cooperative teams, the teacher has more time to facilitate and enrich the lessons.

In preschool and kindergarten, teachers begin to use partner activities and foster the social skills that will help children eventually function successfully in team situations. In Reading Roots, students work frequently with partners to provide them with the repeated practice that they need to become successful readers and writers. Assigning them to teams and using simple rewards for successful team behaviors help children develop important social and interpersonal skills. In Reading Wings and the Reading Edge, cooperative learning is the essential organizational framework. Four- or five-member learning teams work together throughout the instructional cycle, and team score sheets are used to keep track of weekly points and scores. A regular team-recognition ceremony, at which certificates and other

Three concepts that are central to cooperative learning in Success for All Foundation programs include:

Team recognition: Students work in heterogeneous teams of four or five members, and teams earn certificates or other recognition for achieving a designated standard together.

Individual accountability: Teams work together to complete a project, solve a problem, or prepare for a test, but each student is responsible for completing an individual product and taking a test. There are no group grades.

Equal opportunities for success: Students and teams are never in direct competition with one another. To earn individual recognition, students compete against their own past performance rather than against their classmates, so every student has an equal opportunity to succeed. To earn group recognition, teams work toward a common standard and help one another prepare for individual assessment so every team has an equal opportunity to succeed.

small rewards are presented, is an essential motivational activity for students.

Opportunities for motivating, elaborating, practicing, and celebrating are built into lesson structures that provide team rewards, individual accountability, and equal opportunities for success to all team members. Although students help one another learn material throughout the instructional cycle or unit, each child is individually assessed for mastery of the skill or concept taught. There are no group grades for the mastery of academic concepts. This works fairly well in reading class because students are reading at the same level.

Effective learning relies on the use of developmentally appropriate cooperative-learning structures. Generally, students begin working in partnerships that become more formal and longer lasting as they acquire the social and discussion skills for learning together.

Team cooperation goals define expected learning behaviors and discrete skills.

Team Cooperation Goals
• Practice active listening.
• Help and encourage others.
• Everyone participates.
• Explain your ideas/tell why.
• Complete tasks.

As with all expected behaviors, a complete understanding of the team cooperation goals happens over time for both teachers and students. For each standard, teachers must consider the subskills that are a part of each desired behavior. When combined, these skills result in the desired behavior.

For example, the team cooperation goal to help and encourage others might be broken down into the following subskills:

- Find out what your peers think.
- Help your peers do things for themselves.
- Offer encouraging words.

- Help everyone on the team learn.
- Share materials.
- Talk in a soft voice.

The chart on page 78 illustrates one way to break down each of the team cooperation goals. Using an observation chart helps the teacher track the individual progress of each student as he or she develops skills for working on a team. The subskills on the chart are not definitive; they may be broken down in ways that make sense to the students.

Team Celebration Points

Team celebration points are a way to celebrate learning and are an important part of incentive and motivation for students. The team-scoring process strengthens the support for strong teamwork. Points are awarded when the teacher observes or hears students implementing any of the behaviors defined for each team cooperation goal, when students provide successful academic responses, and through assessment. Methods for awarding points may vary depending on the age of the students and the creativity of the teacher. In Reading Roots 4th Edition, Reading Wings 4th Edition, and the Reading Edge 2nd Edition, points are recorded on a **Team Celebration Points poster** at the end of the reading period. At the end of the lesson cycle, the teacher uses an overlay on the poster to determine which teams are super

teams, great teams, and good teams. Certificates are awarded to each team.

In KinderCorner 2nd Edition, the teacher awards **pocket points** when students use Getting Along Together skills or demonstrate academic learning. The teacher awards tokens that are placed in KinderRoo's pouch. At the end of the day, the pouch is emptied, and the students count the tokens, celebrating the success of the class. The tokens are then placed in a celebration jar that, when full, will result in a reward for the whole class.

Supporting Teachers with Cooperative Learning

The Success for All facilitator plays a key role in promoting the importance of using cooperative-learning structures. It is important that the facilitator monitors the use of age-appropriate cooperative-learning structures and strategies in all classrooms.

Teachers who work with young children may need additional support and encouragement with modeling expectations for interactions with peers. This includes working with students to develop solutions for solving problems with one another instead of solving the problems for them. School leaders should encourage teachers to provide ample opportunities for discussion and interaction with peers as students learn together.

Teachers who work with older students may also need additional support, especially if they are accustomed to more traditional teaching styles that are not dependent upon student interaction. Helping teachers put supportive curricular structures into place will help both teachers and students become accustomed to working together in a cooperative-learning environment. These structures include:

- use of the Success for All management signals;
- Think-Pair-Share, Random Reporter, and jigsaw activities;
- careful assignment of partnerships in early childhood classes and Reading Roots; and
- careful combinations of partnerships to create formal teams and the use of the team score sheets in Reading Roots level 4, Reading Wings, and the Reading Edge classrooms.

Monitoring Student Use of the Team Cooperation Goals

Team Cooperation Goals and Related Behaviors		
Practice active listening.	<ul style="list-style-type: none"> Look at the speaker. Stay with the group. Acknowledge others. Request additional information. Restate ideas. Use “I” Messages. 	<ul style="list-style-type: none"> Concentrate. Paraphrase. Extend another’s response. Generate questions. Challenge ideas, not people.
Explain your ideas/tell why.	<ul style="list-style-type: none"> Give information or ideas. Elaborate on own ideas and those of others. Tell why and/or how. 	<ul style="list-style-type: none"> Give personal evidence. Relate past learning to present learning. Give textual evidence.
Complete tasks.	<ul style="list-style-type: none"> Restate tasks. Stay on task. Complete individual tasks. Check partner’s work. Follow directions. Use student routines. 	<ul style="list-style-type: none"> Call attention to time limits. Restate the goal or purpose of the assignment. Use rubrics to check work. Avoid off-task behaviors (arguing, telling jokes).
Everyone participates.	<ul style="list-style-type: none"> Take turns. All team members contribute. Use role cards, talking chips, or sharing sticks well. 	<ul style="list-style-type: none"> Rotate the role of discussion facilitator. Integrate all ideas into a single response.
Help and encourage others.	<ul style="list-style-type: none"> Use first names. Talk in a soft voice. Share materials. Help everyone on the team learn. Offer encouraging words. Help peers do things for themselves. Find out what peers think. Invite one another to participate. 	<ul style="list-style-type: none"> Acknowledge one another’s contributions and ideas. Restate the directions for the activity. Summarize what has been read and/or discussed. Seek accuracy by calling attention to ideas or facts summarized incorrectly. Seek clever ways to remember important ideas and facts. Request that team members use Think Alouds. Refer teammates to specific strategies they might use. Ask for justification.

Some other ways in which school leaders can support cooperative learning include:

- providing ideas for certificates and rewards;
- dropping by to participate in a recognition ceremony;
- sharing recent articles and research about the effectiveness of cooperative learning;
- providing practice with the use of the management signals, team cooperation goals, and structures for interaction (such as Think-Pair-Share) at staff meetings; and
- ensuring that the Getting Along Together and Getting Started lessons are taught consistently in each classroom and supporting the continued use of the strategies and procedures that are introduced at a schoolwide level.

Teachers who are new to cooperative learning will need support from all school leaders as they implement this change in their classrooms.

Feedback Loops

Learners stay engaged through feedback—information that responds to what the learner is doing and saying.

Success for All uses many types of feedback that are positive, consistent, and frequent in its programs, ranging from simple reinforcement to highly structured evaluation. When teachers give feedback, they are as specific as possible so learners know either what to continue doing for success or how to improve their efforts.

You're getting close to a correct response; compare your thoughts with the rest of the team.

You and your partner are using the right strategies to help each other clarify the sentence.

Can you think of other possible reasons for this response?

Look at how many team celebration points your team earned today! What did you do to earn them?

Wow! I would have never guessed that you could use that word in a sentence so well. How did you know that?

Teacher feedback and questions also provide a model that encourages students to give feedback to one another.

Check with your partner.... Tell your partner what you are thinking.... Help your partner reread that passage....

Your team has earned team celebration points for explaining the reasons for your answers to one another.

Is everyone on your team ready for the class discussion? How do you know?

Check the rubric to see whether your team has all the important parts of a complete response.

Review the team score sheet to discover which scores earned your

super team status. What do you have to do better next week?

Formal markers are embedded in SFA lesson cycles to ensure this deliberate and continual feedback. Random Reporter, rubrics and scoring guides, the Team Celebration Points poster, test scores, team score sheets, and goal setting and review create expectations for students; they know when qualitative and quantitative feedback will be made public. Teachers also use

these and other options for ongoing, less formal feedback, including team celebration points, visual cues for whole-group responses, modeling followed by guided practice, and structured partner practice and team routines. Some of these structures, such as pocket points and sharing sticks, are appropriately modified for younger audiences.

As a result, students of all ages learn to support one another's learning through peer feedback.

I can make a mind movie from what you wrote about your birthday party.

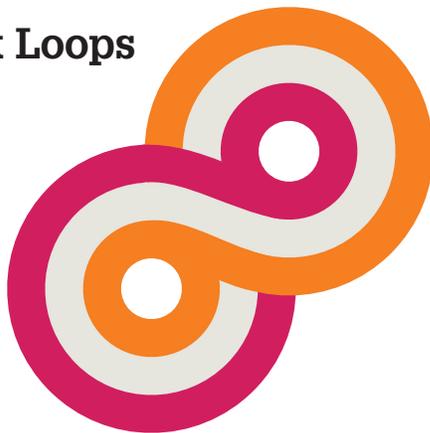
Try chunking the sounds in this long word. Use the Finger Detective.

You skipped a line; maybe you should reread this sentence.

You read the entire paragraph in one minute, and you made only one mistake. Next time, use the commas to add more expression.

Success for All uses many types of feedback that are positive, consistent, and frequent.

Feedback Loops



Our team answer is correct, and it includes reasons, but the rubric says it has to be stated in a complete sentence to get a score of 100. Let's work on that.

Eventually, students develop an inner voice that helps them monitor their own learning and success. They master academic objectives because of feedback that provides further challenge, ongoing assessment and evaluation, and constructive criticism and comments.

Learners are more successful, and achievement gains are evident because of these multiple feedback loops and students' self-monitoring. The power is in the feedback loops!

Cycle of Effective Instruction

Cooperative-learning structures are used within an interactive instructional model called the Cycle of Effective Instruction. The teacher sets clear expectations that define the language of feedback so students know why they are successful and when they are learning.

Active Instruction

During active instruction, the teacher explains new skills, concepts, or strategies and provides purposeful and deliberate modeling or demonstrations. Students may also be engaged in guided practice during this phase. Guided practice helps students transition to more independent partner/team practice.

Partner/Team Practice

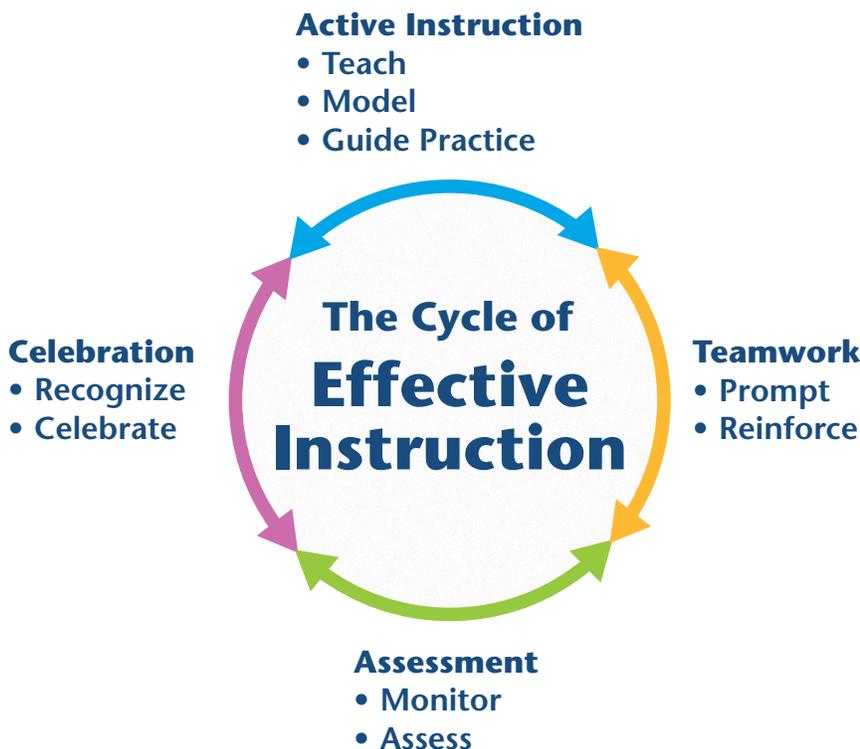
The partner or team practice segment provides students the opportunity to process new information by engaging with peers. The teacher continues to assist students by monitoring, intervening when needed, prompting, and reinforcing positive learning behaviors.

Assessment and Celebration

Assessment of mastery is conducted both formally and informally. Based on assessment results, the teacher may determine that further instruction or peer practice is needed. When mastery is determined, individual achievements are recognized, and team contributions are celebrated.

The Cycle of Effective Instruction unfolds in different ways or over different lengths of time in each curricular component. The basic principles, however, remain the same. Whether embedded in the curricular routines or overtly defined, the Cycle of Effective Instruction is successfully used to teach learning behaviors, the team cooperation goals, content processes, strategies, and skills.

Some of the common instructional practices that can be observed in all program components throughout the Cycle of Effective Instruction are as follows.



Peer discussion and practice

At all times, discussion with and among students is promoted for learning purposes. Oral language is deliberately developed so students have the language structures and vocabulary needed for real discussion and cognitive elaboration, instead of rote recitation. Opportunities for meaningful discussion while learning serve to accelerate oral-language development.

Initially, specific discussion structures, such as Think-Pair-Share and Random Reporter, may be used to initiate conversation that is intentionally and purposefully tied to learning objectives, specific skills, and strategies. Preparation for Random Reporter is based on student knowledge about expectations for their responses, often based on rubrics, which results in more success and better feedback.

Teacher questioning

Questioning is used as a means for teaching and learning. Students learn how to read and discuss questions, frame responses and answers, generate questions to better understand responses and text, use self-questioning as a means to monitor for meaning, and ask questions to generate needed information. Predictive, summative, and inferential questions are used to encourage higher levels of thinking as defined in models such as Bloom's taxonomy.

Many questions are embedded within lesson plans and curricular materials. Others are thoughtfully planned by teachers as an instructional tool. Responses to questions are carefully monitored and used to guide comprehension-building discussions.

Reading strategies

Reading strategies and skills are demonstrated and taught by teachers at all levels. Instruction is appropriately tailored to the ages and levels of the students. Although the vocabulary used in the instruction of these strategies may vary along with the level of strategy use, observers can expect to see the same word skills and core comprehension strategies in early childhood, Reading Roots, Reading Wings, and the Reading Edge classes. Six basic phonics skills are taught in the KinderCorner, Reading Roots, and the Reading Edge level 1 programs. These skills form the foundation of word strategies that students must learn to use independently before mastering more complex word strategies. For Reading Wings and the Reading Edge level 2-3 students who struggle with decoding, the same skills are used for supplemental instruction and intervention.

The expectation for students—even for beginning readers—is for text to make sense. This is developed throughout the program. Over time, children learn to monitor and build their reading comprehension through the use of core comprehension strategies. Appropriate use of core comprehension strategies (clarifying, summarizing, predicting, questioning, and visualizing) before, during, and after reading is increased as students progress through Reading Roots, Reading Wings, and the Reading Edge.

Fluency and automaticity are monitored and practiced at all levels because these skills have been identified as a bridge between word skills and comprehension.

Developmental written expression and the writing process

Writing is used at all levels to extend and reinforce learning and comprehension. Opportunities and assignments are developmentally appropriate, beginning with emergent writing and ending with clear expectations for use of the writing process. Invitations to write are frequent, and purposes for writing are varied.

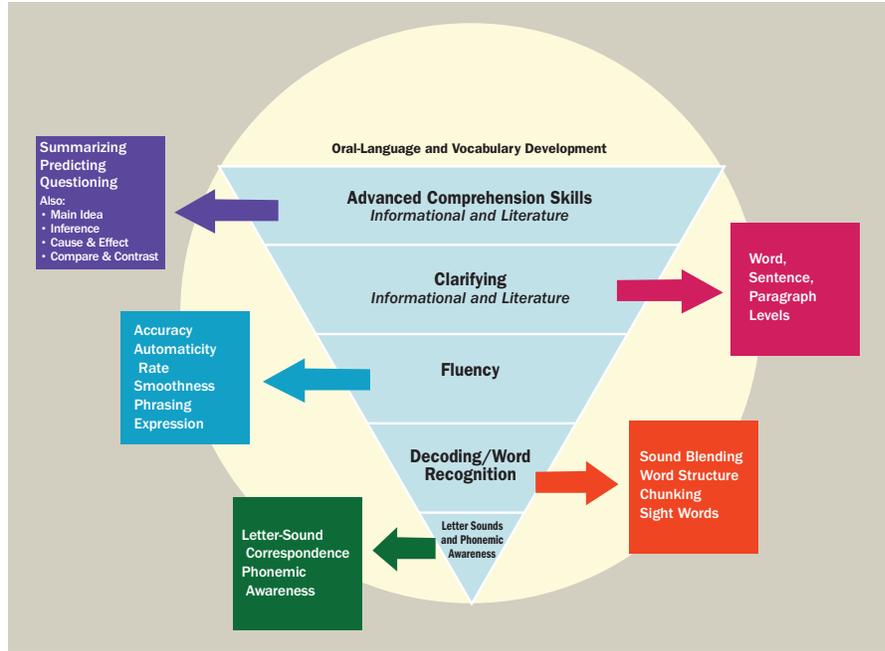
For all ages, writing is generally understood to be a multistep process involving peer cooperation and collaboration. Graphic organizers are used both to visually organize information from text and to plan writing. Writing instruction follows the Cycle of Effective Instruction just as reading instruction does.

Hierarchy of Reading Skills

Reading skills and strategies do not exist in isolation; mastery builds on previously learned skills. No matter which skill is targeted in instruction, it is part of a broad set of strategies and skills acquired by students. The following chart illustrates the hierarchy of skills that must be mastered by students as they progress through the SFA curriculum components.

The relationship between the skills can help us understand the connection between SFA program components and how students progress from one level to the next. The focus at each program level differs, with the early grades concentrating on the lower part of the triangle and the intermediate and middle grades on the upper part.

Often when students are reading below grade level, it is due to gaps in their skill development. It can be useful to consider the hierarchy in assessing student skill deficits. The hierarchy chart is also useful in helping to determining academic targets for a particular grade level or for schoolwide goals and targets as part of the goal-focused process used during visits by the SFAF coach.



Classroom Assessment

Assessment is an integral part of Success for All. It includes both formal and informal assessments designed to ensure a comprehensive and balanced approach. In

addition, the assessment is aligned to curricular goals and is student-outcome centered. The following chart illustrates the use of these multiple measures in SFA.

Using Multiple Measures in Success for All	
<p>Observation of Process Informally observe the student's use of a skill or strategy within an authentic situation. Examples: informal monitoring, interpreting, and assessing student behaviors in reading</p>	<p>Observation of Product Evaluate the student product that results from the use of a skill or strategy. Examples: evaluating and assessing student portfolios, projects and presentations, writing samples</p>
<p>Classroom Measures Assess the student's use of a skill or strategy through formal classroom-assessment pieces and through a curriculum-based test. Examples: assessments that test skills learned in the curriculum, spelling tests, reading tests</p>	<p>Decontextualized Measures Assess the student's use of a skill or strategy through testing outside of instruction. Examples: standardized tests, norm-referenced tests</p>

In addition to the formal assessments in Reading Roots, Reading Wings, and the Reading Edge, classroom assessments are conducted by the reading teacher during reading class in each component. These assessments allow the teacher to monitor the progress of individual students and the class as a whole, which, in turn, helps to inform instructional decisions. These assessments include both observational rubrics and student tests and written work. The results of the assessments are recorded on the teacher cycle record form, which, when entered online, are averaged and rolled over to the Classroom Assessment Summary.

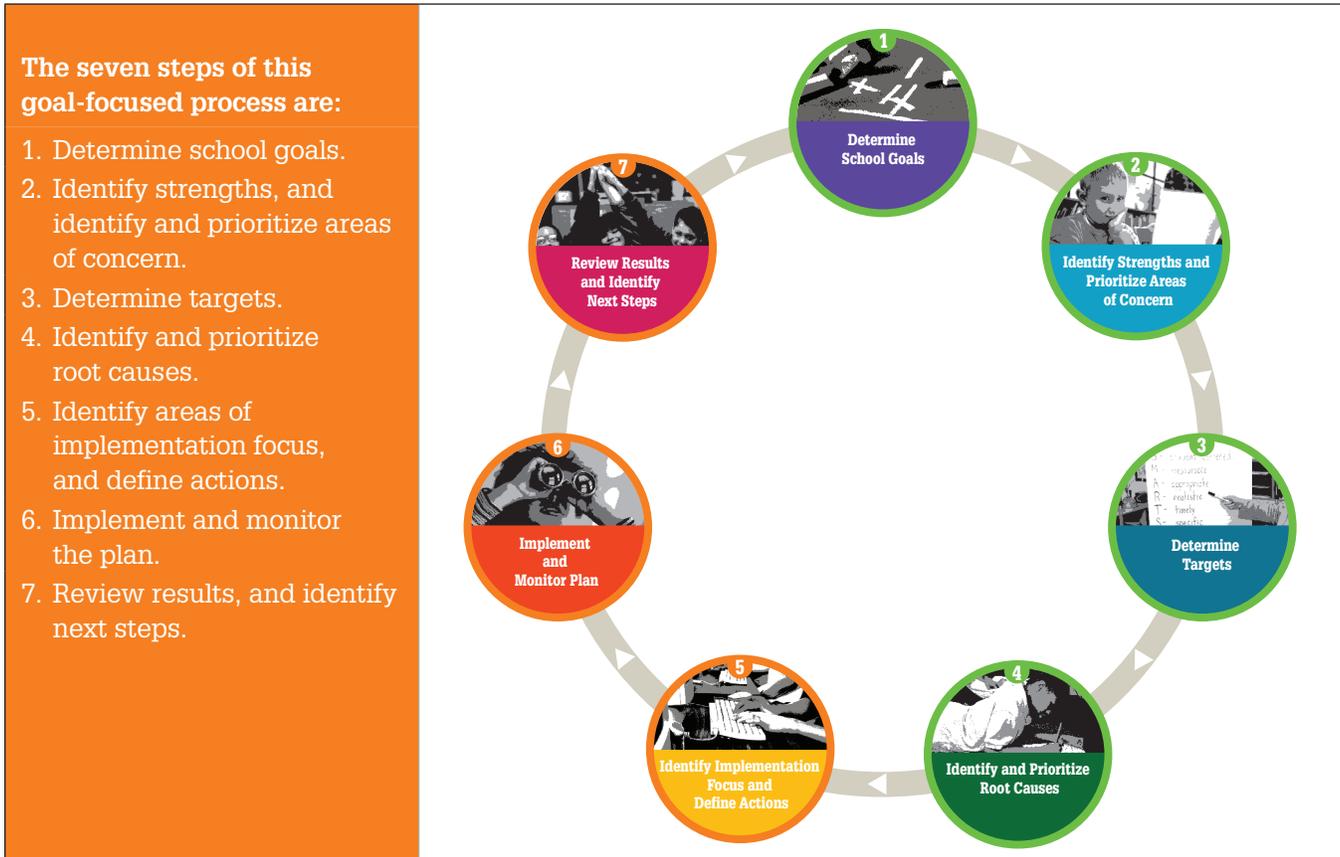
The Goal-Focused Process

The goal-focused process is the continuous-improvement process used by SFA schools. It allows schools to achieve greater results by setting clear goals for achievement and implementation of all parts of the program, developing action steps to achieve those goals, and regularly reviewing plans and data to determine progress. The process is characterized by three basic principles:

- **Student-achievement results drive the process.** It is data driven. Student-achievement data are used to determine where schools are currently performing relative to where they want to

be, to identify interventions that are most likely to have the greatest impact on achievement, and to evaluate whether selected interventions were successful.

- **A problem-solving process assists schools in identifying interventions that will have the greatest impact on the school's most important goals while fostering broad involvement and ownership.** The goal-focused process is a problem-solving approach consisting of seven steps. The process, which requires broad involvement of the school community, is designed to encourage a greater sense of program ownership to sustain a



long-term high-quality program implementation over time.

- **The school community must be supportive and actively involved.** Schools initially adopt Success for All programs to increase student achievement. They continue because they see tangible results. For SFA programs to be effective and long term, school leaders—especially the principal—must be supportive and actively involved in implementation.

There are seven steps to the goal-focused process.

1. Determine school goals.

The first step is to determine the most important goals both for both state expectations (AYP) and reading achievement. If a school is going to achieve real results, it must have a crystal clear goal. The Leadership team must work to develop clear, measurable goals to guide school implementation.

2. Identify strengths, and identify and prioritize areas of concern.

Once goals have been determined, the next step is to examine the data to determine what academic strengths students possess that will help them achieve the school's goals and what their shortcomings or areas of concern are. For instructional component teams, areas of concern are the key skills in reading that need improvement if students are going to achieve the school goals. For Schoolwide Solutions teams, areas of concern are often other indicators of difficulty. For example, these

An implementation focus is defined as a place in a system where a small shift in one thing can lead to big changes in everything.

might be attendance rates, Read and Respond return rates, or disciplinary referrals.

3. Determine targets.

Once areas of concern are identified, it is time to begin to create measurable intermediate goals to address those issues. Targets are intermediate goals that, if achieved, should help students address the identified areas of concern that are impeding the school's ability to reach the goals of proficiency or grade-level reading. Targets are student-outcome centered, measurable, appropriate, realistic, timely, and specific. Every Leading for Success team sets targets for themselves that guide their interventions for the upcoming quarter. Targets should help teachers know what to focus on every day in their classrooms and help Schoolwide Solutions teams focus their energy on issues that most impede student achievement.

4. Identify and prioritize root causes.

After identifying clear targets, the next step is to determine which students are having difficulty achieving the targeted skill. To intervene, there needs to be clear and thoughtful discernment about why a problem persists. This is the time to look across the school community and probe deeply. Each team should

do a thoughtful and in-depth root-cause analysis to identify the most important reasons that students have not achieved their identified target.

5. Identify implementation focus, and define actions.

This step is focused on intervention. Once teams have completed an in-depth root-cause analysis, they should be clear about not only why a problem persists but also what root causes are the most important to address. This step looks at what intervention will most ameliorate the root cause. The key to intervention is to determine measurable areas of implementation focus. An implementation focus is defined as a place in a system where a small shift in one thing can lead to big changes in everything. In other words, selecting an implementation focus means determining the most powerful intervention to address your most important root cause. For example, fluency was determined to be the largest area of concern for the second grade. Second-grade teachers designed a target that stated, "80 percent of second-grade reading students will attain grade-level fluency by the end of the second grading period." In doing their root-cause analysis to determine why students are having trouble with fluency, the lower-level Reading Wings teachers determined that two key root causes accounted for this lack of fluency. Students were not fluent because they had insufficient accuracy. In

essence, they skipped over words they didn't know. In addition, the teachers determined that partner work was weak. The implementation focus that they selected was to have partners tally every time their partners skipped a word and then help their partners decode the word. To accomplish this, there was a list of actions. Teachers would supply a tally form. Teachers would keep track of the number of words skipped as recorded by the partners and report progress over time. Good monitoring by partners would be worth extra team points. An implementation focus and a set of actions were identified. This is the crux of creating a data-driven and aligned plan. The first four steps of the goal-focused process culminate here in a plan of action.

6. Implement and monitor the plan.

Plans are great, but plans that are not implemented are really more wishes than change. Everyone in schools has had the experience of designing wonderful plans that never materialized. This part of the goal-focused process determines how plans will be monitored. This involves creating regular checkpoints throughout the grading period to ensure that plans are being followed and that problems are addressed when they occur.

7. Review results, and develop next steps.

The final step of the goal-focused process is the most important. This is the step to stop and evaluate the results of the plan.

Did we do it? Did it work? These are the two core questions. Did you do the actions you thought were important to address the implementation focus? Did the implementation focus address the target? Did successful completion of the target get you closer to your goal? This review is essential to develop a new and better plan for the upcoming grading period. This is where the process of improvement becomes continuous. It is through this ongoing examination of achievement results and the subsequent adjustment of targets, areas of implementation focus, and actions that real improvement occurs for students. This is the beauty of a continuous-improvement model. One does not need to have the right answers the first time through; one only needs to commit to a continuous and unflinching examination of results and be open to a variety of solutions to achieve success.

The facilitator has an active role in each step of the process and in the preparation, implementation, and follow-up. Preparation includes collecting and compiling the data for analysis and ensuring that the necessary people are present and involved in the process. He or she works with the school administrators, the Leadership team, the SFAF coach, and the instructional component teams to review data, identify strengths and areas of concern, set targets, identify root causes, and develop a plan of action. It is up to the facilitator, with the support of the

principal and the Leadership team, to monitor implementation of the plan and to determine results and next steps.

See the *Leading for Success Leadership Guide* for detailed information on implementing the goal-focused process.

The Snapshot is designed to be an overview document for school leaders to quickly determine the status of implementation and reading progress in their building.

The Snapshot

The Snapshot is exactly what its name implies: it is a picture of what is happening at a school at one point in time. The Snapshot is designed to be an overview document for school leaders to quickly determine the status of implementation and reading progress in their building. It is a tool that offers an image of success and helps to create a picture of what is possible for a school to accomplish. The Snapshot can help to indicate both strengths and areas where changes are needed. It can be used to build a sense of urgency and to mark progress and can be a tool for celebrating success and highlighting growth. It is paired with the SFA Status Report and together these are the primary tool used in Success for All schools for monitoring

both program implementation and student achievement.

The SFA Snapshot and Status Report are maintained on the Member Center. Paper versions are also available. Much of the data is prepopulated from other Member Center data entry and reporting. Ideally, SFAF coaches and school leaders work together to rate the objectives in schoolwide structures, instructional processes, and student engagement. Ratings may be based on observation, discussion, classroom samples, and other artifacts.

SFA Status Report

It is important for SFA schools to look at all levels of data if they are to be effective. Any of or all the following data can be used to indicate areas of concern or root causes when student achievement needs improvement:

- Percent proficient and attendance – assessment results
- Schoolwide Solutions data – attendance/tardies, discipline referrals, Read and Respond completion rate
- Achievement in reading and math – percent on grade level
- Reading proficiency (if/then predictions)
- Summary of Snapshot objectives rated in place

A school not only needs to monitor how it is doing on high-stakes state testing but should also track progress toward proficiency every grading period using either 4Sight benchmarks or if/then statements based on SRI, Gates-MacGintie,

grade-level results, or other benchmark testing. Schools must know whether students are making progress in reading and math. Maintaining the Grade Summary Form in reading is crucial to monitoring reading growth and tracking the number of students reaching grade-level performance at all grades. The best predictor of success on the state test is to have most students at grade level or higher. (Schools using basal series should have students performing one whole grade level higher.) Data about attendance, discipline referrals, and homework completion helps a school keep in mind all systems for supporting student achievement.

Priorities for Snapshot Objectives

For schools that cannot address all objectives at the same time, priority levels are assigned to each objective: ① mechanical, ② routine, or ③ refined. These priorities are subject to modification based on Success for All coaching and use of the goal-focused process to determine the goals and needs of the school.

Schoolwide Structures

Most of the research about implementation of comprehensive SFA programs was done with schools that had certain key structural components. When any of these schoolwide structures are omitted, the school may be disappointed in the results because the implementation is not the research-proven model. For this reason, the ratings for

schoolwide-structures objectives are limited to either In Place (IP), Start-up Expectations Met (S), or Not in Place (N). The S rating is available for objectives designated by this special symbol: 

Instructional Processes and Student Engagement

Schools may focus on objectives that will have the most impact on student achievement, so there is a column for marking an area of focus with a check mark (✓). Most experienced schools begin the year with a baseline rating of all objectives. It is important to closely and frequently monitor only the items that relate most to the areas of concern, targets, root causes, and interventions.

In each classroom observed, the quality of implementation for each objective is either In Place (IP) or Not in Place (N). To quantify how many of the classrooms have the objective in place or not in place, the following abbreviations are used:

- P = Power Schoolwide:** Objective is verified for 95 percent of classrooms
- M = Mastery:** Objective is verified for 80% of classrooms
- S = Significant Use:** Objective is verified for 40% of classrooms
- L = Learning:** Most classrooms are working toward verification of this objective.

The ratings may be verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio

records, transcripts of instruction, or teacher records of student responses. Objectives are left blank if they are not rated.

Instructional processes: SFA uses a particular instructional process. This section reflects the most powerful processes that are often the same across instructional components and should be consistently monitored for quality. In consideration of developmental appropriateness, some objectives apply only to upper-grade-level programs. Most objectives apply to reading, writing, and math programs. These objectives define expectations for teachers and are directly related to student outcomes.

Student engagement: The purpose of SFAF instructional processes is to empower student learning.

Students must be engaged in learning to achieve success. In SFAF programs, active student participation through high-quality cooperative learning is essential to high performance.

Using the Snapshot in Classroom Observations

The Snapshot is an important tool for monitoring schoolwide implementation, student achievement, and progress toward goals and targets. It is the primary tool used by school leaders when observing in SFA classrooms. It provides a consistent monitoring tool for all SFAF programs that is useful for recording observations and offering supportive feedback.

The Snapshot Guidelines (available in the appendix) define the requirements for In Place for each Snapshot objective.

- The *expectations* in these guidelines can direct next steps for coaching and improving implementation of the objectives.
- The *hints and suggestions* provide some additional directions that may be helpful to observers and raters.
- The *artifacts* are suggestions for evidence that can be used to verify an objective or to guide coaching and next steps (they are not necessarily requirements for meeting the objectives).
- The *Common Core connections* provide explicit information about alignment between SFAF programs and the Common Core State Standards.

Tracking pages for each component and other resources are found in the appendix in the Snapshot Guidelines to support rating of objectives in the Instructional Processes and Student Engagement sections of the Snapshot.

Using the Snapshot in the Goal-Focused Process

Schools use the goal-focused process to help move student achievement higher. The Snapshot is a tool that the school can use in that process to review data, identify root causes for instructional targets, monitor targets and interventions, determine results of

The purpose of SFA instructional processes is to empower student learning.

the achievement plan, and plan for future efforts.

Key questions are part of the goal-focused process and are essential to move the school toward understanding where students are in terms of performance and achievement and to guide the school toward actions that will impact student progress and growth. The Snapshot, as a tool for continuous improvement, is a valuable resource, along with classroom and student-performance data, to track those questions that should be asked every grading period as the process is implemented.

There are three levels of questions:

- 1. Primary questions:** How many students will score proficient or above? That information is included in the benchmark information.
- 2. Secondary questions:** What data does the school have that suggests strengths and weaknesses are contributing or deterring the school from its goal? That includes data on attendance, behavior, and targeted reading skills.
- 3. Finally and most important, tertiary questions:** Why are students making progress, or why are they not making the kind of progress needed? This type of information is included in the structural components, teacher instructional processes, and student engagement sections. These sections are crucial in looking at root causes and interventions and in monitoring interventions.

See the *Leading for Success Leadership Guide* for detailed information on using key questions.

Repeated and consistent questioning about schoolwide goals, reading goals (or writing, math, etc.), and classroom targets must be ongoing for sustained continuous improvement.

The Snapshot can be used in each step of the goal-focused process.

Step 1: Determine school goals.

Knowing the school goals directs the review of the Snapshot summaries about AYP, benchmarks, Schoolwide Solutions, the reading-level summary, and student-achievement data. Growth toward meeting the school goals may be evident in the Snapshot's achievement data as the year progresses.

Step 2: Identify strengths, and identify and prioritize areas of concern.

The Snapshot is one of several summary sources of program data about implementation. Strengths and areas of concern may be documented in data summaries or objectives reported on the Snapshot. Instructional-process and student-engagement objectives on the Snapshot may identify strengths and weaknesses related to school goals, reading growth, and instructional targets. Observations and other documentation of Snapshot objectives may be a shortcut to determining temporary root causes needed to prioritize concerns and set targets. If any of

the school's identified concerns are seen as reasons for not putting some of the schoolwide structures in place, the impact this has on reading growth can be addressed through secondary key questions. Program achievement-data tools and reports may serve as artifacts or demonstrations related to Snapshot objectives.

Step 3: Determine targets. Areas of focus selected on the Snapshot should contribute to meeting instructional targets. The Snapshot can also be used to link selected instructional targets to root causes and interventions.

Step 4: Identify and prioritize root causes. The Snapshot objectives for schoolwide structures are often related to root causes that are systemic. Monitoring all objectives all the time for instructional process and student engagement is not recommended, but a baseline review narrows the number of root causes needed to plan interventions. Root causes help to determine areas of implementation focus for planning actions or interventions

that require small amounts of effort to get an effective impact.

Step 5: Identify implementation focus, and define actions. The Snapshot objectives can be a reference in defining actions and designing the plan.

Step 6: Implement and monitor the plan. Snapshot data and rated objectives can contribute to monitoring and reviewing the plan. Observations related to the Snapshot can confirm that interventions are being implemented. The observation tracking tools for selected Snapshot areas of focus can be used to monitor the consistency of intervention use.

Step 7: Review results, and develop next steps. The Snapshot, as a tool for tracking implementation that leads to student achievement, provides a picture that keeps everyone jointly focused and confirms interim schoolwide results. Snapshot data may provide evidence that targets were met and should confirm reading growth and progress toward school goals.

Grading-period program data is also used in the goal-focused process and includes the Grade Summary Form, Classroom Assessment Summary, teacher cycle record form, monitoring tools for specific strategies or skills, and grade-level proficiency forms based on grading-period unit tests.



Getting Along Together Curriculum

To succeed in school and life, students need to master reading, math, and other academic skills. To properly develop these skills requires that students *learn how to learn*, both independently and with others. Getting Along Together is a schoolwide social problem-solving program that was developed by Success for All Foundation, Harvard University, and the University of Michigan. GAT helps students build these skills and apply them both inside and outside of the classroom. GAT forms students into cooperative-learning teams so they can practice problem solving and conflict resolution. The program teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, work effectively with others, and understand and deal with their feelings—all in ways that support academic and life success. All students come to school with different strengths and experiences in these areas. Getting Along Together is provided to all students for two reasons: 1) every student has something to learn and something to share in these areas, and 2) when all students know and use the same methods and skills, those strategies are more useful and effective. Getting Along Together is designed to help each student and the school community as a whole.

For social-skills instruction to be effective, it must be consistent,

For social-skills instruction to be effective, it must be consistent, relentless, and schoolwide.

relentless, and schoolwide. Classroom teachers are the logical choice to provide this instruction. This allows more intense and consistent implementation and application to other content areas. The Getting Along Together curriculum achieves this by introducing skills and procedures through formal lessons and daily classroom practice activities and holding weekly Class Council meetings throughout the school year. In addition to classroom lessons, practice, and Class Council activities, the GAT curriculum must be supported throughout the school. Particularly for students who may be learning a very different set of problem-solving skills outside of school, a clear and consistent schoolwide effort is necessary to creating an effective schoolwide culture that supports these skills. To create this culture, the Leading for Success program, particularly the Cooperative Culture team, is charged with ensuring that GAT skills are supported throughout the building.

Formal Lessons

In Getting Along Together, cognitive-regulation, conflict-resolution, and social problem-solving skills are initially taught through engaging, interactive, and teacher-friendly formal lessons at the beginning of the school year in the homeroom class. There are two weeks' worth of daily lessons that last about ninety minutes each. These lessons cover three main areas: cognitive-regulation skills

(attention, memory, self-control, and cognitive flexibility); emotional regulation (stay-cool strategies, feelings identification, empathy, and behavior control); and interpersonal skills (conflict resolution, reading and responding to social cues, and prosocial behavior). All skills, tools, and procedures introduced through the formal lessons are designed to be used consistently throughout the school year and across the school campus. After the first two weeks of daily lessons, GAT continues with a weekly half-hour lesson for the rest of the year. These lessons provide ongoing practice of the skills and strategies presented in the first two weeks while deepening students' understanding in a range of areas. Unit topics covered throughout the year include: friendship, empathy, cognitive skills, hurdles to teamwork, and problem solving.

The lessons are available for all schools for grade 1–5. GAT skills are integrated throughout the Curiosity Corner, KinderCorner, and Reading Edge curriculums. Since Getting Along Together lessons are taught in the homeroom class and not the reading group in grades 1–5, the teacher's manuals, novels, and media that support the formal lessons are divided by grade level. Teachers use this curriculum during the first few weeks of school while students are assessed to determine appropriate reading groups. If reading groups have already been formed and the school is ready to begin classes for reading, the school may go ahead and begin reading and teach the remainder of the GAT lessons later in the day. This is a

common occurrence during the second and subsequent years of Success for All implementation. For the rest of the year, the half-hour GAT lessons are generally taught at the beginning of the week. Schools often use social studies or other time slots for this instruction.

GAT lessons are built around the Cycle of Effective Instruction, which provides preparation for instruction in Reading Roots, Reading Wings, and the Reading Edge. New concepts are taught with the aid of a literature selection that illustrates the use of a skill and introduces listening comprehension. Students then interact with peers and teams to process the new information and practice the skill. Follow-up and extension activities provide the teacher with opportunities to reinforce and/or reteach skills as needed. Even before SFA reading classes begin, students will begin to develop the skills that make them good partners and team members.

Daily Structures for Application of GAT Skills

In addition to lessons, daily practice is built into GAT. The curriculum provides three structures, the Cool Kid, the Cooperative Challenge, and Brain Games, that are designed to be practiced every day by students.

- **Cool Kid:** (1 minute) Everyone likes to feel special. In *Getting Along Together*, each student has an opportunity to be the Cool Kid during the year. This is a chance for all students to feel appreciated and get positive feedback from the teacher and other students. During the first two weeks of school, the Cool Kid is announced during the lesson, and the class is directed to notice all the positive behaviors the Cool Kid does during the day that are helpful to the class and the student's team. At the end of the day, the teacher and the class will give the Cool Kid positive feedback and compliments, award him or her a Cool Kid certificate, and send the Cool Kid home with good news to share with his or her family. After the first two weeks of school, the Cool Kid is announced on Monday during the lesson, and the student remains the Cool Kid for the week. Compliments are given daily, and the certificate is awarded on Friday during Class Council.
 - **Cooperative Challenge:** (3 minutes) This is a chance for teams to exhibit the skills they have learned during the skill lessons. The Cooperative Challenge is schoolwide. Students in all grades are working on the same challenge every week. This allows the school to better embed GAT skills as part of
- the general school climate and expectations. It creates a more powerful program if everyone is working on the same task every week. The Cooperative Challenge involves observable behaviors. Students might be asked to help and encourage one another, give compliments, or use "I" Messages. Teams receive daily points if these behaviors are observed. All teams can earn 2 points if they exhibit the identified behavior.
- **Brain Game:** (3 minutes) Brain Games are fun and often familiar games that help students practice skills in focus, memory, self-control, and cognitive flexibility (in grades 4 and 5). Students love playing the games. Teachers should play these games often and make sure that students master the game before they move on to a new game. Brain Games are introduced at the beginning of the week, but teachers can play them anytime they have a minute during the day, such as while waiting for recess or lunch, as a sponge activity between subjects, or at the end of the day. Teachers should keep these activities quick and fun but let students play them as often as possible. (For a more detailed explanation, see the Routines and Structures part of the *Getting Along Together 2nd Edition Teacher's Guide*.)

Class Council

After the first two weeks of lessons, Getting Along Together begins the regular routine of a skill lesson at the beginning of the week and a Class Council at the end of the week. The Class Council is a half-hour meeting in which students practice real-life application of the skills they are learning to create a more positive and productive classroom. The Class Council consists of two major parts:

Part 1 – Review and Goal Setting

- **Class Strengths:** Class Council always begins with a discussion of class strengths and successes. Students discuss areas in which the class has done well this week. The teacher charts responses and celebrates.
- **Previous Week Goal Review:** Part of the purpose of Class Council is to have a weekly goal that requires students to solve class problems and to put in place a measureable goal to improve the functioning of the classroom or school community. Class goals may have to do with better in-class behavior (e.g., no put-downs, less interrupting, being complimentary to one another, better listening) or a schoolwide goal (e.g., better transitions, staying seated in the cafeteria). During this part of the meeting, the students and the teacher review the previous week's goals and determine whether the class achieved their goal.

The Class Council is a half-hour meeting in which students practice real-life application of the skills they are learning

- **Class Concerns and Goal Setting:** The real substance of Class Council is the opportunity for the teacher and the class to not only celebrate class strengths, but to voice common concerns, brainstorm solutions, and set weekly goals. Most teachers find it easy to organize this section by discussing three questions:
 - Which areas of how we work together could we improve?
 - What is a good goal for next week? (Make sure this is measureable.)
 - What are some solutions we can try this coming week to accomplish our goal?

If students are having difficulty mastering a particular skill, there are optional sample scenarios included in each Class Council agenda for additional practice.

Part 2: Celebration

- **Teacher Affirmations and Team Celebration:** The last part of Class Council is your chance to congratulate the class on what has gone well, award certificates or stickers to good, great, and super teams, and award the Cool Kid certificate. (For more information, see Class Council and Team Cooperation Points in the Structures and Routines section of the *Getting Along Together 2nd Edition Teacher's Manual*.)

The Getting Along Together program should supplement, not supplant, the school's existing discipline programs or policies. The SFAF coach can help the school determine how existing programs and procedures can best mesh with the Getting Along Together program in the school.

Using the Snapshot to Monitor and Support Implementation of GAT

The Snapshot is used to quickly determine the status of implementation of Getting Along Together. It is a tool that can help to indicate both strengths and areas of concern. It can be used to build a sense of urgency among teachers and to mark progress, and it can be a tool for celebrating success and highlighting growth. It is used for monitoring both program implementation and student achievement. Objectives are verified by observation or artifacts such as facilitator observation records, videos, transcripts of instruction, teacher records of student responses, or schoolwide records of discipline referrals and suspensions.

Snapshot Component Tracking

Component: Getting Along Together

Observer: _____

Week: _____

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Schoolwide Structures Objectives	IP = In place; N = Not in place															Summary IP/N	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10)																	
2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict solvers in cafeteria, on playground, in hallways, etc.). (11)	IP = In place; N = Not in place																
	Cafeteria	Hallways	Playground	Other													

Instructional Process Objectives	IP = In place; N = Not in place															Summary P/M/S/L	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)																	
3 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (14)																	

Student Engagement Objectives	IP = In place; N = Not in place															Summary P/M/S/L	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict solvers, and Think-It-Through sheets. (11)																	
3 Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (12)																	

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Tips for Facilitators

Cooperative Learning

1. Reinforce the importance of cooperative learning to the implementation of Success for All with teachers as needed.
 - If the school is new to SFA, realize that teachers may have difficulty in releasing responsibility to students through teamwork. Provide encouragement, and support as needed.
 - Review cooperative-learning concepts and team cooperation goals at component-level meetings. Have teachers talk about how they are using cooperative learning in their classrooms and any problems they may be having.
 - Model the use of cooperative-learning techniques at instructional component team meetings.
2. Observe for cooperative learning being used in the classroom.
 - Students should be in four- or five-member teams.
 - Observe how many times teachers use (or don't use but should have) cooperative-learning techniques such as Think-Pair-Share and Random Reporter. Provide feedback to teachers.
 - Observe students working in their teams. Note the level and quality of cooperative learning. Discussion should be rich and challenging, teams/partners should be engaged and focused on their work, and partners should monitor and help each other. Provide feedback to teachers.
3. Monitor to ensure that teachers are awarding team celebration points (pocket points in KinderCorner 2nd Edition). Points should be recorded on the Team Celebration Points poster in Reading Roots 4th Edition, Reading Wings 4th Edition, and the Reading Edge 2nd Edition. Team certificates should be awarded when applicable.

Cycle of Effective Instruction

1. Look for the Cycle of Effective Instruction while observing in the classroom. Note whether teachers are having difficulty in releasing responsibility to students during the partner and teamwork activities.
2. Review the cycle during instructional component team meetings so teachers have a clear understanding of each step.

Hierarchy of Reading Skills

1. Use the hierarchy of reading skills when setting targets.
2. If students are not progressing, use the hierarchy of reading skills to identify gaps in knowledge.

Classroom Assessment

1. Use the information from the Classroom Assessment Summary forms as part of the multiple measures in determining mastery.
2. Monitor teachers' use of assessment results to inform their instruction.
3. Use the assessment results to identify students who need tutoring or referral to Schoolwide Solutions teams.

Goal-Focused Process

Become familiar with the steps in the goal-focused process. Use this continuous-improvement process schoolwide with the instructional component teams and simply as part of the way the school does business.

The Snapshot

Take a baseline assessment of the school's level of implementation with the Snapshot. Identify the areas of focus. Share the information with teachers. Use the component tracking pages when observing in classrooms for the identified objectives.

Getting Along Together

1. Distribute GAT materials to teachers.
2. Monitor to ensure that GAT lessons are taught during the first two weeks of school. Pacing should be brisk. Teachers often spend far too much time on the active instruction part of the GAT lesson and short change teamwork and the final Big Q question that ends each lesson. Teamwork is essential. This is the part of the lesson that provides practice and internalization of skills. Students must have sufficient time to talk and problem solve with each other. The only content assessment check in the GAT program is the Big Q at the end of each lesson. Students must make sure that they have time to answer that question and receive team points.
3. Monitor to ensure that GAT structures are being used daily. Brain Games, Cool Kid, and Cooperative Challenge should be addressed every day.
4. Monitor to ensure that Class Councils are being conducted. Address any issues or suggestions at instructional component team meetings.
5. Encourage all staff to use, and to have students use, the GAT techniques schoolwide. Conduct a simple training for nonteaching staff on the techniques and processes of GAT.

Early Childhood Programs

The Success for All elementary model includes comprehensive programs for kindergarten and preschool children that promote, develop, and enhance language and literacy skills along with mathematical, scientific, listening, and social skills, creative expression, and positive self-esteem.



The Success for All elementary model includes comprehensive programs for kindergarten and preschool children that promote, develop, and enhance language and literacy skills along with mathematical, scientific, listening, and social skills, creative expression, and positive self-esteem. Each program provides young children with an experiential and child-centered curriculum that gives them the necessary foundation for success in elementary school. A balance between child-initiated activities and teacher-directed instruction helps to ensure the

development of all areas of growth and development, particularly language and literacy.

Research tells us that young children learn best if material is delivered holistically rather than segmented into isolated parts. A thematic approach to learning helps children make sense of the world around them. Through a set of thematically linked instructional activities, each early childhood program builds skills and conceptual understandings in a variety of developmental domains.

Developmental Domains of SFA Early Childhood Programs

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Emotional/Personal • Language/Literacy • Interpersonal | <ul style="list-style-type: none"> • Cognitive • Creative • Physical | <ul style="list-style-type: none"> • Mathematics • Science • Social Studies |
|--|---|--|

Literacy Development in the Early Childhood Years

Each early childhood curriculum emphasizes language-related activities and the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Children choose among Learning Labs and engage in reflection activities to promote their problem-solving abilities. At the kindergarten level, literacy skills include the development of phonics skills and beginning reading through Stepping Stones and KinderRoots.

At all levels, children are given multiple opportunities to interact with stories and print, both in teacher-directed lessons and with their peers. Literacy instruction leads to the development of the following student outcomes.

Desired Student Literacy Outcomes in Early Childhood

Curiosity Corner	KinderCorner (EL) Literacy
<ul style="list-style-type: none"> ❖ Expanded Oral Language Production ❖ The Acquisition of Meaningful Vocabulary ❖ Listening Comprehension ❖ Emergent Literacy <ul style="list-style-type: none"> ✓ Phonological Awareness ✓ Alphabetic Principle (in the 4-year old curriculum) that includes the sounds and names of letters ✓ Emergent Writing Skills ✓ Conventions of Print 	<ul style="list-style-type: none"> ❖ Oral Language Development (Vocabulary) <ul style="list-style-type: none"> ✓ speaks using several complete sentences to express thoughts ✓ uses thematic vocabulary in conversations
	<ul style="list-style-type: none"> ❖ Phonemic Awareness <ul style="list-style-type: none"> ✓ identifies phonemes in words ✓ demonstrates auditory blending ✓ demonstrates auditory segmenting
	<ul style="list-style-type: none"> ❖ Phonics and Word Skills <ul style="list-style-type: none"> ✓ identifies uppercase and lowercase letters, sounds, and numerals ✓ blends sounds to read simple words ✓ writes letters ✓ writes words ✓ recognizes some sight words
	<ul style="list-style-type: none"> ❖ Concepts of Print and Tracking <ul style="list-style-type: none"> ✓ understands concepts of print ✓ reads with one-to-one correspondence ✓ reads simple, phonetically controlled text accurately
	<ul style="list-style-type: none"> ❖ Listening Comprehension <ul style="list-style-type: none"> ✓ identifies story elements ✓ makes predictions ✓ retells stories
	<ul style="list-style-type: none"> ❖ Writing <ul style="list-style-type: none"> ✓ demonstrates an interest in writing to communicate ✓ demonstrates increasing facility with the process of writing
<p>Increasing competence in each of the learning domains to foster the skills, knowledge, and attitudes that lead to success in school, including specific attention to all of the above skills.</p>	

KinderCorner Instructional Components

- **Greetings, Readings, & Writings** – This is an arrival routine for students. They come in, put away their things, sign in, and select from a variety of activities. The teacher engages in conversations with the students.
- **Gathering Circle** – The teacher gives a signal for the students to put away the materials used during Greetings, Readings, & Writings activities and pulls everyone together on a rug or in a circle of chairs for Gathering Circle. After general housekeeping tasks (checking homework, attendance, assigning classroom jobs, assigning partners for the week), the teacher teaches or reinforces Getting Along Together lessons that instruct students in using the same strategies, procedures, and terminology as the rest of the school.
- **Theme Exploration** – Within the broader context of theme, there is a daily content focus. The Daily Message introduces the focus for the day and related vocabulary words. The teacher briefly reinforces concepts of print, phonics skills, or sight words at this time. Theme learning content is shared in an interactive way and includes the introduction of one to three new words daily.
- **Rhyme Time** – The students learn engaging rhymes, chants, and songs. The content of the rhymes is then used to develop a specific phonemic awareness skill.
- **STaR** – This component engages students in a two-part approach to reading. Students participate in an interactive reading of a picture book. The next day, they retell the story in a variety of ways, including through dramatization, sequencing, and the use of puppets.
- **15-Minute Math** – Students engage in a brief daily routine of mathematics activities that are connected to everyday experiences. Instruction focuses on hands-on and visual materials.
- **Snack/Outside/Gross-Motor Play** – Time is built in each day for students to enjoy a snack, visit the outdoors, and engage in gross-motor play.
- **Math Mysteries** – During this component, students construct their own understanding of mathematics by engaging in hands-on language-based problem-solving activities. Active instruction and daily partner practice expand the development and student understanding of mathematical concepts. Students regularly produce artifacts of their learning.
- **Let's Daydream** – During this time, students have an opportunity to enjoy the rhyme and rhythm of poetry before resting or napping.
- **Learning Labs** – Students are engaged in play and exploration as they build their own understandings of theme content and math and literacy skills taught in the other components of the day. Each student self-selects one Learning Lab to visit. The teacher conferences with students as they write a plan for the lab they intend to visit. Dramatic play and reading and writing are incorporated into as many labs as possible. New labs are added during the week, but there are few changes, allowing students the opportunity to explore most of the labs.
- **Write Away** – The teacher provides specific instruction in and modeling of writing strategies as they apply to a theme-related writing prompt. Partners plan and read their writing to each other. The teacher confers with a few students. A few students share what they have written with the class.
- **Stepping Stones** – This component provides a structured reading activity that exposes students to letter-sound connections, blending, segmenting, and concepts of print.

- **KinderRoots** – Shared Stories engage students in partner reading and repetition of phonetically regular text during KinderRoots.
- **Let's Think About It** – This component provides an opportunity for students to reflect on the skills and thematic concepts they have practiced throughout the day. Students engage in discussion and closure activities during this time.

For information about instructional activities and expectations related to previous versions of KinderCorner, please go to Online Resources.

Assessment in KinderCorner

Unlike the other grade levels, students in kindergarten are **not regrouped**. Students remain with the classroom teacher for the entire day. Assessment is used, not to regroup students but to determine where each child is developing within each of the developmental domains. This information is used to inform classroom instruction, identify needed interventions for individual students, share information with parents, and compare the progress of kindergarten students with other students in the school.

KinderCorner 2nd Edition Data Tools and Reports

Just as with the other reading components, a variety of program data tools for collecting, recording, and celebrating student performance in the classroom are available to teachers and schools on the Member Center. Two major advantages of using the online tools are that:

- scores are automatically averaged and used to prepopulate summary reports; and
- data for tracking student achievement is easily shared and accessed by teachers, facilitators, and school leaders.

Teachers collect and record student-performance data, which results in immediate summary reports. These help teachers celebrate student achievement, provide more meaningful feedback, and plan appropriate instruction and practice. There are four main categories for the tools and reports that are used at the classroom level.

Classroom Data

- **Weekly record form:** The weekly record form helps the teacher manage data collection and prepare for evaluation with summary reports to track class and individual student progress. It is generated at the beginning of each week for the teacher to print out and put on a clipboard. It is then used to record the teacher's observations of objectives as students demonstrate them throughout the week.
- **Weekly record results report:** After all the information from the weekly record form is entered into the Member Center at the end of the week, results are calculated, averaged, and summarized in related reports. The weekly record results report has summary rows at the bottom with class totals or averages of the scores and observations. Teachers analyze this information as part of their diagnostic planning for the next instructional week.

Cumulative Reports of Strategies and Skills

Graphemes, phonological- and phonemic-awareness, Getting Along Together, beginning-reading, and math skills are repeatedly instructed, practiced, and monitored through observational assessment. This data is cumulative across the school year, and individual reports can be printed at any time.

- **Class Summary of KinderCorner Graphemes: Reading and Writing:** This report shows at a glance which letters and letter groups each student can read and write.
- **Class Summary of KinderCorner Graphemes: Naming:** This report shows at a glance which letters each student can name when viewed in both uppercase and lowercase forms.
- **Class Summary of Objectives Not Yet Mastered:** This report lists all objectives and shows which of them each child has not yet demonstrated.
- **Individual Summary of Objectives Not Yet Mastered:** This report lists all objectives through the current unit that the individual child has not yet mastered.
- **Individual Mastery of Objectives in Other Domains:** This optional report tracks objectives from all nine early childhood domains if the teacher is recording observations for these additional objectives.

Grading-period reports and schoolwide reports available for KinderCorner are similar to those available for the other components. They include the Classroom Assessment Summary, progress notes for parents, the Grade Summary Form, and the component roll-up by teacher of the Classroom Assessment Summary. (See chapter 6.)

SFA expectations for KinderCorner teachers' use of class data include:

- collecting, sharing, and reviewing classroom data;
- analyzing classroom and component data;
- planning for continuous improvement through classroom implementation; and
- evaluating results and looking for progress.

The Member Center data tools are designed to support teacher use of data in ways that benefit their students.



KinderCorner 2nd Edition Mastery

Quarterly Objectives/ Measures	K-1 Mastery Grading Period 1 Units 1–4	K-2 Mastery Grading Period 2 Units 5–8	K-3 Mastery Grading Period 3 Units 9–12
Oral Language Not Cumulative	<ul style="list-style-type: none"> • SOLO #1 vocabulary: 90/100 • SOLO #1 oral expression: 80/100 • Theme vocabulary sentence: minimum average of 80 	<ul style="list-style-type: none"> • SOLO #2 vocabulary: 90/100 • SOLO #2 oral expression: 85/100 • Theme vocabulary sentence: minimum average of 85 	<ul style="list-style-type: none"> • SOLO #3 vocabulary: 90/100 • SOLO #3 oral expression: 90/100 • Theme vocabulary sentence: minimum average of 90
Graphemes Cumulative	<ul style="list-style-type: none"> • Reads: 7/10 sounds • Writes: 5/10 sounds 	<ul style="list-style-type: none"> • Reads: 15/28 sounds • Writes: 15/28 sounds • Names: 9/16 alphabet letters (uppercase and lowercase) 	<ul style="list-style-type: none"> • Reads: 21/28 sounds • Writes: 21/28 sounds • Names: 39/52 alphabet letters (uppercase and lowercase)
Beginning Reading Not Cumulative	<ul style="list-style-type: none"> • Demonstrates concepts of print and sounds out words or sentences: 7/14 	<ul style="list-style-type: none"> • Demonstrates concepts of print and sounds out words or sentences: 8/12 	<ul style="list-style-type: none"> • Demonstrates concepts of print and sounds out words or sentences: 12/16

Mastery in KinderCorner 2nd Edition is defined by the oral-language, graphemes, and beginning-reading objectives from the four units designated for each grading period. Children are expected to satisfactorily demonstrate all the minimum requirements explained in this chart to earn K-1, K-2, or K-3 mastery.

- A child has to meet every expectation to achieve mastery for the current grading period.
- Mastery data helps the teacher and school track the overall progress of KinderCorner students.
- Expectations increase each grading period.

- The teacher continually rechecks objectives not demonstrated in previous lessons; this ensures that more students improve enough to demonstrate mastery.
- The Member Center calculates mastery based on data entered each week of the grading period.
- Most teachers will not be surprised by which students achieve mastery if they are looking at their weekly results reports.

Mastery determination at the end of the year is somewhat different. In addition to the oral-language assessments, the Reading Roots Formal Assessment is administered to help determine mastery and recommend placement in Reading Roots classes when the students move into first grade.

Objectives/ Measures	K-4 Mastery Grading Period 4 Units 13–16
Oral Language	<ul style="list-style-type: none"> • SOLO #4 vocabulary: 90/100 • SOLO #4 oral expression: 95/100 • Theme vocabulary sentence: minimum average of 95
Reading Roots Formal Assessment	Stage 2 (lessons 6–10)

Teachers and the facilitator meet together to look at all the classroom measures for each child, giving particular consideration to evidence of strengths. The final mastery level is based on the stages defined for the Reading Roots program.

For information about assessment related to previous versions of KinderCorner, please go to Online Resources.

Supporting Teachers in Early Childhood Programs

Providing support to early childhood programs can have a significant impact upon the success of your students as they move into Reading Roots and Reading Wings. It is important to acknowledge and appreciate the uniqueness of early childhood programs from the rest of the school.

Specific areas in which early childhood teachers will benefit most from your support include:

- scheduling considerations,
- materials support,
- classroom-management support,
- lesson-plan creation,
- strategic use of theme guides,
- student empowerment to make choices as self-regulated learners, and
- intentional and authentic assessment.

Scheduling considerations:

Curiosity Corner and KinderCorner teachers may need help to determine their daily and weekly schedules. Because SFAF coaches will provide assistance with this task during initial training, it is helpful to set schedules for special-area classes, such as music, physical education, and art, and to make allowances for library visits and lunch schedules before the training day arrives.

Materials support: Thematic materials provided by SFA must be supplemented with low-cost items (such as cotton balls, apples, and aluminum foil) for various activities, especially Learning Labs. School funds for such items should be allocated to purchase these items and to determine who will have the responsibility to buy them. Many teachers meet near the end of each thematic unit to determine the items they will need for the new unit and to rotate the shopping responsibility. In some cases, the facilitator fills this role.

Storage systems for thematic manipulatives, literature, and theme guides need to be designed. Leftover materials or items that are used only in particular units can be stored in large plastic bins for use during the next year.

Classroom-management support:

Teachers may need assistance with general management issues, including the arrangement of their classrooms, transitions between activities, and conflict resolution. See the teacher's manuals for detailed information about each of these areas.

Lesson-plan creation: It is critical that teacher planning time be used to assess student achievement and development toward the desired student outcomes and district/state standards. Teachers should not be overburdened with lesson-plan writing. Allowing Curiosity Corner and KinderCorner teachers to use

the Peek at the Week found at the beginning of each theme guide to serve as their lesson plan will help to provide time for such reflection and planning.

Strategic use of the theme guides:

Curiosity Corner and KinderCorner theme guides provide detailed lesson plans for teachers. It is important to understand that these plans are explicit but not designed to be prescriptive. Each lesson plan serves as a guide. The lesson may be adapted to meet the needs of individual children.

Student empowerment to make choices:

Whether during Learning Labs/Centers or Greetings, Readings, & Writings, it is important that young children be given choices for their own learning.

Intentional and authentic assessment:

Teachers in early childhood classrooms collect information about student achievement formally and informally. Curiosity Corner and KinderCorner theme guides contain an observation checklist with specific outcomes to assist teachers in tracking the mastery of concepts within a variety of domains. Teachers are encouraged to observe children as they work and plan together and to interact with them during teacher-guided lessons so the teachers can assess mastery of concepts. Suggestions for assessment opportunities are indicated throughout the lesson plans.

KinderRoots Five-Day Structure				
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Warm-Up</p> <ul style="list-style-type: none"> • Wall frieze sound review • Reading rehearsal (Reread a familiar story in unison or with partners.) <p>Story Introduction</p> <ul style="list-style-type: none"> • Previewing • Word Play video • Predictions <p>Word Presentation</p> <ul style="list-style-type: none"> • Read sounds. • Animated Alphabet • Sound It Out video • Stretch and Read • Quick Erase • Say-Spell-Say • Readles <p>Partner Word and Sentence Reading</p> <ul style="list-style-type: none"> • Students read words for partners. <p>Celebration</p> <ul style="list-style-type: none"> • Student performance • Word wall review • <i>Between the Lions</i> video 	<p>Warm-Up</p> <ul style="list-style-type: none"> • “The Alphabet Chant” • Reading rehearsal <p>Word Presentation</p> <ul style="list-style-type: none"> • Read sounds. • Animated Alphabet • Sound It Out video • Stretch and Read • Quick Erase • Say-Spell-Say • Readles <p>Partner Word and Sentence Reading</p> <ul style="list-style-type: none"> • Students read words for partners. <p>Guided Group Reading</p> <ul style="list-style-type: none"> • Word Play video • Review predictions. • Story reading in unison • Discussion questions (oral) <p>Celebration</p> <ul style="list-style-type: none"> • Student performance • <i>Between the Lions</i> video 	<p>Warm-Up</p> <ul style="list-style-type: none"> • Wall frieze sound review • Reading rehearsal <p>Word Presentation</p> <ul style="list-style-type: none"> • Read sounds. • Animated Alphabet • Sound It Out video • Stretch and Read • Quick Erase • Say-Spell-Say • Readles <p>Partner Word and Sentence Reading</p> <ul style="list-style-type: none"> • Students read words for partners. • A student reads for pocket points. <p>Guided Partner Reading</p> <ul style="list-style-type: none"> • Review questions. • Students read the story with partners; teacher guides from page to page. <p>Celebration</p> <ul style="list-style-type: none"> • Student performance • <i>Between the Lions</i> video 	<p>Warm-Up</p> <ul style="list-style-type: none"> • “The Alphabet Chant” • Reading rehearsal <p>Word Presentation</p> <ul style="list-style-type: none"> • Read sounds. • Animated Alphabet • Sound It Out video • Stretch and Read • Quick Erase • Say-Spell-Say • Readles <p>Partner Word and Sentence Reading</p> <ul style="list-style-type: none"> • Students read words for partners. • A student reads for pocket points. <p>Partner Reading</p> <ul style="list-style-type: none"> • Partners read the story, alternating pages, retelling, and rereading for fluency. <p>Writing</p> <ul style="list-style-type: none"> • Partner story questions • Stretch and Count/Stretch and Spell <p>Celebration</p> <ul style="list-style-type: none"> • Student performance • <i>Between the Lions</i> video 	<p>Warm-Up</p> <ul style="list-style-type: none"> • Wall frieze sounds review • Reading rehearsal <p>Word Presentation</p> <ul style="list-style-type: none"> • Read sounds. • Animated Alphabet • Sound It Out video (other sound in story vocabulary) • Stretch and Read • Quick Erase • Say-Spell-Say • Readles <p>Partner Word and Sentence Reading</p> <ul style="list-style-type: none"> • Students read words for partners. • A student reads for pocket points. <p>Partner Reading</p> <ul style="list-style-type: none"> • A student reads for pocket points. <p>Writing</p> <ul style="list-style-type: none"> • Stretch and Count/Stretch and Spell • Sentence dictation <p>All Together Now</p> <ul style="list-style-type: none"> • Class reads the story in unison. <p>Celebration</p> <ul style="list-style-type: none"> • Student performance • <i>Between the Lions</i> video

Using the Snapshot to Monitor and Support Implementation in Curiosity Corner and KinderCorner

The Snapshot is used to quickly determine the status of implementation in Curiosity Corner and KinderCorner. It is a tool that can help to indicate both strengths and areas of concern. It can be used to build a sense of urgency among kindergarten teachers and to mark progress, and it can be a tool for celebrating success and highlighting growth. It is used for monitoring both program implementation and student achievement. Objectives are verified by observation or artifacts such as facilitator observation records, videos, transcripts of instruction, or teacher records of student responses.

The following objectives apply to Curiosity Corner and KinderCorner. See also pages 276–284 in the appendix.

Snapshot Component Tracking

Component: Curiosity Corner

Observer: _____

Week: _____

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Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Read & Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking

Component: KinderCorner

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
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2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Levels of Use in Early Childhood Programs

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As you support early childhood teachers, consider where they are according to change theory. Following is a chart that describes teachers at each level of the Concerns-Based Adoption Model as it applies to early childhood. Examples of actions that facilitators can take to help move teachers from one stage to the next are listed with each description.

Levels of Use	General Description	Facilitator Support
Orientation	Teachers attend initial training and learn about the program philosophy, content, and materials.	<ul style="list-style-type: none"> • Invite teachers and classroom assistants/aides to attend initial training. • Ensure that teachers attend the correct training. • Participate in training with staff.
Preparation	Teachers organize materials, arrange their classroom furniture, and plan their daily schedules. Lesson plans are created for the first week of school. If available, information about the students assigned to their classes is reviewed.	<ul style="list-style-type: none"> • Train late hires and teachers who could not attend initial training. • Organize and distribute materials. • Create a plan for purchasing and/or gathering thematic materials with teachers. • Distribute special-area, library, and lunch schedules so teachers can plan their instructional day. Review schedules with teachers to ensure that adequate time is allotted for each activity. • Provide the schedule of instructional component team meetings. • If applicable, provide the necessary training for using interactive whiteboards.
Mechanical	Teachers follow the theme guides very closely. Not every instructional activity is included each day. Lessons, such as Stepping Stones, that contain several steps are not smooth. Attention is focused more on following the schedule and organizing materials than on observing for student outcomes. Teacher interactions with students during student-directed activities relate primarily to behavior and routines. Connections between learning activities are rarely verbalized to students.	<ul style="list-style-type: none"> • Review information from the initial training, model parts of the curriculum for flow and pacing, and answer questions during instructional component team meetings. • Invite teachers to share ideas with one another about transitioning smoothly from one activity to the next. • Create peer-observation opportunities.

Levels of Use	General Description	Facilitator Support
Routine	<p>Teachers are comfortable with the lesson structure and use lesson materials, including media, effectively. Materials are prepared in advance and organized for each learning activity. Teachers focus on developing oral language and vocabulary during all whole-group activities and individual conversations. Students are engaged during partner practice and labs. Teachers promote high-level thinking and self-selected activities.</p>	<ul style="list-style-type: none"> • Use the Snapshot and other tools to observe and share findings with teachers. • Provide support for use of the online data tools to collect and record classroom data. • Observe specifically for student outcomes, and share your findings with teachers. • Review opportunities for formal and informal assessment in each learning activity.
Refined	<p>Teachers plan lessons with the theme guide that are appropriately paced and include modeling and guided practice that are tailored to students' needs and understanding of the objectives. Student responses are restated and elaborated to promote mastery of vocabulary and oral expression. Teachers use their conversations and contextual interactions with children for authentic assessment opportunities. They intentionally reinforce concepts for some and extend learning for all. Teachers analyze the data collected and reported through the Member Center online data tools to develop targets and report outcomes during instructional component team meetings.</p>	<ul style="list-style-type: none"> • Seek trends in Reading Roots and Reading Wings data that connect to kindergarten goals. • Use multiyear data to predict areas of strength and challenge. Use these to focus on Schoolwide Solutions strategies. • Support all staff in developing clear team and individual student goals that are monitored weekly. These goals should be connected to targets and school goals. • Build capacity with improved teacher understanding of data for a shared responsibility among the staff.

Tips for Facilitators**Things to Look for in KinderCorner**

- Oral-language development is crucial in kindergarten. Strong oral-language development is the foundation for success in beginning reading. Things to look for:
 - Students talk in full sentences.
 - Students use thematic vocabulary.
 - Student talk exceeds teacher talk.
- Kindergarten is also the time for teachers to help develop self-regulated learners. Students need to be strongly engaged and should be selecting their own labs and working together during lab time. Things to look for:
 - Students choose their own labs.
 - Students plan their lab activities through written lab plans.
 - Students earn pocket points daily.
 - Students appear engaged and purposeful throughout the day.
- Data forms and reports are used to record and monitor student progress.
 - The weekly record form is used to record scores and teacher observations.
 - Classroom Assessment Summary reports are complete.
- Instructional component team meetings are held regularly.
 - Teachers have reflective meetings to share classroom data.
 - Teachers review student mastery and set new goals at the end of each grading period.

Reading Roots

Reading Roots is a comprehensive reading program for beginning readers who are functioning below the second-grade level.

Reading Roots is a comprehensive reading program for beginning readers who are functioning below the second-grade level. Three- and four-day integrated lessons include instruction in four key areas of reading development:

- phonological awareness and phonics,
- oral language and vocabulary,
- oral reading and comprehension of connected text, and
- writing.

The forty-eight Reading Roots lessons are separated into four levels. Concept development in each reading area (oral-language development, phonemic awareness, phonics, word skills, fluency, and writing) is scaffolded throughout each level. Materials specific to each level are color coded.

Reading Roots Levels 1–3

Phonetically regular Shared Story books provide meaningful application of decoding skills and develop fluency and comprehension. Story Telling and Retelling (STaR) lessons, based on literature or nonfiction, develop listening comprehension, oral language, and vocabulary. Writing activities introduce students to the writing process and writing conventions while focusing on a theme-related topic linked to the Shared Stories and STaR books. All areas of instruction and lesson features, which depend on the team cooperation goals and cooperative-learning structures, can be used appropriately with older children who require acceleration or with children acquiring the English language.

Level	Color	Reading Roots Lesson Numbers
1	Blue	1–15
2	Yellow	16–25
3	Green	26–37
4	Pink	38–48

Reading Roots 4th Edition		
Day 1	Day 2	Day 3
FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes
Shared Story 30–35 minutes	Shared Story 30–35 minutes	Shared Story 30–35 minutes
STaR 20–30 minutes	STaR 20–30 minutes	Adventures in Writing 30–40 minutes

Reading Roots 3rd Edition		
Day 1	Day 2	Day 3
FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes
Shared Story 30 minutes	Shared Story 30 minutes	Shared Story 30 minutes
STaR 20 minutes	STaR 20 minutes	Adventures in Writing 40 minutes
Language Links 20 minutes	Language Links 20 minutes	

Reading Roots Level 4

The last eleven lessons in Reading Roots, **Reading Roots level 4**, provide a transition from Reading Roots to Reading Wings. Students are engaged in stories that take place around the world as they learn challenging vocabulary words, work on fluent reading and word pronunciation, and develop

comprehension skills in word meaning and the recognition of important ideas. Oral-language and writing skills are also targeted. An extended schedule and transition to work in formal teams give level 4 lessons a different structure than lessons in levels 1–3.

Reading Roots Level 4			
Day 1	Day 2	Day 3	Day 4
Team Celebration 20 minutes	FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes	FastTrack Phonics 20–30 minutes
Shared Story 30–40 minutes	Shared Story 30–35 minutes	Shared Story 30–35 minutes	Shared Story 30–35 minutes (review and assessment)
STaR 20–30 minutes	STaR 20–30 minutes	Adventures in Writing 30–40 minutes	Adventures in Writing 30–40 minutes

Media Support

The Reading Roots 4th Edition lessons may be enhanced with videos found in the *Reading Reels for Roots* tapes or DVD sets, or these features may be embedded in the whiteboard version of Reading Roots. The following components are included:

- **Animated Alphabet** – Cartoons illustrate the mnemonic pictures from FastTrack Phonics.
- **Word Plays** – Funny skits introduce the vocabulary words and concepts from Shared Stories.

- **The Sound and the Furry** – Lively puppets illustrate the effective use of word reading and comprehension strategies.
- **Between the Lions** – Skits from the popular television show reinforce phonics concepts.

Desired Student Outcomes

As students acquire skills, their needs change from a phonics/word-skill focus to reading, writing, and comprehending at higher levels.

Oral Language and Vocabulary

- ✓ speaks in elaborated sentences using complex vocabulary
- ✓ connects ideas and experiences with partner discussions

Phonemic Awareness

- ✓ hears and manipulates sounds and syllables in words
 - auditory sound and syllable blending
 - auditory and syllable segmentation

Word Skills

- ✓ uses letter-sound correspondence
- ✓ blends sounds and syllables to read words
- ✓ writes sounds
- ✓ writes words
- ✓ recognizes sight words

Fluency and Tracking

- ✓ reads smoothly and accurately with expression
- ✓ uses appropriate emphasis and inflection
- ✓ reads with one-to-one correspondence, without losing place or skipping words

Comprehension

- ✓ identifies story elements in literature
- ✓ identifies main idea/detail in informational text
- ✓ previews
- ✓ makes predictions
- ✓ monitors for meaning
- ✓ retells what is read
- ✓ uses context clues
- ✓ recognizes and self-corrects errors

Writing—Sentence Level

- ✓ writes in complete sentences
- ✓ addresses question asked or responds to writing prompt

Team Celebration Points in Reading Roots

The practice activities in Reading Roots are designed to promote learning through teamwork. Frequent feedback through awarding team celebration points increases students' accountability to one another. They become strongly motivated individually and collectively to successfully practice and demonstrate reading skills with their partners and teammates.

Team Celebration Points in Reading Roots		
Reading Roots	Team Celebration Points	Total Points Possible
Team cooperation goals and related behaviors	Practice active listening.	1 or 2 each occurrence
	Everyone participates.	
	Explain your ideas/tell why.	
	Complete tasks.	
	Help and encourage others.	
Team Random Reporters	FastTrack Phonics Shared Story discussions STaR vocabulary review: Silly or Sensible?	1 or 2 each occurrence
Oral reading	Accuracy	3
	Smoothness and expression	3
	Word strategies used appropriately	3
Partner reading	Helps partner appropriately	3
	Retells with accuracy	3
	Appropriately takes turns	3
Oral language	Alphie's Question Quiz – oral expression	3
Written responses	Uses sound spelling in writing	3
	Uses a variety of writing strategies	3
	Expresses ideas	3
	Identifies and corrects written errors	3
	Writes with quality and quantity	3
Homework	Read and Respond	1 per day 1 extra when all teammates complete it the same day



Assessment in Reading Roots

As in all components of SFA, assessment is not separate from instruction. It is a major, essential, and integrated part of teaching and learning in Reading Roots. Students' progress and mastery of the desired student outcomes are determined using multiple measures.

Data is collected through both formal and informal assessments using rubrics. The information is entered on the **teacher cycle record form** and includes:

- **FastTrack Phonics Assessment data:** Information about each student's ability to read and write letters, letter groups, and words containing those letters is gathered during assessments administered during FastTrack Phonics. Phonemic-awareness skills are also measured in the first few assessments. Sounds not yet mastered by each student are printed on subsequent teacher cycle record forms so the teacher can individualize instruction to best meet each student's needs.
- **STaR vocabulary: Structured Oral-Language Observation (SOLO):** The teacher administers a one-to-one assessment that indicates the student's acquisition level of the new vocabulary introduced during STaR lessons. The teacher uses this information to guide his or her vocabulary instruction in future lessons.

Monitoring Progress in Reading Roots with Multiple Measures	
<p>Observation of Process Informally observe the use of a skill or strategy within an authentic situation.</p> <ul style="list-style-type: none"> • Partner word and sentence reading • Guided group/Partner reading • Partner reading • Fluency/Reading Olympics • STaR vocabulary review 	<p>Observation of Product Evaluate the product that results from the use of a skill or strategy.</p> <ul style="list-style-type: none"> • Writing sounds (FTP Assessments) • Stretch and Spell • Partner story questions (written responses) • Adventures in Writing
<p>Classroom Measures Assess the use of a skill or strategy through formal classroom assessment pieces and through a curriculum-based test.</p> <ul style="list-style-type: none"> • Formal Reading Roots Assessment (oral reading, word pronunciation, comprehension, and fluency) • Fluency wcpm • FastTrack Phonics Assessment • STaR vocabulary/SOLO • Alphonie's Question Quiz • Story Test • Teacher cycle record form (rubrics) 	<p>Decontextualized Measures Assess the use of a skill or strategy through testing outside of instruction.</p> <ul style="list-style-type: none"> • Standardized tests • Norm-referenced tests • Formal fluency assessment with unfamiliar text

- **Oral-reading observations:** The teacher observes the students as they read aloud with partners. A simple rubric is used to gauge student progress with reading accurately, smoothly, and expressively and with using word strategies appropriately.
- **Partner reading observations:** The teacher observes the students as they read aloud with partners. A simple rubric is used to gauge student progress with helping partners, retelling story content with accuracy, and taking turns appropriately.
- **Oral expression: STaR – Alphonie's Question Quiz:** The teacher uses a rubric to evaluate a sentence that the student produces during a part of the STaR lesson. The sentence is assessed for completeness and elaboration.
- **Writing:** The teacher observes the students as they write during STaR writing, partner story questions, and Adventures in Writing. A simple rubric is used to gauge each student's ability to use writing strategies, express ideas, write with quality and quantity, and correct errors.
- **Read and Respond:** The teacher records the number of days that the Read and Respond homework was completed at the end of each cycle.

- **Team celebration points:** The total number of team celebration points earned by each team is converted to a score that is entered on the form. The score determines whether each team is a super, great, or good team.
- **Level 4:** The oral-reading and writing observations collected on the teacher cycle record form in levels 1–3 are replaced by scores earned on classroom measures. The scores from classroom measures, homework, and fluency are combined with the team celebration score to determine whether each team is a super, great, or good team.

After the scores collected on the teacher cycle record form are entered into the Member Center, a results report is generated that calculates the class totals and averages. The teacher analyzes the results report to make adjustments, plan review, or focus monitoring efforts for the next lesson. The lesson results may also indicate progress on class or individual targets and goals.

For information about instruction, assessment, and data related to previous versions of Reading Roots, go to SFAF Online Resources.

Using Data to Monitor Reading Roots

There are a number of data reports available for review in Reading Roots, including the Reading Roots Formal Assessment results, the Grade Summary Form, the Classroom Assessment Summary reports for individual teachers, and

the component roll-up by teacher of Classroom Assessment Summary for Reading Roots. A review of the data provides vital information as to the performance of individual students, groups of students, and classes as a whole. Suggested questions for guiding a discussion of the data are:

- How many of the Reading Roots students achieved two stages of growth on the Grade Summary Form? How many did not? How many achieved more than two stages of growth?
- What was the average growth for each class?
- What parts of the Reading Roots Formal Assessment are difficult for students?
- Are there areas of weakness across classes on the Reading Roots Formal Assessment that need to be addressed?
- How many upper-grade students are still in Reading Roots? Is that number decreasing?
- Who are the students who did not make expected growth? Which skills are a problem?
- Does the data on the Classroom Assessment Summary indicate areas of weakness that need to be addressed? Are there common areas of weakness in the class? Are there prerequisite skills that students did not master that are causing problems (hierarchy of reading skills)?
- Are there schoolwide supports for the students who did not make sufficient gains? Are any of these students in tutoring? If so, how are they performing in tutoring?
- For students who did not make expected growth, did they have attendance or tardy issues? Discipline issues? Homework issues? If so, were they referred to a Schoolwide Solutions team for intervention? What was done?
- Are teachers using the FTP Assessment results to inform instruction?
- What is the quality of instruction in the Reading Roots classes? Does the Snapshot indicate any areas of concern, either for instructional processes or student engagement? Are there areas of weakness that could be the focus of an instructional component team meeting?

Using the Snapshot to Monitor and Support Implementation

The Snapshot is used to quickly determine the status of implementation in Reading Roots. It is a tool that can help to indicate both strengths and areas of concern. It can be used to build a sense of urgency among Reading Roots teachers and to mark progress, and it can be a tool for celebrating success and highlighting growth. It is used for monitoring both program implementation and student achievement. Objectives are verified by observation or artifacts such as team score sheets, facilitator observation records, videos, transcripts of instruction, or teacher records of student responses.

The following Snapshot objectives apply to Reading Roots. Also see pages 285–289 in the appendix.

Snapshot Component Tracking

Component: Reading Roots

Observer: _____

Week: _____

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Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Levels of Use in Reading Roots

Levels of Use	General Description	Facilitator Support
Orientation	Teachers attend initial training and learn about the program philosophy, content, and materials.	<ul style="list-style-type: none"> • Make preliminary level assignments based on projected reading levels of students. • Ensure that teachers attend the correct training. • Determine which school leaders will attend which component training.
Preparation	Teachers organize materials and determine where they will teach Reading Roots in their classrooms. They teach the initial Getting Along Together lessons while the facilitator creates reading-group assignments. Class rosters and assessment data from the Reading Roots Formal Assessment are reviewed upon receipt.	<ul style="list-style-type: none"> • Train late hires and teachers who could not attend initial training. • Organize and distribute materials. • Assess and assign Reading Roots students to reading groups. • Share class rosters and formal quarterly assessment results with teachers.
Mechanical	Teachers focus most of their energy on closely following the schedule of activities and managing materials during the lesson. They have difficulty fitting everything into the reading block. Transitions between activities are time consuming. Students work with partners but are still acquiring cooperative skills for working together and using lesson routines. In level 4, students sit in teams but are still acquiring cooperative skills for working together and using lesson routines. Team score sheets are not used consistently, and students are unsure about how team celebration points and academic scores are earned.	<ul style="list-style-type: none"> • Visit classrooms daily. • Arrange to teach a lesson or part of a lesson. • Review information from the initial training, model parts of the curriculum for flow and pacing, and answer questions during instructional component team meetings. • Help teachers analyze which instructional activities are essential and which could be compressed when time runs short. • Invite teachers to share ideas with one another about transitioning smoothly from one activity to the next.
Routine	Teachers are comfortable with the lesson structure and use lesson materials, including media, effectively. Think-Pair-Share, Random Reporter, teacher feedback, and team celebration points result in interactive and engaging lessons. Classroom data is collected and recorded; resulting reports are used to plan instruction in the next lesson. In level 4 classes, the team score sheet is used, and team scores are calculated and celebrated.	<ul style="list-style-type: none"> • Use the Snapshot and other tools to observe and share findings with teachers. • Review the data collected on the teacher cycle record form and Classroom Assessment Summaries, and discuss how to use this data to inform instruction at regularly scheduled instructional component team meetings. • Have teachers share data about specific students and strategies they have used successfully. • Have teachers model portions of lessons and offer one another feedback and suggestions. • Help teachers adjust their lessons, when necessary, to reteach concepts to individual students or the whole class. • Use team meetings to explore topics and to have teachers set individual goals and targets. Have them report on progress at subsequent meetings.
Refined	Teachers use lesson plans in conjunction with assessment data to design daily lesson plans that are appropriately paced and that include modeling and guided practice that responds to students' understanding of the objectives. Teachers analyze the data collected and reported through the Member Center online data tools to develop targets and report outcomes during instructional component team meetings.	<ul style="list-style-type: none"> • Provide targeted support depending on each teacher's level of use. • Involve teachers in planning instructional component team meetings, and rotate responsibility for conducting the meetings. • Invite teachers to lead study groups and team investigations as part of their professional-development plans. • Support all staff in developing clear team and individual student goals that are monitored weekly. These goals should be connected to targets and school goals.

Tips for Facilitators**Things to Look for in Reading Roots**

- **Appropriate visuals are posted.**
 - Levels 1–3: current Green Words, Red Words (all that students have not mastered), and mnemonic picture cards A–Z
 - Sound-blending cards, picture cards, letter cards, word cards to reinforce vocabulary
 - Level 4: Red, Green, and challenge words, Location Word Cards, and graphic organizers/story trees are posted.
- **Partners are helping each other during partner reading. Teachers model, prompt, and reinforce appropriate partner behaviors.**
 - Students retell during partner reading. (When students retell, what does that sound like? Do they have an idea of what was read? Do they discuss things from the story other than what was read? When students are reading in their books, how does that sound? Fluent, painful, or easy? Do the students have confidence when reading?)
 - Students self-correct, and students listen for their partners' errors and help them self-correct.
 - Students use strategy cards to begin problem solving at an independent level.
 - Level 4: Students use sticky notes.
- **Pacing is appropriate.**
 - Reading Roots lessons have review activities embedded within them. Students do not have to master all the material to move forward. Teachers follow the three- or four-day schedule.
 - The FastTrack Phonics lesson is not more than thirty minutes long.
 - Teachers monitor and provide feedback to students during FastTrack Phonics.
 - Listen for direct instruction and then student practice after each skill taught. (What kind of reinforcement is the teacher providing during these activities? Active or passive coaching?)
- **Teachers release responsibility to students.**
 - Sound blending is done by the students, not just the teacher. The teacher is not too loud so he or she can listen for students' responses. (Do the students struggle with sound blending?)
 - If there are errors when the students are reading words in isolation, the teacher should have the students reread, practice blending, and discuss word meaning rather than allow the students to go to the next word.
 - Guided partner reading is in place. (Many teachers want to use guided group reading instead.)
 - There is monitoring of discussion.
- **STaR (and Language Links in Reading Roots 3rd Edition) is taught regularly or is interactive.**
 - STaR is the main structure used to build oral language and written products in Adventures in Writing; it is essential.
- **Fluency practice is not shortchanged.** Fluency should be practiced as scheduled.

- **Data is used to guide instruction.**

- FastTrack Phonics data is utilized to make solid decisions and review any gaps in sounds and letters knowledge.
- Classroom Assessment Summary reports are complete, and focus on schoolwide areas such as fluency or retelling. Based on the school's achievement gaps, good decisions are made.
- The students are achieving two stages of growth. Ten lessons could be completed in six weeks. Older students make more progress than two stages (pacing).

- **Instructional component team meetings are held regularly.**

- Teachers have reflective meetings to share classroom data and set new goals.
- Teachers look for patterns in student performance.
- Teachers review assessment results at the end of each grading period.

Chapter 10

Reading Wings

The Reading Wings component is designed for students reading at grade level 2–middle grades.

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The Reading Wings component is designed for students reading at grade level 2–middle grades. The main lesson resource is the Targeted Treasure Hunt for both informational texts and literature. The lessons follow the Cycle of Effective Instruction. Instruction focuses on targeted reading skills and strategies, comprehension, word recognition, vocabulary, fluency, and writing. Lessons accompany either basal readers or trade books.

The Savvy Reader is an introduction to the first of four core comprehension-monitoring

strategies, lesson routines, and the expository instructional process. Four volumes for each grade level of the Savvy Reader provide introductory lessons on the four core comprehension strategies. The first volume for clarifying is used at the beginning of every school year because it supports a review of comprehension monitoring and introduces the specific lesson routines, expectations for cooperative learning, and the informational instructional process. The scope-and-sequence resources suggest appropriate points in the school year to use the Savvy Reader lessons for summarizing, questioning, and predicting.



Suggested Timing Goals for Reading Wings 4th Edition Lessons

Trade Book and Basal Targeted Treasure Hunts			
Day	Component	Literature	Informational
1	Active Instruction	40 min.	40 min.
	Teamwork	45 min.	45 min.
	Fluency in Five	5 min.	5 min.
2–4	Active Instruction	30 min.	30 min.
	Teamwork	45 min.	45 min.
	Fluency in Five	5 min.	5 min.
	Word Power	10 min.	10 min.
5	Active Instruction	20 min.	20 min.
	Test	20 min.	35 min.
	Teamwork	30 min.	35 min.
	Book Club	20 min.	NA
6	Active Instruction	25 min.	25 min.
	Adventures in Writing	65 min.	65 min.

Basal Targeted Treasure Hunts

Five-Day Cycle			
Day	Component	Literature	Informational
1	Active Instruction	40 min.	40 min.
	Teamwork	45 min.	45 min.
	Fluency in Five	5 min.	5 min.
2 and 3	Active Instruction	30 min.	30 min.
	Teamwork	45 min.	45 min.
	Fluency in Five	5 min.	5 min.
	Word Power	10 min.	10 min.
4	Active Instruction	20 min.	20 min.
	Test	20 min.	35 min.
	Teamwork	30 min.	35 min.
	Book Club	20 min.	NA
5	Active Instruction	25 min.	25 min.
	Adventures in Writing	65 min.	65 min.

One-Day Cycle – Narrative and Expository			
Day	Component	Literature	Informational
1	Active Instruction	30 min.	30 min.
	Teamwork	45 min.	45 min.
	Fluency in Five	5 min.	5 min.
	Word Power	10 min.	10 min.

One-Day Cycle – Writing		
Day	Component	Writing
1	Active Instruction	15 min.
	Teamwork	10 min.
	Adventures in Writing	65 min.

Desired Student Outcomes

The following skills and strategies (figure 1) are critical to development in reading and are the focus of instruction and teamwork in Reading Wings. They are not developed in a linear fashion and not taught in sequence. Development of these skills is supported by the activities and routines that scaffold the daily instructional process.

Targeted Skills and Strategies

All the Targeted Treasure Hunt titles are coded by targeted skills or strategies (see figure 2, next page). These coded skills/strategies can be found throughout the Targeted Treasure Hunt lessons to assist teachers in their diagnostic instruction and assessment of the outcomes. For example, there may be a [DC] next to a comprehension question on the student test. This informs the teacher that this question targets the skill drawing conclusions.

Targeted Skill Level

Each Targeted Treasure Hunt is specified at one of three levels of skill instruction:

- **Introduction/Definition:** These lessons provide teacher modeling that makes the targeted skill understandable and accessible to the students as they initially use the skill.

- **Prompt and reinforce:** These lessons help students take more responsibility for skill use. Teachers prompt students to use the skill effectively and reinforce use of the skill when students apply it independently.
- **Independent use:** These lessons expect students to understand the use and purpose of the skill. Students show signs of mastery as they demonstrate effective use of the skill without any prompting.

Figure 1. Desired Student Outcomes in Reading Wings

<p>Oral Language and Vocabulary</p> <ul style="list-style-type: none"> ✓ expresses ideas with clarity and specificity during in-depth discussion ✓ uses grade-level vocabulary in discussion ✓ learns new vocabulary through reading and discussion 	<p>Reading Comprehension— Informational Text and Literature</p> <ul style="list-style-type: none"> ✓ clarifies ✓ predicts ✓ visualizes ✓ summarizes ✓ questions
<p>Word-Recognition Skills</p> <ul style="list-style-type: none"> ✓ recognizes word errors ✓ recognizes sight vocabulary ✓ rereads to assist with word recognition ✓ uses phonetic clues and blends sounds ✓ uses structural clues (including syllabic clues) and chunks word parts 	<p>Writing—Sentence-Level and Paragraph Responses</p> <ul style="list-style-type: none"> ✓ writes with clarity of organization ✓ presents clear topic ✓ makes clear text connections ✓ includes a conclusion ✓ writes with elaboration ✓ responds completely ✓ relates details to topic ✓ connects supportive text
<p>Fluency</p> <ul style="list-style-type: none"> ✓ reads with rapid recognition ✓ reads sentences and phrases smoothly, accurately, and with expression ✓ uses appropriate emphasis and inflection ✓ reads without losing place or skipping words 	

Figure 2. Targeted Skills

Targeted Skills			
Basic		Advanced	
CC	Compare and contrast	AP	Author's purpose
CE	Cause and effect	CH	Characterization
DC	Drawing conclusions	FL	Figurative language
FO	Fact and opinion	GS	Genre structure
MI	Main idea	LT	Literary techniques
PS	Problem and solution	MD	Mood
SQ	Sequencing	PL	Plot
SS	Story structure	PV	Point of view
TF	Text features	ST	Setting
		TS	Text structure
		TH	Theme

Assessment in Reading Wings

Assessment is not separate from instruction. It is a major, essential, and integrated part of teaching and learning in Reading Wings. Students' progress and mastery of the desired student outcomes are determined using multiple measures. (See figure 3.)

Team Scoring Process in Reading Wings

The team-scoring process in Reading Wings is designed to strengthen the support for strong teamwork. By strengthening their accountability to one another, students should become strongly motivated individually and collectively to require in-depth

comprehension of the text from every person on the team. Students record scores earned each day of the lesson cycle. This helps students set team goals based on previous performance and track their team progress during the lesson cycle, reminds students of teacher feedback, and guides peer feedback. The team score sheets are prepopulated as the teacher completes the online lesson setup and includes the new story title, team and student names, and lesson goals and objectives. Team score sheets also include previous lesson-cycle team averages and team scores. Teams set goals for the current lesson based on their previous scores.

Team celebration points are awarded for Vocabulary Vault, Read and Respond, and using cooperative-learning behaviors. Challenge scores result in individual scores according to the rubrics, and team celebration points awarded to the teams for:

- **Strategy use:** Points are awarded during class discussion using Random Reporter.
- **Think-and-Connect:** Teams receive points for talking about their understanding of the story or text during class discussion; Random Reporter is used to report on the teams' responses to the Team Talk questions.
- **Write-On:** Teams receive points for reading their written Team Talk answers aloud during Class Discussion using Random Reporter.

Figure 3. Monitoring Progress in Reading Wings with Multiple Measures

Monitoring Progress in Reading Wings with Multiple Measures	
<p>Observation of Process</p> <p>Informally observe the use of a skill or strategy within an authentic situation.</p> <ul style="list-style-type: none"> • Fluency Rubric • Strategy use (clarifying, summarizing, predicting, and questioning) • Think-and-Connect • Write-On • Cooperative learning 	<p>Observation of Product</p> <p>Evaluate the product that results from the use of a skill or strategy.</p> <ul style="list-style-type: none"> • Team Talk responses • Meaningful sentences • Word Power (skill-practice and building-meaning exercises) • Adventures in Writing • Book Club
<p>Classroom Measures</p> <p>Assess the use of a skill or strategy through formal classroom assessment pieces and through a curriculum-based test.</p> <ul style="list-style-type: none"> • Student cycle test (comprehension, vocabulary) • Fluency – wcpm with familiar text 	<p>Decontextualized Measures</p> <p>Assess the use of a skill or strategy through testing outside of instruction.</p> <ul style="list-style-type: none"> • Standardized tests • Norm-referenced tests • Fluency – wcpm with unfamiliar text

- **Fluency:** Random Reporter is used to select a teammate from each team to read aloud for a rubric score; teams receive points for showing how well they read.
- **Meaningful sentences:** Teams receive points for writing meaningful sentences during Word Power; Random Reporter is used to select a teammate from each team to share a meaningful sentence.
- **Team celebration points tally boxes:** Team celebration points are awarded throughout the lesson, tallied at the end of the day, and recorded on the Team Celebration Points poster.
- **Vocabulary Vault:** These words are written in the box on the team score sheet.

Collecting Classroom Data

The teacher uses the teacher cycle record form to record student scores earned each day of the lesson cycle. As the teacher completes the online lesson setup, the teacher cycle record form is prepopulated with the story title, team and student names, and lesson goals and objectives. Throughout the lesson cycle, the teacher hand records data that is later entered into the online system at the end of the lesson cycle. This form helps to track individual and team scores earned throughout the cycle.

After the scores collected on the teacher cycle record form are entered into the Member Center, a results report is generated that calculates the class totals and averages. The teacher analyzes the results report to make adjustments,

plan review, or focus monitoring efforts for the next lesson. The lesson results may also indicate progress on class or individual targets and goals.

Data collected on the teacher cycle record form includes:

- **Challenge scores:** Students earn points for their teams by answering questions in the various components: **strategy use, Think-and-Connect, Write-On, fluency (rubric), and meaningful sentences.** The teacher tries to give each student an opportunity to earn points during the lesson cycle.
- **Self-selected reading:** The teacher records the number of days that each student completes twenty minutes of nightly reading. The teacher also indicates when students complete a Book Club presentation.
- **End-of-cycle scores:** The teacher records student scores from the end-of-cycle tests for the **comprehension test, targeted-skill test question, and the Word Power test** using the scoring guidelines given. A score is entered for **Adventures in Writing** using the Adventures in Writing scoring guide. Teams also earn bonus points for meeting their goals for the lesson.
- **Fluency:** The teacher records words-correct-per-minute scores in the fluency (wcpm) column for any students whose rates are assessed during the current cycle. Fluency is formally assessed with unfamiliar text one or two times per grading period, but students

may be assessed at different points in time.

Using Data to Monitor Reading Wings

There are a number of data reports available for review in Reading Wings, including the Reading Wings assessment results, the Grade Summary Form, the Classroom Assessment Summary forms for individual teachers, and the component roll-up by teacher of Classroom Assessment Summary form for Reading Wings. A review of the data provides vital information as to the performance of individual students, groups of students, and classes as a whole. Suggested questions for guiding a discussion of Grade Summary Form data are:

- What number/percentage of students are reading at/above grade level? How does that compare with the baseline and/or the last assessment period? Is the percentage increasing?
- What percentage of students in each subgroup are reading at/above grade level? Is that percentage decreasing?
- Who are the students reading below grade level?
- Are these students from one class or spread out through several classes?
- Are there students at a particular level who seem to be stuck?
- Are there trends in the formal and informal assessments?
- Who are the students who did not achieve expected growth? What skills are a problem?

- Does the data on the Classroom Assessment Summary form indicate areas of weakness that need to be addressed? Are there common areas of weakness in the class? Are there prerequisite skills that students did not master that are causing problems (hierarchy of reading skills)?
- Are teachers using the classroom assessment results to inform instruction?
- How many of the students in grades 2–6 can decode (by grade and subgroup)?
- How many of the students are fluent readers (by grade and subgroup)?
- How many of the students can clarify at the word, sentence, and paragraph levels (by grade and subgroup)?
- How many and what percentage of students reached proficiency at this point in time?
- Are there schoolwide supports for the students who did not make sufficient gains? Are any of these students in tutoring? If so, how are they performing in tutoring?
- For students who did not achieve expected growth, did they have attendance or tardy issues? Discipline problems? If so, were they referred to the Schoolwide Solutions teams for intervention? What was done?
- What is the quality of instruction in the Reading Wings classes? Does the Snapshot indicate any areas of concern either for instructional processes or student engagement? Are there areas of weakness that could be the focus of an instructional component team meeting?

Using the Snapshot to Monitor and Support Implementation

The Snapshot is used to quickly determine the status of implementation in Reading Wings. It is a tool that can help to indicate both strengths and areas of concern. It can be used to build a sense of urgency among Reading Wings teachers and to mark progress, and it can be a tool for celebrating success and highlighting growth. It is used for monitoring both program implementation and student achievement. Objectives are verified by observation or artifacts such as team score sheets, facilitator observation records, videos, transcripts of instruction, or teacher records of student responses.

The following Snapshot objectives apply to Reading Wings. Also see pages 290–296 in the appendix.

Snapshot Component Tracking

Component: Reading Wings

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Levels of Use in Reading Wings

Levels of Use	General Description	Facilitator Support
Orientation	Teachers attend initial training and learn about the program philosophy, content, and materials.	<ul style="list-style-type: none"> • Make preliminary-level assignments based upon the projected reading levels of students. • Ensure that teachers attend the correct training. • Determine which school leaders will attend which component training.
Preparation	Teachers organize materials for Reading Wings. They teach the initial Getting Along Together lessons and administer reading assessments to their homeroom classes while, in the elementary school, the facilitator assesses Reading Wings students and creates reading-group assignments. Class rosters and assessment data from the Reading Wings formal assessment are reviewed upon receipt.	<ul style="list-style-type: none"> • Train late hires and teachers who could not attend initial training. • Organize and distribute materials. • Assess and assign Reading Wings students to reading groups. • Share class rosters and formal assessment results with teachers.
Mechanical	Teachers focus most of their energy on following the schedule of activities and managing materials during the lesson. They have difficulty fitting everything into the reading block. Students sit in teams but are still acquiring cooperative skills for working together and using lesson routines. Team score sheets are not used consistently, and students are unsure about how team celebration points and academic scores are earned.	<ul style="list-style-type: none"> • Visit classrooms daily. • Arrange to teach a lesson or part of a lesson. • Review information from the program-introduction workshops, model parts of the curriculum for flow and pacing, and answer questions during instructional component team meetings. • Help teachers analyze which instructional activities are essential and which could be compressed when time runs short. • Invite teachers to share ideas with one another about transitioning smoothly from one activity to the next.
Routine	Teachers are comfortable with the lesson structure and use lesson materials, including media, effectively. Think-Pair-Share, Random Reporter, teacher feedback, and team celebration points result in interactive and engaging lessons. Rubric expectations are taught and used during Class Discussion to evaluate responses and award team celebration points. Team scores are calculated and celebrated. Classroom data is collected and recorded; resulting reports are used to plan instruction in the next lesson.	<ul style="list-style-type: none"> • Use the Snapshot and other tools to observe and share findings with teachers. • Provide support for use of the online data tools to collect and record classroom data.
Refined	Teachers use lesson plans in conjunction with assessment data to design daily lesson plans that are appropriately paced and include modeling and guided practice that responds to students' understanding of the objectives. Teachers circulate, question, redirect, and challenge students during partner and team discussion, resulting in high levels of engagement as students explain and offer one another evidence to support their answers. During class discussion, teachers effectively summarize, offer feedback, and extend thinking. Students are guided to review team scores and set goals for improvement. Teachers analyze data collected and reported through the Member Center online data tools to develop targets and report outcomes during instructional component team meetings.	<ul style="list-style-type: none"> • Provide targeted support depending on each teacher's level of use. • Involve teachers in planning instructional component team meetings, and rotate the responsibility for conducting the meetings. • Invite teachers to lead study groups and team investigations as part of their professional-development plans. • Support all staff in developing clear team and individual student goals that are monitored weekly. These goals should be connected to targets and school goals.

Tips for Facilitators

Things to Look for in Reading Wings

- **Students have been taught routines.** Teachers should teach, model, prompt, and reinforce routines. Periodic review of the routines during the school year may be necessary.
- **Pacing is appropriate, and teachers release responsibility to students.**
 - Sometimes in Reading Wings, pacing is off. This may be due to teachers spending too much time on active instruction while team and class discussions are shortchanged. Teachers should follow suggested time allocations. Observations by the facilitator to monitor pacing may be part of regular monitoring, especially at the beginning of implementation.
 - When students are struggling, teachers need to reteach a concept or routine, but ongoing pacing problems often are more about a failure to release responsibility to the teams. Teachers often are more comfortable with teacher-led discussion and avoid the cooperative-learning aspects of the program by spending most of their time in Active Instruction.
- **There is adequate monitoring of discussion.**
 - “Learning is in the discussion.” Team discussion is the heart of effective cooperative learning. Teachers must monitor and support high-quality teamwork during team discussion. They should model, prompt through questioning, and reinforce teams when they observe high-quality discussion.
 - Teachers should challenge students to ask better questions of one another and to search more deeply for answers. They should be modeling, prompting, and reinforcing.
 - Summative class discussion can only be effective if teachers have carefully monitored and supported team discussion. If teachers have been tuned in to team discussions, they can use class-discussion time to highlight thorny issues, clarify team thinking, and cement the learning that occurred during Teamwork.
- **Fluency is not shortchanged.**
 - Fluency practice is a regular part of Reading Wings. This means that students must be aware of how fluency is scored, and they should be providing good feedback to their teammates during regular daily fluency practice.
- **Team score sheets and team celebration are used efficiently.**
 - Teamwork is only effective if it matters. Teams must be working toward a common goal, and that goal must be evaluated and rewarded by using the team score sheets and team celebration. Team score sheets form the basis for real celebration of achievement. Without celebration, neither the teamwork nor individual student mastery is highlighted, and much student motivation is lost.
- **Partners are not helping each other during partner reading.** Again, teachers should model often, prompt, and reinforce appropriate student behaviors.
 - Students restate what was read.
 - Students apply strategies as they read.
 - Students self-correct, and students listen for their partners’ errors and help them self-correct. Students use sticky notes.
- **Data is used to guide instruction.**
 - Classroom Assessment Summary reports are not just filled in, and teachers use the data to inform instruction.
- **Instructional component team meetings are held regularly.**
 - Teachers have reflective meetings to share classroom data and goals.
 - Teachers look for patterns in student performance.
 - Teachers review assessment results at the end of each grading period.

Chapter 11

The Reading Edge

The Reading Edge is a middle school program designed for students in grades 6–8.

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The Reading Edge is a middle school program designed for students in grades 6–8. With an emphasis on team study as the powerful tool to boost student success, the routines and rubrics guide powerful discussion, rich vocabulary activities extend the meanings of words, strategies and skills help students become stronger readers and make connections, research units help them tackle the questions they have as they read, and writing guides help students support a claim, inform or explain, and write a literary response. The program balances the use of informational and literary texts, making use of materials that are appropriate to the interests, needs, and developmental characteristics of middle school students. Achievement and progress are monitored through frequent assessment and data tools.

To meet the varying needs of middle school students, the program also addresses the specific skill levels of both struggling and high-achieving students. Level 1 instruction is designed to help students successfully acquire beginning-reading skills with decoding and comprehension within a half year. Level 2-3 instruction uses the same lesson structures and process as levels 4–8+, with an added emphasis on word skills and accelerating students toward

reading at grade level as soon as possible. Students who master reading at the sixth-, seventh-, or eighth-grade level are placed in honors classes designed to challenge above-level readers during the second half of the year.

All students begin with Getting Started as they learn important processes and behaviors needed to ensure success when working as a team. These eight sixty-minute lessons help students understand how to use team learning and goals to achieve more academically. A common set of classroom routines and self-regulation strategies set the stage for managing their own learning and social behaviors.

Following Getting Started, all reading classrooms review clarifying strategies and are introduced to the TIGRRS process used to tackle informational texts. After these two units build the foundation for successful learning and reading, classes move on to an array of skills and additional strategies (predicting, questioning, and summarizing) that help students achieve rigorous expectations in preparation for high school and beyond.

This combination of powerful instruction, team cooperation, and ongoing assessment and feedback prepares students for middle school success!

Reading Units

Instructional units for levels 4–8+ cover a broad variety of topics and themes, engaging students in skillful reading and rigorous discussions that result in expanding their knowledge base, producing text-based oral and written responses, developing academic vocabulary, and writing for a variety of purposes, including supporting their ideas with evidence, informing, persuading, arguing, and responding to literature. Students end the cycle with two special days: the seventh lesson is for demonstrating their reading skills through presentations about their Read and Respond homework, and the last lesson is for celebrating individual progress and team achievements before setting goals for the next cycle and closing with a Class Council meeting.

Timing Goals for Reading Edge Levels 2–8+ Reading Units		
Lesson	Component	Time
1 Reading	Active Instruction	22 min.
	Teamwork	20 min.
	Class Discussion	18 min.
2–4 Reading	Active Instruction	25 min.
	Teamwork	20 min.
	Class Discussion	15 min.
5 Writing	Active Instruction	10 min.
	Teamwork	20 min.
	Class Discussion	30 min.
6 Test	Active Instruction	5 min.
	Prepare Students for the Test	5 min.
	Test	30 min.
	Teamwork	10 min.
7 Read and Respond	Class Discussion	10 min.
	Teamwork	25 min.
	Class Discussion	15 min.
8 Goal Setting and Class Council	Active Instruction	2 min.
	Celebrate/Set Goals	20 min.
	Class Council	30 min.
	Brain Game	5 min.

Introduction to Research

These Reading Edge units introduce students to the skills needed to complete research projects that may be required in other academic subjects. Students learn to ask open-ended and close-ended questions, find and organize information, and present their findings to others. Three common methods for taking notes are practiced. Expectations for written products and oral presentations are adapted to the grade level and student competencies.

Timing Goals for Reading Edge Levels 2–8+ Research Units		
Lesson	Component	Time
1 Active Instruction	Generate Questions	15 minutes
	Prioritize and Improve Your Questions	10 minutes
	Interactive Skill Instruction	25 minutes
	Start Digging	10 minutes
	Class Discussion	5 minutes
2 Teamwork	Keep Digging: Search and Process	50 minutes
	Class Discussion	10 minutes
3 Teamwork	Put It All Together: Draw Conclusions, Write, and Practice	30 minutes
	Team Feedback	20 minutes
	Class Discussion	10 minutes
4 Present and Evaluate	Present	30 minutes
	Team Discussion	20 minutes
	Class Discussion	10 minutes

Reading Edge Level 1

This first-grade level program focuses on word-recognition skills. Students learn that letters represent sounds and that these sounds can be blended together to make words. Level 1 activities systematically introduce letters and letter combinations and associate them with their sounds. Decoding skills are taught in each lesson with direct explanation and modeling. Students practice discriminating the sounds heard in spoken language and developing a more keen awareness of these sounds (phonemic awareness). The students work in partnerships to read and discuss fourteen stories illustrated with photographs and written with phonetically regular text. Each reading uses the letters and sounds that were presented during instruction and practiced throughout that week. As the students learn more letters and sounds, the readings become more challenging. The age-appropriate photographic style and contemporary content engage the older student and offer opportunities to develop decoding skills.

Timing Goals for Reading Edge Level 1 Units		
Lesson	Component	Time
1–5	Set the Stage	10 minutes
	Active Instruction	20 minutes
	Teamwork	20 minutes
	Time for Reflection	10 minutes
6	Set the Stage	10 minutes
	Active Instruction	5 minutes
	Cycle Test	30 minutes
	Time for Reflection	15 minutes
7	Set the Stage	2 minutes
	Active Instruction	20 minutes
	Toll Booth Check	25 minutes
	Time for Reflection	13 minutes

For information about instructional process and timing goals related to previous versions of the Reading Edge, please go to SFAF Online Resources.

Desired Student Outcomes

The following skills and strategies (figure 1) are critical to development in reading and are the focus of instruction and teamwork in the Reading Edge. They are not developed in a linear fashion and are not taught in sequence. Development of these skills is supported by the activities and routines that scaffold the daily instructional process.

Oral Language and Vocabulary

- ✓ expresses ideas clearly and concisely during in-depth discussion
- ✓ uses grade-level vocabulary in discussion
- ✓ learns new vocabulary through reading and discussion

Word-Recognition Skills

- ✓ uses phonetic clues and sound blending
- ✓ recognizes and uses context clues
- ✓ effectively breaks multisyllabic words into parts for decoding
- ✓ uses structural clues (including prefixes, suffixes, and base words) for decoding and meaning

Fluency

- ✓ reads with accuracy, expression, and at a speed appropriate to text
- ✓ uses appropriate emphasis and inflection
- ✓ reads for pleasure

Reading Comprehension— Literature and Informational Text

- ✓ uses core reading skills (main idea and supporting details, sequencing, compare and contrast, fact and opinion, cause and effect, problem and solution, drawing conclusions, and inferring) and applies reading strategies (predicting, clarifying, questioning, and summarizing)
- ✓ reads and differentiates between different literary genres
- ✓ makes personal connections with text
- ✓ reads for different purposes
- ✓ uses organizational features to aid in comprehension

Writing—Sentence-Level and Paragraph Responses

- ✓ understands and uses the writing process (prewriting, drafting, revising, editing, and publishing)
- ✓ writes using a structure for organization
- ✓ uses evidence from readings to support and elaborate written responses
- ✓ applies appropriate punctuation, capitalization, grammar, and spelling

Targeted Skills and Strategies

In addition to the four core comprehension strategies (clarifying, questioning, summarizing, and predicting), every Reading Edge unit for levels 2–8+ has a specific reading objective that focuses on one of the eight skills and strategies shown here (see figure 2). These coded skills and strategies can be found throughout the unit lessons to assist teachers in their diagnostic instruction and assessment of the outcomes. For example, there may be a [DC] next to a comprehension question on the cycle test. This tells the teacher that this question targets the skill of drawing conclusions.

Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author's intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author's craft; literary devices

Assessment in the Reading Edge

Assessment is not separate from instruction. It is a major, essential, and integrated part of teaching and learning in the Reading Edge. Students' progress and mastery of the desired student outcomes are determined using multiple measures.

The Member Center offers online data tools and summary reports that support the team-scoring process, classroom data collection, and tracking student progress in levels 2–8+.

Team-Scoring Process in the Reading Edge Levels 2–8+

The team-scoring process in the Reading Edge is designed to strengthen the support for robust teamwork. By strengthening their accountability to one another, students should become strongly motivated individually and collectively to require in-depth comprehension of the text from every person on the team. Students record the scores earned each day of the unit cycle. This helps students set team goals based on their previous performance, track their team progress during the unit cycle, remind them of teacher feedback, and guide peer feedback.

The Reading Edge Assessment with Multiple Measures

<p>Observation of Process</p> <p>Informally observe the student's use of a skill or strategy within an authentic situation.</p> <ul style="list-style-type: none"> • Strategy use (clarifying, summarizing, predicting, questioning) • Graphic organizer and/or notes • Team Talk oral responses • Team Talk written responses • Summary • Fluency • Word Power 	<p>Observation of Product</p> <p>Evaluate the student product that results from the use of a skill or strategy.</p> <ul style="list-style-type: none"> • Vocabulary mapping • Use of academic language in oral and written responses • Vocabulary Vault (find words in environment) • Team Talk written responses • Writing prompt with scoring guide • Read and Respond reflection and discussion • Research projects
<p>Classroom Measures</p> <p>Assess the student's use of a skill or strategy through formal classroom-assessment pieces and through a curriculum-based test.</p> <ul style="list-style-type: none"> • Student cycle test <ul style="list-style-type: none"> – comprehension – writing extended responses – vocabulary 	<p>Decontextualized Measures</p> <p>Assess the student's use of a skill or strategy through testing outside of instruction.</p> <ul style="list-style-type: none"> • Standardized test • Norm-referenced test • Formal fluency assessment with unfamiliar text

* Please note that level 1 also includes assessment for oral reading, spelling, and word-recognition lists.

The team score sheets are prepopulated as the teacher completes the online lesson set-up and include the new unit title, team and student names, and unit goals and objectives. Team score sheets also include team averages and team scores from the previous unit. Teams set goals for the new unit based on their previous scores.

Team celebration points are used to give feedback for Read and Respond homework, Vocabulary Vault, and classwork rubric scores. Each team keeps track of rubric scores and team celebration points on the team score sheet. Team celebration points are recorded in the tally boxes, which are then counted at the end of each lesson and recorded on the Team Celebration Points poster.

Points and scores are earned for:

- **Read and Respond:** Every Read and Respond form earns 1 point for the team for each day that it is signed and returned.
- **Vocabulary Vault:** When a word is selected, the student who submitted it earns a point for the team if he or she correctly pronounces and defines the word and explains where the word was seen or heard outside of reading class. Words that earn team celebration points are written in the vault box on the team score sheet.
- **Strategy use:** A team's strategy-use discussion is shared by a Random Reporter during the Lightning Round. The team earns 1 point for a score of 100 (levels 2–8+).

- **Graphic organizer/notes:** A Random Reporter shares the graphic organizer or other written notes during the Lightning Round. The team earns 1 point for a score of 100 (levels 4–8+).
- **Team Talk oral:** A Random Reporter shares the team’s oral responses to team discussion questions during the Lightning Round. The team earns 1 point for a score of 100 (levels 2–8+).
- **Team Talk written:** A Random Reporter reads aloud a written response to a Team Talk question during the Lightning Round. The team earns 1 point for a score of 100 (levels 2–8+).
- **Summary:** A Random Reporter reads a written summary of text aloud. The team earns 1 point for a score of 100 (levels 4–8+).
- **Fluency:** A Random Reporter reads familiar text aloud during the Lightning Round. The team earns 1 point for a score of 100 (levels 2–8+).
- **Word Power:** A Random Reporter shares a word map entry in the word power journal. The team earns 1 point for a score of 100 (levels 4–8+).

Collecting Classroom Data in the Reading Edge Levels 2–8+

As the teacher completes the online lesson set-up, the teacher cycle record form is prepopulated with the unit title, team and student names, and unit goals and objectives. The teacher cycle record form is used to record individual student scores and to track team participation throughout the unit cycle. Throughout the unit, the teacher hand records data that is later entered into the online system at the end of the unit cycle. This form helps to track individual scores and team progress throughout the cycle.

After the scores collected on the teacher cycle record form are entered into the Member Center, a results report is generated that calculates the class totals and averages. The teacher analyzes the results report to make adjustments, plan review, or focus monitoring efforts for the next unit cycle. The results report may also indicate progress on class or individual targets and goals. This data also rolls up into classroom and grading-period summary reports.

Data collected on the teacher cycle record form includes:

- **Classwork scores:** Students earn individual rubric scores and team celebration points for their teams by giving Random Reporter responses for: strategy use, graphic organizer/notes, Team Talk oral, Team Talk written, summary, fluency (rubric), and word power. The teacher tries to give each student an opportunity to earn points during the unit cycle.
- **Test scores:** The teacher records student scores for **the comprehension test, the writing test, and the vocabulary test** using the scoring guidelines provided. A check box is also available to indicate whether the targeted skill question earned the maximum number of points.
- **Self-selected reading:** The teacher records the number of times that each student returns a Read and Respond form for twenty minutes of nightly reading.
- **Fluency:** The teacher records words-correct-per-minute scores in the fluency (wcpm) column for any students whose rates are assessed during the current cycle. Fluency is formally assessed with unfamiliar text one or two times per grading period, but students may be assessed at different points in time.
- **Team celebration points:** The teacher records the total number of points recorded for each team on the Team Celebration Points poster.



Team-Scoring Process and Collecting Classroom Data in the Reading Edge Level 1

In level 1, the teacher uses a record book to track student progress. Each booklet provides a record-keeping system for one class for two grading periods of instruction. The record book allows the teacher to identify each student's strengths, review instructional needs, track trends across classes at the same level, and work collaboratively with other teachers, the facilitator, and administrators to make informed instructional decisions.

Data collected in level 1 include both formal and informal achievement measures. Scores are collected for:

- **Daily homework:** (days 2–6) Students practice reading and spelling word lists, read a passage for fluency, and complete a written word-practice activity.
- **Daily classwork activities:** (days 1–6) Students practice daily fluent reading of word lists and passages, sentence writing to answer story questions, dictated sentence writing, and optional bonus activities.
- **Cycle test:** (day 6) A curriculum-based assessment is administered.
- **Leveled Word-List Test:** This is administered at the beginning and end of a grading period.
- **Toll Booth Check:** The **Map It Out** sheet resembles a map with checkpoints, or toll booths. At

the end of each lesson, students assess their own progress and set goals for themselves with the **Toll Booth Check**. They enter the unit and cycle test scores in the appropriate boxes and then practice the letter sounds and word lists with their partners. The teacher conducts the Toll Booth Check by moving among partnerships and having students say the letter sounds and read the words and a sentence. At the end of the check, students set goals and record them on the Map It Out sheet. For students who cannot pass the check, they enter what they need to work on and are rechecked the following week. The Toll Booth Check can also be used as a pretest for the upcoming unit. If the majority of students can pass the check for the upcoming lesson, it can be skipped, and the teacher can go on to the next lesson.

At the end of the grading period, information is entered on the **Quarterly Assessment Summary** form, allowing the teacher to see both individual student and class achievement and indicating where students need more instruction, support, and practice. Refer to the introductory guide in the level 1 teacher edition for directions about completing the QAS, which includes:

- Formal curriculum assessments
- Formal quarterly assessments
- Mastery and placement
- Referrals
- Identify targets

Using Data to Monitor the Reading Edge

A number of data reports are available for review in the Reading Edge, including the Reading Edge assessment results, the Grade Summary Form, the Classroom Assessment Summary reports for individual teachers, and the component roll-up by teacher of the Classroom Assessment Summary for the Reading Edge (use the record book and QAS for level 1). A review of the data provides vital information as to the performance of individual students, groups of students, and classes as a whole. Suggested questions for guiding a discussion of Grade Summary Form and CAS data are:

- What number/percentage of students are reading at/above grade level? How does that compare with the baseline and/or the last assessment period? Is the percentage increasing?
- What percentage of students in each subgroup are reading at/above grade level? Is that percentage decreasing?
- Who are the students reading below grade level?
- Are these students from one class or spread out through several classes?
- Are there students at a particular level who seem to be stuck?
- Are there trends in the formal and informal assessments?
- Who are the students who did not achieve expected growth? What skills are a problem?
- Does the data on the Classroom Assessment Summary indicate areas of weakness that need to be addressed? Are there common areas of weakness in the class? Are there prerequisite skills that

students did not master that are causing problems (hierarchy of reading skills)?

- Are teachers using the classroom assessment results to inform instruction?
- How many of the students in grades 2–6 can decode (by grade and by subgroup)?
- How many of the students are fluent readers (by grade and by subgroup)?
- How many of the students can clarify at the word, sentence, and paragraph levels (by grade and by subgroup)?
- How many students and what percentage of students reached proficiency at this point in time?
- Are there schoolwide supports for the students who did not achieve sufficient gains? Are any of these students in tutoring? If so, how are they performing in tutoring?
- For students who did not achieve expected growth, did they have attendance or tardy issues? Discipline problems? If so, were they referred to the Schoolwide Solutions teams for intervention? What was done?
- What is the quality of instruction in the Reading Edge classes? Does the Snapshot indicate any areas of concern either for instructional processes or student engagement? Are there areas of weakness that could be the focus of an instructional component team meeting?

Using the Snapshot to Monitor and Support Implementation

The Snapshot is used to quickly determine the status of implementation in the Reading Edge. It is a tool that can help to indicate both strengths and areas of concern. It can be used to build a sense of urgency among the Reading Edge teachers and to mark progress, and it can be a tool for celebrating success and highlighting growth. It is used for monitoring both program implementation and student achievement. Objectives are verified by observation or artifacts such as team score sheets, facilitator observation records, videos, transcripts of instruction, or teacher records of student responses.

The following Snapshot objectives apply to the Reading Edge. See also pages 297–304 in the appendix.

Snapshot Component Tracking

Component: **The Reading Edge Middle School**

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teacher restates and elaborates student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Levels of Use in the Reading Edge

Levels of Use	General Description	Facilitator Support
Orientation	Teachers attend initial training and learn about the program philosophy, content, and materials.	<ul style="list-style-type: none"> • Make preliminary reading-group assignments based on the projected reading levels of students. • Ensure that teachers attend the correct training. • Determine which school leaders will attend which component training.
Preparation	Teachers organize materials for the Reading Edge. They teach the initial Getting Started lessons and administer reading assessments to their homeroom classes while, in the elementary school, the facilitator assesses the Reading Edge students and creates reading-group assignments. Class rosters and assessment data from the Reading Edge formal assessment are reviewed upon receipt.	<ul style="list-style-type: none"> • Train late hires and teachers who could not attend initial training. • Organize and distribute materials. • Assess and assign the Reading Edge students to reading groups. • Share class rosters and formal assessment results with teachers. • Encourage level 1 and 2-3 teachers to use online tutorials with additional information for their levels.
Mechanical	Teachers focus most of their energy on following the schedule of activities and managing materials during the lesson. They have difficulty fitting everything into the reading block. Students sit in teams but are still acquiring cooperative skills for working together and using lesson routines. Team score sheets are not used consistently, and students are unsure about how team celebration points and academic scores are earned.	<ul style="list-style-type: none"> • Visit classrooms daily. • Arrange to teach a lesson or part of a lesson. • Review information from the program-introduction workshops, model parts of the curriculum for flow and pacing, and answer questions during instructional component team meetings. • Help teachers analyze which instructional activities are essential and which could be compressed when time runs short. • Invite teachers to share ideas with one another about transitioning smoothly from one activity to the next.
Routine	Teachers are comfortable with the lesson structure and use lesson materials, including media, effectively. Think-Pair-Share, Random Reporter, teacher feedback, and team celebration points result in interactive and engaging lessons. Rubric expectations are taught and used during Class Discussion to evaluate responses and award team points. Team scores are calculated and celebrated. Classroom data is collected and recorded; resulting reports are used to plan instruction in the next lesson.	<ul style="list-style-type: none"> • Use the Snapshot and other tools to observe and share findings with teachers. • Provide support for use of the online data tools to collect and record classroom data.
Refined	Teachers use lesson plans in conjunction with assessment data to design daily lesson plans that are appropriately paced and that include modeling and guided practice that responds to students' understanding of the objectives. Teachers circulate, question, redirect, and challenge students during partner and team discussion, resulting in high levels of engagement as students explain and offer one another evidence to support their answers. During Class Discussion, teachers effectively summarize, offer feedback, and extend thinking. Students are guided to review team scores and set goals for improvement. Teachers analyze data collected and reported through the Member Center online data tools to develop targets and report outcomes during instructional component team meetings.	<ul style="list-style-type: none"> • Provide targeted support depending on each teacher's level of use. • Involve teachers in planning instructional component team meetings, and rotate the responsibility for conducting the meetings. • Invite teachers to lead study groups and team investigations as part of their professional-development plans. • Support all staff in developing clear team and individual student goals that are monitored weekly. These goals should be connected to targets and school goals.

Tips for Facilitators**Things to Look for in the Reading Edge**

- **Students have been taught routines, and teachers have released responsibility to students.** Teachers should teach, model often, and prompt and reinforce student behaviors.
 - Students should be able to use routines independently and take on increasing responsibility for their own learning.
 - Students should engage in thoughtful and energetic discussion that provides learning and practice for them.
 - Students should effectively monitor one another during partner work.
- **Class pacing is appropriate.**
 - Sometimes pacing is off. This may be due to teachers spending too much time on active instruction while team and class discussions are shortchanged.
 - When students are struggling, teachers need to reteach a concept or routine, but ongoing pacing problems often are more about a failure to release responsibility to the teams. Teachers often are more comfortable with teacher-led discussion and avoid the cooperative-learning aspects of the program by spending most of their time in Active Instruction.
- **There is adequate monitoring and prompting of discussion.**
 - “Learning is in the discussion.” Team discussion is the heart of effective cooperative learning. Teachers must monitor and support high-quality teamwork during team discussion.
 - Teachers should challenge students to ask better questions of one another and to search more deeply for answers.
 - Summative class discussion can only be effective if teachers have carefully monitored and supported team discussion. If teachers have been tuned into team discussions, they can use class-discussion time to highlight thorny issues, clarify team thinking, and cement the learning that occurred during Teamwork.
- **Fluency is not shortchanged in levels 4–6.**
 - Fluency practice must be a regular part of the Reading Edge. This means that students must be aware of how fluency is scored (rubric), and they should be providing good feedback to their teammates during regular daily fluency practice.
- **Team score sheets and team celebration are used efficiently.**
 - Teamwork is only effective if it matters. Teams must be working toward a common goal, and that goal must be evaluated and rewarded by using the team score sheets and team celebration. Team score sheets form the basis for real celebration of achievement. Without celebration, neither the teamwork nor individual student mastery is highlighted, and a lot of student motivation is lost.
- **Data is used to guide instruction.**
 - Teacher cycle record forms and Classroom Assessment Summary reports are complete, and teachers use the data to inform instruction.
- **Instructional component team meetings are held regularly.**
 - Teachers have reflective meetings to share classroom data and set goals.
 - Teachers look for patterns in student performance.
 - Teachers review assessment results at the end of each grading period.

Observing for Powerful Instruction

Observing and giving feedback should be a daily occurrence in Success for All schools.

Monitoring program implementation as it relates to student achievement is critical to ensure that the program is implemented with fidelity and is yielding the desired student outcomes.

Observing and giving feedback should be a daily occurrence in Success for All schools. Observation provides vital information about the level of program implementation in each teacher's classroom. It helps to verify placement decisions. It provides information on student performance, mastery of skills and strategies, and students' ability to work cooperatively in teams. It helps to identify issues and problems as they arise so interventions can be introduced. The feedback provided can serve as professional development for teachers as they refine their craft.

Three Main Purposes for Observing in Success for All

Monitoring student performance and progress is ongoing since student achievement and student outcomes define success. Observers can assist teachers as they monitor and document student performance daily and weekly. Monitoring records can be compared with quarterly assessments to verify results, and student performance can be confirmed through observations. Concerns about classroom management or individual students, whether academic or behavioral, can be investigated, and interventions can

be supported. Information obtained through observations can assist school leadership in planning for both prevention and intervention.

Monitoring program implementation as it relates to student achievement is critical to ensure that the program is implemented with fidelity and is yielding the desired student outcomes. Observers can identify and confirm strengths in instruction and student performance. Observations provide an opportunity to check placement decisions and to ensure that students are placed at levels that are both challenging and attainable. Observations also allow school leadership to evaluate the assignment of teachers to particular groups to make sure that teachers are being utilized most effectively. Observers can also focus on interventions to determine whether they are working for students and whether modifications are needed.

Planning professional development and offering coaching support are important in helping teachers reach higher levels of use. Information collected during observations can help school leaders plan staff development, individual coaching, and agendas for instructional component team meetings. Peer

observations can help newer teachers learn the program and experienced teachers share their knowledge and expertise with others in a collegial way.

Observing and giving feedback are major parts of the facilitator's responsibilities. These activities help the facilitator track the progress of each student and coordinate between teachers and tutors about student performance. They allow the facilitator to know the level of each teacher's implementation and to provide coaching and feedback to raise the level of instruction. They also allow for confirmation of assessment results and placement decisions.

Approaches to Observation

Observations by facilitators differ from the performance-evaluation observations done by principals and district personnel. Since facilitators serve as mentors and coaches to teachers, observations by facilitators are focused on supporting teachers in program implementation and on increasing student achievement. There are several approaches to these classroom observations.

Informal walk-throughs are especially helpful in monitoring SFA implementation. Spending a few minutes in several classrooms can help the observer monitor a certain part of the program, student engagement, and student strategy use and get a general feeling for how things are going. Daily

walk-throughs can include teachers of a specific component, such as all Reading Wings teachers or Reading Wings teachers in grades 4 and 5 only, or can include specific teachers in various components.

Observations can focus on **one particular segment of the lesson** based on data analysis or as a result of a focus area identified during an instructional component team meeting. In that case, observations would be scheduled to occur in the classrooms at a specific time to see that part of the lesson.

The administrator(s) and the facilitator can go into different classrooms so more teachers can be observed during that segment, providing a broader picture of what is actually happening. For example, if Reading Roots students are having difficulty in decoding words during the formal assessment, the facilitator might want to observe teachers during FastTrack Phonics, Word Presentation, and Partner Word and Sentence Reading.

Observing a full lesson can help to learn the component and to see the flow of the lesson.

Observing a **full lesson** can help to learn the component and to see the flow of the lesson. In that case, a preobservation meeting should be held with the teacher to plan what the observer should look for and how feedback will be delivered.

Whatever approach is used, it is important for the facilitator to be in the classrooms during reading every day. In addition to helping to learn the program, identify the level of implementation, and verify placement decisions, it provides another set of eyes that can help teachers by identifying or verifying problems and possible solutions.

Using the Leading for Success Achievement Plan and the Reporting and Planning Guides for Observations

The schoolwide Leading for Success Achievement Plan, particularly in new schools, and the instructional component team reporting and planning guides in experienced sites should guide efforts to improve student achievement, including observational support. Using the achievement plan and the reporting and planning guide leads to looking for root causes, identifying areas of implementation focus, and setting targets. Along with student-performance data, the achievement plan and the reporting and planning guide provide information to prepare for an observation and help the observer know what to look for.

In addition to being useful in identifying targets, root causes, and areas of implementation focus, observations provide a



way to monitor the plan and growth in student performance throughout the grading period. For each component, the assessment measures that can help the observer monitor the target should be identified. Those include observing students using the skills, observing the products of student work, and reviewing classroom measures and decontextualized measures. Observing for the actions or interventions in the plan can tell the observer whether the interventions are actually being implemented and whether they are impacting student achievement. Questions that can be answered through observations include:

- Is the plan being implemented?
- What is the quality of implementation?
- Is the plan's implementation resulting in progress toward meeting the target? What does the data show? Were the correct root cause and implementation focus selected?
- Is progress toward meeting the target resulting in improvement in reading skills that is observable both in the classroom and in the data?
- What support do teachers need to fully implement the plan and meet the target?

Using the Snapshot to Guide Observations

Knowing the school and component goals and targets can help to focus the observation. Based on the areas of implementation focus and targets, the related **Snapshot objectives** can be identified. The Snapshot can then be used to guide observations of root causes and areas of implementation focus and to determine whether the target and the Snapshot objectives are being met.

The Snapshot is the primary tool for guiding observations. It is a tool for observers to use in recording observable teacher and student behaviors that relate to the achievement plan. It is designed to be a consistent monitoring tool for all SFAF programs and is useful for recording observations and offering supportive feedback to teachers.

The **status report** provides information on student performance. It can indicate areas of strength and areas of concern that need follow-up. **Instructional-processes** and **student-engagement** objectives provide a common focus for all observations and self-assessment. They are important because good implementation of these objectives leads to academic success as defined by the desired student outcomes in each component.

The first step is identifying which instructional-processes (IP) and student-engagement (SE) objectives will be the focus of the observation. This determination can be made based on the achievement plan targets, root causes, and interventions or on areas of focus determined by the school and the SFAF coach or by instructional component teams.

Breakthrough Strategy Card

This is a simple strategy to help teachers set their own goals related to the school's achievement plan. They write three things on an index card:

- the target they are working toward,
- the implementation focus they hope to address and two things they plan to do to achieve the target, and
- the names of students they plan to get to proficiency during the grading period.

The cards are placed on each teacher's desk so observers can see what the teacher is working on. The interventions on the card should be apparent during the observation.

Example of Selecting Snapshot Objectives Based on an Achievement Plan for Reading Wings

The target is:

80 percent of Reading Wings students will score 80 percent or higher on the comprehension test by the end of the third grading period.

The possible root causes are:

- Students do not use evidence from the text and aren't retelling consistently during Partner Reading.
- The teacher is not consistently supporting the modeling and use of the Think-and-Connect and Write-On rubrics.
- Students do not understand what the questions on the comprehension test are asking.
- Students are not setting individual goals related to the comprehension test.

The implementation focus identified is:

- Teams observed were engaged in highly challenging discussion in which students were explaining and offering evidence from the text to support their answers, or for writing, students were offering thoughtful responses for the revision process. (SE6)

The actions include:

- During Partner Reading, students will retell/restate by providing evidence from the text to their partners after each sentence, paragraph, or page depending on the reading level.
- On the first day of each cycle, students will review the previous cycle's Think-and-Connect, Write-On, and comprehension-test scores and set a goal for the cycle.
- Before Partner Reading, the teacher will preview/dissect the Team Talk questions to set the purpose for Partner Reading and to clarify what the questions are asking.

Based on that information, which Snapshot objectives will address the root causes and help to meet the target and monitor for implementation and success of the interventions? (Limit number of objectives.) The observer might select from these objectives:

IP-2 IP-7 SE-1 SE-6 IP-6 IP-11 SE-5

Snapshot Objectives for Instructional Processes and Student Engagement

Observers select objectives that will be the focus of the observation from the instructional-processes and student-engagement portions of the Snapshot.

Snapshot Guidelines Booklet

After observers select the Snapshot objectives that correspond to the area of focus related to their school goals, instructional targets, and achievement plan, they use the Snapshot Guidelines as a reference. The Snapshot Guidelines (pages 229–316 in the appendix) define the requirements for In Place for each Snapshot objective.

- The *expectations* in these guidelines can direct next steps for coaching and improving implementation of the objectives.
- The *hints and suggestions* provide some additional directions that may be helpful to observers and raters.

- The *artifacts* are suggestions for evidence that can be used to verify an objective or to guide coaching and next steps (they are not necessarily requirements for meeting the objectives).
- The *Common Core connections* provide explicit information about alignment between SFA programs and the Common Core State Standards.

Additional resources for each component are also available in the appendix in the Snapshot Guidelines. The following resources support rating of objectives in the Instructional Processes and Student Engagement sections of the Snapshot.

- The Snapshot Component Tracking pages list only the objectives for a given program and include space to rate individual classrooms for each instructional-process and student-engagement objective.

- The Instructional Process Chart for each program is useful for understanding the design and sequence of lesson activities. It is particularly helpful when determining the status of lesson pacing for instructional process objective #2.
- The When does it happen in...? pages list all the Snapshot objectives and lesson components for a specific program. These reference pages provide general guidance about which parts of the lesson most relate to each Snapshot objective.
- The Snapshot Guidelines and appendix help the observers know what to look for, when to observe, and how to record their observational data. This support enables observers to conduct and share meaningful observations without being expected to be experts in the program component.



Snapshot Component Tracking

Component: Reading Wings

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

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Expectations: 2

- Most student responses are elicited by correctly using an appropriate variety of Think-Pair-Share, whole-group response, or Random Reporter structures.
- Think-Pair-Share is implemented correctly as defined and trained by SFAF.
- Whole-group response is implemented correctly as defined and trained by SFAF.
- Random Reporter is implemented correctly as defined and trained by SFAF.
- The teacher has modeled and helped students practice how to respond with Think-Pair-Share, whole-group response, and Random Reporter.
- Teachers appropriately vary the use of discussion structures in the lesson, depending on the kind of question or prompt being used and the developmental readiness of students.

Hints and Suggestions:

- Schedule observations during active instruction.
- It may be helpful to tally every teacher question or invitation for response and every student response within each category (Think-Pair-Share, whole-group response, Random Reporter). Observers may also tally missed opportunities, such as the teacher interacting with only one student, the teacher calling on students with raised hands, or too much teacher talk with no invitations to students for response and interaction. The number of student responses in these combined categories should indicate that they are used to elicit most student responses.
- Interview students about the use of the discussion structures; ask questions that help to determine how frequently they are used and how comfortable students are with responding.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer tally charts and calculations

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Preparing for Observations

Teachers should be aware that the facilitator may visit their classrooms to do walk-throughs at any time during the reading block. For longer observations, the facilitator may want to meet with the teacher in a preobservation meeting. At that time, the purpose of the observation should be discussed in terms of how it can support the teacher and students, and a plan for feedback should be agreed upon. Very often, teachers may request that the facilitator observe to provide feedback and assistance with an instructional strategy or with student participation or teamwork.

While the **Snapshot is the primary tool for guiding observations**, other resources can prove useful.

- **Record keeping:** While the facilitator may or may not wish to take notes while in the classroom, it is important that the observer keep consistent records of observations. (Notes can be written when exiting the room.) Observational data can predict or confirm achievement data and are a primary source of program data.
 - Names, dates, instructional levels, and times of observations should be noted.
 - Note specific moments and behaviors with comments so feedback can be given.
 - List only facts about what is observed, not opinions.

- Use a clipboard or binder, Snapshot guidelines, graphic organizers, and anything else that will support note taking.

- **Observation schedule:** Having a schedule ensures that all teachers are observed. It also helps ensure that teachers are visited on different days and at different times in the lesson so various parts of the lesson are being observed. With multiple observers (facilitator and administrators), it helps to assign each observer to visit specific teachers, unless observers are visiting together.
- **Observation log:** Keeping a log provides a record of the observations made and ensures that all teachers are visited. Examples of observation logs are included at the end of this chapter.
- **Class rosters:** Having the class roster will allow the observer to identify students who were placed either above or below their ideal levels so their performance can be monitored.
- **Lesson plan/Instructional process:** It is helpful to have the component's lesson plan or the instructional process so the observer knows what is taking place, and pacing can be monitored.

Observations can assist the school in identifying and focusing on strengths and areas of weakness.

- **Teacher's guide or manual and teacher editions of specific units or lessons:** When learning the program, it can be useful to have teacher material available to help follow the lesson.
- **Target or implementation focus:** Often there is an implementation focus, a snapshot objective, something that teachers decided in an instructional component meeting, something that was identified during data analysis, or a target identified in the achievement plan that is used to guide observations. When that is the case, observations may need to be scheduled during specific parts of the lesson.

Observations to Support the Goal-Focused Process in Success for All

The goal-focused process is the continuous-improvement model that guides SFA's support to schools. Every school has annual goals and grading-period targets that guide coordinated efforts to improve student achievement.

Observations represent an important opportunity to focus on those schoolwide goals and targets by seeing students perform in the classroom and by offering meaningful feedback to teachers.

Reporting and planning guides define the goals, targets, and actions to be completed.

Observations can be used in most of the steps in the goal-focused process.

Step 2: Identify strengths, and identify and prioritize areas of concern.

Observations can assist the school in identifying and focusing on strengths and areas of weakness. Targeted observations that occur after data analysis has been completed can help to verify and prioritize areas of concern.

Step 3: Determine targets.

There are multiple possibilities when setting targets. Short, focused observations can corroborate or reinforce decisions about the selected targets.

Step 4: Identify and prioritize root causes.

Observations can help to identify and verify possible root causes.

Step 5: Identify implementation focus, and define actions.

Observations can help to ensure that the most appropriate areas of implementation focus and interventions are being selected.

Step 6: Implement and monitor the plan.

Once areas of implementation focus and actions have been identified, observations are an important part of monitoring the interventions to be sure that they are implemented appropriately and to determine whether they are effective.

Step 7: Review the results, and develop next steps.

Observations can help to determine results and future actions.

Guidelines for Conducting an Effective Observation

- Identify and share the purpose for observing that relates to student achievement.
 - Monitoring student performance by reading level, by grade level when visiting different reading groups, for the whole class, for identified individual students, and for specific targeted skills are all potential purposes for observation.
 - Monitoring program implementation may be the planned purpose for observing instructional strengths, specific lesson components, use of time, use of materials, placement decisions, and staff assignments.
 - Professional development is supported by observations that are planned as a part of coaching or as follow-up and preparation for instructional component team meetings.
 - Share the purpose of the observation with both those being observed and those who will analyze the observational data.
- Support assessment and teacher monitoring of instructional targets and classroom goals.
 - Consult the achievement plan for quarterly targets and interventions that can be observed.
 - Classroom observers can collect information, note student behaviors, and affirm teacher observations.
- Offer to focus on specific individual students or teams.
- Consult teachers about their shorter-term instructional targets, class goals, team goals, and individual student goals before visiting the classrooms.
- Review or study background information and observational tools as needed.
 - Desired student outcomes for each curricular program
 - Quarterly program data for each classroom
 - Instructional schedules
 - Instructional manuals
 - Snapshot and guidelines
- Plan to observe common features that apply to most or all curricular core components of the Success for All programs.
 - Cooperative learning
 - Interactive teaching, modeling, and questioning
 - Timely prompting and reinforcing during student practice
 - Peer discussion and practice
 - Use of word strategies: sound blending, chunking, and word structures
 - Use of comprehension strategies: clarifying, questioning, predicting, and summarizing
 - Developmental written expression and use of the writing process
 - Feedback loops about oral and written responses between the teacher and individual students or teams, between students within teams, and between teachers and the whole class

- Organize class information and rosters for instructional groups that include information pertinent to their SFA program or component.
 - Grade and/or reading level
 - Student names
 - Mastery levels
 - Reading teacher and homeroom teacher
 - Location of classroom with a map
 - Current reading selection
- Create a schedule for observations.
 - Plan both frequent and occasional visits to classrooms and tutoring sessions over a specified period of time.
 - Observe all classes at different points in the reading block on different days of the instructional cycle.
 - Alternate informal walk-through and check-in visits (one to three days a week) with more formal and lengthy observations (two to four days a week).
 - The short visits maintain the observer's general awareness of overall pacing and lesson sequence for each group.
 - Intentional longer visits of twenty to forty minutes in one classroom at a time build a picture of overall implementation strengths and needs. The longer visits promote in-depth consideration of student outcomes and progress, the flow of the lesson, classroom routines, etc.



- Establish a routine, but also accept specific invitations. Students and teachers should expect to see the facilitator and principal on a regular basis during the reading block.
- Respect the differences between a supervisor's evaluation and a peer's supportive coaching.
- Create and maintain a team environment that promotes observational activities as primary professional-development opportunities.
 - Schedule premeetings when possible to clarify how the observation can support the teacher and students.
 - Set purposes for observations together.
 - Facilitate self-reflection, and then corroborate the teacher's self-assessment through feedback.
 - Offer peer coaching services to teachers and tutors.
 - When appropriate, teach a lesson, and invite others to give feedback.
 - Offer to model and demonstrate particular lesson parts, or coteach with someone else.
 - When learning a new component, watch several different groups doing the same thing.
- Set up a series of peer observations for teachers to observe one another, providing coverage of their classrooms or arranging for substitutes. Occasionally take over the instruction so the teacher can observe his or her own students' learning behaviors.
- Coordinate more experienced teachers to mentor substitutes or recently hired teachers who are new to the SFA program.
- Notice observable student outcomes, successes, pacing, sequence, use of materials, etc.
 - Listen to partners and teams during partner reading, discussions, and as they encourage one another to use strategies and complete tasks.
 - Read writing on display.
 - Review team and individual folders.
 - Contribute to monitoring student performance.
 - Analyze classroom performance data (QAS, CAS, team score sheets, etc.).
- Maintain consistent records of observations.
 - Record names, instructional levels, and dates and times of observations.
 - Note specific moments and behaviors with comments and abbreviations.
 - Select and organize observational tools, including any graphic organizers and charts that support your individual note-taking style.

Giving Feedback

Observation is only half of the task—observation without feedback will not improve student outcomes or program implementation. Feedback following observations can be powerful in helping teachers and tutors raise their levels of use in implementing the program, which, in turn, raises the level of student achievement.

Feedback given by the facilitator is usually informal and nonevaluative, in contrast to the principal, who may be doing formal observations related to teacher evaluation. The nature of the feedback depends on the preference of the teacher or tutor and the nature of the professional relationship between the staff member and the facilitator.

- **Group feedback:** Giving feedback at an instructional component team meeting is useful when it addresses issues observed in a number of classrooms or concerns shared by many of the staff. It provides an opportunity to discuss implementation issues and brainstorm solutions. Teachers can set group or individual goals and plan follow-up together. It can help to promote collaboration among teachers where they support one another in a professional way.

The discussion should always start with positives and should remain professional.

- **Individual feedback:** In some cases, feedback should be given one to one. When there are concerns about an individual teacher, when teachers have questions that they want addressed, or when group feedback won't work to change teacher behavior, individual feedback should be given. It can be informal or formal and in writing or verbal. The facilitator should be prepared to present facts about what he or she observed, not his or her opinions. For example, "I noticed you took forty minutes to teach the FastTrack lesson today," "In Partner Reading, students in the Red team and the Gray team weren't retelling," etc. The discussion should always start with positives and remain professional. For short observations or walk-throughs, the facilitator may want to simply write a short note or give the teacher a brief summary of what was observed.
- **Peer feedback:** When teachers or tutors do peer observations, there should be an opportunity to share feedback either in a structured way or informally. The facilitator can be part of the feedback or not, depending on the preferences of the participants.

Guidelines for Giving Feedback

- Use the achievement plan, the school goals, and the Snapshot and tracking tools as a framework for the feedback and discussion.
- Talk about student performance, progress, and learning behaviors.
- Match the purpose to the debriefing feedback.
 - Decide whether feedback needs to be individualized or addressed in a team meeting.
 - Determine areas of concern, and prioritize.
 - Discuss strengths and concerns as indicated on the Snapshot.
 - Use observation, feedback, and coaching forms if appropriate.
- Make it collegial.
 - Leave a brief note (for example, Three Stars and a Wish—three positives and one thing the teacher can do to improve).
 - Ask how you can help.
- Make it timely. Give feedback as soon as possible after observing.
- Reinforce positive strengths so they are maintained.
- Plan follow-up together.
 - Devise a coaching plan.
 - Arrange for a demonstration lesson or a peer observation if necessary.

- Defuse tough situations.
 - Listen and empathize.
 - Involve the person in the solution.
 - Employ win-win strategies.
 - Keep all eyes on the prize.
 - Provide support.
- Keep everyone motivated.
 - Advertise successes.
 - Be generous with pats and praises.
 - Highlight teachers, tutors, and others in the staff newsletter, local newspaper, etc.
 - Share positive comments made by parents, teachers, students, etc.
 - Provide small rewards/treats.
 - Provide thank-you notes.
 - Share motivational quotes.

Defusing Tough Situations

Using positive techniques for dealing with tough issues prevents small problems from becoming large problems and contributes to a positive school climate.

- **Join with the staff member.** It is important to join with and be accepted by the staff member when offering support.
 - Put yourself in his or her position.
 - Keep a neutral and accepting style.
 - Avoid direct confrontation.
 - Compliment and recognize strengths.
 - Use active listening.
 - Give clear, descriptive behavioral information.
 - Respect boundaries.

- **Listen and empathize.** Change is hard, and a sympathetic ear is vital. Actively listen, putting yourself in the person's shoes.
- **Normalize the feeling.** Learning something new can be emotionally difficult. It's important that people feel that they are not alone and that what they are feeling is normal and not a sign of failure.
- **Keep your eyes on the prize.** Keep the focus on student achievement. Use data to refocus on the goal. Share results to encourage reluctant teachers.
- **Employ the person in the solution.** Don't dictate. Talk through the problem, and allow the person to have input into the solution.
- **Employ win-win strategies.** Work to achieve a solution that is acceptable for everyone so there are no winners and losers.
- **Maintain a sense of team.** Everyone in the school should be invested in student success. The more school leaders can foster a real sense of collegiality and mutual support, the better it will be.
- **Provide support.** Offer whatever support is necessary to help the staff member be successful. Model parts of the lesson, arrange for a peer observation, spend time observing and offer concrete feedback for improving instruction and engaging students, offer to help in the classroom by monitoring and working with student teams, and maintain a positive approach at all times.

Classroom-Observation Support Logs

Keeping a log of observations is useful in helping the facilitator make sure that all teachers are visited and that different parts of the lesson are observed. Keeping notes about what was observed provides the facilitator with a record of strengths and areas of concern for each teacher. It indicates where follow-up is needed and when celebration is appropriate.

The observation support logs can be for the year, the grading period, or the week. Samples are included at the end of this chapter.

Tips for Facilitators**Observing and Giving Feedback**

1. Establish the practice of visiting classrooms daily. Schedule walk-through visits to see different days and parts of the lessons in each classroom.
2. Prepare for observations by regularly reviewing classroom and schoolwide data.
3. Have a focus for observations, and let teachers know what it is.
4. In new schools or with new teachers, focus on pacing and lesson structure (teachers following the lesson cycle).
5. With more experienced teachers, focus on areas of implementation focus and actions listed in the component reporting and planning guide, issues that are apparent in the data, or on a plan that was decided upon by the teachers in a component.
6. At the beginning of the grading period, observe students who were not placed at their ideal levels to be sure that they are properly placed.
7. Use the Snapshot guidelines for recording observations.
8. Note the level of cooperative-learning use by both teachers and students.
9. Observe what the students are doing, their level of engagement, their use of routines, their understanding of the task, and their skills in working with partners and teams.
10. Talk to the students, and ask what they are doing and why.
11. Smile. Leave a note (even just a smiley face) on the teacher's desk. Leave a Three Stars and a Wish note with three things the teacher or students did well and one thing you would like to see next time.
12. Give feedback, even if it is only a comment of "Good job." Plan times when you can spend more time in a classroom and give more detailed feedback.
13. Be sure to visit all teachers so as not to single out those who are struggling.
14. Follow the guidelines listed for conducting observations and for giving feedback.

Supporting Powerful Instruction: Professional Development Through Component Team Meetings

The key to effective professional development is to select the structure that best fits the desired content and the audience.

As facilitators monitor program quality in the beginning stages of implementation, they will find that teachers need support that can be provided through professional development. Once instruction has begun and teachers have started to collect data on student progress, addressing student needs will become the focus of professional-development efforts. Although the purpose or focus will change over time, it is important to establish professional-development structures from the beginning of program implementation so they become a natural part of the school culture. Then these structures can be drawn upon flexibly as needed.

There are many structures that can be used to provide professional development for the staff:

- instructional component team meetings;
- facilitator support (modeling, coteaching, observing and giving feedback, arranging for peer coaching, arranging for visits to other SFA schools, facilitating individual goal setting, answering questions, providing minipresentations or training, supporting new and substitute teachers);

- use of a coaching model;
- coaching and workshops by Success for All Foundation staff;
- online resources (tutorials and webinars);
- the discs that accompany teacher guides and manuals for KinderCorner 2nd Edition, Reading Wings 4th Edition, and The Reading Edge 2nd Edition;
- peer and collegial support.

The key to effective professional development is to select the structure that best fits the desired content and the audience. For example, when attempting to reenergize an experienced staff, off-campus visits to other SFA schools—with adequate time to reflect and interact—can be helpful. However, a new teacher in the initial stages of learning the program can often benefit more from a mentoring structure with an experienced SFA teacher or the facilitator. Typically, an effective strategic-improvement plan provides for comprehensive professional development that combines a variety of these structures.

It is also important to provide adequate time for professional development. Since there are many demands on teachers' time, it requires a supreme effort on a school's part to create and focus time for quality professional development. Many noninstructional activities are necessary and often required. Instructional leaders, however, ensure that time is allocated for high-quality focused professional development and follow-up. School leaders in successful SFA schools realize the power behind a comprehensive, well-designed professional-development program and the impact it can have on sustaining increased student achievement.

Instructional Component Team Meetings

Although there are many methods to promote professional development in schools, one mechanism that has the greatest impact on student achievement is the instructional component team meeting. These meetings can help to create a focus on student achievement, develop and communicate common goals, increase and improve communication, promote shared planning, and build cohesive and productive teams of teachers and staff. Instructional component team meetings provide an opportunity for staff to work together collegially to:

- discuss and identify areas to increase refinement in the SFA component;

- determine targets, areas of implementation focus, and classroom interventions;
- share and discuss professional-development topics to improve practice;
- review classroom and school data;
- problem solve student-achievement issues;
- assess growth toward goals, targets, and areas of implementation focus for their classrooms and components; and
- review data at the end of each grading period and prepare for the Leading for Success quarterly meeting.

Instructional component team meetings are active work sessions that include the teachers of a particular component in a SFA program. Depending on the size and composition of the staff, the facilitator may meet with separate components or with subgroups if the topic lends itself to that. If there are many teachers in a component, Reading Wings for example, they may meet by grade level rather than all together. The ideal group size is five to seven members, with no more than ten, to allow for maximum participation.

It is important to begin meetings early in the school year. This helps to establish the expectation that the meetings will happen on given days each month so instructional component team members will plan around them. The meetings should also be included as part of the school calendar.

Instructional component team meetings are active work sessions.

There are several ways that an instructional component team meeting can be organized. Teachers can meet before school, after school, or during a mutual planning time. Ideally, meetings should be scheduled every other week or weekly, if possible, but at least once a month for each curricular area. While the facilitator is in charge of setting up the meetings, team members should have the opportunity to lead the meetings as the year progresses.

The meetings can last anywhere from thirty minutes to an hour. This is an invaluable time in which teachers can discuss and reflect upon their instructional practice, progress, and goals. The meetings are a way to promote collaboration among teachers. Teachers are rich sources of ideas about how to solve implementation problems; they can find answers to questions that may not have occurred to the principal or facilitator. By focusing on the monitoring of student performance and on effective, consistent instruction, these meetings can have a direct impact on student achievement.

Teachers should leave instructional component team meetings feeling refreshed and enlightened. School leaders should avoid wasting time on making announcements or solving problems that are best covered in one-to-one meetings. They must also be vigilant against gossip, complaining, or other distracting activities—such as teachers grading papers—during

the meetings. The meetings should be focused on problem solving and skill sharing to ensure that the objectives of the meetings are met.

Concerns Addressed at Instructional Component Team Meetings

Specific areas of common concern become apparent at every stage of implementation. For instance, all the second-grade-level reading groups might be having trouble responding completely to Targeted Treasure Hunt questions, or most of the Reading Roots or the Reading Edge level 1 teachers might be struggling to correctly model the sounds in words that they are trying to help students blend. Fourth-grade students may be having difficulty with cooperative-learning processes.

Instructional component teams are seen not only as professional-development opportunities but also as a way for teachers to support one another as colleagues. Teachers and

tutors bring three different levels of concern to be addressed at the team meetings.

- 1. Self:** How well can I do this? Do I want to? How much will this change my job? Who is going to help me figure this out?
- 2. Task:** Do I have all the materials I need? How do the parts of the lesson fit together? What can my students already do? What do they have to learn that is new and different? Can they handle team-based cooperative learning? How can we meet the timing goals and pacing expectations?
- 3. Impact:** How are students progressing? What difference is this making for struggling students? Are we meeting our instructional targets and school goals? What's working? How can we get even better? What do we teachers need to learn so our students learn to read better?

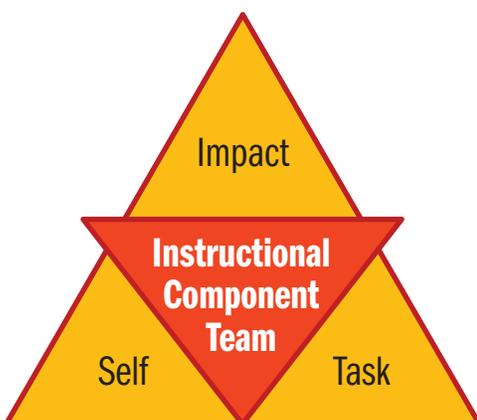
At the beginning of implementation, classroom start-up and use of the curriculum will be the focus: how to plan and get ready for the lesson, how to do the various parts of the lesson, pacing issues, helping students work together cooperatively, etc. Networking and answering questions is an important part of initial teacher support through instructional component team meetings. As time goes on, meeting structures and topics will change and become more sophisticated as teachers increase the level of implementation

in each curricular component. Eventually, instructional component team meetings will serve as an opportunity to analyze student-achievement data as a means to inform instruction. Using instructional component team meetings as a way to help teachers begin to look at their instruction and at their students' results will ensure that the connection between program and student outcomes remains central to implementation.

Establishing Team Norms

Team norms should be established and followed to have a smoothly functioning team meeting. Having team norms increases productivity and effectiveness and ensures that all individuals have the opportunity to contribute during the meetings. Once created, norms should be revisited at the beginning of each meeting as a reminder and reflected on at the end of the meeting to determine how successfully they were adhered to. Some questions that may facilitate the development of norms are:

- What behaviors will help to further the work of the group?
- What behaviors hinder the work of the group?
- What behaviors can we all agree on and expect from one another?
- How will we hold ourselves accountable for our agreed-upon norms?

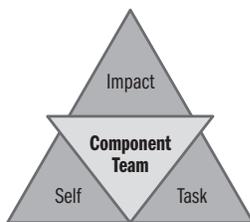


Format for Instructional Component Team Meetings

A suggested format for instructional component team meetings includes several parts.

- **Bring It Back** is the follow-up to previous meetings in which the goal is reviewed along with data/examples of results.
- **Bring It On** focuses on the new topic. It involves information about the topic and may use various SFA resources.
- During **Work It Out**, participants focus on how to improve implementation and resolve issues; this portion of the meeting includes planning and/or problem solving.
- **Get It Done** concentrates on setting a goal, determining actions, and agreeing on which data will be shared.
- The topic and time of the next meeting is decided during **Bring It Up Next**.

The following sample agenda form can be used in planning.



TEACHER COMPONENT TEAM

Agenda—General Outline

Date: _____
 Topic: _____

Bring It Back

- Bring follow-up from previous component team meetings.
- May include examples, results, and data related to successes or concerns about the previous meeting's topics
- Review goal and level of completion, need for continued attention, and next steps.

Bring It On

- Bring in information about the new topic or new information about a continued topic.
- May include evaluation of current implementation, the reason topic is needed, print or online resources, review of information, new information or resources, video, webinars, and/or SFAF coach consultation.

Work It Out

- Work together to focus on improving implementation and resolving related issues.
- May include discussion with planning or focused problem solving.

Get It Done

- Set a goal related to this meeting's topic.
- Commit to interim actions before the next component team meeting.
- Agree on data that will be shared with one another at beginning of the next meeting.

Bring It Up Next

- Decide or confirm the topic and time for the next component team meeting.

Planning for Instructional Component Team Meetings

One of the first steps is selecting a topic for discussion. The facilitator may choose the topic based on classroom observations and a review of the data, or instructional component teams can select a topic based on their own needs. Whatever the topic, the SFA teacher's manuals and guides, videos, online tutorials or webinars, or other professional reading material may be useful as support material. These can be used as resources during the meeting, or teachers can read or view them before the meeting if time is an issue. Another option is to have selected teachers read or view the material ahead of time and share the information. An additional resource to help teachers during the initial stages of implementation is to have teachers demonstrate parts of the lesson or lead a discussion of what works best in their classrooms. Whatever the topic and whatever resources are used, the focus should be on defining clear goals and then bringing back artifacts and data as evidence of progress.

To keep the focus on student achievement, there should be ongoing, collaborative analysis and evaluation of classroom- and school-level data, along with a commitment to goal setting and monitoring of results. For this to be successful, there must be high

expectations on the part of the team and a commitment to holding one another accountable. This requires a level of collegiality and professionalism that begins with the leadership in the school and the culture that supports teaching and learning.

Checklist for Planning

A checklist for planning instructional component team meetings can assist the facilitator in making sure that the meetings are successful.

Checklist for Planning Instructional Component Team Meetings

- Schedule the dates and times for each instructional component team meeting.
- Select agenda topics based on the needs of most of the reading groups in the components.
- Connect topic discussion to classroom, formal-test, and summary data.
- Structure each agenda around the team meeting format: Bring It Back, Bring It On, Work It Out, Get It Done, and Bring It Up Next.
- Establish meeting norms that are similar to the classroom team cooperation goals: practice active listening, complete tasks, help and encourage others, explain your ideas/tell why, and everyone participates.
- Expect team members to participate by sharing classroom data, concerns, the need for information, and ideas for problem solving and improving student achievement.
- Expect teachers to bring printouts of classroom data to share concerns and progress with colleagues.
- Evaluate whether instructional component team topics and targets are making a positive impact on classroom learning, instruction, and student achievement.
- Develop component targets and classroom goals using SMARTS guidelines (student-outcome centered, measurable, appropriate, realistic, timely, and specific).
- Identify classroom evidence and other results that can be shared with the instructional component team to monitor progress toward meeting goals and targets.
- Share meeting agendas, topics, goals, targets, and outcomes with the SFAF coach.
- Encourage principal and Leadership team participation.

Resources Available for Instructional Component Team Meetings

There are many SFAF resources available to provide support and guidance, including written material such as teacher's manuals and guides and online resources for each component. Some of the materials available include:

- teacher editions, manuals, guides, and other material related to the component lessons
- general agenda templates
- online resources/professional development and coaching/ Instructional component team agendas—click on the appropriate program (e.g., Reading Roots, Reading Wings, etc.)
- Instructional component team agendas can also be accessed through the Powerful Instruction links in the Member Center:
 - Powerful Instruction for Reading Roots 3rd Edition
 - Powerful Instruction for Reading Roots 4th Edition
 - Powerful Instruction for Reading Wings 3rd Edition
 - Powerful Instruction for Reading Wings 4th Edition
 - Powerful Instruction for the Reading Edge: Middle School
 - Professional Development and Coaching
 - Leadership for Continuous Improvement
- Webinar recordings and tutorials are available through the online resources. General topics include:
 - Introduction to Instructional Component Team Meetings,
 - Setting Classroom Targets,

- Determining Mastery and Placement Levels, and
- Monitoring and Evaluating Targets.
- KinderCorner 2nd Edition and Reading Wings 4th Edition sample agendas and DVDs with video clips and downloadable print materials
- Sample agendas in the program-introduction participant book for Reading Roots 4th Edition
- Member Center
 - classroom data tools
 - online summary reports

Planning for Instructional Component Team Topics and Meetings Throughout the Year

While it may not be apparent at the beginning of school what topics will need to be addressed throughout the year, it is helpful to plan in advance. Some topics will be recurring such as follow-up to Leading for Success quarterly meetings, preparation for the Leading for Success quarterly meeting, and review of mastery levels and placement at the end

of each grading period. Others will depend on issues that arise as the year progresses. Still others will depend on the level of implementation as teachers master the levels of use. Following is a form that may prove useful in helping the facilitator think through and plan for instructional component team meetings for the year.



Component: _____

Grading Period	Meeting	Date	Possible Topics
1	1		Implementation questions and answers
	2		Understanding assessment: student scores, placement, and instructional levels
	3		
	4		
	5		
	6		Reviewing quarterly student data and preparing for the Leading for Success quarterly meeting
2	7		Leading for Success quarterly meeting follow-up
	8		
	9		
	10		
	11		
	12		Reviewing quarterly student data and preparing for the Leading for Success quarterly meeting
3	13		Leading for Success quarterly meeting follow-up
	14		
	15		
	16		
	17		
	18		Reviewing quarterly student data and preparing for the Leading for Success quarterly meeting
4	19		Leading for Success quarterly meeting follow-up
	20		
	21		
	22		
	23		
	24		Reviewing quarterly student data and preparing for the Leading for Success quarterly meeting

Using Data in Instructional Component Team Meetings

There are numerous sources of data that can be used as a focus in instructional component team meetings. The data can help teachers share class and individual performance trends and achievement. It should be the basis for analysis, brainstorming, decision making, and planning. Goals and targets can be set, and then results can be determined. Data is a source of valuable information about both individual and group needs and should be the foundation for instructional decisions. Using data helps to focus teachers on the impact their instruction has on student performance and helps teachers reach the higher levels of use.

The **Snapshot** is an important source of data for instructional component team meetings. Both the Instructional Processes and Student Engagement sections can help teachers look at the quality of implementation and identify areas where implementation is strong and areas that need to be addressed. The objectives listed in the Instructional Processes and Student Engagement sections can be used as areas of implementation focus that, when addressed, can improve instruction and student achievement. The task, then, of the instructional component team is to determine which areas of implementation focus will best address the root causes and help the team achieve the target.

See the *Leading for Success Leadership Guide* for additional information about identifying areas of implementation focus and actions.

In addition, **classroom data** is also vital and can be obtained from the following reports.

- **Teacher cycle, unit, or weekly results** reports can be used to evaluate student performance for one lesson cycle.
- **Class summary reports** can be used to identify performance trends in the current grading period based on multiple lesson averages.
 - Comprehension test scores and strategy-use summary reports are available for Reading Wings and the Reading Edge.
 - Fluency and vocabulary summaries are also available for Reading Wings 4th Edition.
- **Classroom Assessment Summary** reports can be used to compare classroom measures and formal assessments of student achievement, to determine mastery levels, and to recommend placement at the end of the grading period.
- **Other grading-period reports** reorganize information from the Classroom Assessment Summary reports.
 - The homeroom-teacher summary reports classroom measures and formal test results for individual students from multiple reading groups. It also tracks student mastery

The Snapshot is an important source of data for instructional component team meetings.

and placement levels across grading periods, supporting communication with parents and families about student achievement.

- The reading-teacher roster reports classroom measures and formal assessments from the previous grading period for students in new reading groups at the beginning of the new grading period.
- The schoolwide roll-up report by teacher lists all the teachers in each component and provides summary data from the Classroom Assessment Summary reports, including lessons completed, averages of lesson-cycle classroom measures, averages of formal assessments for recent grading periods, mastery growth since baseline, and referrals for tutoring or Schoolwide Solutions teams intervention.
- The Grade Summary Form identifies student reading levels and mastery for each grade at each grading period. It helps instructional component teams gauge the overall effectiveness of their component implementation.
- **Cumulative reports** can be used to track individual student progress across multiple grading periods.
 - The FastTrack Phonics report is available for Reading Roots 4th Edition.
 - Cumulative strategy-mastery reports are available for Reading Wings and the Reading Edge.

Figure 1. General content of component team meeting agendas

Leading for Success Quarterly Meeting Follow-Up Agenda	Ongoing Team Meetings During the Grading Period	Preparation for Leading for Success Quarterly Meeting Agenda
<ul style="list-style-type: none"> • Determine targets based on the student-achievement goals determined at the Leading for Success meeting. • Identify areas of implementation focus, and design action steps for meeting those targets. • Create a plan and meeting schedule for the remainder of the grading period, and submit plan to the Leadership team. 	<ul style="list-style-type: none"> • Participate in data-driven professional-development meetings that are aligned to team targets. These might include topics that are related to setting targets and evaluating classroom data or to specific areas of the lesson. • There are sample agendas available from SFAF for common first-year topics. 	<p>Data and implementation review:</p> <ul style="list-style-type: none"> • Complete and review the appropriate data-reporting guide, and submit it to the Leadership team. • Identify the impact of initiatives and its connection to student-achievement goals. • Determine what will be presented at the Leading for Success quarterly meeting, by whom, and in what format.

- Class Summary of KinderCorner Graphemes reports sounds or letters successfully read, written, and named.
- A class summary of targeted skills is available for Reading Wings 4th Edition and The Reading Edge 2nd Edition.

Instructional Component Team Meeting Agendas

The **Leading for Success** structure provides alignment, coordination, collaboration, and accountability in the school. Part of that process is the Leading for Success quarterly meetings that bring together the school’s leadership, including members of the Leading for Success teams, to discuss goals, analyze data, and develop targets and interventions to ensure the success of all students. In smaller schools, the entire faculty might attend. In larger schools, a representative from each instructional component team represents that component.

See the *Leading for Success Leadership Guide* for more information on the Leading for Success teams and quarterly meetings.

Each instructional component team has the responsibility to develop and implement a plan to address the targets selected during the Leading for Success quarterly meeting. At the end of the quarter, each team must prepare a report of their progress for the upcoming Leading for Success quarterly meeting. It is the responsibility of the facilitator to work with each

instructional component team to ensure that a plan is developed and implemented and that the team or their representative is prepared to report to all the Leading for Success teams at the Leading for Success quarterly meeting.

In many instructional components of SFA, instructional component team meeting agendas with related webinar/tutorial topics have been developed to assist teams in acquiring the skills needed to have highly effective instructional component team meetings. In general, the content of agendas is as in figure 1 above.

Team Reporting and Planning Guides

Each instructional component team has a reporting and planning guide that must be completed quarterly and submitted to the Leadership team prior to the Leading for Success quarterly meeting. These reporting and planning guides

monitor progress on some of the most important data points for that component and track the results of interventions. In addition, after the Leading for Success quarterly meeting, each instructional component team meets and creates a plan for the upcoming grading period by designing a target and determining an implementation focus for intervention and a set of actions. This reporting and planning guide is submitted to the Leadership team so there will be a schoolwide understanding of how all the Leading for Success teams are working to achieve school goals. It is the job of the facilitator to ensure that all instructional reporting and planning guides are completed and handed in to the Leadership team.

The reporting and planning guides for the instructional component teams are included at the end of this chapter.

Using the Goal-Focused Process in Instructional Component Team Meetings

The goal-focused process is the vehicle that schools use to identify effective actions that will improve student achievement. Instructional component teams are part of the whole school's continuous-improvement process. The targets selected by the instructional component teams should support achievement of the schoolwide goal. Individual teacher goals and class goals should support the component target and schoolwide goal. The goals and targets are based on improving student achievement, which is measured by classroom performance and/or formal assessments. Interventions, actions, and instructional adaptations are based on root causes and areas of implementation focus. Those that

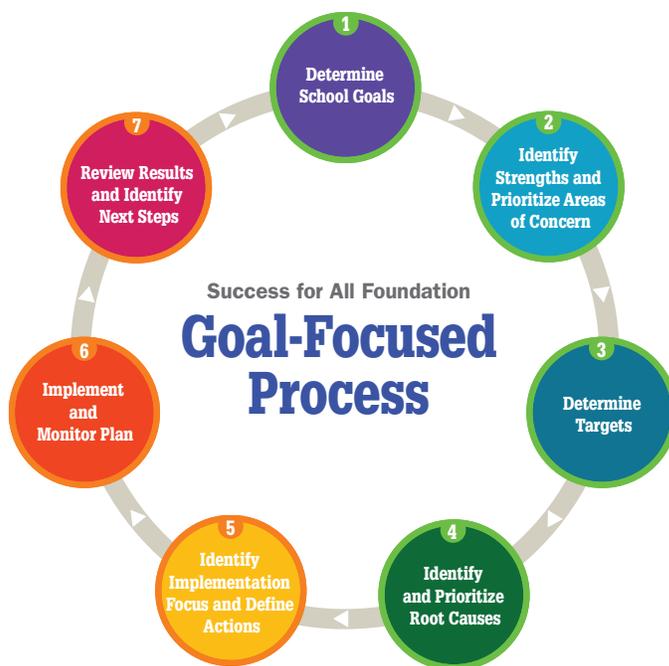
relate directly to a component target are recorded and monitored on the instructional component team reporting and planning guide.

By developing component, class, and/or individual goals and targets based on student-achievement data, teachers commit to specific actions that must be taken to improve student achievement. This is the ongoing goal-focused process.

- At the beginning of the grading period, the instructional component teams meet to follow up on the Leading for Success quarterly meeting. Teachers review data, set targets (that support the schoolwide goal), identify root causes and areas of implementation focus, and determine actions to be implemented. At each subsequent meeting during the grading

period, teachers bring data and results back to share progress toward the target.

- Topics for subsequent instructional component team meetings during the grading period are selected based on student (or teacher) need and student achievement.
 - For example, if many students in component reading groups are struggling with fluency or there is little growth in fluency, this would be a topic to consider.
 - If there are many areas of concern about student achievement, then the instructional component team considers which area will bring about the greatest improvement in the shortest period of time with a reasonable amount of effort (implementation focus).
 - If teachers are struggling with program implementation, the facilitator can provide information, model, or have another teacher model parts of the program.
- The instructional component team schedules at least one meeting at the end of each grading period to review all major data points, determine whether they have met their target, and prepare a report for the upcoming Leading for Success quarterly meeting.
- An additional meeting can be devoted to reviewing student progress, determining new mastery levels, and recommending placement for the next grading period.



The Instructional Component Team Meeting Notebook

A notebook or binder can help to organize information related to instructional component team meetings. Some possible sections include:

- a schedule of meetings for the year,
- class rosters for each reading group,
- instructional component team meeting agendas,
- meeting attendance records or sign-in sheets,
- meeting notes or minutes,
- outstanding questions or concerns, and
- follow-up remarks or notes.

Referencing an instructional component team meeting notebook is an easy way to keep all school leaders up to date, especially for leaders who were unable to participate in the meetings. This should be shared at the weekly Leadership team meeting.

Levels of Use as Applied to Instructional Component Team Meetings

As the year progresses, the instructional component team meetings should become more focused on teacher collaboration and the use of data to inform instruction and impact student achievement.

Levels of Use	General Description
Mechanical	The meeting facilitator tends to set the agenda and lead most of the agenda items during the meeting. Topics center on management issues (materials, routines, students) and the review or modeling of basic curriculum delivery. What the teacher does tends to be the focus of reflection and discussion. Meetings aren't systematically scheduled or organized.
Routine	Meetings occur on a regular basis. Agendas are distributed in advance and followed. Norms for group functioning are set and adhered to. Discussions have moved beyond questions about how to teach the curriculum to conversations about using instruction to increase student progress. Focus shifts to what the students do. Meeting minutes are shared among the facilitator, principal, and Schoolwide Solutions coordinator at leadership meetings. Teachers help to determine meeting topics. SFAF support materials are used to guide discussion and reflection. SFAF professional-development resources are used at the meetings.
Refined	Teachers depend on meetings as a resource for collaboration and learning. Facilitation of the meeting rotates among team members. Focus has shifted to structured reflection and discussion based on student-outcome results. Topics and professional development for the next meeting are determined by goals based on student-outcome data. Teachers leave each meeting with specific steps to refine their instruction toward a specific goal. Data and artifacts that reflect student response to instruction are brought to the next meeting. Meeting minutes, classroom data, and artifacts are transparent systemwide. Instruction toward goals that are based on student achievement is supported and enhanced by observations from school leaders and peers. (Between meetings, student outcomes are used to target observations based on specific curricular goals.) To meet the learning and support needs of participants, professional-development resources and support materials from SFAF curricula are seamlessly integrated based on student-outcome targets. Participants take responsibility for their own and one another's learning, engage as a community to improve the learning of all students, and celebrate risks and accomplishments together.

Tips for Facilitators**Professional Development Through Instructional Component Team Meetings**

1. Schedule meetings early in the year, and share the schedule with teachers so they know the dates ahead of time. Aim for twice a month if possible.
2. Respect teachers' time. Decide how long meetings will last (at least thirty minutes), and make sure they end on time.
3. At the first meeting, develop norms that everyone can agree on. Review the norms, and make sure they are followed in subsequent meetings.
4. Make meetings collegial, and build cohesive teams of teachers by developing and working toward common goals.
5. Keep the focus on student achievement.
6. Involve teachers in selecting topics for discussion.
7. Rotate roles and responsibilities. Allow teachers to assume the meeting-leader role. Rotate the responsibilities for record keeping, setting up for the meeting, etc.
8. Make sure teachers are prepared for the meeting and are bringing necessary data or artifacts.
9. Encourage participation by everyone. (Don't allow one person to dominate the meeting.)
10. Encourage the principal to attend as many meetings as possible.
11. Evaluate whether the meeting topics are having an impact on classroom learning.
12. Try to ensure that teachers leave feeling positive. End the meeting on a positive note.



Curiosity Corner Team Reporting and Planning Guide

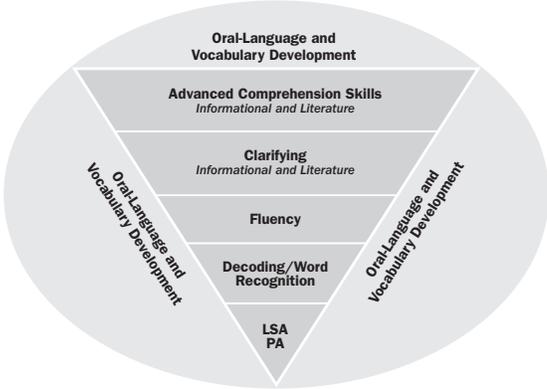
School: _____ Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

Results in Reading – Percent of Students Meeting Objectives									
Grade Period	Expressive Vocabulary (Average)	Oral Expression					Getting Along Together Eight Skills		
		Nonverbal	Emergent Speech	Telegraphic Sentences	Simple Sentences	Advanced Sentences	Not Demonstrated	Demonstrated with Prompting	Demonstrated Independently
B									
1									
2									
3									
4									

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

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School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (Indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



KinderCorner Team Reporting and Planning Guide

School: _____

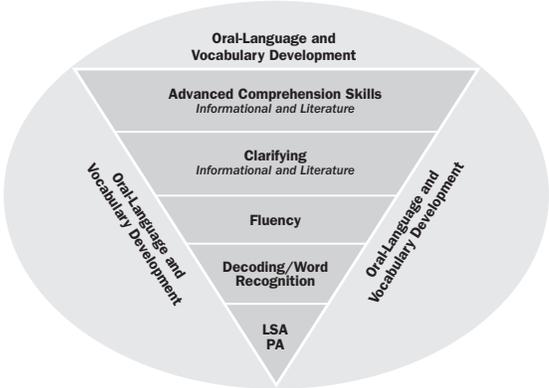
Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

Results in Reading – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
K									

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



Reading Roots Team Reporting and Planning Guide

School: _____ Baseline 1 2 3 4
 Team Leader: _____ Team Members: _____

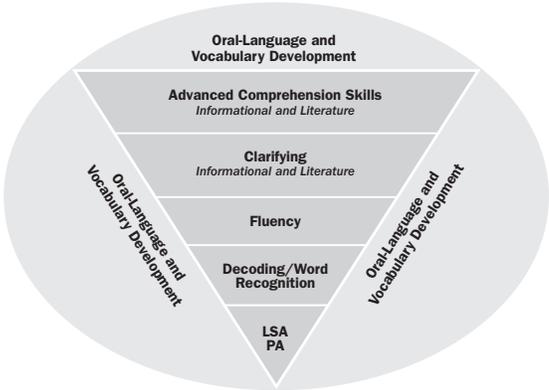
Quarterly Goal Report – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
1									

Number of Reading Roots Students in Grades 2–5					
Grade	Baseline	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
2					
3–5					

Progress of Hot Listed Students	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
Hot Listed students achieving expected growth				
Hot Listed students NOT achieving expected growth				

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

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School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



Reading Wings Team Reporting and Planning Guide

School: _____ Baseline 1 2 3 4
 Team Leader: _____ Team Members: _____

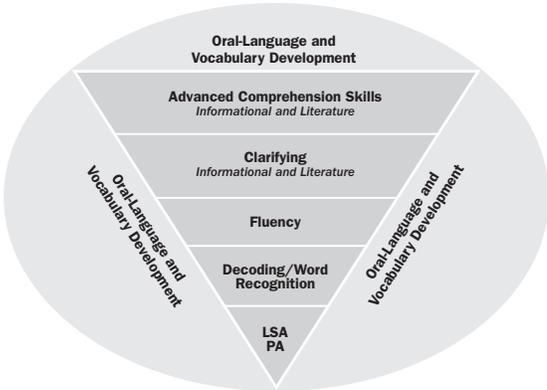
Quarterly Goal Report – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
2									
3									
4									
5									
6									

Percent of Students Meeting If/Then Expectations for AYP – If/Then Based on _____									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
2									
3									
4									
5									
6									

Progress of Hot Listed Students	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
Hot Listed students achieving expected growth				
Hot Listed students NOT achieving expected growth				

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



The Reading Edge Team Reporting and Planning Guide

School: _____

Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

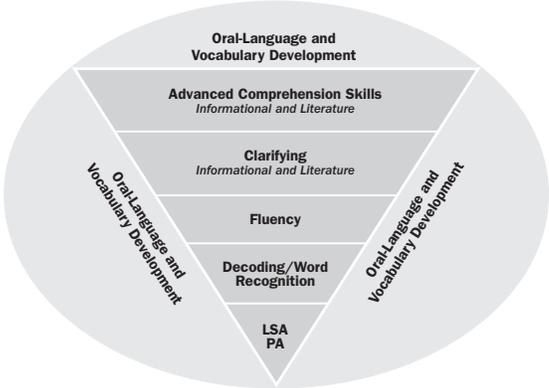
Quarterly Goal Report – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
5									
6									
7									
8									

Percent of Students Meeting If/Then Expectations for AYP – If/Then Based on _____									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
5									
6									
7									
8									

Progress of Hot Listed Students	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
Hot Listed students achieving expected growth				
Hot Listed students NOT achieving expected growth				

Areas of Concern: Refer to the reading-skills hierarchy at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

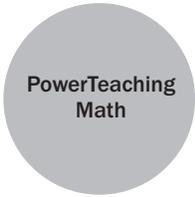
Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



PowerTeaching Math Team Reporting and Planning Guide

School: _____

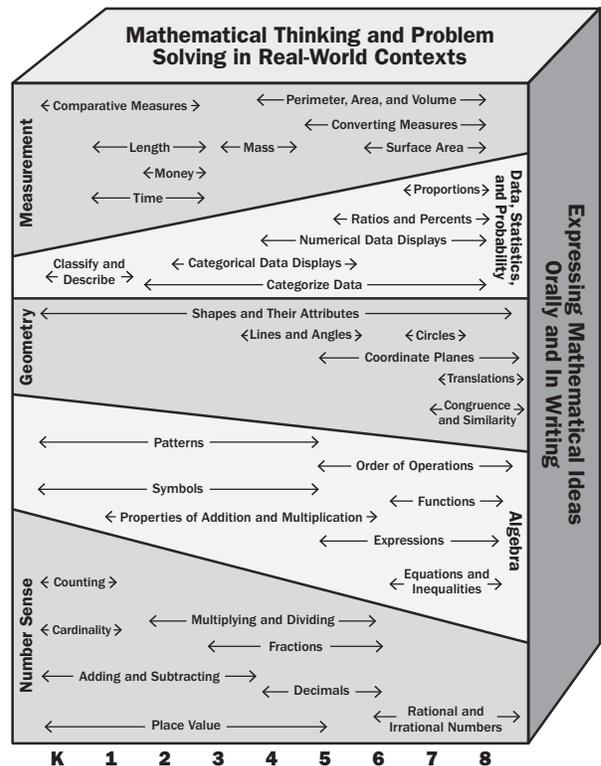
Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

Grade-Level Averages	Average of All Random Reporter Rubrics				Average % Homework Submitted				Average Scores Unit/Cycle Check				Average Quarterly Formal Test			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 6																
Grade 7																
Grade 8																
Algebra																
School Average																

Areas of Concern

Areas of Concern	Select
1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



PowerTeaching Math Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

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- PowerTeaching Math Grade 6
 PowerTeaching Math Grade 7
 PowerTeaching Math Grade 8
 PowerTeaching Math Algebra 1
 Other _____

School Goal for Benchmark:

and

School Goal—Unit/Cycle Check:

and/or

School Goal—Random Reporter Rubric (optional):

Implementation Focus:

Actions:			
Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



Writing Team Reporting and Planning Guide

School: _____

Baseline 1 2 3 4

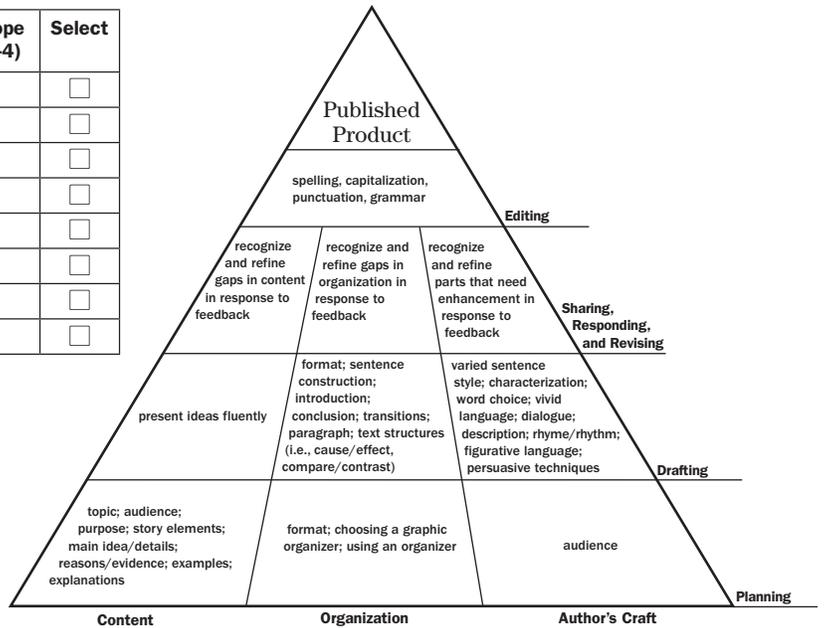
Team Leader: _____ Team Members: _____

Quarterly Goal Report – Percent of Students Meeting Grade-Level Expectations									
Grade	Baseline	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	Results	Goal	Results	Goal	Results	Goal	Results	Goal	Results
1									
2									
3									
4									
5									

For Writing Wings, use the most recent quarterly Writing Challenge rubric scores to determine mastery based on 75% (12 out of 16 points). For Writing from the Heart, use an average (or the most recent) of the unit products to determine mastery based on 75% (75 out of 100 points).

Areas of Concern: Refer to the writing-skills chart at the right to select specific areas of concern.

Areas of Concern	Scope (1–4)	Select
1.		<input type="checkbox"/>
2.		<input type="checkbox"/>
3.		<input type="checkbox"/>
4.		<input type="checkbox"/>
5.		<input type="checkbox"/>
6.		<input type="checkbox"/>
7.		<input type="checkbox"/>
8.		<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

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School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (Indicate which one is selected):

Implementation Focus:

Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



Tutoring Team Reporting and Planning Guide

School: _____ Baseline 1 2 3 4

Team Leader: _____ Team Members: _____

Number of Tutoring Sessions Possible This Grading Period _____

Number of Sessions Completed This Grading Period _____

Number of Students Tutored				
Grade	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
1				
2				
3				
4				
5				
6				
Schoolwide				

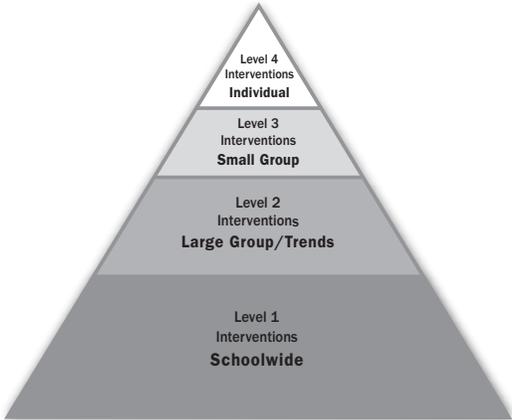
Reading-Growth Results

Reading Roots: Tutored Students Who Achieved Three Stages of Growth								
	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	#	%	#	%	#	%	#	%
All Grades								

Students Who Reached Grade Level								
Grade	Grading Period 1		Grading Period 2		Grading Period 3		Grading Period 4	
	#	%	#	%	#	%	#	%
1								
2								
3								
4								
5								
6								

Areas of Concern: Refer to the scope-and-focus visual at the right to select specific areas of concern.

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>
6.	<input type="checkbox"/>
7.	<input type="checkbox"/>
8.	<input type="checkbox"/>



Leading for Success Achievement Plan

School: _____

Initiated by: Point Coach _____ Date _____

- Attendance Cooperative Culture Community Connections Intervention Parent and Family Involvement
 Curiosity Corner KinderCorner Reading Roots Reading Wings The Reading Edge MS
 The Reading Edge HS Writing Wings PowerTeaching: Math Other _____

School Goals:

Area of Concern (specify scope for Schoolwide Solutions concerns):

Target:

Possible Root Causes (indicate which one is selected):

Implementation Focus:

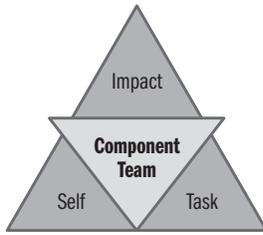
Actions:

Actions	Responsible Person	Expected Completion Date	Done
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>

Planned Review Date: _____

Results:

Comments:



TEACHER COMPONENT TEAM

Sample Agenda #9

Evaluating Targets at the End of the Grading Period

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Bring It Back

- Bring your most recent Classroom Assessment Summary and additional class summary report with data related to the component target or class goals.
- Report the percent of students in your reading group who met the component target and/or most recent class goal and the percent of students who showed improvement.

Bring It On

- If possible, arrange for the SFAF coach to consult via a conference call scheduled during this component team meeting.
- Participate in the SFAF online resources webinar Monitoring and Evaluating Targets, review the recording, or listen to a teammate's presentation of the information.
- Establish the status of the component target that was set for Reading Wings. Collectively, what progress was made toward meeting the component target? Use the following questions to evaluate the results:
 - If the target was successfully met, what is the evidence? If not met, how close was it?
 - What actions seemed to contribute toward meeting the target?
 - What actions were implemented but did not make a difference?
 - What actions were not implemented? Why not?
 - Why should the target be continued, modified, or retired?
- Give teachers time, as needed, to reflect on their classroom goals:
 - Which classroom goals were successfully met? What is the evidence?
 - Which classroom goals were not successfully met yet? Are those goals continuing?
 - What actions contributed toward meeting the class goal?
 - What did you learn about setting and meeting class goals?

Work It Out

- Review the criteria for a SMARTS target: student-centered, measurable, appropriate, realistic, timely, and specific.
- What did the team learn about setting and meeting targets? List information that is needed, ideas that are not fully understood, or actions that would improve setting component targets and class goals.
- Review the strengths and concerns common to most classrooms that were identified when the component team reviewed the grading-period data. (See sample agenda #7.)
- Decide on one concern that needs to be addressed in every classroom. If there are a lot of Reading Wings classrooms, conduct this conversation in reading-level subgroups.
 - Write down the reasons for choosing this concern. What percent of students currently struggle with this concern? How much improvement can be reasonably expected by the next component team meeting?
 - Discuss possible reasons that explain why students aren't doing better.
 - If this concern improves, what other concern may also be impacted?

Get It Done

- Set a new component target (or revise the existing one) based on the selected concern. Teachers may also consider their classroom goals. **Examples:** *95% of all Reading Wings students will average 90 or above on Word Power tests; or 85% of the students in my reading group will score 90 or above on the next lesson cycle comprehension test.*
- Commit to actions that will help meet the goal. **Examples:** *improve feedback using the meaningful-sentence rubric; or raise expectations for meeting the rubric criteria.*

Bring It Up Next

- Decide on, or confirm, the topic and time for the next component team meeting.
- This topic may be continued, or other possibilities might include: monitoring interim progress for targets and goals; evaluating goals and rubrics based on SMARTS criteria; or considering root causes and leverage points.

* Note that setting targets/goals is first addressed in sample agenda #4.

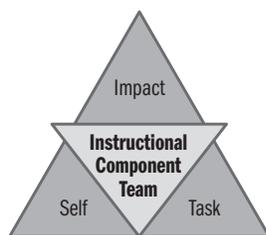
INSTRUCTIONAL COMPONENT TEAM

Sample Agenda: Reading Wings

Date: 10/28/10

Topic: Summarization of narrative text to build comprehension

Session Leader: Mr. Lopez



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Bring It Back – Share data from classroom application activities:

- Discuss the extent to which students can currently read and restate (retell) important information in a part of a narrative selection. Share Story Test scores as planned from the previous meeting.

Bring It On – Video/Discussion/Other presentation of information:

- View video taken by the facilitator of teams working together during Story Retell from different Reading Wings classes in the school. While viewing the video, focus on students' ability to construct a retelling or basic summary using information from the text they have read.

Work It Out – Identify next step(s):

- Select four to six students to observe during Partner Reading. Designate specific points throughout the text where partners will read and restate (retell) what has been read. Provide specific examples of partnerships that were able to restate (retell) what they had read.

Get It Done – Identify classroom application data to be collected and shared at next meeting:

1. Record the number of students independently proficient at restating (retelling) at the paragraph or page level.
2. Record the number of students who need teacher prompting/intervention to include important elements in a retell.
3. Be prepared to share data and set goals at the next meeting.

Bring It Up Next

- Decide on or confirm the topic and time for the next component team meeting.

Coaching for Powerful Instruction

Whether it is learning to ride a bike, play baseball, or paint, most of us do not become experts just by reading a book or a set of directions.

Generally we benefit from some help and guidance. Sustained, ongoing coaching often provides the help we need. A good coach teaches, guides, observes, models, corrects, and encourages us until we become adept at whatever new skill we are acquiring. It is no surprise that professional sports teams recruit and remunerate good coaches. A good coach is essential for success.

Coaching is equally important in education. Research has supported the importance of coaching not only to help teachers who are acquiring a new skill, but Joyce and Showers also demonstrated the significant effect that teacher coaching can have on student learning. They

found that when teachers listen to a lecture or are provided modeling and demonstration, teachers have increased knowledge, but transfer to student learning was negligible. Even when teachers were given opportunities to practice a new skill, student transfer was still low. It was only once ongoing and sustained coaching was added to the mix that teachers solidified their skills and became able to transfer those newly acquired skills to the classroom. Only with coaching were teachers able to use these new skills with sufficient ease and quality that student learning was affected. Joyce and Showers were able to show that with ongoing coaching, the effects on student learning were profound.

Type of Training	Level of Knowledge	Level of Skill	Transfer	
			Teacher Student	Student-Effect Size
Theory and Lecture	80%	5%	5%	0.01
Modeling and Demonstration	90–95%	50%	5%	0.03
Practice and Feedback	95–100%	80–90%	5%	0.39
Coaching	95–100%	98–100%	75–95%	1.68

Since research is so strong on the effect of coaching not only at improving practice but also at improving student learning, the SFA model insists that the facilitator provide ongoing coaching as a key responsibility.

Components for Effective Coaching

To be effective, coaches need to have a variety of skills and strategies. First, effective coaches often work from a clear model. A model allows both the coach and the learner to have a clear set of steps to follow, and this allows a more transparent learning process for all involved. Coaches also need to have strong communication skills to effectively use a coaching model. Strong coaches are adept at listening, questioning, and providing guidance and instruction. More importantly, a strong coach is able to use these skills easily and intentionally to move the coaching

process forward. Even with a clear model and strong communication skills, effective coaches also are able to identify different learning styles and are flexible enough to modulate their approach based on the style of the person they are coaching. Finally, there are always hurdles in the coaching process. There are plans that are made but not executed, and the process can get stuck. Techniques to intervene when problems are occurring or movement is sluggish are part of the repertoire of the effective coach. Each of these pieces is important for a coach to master to be a sophisticated practitioner.

Coaching Model

A coaching model provides a clear path for both the coach and the teacher. A strong model allows for better transparency of the coaching process so the teacher can be more

Coaching begins with the determination of a goal.

in charge of his or her own coaching experience. There is no mystery or magic when there is a clearly explicated model. It is not as dependent on the individual coach. The teacher is able to take credit for his or her own growth, and the process is more replicable across schools and districts.

In SFA, coaches use a process called GREATER coaching. This is an acronym, and each letter refers to a particular stage of the coaching process.

G = Goal

G stands for goal. Coaching begins with the determination of a goal. Without a goal, the coach and teacher are not really engaging in a process of change but, rather, are just having a conversation. It might be a meaningful conversation, but there is no real expectation of an outcome. Conversation is not effective coaching. Establishing a goal is the essential first step. Goals in GREATER coaching are always data driven and tied to student achievement. Since the point of a coaching conversation is twofold—1) to help teachers hone their practice and 2) to achieve greater growth for their students—it is important to set two goals. The first goal is a student-achievement goal. This is what the teacher wants his or her students to be able to do. The student-achievement goal should have SMARTS. It should be student-outcome centered, measurable, appropriate, realistic, timely, and specific. It should require a certain level of mastery



on key skills that students are trying to attain. For example, a student-achievement goal might be: 80% of fourth-grade students will read at 120 wcpm. In Success for All schools, student-achievement goals should generally be the same as, or at least related to, the teachers' targets. The second goal is a learning goal. This should be what the teacher wants to master to help his or her students achieve the student-achievement goal. For example, a learning goal might be: Ms. Smith will improve partner fluency practice by improving her skills at organizing effective partner work. Oftentimes, the learning goal is not established until later in the coaching process. Teachers may need to examine the barriers to student success before they can determine an appropriate learning goal. In all cases, coaching begins with the establishment of a student-achievement goal.

Determining clear goals is the most important step in the coaching process. Take the time to do a good job on goal setting. This is time well spent. Clear goals make the rest of the coaching process much simpler. Not only do goals need to be clear, but they should also be owned by the teacher. Coaching involves helping the teacher reach *his* or *her* goals. Take the time to really hear what the teacher wants to work on. Often, if you agree on the teacher's goal, you can then support him or her to improve on some part of SFA practice that will help the teacher achieve that goal.

R = Reality

The second step of the coaching process is to examine the reality of the situation. What are the barriers to students attaining the student-achievement goal? Why can't they do it? This is essentially a classroom-focused root-cause discussion. Although the teacher may suggest reasons that are beyond his or her control, try to direct the conversation toward reasons that the teacher can control. For example, poverty is clearly beyond the teacher's ability to address even though it has an obvious impact on student achievement. However, insufficient guided practice of key skills or too much teacher talk and not enough student talk are issues that the teacher can control. Keep the focus on issues that are within the teacher's purview.

Once barriers have been discussed, the coach should ask about examples that are exceptions to the problem. When is the problem not a problem? Under what conditions are students able to meet the expectation? Are there any students who can do it? What are the circumstances that allow them to be successful? Asking for exceptions is important on two levels. The first is that it illustrates that there is some hope. There are always some times when success occurs. This is encouraging for the teacher. In addition, if there are examples of success, there must be conditions that are causing these successes

to occur. Success does not just happen. If there are examples of a student or class being successful, the teacher is doing something to make that occur. Solutions may already be present in the classroom. Examining exceptions carefully will help the teacher determine possible solutions. Even better, these are solutions the teacher can implement because he or she is already doing them. Exceptions and barriers are both key parts of the reality stage.

E = Exploration

The third step is exploration. This is the time to think outside of the box and develop a broad array of solutions. This is a brainstorming stage. All ideas are good ideas. Suspend judgment until later. Be creative. A coach may need to prime the pump and make a few suggestions if the teacher is unable to think of solutions, but it is important that the teacher generates most of the ideas. If a teacher is quite negative about the possibility of success and is, therefore, unable to think of any possible solutions, the coach should keep expectations small. Instead of asking what would ensure student success, the coach might ask what a first step might be. What would let the teacher know that things are moving in the right direction? What would facilitate movement in the right direction? If you walked into a classroom and the students were getting it, what would you see? What would the change look like? Sometimes reducing the expectations can make solutions seem more possible. As a coach, this stage often requires strong paraphrasing and

Take the time to do a good job on goal setting. This is time well spent.

summarization skills. At the end of exploration, the teacher should have a broad list of possible solutions.

A = Action

The action step is the time to make choices. The teacher needs to decide what he or she is going to do. This is often the stage in which a teacher might determine his or her own learning goal if he or she has not done so already. Have the teacher decide what he or she really needs to do to reach the learning goal. The teacher should also think about how you as a coach can help him or her. In general, it is important to think about prioritization and selection during this stage. What seem to be the most important things to do? Can the teacher select just a few doable things that are important to implement? Sometimes people get pretty enthusiastic during this stage and commit to doing more than is possible. Start small. Pick one or two important things to do, and try them out. It is better to have success in implementing a solution than to set unrealistic expectations and fail. Often the role of coach during this stage is to keep the teacher focused on what is important and what is doable. The coach can actually earn credibility with the teacher when he or she limits expectations and gives the teacher permission to go slower and celebrate small successes. Questioning and summarizing are key skills during this stage.

Coaching is not really coaching if the coach and teacher do not examine the results.

T = Timeline

The best way to have success is to plan for it. Making a clear timeline for implementing solutions and committing that timeline to paper is essential. As a coach, make sure that a plan is in place, and set a quick check-in time to ensure that the plan has been started. Many good plans go by the wayside because initiation of a plan is hard. A quick check-in by the coach can make all the difference.

E = Evaluation

Coaching is not really coaching if the coach and teacher do not examine the results. The power of coaching is the fact that it is ongoing. We all set goals and make plans, but it is the accountability of a coach that keeps us honest. The person being coached is much more likely to follow through if he or she knows that he or she will have to review not only success but also the steps of implementation with the coach. Without regular meetings to evaluate progress, determine successes, and analyze failures, coaching is only a one-shot planning process. Evaluation starts with considering the goal. When the goal is very clearly stated, evaluation is a smooth process that lacks emotion. Either the goal was achieved, or it wasn't. If the goal was not achieved, then the plan needs to be considered. What did and did not happen, and why? This is not about assigning blame; it is simply focused on assessing implementation and impact. If the goal is not met, the coach has to help the teacher consider

whether there was a part of the plan that was not implemented. The other option is that the plan was implemented but did not result in the desired outcome. This reflection will prove useful when you get to the step of renegotiation and further planning. The power is in the evaluation and renegotiation of the plans. During an evaluation session, the coach and teacher use the GREAT steps to look at what happened.

- G** = Did we make progress toward our goals?
- R** = What was the reality of the coaching plan? What worked, and what didn't?
- E** = What are some other things we might try now that we know what worked and what didn't?
- A** = What are we going to do next?
- T** = What will our timeline look like?

Essentially, this same process is used each time a plan is reviewed.

As a coach, keep the tone of the evaluation stage positive. Be sure to start by celebrating all successes. There are always successes even if the success was learning what not to do again. Insight is progress. In addition, let the teacher be in charge of his or her own evaluation. Questioning and skillful paraphrasing are key coaching skills during the evaluation stage. The coach needs to help the teacher deepen his or her thinking by pulling information from the teacher rather than telling the teacher the coach's view of progress. As a coach, it is

If the teacher appears overwhelmed or frustrated, consider a smaller, more attainable goal.

important to keep an accepting posture and to reinforce honest inquiry. Recognizing and celebrating the attempt is important. Even if the outcome did not meet the goal, if there were actions and attempts made, the coach should celebrate. Establishing a trusting working relationship with the teacher and a safe environment for self-examination pays off at this stage. If the teacher feels judged or evaluated, the teacher often becomes defensive, and little real evaluation occurs.

R = Renegotiation

This is the heart of the continuous-improvement cycle for coaching. The successes and failures of the first plan lead to a new plan that improves on the first. Once again the teacher determines what actions to take next and commits to a timeline in which to implement the plan. The coach may also be committing to a set of actions to help the teacher be successful. This plan, like earlier plans, is mutually determined, although most of the work should be done by the teacher.

The level of success with the earlier plan will help to determine how big the steps in the new plan might be. If the teacher has momentum, keep it moving during the renegotiation. Larger steps can possibly be accomplished. If, however, the teacher appears overwhelmed or frustrated, consider a smaller, more attainable goal. Remember, success builds success. The goal is to gain success and then to build on the momentum that this success

creates. With a motivated teacher, the power of coaching is that he or she can actually move faster and accomplish more success than previously thought possible. With a person who is struggling, the goal is changing the direction and building some sense of accomplishment.

Fundamental Communication Skills

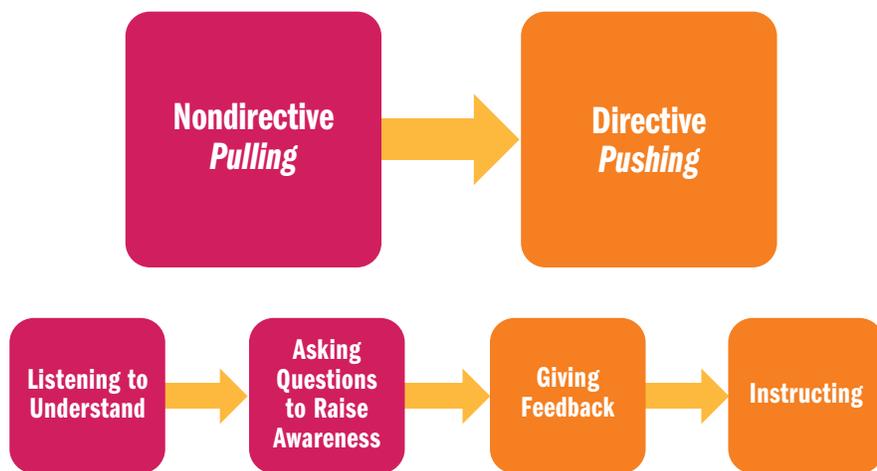
For coaching to be successful, the coach must be sophisticated in the use of a broad range of communication skills. Many of these are communication skills that most people use every day. For example, skills such as summarizing, asking questions, and giving advice are things most people do often. A coach must not only be able to be good at all these fundamental communication skills but also must be able to use them consciously and strategically to move the coaching process forward. Each of us has some of these skills that come naturally, but a good coach learns how to use all of them strategically. This is the art of effective coaching.

The first step to becoming highly proficient is to look more closely at these fundamental skills. Generally, communication skills fall on a continuum from nondirective to directive. In simple language, there are skills that require a coach to *pull* the information from the teacher and skills that require the coach to *push* or give information to the teacher. Pulling is a more indirect technique in which the coach helps the teacher discover his or her own learning through strategic

paraphrasing, summarizing, and questioning, while pushing is a more directive technique in which, through instruction and feedback, the coach provides direction and guidance to the teacher.

Both approaches are valuable and necessary in coaching, but a coach needs to determine when and how to use each approach. In general, the more reflection and discovery of his or her own learning a teacher can do, the better. This kind of self-discovery is often best accomplished by indirect pulling techniques. Through judicious questioning and paraphrasing, the coach leads the teacher to reflect on his or her own practice. This approach affords the teacher maximum ownership of his or her skill growth.

There are times, however, when more pushing techniques are not only preferable but also required. Especially for teachers who lack basic knowledge, pushing, or directive, techniques are necessary. Instruction in these cases is necessary. For example, if a coach were trying to pull information about computer programming from a computer-illiterate person, the coach could pull all day but never get much response. The person is lacking the fundamental background knowledge in the skill area. There are many times when providing instruction or feedback is necessary and useful to the teacher. In new SFA implementations, for example, the teacher may not have basic knowledge of the program and would need instruction. Both pushing and pulling techniques



are useful and have their place in the coaching process. Let's begin by looking more closely at the coaching skills involved.

Breaking down the parts of the push-pull continuum can make the skill sets required by coaches more clear.

Listen to understand.

The main subskills required for effectively listening to understand are:

- parrotting,
- paraphrasing, and
- summarizing.

Each of these subskills is used in any coaching session. The key for the coach is to be able to use these skills flexibly, easily, consciously, and strategically.

- **Parrotting:** Parrotting is feeding back to the teacher exactly what you heard him or her say. It generally is used to track a conversation and check for understanding. Used strategically, it provides emphasis to a particular statement that a teacher makes and highlights its importance. For example, if a teacher said that he or she has

tried to use Random Reporter, the coach might say, "Oh, you tried Random Reporter." It highlights the importance of what the teacher just stated. Parrotting can also be used to move a conversation along, especially if the speaker is reticent. Repeating what the person said provides a neutral and encouraging environment for ongoing conversation. For example, the teacher might say, "Random Reporter was a complete disaster!" The coach might parrot, "So Random Reporter was a complete disaster?" This may be a less challenging response than asking why or what went wrong. It is certainly more open ended and allows the teacher to dictate the direction of the conversation. Sophisticated coaches are able to decide which statements by the teacher warrant parrotting and which do not. They also monitor how to use parrotting to create a comfortable, conversational environment. Finally, strong coaches are careful to keep parrotting neutral in tone. It is designed to be a pulling technique, not a stealthy way of giving feedback. For example, if someone said, "I went to the

bakery and ate five doughnuts," the coach should parrot neutrally exactly what was said. If the coach said, "You went to the bakery and ate *five* doughnuts?," that is really a push technique. It is giving feedback to the person to cut back on the doughnuts!

- **Paraphrasing:** Paraphrasing is similar to parrotting except that the coach shortens what was said and provides a summarized version of the teacher's statement. Again, like parrotting, it is a way to pull information from the teacher, track a conversation, and check for understanding.

A coach can choose to paraphrase the content of a statement or the affect of the speaker. For example, if a teacher said, "The kids were completely out of control during Teamwork. The kids are not having any real discussion with one another. I couldn't get them to work together at all. Frankly, I am ready to put them back into rows!," the coach could paraphrase the content by saying, "It sounds like cooperative learning is not working very well in your room." Or the coach could paraphrase the teacher's affect by saying, "It sounds like this has been a very frustrating experience for you." The coach could, of course, also paraphrase both.

Like parrotting, the coach can and should be able to use paraphrasing consciously and strategically. It is up to the coach to determine whether to paraphrase the content or

the affect of a statement. It is also up to the coach to decide which pieces of content to paraphrase. Using the previous scenario, a coach might say, “It sounds like getting high-quality team discussion has really been difficult.” In this example, the coach paraphrased something that he or she thought might lead to more solution-oriented problem solving rather than focus on the teacher’s frustration or the students’ poor behavior. By choosing what gets paraphrased and what does not, even nondirective pull techniques are actually more directive than they first appear. Also as in parroting, it is important for the coach to remain neutral and accepting in tone and manner. All pull techniques should allow the teacher to have a sense of acceptance about both the content and the direction of the conversation.

Finally, paraphrasing often works best if the coach paraphrases the content and/or affect with some uncertainty. It is always good to check for understanding before establishing a position. For example, rather than saying, “Cooperative learning is not going well, and you feel very frustrated,” which implies that the coach knows how the speaker is thinking and feeling, the coach may want to keep the paraphrase a little less certain and say, “So are you feeling frustrated because teams are

It is always good to check for understanding before establishing a position.

not working well together in your classroom?” This allows the teacher to agree or disagree. It makes the teacher take a position rather than the coach taking a position that the teacher may disagree with. It allows the coach to check for understanding and stay maneuverable in the conversation.

- **Summarizing:** Like paraphrasing, summarizing can be used with respect to both affect and content. It really allows the coach to sum up an entire topic or conversation. This is not only a useful check for understanding but also a crucial skill for moving a coaching conversation to action. If a teacher is tangential or there is a lack of clarity about the issue or a reticence to move forward, clear, supportive, and frequent summarizing is required. Every stage of GREATER coaching should end with a clear summarization of the discussion.

Ask questions to raise awareness.

Good teachers and good coaches ask a lot of questions. Both occupations use questioning for the same reason. Questioning pushes the person being questioned to do the work of deepening his or her own understanding and of creating thoughtful and creative solutions for himself or herself. With questioning, the recipient maintains ownership. It is the teacher or student who is solving the problem, not the coach or teacher. Needless to say, this is

important so the recipient can take credit for change and feel empowered to become more independent in the future. It also increases the motivation to make a change. Generally, most people are motivated to do what they think is best rather than what they are told is best. Good questioning skills are clearly a priority for all coaches.

Questions are most often divided into two types: open and closed. Both types of questions are useful, and both are used consciously and strategically by a coach. Open-ended questions are those for which more than a one- or two-word response is required. Open-ended questions generally allow the teacher to respond more broadly, with greater elaboration. Closed-ended questions are those for which only a one- or two-word answer is required. There is a general notion that open-ended questions are better than closed-ended questions, but this is not true. It all depends on what you want to accomplish. If you are just trying to get basic information, closed-ended questions are clearly superior. In addition, if you are trying to get a reticent speaker to talk, closed-ended questions are often the best way to start. Most people will answer a closed-ended question. A series of easy-to-answer closed-ended questions often establishes a “yes set,” meaning that once the person begins to talk, he or she becomes more comfortable talking and will continue. The coach can then begin to ask more open-ended questions as the teacher becomes more comfortable. However, failure to ask any open-ended questions

has a certain Dragnet quality—“Just give me the facts, ma’am.” The teacher often begins to feel grilled and less able to set the direction or topic of the coaching experience. However, open-ended questions generally lead to more ownership on the part of the teacher and are generally more effective in establishing coaching goals and objectives. Sophisticated coaches monitor their use of open- and closed-ended questions and use both to create a productive coaching session.

Good questions do not just happen. All experienced teachers and coaches will say that they need to prepare in advance. Coaches will often think about what kinds of questions would be important to ask in a coaching session. They often reflect on the learning style of the teacher and the content of the coaching session to make sure their questions are appropriate and insightful. Questioning is work, and preparation is the key.

Finally, questioning must be done in a manner that is open and accepting. Generally, questioning is blended with other communication skills for a natural pace and feel in a session. If the manner and tone of the coach is not accepting, questioning often feels like a confusing push technique. The recipient feels put on the spot, grilled, and evaluated without really knowing what the coach’s concern is. Getting stuck in questioning mode, both open and closed ended, can start to feel as though the teacher is being interrogated,

Questioning must be done in a manner that is open and accepting.

and the coaching session may easily slip into an uncomfortable and possibly judgmental environment.

Remain congruent in body language, tone of voice, and content to make sure that questioning is a pull technique.

Give feedback and instruction.

Giving feedback is clearly a part of every coaching session. It is a push technique in the sense that the coach is telling the teacher something rather than allowing the teacher to create his or her own learning. Common types of feedback given to teachers include offering suggestions and advice or guidance and providing feedback on performance. Directive strategies such as these are often used when the teacher really just needs an answer to a simple question. If the coach has the answer, the coach should just tell the teacher. For example, a teacher might ask, “How many points do I give for students using a cooperation goal well?” If the coach answered, “How many points do you think?,” most teachers would feel frustrated. Answering a simple question is clearly better. The other common time for preferring directive techniques is when a teacher does not have sufficient knowledge about a situation or topic. In these cases, a coach needs to provide feedback, instruction, and knowledge. The easiest way to do this is to provide information and feedback. For example, a teacher new to Reading Wings needs information and training. A coach cannot pull the answer from the teacher because the teacher lacks

all background knowledge. Finally, the coach may have information about the teacher’s performance that the teacher is not aware of. For example, after a classroom observation, a coach might notice that the teacher never called on girls and only called on boys. The teacher may be unaware of this information, and direct feedback given in a neutral and nonthreatening manner can be extremely helpful. Sometimes it is helpful to ask permission to offer your observations. The coach could ask, “Can I share with you something I observed?” After the teacher agrees, the coach can offer the observation, “I noticed that you tended to call on the boys more than the girls.” This feels less threatening and more like information that was invited rather than just given.

Generally in a coaching session, feedback and suggestions should be solicited by the teacher. The more the teacher can be involved in the process of identifying what he or she needs instruction in and how he or she would like to receive feedback on performance, the better. It is preferable if the teacher can organize the instruction and feedback to match his or her learning style. As coaches, it is useful to be explicit about this process by using questions such as “What do you want to know about...?” “How do you learn new things best?” “How would you like feedback about performance to occur?” “How would you like me to give you feedback?” and “How would you like me to hold you accountable for the actions that you

might not follow through with?”

This approach gives the coach permission to address the teacher in the style in which he or she is most comfortable. Although these are directive techniques, the process of being directive should still be a partnership with the learner.

When providing feedback about performance, remember to always start with strengths. Not only is this important in being supportive to the teacher, but he or she will also benefit just as much from knowing which parts he or she has mastered as from hearing about next steps to tackle pieces that are difficult for him or her to master. Digging into strengths can have a large benefit. The coach should discuss why the teacher was successful with a particular part of the program. What made learning that part easier for the teacher? Are there skills that would be helpful to transfer to other areas? Examining and discussing strengths should always be a deeper process than just providing the teacher with a compliment. His or her successes are just as important to examine deeply as his or her struggles.

Finally, remember that even pure instruction is more than just telling. The Cycle of Effective Instruction is a good reminder of what active instruction is all about. Active instruction involves not only direct instruction but also modeling and guided practice. These should always be part of coaching as well.

When providing feedback about performance, always start with strengths.

Learning Styles

Once a coach has mastered the use of fundamental coaching skills, the job is not done. Effective coaching is more than just technique. Good coaching also relies on matching your coaching to the needs and style of the teacher.

The beginning of any effective coaching relationship involves taking time to **join and accommodate** to the learner's style; then, and only then, can you begin to restructure or coach for change. In a busy place such as a school, it is easy to skip these steps, cut right to the chase, and just tell people what they should do; however, by going too fast, we sometimes fail to create a climate in which change can occur. Taking the time, especially during more formal coaching, to do these three steps can result in much better outcomes.

1. Join. The goal of any relationship is to join with another person. This is the process of establishing trust and a sense of mutuality. Joining involves taking the time to talk about neutral or low-threat topics and to maintain an open, affable style, with body language that is accepting. It is the getting-to-know-you part of any relationship. Sometimes when we are busy and want to leap to fix a problem, we skip this stage of relationship building. Sadly, if we haven't established trust, it is unlikely that we will be able to engage the person in a genuine change process.

2. Accommodate. Accommodating is the second stage. After you have created an initial relationship, it is important to accommodate your style to the teacher. This is a maxim in any change process. For example, imagine a New York City teacher going to Montgomery, Alabama, for the first time. She meets everyone at the school, but she has to accommodate to their style. In New York City, for example, she was taught at an early age that you do not talk to strangers, and you get where you need to go in a hurry. As she strides down the halls of the school, not looking right or left, she quickly becomes aware that she is breaking a lot of cultural norms, and frankly, her behavior is not seen as professional or purposeful, but rather rude and disrespectful. In this school, people greet one another when they go down the halls. You always acknowledge other teachers as you walk by. Her brisk New York City style is not working here! She needs to accommodate her style to Alabama. This is true for coaching situations as well. A coach needs to take the time to learn the teacher's style and make some accommodations to the teacher's way of working. Some people want to get right down to business and don't have time for idle chitchat. Other people like to move more slowly. A coach must monitor the style of each of his or her teachers and use it to guide the pace and style of the coaching session.

3. Coach for change. Unfortunately, this is where the New Yorker in all of us wants to start. However, it is not the first step. Only after you join and accommodate are you ready to coach for change. It is like the old adage “I don’t care how much you know until I know how much you care.” It is important for the coaching relationship to feel trusting and nonjudgmental. This happens best when there is an established relationship.

Body Language, Pacing, and Verbal Expression in Coaching

Most strong coaches use not only verbal expression but also pacing and body language to help join and accommodate to a teacher’s style. Effective coaches adapt their body language, pace, and verbal expression to fit with the teacher they are coaching. Becoming more aware and intentional in the use of all these tools can strengthen the coaching relationship. For example, a person’s body language refers to someone’s facial expression, posture, and eye contact. A coach generally makes sure that his or her posture is open and that his or her facial expression is neutral but friendly when coaching, but a coach can also match the style of the teacher. For example, if you are coaching a very organized, crisp, and fairly formal teacher, you would not sit as casually as you might do otherwise. You might sit up straight, take notes, and use a more formal posture. Your body language would subtly mirror the teacher’s style. In pacing, you might try to match the pacing of the person you are

coaching. If you were coaching someone who was quite deliberative and careful, you might slow the pace of the interview to match the teacher’s pacing preference. Finally, you should make sure that you use language that is appealing and familiar to the person. Especially when you actually coach, it is important that you frame your suggestions, feedback, or questions with language that matches the client’s frame of reference and style. For example, if you were coaching an energetic teacher who prides herself on getting things done, you might use action-oriented language and say, “What do you think you need to *do* to get better class discussion?” If it were a more emotional, empathic teacher, you might use more affective language and ask, “What do you *feel* would make a difference?” There are exceptions here. If someone seems frantic and is really running too fast, you may choose to slow down a little and lower your tone of voice. If you mildly go counter to the teacher, you may be able to help him or her slow down as well. Let’s look at some common learning styles and see how this works.

Accommodating to Common Learning Styles

Analyzer

One common learning style is the analyzer. Teachers who are analyzers are good with data and like working from the facts. These teachers always have their data and use data effectively to guide instruction. They are quantitative and often precise in their thinking.

A coach can match the style of the teacher in body language, pacing, and verbal expression.

Often analyzers are deliberative and like to move carefully and purposefully to solutions. Systematic and sequential often describes how they problem solve. Generally, analyzers are organized and sometimes perfectionistic.

As a coach, it is important to think about the best way to accommodate to an analyzer’s style for the analyzer to be comfortable participating in the coaching process. This is quite simple if you have the same style as the analyzer, but if you do not, it takes more careful thought. In general, an analyzer likes a more formal process that is guided by data. His or her pace is often deliberative and sequential. As a coach, you will be most effective if your verbal language mirrors the analyzer’s style. For example, rather than asking an analyzer how he or she feels about a problem, it may be more effective to ask him or her what he or she thinks is going on or what the data tells him or her about a problem. Using more cognitive, data-driven language is effective with analyzers because it appeals to their style. In addition, keeping the coaching session more formal is generally appealing to an analyzer. An analyzer wants to make sure that he or she creates a plan that is data driven. Using a more formal posture and process that strongly incorporates strong measurement helps the analyzer feel that this coaching session is worthwhile and has merit.

Doer

Schools are full of people who get a lot done. One style that leads the pack in this regard is the doer. This style is all about getting the tasks done. Doers are very busy people and often the backbone of school activities. Doers are active, energetic, practical, and organized. They make their lists, and they get busy. Sometimes doers can get so busy getting things done that they may not take the time to analyze the effects of all that activity.

As a coach, it is important to accommodate to the style of the doer and help him or her take the time for reflection. In general, brisk pacing and a practical approach suits the doer. Doers do not want to take the time to chat. Using active language in verbal expression can be helpful. For example, when coaching the doer, you might want to ask questions such as “What do you think your students need to *do* to be successful with clarification?” or “What can you *do* to be sure that you know whether your students are being successful?” Often, a coaching plan appeals to a doer because it includes a clear set of actions. Making sure that this list of activities also includes time for reflection and data review can help to expand the effectiveness of this style. Reflection may need to be designed to be an active, data-driven process rather than a contemplative one.

Watcher

Unlike the doer, the watcher does not like to jump into things. Teachers with this learning style like to take their time and really

see what it is they are supposed to do before they do it. Watchers are careful and sometimes perfectionistic and visual. Hearing about something they are supposed to do is OK, but they really want to see it. If no one accommodates to their style, they may have trouble implementing new practices.

As a coach, it is essential to understand and accommodate to the watcher’s style. Talk all you want, but until he or she sees it done, the watcher will not feel comfortable implementing it. Make sure to give the watcher this opportunity. Model what you want to see implemented, and give this teacher time to observe others or watch a video. Until the watcher sees it, it is not real for him or her. Some watchers fear failure and are hesitant to implement new things. Make sure that as a coach, you allow this teacher to watch and implement in stages. Coach the watcher to take a part of the curriculum, watch it, try it, discuss it, and then take on the next piece. Don’t overwhelm a careful watcher with all the parts of the program at once. Give him or her a chance to see and master a piece of the program at a time. Finally, many watchers welcome the opportunity

to film themselves and review their own videos. This provides a terrific visual learning experience for watchers. When working with a watcher, use visual materials (Show him or her what you want.) and visual language. For example, ask questions such as “What would good implementation of Think-Pair-Share look like?” “What does an engaged student look like?” “How do you see Billy’s progress?” or “How do you see this problem being fixed?”

Empathic Feeler

These types of learners are not about facts and figures; they just sense what students need. They can feel the tone of the classroom, and they understand in their gut what is going on with their students. Often, these teachers have acute empathy skills, and they sense the pulse of the classroom accurately. The difficulty with empathic feelers is that as strong as these teachers are interpersonally and as accurately as they read the pulse of the class, with a room full of students, they can miss things if they only rely on their gut feelings about student progress. A dose of data could effectively bolster the academic achievement of their students.



As a coach, it is important to accommodate to the style of the empathic feeler before you move to coach for change. Arriving at a meeting with a strong empathic teacher while holding an armful of data is a turnoff to a person with this learning style. Starting with facts and figures can make him or her defensive, and he or she mistrusts reducing students to mere numbers. In general, begin with the empathic feeler's gut; ask, "What do you *feel* is the biggest struggle for your students?" Strongly empathic teachers have a good gut feeling about what is going on in their classes. Once you have tapped the teacher's strength and sensibility, it becomes easier to quantify exceptions and student progress. For example, you could follow your initial question by saying, "You clearly feel that your students are struggling with fluency. Let's use this insight and figure out whether your students are mostly struggling with accuracy, speed, or expression." Helping an empathic teacher use data to supplement his or her talent for empathy can result in a strong classroom plan. In a coaching session, an empathic feeler generally likes real time to join before any work begins. The tone of the session is warm, the pace is relaxed, and the body language is informal. It is a session that *feels* comfortable.

These are just four common types of learners. There are many more. Taking the time to identify learning styles can help you as a coach have a clearer picture of how teachers

The challenge is when you need to coach a person whose style is very different from your own.

differ and how to best conduct each coaching session to be most effective. In addition, when using learning styles to better understand the person you are coaching, it can be helpful to examine your own learning style. Generally, coaches find it very easy to coach someone who learns just like they do. If you like data, it is easy to coach a data-driven teacher. The challenge is when you need to coach a person whose style is very different from your own. This is where self-awareness can be beneficial. If you understand your own learning style, it becomes easier to intentionally modulate your own style to meet the needs of the person you are coaching.

Roadblocks in Coaching

GREATER coaching can seem simple until you get to the ER in GREATER. A wonderful plan was created with the teacher, but when the time comes to review the plan, the goals have not been met, students have not progressed, and the learning goal

has not been achieved. Upon further investigation, it becomes clear that the plan was never really implemented. This is a tough moment in coaching. There is often a temptation at this point to write off the failure to teacher resistance, but this is often not the problem. This is the time to take things slowly and review the plan carefully to get to the bottom of why the plan didn't work. Remember that all data is good data, even if the results were not what you were hoping for. Often the problem is with the plan, not the person.

The first step in reviewing a plan that was not implemented is to find out what happened. As a coach, it is important to ask, in a neutral way, "Why didn't the plan get completed? What happened?" This is often tricky. Teachers are often defensive or evasive when examining implementation failures. This reflects the persistent notion that blame resides in the individual rather than in the system. It is often assumed that a lack of implementation must be the teacher's fault rather than

Problems with Expectations

Unclear

Uninspected

Uncommitted

Problems with Task

Too complex

Too time-consuming

Too vague

Problems with Resistance

Lack of rationale

Lack of reward

Loss of power

Loss of face

Lack of ownership

systemic failure. The more you can facilitate a supportive and neutral investigation that concentrates on system problems rather than people problems, the more honest teachers will be and the stronger future plans will be. For example, if a fourth-grade teacher failed to implement daily fluency practice in her class, it is important to discuss why this happened. Perhaps she did not understand how to do it and needed more support. Perhaps she had so many conflicting priorities that she was unclear on how to spend her time. Perhaps she was so exhausted dealing with classroom-management problems that she could not concentrate on instruction and needed help with management. Perhaps there is a need for a schoolwide discipline plan. She may have simply forgotten to include the expectation into her routine. In any case, only an honest appraisal of what impeded her ability to implement will result in appropriate solutions. Honest, supportive discussion and open investigation are the keys to successful outcomes. Rather than jumping to the conclusion that the failure to implement was because the teacher was resistant, examine other, more systemic problems first. Resistance is real, but often it is only one of many reasons a plan may fail. Looking carefully and neutrally at why a plan was not implemented is important to building a successful plan for the next grading period. Often problems reside in one of these areas:

Why People Don't Do What We Want Them To

- Don't know **what** to do (knowledge/expectations)
- Don't know **how** to do it (ability/skill)
- Don't know **why** they should do it (importance)
- Don't **want** to (lack of will)
- Aren't **well suited** or matched to the task (selection)

Fleming, Douglas S. & Kilcher, Ann (1991, November). *Organizing and Managing School Change Workshop*. NEA – National Center for Innovation National Conference, Colorado Springs, CO.

- **Problems with expectations:** Sometimes a plan does not get completed because of problems with expectations.
 - **Unclear:** Expectations were unclear. There was a lack of clarity about the timeline or about responsibility. It was unclear who was supposed to do what and by when. If the expectations are unclear, plans don't happen.
 - **Uninspected:** The plan was uninspected. If the coach did not consistently monitor the action items on the plan throughout the grading period, it is not surprising that things fell by the wayside. Classrooms are busy places, and if the coach doesn't inspect what he or she expects throughout the grading period, planned activities are forgotten.
 - **Uncommitted:** The teacher was uncommitted. Sometimes a teacher didn't understand that he or she really was supposed to *do* it. He or she was under the impression that the plan and actions were suggestions for change, not requirements. This can be particularly true if plans are not formalized. Teachers need to understand and sign on to complete the coaching plan during the grading period. The plan is not something nice that they could do; it is something they really commit to do. It is an essential role of the coach to ensure that teachers are committed to their coaching plans.
- **Unsupported:** The teacher might have needed some additional support measures to meet the expectation. There could even have been competing expectations from others in the building that kept him or her from meeting the goals.
- **Problems with task:** Sometimes you think you have made the perfect plan until you try it. All of a sudden, nothing seems as clear and easy as it was on paper. Many plans fail because there was a problem with task. For example:
 - **Too complex:** It is very easy to get carried away when everything is still theoretical. It is a common failing in coaching plans that the teacher agrees to do something very complicated and then is unable to do it. Making plans effective but simple is important for plan success. Too many monitoring tools, too many actions,

and too many different interventions can all make a plan too hard to implement. In addition, sometimes complex action plans fail because there was insufficient training and support. It may be that a more complicated plan could have succeeded if the teacher had better training in how to do the identified actions or better support when attempting new actions or behaviors.

- **Too overwhelming:** When working on a plan, teachers often agree to do too much and forget what else is on their plates. The end result is that they may start to implement but quickly become overwhelmed. Like complexity, the trick is to keep plans simple.
- **Too vague:** Sometimes the actions were not clear. For example, a teacher might have agreed that she was going to encourage more challenging team discussion to increase comprehension. When she attempted to do that, she realized that she was not really sure how to encourage more challenging team discussion. The actions needed to be more clearly delineated. What exactly was she going to do? Carefully reviewing a plan for clarity when designing a plan is an important step. Is everyone clear on exactly what they will be doing for the next grading period?
- **Problems with resistance:** *Resistance* is a term that is often used too broadly. Simply

put, *resistance* means that for one reason or another, people have decided not to do what you would like them to do. There may be many reasons for that, and many of those reasons may have more to do with the way a plan was presented than a deep aversion to the activity. The following are common reasons for resistance.

- **Lack of rationale:** If people don't understand why doing something is important, it is not surprising that they don't want to do the work. Coaches should pay particular attention to how they explain and discuss the importance of any change and why the actions might be helpful.
- **Lack of reward:** Sometimes things do not get done because people do not see any payoff. Change is a lot of work, and without some sense of what the benefits are, a teacher may not buy in. In starting SFA, there is often a point early in the change process at which people are very worried about self and task. It is important to not only hear people out and address their concerns but also help people see the greater good. For example, Ms. Jones is a stellar teacher, and her students do very well. Ms. Jones may not see the point of implementing SFA since her students are successful. It sounds like a lot of work for her with very little payoff. Data can be very helpful in this kind of situation. A strong

Change is a lot of work, and without some sense of what the benefits are, a teacher may not buy in.

teacher like Ms. Jones is invested in her students. When she sees the data on how her students fare in other classrooms or how other students in the building are doing overall, she may be more likely to see the benefits of doing a schoolwide program like SFA. Student success is rewarding for her, so she may be more likely to buy into the process. It is also useful to help teachers take the long-term view. Instituting a new program like SFA is hard work up front, but as teachers get more refined and as more students reach grade level, it actually makes the job of teaching easier. In addition, each teacher works only with students who all read at one level. This makes teaching easier. The coach needs to paint the picture of what the rewards for the hard work would be. He or she needs to help the teachers identify what it will look and feel like if they are successful.



- **Loss of power:** Some teachers may not have implemented well because they feel like they have lost power or autonomy. It is important to remember that change sometimes results in some people giving up what they previously possessed. If a teacher was an informal leader in the school, she or he may feel a loss of power when starting a new program like SFA. All of a sudden, he or she is no different from a first-year teacher in skill level. This discomfort can lead to resistance to change. Offering opportunities for experienced staff to have leadership roles and showcase what they do well may help to address power issues that can develop during system change.
- **Lack of ownership:** SFA is a collaborative model. If, however, plans get developed without the input of teachers, resistance can be caused by their perceived lack of input. Ensuring that as a coach, you really keep the teacher in charge of his or her coaching experience and take the time to use indirect, not just directive, techniques, this difficulty can be ameliorated.
- **Change is painful.** Change is hard, and there may be teachers who will seek to avoid the discomfort by not implementing any change. Especially in new implementations or those with new teachers, SFA demands a lot of change. In chapter 2 of the *Leading for*

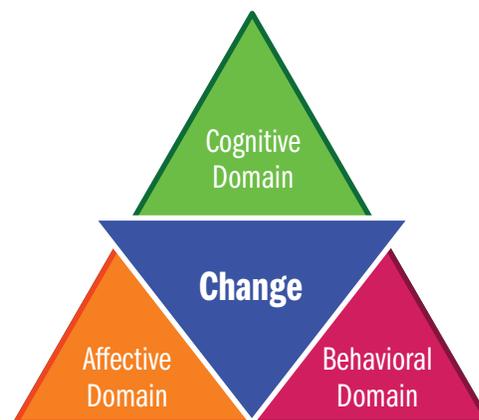
Success Leadership Guide, there is a discussion of the storming phase of change that occurs at program start-up. A coach can soften much of this kind of resistance by paying close attention to support mechanisms. Making sure that strong support is available to staff and ensuring that coaching is planned and consistent can ensure that change is weathered well by staff.

Techniques for Intervention

The process of GREATER coaching gives a strong, transparent blueprint for the coaching process. Using fundamental communication techniques and adapting to teacher learning styles can help the GREATER coaching process move forward more smoothly. Investigating and addressing common problems with task and expectation generally keeps the coaching process on track. In general, following these guidelines will lead to a successful coaching experience. Sometimes,

however, a teacher may be stuck or uncomfortable with change. In these cases, having some additional techniques to motivate change can be helpful.

As a coach, you can address teacher reluctance from three different domains: cognitive, behavioral, and emotional. These three domains suggest three different avenues that might appeal to teachers to risk doing something different. For example, a teacher might risk change because he or she begins to think (cognitive domain) about a problem differently, or a teacher may risk change because he or she begins to feel (affective domain) differently about a problem. Finally, if a teacher begins to do (behavioral domain) some things differently, he or she often begins to see or feel differently about the situation and may risk change. Techniques for change can be initiated by appealing to any of these domains. It really doesn't matter which domain is addressed. In most cases, a coach matches his or her techniques for change to the situation or the teacher's learning style. For



example, if a teacher is an analyzer, he or she is often most comfortable with more cognitive techniques; if a teacher is more empathic, he or she may respond better to more affective techniques.

Many of these techniques are very familiar. As a coach, you unconsciously use many of these all the time. The point of looking at these techniques more carefully

and determining their domains is so you can use these techniques strategically and intentionally during the coaching process. As a coach, it is useful to look at the list and determine which ones you use often and which techniques you rarely use. Evaluate yourself because expanding your repertoire might increase your coaching effectiveness. Evaluate how you

can use the techniques in a more intentional fashion, and think about how these domains may appeal to teachers with a particular learning style.

Cognitive

- **Act as if.** There is real power in acting as if. Very often, change can be encouraged by no more than acting as if it will occur. Advertisers routinely do this, and it works. They act as if we like Pepsi better than Coke or Honda better than Chevrolet, and we often follow along with their suggestions. Acting as if a teacher is ready to implement well and wants to participate in whole-school reform can help to facilitate the process.
- **Appeal to authority.** It sometimes helps to cite research or state mandates to provide a rationale for change. People like to know why they should go through all the hard work of learning a new approach to teaching. Citing research can help to provide a meaningful justification.
- **Use data.** Using data is a sure way to keep the focus. Teachers who are using data have to keep their concentration on the student. Teachers who may be reluctant, but are trying to implement the program, get to see some results. Results often encourage reluctant teachers to finally come on board. Teachers who need a challenge use data to be creative and solve gaps in program effectiveness.
- **Cast as an expert.** Sometimes a reluctant staff member can be cast as an expert. If there is a particular activity that the teacher does well, he or she can model it for others. Sometimes a chance to display leadership will help a reluctant staff member get on board.
- **Cast as an experiment.** If someone is really resistant to doing something, he or she might be willing to try it just for a few days and report back on how it worked. Rather than demanding that someone change right away, ask him or her to try it for a week.
- **Provide a rationale.** People need to know why they are doing an activity. To achieve a change in school structure or classroom practice, it is important to provide not just any rationale, but a rationale that is meaningful to the recipient.
- **Refocus on the goal.** During the process of change, it is easy to get bogged down in the discomfort of learning new skills and to forget about the purpose. Helping faculty focus on the goal can help to keep the discomfort in perspective. Using data is a terrific way to maintain the focus.
- **Give permission.** Sometimes people know what to do but are nervous or reticent about doing it. Often this is because they are not sure that they should or that it is part of their job.

Affective

- **Listen.** Change is hard, and a sympathetic ear is vital. Being able to listen to staff's concerns is a key to bringing everyone on board.
- **Empathize.** "I feel your pain." President Clinton was a master at empathy. People felt that he understood what they were going through. Staff members who are struggling to learn a new set of skills benefit from an empathetic ear. It is a key to helping people move forward and risk change.
- **Normalize the feeling.** Change is hard and can be emotionally difficult. It is important that people feel that they are not alone and that the discomfort they are experiencing is normal. Discomfort is not a sign of failure or a problem with the program, but rather, it is part and parcel of going through system change.
- **Hear them out alone.** Sometimes people just need to vent, but let them vent alone. Once they have had an opportunity to get it out, they may be in a better place to look for solutions.
- **Offer hope.** Change is hard, and when folks are in the thick of it, they often feel that it will never get easier. Remind people that learning a new skill can be difficult, but the end result is worth it. Reassure staff that the process will not always feel this hard. Once people have achieved a certain level of mastery, things will be easier.
- **Use humor.** Helping people laugh off their frustrations and see the lighter side of a situation is a gift. Humor can be terrifically effective as long as it is inclusive and designed to relieve staff stress.
- **Apologize.** If mistakes are made in the process of change, apologize. Change is challenging, and when everyone is doing something new, there will always be missteps. A quick, sincere apology is sometimes crucial for keeping everyone on board.
- **Elicit the negativity.** If a staff member or several staff members are complaining, it is often important to have them talk it out. Sometimes we try to avoid the unpleasantness by ignoring negative talk when it can be crucial to address it directly. Sometimes the only way to have people move forward is to let them air their concerns.
- **Defuse performance anxiety.** Teachers set very high expectations for themselves and often fear failure. Failure is part of learning new skills, and teachers who fear failure may never want to risk change. It is important to set expectations for faculty that allow teachers to make mistakes. Good teaching involves taking instructional risks. Good teachers are not those who never make mistakes, but rather, they are teachers who reflect on their practice and talk about instruction. Good teachers challenge themselves and their students; failure is part of this. When learning a new program, the leadership needs to create an atmosphere in which teachers are willing to risk making mistakes and learn from their errors.
- **Confront from a caring position.** Sometimes a reluctant staff member must be confronted about his or her lack of participation. Avoidance of confrontation will only make the problem worse in the long run. It is, however, important to confront with care and make sure that you confront the behavior and not the person.

Behavioral

- **Model.** Sometimes a reluctant teacher just needs to see it in action. Modeling is a terrific way to make change seem more possible. In addition, teachers who need a challenge stay connected by being offered opportunities to model.
- **Take a small step.** Getting some behaviors started is often the route to real change. People often do not try to tackle something new because it seems daunting and overwhelming. Identifying one small starting step can often motivate people to begin.
- **Ignore.** Not every comment or issue needs to be addressed. Pick your battles, and decide what is crucial and what is best left alone.

- **Provide the staff member with a task.** Sometimes a reluctant staff member can be brought on board if he or she is given something special to do. Think about the strengths of that person, and see what kinds of tasks he or she could complete that would aid program success. When given an opportunity for success, even someone who is very reluctant about change may give it a try.
- **Reinforce positive behavior.** To ensure that the person exhibits behavior that is consistent with what you would like to see, comment on it. It is important to comment even when the person first approximates the behavior. Specific reinforcement early in the day is a key to shaping ongoing performance.
- **Keep a clear and public agenda.** Make sure that everyone has a clear sense of the mission and course. If there is a decision to implement a program, it needs to be clear that the expectation is that everyone will participate. A lack of clarity on expectations can jeopardize results. Make the steps clear.
- **Shake things up.** When all else fails, it can be important to just change something. Perhaps a teacher might be better at teaching a different part of the program. Sometimes a struggling Reading Roots teacher is a terrific Reading Wings teacher. Sometimes a highly reluctant teacher is a brilliant teacher-tutor.

Blended Approaches

- **Use the group.** Sometimes a reluctant staff member can be brought on board by other teachers. If one staff member is struggling with a particular issue and other teachers are not, have them talk it out together.

Tips for Success with GREATER Coaching

Getting Started with GREATER Coaching

For coaching to be effective, it needs to be scheduled. In places as busy as schools, if coaching is left to chance, it rarely gets done. Time gets eaten up by responding to concrete tasks and crises. Teachers may receive material support and brief informal coaching, but regular sustained coaching only happens when it is planned. In addition, generally, the teachers who seek help most often get the most help if there is no formal structure. Other teachers avoid assistance such as coaching and lag in developing finesse with the SFA program. As the facilitator, you must have time to coach teachers to improve implementation. You must determine:

- **How will coaching be provided?** There are many ways to provide coaching to staff. Coaching can be formal and one to one. Generally, formal GREATER coaching is one half hour once a week or once every other week. There are other ways to provide coaching that are not individual formal coaching sessions. Coaching can be topic oriented and provided to a group either during component meetings or on an ad hoc basis. Finally, coaching can be informal, brief, and provided as needed.
- **How much time is available for you to coach?** It is important to determine how many individual formal slots are possible. Be realistic. Particularly if you are a new facilitator or if your school is just starting SFA, there are many tasks to be done. It is often wise to start with a conservative number of coaching slots and then add more when you get a

better sense of both needs and tasks. Once you have determined how much time you have available for formal coaching, also determine other ways that coaching can be provided. Ensuring that instructional component teams meet regularly and that there is room to schedule ad hoc coaching on common problems that groups of teachers are experiencing is essential.

- **Who needs coaching?** The coaching resource is scarce, so you should determine where teachers are in their levels of use. You need to know which teachers' implementations are refined, which are routine, and which are still struggling with the program fundamentals. Use the Snapshot and Grade Summary Form to determine whether there are certain program components that are problematic or particular teachers who

are struggling. Classroom observation is, of course, your best tool to determine the level of implementation and particular implementation problems that exist.

- **Who should receive coaching?** As the facilitator, you will not have time to provide formal coaching to all staff members all at once, so you will need to make choices about where to start. Perhaps there is a particular component that you feel deserves attention, and you wish to select some teachers from that component for formal coaching. You may wish to coach new teachers or high flyers who can support other teachers during instructional component team meetings. Or perhaps you would like to address a few teachers who need extra support. Having teachers volunteer can be a good way to start, particularly if coaching is new for a school. It allows you to begin your formal coaching sessions with teachers who are engaged and want to participate. It clearly sets the tone that coaching is a support and not a punishment. As coaching gets started and accepted as a school norm, success is paramount. Therefore, don't start with the teachers who are most in need. Rather, start with the teachers who will be receptive and help the process to be successful. Once levels of use are determined and a calendar of coaching sessions is created, you and the Leadership team need to determine who should receive individual formal coaching, who could benefit from topic-oriented

group coaching, and who might just need informal coaching support. A calendar of the formal coaching sessions should be maintained by you, and a copy of all coaching plans should be kept. (See the sample document at the end of the chapter.)

- **Are teachers improving?** As the facilitator, you should keep coaching plans and be prepared to report on how teachers are doing to the Leadership team at least quarterly. **The Leadership team needs to keep track of how many teachers are at refinement, how many are routine, and how many are mechanical.** In addition, you should know how many coached teachers in each component have mastered the items listed in the Instructional Processes part of the Snapshot. CAS documents should help you to determine whether students are improving and whether student-achievement goals are being met.

Beginning a Coaching Relationship

Formal coaching begins by building a relationship. As in any relationship, the two people need to know each other and understand what the relationship is going to be all about. Take the time to talk with the teacher about his or her concerns and his or her experience with teaching SFA before coaching begins. It is also important to set the ground rules before you begin. Make sure the teacher understands what the coaching process has to

Formal coaching begins by building a relationship.

offer, and learn what the teacher wants out of it. Establish yourself as the coach, and

determine how the teacher feels most comfortable working with you. What would he or she like you to provide? What kind of support works best for the teacher? How does he or she want to be held accountable, and what kind of celebration is most meaningful? During this process, you will begin to understand the teacher's issues and get a sense of his or her learning style and how you can best work together.

Once you have begun to establish a relationship and have joined with the teacher, you can begin the formal GREATER coaching process. Make sure that you are transparent about the model. Coaching is not a secret; it is a relationship. The teacher should understand the steps and the process that will be used in GREATER coaching. Being transparent about the model ensures that the teacher is a full partner in the process. After all, this is *his* or *her* coaching time. The teacher needs to see it as his or hers and own the process. A good question to ask the teacher is "How will you know that this coaching process has been successful?" Transparency is the key.

Maintaining a Coaching Relationship

Just like any relationship, a coaching relationship can have rough spots. This is particularly true as a teacher struggles to attain new skills or address thorny student

issues. Change is not easy, and there will be frustrations along the way. Some common questions to ask yourself if problems arise during the coaching process might be:

- **Are the goals clear?** Sometimes problems arise because no one is really sure what he or she is working on. A goal may have seemed clear enough at the beginning, but as the real work begins, the goal may not be clear enough. Review both the student-achievement and learning goals with the teacher. Are these goals the teacher's goals? In coaching, the person being coached must own the goals. As a coach, you are helping the teacher get to where he or she wants to go. Sometimes in coaching, especially with a structured program like SFA, the goals can seem to be more the coach's or school's goals than the teacher's goals. If this is the case, it is time to back up and talk through the goals. As a coach, this is the time to be patient and strategic. Find out what the teacher really wants to work on, support his or her goal, and then determine whether improvement in some SFA practice might help the teacher get there. It is perfectly normal to include the goal in the renegotiation process. Goals may need to change as the process proceeds.
- **Have you really examined the teacher's strengths during exploration?** Finding out what is working well is essential. Uncovering strengths and successes is not only a morale

boost to a struggling teacher but can also give both of you ideas for interventions and next steps. These are skills and strengths that might be applied to the current issue.

- **Is the plan written and monitored?** If you are doing formal one-to-one coaching, a formal coaching plan is vital to success. Make sure that you and the teacher have committed to paper not only what the goals are but also how success will be measured and the steps you and the teacher plan to take to achieve that success. A written plan clarifies the process and can help to eliminate misunderstandings. Keep the plan simple, but have a plan. (See the sample coaching plan at the end of the chapter.)
- **Are you using the full array of fundamental communication skills?** Are you being too directive or not directive enough? Remember to evaluate. What are your most comfortable coaching skills? Are you overusing these, or are you integrating those skills that don't come as naturally for you? Are you pulling or just telling? Pay particular attention to the indirect techniques in coaching; often they are the tools that allow the teacher to find his or her own answers to his or her concerns.
- **Are you celebrating small successes?** Change is hard, and often, the teacher may not even see the first signs of progress. Be sure to mark and celebrate events that show that the teacher is moving in the right direction.
- **Always investigate in a neutral and supportive manner if things are not happening.** If the teacher is not following through on his or her actions, find out why. This is a crucial time to get information and problem solve in a positive way. Constantly remind the teacher that this is not an evaluative process. If a plan is not working, both you and the teacher need to understand what the problems are and make some adjustments. If failures to implement are not addressed, plans slowly die. For example, sometimes a teacher may say, "Oh, I was busy, and I just didn't get to it. I'll make sure to do it next week." There is a temptation to just go along and say, "OK, I will see you next week." Take the time to investigate in a positive manner. As a coach, you might say something like, "Wow, it sounds like you were really strapped. Let's talk about what got in the way. It's important that these actions are doable for you." Investigation not only models that follow-through is important but also provides opportunities to nip plan problems in the bud.
- **Remind the teacher that you are in this together.** Using the word *we* often helps the teacher understand that he or she is not in this alone. You might indicate this shared responsibility by saying, "Things didn't work out like we planned. It sounds like we need to reinvestigate our plan."
- **Monitor and support throughout the week.** Make sure to take time to stop by and see or ask how things are going.

Completing a Coaching Relationship

Formal GREATER coaching is a short-term process. Setting a time for and doing a formal review is essential. If both you and the teacher are clear that you are going to work together for one month to improve team discussion to increase story test scores, the timeline provides a certain sense of urgency to the task. "We have four weeks to get the plan done." This helps to create greater focus for you and the teacher. Setting and sticking to a timeline can improve outcomes.

Once the four weeks are up, take the time to do a thorough review with the teacher. What worked well? What did not? What did the teacher learn in the process? How have his or her students benefited? Celebrate the gains, and make sure that the teacher owns the change. The teacher did the work, and there were positive results for students. That sense of efficacy can be important, especially for a struggling teacher. Even if there was not complete success, a deep review generally helps the teacher see where she or he can strengthen future practice.

Celebrate the gains, and make sure that the teacher owns the change.

Conclusion

As the facilitator, there are myriad duties that are part of your job; coaching is the most important and often the most rewarding one. As the SFAF facilitator, you are building the teachers' capacity in your school. Helping people negotiate change, improve practice, and reap the benefits of greater student achievement is the core part of your job. Being able to have consistent, ongoing coaching is why the facilitator position was created in SFA. The research is clear that this is what makes the difference for a program to achieve real success. Take the time to set up effective coaching in your school, work with the Leadership team to preserve the time spent on coaching, and evaluate its effectiveness. Helping teachers have successful experiences with SFA and helping them help students effectively is where real change resides.

Name: _____

Date: _____

Teacher Coaching Plan

Student Performance Goal:
Teacher Learning Goal:

Actions	Date

Self-Assessment

	Not at All	Some of the Time	Most of the Time	All the Time
Use of Model				
1. Able to set SMARTS student-achievement goals with the teacher				
2. Able to set clearly related learning goals with the teacher				
3. Able to help the teacher identify barriers to accomplishing goals				
4. Able to help the teacher identify exceptions or strengths in current situation				
5. Able to assist the teacher in effective brainstorming for solutions				
6. Able to assist the teacher in prioritizing and selecting key actions for solutions				
7. Able to assist the teacher in developing a clear timeline				
8. Able to assist the teacher in evaluating progress and renegotiating his or her goals and plan				
Coaching Continuum				
1. Able to parrot effectively				
2. Able to paraphrase for content and affect effectively				
3. Able to summarize				
4. Able to use open- and closed-ended questions				
5. Able to use direct instruction effectively				
6. Able to offer guidance and suggestion				
7. Able to confront with care and concern				
8. Able to use push-pull strategies intentionally to move the coaching session forward.				
Learning Styles				
1. Able to identify different learning styles				
2. Able to effectively join with teachers who have different learning styles				
3. Able to modulate one's own style to accommodate to the teacher's learning style				
4. Able to strategically utilize different types of communication skills and intervention techniques to effectively assist teachers with different learning styles				

	Not at All	Some of the Time	Most of the Time	All the Time
Problems with Task and Expectation				
1. Consistently uses GREATER coaching to investigate failure to complete assignments				
2. Able to create clear agreements with the teacher				
3. Consistently obtains a commitment for completion of coaching assignments from the teacher.				
4. Able to keep assigned tasks simple and few in number				
5. Able to create and maintain a climate of trust to examine problems during the coaching process				
6. Able to maintain a neutral and positive posture throughout the evaluation-and-renegotiation stage of coaching				
7. Able to create coaching plans that are completed				
Problems with Resistance				
1. Consistently elicits the teacher's point of view regarding a problem				
2. Able to adjust own coaching style in light of the teacher's point of view				
3. Able to strategically use a variety of intervention techniques to address common causes of resistance				
4. Able to defuse resistance effectively				
Intervention Techniques				
1. Able to identify and intentionally use a variety of affective techniques during a coaching session				
2. Able to identify and intentionally use a variety of cognitive techniques during a coaching session				
3. Able to identify and intentionally use a variety of behavioral techniques during a coaching session				
4. Able to use these techniques flexibly with a variety of teachers				

Preparing for a SFAF Site Visit

SFAF coaches are the school's partners in monitoring the quality of implementation and student achievement.

Coaches visit schools at different points throughout the year; the number of times is determined by each school's contract with SFAF. These visits offer valuable opportunities for school leaders and facilitators to develop or review school goals, share observations and insights about the effectiveness of program components, examine areas that need improvement, and identify strategies that might be used to improve teachers' skills and student outcomes.

During site visits, coaches visit classrooms, discuss program quality, and help to identify goals for a more refined level of implementation. Time is spent with the leadership reviewing and analyzing data; identifying areas of concern, targets, root causes, and areas of implementation focus; and developing achievement plans. Coaches may also meet with the Schoolwide Solutions teams to discuss implementation of each of the Schoolwide Solutions program essentials. Coaches may also meet with teachers to provide feedback, answer questions, or provide additional training during visits.

These visits are designed to serve school needs and deepen the partnership between schools and the Success for All Foundation

in achieving a high level of implementation that produces high levels of student achievement. If schools are at the beginning stages of implementation, coaches will work with the schools to get the basic program structures in place and to set initial school goals. In experienced schools, implementation is explored at a more refined level, helping the schools ensure that the SFA programs are being used in a way that will help the schools meet their goals.

Using the Snapshot to Plan the SFAF Site Visit

The Snapshot supports the goal-focused process and can be used to increase the intensity, focus, and impact of SFAF support visits. It provides summary data and observational information for root-cause analysis and for planning interventions or actions in the reporting and planning guides or in an achievement plan. Schoolwide-structures, instructional-processes, and student-engagement objectives can impact the schoolwide goal, reading growth, and target growth. The goals and objectives should be reflected appropriately in the Leading for Success reporting and planning guides.



The Snapshot most directly supports steps 4–7 in the goal-focused process.

Step 4: The Snapshot can be used to identify and/or verify a potential root cause. The ratings on instructional-processes and student-engagement objectives can indicate a possible root cause.

Step 5: Objectives in the instructional-process and student-engagement areas can be identified as interventions that will address the root cause and help the school meet the target.

Step 6: The Snapshot can be used to monitor and review the achievement plan. It can be used to determine whether the interventions are being implemented, how well they are being implemented, and whether they impacted student achievement.

Step 7: The Snapshot can be useful when determining results and future actions.

- Target growth: If the interventions were successful, was the target met?
- Reading growth: If the target was met, was there growth in reading?
- Goal growth: If there was growth in reading, was progress made toward the school's goal?

The Snapshot can be used to monitor and review the achievement plan.

Target growth in reading performance is measured in component and classroom targets

that generate practical plans that teachers can understand and implement and that have the most impact. The Snapshot objectives contribute to targets being met or not met. Growth in the target should result in reading growth.

Reading growth should be measurable with both formal and informal measures and is represented by the reading levels reported on the data part of the Snapshot. Growth in reading should result in growth toward the schoolwide goal.

Growth in the schoolwide goal results when schoolwide structures are in place and there is a focus on instructional-process and student-engagement objectives that will most immediately impact student achievement. Growth is determined through if/then statements or 4Sight.

Before a Visit

Recent observational ratings on the Snapshot can help to plan a support visit. The completed Snapshot, combined with student-performance data (GSF, CAS, teacher cycle record forms, and various Member Center reports), can help to focus discussion, direct problem-solving activities, and determine classroom observations during a visit.

Before a visit, the facilitator should:

- complete the latest Snapshot if requested to do so by the SFAF coach;

- collect pertinent data in addition to the Snapshot;
- collect and organize artifacts and evidence that support “in place” ratings of specific objectives;
- analyze the Snapshot and other data;
- determine the implementation areas of focus, or determine the results of the achievement plans in the reporting and planning guides; and
- identify the area of focus for the support visit.

Often there will be competing priorities when trying to determine the focus for the visit. Snapshot observations can help to determine which priorities to address at any given time.

In experienced sites that have achievement plans in their reporting and planning guides, the results of the plan should be examined prior to the visit. Key questions to ask include:

- Did the students meet the target? If so, did reading levels change? What data can be used to verify that the target was met?
- Were the actions/interventions completed on the achievement plan completed with sufficient intensity? What data, if any, from the Snapshot verifies that the actions were completed?
- Is the root cause still valid? What data, if any, from the Snapshot can be used to verify that the root cause is still valid?
- Are there other potential root causes? What data from the Snapshot would lead to that conclusion?

If the target is not met and the Snapshot data was used in the reporting and planning guides to identify and/or verify root causes, the Snapshot can be used to verify whether the root cause still exists and to identify and/or verify other potential root causes. If it was used in the achievement plan for actions/interventions, the Snapshot data can be used to verify the plan's level of implementation and to identify whether the actions/interventions actually addressed the root cause.

During the Visit

The completed Snapshot can be used to refine areas of focus, discussion, and problem solving. It can also inform classroom observations—which classrooms should be observed? The data can also be used to adjust or refine the achievement plan.

After the Visit

With planning and deliberate use, the Snapshot not only can be used to increase the intensity, focus, and impact of an SFAF support visit but also should be used to support the school's achievement plan(s) between site visits. Using the Snapshot guidelines to observe can assist the facilitator and school leaders in monitoring implementation of the plan and its effect on student achievement.

Planning the Agenda for the Visit

In planning a site visit, the following questions can assist the facilitator in developing an agenda for the day.

1. What are the desired outcomes for the visit?
2. What data, including observational data, is needed for the visit? How will it be organized to facilitate analysis? How many copies will be needed?
3. Will the Leadership team, especially the principal, be available to meet with the SFAF coach at the start of the visit to begin analyzing the data?
4. Will the principal be available to participate actively in the visit for most of the day?
5. Will the principal be available to meet alone with the SFAF coach at some point during the day if requested by the SFAF coach?
6. Will the SFAF coach do classroom observations to monitor the quality of implementation and achievement plan actions?
 - What instruction should be observed?
 - Which teachers should be observed?
 - When will observations be conducted in each classroom? (Make a schedule.)
7. How will feedback be delivered (to individual teachers or groups of teachers, to the facilitator and Leadership team)? If feedback will be delivered to teachers, how will classes be covered to allow release time for teachers?
7. After classroom visits, how much time will be available to review the data and develop the achievement plan(s)?
8. What GREATER coaching elements will be needed: modeling, observation/feedback, or coaching plans developed by the SFAF coach (with the facilitator, principal, and/or teachers)?
9. Which Schoolwide Solutions teams should the coach meet with (if it is a curricular visit)?

Schools new to SFA might want to schedule a visit immediately following an assessment (baseline or first assessment). This will allow the SFAF coach to review the assessment results and answer any questions the facilitator may have about regrouping.

What are the desired outcomes for the visit?

Tips for Facilitators**Preparing for an SFAF Site Visit**

- Schedule all site visits for the year as early as possible because SFAF coaches' calendars fill up quickly.
- Talk to the SFAF coach prior to the visit to find out what specific data, information, or plans for the visit he or she would like to have prepared.
- Prepare a folder of generic information that includes:
 - a list of teachers in each component,
 - a school map indicating classroom locations for each component teacher,
 - rosters of reading groups indicating mastery levels, and
 - schedules for KinderCorner (and Curiosity Corner if applicable).
- Have teachers post the door signs indicating the lesson information.
- Prepare data. Print out grading-period reports from the Member Center (GSF, Classroom Assessment Summaries) and any other reports requested by the SFAF coach (school roll-up reports, class summary reports, etc.).

Door Signs

KinderCorner

Theme Guide _____ Unit # _____

Story Tree/STaR _____

Stepping Stones/KinderRoots _____

Day # _____ Week # _____

Reading Roots

FastTrack Phonics

Lesson # _____

Focus Sound _____

Reading Roots

Lesson # _____

Day _____

Reading Wings

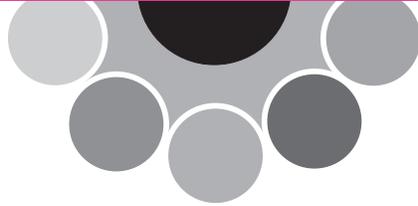
____ Expository

____ Narrative

Treasure Hunt Title _____

Day _____

Strategy _____ Skill Focus _____



Appendix

First-Year Implementation Checklist

First Year of Success for All	
Two or Three Months Prior to the Beginning of the School Year	
<input type="checkbox"/>	Identify and schedule program-introduction workshops. <ul style="list-style-type: none"><input type="checkbox"/> Leading for Success<input type="checkbox"/> Overview<input type="checkbox"/> Curiosity Corner/KinderCorner<input type="checkbox"/> Reading Roots<input type="checkbox"/> Reading Wings<input type="checkbox"/> The Reading Edge, level 1<input type="checkbox"/> The Reading Edge, levels 2-3<input type="checkbox"/> The Reading Edge, levels 4–8+<input type="checkbox"/> Tutoring<input type="checkbox"/> Assign the principal, facilitator, Schoolwide Solutions coordinator, and assistant principal to training groups.<input type="checkbox"/> Decide who else should attend (tutors, substitute teachers, etc.).
<input type="checkbox"/>	Select and order a formal assessment tool for use with Reading Wings and/or the Reading Edge. <ul style="list-style-type: none"><input type="checkbox"/> Success for All Foundation 4Sight reading benchmark assessments<input type="checkbox"/> Scholastic Reading Inventory (SRI)<input type="checkbox"/> Gates-MacGinitie Reading Test (GMRT) or Gates<input type="checkbox"/> Other standardized measure
<input type="checkbox"/>	Determine which non-grade-level teaching staff members will teach reading. <ul style="list-style-type: none"><input type="checkbox"/> Librarian<input type="checkbox"/> Music teacher<input type="checkbox"/> Physical education teacher<input type="checkbox"/> Art teacher<input type="checkbox"/> Special-education teacher<input type="checkbox"/> Speech teacher
<input type="checkbox"/>	Assign teachers to component areas. <ul style="list-style-type: none"><input type="checkbox"/> Curiosity Corner<input type="checkbox"/> KinderCorner<input type="checkbox"/> Reading Roots<input type="checkbox"/> Reading Wings<input type="checkbox"/> The Reading Edge, level 1<input type="checkbox"/> The Reading Edge, level 2-3<input type="checkbox"/> The Reading Edge, levels 4–8+
<input type="checkbox"/>	Identify staff who are available for tutoring. <ul style="list-style-type: none"><input type="checkbox"/> Consider which tutors will work with computer-assisted options (Alphie’s Alley, Team Alphie).<input type="checkbox"/> Consider funding sources for tutoring.

First Year of Success for All

Two or Three Months Prior to the Beginning of the School Year

Begin planning for Leading for Success.

- Identify members of the Leadership team who will attend the New Leaders Institute. (We recommend, at a minimum, that the principal, facilitator, and Schoolwide Solutions coordinator attend.)
- Consider who might chair the Schoolwide Solutions teams.
- Attendance
- Intervention team
- Cooperative Culture (Schoolwide Behavior)
- Community Connections
- Parent and Family Involvement
- Instructional component team representatives

Develop expertise.

- Attend the New Leaders Institute.

Consider the daily schedule.

- Begin to draft the schedule for the reading block (ninety minutes for Reading Roots and Reading Wings and sixty minutes for the Reading Edge).

First Year of Success for All

One Month Prior to the Beginning of the School Year

Participate in program-introduction workshops.

- Kick-off for Leading for Success (Identify who will attend.)
- Overview
- Curiosity Corner/KinderCorner
- Reading Roots
- Reading Wings
- The Reading Edge, level 1
- The Reading Edge, level 2-3
- The Reading Edge, levels 4–8+
- Tutoring

Experienced Sites

- Provide Success for All Foundation training as needed.
- Consult with SFAF coach to learn about regional training opportunities for new staff members or teachers who are changing components.
- Plan for teachers to participate in tutorials/webinars to learn how to implement the data tools and routines.

Invite nonteaching and district-level staff to the first days of the program-introduction workshop (i.e., the overview).

- Superintendent
- Curriculum coordinator
- Nurse
- Counselor
- Special-education coordinator
- Parent liaison

Plan for the daily schedule.

- Establish a reading block time.
- Collect daily schedules from the Curiosity Corner and/or KinderCorner teachers.
- Ensure that adequate time has been allotted for each instructional component.
- Identify twenty-minute tutoring slots for use with the *Tutoring Manual* or *Alphie's Alley* and forty-five-minute slots for use with Team Alphie.

Schedule meetings.

- Leadership team (monthly)
- Instructional component team meetings (biweekly)
- Leading for Success quarterly meetings
- Consider good meeting days/times for the Schoolwide Solutions and instructional component teams.
- Class Council meetings (Getting Along Together) in homeroom classrooms (weekly)

Identify the school goals for the year.

- Areas of strength and areas in need of improvement to make AYP

Identify members of the Reading Roots formal assessment team.

- Facilitator
- Tutors
- Other aides/paraprofessionals
- Assistant principal
- Counselor

First Year of Success for All

One Month Prior to the Beginning of the School Year

<input type="checkbox"/> Set up a Member Center account. <ul style="list-style-type: none"> <input type="checkbox"/> School set-up <input type="checkbox"/> Enter or import student data. <input type="checkbox"/> Plan for teachers to participate in a webinar to learn about the data tools.
<input type="checkbox"/> Organize and distribute curriculum materials. (Refer to the booklet <i>The Boxes Are Coming</i> for information.) <ul style="list-style-type: none"> <input type="checkbox"/> Consider central storage of the consumable items. <input type="checkbox"/> Consider checkout systems for the nonconsumable items. <input type="checkbox"/> Separate materials that will be needed. <ul style="list-style-type: none"> <input type="checkbox"/> Getting Along Together or Getting Started lessons taught in homeroom during the first two weeks of school <input type="checkbox"/> Classroom materials for each reading component <input type="checkbox"/> Formal assessment materials
<input type="checkbox"/> Plan for space. <ul style="list-style-type: none"> <input type="checkbox"/> Facilitator's office <input type="checkbox"/> Materials storage <input type="checkbox"/> Meeting space for the instructional component teams, Schoolwide Solutions team, and quarterly Leading for Success meetings <input type="checkbox"/> Identify computers that can be used for Team Alphie or Alphie's Alley tutoring. <input type="checkbox"/> Identify spaces without computers for individual or small-group tutoring.
<input type="checkbox"/> Plan for grouping or mainstreaming special populations into the reading groups. <ul style="list-style-type: none"> <input type="checkbox"/> Students in special education or resource <input type="checkbox"/> English language learners
<input type="checkbox"/> Plan to distribute information about Success for All to parents. <ul style="list-style-type: none"> <input type="checkbox"/> Information sheet/letter/packet to be sent home <input type="checkbox"/> Open house or parents' night
<input type="checkbox"/> Develop expertise. <ul style="list-style-type: none"> <input type="checkbox"/> Review the materials received at the New Leaders Institute.

First Year of Success for All

First Few Weeks of School

- Educate your staff and parents about Success for All.**
 - Hold an open house for parents.
 - Explain the Leading for Success teams to the staff.
- Prepare for the Reading Wings/Reading Edge formal assessment.**
 - Organize and distribute the materials.
 - Train the teachers to administer the assessment properly.
 - Create and communicate a plan for assessing students who were absent on assessment day (or not yet enrolled).
 - Create and communicate a plan for assessing students who are reading below the second-grade level (Reading Roots Formal Assessment for grades 2–5, the Reading Edge word list from *The Reading Edge Teacher Edition, Level 1, Volume 1* for grades 6–8).
- Prepare for the Reading Roots Formal Assessment.**
 - Train the assessment team in test administration. (Review if they attended the program-introduction workshop for tutoring. The Reading Roots initial assessment is introduced in the session.)
 - Where they will acquire the testing materials
 - Whom each person will assess
 - When students will be assessed (Do not pull students from lunch or math times if possible.)
 - Where students will be assessed
 - What color pen everyone should use for this testing period
 - Procedure for assessing absent students
 - Procedure for assessing new students
 - Review of assessment administration process
 - Plan when students will be assessed (days/times).
- Use the data collected through the assessment process to:**
 - create mastery levels,
 - create reading groups,
 - assign teachers to reading groups,
 - assign instructional levels to reading groups,
 - identify students for tutoring,
 - assign students to tutors,
 - generate the baseline Grade Summary Form through the Member Center (or complete by hand), and
 - send the Grade Summary Form to the SFAF coach if it's not created by the Member Center.
- Update the Member Center.**
 - Establish who will enter data for the new students as they enroll.
 - Provide access/passwords to the teachers who will use the data tools.
- Distribute the materials that have not already been distributed.**
 - Kindergarten
 - Reading components
 - Tutors
 - Meet with Reading Wings teachers to plan the scope and sequence at each level.

First Year of Success for All

First Few Weeks of School

Monitor Getting Along Together.

- Start the GAT or Getting Started lessons that should be taught daily during the first two weeks of school.
- Teachers use the strategies introduced each day during other parts of the school day.
- Elementary teachers hold Class Council meetings in homeroom each week, and middle school teachers use the Reading Edge, lesson 8 materials.
- Inform staff members who did not attend the overview workshop of the structures/procedures that are being used schoolwide.

Prepare for the beginning of reading.

- Establish a starting date for reading groups.
- Distribute reading-class rosters to the reading teachers, homeroom teachers, and front office staff.
- Share the transition procedures that you have established for moving students to reading class.
 - Transition music
 - Stairways designated as up and down
 - Name badges with reading and homeroom teachers (and possibly a symbol or animal that matches one posted outside the reading teacher's door for young children)
 - Rules about what supplies children should have with them as they line up to go to reading before they leave homeroom (pencil, reading folder, Read and Respond form)
 - Teachers stand in the doorways to monitor behavior both inside the classroom and in the hallways during the transition.
 - Assign posts for nonteaching staff to monitor hallway traffic during the transition.
- Establish rules and procedures for dealing with students who return to homeroom for forgotten items or take trips to the bathroom during reading class.

Work out grading procedures/policies.

- Figure out how grades will be sent from the reading teachers to the homeroom teachers if the school is not using the Member Center data tools.
- Identify the grades that need to be recorded and the sources of those grades.

Develop expertise.

- Maintain open communication with your SFAF coach via phone calls or e-mail so you can ask specific questions about the curriculum.
- Review information in the teacher's manuals/guides for the various reading components.

First Year of Success for All

During the First Grading Period

- Begin the reading groups.**
 - Reassess students as needed.
 - Assess and place new students as they enroll.
- Monitor the reading classes with a focus on the following at the beginning of the grading period.**
 - Make sure everyone has the materials they need.
 - Make sure students are going to the reading groups to which they were assigned.
 - Reassess, or reassign, students, if needed, in cases of placement error.
 - Monitor the pacing within lessons and movement from lesson to lesson.
 - Check for the use of management signals.
- Ensure that instructional component team meetings are happening regularly. Their focus at the beginning of the grading period should include the following:**
 - establishing the purpose of the group at the first meeting,
 - answering basic questions about teaching the curriculum,
 - using cooperative learning and feedback loops, and
 - identifying the type of data that will be collected before the next meeting.
- Midway to the end of the grading period, monitor the reading classes with a focus on:**
 - data collection according to the component,
 - classroom performance according to the Snapshot,
 - pacing within lessons, and
 - administering ongoing assessments (e.g., SOLOs, FastTrack Phonics assessments, cycle tests).
- Ensure that by midway to the end of the grading period, instructional component team meetings have shifted their focus to:**
 - releasing responsibility to students through the use of cooperative-learning structures and
 - the routines of implementing the reading curriculum. (They may focus on one part of the curriculum at a time.)
- At the beginning of the grading period, monitor the tutoring program with a focus on:**
 - student movement from classrooms to tutoring,
 - communication between tutors and reading teachers, and
 - assessment of students and creation of tutoring plans.
- Midway to the end of the grading period, monitor the tutoring program with a focus on:**
 - implementation of tutoring plans,
 - creation of new tutoring plans based on student growth every two weeks,
 - communication between reading teachers and tutors, and
 - the performance of tutored students during reading class.
- Maintain communication with the SFAF coach.**
 - Use e-mail and phone calls to seek advice or ideas, ask questions, or report success.
- Support the teachers with weekly observations and assessment.**
 - Meet with the teachers to review teacher cycle record forms and weekly record forms.
 - Check on weekly entry of data into the Member Center.

First Year of Success for All

During the First Grading Period

- Develop expertise.**
 - Maintain open communication with your SFAF coach via phone calls or e-mail so you can ask specific questions about the curriculum.
 - Review information in the teacher's manuals/guides for the various reading components.
 - Use component-specific observation tools and/or lesson plans as you frequently visit classrooms during the reading block.
 - Send a teacher to observe a peer, and teach the observer's reading class for practical experience.
 - Coteach part or all of a lesson.

First Year of Success for All

At the End of the First Grading Period

- Collect classroom data from the teachers at the end of the grading period.**
 - KinderCorner: Classroom Assessment Summary
 - Reading Roots 3rd Edition: Quarterly Assessment Summary
 - Reading Roots 4th Edition: Classroom Assessment Summary
 - Reading Wings: Classroom Assessment Summary
 - The Reading Edge: Classroom Assessment Summary
- Administer assessments during the last week of the grading period.**
 - Reading Wings and the Reading Edge: during reading class
 - Reading Roots: outside of the ninety-minute reading block by the assessment team
 - Tutors are likely on the assessment team; therefore, there can be no tutoring during Reading Roots assessment days.
 - Add formal assessment to the Classroom Assessment Summary.
- Meet with the teachers to reflect on the past grading period.**
 - Review the Classroom Assessment Summary reports to look for schoolwide areas of strength and weakness.
 - Look at the formal assessment scores, and celebrate the growth of individual students.
 - Review the computed mastery levels with the kindergarten teachers. Identify which objectives mattered most to each individual student.
 - Set a reading-skill target for the next grading period.
 - Identify interventions for the achievement plan.
 - Get input on difficult mastery or placement decisions.
- Compile new mastery-level data.**
 - Enter the new mastery levels and recommended placements into the Member Center, and print new CAS reports.
 - Generate a new Grade Summary Form, or compile the mastery levels into the next row of the Grade Summary Form by hand.
 - Send the Grade Summary Form to the SFAF coach.
- Hold a Leadership team meeting.**
 - Review the data from the grading period, as reflected on the Grade Summary Form, and other data sources.
 - Compile a progress report to share with the Leading for Success teams, staff, and the school board.
- Hold a Leading for Success meeting.**
 - The teams report on activity that occurred during the grading period and share related data.
 - The Leadership team shares findings based on analysis of the academic data from the grading period.
 - The Leading for Success teams consider the actions needed to help students achieve the instructional targets for the new grading period in light of the data collected.
- Complete the regrouping process.**
 - Combine the data collected by the teachers during the grading period with formal assessment data to determine new mastery levels for students.
 - Use mastery-level data to regroup students.
 - Use the Member Center regrouping tool to assign students to new reading classes, and print class rosters, or create new reading-class rosters by hand.
 - Distribute the new class rosters, and announce the starting date for new reading groups.

First Year of Success for All

At the End of the First Grading Period

- Plan for support during the second grading period.**
 - Create a list of students to monitor for correct placement.
 - Identify Reading Roots teachers who may be approaching level 4 and who will need support.
 - Identify Reading Roots teacher who are teaching level 4 and who may need training to teach Reading Wings.
 - Plan for how to track progress toward the new grading-period target.
 - Monitor agenda topics for instructional component team meetings.
 - Plan agenda topics for professional-development days (if applicable).

First Year of Success for All

During Subsequent Grading Periods

- Leadership meeting focus**
 - Implementing Success for All structures as guided by the Snapshot
- Instructional component team meeting focus**
 - Teachers should use instructional component team meetings to address the general problem areas of their students or those in which they need to refine their teaching. This process should include making progress toward academic targets by implementing the achievement plan.
- Leading for Success teams' focus**
 - The teams meet regularly to address school and academic targets and other issues by implementing essential initiatives.
- Monitoring focus**
 - General implementation of components to reach the refined level
 - Target areas in each instructional component; implementation of the achievement plan designed to address targets
 - Instructional component team progress
 - Look for opportunities to accelerate students who are reading below grade level.
- Develop expertise.**
 - Maintain open communication with your SFAF point coach via phone calls or e-mail so you can ask questions, brainstorm solutions, seek advice, etc.
 - Review information in the teacher's manuals/guides.
 - Use component-specific observation tools and/or lesson plans as you frequently visit classrooms during the reading block.
 - Send a teacher to observe a peer, and teach the observer's reading class for practical experience.
 - Coteach part or all of a lesson.
 - Attend the Success for All Experienced Sites Conference.

First Year of Success for All

At the End of Subsequent Grading Periods

- Meet with teachers to reflect on the past grading period.**
 - Discuss progress toward the instructional target(s). Evaluate the effectiveness of interventions from the achievement plan.
 - Review Classroom Assessment Summary reports to look for schoolwide areas of strength and weakness.
 - Look at formal assessment scores, and celebrate the growth of individual students.
 - Set a reading-skill target for the next grading period.
 - Identify new interventions for the reporting and planning guides.
 - Get input on difficult mastery or placement decisions.
 - Work with teachers to create a pacing calendar for the new grading period.
- Hold a Leading for Success meeting.**
 - The teams report on activity that occurred during the grading period and share related data, including progress made toward the target and the impact of their activities on that progress.
 - The Leadership team shares findings based on analysis of academic data from the grading period.
 - The Leading for Success teams consider the actions needed to help students achieve the instructional targets for the new grading period in light of the data collected.

First Year of Success for All

Other Important Tasks/Events

Spring:

- Attend the Experienced Sites Conference (principal, facilitator, and others as the budget allows).
- Identify priorities for professional development and coaching.
- Work with your SFAF coach to plan and contract services for the next school year.
- Review the budget for:
 - consumable materials that must be ordered for the following school year,
 - personnel resources for tutoring, and
 - funds for celebrating success with teachers and students.

Middle School Grade Summary Form

School Name _____

School Year _____

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G	GP	MND	1	2-3	4	5	6+	7+	8+	T	%GL
6	B										
6	1										
6	2										
6	3										
6	4										
7	B										
7	1										
7	2										
7	3										
7	4										
8	B										
8	1										
8	2										
8	3										
8	4										

6+ includes students who are performing at or above level 6.

7+ includes students who are performing at or above level 7.

8+ includes students who are performing at or above level 8.

G = Grade

GP = Grading Period

MND = Mastery Not Determined

T = Total Number of Students

%GL = Percentage of Students at Grade Level

Reading Edge Middle Grades 6-8 Summary:

GP	Total Students	Total Students at or Above Grade level	Total Students at or Above Grade Level	Total Percentage at or Above Grade Level



Snapshot Guidelines

Scaffolding Instructional
Practices That Support the
Common Core State Standards

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General Information

The SFA Status Report and Snapshot

Snapshots provide a picture for the moment. We use photo snapshots to celebrate events and changes, build a sense of urgency, mark progress, and capture surprising moments or features. The SFA Status Report and Snapshot tools offer an image of success and create a picture of what is possible for a school to accomplish. Schools use these reports to build a sense of urgency, identify a need for action, celebrate success, highlight progress and change, and focus on a different way of looking at something familiar.

The SFA Status Report includes a quarterly review of schoolwide summary data related to attendance, reading and math achievement, proficiency results, and Schoolwide Solutions. This data provides a context for evaluating and connecting the implementation of SFA programs to achievement results. Collectively, all the Snapshot objectives represent a full and complete use of Success for All programs that results in the highest possible levels of student achievement. (The SFA Status Report page may not be fully available and utilized until the 2015–2016 school year.)

The SFA Status Report and Snapshot are maintained on the Member Center. Paper versions are also available. Ideally, SFAF coaches and school leaders work together to review the Status Report data summaries and to verify and rate the Snapshot objectives for schoolwide structures, instructional processes, and student engagement.

Priorities for Snapshot Objectives

One of the following priority levels is assigned to each objective to indicate an order of focus when schools cannot address all objectives at the same time: **1** mechanical, **2** routine, or **3** refined.

These priorities are subject to modification at individual sites based on Success for All coaching and use of the goal-focused process to determine the goals and needs of the school.

Snapshot Ratings

For all objectives, the rating is either “In place” (IP) or “Not in place” (N).

For some Schoolwide Structures objectives, an (S) rating may be used to indicate that the school has met start-up expectations. These objectives are indicated with an  symbol on the Snapshot.

For Instructional Processes and Student Engagement objectives, the final rating is collective. After rating individual classrooms, the final rating for each component is based on how many classrooms had objectives in place:

- P** = Power schoolwide (Objective is verified for 95% of teachers.)
- M** = Mastery (Objective is verified for 80% of teachers.)
- S** = Significant use (Objective is verified for 40% of teachers.)
- L** = Learning (Staff members are working toward verification of this objective.)

Ratings may be based on observation, discussion, classroom samples, and other artifacts. Ratings are verified by observation or artifacts, such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses.

Snapshot Guidelines

The guidelines on the following pages define the requirements for “In place” for each Snapshot objective. Guidelines to consider when determining an S rating (start-up expectations) are identified for designated Schoolwide Structures objectives.

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- The *expectations* in these guidelines can direct next steps for coaching and improving implementation of the objectives.
- The *hints and suggestions* provide some additional directions that may be helpful to observers and raters.
- The *artifacts* are suggestions for evidence that can be used to verify an objective or to guide coaching and next steps (they are not necessarily requirements for meeting the objectives).
- The *Common Core connections* provide explicit information about alignment between SFA programs and the Common Core State Standards.
- These guidelines are written to generally apply to all SFAF programs as much as possible. Consult lesson materials and program manuals for specific information when needed.
- Please note that a separate supplemental guidelines booklet is available for math schools.

Appendix

The resources in the appendix support rating of objectives in the Instructional Processes and Student Engagement sections of the Snapshot:

- The *Snapshot Component Tracking* pages list only the objectives for a given program and include space to rate individual classrooms for each Instructional Process and Student Engagement objective.
- The *Instructional Process Chart* for each program is useful for understanding the design and sequence of lesson activities. It is particularly helpful when determining the status of lesson pacing for Instructional Process objective #2.
- The *When does it happen in...?* pages list all the Snapshot objectives and lesson components for a specific program. These reference pages provide general guidance about which parts of the lesson most relate to each Snapshot objective.

Success for All Status Report

School: _____

District: _____

State: _____

SFAF Start Year: _____

Principal: _____

Facilitator: _____

Schoolwide Solutions

Coordinator: _____

SFAF Point Coach: _____

SFAF Area Manager: _____

Components:

- CC KC RR RW
 REMS REHS PTM WW WH

Grades Implementing:

- Pre-K K 1 2 3
 4 5 6 7 8
 9 10 11 12

Grading Period	Start Date	End Date
Baseline		
1		
2		
3		
4		

Schoolwide Achievement	Year				
	10	11	12	13	14
Percent Proficient					
Language arts					
Mathematics					
Percent Attendance					

Schoolwide Solutions Data					
Grading Period	Baseline	1	2	3	4
% Attendance					
% Tardies					
# of disciplinary referrals					
# of suspensions					
% of Read and Respond forms returned complete each week					

Reading Achievement: Percent on grade level based on mastery										
G = Goal R = Results	Baseline		1		2		3		4	
	G	R	G	R	G	R	G	R	G	R
Grade K										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										

Predicted State Test Performance: Percent (if/then) based on _____										
G = Goal R = Results	Baseline		1		2		3		4	
	G	R	G	R	G	R	G	R	G	R
Grade K										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										

Math Achievement: Percent on grade level										
G = Goal R = Results	Baseline		1		2		3		4	
	G	R	G	R	G	R	G	R	G	R
Grade K										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										

Implementation Quality		Total Items	First Completed Snapshot	Last Completed Snapshot
Schoolwide Structures*				
①	Mechanical	19		
②	Routine	11		
③	Refined	8		
Instructional Processes**				
①	Mechanical	1		
②	Routine	5		
③	Refined	8		
Student Engagement**				
①	Mechanical	1		
②	Routine	3		
③	Refined	8		

*Percent rated as **In Place (IP)** **Percent rated as **Power Schoolwide (P)** or **Mastery (M)**

Success for All Snapshot

Schoolwide Structures

B 1 2 3 4 IP = In place; S = Startup expectations met;
N = Not in place

Fundamentals				
				1 All leaders and staff have received essential training. (1)
				1 Materials necessary for program implementation are complete. (2)
				1 Schoolwide Solutions coordinator has been identified and given time to fulfill Solutions responsibilities. (3)
				1 The facilitator is full time (reading) and/or part time (math). (4)
				2 Classes in Reading Roots do not exceed twenty students. (5)
				1 A ninety-minute (elementary) or sixty-minute (secondary) uninterrupted reading block exists. (6)
				1 The principal is fully involved with SFA implementation. (7)
				1 Instructional component teams meet regularly to address professional-development needs and connect teachers to online and print resources for program support. (8)
				1 All Schoolwide Solutions teams have been identified and meet regularly as specified. (9)
				1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10)
				2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict stoppers in cafeteria, on playground, in hallways, etc.). (11)
				1 Attendance plans are complete and effectively implemented. At least 95% of children are in school on time every day. (12)
				1 The Intervention team meets weekly and uses the Solutions Sheet process to create individualized achievement plans. (13)
				2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (14)
				2 Parent involvement essentials are in place. (15)
				2 Volunteer listeners are in place. (16)
				3 School climate is positive, calm, and orderly, or a positive schoolwide behavior plan (e.g., PBIS, Winner's Circle, CMCD) is in place and used consistently. (17)
				3 A community-supported vision program is in place. (18)
Assessment				
				1 An accurate Grade Summary Form is maintained for every grading period. (19)
				1 Formal reading-level and/or math-benchmark assessments with consistent measures are conducted at the beginning of the year and at the end of each grading period. (20)
				1 Teacher cycle record forms or weekly record forms are used by all teachers to record classroom data throughout the grading period. (21)
				2 A Classroom Assessment Summary is submitted quarterly by each teacher. (22)
				3 Member Center (or equivalent) data-collection and reporting tools are used consistently. (23)

B 1 2 3 4 IP = In place; S = Startup expectations met;
N = Not in place

Aggressive Placement				
				1 Cross-grade regrouping is used each grading period in all grades except pre-K and kindergarten. (24)
				1 Multiple measures are used to determine placement. (25)
				2 Placement is aggressive; students performing below grade level are placed at the highest level at which they can be successful. (26)
Tutoring				
				1 Capacity exists to tutor 30% of first-grade students, 20% of second-grade students, and 10% of third-grade students. (27)
				1 A certified teacher-tutor coaches other tutors. (28)
				1 Tutoring is provided daily for each tutored student. (29)
				2 Tutoring with Alphie, Team Alphie, or Alphie's Alley is used for tutoring. (30)
Leading for Success				
				3 The Leadership team meets monthly to review schoolwide data, monitor teams, and prepare for the quarterly meetings. (31)
				3 Members of the school Leadership team know the number and percentage of students achieving at grade level and meeting quarterly proficiency goals. (32)
				2 Quarterly meetings are held at the start of school and quarterly to review schoolwide progress toward achievement goals and team reports. (33)
			CC	2 Instructional component teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (34)
			KC	
			RR	
			RW	
			REMS	
			REHS	
			M	3 The facilitator uses the GREATER coaching process to support continuous improvement of student achievement through high-quality implementation. (35)
			Attendance	2 Schoolwide Solutions teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (36)
			Intervention	
			Cooperative Culture	
			Community Connections	
			Parent and Family Involvement	3 The Schoolwide Solutions coordinator supports Schoolwide Solutions teams to identify student-achievement targets that guide the teams' efforts. (37)
				3 All Leading for Success teams set targets that are aligned with schoolwide quarterly goals. (38)

Please Note: The shaded areas indicate objectives that may not be rated at your school until the 2015–2016 school year.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Minimal expectations for start-up schools: S

Instructional Processes*

✓	B	1	2	3	4	
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>2 Teachers use Think-Pair-Share, whole-group response, Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>4 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>5 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>6 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)</p>
						RW
						REMS
						REHS
						M
						WW
						<p>7 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)</p>

✓	B	1	2	3	4	
						RW
						REMS
						REHS
						M
						WW
						<p>8 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)</p>
						RW
						REMS
						REHS
						M
						WW
						<p>9 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)</p>
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)</p>
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)</p>
						CC
						KC
						RR
						RW
						REMS
						REHS
						M
						WW
						<p>2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)</p>
						GAT
						<p>3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)</p>
						GAT all day
						<p>4 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (14)</p>

Fill in:

✓ = Area of focus

P = Power schoolwide – Objective is verified for 95% of teachers.

M = Mastery – Objective is verified for 80% of teachers.

S = Significant use – Objective is verified for 40% of teachers.

L = Learning – Staff members are working toward verification of this objective.

*Verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Leave blank if documentation is not yet available.

Priorities for implementation: ① mechanical ② routine ③ refined

Student Engagement*

✓	B	1	2	3	4		
						CC	
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						1 Students are familiar with routines. (1)	
							CC
							KC
							RR
							RW
							REMS
						REHS	
						M	
						WW	
						3 Students speak in full, elaborate sentences when responding to teacher questions. (2)	
							CC
							KC
							RR
							RW
							REMS
						REHS	
						M	
						WW	
						2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)	
							CC
							KC
							RR
							RW
							REMS
						REHS	
						M	
						WW	
						2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)	
							CC
							KC
							RR
							RW
							REMS
						REHS	
						M	
						WW	
						3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)	
							KC
							RR
							RW
							REMS
						REHS	
						3 Students use rubrics to meet expectations during partner or team practice. (6)	
							KC
							RR
							RW
							REMS
							REHS
						M	
						WW	

✓	B	1	2	3	4		
						RW	
						REMS	
						REHS	
						M	
						WW	
						3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)	
							RR
							RW
							REMS
							REHS
						2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)	
							M
							WW
							RR
							RW
						3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)	
							REMS
							M
							WW
						3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)	
							RR
							RW
							REMS
						3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict stoppers, and Think-It-Through sheets. (11)	
							REHS
							WW
						3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict stoppers, and Think-It-Through sheets. (11)	
							GAT all day
						3 Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (12)	
							GAT all day

Fill in:

✓ = Area of focus

P = Power schoolwide – Objective is verified for 95% of teachers.

M = Mastery – Objective is verified for 80% of teachers.

S = Significant use – Objective is verified for 40% of teachers.

L = Learning – Staff members are working toward verification of this objective.

*Verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Leave blank if documentation is not yet available.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Objectives for Schoolwide Structures

Most research about implementation of comprehensive SFA programs was done with schools that had certain key structural components. When any of these schoolwide structures is omitted, the school may be disappointed in the results because the implementation is not the research-proven model.

These guidelines define the in-place requirements for each objective. These guidelines can be used to direct the next steps for coaching and improving implementation of the objectives. The artifacts are suggestions for evidence that can be used to verify an objective or to guide coaching and next steps; they are not required to meet the objectives.

Common Core Connections to Schoolwide Structures

The SFA Schoolwide Structures objectives align to or complement the Common Core State Standards (CCSS) through the Key Design Considerations, including:

- *College and career readiness and grade-specific standards:* The standards focus on college and career readiness that can only be achieved through aggressive placement like that specified in SFA's Schoolwide Structures objectives.
- *Grade levels for K–8; grade bands for 9–10 and 11–12:* SFA aligns to the specific CCSS for K–12.
- *A focus on results rather than means:* The CCSS focus on the results that students need to achieve. SFA programs provide the means to meet those standards. For literacy, this includes reading skills, a writing process, and metacognitive strategies across the grade levels. For math this includes making sense of mathematical concepts and problems, solving problems with deliberate use of defined strategies, expressing mathematical thinking and ideas, and seeing and expressing patterns.
- *An integrated model of literacy:* Reading, writing, speaking and listening, and language skills build across the various standards. SFA programs monitor growth in all of these areas through Schoolwide Structures, Instructional Processes, and Student Engagement objectives.
- *An integrated model of mathematics:* Making sense of mathematical concepts and problems, solving problems with deliberate use of defined strategies, expressing mathematical thinking and ideas, and seeing and expressing patterns build across the varied practice standards. SFA programs monitor growth in all of these areas through Schoolwide Structures, Instructional Processes, and Student Engagement objectives.
- *Research and media skills blended into the standards as a whole:* SFA programs integrate media and technological skills into curricula through classroom demonstration videos, vocabulary supports, background videos, and more.
- *Shared responsibility for students' literacy and math development:* SFA's Schoolwide Structures objectives and data-management system depend on a shared responsibility for students' literacy and math development by mandating effective communication from leadership, to cross-curricular instructors, to community connections.
- *Focus and coherence in instruction and assessment:* By focusing on the CCSS standards, SFA programs and school structures set clear goals for instruction and assessment that combine skills into a cohesive whole to form a schoolwide learning system.

SFA Schoolwide Structures objectives also provide essentials not covered by the standards but mentioned in CCSS materials as necessary (page 6).

- “The Standards...do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations.” However, they provide “signposts along the way” to help all students be college and career ready. SFA Schoolwide Structures objectives include curricula for above-level readers, in addition to tutoring services.

English language learners: “It is...beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in

their post-high school lives.” SFA’s Cycle of Effective Instruction and Instructional Processes objectives provide many opportunities to differentiate instruction to meet the needs of English language learners.

- “Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.” SFA provides the Getting Along Together curriculum and Leading for Success program to ensure that we meet all of our students’ needs beyond literacy.

Special Notes About Schoolwide Structures

An additional rating is available for some objectives in Schoolwide Structures, which are designated by this special symbol:  = start-up expectations met. See guidelines marked start-up for those that apply to this rating. All guidelines should be in place for an IP = In place rating.

Please note that only Schoolwide Structures objectives 1, 2, 7, 8, 12, 14, 21, 22, and 34 apply to sites that implement only Curiosity Corner.

Please note that not all Schoolwide Structures objectives apply to math. Specific math expectations for objectives 1, 2, 4, 7, 8, 20, 21, 22, 31, 32, 33, 34, and 35 are explained in the separate, supplemental math guidelines booklet.

FUNDAMENTALS*

1 All leaders and staff have received essential training. (1)

- All staff on the Leading for Success Leadership team and/or Schoolwide Solutions teams for attendance, intervention, cooperative culture, community connections, and parent and family involvement have attended appropriate professional-development workshops or have been coached by knowledgeable, experienced colleagues.
- All staff with instruction responsibilities have attended appropriate professional-development workshops or have been coached by knowledgeable, experienced colleagues and participated in online opportunities: Curiosity Corner program introduction; KinderCorner program introduction and follow-up tutorial or data tools, assessment, and transitioning to KinderRoots; Reading Roots program introduction and follow-up tutorial for data tools, assessment, and level 4; Reading Wings program introduction and follow-up tutorials for data tools, assessment, and TIGRRS; the Reading Edge program introduction and follow-up tutorials for data tools and assessment; and tutoring.
- Training services were provided by qualified and experienced presenters/leaders/coaches.

1 Materials necessary for program implementation are complete. (2)

- All teachers and tutors have complete classroom materials and media for the program they are assigned to teach.
- School leaders have current Leading for Success guides and other reference documents.
- Instructional component team leaders and members have current teacher guides and access to disks or online resources for downloading sample agendas and related resources.
- Schoolwide Solutions teams have access to the current *Leading for Success Schoolwide Solutions Guide* or subsections required for implementing Attendance, Parent and Family Involvement, Community Connections, Cooperative Culture, and Intervention essentials.

1 Schoolwide Solutions coordinator has been identified and given time to fulfill Schoolwide Solutions responsibilities. (3)

- A Schoolwide Solutions coordinator has been identified.
- The Schoolwide Solutions coordinator’s duties and responsibilities allow sufficient time to monitor and support the Schoolwide Solutions teams.
- The Schoolwide Solutions coordinator supports and empowers the chairs of the Schoolwide Solutions teams.
- The Schoolwide Solutions coordinator is a member of the Leadership team. He or she serves as a liaison between the Schoolwide Solutions teams and the Leadership team.

1 The facilitator is full time (reading) and/or part time (math). (4)

- The full-time facilitator is identified and known in the school community.
- The full-time facilitator's primary responsibilities are supporting and coaching teachers and tutors, assessing and tracking student progress, and participating in Leading for Success committees and responsibilities.
- The full-time facilitator's role is to support the school's implementation of preschool, kindergarten, and/or reading programs.
- The facilitator visits classrooms on a rotating regular schedule.

2 Classes in Reading Roots do not exceed twenty students. (5)

- Each Reading Roots class has no more than twenty students.

1 A ninety-minute (elementary) or sixty-minute (secondary) uninterrupted reading block exists. (6)

- Everyone in the school community (staff, families, community partners) knows when the schoolwide reading block is scheduled.
- Students transition between classrooms so the reading block begins on time every day.
- The reading block is uninterrupted.
- The reading block is rarely, if ever, canceled (an exception might be for lengthy testing sessions for state assessments).
- Students are rarely pulled from reading for other activities or services.

1 The principal is fully involved with SFA implementation. (7)

- The principal maintains the SFA vision and sets expectations for full implementation of SFA.
- The principal is a member/coordinator of the Leadership team.
- The principal organizes the school's calendar and resources so the Leadership team and all Leading for Success teams have enough time to meet and complete team duties and tasks.
- The principal schedules and manages the Leadership team and Leading for Success quarterly meetings as recommended by SFA.
- Whenever possible, the principal visits classrooms on a rotating regular schedule.
- The principal attends some Schoolwide Solutions and instructional component team meetings whenever possible.
- The principal communicates regularly with the facilitator, Schoolwide Solutions coordinator, and SFAF coach to recognize strengths, address issues, and plan for improvements.
- The principal listens and problem solves with the staff to improve SFA implementation.

1 Instructional component teams meet regularly to address professional-development needs and connect teachers to online and print resources for program support. (8) 

- Instructional component team meetings are held once or twice a month. Twice is preferable, but the expectation is met when there is evidence that high quality goals are being set and progress is being made toward achieving them with monthly meetings. (Start-up)
- Meeting agendas and notes for follow-up are maintained by the facilitator or other team leader. Concerns, questions, and solutions are shared with the SFAF coach. (Start-up)
- Teachers set goals, monitor improvement in implementation and student progress, and bring evidence of progress to team meetings.
- Team meetings are valued as an ongoing professional-development and collaborative opportunity. Input is welcomed from all team members.

1 All Schoolwide Solutions teams have been identified and meet regularly as specified. (9)

- All Schoolwide Solutions teams have been identified: Attendance, Cooperative Culture, Intervention, Parent and Family Involvement, and Community Connections. Where necessary, teams can be combined, but all perspectives should be represented.
- Each of the Schoolwide Solutions teams has a clearly identified chairperson serving as the coordinator.
- All members of the staff are encouraged to participate as members of a Schoolwide Solutions team.
- Specific meeting times for the Schoolwide Solutions teams have been identified, and teams are meeting regularly.

Artifacts:

- Agendas from Schoolwide Solutions team meetings
- Completed reporting and planning guides
- Minutes from Schoolwide Solutions team meetings

1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10)

- The initial two weeks of instruction in GAT have occurred in all classrooms. (Start-up)
- Class Council meetings occur weekly in every homeroom class. (Start-up)
- The Leadership team supports implementation by regularly visiting Class Council meetings in classrooms.
- Teachers are given ongoing coaching and support in GAT structures and effective Class Council techniques by the facilitator and/or the Cooperative Culture team.
- Students use Think-It-Through sheets and the Peace Path to problem solve in the classroom.
- Teacher affirmations and other support measures for recognizing students are evident (i.e., encouraging words in GAT 1 or the Cool Kid in GAT 2).
- GAT structures, including team points and Brain Games, are used throughout the day in schools using GAT 2.
- GAT 2 lessons occur weekly in every homeroom class after the first two weeks of school.

Artifacts:

- When asked, most randomly selected students can appropriately respond to these questions:
 - How is the Peace Path used?
 - What kind of conflict solvers do you use most?
 - What is an “I” Message?
 - What is your Class Council goal?
 - How do you stop and stay cool?
 - What do you use a Think-It-Through sheet for?
 - Show me the Brain Game signals for focus, memory, and stop and think (GAT 2 schools only).
 - What is the Cooperative Challenge this week?
- Completed Think-It-Through sheets
- Class Council meeting agendas
- Encouraging words posted or collected (in GAT 1 schools only)
- Teacher affirmations (posted or collected, as appropriate)
- Class concerns (posted or collected, as appropriate)
- Thinking Spots and Round Tables in the classrooms and throughout the school
- GAT posters visible in classrooms and throughout the school
- Cooperative Challenge posted (in GAT 2 schools only)
- Cool Kid certificates (in GAT 2 schools only)

2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict stoppers in cafeteria, on playground, in hallways, etc.). (11)

- All staff are trained in GAT, including non-homeroom instructors, special-education teachers, and instructional assistants. (Start-up)
- The Cooperative Challenge is used and reinforced throughout the school (GAT 2 schools only). (Start-up)
- There is evidence of GAT structures in all areas of the school, including having Think-It-Through sheets and Peace Paths available throughout the building.
- Evidence of GAT structures is seen in common areas and special classrooms (music, band, gym, special education, etc.).
- GAT strategies are seen as part of the school’s discipline and behavior program, so administrators use these strategies to assist students with problem solving and conflict resolution.

Artifacts:

- When asked, most randomly selected students can appropriately respond to these questions:
 - How is the Peace Path used (in hallways, in the cafeteria, on the playground...)?
 - What kind of conflict solvers do you use most (in hallways, in the cafeteria, on the playground...)?
 - What is an “I” Message?
 - What do you use a Think-It-Through sheet for?
- Encouraging words
- Teacher affirmations
- Peace Path
- Think-It-Through sheets
- The Cooperative Challenge is announced each week and posted throughout the school. Randomly selected students can identify the Cooperative Challenge of the week (GAT 2 schools only).

1 Attendance plans are complete and effectively implemented. At least 95% of children are in school on time every day. (12) 

- Attendance data is accessible and analyzed to determine the scope of attendance concern. (Start-up)
- Monitoring of attendance happens early in the day every day. (Start-up)
- The effectiveness of attendance initiatives is tracked, and modifications are made appropriately. (Start-up)
- Tardiness and excused absences are considered when assessing attendance concerns.
- The appropriate interventions are in place, based on the data, and reflect the appropriate scope of the problem, from schoolwide down to a small-group focus.
- Even in schools with strong attendance, small groups of students with attendance or tardiness issues are addressed, likely through the implementation of Sunshine Clubs or other interventions.
- Students not responding to the attendance initiatives are referred to the Intervention team.

Artifacts:

- Attendance records
- Classroom-based attendance incentive tracking mechanisms
- Sunshine Club rosters

1 The Intervention team meets weekly and uses the Solutions Sheet process to create individualized achievement plans. (13) 

- Students are referred for reasons including academics, behavior, and attendance. (Start-up)
- The Intervention team is meeting weekly (might be modified for particularly small schools but should be at least twice a month). (Start-up)
- Meetings are held at a time when teachers are able to attend. Classroom coverage is provided when necessary. (Start-up)
- Case review is conducted, generally within two weeks. (Start-up)
- Cases are monitored for growth, new goals are established when it is time, and cases are closed appropriately.
- The Request for Assistance form is simple and accessible, consisting of only one or two pages. Referring teachers are not overwhelmed with pre-referral data collection.
- The teacher is prepared to share meaningful student strengths. These strengths are used as points of leverage on the Solutions Sheet plan.
- Parents are invited to attend the meetings.
- The team is focused on early intervention rather than being a gateway to special education or retention.

Artifacts:

- Completed Requests for Assistance
- Completed Solutions Sheets

2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (14) 

- Read and Respond forms are checked every day in the homeroom, reading class, or both. (Start-up)
- Incentive plans are in place to encourage student participation in Read and Respond if return rates are below 80%. (Start-up)
- Parents have been educated regarding the form and purpose of Read and Respond. (Start-up)
- Students who struggle to complete Read and Respond assignments are given support and not penalized. (Start-up)
- Return rate is monitored by the Parent and Family Involvement team. (Start-up)
- Return rate is 80% or better.

Artifacts:

- Read and Respond tracking mechanisms
- Read and Respond forms for individual students
- Team score sheets
- Parent education plans and results

2 Parent involvement essentials are in place. (15) 

- There is evidence of a system that ensures that each student receives two Success Cards each year. (Start-up)
- Raising Readers parent workshops are conducted for all components. (Start-up)
- Positive home visits, letters, or phone calls are arranged at the beginning of the year for all students.
- There are initiatives (parent letters, workshops, bulletin boards, Second Cup of Coffee, good-news phone calls, positive home visits, take-home videos, etc.) in place for all parent groups, including Partner, Home Supporter, and Visitor.
- Academic impact is considered when planning parent-engagement activities.

Artifacts:

- Plans created by Parent and Family Involvement team
- Parent-engagement activities calendar for the year
- Parent-engagement sign-in sheets
- Evidence of follow-up and tracking impact of parent-engagement opportunities

2 Volunteer listeners are in place. (16) 

- A few volunteer listeners have been identified (from staff, older students and/or volunteers). They are available to listen to children read who are struggling with Read and Respond. (Start-up)
- Volunteer listeners are present every day that reading homework is expected.
- Volunteer listeners have been trained and understand their duties.
- The impact that volunteer listeners are having is being tracked and shared with the volunteers (and the agencies they represent, if applicable).

Artifacts:

- Volunteer listener roster and tracking mechanisms
- Read and Respond tracking/rates

3 School climate is positive, calm, and orderly, or a positive schoolwide behavior plan (e.g., PBIS, Winner's Circle, CMCD) is in place and used consistently. (17) 

- Regular and frequent celebration and recognition for students meeting behavioral goals is in place. (Start-up)
- Discipline referrals are low, and students are not missing valuable instruction time because of behavior.
- Suspensions are rarely used and represent only the most egregious offenses.
- There is consistent buy-in and implementation of behavioral expectations throughout the building, which includes clear consequences for misbehavior.
- Clear, consistent, and measurable goal setting with feedback on progress occurs in all Class Council meetings.
- Whenever possible and appropriate, in-school suspension is used instead of out-of-school suspension.

- The Intervention team is aware of students who have been suspended, and the team has created plans to support positive behaviors.
- Any student who struggles with specific desired behaviors is given a positive-behavior plan, when necessary, on an individual basis.
- If needed, a schoolwide positive behavior-management plan is in place that includes recognition for appropriate behavior, support for struggling students, and clear expectations and consequences.

Artifacts:

- Agendas from the Cooperative Culture team
- Behavior referrals
- Suspension records
- Think-It-Through sheets
- Encouraging words
- Posters and signs around the school
- Team score sheet
- Discipline referrals
- Suspension records
- Token economy (effectively utilized)

3 A community-supported vision program is in place. (18)

- All students are screened for vision at least every two years.
- Resources have been established so children without means can acquire further screening and vision correction, if needed.
- Children identified as needing further screening are tracked to ensure that they receive the necessary testing.
- Children who are supposed to wear glasses are monitored for consistent use by their teacher.

ASSESSMENT

1 An accurate Grade Summary Form is maintained for every grading period. (19)

- The Grade Summary Form is completed within two weeks of the end of the grading period and is made available to the SFAF coach.
- Every student's reading performance is reviewed by the teacher, the facilitator, and other colleagues or school leaders when appropriate and possible.
- Mastery is determined for every student based on formal and informal measures.
- Procedures are in place to apply mastery determination consistently and to verify the accuracy of mastery-level entry into the Member Center. If the school does not use the Member Center, calculations are checked and verified.

1 Formal reading-level and/or math benchmark assessments with consistent measures are conducted at the beginning of the year and at the end of each grading period. (20)

- Standardized assessments with consistent measures (e.g., SRI, Gates-MacGinitie, 4Sight) are administered to groups of Reading Wings and Reading Edge students at the beginning of the year and at the end of each grading period.
- Procedures are in place to guarantee consistent administration and accurate scoring of the assessments.
- Assessment results are recorded and entered into the Member Center and analyzed to determine progress and mastery.

1 Teacher cycle record forms or weekly record forms are used by all teachers to record classroom data throughout the grading period. (21) 

- All teachers use teacher cycle record forms or weekly record forms to collect classroom data every week. (Start-up)
- Enough data is recorded for each student to result in meaningful averages at the end of the grading period. (Start-up)
- The facilitator or other school leader regularly checks schoolwide usage of the teacher cycle record and weekly record forms. The Classroom Data Use Summary report is referenced as part of this effort if teachers are using the online data tools.

2 A Classroom Assessment Summary is submitted quarterly by each teacher. (22) 

- Every teacher submits a Classroom Assessment Summary at the end of each grading period with enough classroom data about each student for scores and averages to be meaningfully analyzed and evaluated. (Start-up)
- The facilitator or other school leader reviews the Classroom Assessment Summary reports for consistency, accuracy, and completeness.

3 Member Center (or equivalent) data-collection and reporting tools are used consistently. (23) 

- Teachers consistently collect and enter classroom data into the Member Center. (Start-up)
- Teachers understand how the classroom data rolls up into summary reports with calculated totals and averages for monitoring whole-class and individual performance.
- Teachers review, analyze, and evaluate data reports and summaries with colleagues and the facilitator on a regular basis.
- Instructional component teams and Schoolwide Solutions teams have access to and frequently reference the classroom data reports and summaries.
- Data collection may be managed with paper versions or other software, especially when computer or Internet access is limited.
- The facilitator or other school leader regularly checks schoolwide usage of the teacher cycle record and weekly record forms. The Classroom Data Use Summary report or other summary reports are referenced as part of this effort if teachers are using the online data tools.

AGGRESSIVE PLACEMENT

1 Cross-grade regrouping is used each grading period in all grades except pre-K and kindergarten. (24)

- Students in first grade and above are grouped for reading instruction with other students who have the same reading mastery level.
- Reading-level groups are heterogeneous, with students from different grades and with different strengths and needs.
- Mastery determination and grouping is redone every grading period.

1 Multiple measures are used to determine placement. (25)

- Student performance is measured by both formal and informal assessments that include classroom scores and standardized tests. Classroom data and formal test results are compared to determine progress and mastery.
- Placement is recommended based on determined mastery. Students who perform below or at grade level are usually placed at least one level above mastery. Multiple measures are used to confirm those decisions.

2 Placement is aggressive; students performing below grade level are placed at the highest level at which they can be successful. (26) 

- When determining mastery and placement, additional weight is given to scores that represent student strengths. (Start-up)
- Strengths are given more consideration than deficits. (Start-up)
- Extra supports, such as lesson modifications or tutoring, are put in place so students can be successful at the highest placement level possible.
- Progress is monitored monthly for students who are reading below grade level or are stuck at the same reading level.

TUTORING

1 Capacity exists to tutor 30% of first-grade students, 20% of second-grade students, and 10% of third-grade students. (27)

- There are enough tutors and time made available for serving 30% of first-grade students.
- There are enough tutors and time made available for serving 20% of second-grade students.
- There are enough tutors and time made available for serving 10% of third-grade students.
- Alternate students are tutored when other students are absent.

Artifacts:

- Tutoring schedule and tutor assignments
- List of alternate students
- Attendance log for tutored students

1 A certified teacher-tutor coaches other tutors. (28)

- A certified teacher-tutor meets regularly with tutors individually and/or in a group.
- The certified teacher-tutor reviews tutoring plans.
- Tutors receive feedback about their work with tutored children.
- The coaching model includes goal setting, collecting evidence of progress, and frequent review.

1 Tutoring is provided daily for each tutored student. (29)

- Every tutored student has a scheduled daily tutoring appointment.
- The facilitator or tutoring supervisor checks student attendance at daily scheduled tutoring sessions.

2 Tutoring with Alpie, Team Alpie or Alpie's Alley is used for tutoring. (30)

- Tutors use Alpie's Alley effectively for one-to-one tutoring sessions, OR
- Tutors use Team Alpie effectively for small-group tutoring.
- In addition to SFA computer-assisted tutoring programs, schools have the option of using the paper and pencil SFA tutoring model or an alternative literacy tutoring program selected by the school.

LEADING FOR SUCCESS**3 The Leadership team meets monthly to review schoolwide data, monitor teams, and prepare for the quarterly meetings. (31) **

- The Leadership team has been identified and ideally consists of more than the principal, SFA facilitator, and Schoolwide Solutions coordinator. (Start-up)
- There are regular monthly meetings scheduled. (Start-up)
- The entire Leadership team attends these monthly meetings. (Start-up)
- The meetings are data driven and start with a review of the schoolwide quarterly targets and goals.
- Areas of implementation focus for all the Leading for Success instructional component and Schoolwide Solutions teams are reviewed along with their correlation to the schoolwide quarterly targets.
- The Leadership team reviews and makes sure that there is no overlap in the areas of focus for the various Leading for Success teams and that all teams are functioning well and creating plans connected to the school targets and goals with shared ownership and participation among team members.

Artifacts:

- School calendar with meetings scheduled for the year
- Agendas from the Leadership team meetings
- Minutes from the Leadership team meetings
- Interview

3 Members of the school Leadership team know the number and percentage of students achieving at grade level and meeting quarterly proficiency goals. (32) 

- Members of the Leadership team can state the current number and percentage of students at grade level. (Start-up)
- Members of the Leadership team can state the current number and percentage of students meeting quarterly proficiency goals.

Artifacts:

- Interview

2 Quarterly meetings are held at the start of school and at the end of each grading period to review schoolwide progress toward achievement goals and team reports. (33) 

- Meetings are scheduled for the beginning of the year and the end of each grading period. (Start-up)
- The meetings should at least be attended by the Leadership team and chairs of the various Leading for Success instructional component and Schoolwide Solutions teams. If possible, these meetings are conducted with the whole staff. (Start-up)
- The meetings review the schoolwide data, including yearly goals and quarterly target results. (Start-up)
- Instructional component teams and Schoolwide Solutions teams present their current data and initiatives that are in place.
- There is an opportunity for brief feedback and discussion regarding the initiatives and current concerns.
- Celebration is a part of every Leading for Success quarterly meeting.

Artifacts:

- School calendar with Leading for Success quarterly meetings scheduled
- Agendas for the Leading for Success quarterly meetings
- Reporting and planning guides for the Leading for Success teams
- Minutes from the Leading for Success quarterly meetings

2 Instructional component teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (34) 

- Members of each team collaborate to identify the implementation focus that they would like to address. (Start-up)
- Plans are implemented that include participation by all members of the instructional component teams. (Start-up)
- Plans are reviewed at least quarterly to determine the impact they are having related to the area of implementation focus. (Start-up)
- Instructional component teams meet once or twice a month. Twice is preferable, but the expectation is met when there is evidence that high quality goals are being set and progress is being made toward achieving them with monthly meetings. (Start-up)
- Teams are clear on the student data related to their area of focus.
- Team targets have SMARTS (specific, measurable, appropriate, realistic, timely, and student centered) criteria.

Artifacts:

- Agendas for the instructional component team meetings
- Minutes from the instructional component team meetings
- Reporting and planning guides for the instructional component teams

3 The facilitator uses the GREATER coaching process to support continuous improvement of student achievement through high-quality implementation. (35) 

- There is a schoolwide plan for coaching. (Start-up)
- The facilitator uses the GREATER coaching model with teachers formally or informally. (Start-up)
- The coaching plan is specific as to which teachers are participating.
- Teachers participating in the coaching plan are aware of their learning and performance goals.
- Goals set are related to the school goals, instructional component team targets, and implementation focus.
- Goal attainment and goal progress are reviewed on a regular basis by the facilitator and participating teachers.
- Celebration is part of the coaching process.

Artifacts:

- Coaching plans

2 Schoolwide Solutions teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (36) 

- All teams are clear on the student data related to their area of focus. (Start-up)
- All teams have identified the implementation focus on which they would like to concentrate. (Start-up)

- Plans are implemented that include participation by all members of the Schoolwide Solutions teams. (Start-up)
- Plans are reviewed at least quarterly to determine the impact they are having related to the area of focus. (Start-up)
- Team targets have SMARTS (specific, measurable, appropriate, realistic, timely, and student centered) criteria.

Artifacts:

- Agendas for the Schoolwide Solutions team meetings
- Minutes from the Schoolwide Solutions team meetings
- Reporting and planning guides for the Schoolwide Solutions teams

3 The Schoolwide Solutions coordinator supports the Schoolwide Solutions teams to identify student-achievement targets that guide the teams' efforts. (37) 

- The Schoolwide Solutions coordinator monitors each of the Schoolwide Solutions teams. (Start-up)
- The Schoolwide Solutions coordinator ensures that the teams are meeting regularly and that members attend. (Start-up)
- The Schoolwide Solutions coordinator is aware of the targets and implementation focus for each of the Schoolwide Solutions teams.
- The Schoolwide Solutions coordinator works with the chairs of the Schoolwide Solutions teams to ensure participation of all members of each team. This is evidenced by coordinated plans in which all members take part.
- The Schoolwide Solutions coordinator participates in schoolwide-data analysis and ensures that members of the Schoolwide Solutions teams are aware of the goals and targets.
- The Schoolwide Solutions coordinator ensures that the Schoolwide Solutions teams are prepared to report at the Leading for Success quarterly meetings.

3 All Leading for Success teams set targets that are aligned with schoolwide quarterly goals. (38) 

- All Leading for Success teams are aware of the schoolwide goals and targets and/or areas of implementation focus. (Start-up)
- There are clear areas of implementation focus related to targets set by the Leading for Success teams.
- Each Leading for Success team understands the relationship between the implementation focus they are working on and the overall schoolwide targets and goals.
- These targets and areas of implementation focus are communicated at the Leading for Success quarterly meetings.

Artifacts:

- Agendas for the Leading for Success team meetings
- Minutes from the Leading for Success team meetings
- Reporting and planning guides for the Leading for Success teams

**Shading indicates that the objective may not be expected at your school until the 2015–2016 school year.*

Objectives for Instructional Processes

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SFA uses a particular instructional process. These objectives reflect the most powerful processes that are often the same across instructional components and should be consistently monitored for quality. In consideration of developmental appropriateness, some objectives apply only to upper-grade-level programs.

These objectives define expectations for teachers and are directly related to student outcomes.

Please note that a separate supplemental guidelines booklet is available for math schools.

Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)

Expectations: ①

- Key lesson parts are evident at a beginning level.
- The teacher is prepared and familiar with all lesson materials.
- Media resources are used to support instruction (unless technology is not available).

Hints and Suggestions:

- Refer to artifacts and interviews with students and teachers to verify this objective. If observing, classroom visits should be long enough or often enough to verify this objective in both active instruction and partner/team practice parts of the lesson.
- Refer to instructional process charts in the appendix to check that key parts of the lesson and program are in place.
- The teacher may make short-term adaptations for transitions or for special-needs students.
- Observers are strongly encouraged to use copies of the lesson plan for the day of observation. It helps observers who are new to the program better understand what they are seeing and hearing. Many observers find it convenient for note taking as well.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Teacher interview about lesson features, such as media, if they were not evident during the observation
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Key Design Consideration: Research and media skills blended into the standards as a whole.
- Reading: Anchor Standard #7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Speaking and Listening: Anchor Standard #2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Speaking and Listening: Anchor Standard #5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

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Expectations: 3

- Timing goals for the lesson are generally followed.
- The lesson moves at a pace that keeps students engaged.
- If pacing is different from the lesson design, instruction is appropriately responsive to the needs of the class. Lesson adaptations are short term.
- The teacher's modeling and demonstrations of key concepts result in students being better prepared for independent practice with partners and teams.
- The teacher uses guided practice to confirm student understanding of the skill or concept, and guided practice prepares students for independent practice with partners and teams.
- The teacher knows which parts of the lesson present ongoing pacing challenges, and steps are in place to resolve those issues.

Hints and Suggestions:

- Timing goals are found on the instructional process charts in the appendix or in the lesson plans.
- Interview teachers to discuss their pacing decisions and to understand how the needs of students influence the lesson flow. Find out which timing goals are most challenging and how the lesson is managed when the pacing is missed.

Artifacts:

- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Notes from interviews with teachers
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)

- Curiosity Corner
- KinderCorner
- Reading Roots
- Reading Wings
- Reading Edge MS
- Reading Edge HS
- Writing Wings

Expectations: 2

- Most student responses are elicited by correctly using an appropriate variety of Think-Pair-Share, whole-group response, or Random Reporter structures.
- Think-Pair-Share is implemented correctly as defined and trained by SFAF.
- Whole-group response is implemented correctly as defined and trained by SFAF.
- Random Reporter is implemented correctly as defined and trained by SFAF.
- The teacher has modeled and helped students practice how to respond with Think-Pair-Share, whole-group response, and Random Reporter.
- Teachers appropriately vary the use of discussion structures in the lesson, depending on the kind of question or prompt being used and the developmental readiness of students.

Hints and Suggestions:

- Schedule observations during active instruction.
- It may be helpful to tally every teacher question or invitation for response and every student response within each category (Think-Pair-Share, whole-group response, Random Reporter). Observers may also tally missed opportunities, such as the teacher interacting with only one student, the teacher calling on students with raised hands, or too much teacher talk with no invitations to students for response and interaction. The number of student responses in these combined categories should indicate that they are used to elicit most student responses.
- Interview students about the use of the discussion structures; ask questions that help to determine how frequently they are used and how comfortable students are with responding.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer tally charts and calculations

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)

- Curiosity Corner
- KinderCorner
- Reading Roots
- Reading Wings
- Reading Edge MS
- Reading Edge HS
- Writing Wings

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Expectations: ③

- Most student responses are restated and elaborated.
- The teacher restates the student's response and invites the student to elaborate with more details or information.
- When appropriate, the teacher's restatement includes corrections to language or grammar.
- The student is encouraged to repeat the response with added details or information.

Hints and Suggestions:

- Observation should be appropriate during any part of the lesson, especially during active instruction and class discussions.
- Note every student response and every teacher restatement or elaboration during the observation.
- Note missed opportunities for restating and elaborating student responses.

Artifacts:

- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Reading: Anchor Standard #4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Language: Anchor Standard #1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language: Anchor Standard #3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Language: Anchor Standard #4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Language: Anchor Standard #5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Language: Anchor Standard #6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Teachers provide time for partner and team talk (and lab/plan & play activities in prechool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

Expectations: 2

- Partner/team discussion or learning lab/plan & play opportunities are being provided as designed in the lesson.
- Most students have enough time to meet expectations during partner/team discussion and lab/plan & play activities for student mastery of learning objectives.
- The teacher understands the importance of partner and team discussion (or lab/plan & play activities in early childhood programs) as part of team study/practice within the Cycle of Effective Instruction.

Hints and Suggestions:

- Observation should be appropriate during any partner or team discussion or practice activity, or during learning labs/plan & play activities.
- This objective is interrelated to others in the Student Engagement section of the Snapshot.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

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Expectations: ③

- Teachers purposefully monitor and interact with students appropriately and continually during partner practice, team study and discussion, learning labs, etc.
- The teacher circulates and listens to students, monitoring the quality of team and partner interactions.
- The teacher prompts learning and mastery and helps students extend their discussions or lab/plan & play activities to do so.
- The teacher asks purposeful questions to check progress, models how to respond to one another, helps to extend the discussion, or provokes self-evaluation. (Examples: What are you doing? Why do you say/do that? How does that work? How can you help your partner? What do you want to do differently next time?)
- The teacher intervenes and redirects students who are struggling or not meeting expectations.
- The teacher interacts with students through dramatic play in learning labs or plan & play activities in early learning programs.
- Redirection includes a short review or reteaching, rephrasing directions or questions to help students understand, giving specific feedback about correctness of practice exercises, or guiding students to resolve a conflict.
- Teachers challenge students by suggesting an alternate approach, focusing students on another aspect of the text or discussion, giving specific feedback that prods students to do more than the minimum required, or encouraging students to extend their work and to build on their excitement over learning or new ideas.

Hints and Suggestions:

- Observation should be appropriate during any partner or team discussion or practice activity, or during learning labs/plan & play activities.
- Low-level teacher monitoring may only ensure that students are on task, which is not enough to meet this objective.
- Look for student use and teacher reference to role cards or other lesson materials that support effective partner and team discussion or student interactions in learning labs/plan & play activities.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Reading: Anchor Standard #8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Reading: Anchor Standard #9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)

Reading Wings

Reading Edge MS

Reading Edge HS

Writing Wings

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Expectations: 2

- Class discussion always takes place as planned in the lesson.
- The teacher randomly selects students to report for their team during class discussion.
- Class discussion is conducted via team reports from randomly selected students.
- The teacher engages and motivates students to share their team's ideas and contributions.
- The teacher explicitly reinforces team accountability for each student's success.
- Scoring rubrics or other specific comments provide meaningful feedback.
- The teacher's feedback connects the quality of the representative student's response to the team's overall preparation for class discussion.
- The teacher awards team points for excellent responses (e.g., Team Celebration Points poster, pocket points, team celebration points).
- Teams know how the points were earned.
- All teams have opportunities during the week for teammates to be randomly selected for reporting to the whole class.

Hints and Suggestions:

- Plan observations during class discussion or any whole-group review.
- Look for student and teacher reference to scoring rubrics in lesson materials or on flip charts.
- Some programs may refer to checklists, scoring guides, or criteria instead of rubrics; they should all be considered when looking for evidence that this objective is in place.
- Look for teacher use of sharing sticks, Random Reporter sticks, or flip-chart gimmicks for selecting students to represent their teams.

Artifacts:

- Team score sheets
- Team Celebration Points poster
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Reading: Anchor Standard #1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)

Reading Wings

Reading Edge MS

Reading Edge HS

Writing Wings

Expectations: 3

- The teacher uses comments shared by Random Reporters during class discussion to launch review of important points that lead to mastery of lesson objectives for content or skills.
- The teacher uses class discussion to address understandings or concerns that may have been observed during team discussion/study.
- The teacher extends student thinking with thoughtful questions that require analysis, synthesis, or evaluation.
- The teacher summarizes and corrects students' understanding of the lesson.
- Class discussion is used to connect the lesson objectives to students' growing mastery and understanding.
- The teacher manages to use class discussion for instructional purposes while maintaining a focus on the students and the results of their team study/practice.

Hints and Suggestions:

- Plan observations during class discussion or any whole-group review.
- Interview teachers to determine their intentional use of class discussion to follow up on team study or practice. Listen for each teacher's recount about ideas and concerns that were noticed when monitoring team study and practice and how those issues were resolved in the class discussion.
- The interview response indicates intentional use of class discussion to follow up on team study or practice.

Artifacts:

- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Notes from interviews with teachers
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Reading: Anchor Standard #8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Reading: Anchor Standard #9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Reading: Anchor Standard #10 – Read and comprehend complex literary and informational texts independently and proficiently.
- Speaking and Listening: Anchor Standard #4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)

Reading Wings

Reading Edge MS

Reading Edge HS

Writing Wings

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Expectations: ③

- After partner reading and team discussion, the teacher asks teams to share an instance of strategy use. For writing, students share successful use of graphic organizers and revision guides.
- Team representatives share examples of successful strategy use.
- Team representatives share unsuccessful strategy use that is resolved in class discussion and that involves getting feedback from other teams. (Through class discussion, everyone in the class understands how unsuccessful strategy use is resolved. For writing, students share unsuccessful use of graphic organizers or revision guides.)
- The teacher uses scoring rubrics, graphic organizers, or revision guides to give specific, helpful, and meaningful feedback.
- Teacher feedback recognizes the team preparation and team efforts to support each student's mastery of strategies.
- Team points (e.g., Team Celebration Points poster, team celebration points) are earned and publicly awarded for team reports about strategy use.
- Teachers prompt Random Reporters to share their use of graphic organizers during class discussion to review strategy use, comprehension, and/or planning for written responses.

Hints and Suggestions:

- Plan observations during class discussion or any whole-group review.
- Notice how the teacher creates a safe environment for reporting unsuccessful strategy use and shared struggles.
- Some programs may refer to checklists, scoring guides, or criteria instead of rubrics; they should all be considered when looking for evidence that this objective is in place.
- Look for evidence that the class is challenged; if there are never any unresolved challenges for teams to report, students may have mastered the strategy, or the lesson material may not be difficult enough.
- Evidence may be collected through teacher and student interviews.

Artifacts:

- Sticky notes
- Graphic organizers
- Team score sheets
- Team Celebration Points poster
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Interview notes
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Speaking and Listening: Anchor Standard #4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)

- Reading Roots (Level 4) Reading Wings Reading Edge MS
 Reading Edge HS Writing Wings

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Expectations: 2

- Records are available for every lesson cycle in the grading period, including team score sheets, teacher cycle record forms, celebration certificates, or teacher cycle record results reports.
- Average team scores are computed and reported for every instructional cycle.
- Celebration is observed or documented for every instructional cycle.
- The previous cycle's average team scores are available on the team score sheets and celebration certificates (if possible, generated from the Member Center).
- During class celebration, certificates are distributed, goals that were met are acknowledged, and cheers may be encouraged.
- The class, team, and individual celebration certificates list the team's status and average score.
- For older students at upper-grade reading levels, students are guided to reflect about how their individual scores contributed to the average team score.
- Team success is recognized and celebrated for every instructional cycle.

Hints and Suggestions:

- Plan observations for lesson days when team score sheets and celebration certificates with scores from the previous cycle are distributed and reviewed.
- Celebration activities and certificates may be either observed or described by a student.
- Teacher cycle record forms with team scores do not have to be observed during instruction; these should be available for review with the teacher or accessible on the Member Center.
- Consider making a chart that lists every lesson cycle for the grading period to track teacher cycle records in every classroom, or refer to the Classroom Data Use Summary report on the Member Center.
- Consider meeting with teachers to review their teacher cycle record forms, especially if there are gaps during the grading period.
- Consider interviewing students to confirm that celebration, team score sheets, team average scores, team recognition, and celebration certificates are consistent features of the lesson cycle.

Artifacts:

- Team score sheets
- Teacher cycle record forms and results reports
- Celebration certificates
- Team status records on the Team Celebration Points poster
- Notes from interviews with teachers
- Notes from interviews with students
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Six Shifts of Common Core State Standards: staircase of complexity, focus on text-based answers, academic vocabulary, writing from sources

Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)

- Reading Roots (Level 4) Reading Wings Reading Edge MS
 Reading Edge HS Writing Wings

Expectations: ③

- Students discuss and write their goals for improvement at the beginning of each cycle.
- Points for goals met are on reports for each cycle (team score sheets, teacher cycle record forms, and/or celebration certificates).
- Students review their previous cycle scores on the team score sheet to choose areas they plan to improve immediately.
- The teacher helps students think through their performance and understand how the scores relate to one another (e.g., good team reports for comprehension questions should lead to improved individual comprehension scores on cycle tests).
- Motivation for goal setting may initially be focused simply on how to maintain or earn status as a super team.
- Over time, the teacher guides students to understand that goal setting supports their long-term mastery and reading achievement.

Hints and Suggestions:

- Plan observations for lesson days when students reflect on team and individual scores and set goals for the next cycle.
- Review teacher cycle record forms to confirm that points for meeting goals are recorded and used to calculate final cycle scores. Points earned for meeting goals do not have to be directly observed during instruction; this information should be available for review with the teacher or accessible on the Member Center.
- Look for evidence of goal setting, such as student-written goals.
- Interview a few students about their goal setting and their progress toward meeting goals.
- Consider interviewing teachers about their students' goal setting and the impact on achievement.
- Consider scheduling time to directly observe students setting goals for at least one cycle.

Artifacts:

- Team score sheets
- Teacher cycle record forms and results reports
- Celebration certificates
- Notes from interviews with teachers
- Notes from interviews with students
- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Six Shifts of Common Core State Standards: academic vocabulary, focus on text-based answers, writing from sources

Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)

Curiosity Corner

KinderCorner

Reading Roots

Reading Wings

Reading Edge MS

Reading Edge HS

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Expectations: 2

- Read and Respond forms are collected and celebrated every week or cycle (depending on the program).
- Return of Read and Respond forms is celebrated in the reading classroom.
- The return rate is 80% or better.
- In Curiosity Corner classrooms, teachers create, maintain, and continually expand a lending library for students to use for home reading.

Hints and Suggestions:

- Plan observations for lesson days and times of day when student return of Read and Respond forms is recorded and celebrated.
- Find out when forms are collected (beginning or end of class, every day or one designated day per week).
- Collection of Read and Respond forms every week or cycle does not have to be directly observed, but scores should be available for review on related reports.
- Look for evidence of Read and Respond return, such as teacher cycle record forms or celebration certificates. There may be whole-school charts and graphs, classroom posters, or Schoolwide Solutions reports that track the return rate by classroom, component, grade, and/or whole school.
- Celebration of Read and Respond return may be done with cheers, stickers, ceremonial awarding of points, etc. Celebration may also be reinforced by the homeroom teacher and through schoolwide recognition (announcements, bulletin boards, etc.).

Artifacts:

- Teacher cycle record forms and results reports
- Celebration certificates
- Posters, charts, or graphs visible in classrooms or hallways
- Schoolwide Solutions reports
- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

Common Core Connections:

- Reading: Anchor Standard #10 – Read and comprehend complex literary and informational texts independently and proficiently.

Teachers complete GAT lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (IP-13)

Expectations: 3

- Class Council meetings are held weekly.
- The teacher engages students in processing and resolving relevant class concerns (may include reviewing actual events or using scenarios).
- The teacher reads encouraging words shared by students (meaningful compliments and recognition of one another's successes).
- The teachers take advantage of Class Council time to recognize and celebrate what they see as successes in the classroom.
- The teacher creates a comfortable and safe environment for open discussion.
- Time is allocated to discuss and practice the conflict-resolution concepts and strategies associated with Getting Along Together and utilized throughout the school.

Hints and Suggestions:

- If possible, plan observations for days designated for Class Council meetings.
- Interview teachers about the effectiveness of their Class Council meetings.
- Interview students about the frequency and impact of Class Council meetings. Discuss how class concerns are identified and resolved and the regular structure of the Class Council meetings.
- Look for evidence of Class Council meetings, which may include the Peace Path, visuals for GAT strategies, Think-It-Through sheets, encouraging words, etc.

Artifacts:

- Schedule indicating when Class Council meetings are held
- Encouraging words
- Think-It-Through sheets
- Peace Path
- Notes from interviews with teachers
- Notes from interviews with students
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

Common Core Connections:

- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (IP-14)

Expectations: ③

- Students are familiar with the conflict-resolution strategies and understand their use.
- Teachers model and promote student use of the Stop and Stay Cool Steps, Feelings Thermometer, and Think-It-Through sheets to manage challenging emotions both in the classroom and throughout the building, all day long.
- Other adults, in addition to classroom teachers, are familiar with and encourage students to utilize the conflict-resolution strategies.

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Hints and Suggestions:

- Observe for modeling and expectations from teachers and other adults throughout the day in settings not related to the homeroom class.
- Randomly interview students in a variety of settings about how they resolve conflict.
- Interview non-homeroom teachers about their familiarity with and use of conflict-resolution strategies.
- Interview the school disciplinarian; discuss what skills students know, how readily they use them, and what impact it is having on discipline throughout the school.
- Identify how conflicts are resolved throughout the school in places and times of day that students typically experience conflict.
- If the skills are not being integrated throughout the day and students are not gaining independent use, then Class Council meetings are likely weak in practicing these skills.

Artifacts:

- Think-It-Through sheets in the classroom and disciplinarian's office (completed sheets and blank sheets)
- Classroom environment: Round Table with Think-It-Through sheets and Peace Path
- Schoolwide environment: posters for Stop and Stay Cool, Feelings Thermometer (or Elevator), and Peace Path
- Discipline referral forms
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

Common Core Connections:

- Writing: Anchor Standard #1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Objectives for Student Engagement

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The purpose of SFA instructional processes is to empower student learning. Students must be engaged in learning to achieve success. In SFA programs, active student participation through high-quality cooperative learning is essential to high performance.

Please note that a separate supplemental guidelines booklet is available for math schools.

Students are familiar with routines. (SE-1)

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|--|---|---|---|
| <input checked="" type="checkbox"/> Curiosity Corner | <input checked="" type="checkbox"/> KinderCorner | <input checked="" type="checkbox"/> Reading Roots | <input checked="" type="checkbox"/> Reading Wings |
| <input checked="" type="checkbox"/> Reading Edge MS | <input checked="" type="checkbox"/> Reading Edge HS | <input checked="" type="checkbox"/> Writing Wings | |

Expectations: ①

- Students are clearly comfortable and familiar with the flow and sequence of lesson activities.
- Students anticipate shifts from direct instruction to partner or team practice.
- Students have a general understanding of what they are expected to do, see, say, etc.
- Students easily access the materials they need for each part of the lesson.
- Students respond quickly and appropriately to visual and oral cues (e.g., Zero Noise Signal; active listening; My Turn, Your Turn; Think-Pair-Share).

Hints and Suggestions:

- Plan to observe both active instruction and partner/team practice parts of the lesson. This can be done in one or more visits.
- Look for students referring, when necessary, to team folders, printed routines, visual cues on flip charts, student editions of lesson materials, and cards (e.g., role cards, strategy cards, peanut butter and jelly partner cards).
- Observations for this objective may be related to Instructional Process #1 on the Snapshot.
- Interview some individual students and partner pairs about what they are doing and how they know what is expected.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Six Shifts of Common Core State Standards: academic vocabulary, focus on text-based answers, writing from sources

Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

Expectations: ③

- Student responses are stated in complete and elaborate sentences.
- Yes/no responses are offered with detail and explanation.
- Student responses that are initially incomplete are improved with teacher prompting and scaffolding.

Hints and Suggestions:

- Observe long enough or often enough to see desired behaviors consistently and frequently. Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Observe as many different students as possible.
- Observations for this objective may be related to Instructional Process #3, #4, #5, and #6 on the Snapshot.
- Consider tallying every student response and noting the responses that meet the objective. The number of acceptable student responses should be at least 80% of the total student responses. You may also want to tally missed opportunities for helping students improve their responses.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer tally charts and calculations

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #6 – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

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Expectations: 2

- During active instruction, each student is talking or engaged in actively listening to another student most of the time.
- During partner/team practice, each student is talking or engaged in actively listening to another student.

Hints and Suggestions:

- Observe long enough or often enough to see desired behaviors consistently and frequently in both active instruction and partner/team parts of the lesson. Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- For each observation, randomly select three representative students (e.g., one in the front of the room, one in the middle, and one in the back). Monitor their use of time for talking or actively listening to other students. If you become aware that the selected students' behaviors are not representative of all students, then plan another observation.
- Observations for this objective may be related to Instructional Process #3, #4, #5, and #6 on the Snapshot.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer tally charts and calculations

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Language: Anchor Standard #1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language: Anchor Standard #2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Language: Anchor Standard #3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)

- Curiosity Corner KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS Writing Wings

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Expectations: ②

- All students are productively, appropriately, and meaningfully involved in partner/team study, practice, or labs/plan & play activities most of the time.
- Students are motivated, understand what to do, and know enough about how to do it.

Hints and Suggestions:

- Schedule observations during partner or team practice for reading and writing activities or during lab/plan & play time for early childhood programs. Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Briefly check in on each student, partnership, or team during the observation.
- Look for teacher reference to and student use of talking chips or role cards.
- Observations for this objective may be related to Instructional Process #5 and #6 on the Snapshot.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer tally charts and calculations
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Language: Anchor Standard #1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language: Anchor Standard #2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Language: Anchor Standard #3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)

- KinderCorner Reading Roots Reading Wings
 Reading Edge MS Reading Edge HS

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Expectations: ③

- Partners use student routines for taking turns while reading aloud and retelling what they read.
- Students routinely help, or are obviously able to help, their partners with difficult words.
- Kindergarten students routinely use retelling during partner reading.
- Partners may use cue cards or familiar prompts to help each other with difficult words.

Hints and Suggestions:

- Plan observations during partner reading. Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Observe four randomly selected partnerships. If students are not having difficulty with words during the observation, briefly interview students about how they would help each other if necessary.
- Notice that partners help each other by giving hints, modeling, or prompting each other. (Partner help does not mean that partners do the work for each other.)

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Reading: Anchor Standard #4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Language: Anchor Standard #4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Language: Anchor Standard #5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Language: Anchor Standard #6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Students use rubrics to meet expectations during partner or team practice. (SE-6)

- KinderCorner
- Reading Roots
- Reading Wings
- Reading Edge MS
- Reading Edge HS
- Writing Wings

Expectations: 3

- Students understand the criteria on scoring rubrics.
- Teammates use criteria in the scoring rubrics to offer meaningful feedback to one another.
- Teammates use the scoring rubrics to prepare one another to be randomly selected as a team representative.
- Teammates give each other accurate and effective suggestions to improve responses.
- Students use theme vocabulary rubrics in the kindergarten program. Students use fluency, vocabulary, writing, strategy use, and core comprehension strategy rubrics as designated for reading programs. Students use designated rubrics and scoring guides in writing programs.

Hints and Suggestions:

- Plan observations during partner/team practice and class discussion. Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Look for student and teacher references to scoring rubrics in lesson materials or on flip charts.
- Consider interviewing partners or teams about their use and understanding of rubrics.
- Some programs may refer to checklists, scoring guides, or criteria instead of rubrics; they should all be considered when looking for evidence that this objective is in place.
- Observations for this objective may be related to Instructional Process #5, #6, and #7 on the Snapshot.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Speaking and Listening: Anchor Standard #4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)

Reading Wings

Reading Edge MS

Reading Edge HS

Writing Wings

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Expectations: ③

- All students are engaged in highly challenging discussions with teammates most of the time.
- Students challenge one another to explain their thinking.
- Students require one another to provide evidence from the text.
- Students extend discussion with questions and offer thoughtful responses to one another.
- With minimal teacher prompting, students successfully use discussion to extend their comprehension or to revise their writing.

Hints and Suggestions:

- Plan to observe lesson activities that require independent discussion for meaningful team study (e.g., discussing comprehension questions, responding and revising written projects). Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Observe as often or as long as needed to listen to each team have at least one discussion.
- Interview students about their team discussions; consider these prompts:
 - Describe what happens when team discussion goes really well.
 - Describe how your team discussions could be improved.
 - How do team discussions help you with comprehension or writing?
- Observations for this objective may be related to Instructional Process #5 and #6 on the Snapshot.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer tally charts and calculations
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Reading: Anchor Standard #1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Reading: Anchor Standard #2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Reading: Anchor Standard #3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Writing: Anchor Standard #1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing: Anchor Standard #2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Writing: Anchor Standard #3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Writing: Anchor Standard #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing: Anchor Standard #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Language: Anchor Standard #6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)

- Reading Roots (Level 4) Reading Wings Reading Edge MS
 Reading Edge HS Writing Wings

Expectations: 2

- All teams value their team scores.
- All teams focus team practice and discussion to support each teammate's readiness to be selected as Random Reporter.
- All teams focus team practice and discussion to ensure that each teammate is prepared to succeed on cycle tests.
- Students talk about their team's status (super team, great team, good team).
- Students talk about their team's average as reported on the team score sheet and celebration certificates.
- Students talk about which scores the team is focused on improving in the new cycle and why.
- Students talk about the scores on the team score sheet and how those scores reinforce teamwork or keep all teammates motivated.

Hints and Suggestions:

- Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Interview entire teams or randomly selected individual students from each team about their team scores and how partner/team practice prepares them individually for oral reports, cycle assessments, and cycle projects. You might ask these questions:
 - How did your team do last week?
 - What are you doing to improve team scores this week?
 - How do you help one another get ready for the class discussion that follows team study or practice?
 - How do you help one another prepare for the test?
- Observations for this objective may be related to Instructional Process #7, #10, and #11 on the Snapshot.

Artifacts:

- Team score sheets
- Celebration certificates
- Team Celebration Points poster
- Snapshot component tracking pages for checking "In place" or "Not in place" in each classroom
- Notes from interviews with students
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)

Reading Wings

Reading Edge MS

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Reading Expectations: ③

- All partnerships or teams use strategy cards to assist one another during reading and discussion.
- Cards are easily accessible for core comprehension strategies (clarifying, questioning, predicting, summarizing).
- Students are familiar with skills or guidelines listed on these references, which are used when reading independently and with partners and when discussing strategy use.
- Expectations for strategy use are clear to students.
- Students respond to teacher reminders to help partners and teammates by using cues on cards and checklists.
- Partners and teammates independently use cues on cards to help one another.

Writing Expectations: ③

Writing Wings

- All partnerships or teams use revision guides to offer helpful feedback during the writing process.
- Revision guides are easily accessible.
- Students are familiar with skills or guidelines that are used while reviewing and discussing writing projects.
- Expectations for revision guides are clear to students.
- Revision guides are easily accessible to all students.
- Students do not need a teacher reminder to use the revision guides.
- Partners and teammates independently use revision guides to offer helpful feedback.

Hints and Suggestions:

- Refer to component charts in the appendix that provide more specific guidance about when to observe this specific objective.
- Observe four randomly selected partnerships.
 - Observe reading class partnerships to see if they are using strategy cards or checklists to help each other, either independently or with teacher prompting.
 - Observe writing class partnerships to see if they are using revision guides to offer helpful feedback, either independently or with teacher prompting.
- If students are not having enough difficulty to help one another during the observation, briefly interview students about how they would help each other if necessary.

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students
- Observer notes, such as those written on copies of the instructional process or lesson plans

See this objective for math schools in the separate supplemental guidelines booklet.

Common Core Connections:

- Writing: Anchor Standard #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)

Reading Roots

Reading Wings

Reading Edge MS

Reading Edge HS

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Reading Expectations: 3

- Students talk about their reading levels, reading strengths, challenges, and what they need to do to improve.
- Students know whether they are reading at, above, or below their grade level.
- In general, students exhibit a sense of empowerment about their own learning.
- Students share reflections or descriptions about their growth, such as improved reading rates, test scores, etc. They might mention which skills and strengths help them read most successfully (e.g., summarizing, vocabulary, fluency, etc.).

Writing Expectations: 3

- Writing Wings
- Students talk about their writing achievement, writing strengths, challenges, and what they need to do to improve.
- Students talk about how they use revision guides, report their writing challenge scores, etc.
- Students know their most recent assessment scores for writing.
- Students may be aware of their performance on state assessments or other formal assessments (not required).
- Students share reflections about which strengths help them write successfully and which skills they have improved the most.
- Students' reflections may address the following: ideas, organization, style, mechanics, or types of writing (descriptive, persuasive, etc.).
- Students can describe what they need to do to write more successfully and/or how they have already improved.

Hints and Suggestions:

- Interview three students randomly selected from three different teams about their strengths and challenges with reading or writing. Ask these questions:

Reading

What is your reading level?

How do you know?

What do you need to do to improve your reading?

How have you already improved your reading?

Writing

What are your most recent writing scores, or what are your most recent results from writing assessments?

What do you need to do to improve your writing?

How have you already improved your writing?

Artifacts:

- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Notes from interviews with students

Common Core Connections:

- Reading: Anchor Standard #10 – Read and comprehend complex literary and informational texts independently and proficiently.
- Writing: Anchor Standard #10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict stoppers, and Think-It-Through sheets. (SE-11)

Getting Along Together

Expectations: 3

- Students are able to express not only what the strategies are but also when and why to use them.
- Students can explicitly explain the concept of win-win decision making.
- Students can implement the win-win strategies on their own, without prompting from an adult.
- There is an impact on student behavior and conflicts in the school attributed to student self-regulation and the ability to problem solve.

Hints and Suggestions:

- Interview students in a variety of settings, discussing what strategies they would use to resolve conflict throughout the day.
- Ask students what is meant by a win-win solution to a conflict.
- Ask students to define the specific terms related to GAT strategies: Think-It-Through sheets, Stop and Stay Cool Steps, Peace Path.
- Interview the school disciplinarian; discuss what skills students know, how readily they use them, and what impact it is having on discipline throughout the school. Does this person see gaps in implementation throughout the building?
- Review the school disciplinary records. Are there “hot spots” where children are typically experiencing conflict? What strategies are in place in these areas?
- If the skills are not being integrated throughout the day and students are not gaining independent use, then Class Council meetings are likely weak in practicing these skills.

Artifacts:

- Think-It-Through sheets in the classroom and disciplinarian’s office (completed sheets and blank sheets)
- Classroom environment: Round Table with Think-It-Through sheets and Peace Path
- Schoolwide environment: posters for Stop and Stay Cool and the Peace Path
- Discipline referral forms
- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

Common Core Connections:

- Speaking and Listening: Anchor Standard #1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening: Anchor Standard #3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (SE-12)

- Getting Along Together

Expectations: ③

- Students understand and can express the concept of a range of emotions.
- Students are able to articulate their feelings, including the intensity of those feelings.
- Students are familiar with the self-control strategies and know which strategies to use related to specific emotions.
- Students are able to self-regulate, first identifying what they are feeling, how intensely they are feeling it, and what strategies work to calm them down.
- Students can identify the intensity of others' feelings.

Hints and Suggestions:

- Interview students in a variety of settings, discussing feelings, the range of emotions, and appropriate responses.
- Ask students to give an example of when they appropriately redirected themselves when angry or upset.
- Ask students to define the specific terms related to self-control: Think-It-Through sheets, Stop and Stay Cool Steps.
- Interview the school disciplinarian; discuss what skills students know, how readily they use them, and what impact it is having on discipline throughout the school. Does this person see gaps in implementation throughout the building?
- Review the school disciplinary records. Are there “hot spots” where children are typically experiencing conflict? What strategies are in place in these areas?
- If students are nonconversant in these skills or there is little evidence of their use, then Class Council meetings are likely weak in practicing these skills.

Artifacts:

- Think-It-Through sheets in the classroom and disciplinarian's office (completed sheets and blank sheets)
- Classroom environment: Round Table with Think-It-Through sheets and Peace Path
- Schoolwide environment: posters for Stop and Stay Cool and the Peace Path
- Discipline referral forms
- Snapshot component tracking pages for checking “In place” or “Not in place” in each classroom
- Observer notes, such as those written on copies of the instructional process or lesson plans

Common Core Connections:

- The Common Core State Standards states “Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.” SFA provides the Getting Along Together curriculum and Leading for Success program, which ensure we meet all of our students' needs beyond literacy.

Appendix

Getting Along Together

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Snapshot Component Tracking

Component: Getting Along Together

Observer: _____

Week: _____

Schoolwide Structures Objectives	IP = In place; N = Not in place															Summary IP/N	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10)																	
2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict solvers in cafeteria, on playground, in hallways, etc.). (11)	IP = In place; N = Not in place																
	Cafeteria	Hallways	Playground	Other													

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Instructional Process Objectives	IP = In place; N = Not in place															Summary P/M/S/L	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)																	
3 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (14)																	

Student Engagement Objectives	IP = In place; N = Not in place															Summary P/M/S/L	
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15		
3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict solvers, and Think-It-Through sheets. (11)																	
3 Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (12)																	

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking

Component: Curiosity Corner

Observer: _____

Week: _____

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Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Read & Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking by Mechanical/Routine/Refined Objectives

Component: Curiosity Corner

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Read & Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
Refined	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Curiosity Corner Instructional Process Chart

For information specific to the theme, copy the Peek at the Week from the Theme Guide.

20–30 minutes	Greetings, Readings, & Writings Sign-In, Tabletop activities
5–10 minutes	Gathering Circle Attendance, Partners, Home Link Review, Classroom Jobs, Calendar, Weather, Cool Kid
3–5 minutes	Move-It Structured Movement Activity
10–15 minutes	Clues & Questions Curiosity’s Clues, Learning with Curiosity, Wonderful Word, Daily Message, Letter Link
10 minutes	Rhyme Time (days 1, 4, 5, 6, 8, and 10) <ul style="list-style-type: none"> • Say the rhyme. • Phonological/phonemic-awareness activity
10 minutes	Getting Along Together (days 2, 3, 7, and 8) Introduction, Active Instruction, Partner Practice
40–60 minutes	Plan & Play <ul style="list-style-type: none"> • Tour (days 1 and 6) • Plan • Make-Believe Play • Small Group (10 min. on days 2–5 and days 7–10)
20 minutes	Story Telling and Retelling (STaR) <ul style="list-style-type: none"> • Interactive story reading (days 1, 3, 6, and 8) • Story Retell (days 2, 4, 7, and 9) • Free Choice or Extension (days 5 and 10)
15–25 minutes	Outdoor/Gross-Motor Play Unstructured playground play or teacher can select from bank of 4–5 thematic structured games found in each theme guide’s appendix
10–25 minutes	Snack Time School based (Healthy theme-related snack ideas are offered in each theme guide’s appendix.)
10 minutes	Math Moments <ul style="list-style-type: none"> • Active Instruction and Partner Practice (days 1–4 and 6–9) • Problem Solving with the concept/skill of the week (days 5 and 10)
15–20 minutes	Question/Reflection and Home Link Learning-Focus Review, Wonderful Word, Theme Learning Extension, Cool Kid Recognition, Paw Points, Home Link/Departure

When does it happen in Curiosity Corner?

Use this chart to connect the Snapshot objectives to the Curiosity Corner lesson structure. IP = Instructional Process; SE = Student Engagement	Greetings, Readings, and Writings	Gathering Circle	Move-It!	Clues & Questions	Rhyme Time	Getting Along Together	Plan & Play	Story Telling and Retelling (STaR)	Outside/Gross Motor Play	Snack Time	Math Moments	Question/Reflection and Home Link
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)		✓	✓	✓	✓	✓		✓			✓	✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓	✓		✓		✓	✓	✓			✓	✓
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)		✓		✓		✓	✓	✓			✓	✓
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)	✓	✓		✓		✓	✓	✓			✓	✓
Read & Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)	✓	✓										✓
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓	✓		✓		✓	✓	✓			✓	✓
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓		✓		✓	✓	✓			✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)	✓	✓		✓		✓	✓	✓			✓	✓

Snapshot Component Tracking

Component: KinderCorner

Observer: _____

Week: _____

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Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking by Mechanical/Routine/Refined Objectives

Component: KinderCorner

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
Refined	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (IP-14)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
	3 Students use win-win decision-making skills to solve problems that arise through the use of the Peace Path, conflict solvers, and Think-It-Through sheets. (SE-11)									
	3 Students can identify the intensity of their feelings and use self-control strategies (Stop and Stay Cool) when needed. (SE-12)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

KinderCorner 2nd Edition—Full-Day Instructional Process

	Days One and Six	Days Two and Seven	Days Three and Eight	Days Four and Nine	Days Five and Ten
GRW	<p>Greetings, Readings, & Writings (15 minutes)</p> <ul style="list-style-type: none"> • Homework • Sign In • Available Activities 	<p>Greetings, Readings, & Writings (15 minutes)</p> <ul style="list-style-type: none"> • Homework • Sign In • Available Activities 	<p>Greetings, Readings, & Writings (15 minutes)</p> <ul style="list-style-type: none"> • Homework • Sign In • Available Activities 	<p>Greetings, Readings, & Writings (15 minutes)</p> <ul style="list-style-type: none"> • Homework • Sign In • Available Activities 	<p>Greetings, Readings, & Writings (15 minutes)</p> <ul style="list-style-type: none"> • Homework • Sign In • Available Activities
Gathering Circle, Theme Exploration, and Rhyme Time (always 40 minutes total)	<p>Gathering Circle (15 minutes)</p> <ul style="list-style-type: none"> • Partner Challenge • Brain Game 	<p>Gathering Circle (20 minutes)</p> <ul style="list-style-type: none"> • Getting Along Together skill lesson • Partner Challenge 	<p>Gathering Circle (20 minutes)</p> <ul style="list-style-type: none"> • Getting Along Together skill lesson • Partner Challenge 	<p>Gathering Circle (15 minutes)</p> <ul style="list-style-type: none"> • Partner Challenge • Brain Game 	<p>Gathering Circle (15 minutes)</p> <ul style="list-style-type: none"> • Partner Challenge • Brain Game • Class Council meeting
	<p>Theme Exploration (15 minutes)</p> <ul style="list-style-type: none"> • Partnership Question of the Day • Daily Message • Theme Learning 	<p>Theme Exploration (15 minutes)</p> <ul style="list-style-type: none"> • Partnership Question of the Day • Daily Message • Theme Learning 	<p>Theme Exploration (15 minutes)</p> <ul style="list-style-type: none"> • Partnership Question of the Day • Daily Message • Theme Learning 	<p>Theme Exploration (15 minutes)</p> <ul style="list-style-type: none"> • Partnership Question of the Day • Daily Message • Theme Learning 	<p>Theme Exploration (15 minutes)</p> <ul style="list-style-type: none"> • Partnership Question of the Day • Daily Message • Theme Learning
STAR	<p>Rhyme Time (10 minutes)</p> <ul style="list-style-type: none"> • Say the Rhyme • Develop Phonological/Phonemic Awareness 	<p>Rhyme Time (5 minutes)</p> <ul style="list-style-type: none"> • Say the Rhyme • Develop Phonemic Awareness: Say-It-Fast 	<p>Rhyme Time (5 minutes)</p> <ul style="list-style-type: none"> • Say the Rhyme • Develop Phonemic Awareness: Break-It-Down 	<p>Rhyme Time (10 minutes)</p> <ul style="list-style-type: none"> • Say the Rhyme • Develop Phonological/Phonemic Awareness 	<p>Rhyme Time (10 minutes)</p> <ul style="list-style-type: none"> • Say the Rhyme • Develop Phonological/Phonemic Awareness
	<p>Story Telling and Retelling (STaR) (20 minutes)</p> <ul style="list-style-type: none"> • Interactive Story Reading 	<p>STaR (20 minutes)</p> <ul style="list-style-type: none"> • Review • Story Retell 	<p>STaR (20 minutes)</p> <ul style="list-style-type: none"> • Interactive Story Reading 	<p>STaR (20 minutes)</p> <ul style="list-style-type: none"> • Review • Story Retell 	<p>STaR (20 minutes)</p> <ul style="list-style-type: none"> • Free-Choice Reading or Extension Day
Learning Labs	<p>Learning Labs (40 minutes)</p> <ul style="list-style-type: none"> • Lab Tour • Lab Plan • Lab Exploration 	<p>Learning Labs (40 minutes)</p> <ul style="list-style-type: none"> • Lab Tour • Lab Plan • Lab Exploration 	<p>Learning Labs (40 minutes)</p> <ul style="list-style-type: none"> • Lab Tour • Lab Plan • Lab Exploration 	<p>Learning Labs (40 minutes)</p> <ul style="list-style-type: none"> • Lab Tour • Lab Plan • Lab Exploration 	<p>Learning Labs (40 minutes)</p> <ul style="list-style-type: none"> • Lab Tour • Lab Plan • Lab Exploration/SOLOs
	<p>15-Minute Math (15 minutes)</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Days of School Tape • Hundreds Chart • Ten-Frames • Number-Recognition Circle 	<p>15-Minute Math (15 minutes)</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Days of School Tape • Hundreds Chart • Ten-Frames • Number-Recognition Circle 	<p>15-Minute Math (15 minutes)</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Days of School Tape • Hundreds Chart • Ten-Frames • Number-Recognition Circle 	<p>15-Minute Math (15 minutes)</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Days of School Tape • Hundreds Chart • Ten-Frames • Number-Recognition Circle 	<p>15-Minute Math (15 minutes)</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Days of School Tape • Hundreds Chart • Ten-Frames • Number-Recognition Circle

Snack/ Outside/ Play	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)	Snack/Outside/Gross-Motor Play (30 minutes)
	Stepping Stones (30 minutes) <ul style="list-style-type: none"> • Beginning Phonics <ul style="list-style-type: none"> – Wall frieze – Animated Alphabet • Emergent Reading <ul style="list-style-type: none"> – Story Introduction – Guided Group Reading 	Stepping Stones (30 minutes) <ul style="list-style-type: none"> • Beginning Phonics <ul style="list-style-type: none"> – Review – Introduce the New Sound – Partner Practice – Forming the Letter • Emergent Reading <ul style="list-style-type: none"> – Story Review – Partner Reading 	Stepping Stones (30 minutes) <ul style="list-style-type: none"> • Beginning Phonics <ul style="list-style-type: none"> – Review – Introduce the New Sound – Partner Practice – Forming the Letter • Emergent Reading <ul style="list-style-type: none"> – Story Introduction – Guided Group Reading 	Stepping Stones (30 minutes) <ul style="list-style-type: none"> • Beginning Phonics <ul style="list-style-type: none"> – Review – Introduce the New Sound – Partner Practice – Forming the Letter • Emergent Reading <ul style="list-style-type: none"> – Story Review – Partner Reading 	Stepping Stones (30 minutes) <ul style="list-style-type: none"> • Beginning Phonics <ul style="list-style-type: none"> – Remember the Review Sounds – Review Games – Partner Practice – Writing • Emergent Reading <ul style="list-style-type: none"> – Free Choice
Snack/ Outside/ Beginning Reading	Units 2-6	Units 7-16	Units 7-16	Units 7-16	Units 7-16
	KinderRoots (30 minutes) <i>(Unit 7, week 1 is a transition week.)</i> <ul style="list-style-type: none"> • Warm-Up • Story Introduction • Word Presentation • Partner Word and Sentence Reading • Celebration 	KinderRoots (30 minutes) <ul style="list-style-type: none"> • Warm-Up • Word Presentation • Partner Word and Sentence Reading • Guided Partner Reading • Celebration 	KinderRoots (30 minutes) <ul style="list-style-type: none"> • Warm-Up • Word Presentation • Partner Word and Sentence Reading • Guided Partner Reading • Celebration 	KinderRoots (30 minutes) <ul style="list-style-type: none"> • Warm-Up • Word Presentation • Partner Word and Sentence Reading • Partner Reading • Writing • All Together Now • Celebration 	KinderRoots (30 minutes) <ul style="list-style-type: none"> • Warm-Up • Word Presentation • Partner Word and Sentence Reading • Partner Reading • Writing • All Together Now • Celebration
Math Mysteries	Math Mysteries (25 minutes) <ul style="list-style-type: none"> • Show What You Know • Active Instruction • Partner Practice • Recap 	Math Mysteries (25 minutes) <ul style="list-style-type: none"> • Show What You Know • Active Instruction • Partner Practice • Recap 	Math Mysteries (25 minutes) <ul style="list-style-type: none"> • Show What You Know • Active Instruction • Partner Practice • Recap 	Math Mysteries (25 minutes) <ul style="list-style-type: none"> • Show What You Know • Active Instruction • Partner Practice • Recap 	Math Mysteries (25 minutes) <ul style="list-style-type: none"> • Show What You Know • Active Instruction • Partner Practice • Recap
	Let's Daydream and Write Away	Let's Daydream (25 minutes) <ul style="list-style-type: none"> • Introduce the Poem • Rest time 	Let's Daydream (25 minutes) <ul style="list-style-type: none"> • Introduce the Poem • Rest time 	Let's Daydream (25 minutes) <ul style="list-style-type: none"> • Introduce the Poem • Rest time 	Let's Daydream (25 minutes) <ul style="list-style-type: none"> • Introduce the Poem • Rest time
Let's Think About It	Write Away (20 minutes) <ul style="list-style-type: none"> • Prewriting • Partner Planning • Writing • Sharing 	Write Away (20 minutes) <ul style="list-style-type: none"> • Prewriting • Partner Planning • Writing • Sharing 	Write Away (20 minutes) <ul style="list-style-type: none"> • Prewriting • Partner Planning • Writing • Sharing 	Write Away (20 minutes) <ul style="list-style-type: none"> • Prewriting • Partner Planning • Writing • Sharing 	Write Away (20 minutes) <ul style="list-style-type: none"> • Prewriting • Partner Planning • Writing • Sharing
	Let's Think About It (20 minutes) <ul style="list-style-type: none"> • Theme-Learning Recap • Vocabulary Review • Partner Challenge • Pocket Points for the Day • Home Link/Departure 	Let's Think About It (20 minutes) <ul style="list-style-type: none"> • Theme-Learning Recap • Vocabulary Review • Partner Challenge • Pocket Points for the Day • Home Link/Departure 	Let's Think About It (20 minutes) <ul style="list-style-type: none"> • Theme-Learning Recap • Vocabulary Review • Partner Challenge • Pocket Points for the Day • Home Link/Departure 	Let's Think About It (20 minutes) <ul style="list-style-type: none"> • Theme-Learning Recap • Vocabulary Review • Partner Challenge • Pocket Points for the Day • Home Link/Departure 	Let's Think About It (20 minutes) <ul style="list-style-type: none"> • Theme-Learning Recap • Vocabulary Review • Partner Challenge • Cool Kids Recognition • Pocket Points for the Day • Home Link/Departure

When does it happen in KinderCorner?

Use this chart to connect the Snapshot objectives to the KinderCorner lesson structure. IP = Instructional Process; SE = Student Engagement	Greetings, Readings, & Writings	Gathering Circle	Theme Exploration	Rhyme Time	STaR	Learning Labs	15-Minute Math	Stepping Stones	Kinder Roots	Snack/Outside/Gross-Motor Play	Math Mysteries	Let's Daydream	Write Away	Let's Think About It
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)		✓	✓	✓	✓		✓	✓	✓		✓		✓	
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)		✓	✓		✓		✓	✓	✓		✓		✓	✓
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)								✓	✓					✓
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)						✓		✓	✓					
Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									✓					
Students use rubrics to meet expectations during partner or team practice. (SE-6)			✓		✓				✓					✓

Snapshot Component Tracking

Component: Reading Roots

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking by Mechanical/Routine/Refined Objectives

Component: Reading Roots

Observer: _____

Week: _____

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IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									
	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
	2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)									
Refined	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
	3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)										

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Reading Roots Instructional Process (levels 1–3)

In levels 1–3 (lessons 1–37), the parts of the Reading Roots 4th Edition lesson unfold over three days.

Day 1	Day 2	Day 3
<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>	<p>FastTrack Phonics Presentation of a letter or letter group and its sound; practice with reading and writing the letter or letter group in the context of words</p>
<p>Shared Story Preview the new story, and tap into or develop background knowledge; teacher-guided presentation of the story vocabulary; partner practice in reading the story vocabulary; teacher-guided reading and discussion of the new story</p>	<p>Shared Story Review of the new story; partner practice in reading the story vocabulary; partner practice in reading the story with accuracy; partner discussion and written responses to comprehension questions. Individuals celebrate learning by reading aloud to the class.</p>	<p>Shared Story Partner practice in reading the story vocabulary; partner practice in reading the story with smoothness and good expression. Individuals celebrate learning by reading aloud to the class. The class celebrates by reading the entire story in unison.</p>
<p>STaR Previewing and predictions of the new story or text; vocabulary instruction. The teacher reads the story or informational text to the class in an interactive manner. The students use the vocabulary to create sentences orally and in writing.</p>	<p>STaR Review of the new story or text; structure review and retell. The students create sentences about their favorite parts of the story or text orally and in writing.</p>	<p>Adventures in Writing Creative writing related to the topic of the Shared Story and/or STaR story; framed by teacher modeling, partner planning, independent writing, and sharing</p>

Reading Roots Instructional Process (level 4)

In level 4, the longer stories are broken into three parts. Each lesson is taught using the following four-day lesson plan. On each of the first three days, one part of the story is read, discussed, and responded to in writing. On the fourth day, the story is reviewed and summarized and the Story Test is taken. FastTrack Phonics and STaR continue as shown on the following chart. Adventures in Writing is a two-day process on the third and fourth days.

Day 1	Day 2	Day 3	Day 4
Team Celebration (20 minutes)	FastTrack Phonics (20 minutes)	FastTrack Phonics (20 minutes)	FastTrack Phonics (20 minutes)
Shared Story Guided Partner Reading of part 1 (50 minutes)	Shared Story Partner Rereading of part 1 Guided Partner Reading of part 2 (50–70 minutes)	Shared Story Partner Rereading of part 2 Guided Partner Reading of part 3 Reading Olympics Warm-ups (50–70 minutes)	Shared Story Partner Rereading of part 3 Story map/ Idea tree Story Test (40–50 minutes)
STaR First Reading (20 minutes)	STaR Retell (20 minutes)	Adventures in Writing Planning and drafting (20 minutes)	Adventures in Writing Planning and sharing (30–40 minutes)

When does it happen in Reading Roots?

	Day 1				Day 2				Day 3				Day 4 (Level 4 only)			
	FastTrack Phonics	Shared Story	STaR	Adventures in Writing	FastTrack Phonics	Shared Story	STaR	Adventures in Writing	FastTrack Phonics	Shared Story	STaR	Adventures in Writing	FastTrack Phonics	Shared Story	STaR	Adventures in Writing
Use this chart to connect the Snapshot objectives to the Reading Roots lesson structure. IP = Instructional Process; SE = Student Engagement																
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)		✓		✓		✓		✓		✓		✓		✓		✓
Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)		✓				✓				✓				✓		
Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)		✓				✓				✓				✓		
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)		✓				✓				✓				✓		
Students use rubrics to meet expectations during partner or team practice. (SE-6)		✓		✓		✓		✓		✓		✓		✓		✓
Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)		✓		✓		✓		✓		✓		✓		✓		✓
Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)		✓			✓	✓			✓	✓			✓	✓		✓
Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)		✓		✓		✓		✓		✓		✓		✓		✓

Snapshot Component Tracking

Component: Reading Wings

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

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Snapshot Component Tracking by Mechanical/Routine/Refined Objectives

Component: Reading Wings

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)									
	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									
	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
Refined	2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)									
	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)									
	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									
	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)										
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)										
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)										

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Reading Wings 4th Edition with Literature Targeted Treasure Hunts Instructional Process

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	
Active Instruction	Opening	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 			
	Success Review (TP)	<ul style="list-style-type: none"> Students rate new vocabulary words in journals. Celebrate super teams. Remind students about team celebration points. Guide team goal setting. 					
	Team Cooperation (TP)	<ul style="list-style-type: none"> Describe cooperative behavior for new cycle team cooperation goal. Use looks like/sounds like chart to explain expectations. Praise use of goal behavior throughout lesson. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	
	Set the Stage	<ul style="list-style-type: none"> Introduce story, author, and reading objective. Point out strategy target. Review narratives. Build/activate background knowledge. 	<ul style="list-style-type: none"> Review story, author, and reading objective. Point out strategy target. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce the test. Review story maps. Introduce section students will read for the test. 	
	Vocabulary (TP)	<ul style="list-style-type: none"> Review ratings. Introduce new vocabulary words. Review Student Routine (SR). Award team celebration points. Review Vocabulary Vault. 	<ul style="list-style-type: none"> Rate words. Review ratings. Teams review vocabulary words. Celebrate Vocabulary Vault. Award team celebration points. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Remind students vocabulary and Word Power skill are on the test. Teams review vocabulary words. 	
	Using the Targeted Skill/Strategic	<ul style="list-style-type: none"> Model, prompt, or elicit targeted-skill use. 	<ul style="list-style-type: none"> Students summarize reading to this point. Students make predictions and give evidence. Students think of and share questions. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 		<ul style="list-style-type: none"> Introduce specific aspect of topic, audience, purpose, or format.
	Listening Comprehension	<ul style="list-style-type: none"> Use text to model, prompt, or elicit targeted-skill use when reading. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 		
	Preview Team Talk (TP)	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. Randomly assign team leaders. 	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	Prepare Students for the Test <ul style="list-style-type: none"> Distribute and preview the test. Ask students to underline key words/phrases in skill question. 	
	Test (Day 5)					<ul style="list-style-type: none"> Allow students to begin. Monitor timing. Collect pens and pencils. 	
	Partner Reading (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Students read and restate. Students review Team Talk questions. 	<ul style="list-style-type: none"> Review Student Routine. Students read and restate. Students review passage for Fluency in Five. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 		Planning <ul style="list-style-type: none"> Introduce the activity, prompt, and scoring guide. Model using graphic organizer. Have students plan and share ideas.

Teamwork		Adventures in Writing (TP)				Drafting		Sharing, Responding and Revising		Editing		Rewriting	
Team Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Strategy-use discussion Students individually write answers to the Write-On question. Review use of role cards. Remind students to review rubrics to prepare for Class Discussion. Students work on story maps. Award team celebration points. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Review Student Routine (SR). Have students discuss independent strategy use and answers on the test. Prompt discussion of the skill question. Ask students to add to their answers. Award team celebration points. Discuss additions to story maps. 	<ul style="list-style-type: none"> Explain use of graphic organizers to write drafts. Remind students to use prompt and scoring guide to check writing. Give feedback. Have students read drafts aloud to partners. Ask one or two students to share drafts with the class. 							
Class Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Have a strategy-use discussion. Have a Think-and-Connect discussion. Have a Write-On discussion. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Ask students to share additions to test answers. Collect test answers. Discuss strategy use. Award team celebration points. Review and celebrate team discussions. Celebrate Vocabulary Vault. 	<ul style="list-style-type: none"> Introduce Student Routine (SR). Have students share and respond with partners. Remind students how to revise. Ask one or two students to share how they will revise. Ask class to make revisions. 							
Fluency in Five (TP)	<ul style="list-style-type: none"> Explain fluency and the fluency rubric. Model fluent, then non-fluent reading. Students give feedback using rubric. 	<ul style="list-style-type: none"> Review routine and rubric for fluency (SR). Display pages of fluency passage. Remind partners to give feedback. Have students read for one minute. Prompt partners to give feedback. Have partners switch roles. Assign individual fluency goals. Have two or three students read for scores. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce rewriting. Have students rewrite. Celebrate by having one or two students share with the class. Collect and score. 								
Word Power (TP)	<ul style="list-style-type: none"> Introduce Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Practice word lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. On My Own lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 									
Book Club					<ul style="list-style-type: none"> Have students share self-selected reading. Celebrate and record completion on teacher cycle record form. 								
Team Celebration	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Guide student reflection about points and team cooperation goal and related behavior. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Use overlay to show team celebration scores. Guide student reflection about points and team cooperation goal and related behavior. 								

Reading Wings 4th Edition with Informational Targeted Treasure Hunts Instructional Process

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Opening	<ul style="list-style-type: none"> Students rate new vocabulary words in journals. 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 	<ul style="list-style-type: none"> Two-Minute Edit (TP/SR) 		
Success Review And Keeping Score (TP)	<ul style="list-style-type: none"> Celebrate super teams. Remind students about team celebration points. Guide team goal setting. 					
Team Cooperation Goal (TP)	<ul style="list-style-type: none"> Describe cooperative behavior for new cycle team cooperation goal. Use looks like/sounds like chart to explain expectations. Praise use of goal behavior throughout lesson. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1
Set the Stage	<ul style="list-style-type: none"> Introduce text, author, and reading objective. Point out strategy target. Review expository text and the TIGRRS process. Complete the first steps of TIGRRS – identifying the topic. Build/activate background knowledge. Complete the next two steps of the TIGRRS process – identifying the intent of author, and choosing a graphic organizer. 	<ul style="list-style-type: none"> Review text, author, and reading objective. Point out strategy target. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce the test. Introduce section students will read for the test. 	<ul style="list-style-type: none"> Introduce the writing goal.
Active Instruction						
Vocabulary (TP)	<ul style="list-style-type: none"> Rate words. Review ratings. Teams review vocabulary words. Review Student Routine (SR). Award team celebration points. Review Vocabulary Vault. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Remind students vocabulary and Word Power skill are on the test. Teams review vocabulary words. 	
Using the Targeted Strategic Review	<ul style="list-style-type: none"> Model, prompt, or elicit targeted-skill use. 	<ul style="list-style-type: none"> Students summarize reading to this point. Students make predictions and give evidence. Students think of and share questions. 				<ul style="list-style-type: none"> Introduce specific aspect of topic, audience, purpose, or format.
Listening Comprehension	<ul style="list-style-type: none"> Use text to model, prompt, or elicit targeted-skill use when reading. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 		
Preview Team Talk (TP)	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. Randomly assign team leaders. 	<ul style="list-style-type: none"> Preview Team Talk questions. Guide reflection of Write-On question. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Prepare Students for the Test Distribute and preview the test. Ask students to underline key words/phrases in skill question. Tell students to add information to their graphic organizers. 	
Test (Day 5)					<ul style="list-style-type: none"> Allow students to begin. Monitor timing. Collect pens and pencils. 	
Partner Reading (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Students complete the fourth part of the TIGRRS process—read and then restate. Students review Team Talk questions. 	<ul style="list-style-type: none"> Review Student Routine (SR). Students complete the fourth part of the TIGRRS process—read and then restate. Students review passage for Fluency in Five. 	<ul style="list-style-type: none"> Review Student Routine (SR). Students complete the fifth part of the TIGRRS process—reread and then restate. Students review passage for Fluency in Five. 	<ul style="list-style-type: none"> Same as Day 3. 		<ul style="list-style-type: none"> Introduce the activity, prompt, and scoring guide. Model using graphic organizer. Have students plan and share ideas.
						Planning

Teamwork		Adventures in Writing (TP)				Drafting	
Team Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Team Talk discussion in teams. Students individually write answers to Write-On question. Review use of role cards. Remind students to review rubrics to prepare for Class Discussion. Students work on graphic organizers. Award team celebration points. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Review Student Routine (SR). Have students discuss independent strategy use and their answers on test. Prompt discussion of skill question. Ask students to add to their answers. Award team celebration points. Discuss additions to graphic organizers. 	<ul style="list-style-type: none"> Explain use of graphic organizers to write drafts. Remind students to use prompt and scoring guide to check writing. Give feedback. Have students read drafts aloud to partners. Ask one or two students to share drafts with the class. 		
Class Discussion (TP)	<ul style="list-style-type: none"> Review Student Routine (SR). Have a strategy-use discussion. Have a Think-and-Connect discussion. Have a Write-On discussion. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Ask students to share additions to test answers. Collect test answers. Discuss strategy use. Award team celebration points. Review and celebrate team discussions. Celebrate Vocabulary Vault. 	<ul style="list-style-type: none"> Introduce Student Routine (SR). Have students share and respond with partners. Remind students how to revise. Ask one or two students to share how they will revise. Ask class to make revisions. 		
Fluency in Five (TP)	<ul style="list-style-type: none"> Explain fluency and the fluency rubric. Model fluent and then nonfluent reading. Students give feedback using rubric. 	<ul style="list-style-type: none"> Review routine and rubric for fluency (SR). Display pages of fluency passage. Remind partners to give feedback. Have students read for one minute. Prompt partners to give feedback. Have partners switch roles. Assign individual fluency goals. Have two or three students read for scores. Award team celebration points. Record individual scores on teacher cycle record form. 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Same as Day 2 	<ul style="list-style-type: none"> Introduce idea of editing. Create editing checklist. Have students check their drafts and partners' drafts. Have students share edits. 		
Word Power	<ul style="list-style-type: none"> Introduce Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. Practice word lists (Grade 2 only) Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. On My Own lists Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Review Word Power skill and Captain Read More's clue. Review Student Routine (SR). Review Skill Practice and Building Meaning. On My Own lists Check responses and meaningful sentences. Award team celebration points. Remind students about Vocabulary Vault. 	<ul style="list-style-type: none"> Introduce rewriting. Have students rewrite. Celebrate by having one or two students share with the class. Collect and score. 		
Team Celebration	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Guide student reflection about points and the team cooperation goal and related behavior. 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Same as Day 1 	<ul style="list-style-type: none"> Total tallies on team score sheets, and add points to team celebration poster. Use overlay to show team celebration scores. Guide student reflection about points and the team cooperation goal and related behavior. 		

When does it happen in Reading Wings?

Use this chart to connect the Snapshot objectives to the Reading Wings lesson structure.

IP = Instructional Process; **SE** = Student Engagement

	Active Instruction						Teamwork			Fluency in Five	Word Power	Adventures in Writing
	Success Review/Team Cooperation Goal	Set the Stage	Vocabulary	Targeted Skill/Strategy Review	Listening Comprehension	Team Talk Preview	Partner Reading	Team Discussion	Class Discussion			
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)		✓	✓	✓	✓			✓	✓		✓	✓
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)							✓	✓		✓	✓	✓
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)		✓			✓		✓	✓	✓		✓	✓
Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)								✓	✓			
During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)								✓	✓			
During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)								✓	✓			
Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)	✓								✓			✓
Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)	✓								✓	✓	✓	✓
Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)	✓								✓			
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)		✓	✓	✓	✓			✓	✓			✓
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)			✓				✓	✓	✓	✓	✓	✓
Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)			✓				✓			✓		
Students use rubrics to meet expectations during partner or team practice. (SE-6)							✓	✓	✓	✓		✓
Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)								✓	✓			✓
Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)			✓				✓	✓	✓	✓	✓	✓
Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)			✓				✓	✓				
Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)	✓						✓	✓	✓			

Snapshot Component Tracking

Component: **The Reading Edge Middle School**

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teacher restates and elaborates student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									
2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking
by Mechanical/Routine/Refined Objectives

Component: The Reading Edge Middle School

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)									
	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									
	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
Refined	2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)									
	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)									
	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									
	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)										
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)										
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)										

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

The Reading Edge Level 1 Seven-Day Cycle of Instruction

1	2	3
<p>Teacher Background Set the Stage Review goals</p> <p>Active Instruction Skill Review Skill Instruction Build Background Listening Comprehension</p> <p>Teamwork Partner Reading Team Discussion</p> <p>Time for Reflection Class Discussion Word List Practice Dictation Homework</p>	<p>Teacher Background Set the Stage Review goals Homework Review</p> <p>Active Instruction Skill Review Skill Instruction Build Background Listening Comprehension</p> <p>Teamwork Partner Reading Team Discussion</p> <p>Time for Reflection Class Discussion Word List Practice Dictation Homework</p>	<p>Teacher Background Set the Stage Review goals Homework Review</p> <p>Active Instruction Skill Review Skill Instruction Build Background Listening Comprehension</p> <p>Teamwork Partner Reading Team Discussion</p> <p>Time for Reflection Class Discussion Word List Practice Dictation Homework</p>
4	5	6
<p>Teacher Background Set the Stage Review goals Homework Review</p> <p>Active Instruction Skill Review Build Background Listening Comprehension</p> <p>Teamwork Partner Reading Team Discussion</p> <p>Time for Reflection Class Discussion Word List Practice Dictation Homework</p>	<p>Teacher Background Set the Stage Review goals Homework Review</p> <p>Active Instruction Skill Review Build Background Listening Comprehension</p> <p>Teamwork Partner Reading Team Discussion</p> <p>Time for Reflection Class Discussion Word List Practice Dictation Homework</p>	<p>Set the Stage Review goals Homework Review</p> <p>Active Instruction Prepare Students for the Test</p> <p>Cycle Test</p> <p>Time for Reflection Class Discussion</p>
7 - Toll Booth Day		
<p>Set the Stage Review goals</p> <p>Active Instruction Review scored tests Use Map It Out to track progress Toll Booth practice</p> <p>Toll Booth Check Identify letters/sounds; read words, sentences. Pretest for next unit (try next Toll Booth Check)</p> <p>Time for Reflection Set personal goals (Map It Out) Tally team points and set team goals (Team Score Sheet/Learning Guide) Celebrate Good, Great, and Super Teams</p>		

The Reading Edge Middle Grades 2nd Edition Instructional Process—Informational

		Lesson 1	Lesson 2	Lesson 3	Lesson 4
Active Instruction (TP)	Opening	<ul style="list-style-type: none"> Post the Big Question. Students write responses as they arrive for class. 	<ul style="list-style-type: none"> Display the vocabulary words. Partner vocabulary study Spot check Read and Respond forms. 	<ul style="list-style-type: none"> Same as lesson 2 	<ul style="list-style-type: none"> Same as lesson 2
	Vocabulary		<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Introduce the vocabulary words. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Model exploring a word in a word power journal. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> Teams discuss vocabulary ratings. Random Reporters use a word in a new sentence. Review the Vocabulary Vault. Teach Word Power lesson (level 2-3)
Teamwork (TP)	Set the Stage	<ul style="list-style-type: none"> Discuss the Big Question. Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Partners identify the text as literature or informational. TIGRRS: Review the process as necessary. TIGRRS: Partners survey text features to determine the topic and the author's intent. TIGRRS: Students identify the graphic organizer that they will use to make notes. Students identify strategies that they use to prepare to read informational text. 	<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the reading objective. Refer students to pages in the text. Partners identify the text as literature or informational. TIGRRS: Review the process as necessary. TIGRRS: Partners survey text features to determine the topic and the author's intent. TIGRRS: Students identify the graphic organizer that they will use to make notes. Teams discuss their preview and explain. Build background about the topic. 	<ul style="list-style-type: none"> Same as lesson 2 	<ul style="list-style-type: none"> Same as lesson 2
	Interactive Read Aloud	<ul style="list-style-type: none"> Remind students of the reading objective. TIGRRS: Read/think aloud to model use of the target skill or strategy within the TIGRRS process. TIGRRS: Restate important ideas, and add notes to the graphic organizer. TIGRRS: Partner pairs read/think aloud to practice use of the skill/strategy. TIGRRS: Partner pairs review, reread, and add to their graphic organizer. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1
	Partner Prep	<ul style="list-style-type: none"> Students use routines for partner reading, word power, and fluency. TIGRRS: Partners read, clarify, and restate. [SR] Partners practice fluency and give feedback. [SR] Partners add words to their word power journals. [SR] Circulate, and give feedback. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1
	Team Discussion	<ul style="list-style-type: none"> Students use routines for strategy use and Team Talk discussions. Remind students to review rubrics for the Lightning Round. Preview the Team Talk questions, and guide student reflection on the "(Write)" question. Team members discuss questions and individually write the answer to the "(Write)" question. Teams discuss strategy use, graphic organizers, and word power journals. Teams refer to rubrics and make sure every member is prepared to report on the team discussion. Circulate, and give feedback to teams and students. Record individual scores on the teacher cycle record form. Award team celebration points. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 TIGRRS: Students write summaries, using the summary rubric as a guide.
Class Discussion (TP)	Lightning Round	<ul style="list-style-type: none"> Random Reporters share teams' strategy use discussions, oral and written Team Talk responses, word power discussions, and fluency. Use rubrics to give feedback. Record individual scores on the teacher cycle record form. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 TIGRRS: Students review their written summaries, using the summary rubric as a guide.
	Celebrate	<ul style="list-style-type: none"> Celebrate team successes by tallying scores on the poster. Allow the top team to choose a cheer. Remind students about the Read and Respond homework. 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1 	<ul style="list-style-type: none"> Same as lesson 1

Lesson 5		Lesson 6		Lesson 7		Lesson 8	
<ul style="list-style-type: none"> Same as lesson 2 		<ul style="list-style-type: none"> Same as lesson 2 		<ul style="list-style-type: none"> Display the Two-Minute Edit. Students write corrections as they arrive for class. Use Random Reporter to check corrections. Award team celebration points. 		<ul style="list-style-type: none"> Same as lesson 7 	
<ul style="list-style-type: none"> Same as lesson 4 		<ul style="list-style-type: none"> Partners review and rate vocabulary words again. 		<ul style="list-style-type: none"> Ask teams for Vocabulary Vault words. Award team celebration points. 			
<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the writing objective. Introduce the writing project. Read the prompt aloud. Students identify the purpose for writing. Review the appropriate writer's guide. Highlight the writing objective. Identify the writing project as practice for part II of the cycle test. 		<ul style="list-style-type: none"> Teams review the cycle goal. Post and present the reading and writing objectives. Review the Vocabulary Vault. 		<ul style="list-style-type: none"> Teams review the cycle goal. Connect the cycle reading objective to students' homework selections. Remind students to think of strategies and skills used during their self-selected reading. Remind students to add notes to their Read and Respond forms in preparation for their presentations. 			
Model a Skill	<ul style="list-style-type: none"> Model part of the writing process. 	Prepare Students for the Test	Partner Review	<ul style="list-style-type: none"> Remind students of the target skill or strategy that they have been practicing this cycle. Partners review their notes and word power journals. 		Celebrate/Set Goals	<ul style="list-style-type: none"> Distribute the scored cycle tests. Distribute team score sheets and celebration certificates. Celebrate team successes with a class cheer. Teams set goals for next cycle. Award team celebration points.
			Test Directions	<ul style="list-style-type: none"> Distribute the test, and explain the directions. Students preview the questions and identify key words and phrases in the indicated skill question. Introduce the text that students will read. 			
Independent Work	<ul style="list-style-type: none"> Students write for 10 minutes. 	Test	<ul style="list-style-type: none"> Tell students that they have 30 minutes for the test. Give a 5-minute warning. 			Class Council	<ul style="list-style-type: none"> Share class compliments. Review progress toward the previous goal. Discuss a new concern or choose a scenario. Have teams discuss. Use Random Reporter to share responses. Clarify class goal and measure of progress to be discussed at the next Class Council.
Team Discussion	<ul style="list-style-type: none"> Monitor discussions as partners and teams give feedback. Students revise and edit their writing projects. Students share their drafts and use the peer feedback checklist to get feedback from their partners/teammates. Each team puts their writing projects in a pile in the middle of their table for random selection. 		<ul style="list-style-type: none"> Teams discuss their answers to the test questions. Monitor and prompt thinking about important ideas in the reading and about the skills and strategies that students have been practicing. 	<ul style="list-style-type: none"> Students prepare, share, and revise their presentations of their self-selected reading. Circulate to students who need scores. Point out successes, and give feedback for improvement. Check for homework completion. Enter scores on the teacher cycle record form. Make sure students have reading selections and Read and Respond forms for next cycle. 		Brain Games	<ul style="list-style-type: none"> Choose a brain game from the card set. Students play the brain game. Use questions to debrief and remind students of self-regulatory strategies.
Lightning Round	<ul style="list-style-type: none"> Display and evaluate randomly selected writing projects, using the appropriate writer's guide. Award points to teams whose writing projects meet the criteria, and record on the poster. 		<ul style="list-style-type: none"> Random Reporters share team discussions of a test question. Collect test answers. 	<ul style="list-style-type: none"> Teams report their review of the texts and Read and Respond discussions. Use rubrics to evaluate responses, give specific feedback, and award points. 			
Reflection on Writing	<ul style="list-style-type: none"> Students reflect on the writing process. 						
<ul style="list-style-type: none"> Same as lesson 1 		<ul style="list-style-type: none"> Same as lesson 1 		<ul style="list-style-type: none"> Tally all cycle scores. Tell students that their tests will be returned at the beginning of the next lesson and that teams' points and test scores will determine team status. Record team celebration points on the teacher cycle record form. Collect the Read and Respond forms. 		<ul style="list-style-type: none"> Same as lesson 1 	

The Reading Edge Middle Grades 2nd Edition Instructional Process—Literature

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
Active Instruction (TP)	Opening	<ul style="list-style-type: none"> • Post the Big Question. • Students write responses as they come to class. 	<ul style="list-style-type: none"> • Display the vocabulary words. • Partner vocabulary study • Spot check Read and Respond forms. 	Same as lesson 2	Same as lesson 2
	Vocabulary		<ul style="list-style-type: none"> • Teams discuss vocabulary ratings. • Introduce the vocabulary words. • Random Reporters use a word in a new sentence. • Review the Vocabulary Vault. • Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> • Teams discuss vocabulary ratings. • Random Reporters use a word in a new sentence. • Model exploring a word in a word power journal. • Review the Vocabulary Vault. • Teach Word Power lesson (level 2-3) 	<ul style="list-style-type: none"> • Teams discuss vocabulary ratings. • Random Reporters use a word in a new sentence. • Review the Vocabulary Vault. • Teach Word Power lesson (level 2-3)
	Set the Stage	<ul style="list-style-type: none"> • Discuss the Big Question. • Teams review the cycle goal. • Post and present the reading objective. • Refer students to pages in the text. • Students survey the text to determine whether it is informational or literature. • Build/activate background knowledge. 	<ul style="list-style-type: none"> • Teams review the cycle goal. • Post and present the reading objective. • Refer students to pages in the text. • Build/activate background knowledge as needed. 	Same as lesson 2	Same as lesson 2
	Interactive Read Aloud	<ul style="list-style-type: none"> • Remind students of the reading objective. • Explain the skill/strategy and its value to a reader. • Read aloud and demonstrate or prompt use of targeted skill/strategy. • Debrief • Model making notes on graphic organizer. 	Same as lesson 1	<ul style="list-style-type: none"> • Read aloud and demonstrate or prompt use of targeted skill/strategy. • Debrief • Model making notes on graphic organizer. • Partners identify important events or details to add to graphic organizer. 	Same as lesson 3
Teamwork (TP)	Partner Prep	<ul style="list-style-type: none"> • Review partner reading routines as necessary. • Partners read, clarify, and retell. • Partners make notes on their graphic organizers. • Partners practice fluency and give feedback. • Partners add words to their word power journals. • Circulate and give feedback on strategy use/prompt and reinforce partner discussions. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
	Team Discussion	<ul style="list-style-type: none"> • Students use routines for strategy use and Team Talk discussion. • Remind students to review rubrics for the Lightning Round. • Preview the Team Talk questions and guide student reflection on the "(Write)" question. • Team members discuss questions and individually write the answer to the "(Write)" question. • Teams discuss strategy use, graphic organizers, and word power journals. • Teams refer to rubrics and make sure every member is prepared to report on the team discussion. • Circulate, and give feedback to teams and students. Record individual scores on the teacher cycle record form. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
	Lightning Round	<ul style="list-style-type: none"> • Random Reporters share teams' strategy-use discussions, oral and written Team Talk responses, word power discussions, and fluency. • Use rubrics to give feedback. Record individual scores on the teacher cycle record form. 	Same as lesson 1	Same as lesson 1	Same as lesson 1
Class Discussion (TP)	Celebrate	<ul style="list-style-type: none"> • Celebrate team successes by tallying scores on the poster. • Allow the top team to choose a cheer. • Remind students about the Read and Respond homework. • Award all team celebration points from the poster. Celebrate team successes. 	Same as lesson 1	Same as lesson 1	Same as lesson 1

Lesson 5		Lesson 6		Lesson 7		Lesson 8	
Same as lesson 2		Same as lesson 2		<ul style="list-style-type: none"> • Display the Two-Minute Edit. • Students write corrections as they arrive for class. • Use Random Reporter to check corrections. • Award team celebration points. 		Same as lesson 7	
Same as lesson 4		<ul style="list-style-type: none"> • Partners review and rate their vocabulary words again. 		<ul style="list-style-type: none"> • Ask teams for Vocabulary Vault words. • Award team celebration points. 			
<ul style="list-style-type: none"> • Teams review the cycle goal. • Post and present the writing objective. • Introduce the writing project. • Read the prompt aloud. • Students identify the purpose for writing. • Review the appropriate writer's guide. • Highlight the writing objective. • Identify the writing project as practice for part II of the test. 		<ul style="list-style-type: none"> • Teams review the cycle goal. • Post and present the reading and writing objectives. • Review the Vocabulary Vault. 		<ul style="list-style-type: none"> • Teams review the cycle goal. • Connect the reading objective to the students' homework selections. • Remind students to think of strategies and skills used during their self-selected reading. • Remind students to add notes to their Read and Respond forms in preparation for their presentations. 			
Model a Skill	<ul style="list-style-type: none"> • Model part of the writing process. 	Prepare Students for the Test	Partner Review <ul style="list-style-type: none"> • Remind students of the target skill or strategy that they have been practicing this cycle. • Partners review their notes and word power journals. 			Celebrate/Set Goals	<ul style="list-style-type: none"> • Distribute the scored cycle tests. • Distribute team score sheets and celebration certificates. • Celebrate team successes with a class cheer. • Teams set goals for next cycle. • Award team celebration points.
			Test Directions <ul style="list-style-type: none"> • Distribute the test and explain the directions. • Students preview the questions and identify key words and phrases in the indicated skill question. • Introduce the text that students will read. 				<ul style="list-style-type: none"> • Share class compliments. • Review progress toward the previous goal. • Discuss a new concern or choose a scenario. • Have teams discuss. Use Random Reporter to share responses. • Clarify class goal and measure of progress to be discussed at the next Class Council.
Independent Work	<ul style="list-style-type: none"> • Students write for 10 minutes. 	Test	<ul style="list-style-type: none"> • Tell students that they have 30 minutes for the test. • Give a 5-minute warning. 			Class Council	<ul style="list-style-type: none"> • Share class compliments. • Review progress toward the previous goal. • Discuss a new concern or choose a scenario. • Have teams discuss. Use Random Reporter to share responses. • Clarify class goal and measure of progress to be discussed at the next Class Council.
Team Discussion	<ul style="list-style-type: none"> • Monitor discussions as partners and teams give feedback. • Students revise and edit their writing projects. • Students share their drafts and use the peer feedback checklist to get feedback from their partners/teammates. • Each team puts their writing project in a pile in the middle of their table for random selection. 		<ul style="list-style-type: none"> • Teams discuss their answers to the test questions. • Monitor and prompt thinking about the important ideas in the reading and about the skills and strategies that students have been practicing. 	<ul style="list-style-type: none"> • Students prepare, share, and revise their presentations of their self-selected reading. • Circulate to students who need scores. Point out successes, and give feedback for improvement. • Check for homework completion. • Enter scores on the teacher cycle record form. • Make sure students have reading selections and Read and Respond forms for the next cycle. 		Brain Games	<ul style="list-style-type: none"> • Choose a brain game from the card set. • Students play the brain game. • Use questions to debrief and remind students of self-regulatory strategies.
Lightning Round	<ul style="list-style-type: none"> • Display and evaluate randomly selected writing projects, using the appropriate writer's guide. • Award points to teams whose writing projects meet the criteria, and record on the poster. 		<ul style="list-style-type: none"> • Random Reporters share team discussions of a test question. • Collect test answers. 	<ul style="list-style-type: none"> • Teams report their review of the texts and Read and Respond discussions. • Use rubrics to evaluate responses, give specific feedback, and award points. 			
Reflection on Writing	<ul style="list-style-type: none"> • Students reflect on the writing process. 						
Same as lesson 1		Same as lesson 1		<ul style="list-style-type: none"> • Tally all cycle scores. • Tell students that their tests will be returned at the beginning of the next lesson and that teams' points and test scores will determine team status. • Record team celebration points on the teacher cycle record form. • Collect the Read and Respond forms. 		Same as lesson 1	

When does it happen in the Reading Edge Middle School?

Use this chart to connect the Snapshot objectives to the Reading Edge Middle School lesson structure.

IP = Instructional Process; **SE** = Student Engagement

	Active Instruction			Teamwork		Class Discussion	
	Vocabulary	Set the Stage	Interactive Read Aloud	Partner Prep	Team Discussion	Lightning Round	Celebrate/Set Goals
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓	✓	✓				✓
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓	✓	✓	✓	✓	✓	✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓	✓	✓		✓	✓	✓
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)	✓			✓	✓		
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)	✓			✓	✓		✓
Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)					✓	✓	
During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)						✓	
During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)						✓	
Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)						✓	✓
Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)							✓
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓	✓	✓		✓	✓	
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓			✓	✓	✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)	✓			✓	✓	✓	✓
Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)	✓			✓			
Students use rubrics to meet expectations during partner or team practice. (SE-6)	✓			✓	✓	✓	✓
Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)	✓			✓	✓	✓	✓
Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)	✓			✓	✓	✓	✓
Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)				✓	✓		
Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)				✓	✓	✓	✓

Snapshot Component Tracking

Component: The Reading Edge High School

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (5)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (8)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

**Snapshot Component Tracking
by Mechanical/Routine/Refined Objectives**

Component: The Reading Edge High School

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)									
	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									
	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
	2 Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)									
Refined	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)									
	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									
	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
	3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)										

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

The Reading Edge High School Instructional Process

Unit Structure	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
SET THE STAGE (1 minute)	✓	✓	✓	✓	✓			
Reading or Writing Goal	✓	✓	✓	✓	✓			
Today's Big Question	✓	✓	✓	✓				
ACTIVE INSTRUCTION (20 minutes)	✓	✓	✓	✓	✓			
Build Background	✓	✓	✓	✓	✓			
Writing Prompt and Scoring Guide					✓			
Skill or Strategy Instruction	✓	✓	✓	✓				
Model a Skill	✓	✓	✓	✓	✓			
Listening Comprehension	✓	✓	✓	✓				
TEAMWORK (20–25 minutes)	✓	✓	✓	✓				
Partner Reading	✓	✓	✓	✓				
Team Discussion of Team Talk Questions	✓	✓	✓	✓				
Partner Work					✓			
Independent Work					✓			
Peer Feedback					✓			
TEST						✓		
Prepare Students for the Test						✓		
Partner Review						✓		
Test Directions and Test						✓		
Teamwork						✓		
READER'S BOX							✓	✓
Independent Reading							✓	✓
Read and Respond							✓	
Team Discussion of Team Talk Questions							✓	✓
One-to-One Conferences/Feedback							✓	✓
TIME FOR REFLECTION (10–15 minutes)	✓	✓	✓	✓			✓	✓
Class Discussion	✓	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> • Strategy Use, Team Talk Questions, Word Power, Fluency 	✓	✓	✓	✓				
<ul style="list-style-type: none"> • Writing process and evaluation of sample work 					✓			
Today's Big Question	✓	✓	✓	✓		✓		
Two-Minute Edit		✓	✓	✓				
Team scores, celebration, recognition, and cycle grades with goal setting								✓
Homework	✓	✓	✓	✓	✓	✓		

When does it happen in the Reading Edge High School?

	Set the Stage	Active Instruction			Teamwork		Writing Project	Reader's Box	Time for Reflection	
		Build Background	Skill/Strategy Instruction	Model a Skill/Listening Comprehension	Partner Reading	Team Discussion			Class Discussion	Homework
Use this chart to connect the Snapshot objectives to the Reading Edge High School lesson structure. IP = Instructional Process; SE = Student Engagement										
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓	✓	✓	✓			✓		✓	✓
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓	✓	✓	✓			✓		✓	
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)					✓	✓	✓	✓	✓	
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)					✓	✓	✓	✓	✓	
Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)						✓	✓	✓	✓	
During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)							✓	✓	✓	
During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									✓	
Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									✓	
Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)										
Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (IP-12)								✓		✓
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓	✓	✓	✓		✓	✓	✓	✓	
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓	✓	✓		✓	✓	✓	✓	
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)					✓	✓	✓	✓	✓	
Partners assist each other effectively with difficult words and use retell every day during partner reading. (SE-5)					✓	✓		✓		
Students use rubrics to meet expectations during partner or team practice. (SE-6)					✓	✓	✓	✓	✓	
Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)					✓	✓	✓	✓	✓	
Students value team scores and work daily to ensure that team members are prepared to successfully report for the team during Random Reporter and to succeed on tests. (SE-8)									✓	
Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)	✓						✓		✓	

Snapshot Component Tracking

Component: **Writing Wings**

Observer: _____

Week: _____

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)									
3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)									
3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)									
2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)									
3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									
3 Students use rubrics to meet expectations during partner or team practice. (6)									
3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (7)									
3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (10)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Snapshot Component Tracking by Mechanical/Routine/Refined Objectives

Component: Writing Wings

Observer: _____

Week: _____

IP = Instructional Process; SE = Student Engagement		IP = In place; N = Not in place								Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
Mechanical	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)									
	1 Students are familiar with routines. (SE-1)									
Routine	2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)									
	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)									
	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)									
	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)									
	2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)									
	2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)									
Refined	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)									
	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)									
	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)									
	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)									
	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)									
	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)									
	3 Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)									
	3 Students use rubrics to meet expectations during partner or team practice. (SE-6)									
	3 Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)									
	3 Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)									
3 Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)										

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

Writing Wings Instructional Process

Unit Structure	Two-Minute Edit (2 minutes)	Author's Chair (5 minutes)	Active Instruction		Teamwork				Reflection (3 minutes)
			Set the Stage (17 minutes)	Instruction	Partner/Team Feedback	Team Practice (10 minutes)	Team Mastery	Onick Check	
Day 1: Craft Lesson			✓	✓		✓	✓	✓	✓
Day 2: Brainstorm	✓	✓	✓	✓	✓				✓
Day 3: Plan	✓	✓	✓	✓	✓				✓
Day 4: Draft	✓	✓	✓	✓	✓				✓
Day 5: Mechanics Lesson			✓	✓		✓	✓	✓	✓
Day 6: Share and Respond	✓	✓	✓	✓	✓				✓
Day 7: Revise	✓	✓	✓	✓	✓				✓
Day 8: Mechanics Lesson			✓	✓		✓	✓	✓	✓
Day 9: Edit	✓	✓	✓	✓	✓				✓
Day 10: Publish	✓	✓	✓	✓	✓				✓
Day 11: Writing Journal			✓	✓	✓				✓

For more information, see the Introductory Guide in the Writing Wings Teacher Edition: Volume 1 for any grade level.

When does it happen in Writing Wings?

	Two-Minute Edit	Author's Chair	Set the Stage	Instruction	Partner/Team Feedback	Team Practice	Team Mastery	Quick Check	Reflection
Use this chart to connect the Snapshot objectives to the Writing Wings lesson structure. IP = Instructional Process; SE = Student Engagement									
Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)	✓		✓	✓					
Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)	✓		✓	✓		✓	✓		✓
Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)	✓		✓	✓	✓	✓	✓		
Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)					✓	✓	✓		✓
Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)					✓	✓	✓		✓
Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (IP-7)	✓				✓	✓	✓		✓
During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (IP-8)				✓	✓	✓	✓		✓
During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (IP-9)				✓	✓				✓
Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (IP-10)			✓						✓
Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (IP-11)			✓						✓
Students are familiar with routines. (SE-1)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)	✓		✓	✓	✓	✓	✓		✓
Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)	✓				✓	✓	✓		✓
Students use rubrics to meet expectations during partner or team practice. (SE-6)					✓				
Teams are engaged in highly challenging discussions, in which students explain and offer evidence from the text or their work to support their answers, or, for writing, students offer thoughtful responses during the revision process. (SE-7)					✓				
Students use strategy cards to assist one another during reading and discussion, or Think Like a Mathematician guidelines, or revision guides to offer helpful feedback during the writing process. (SE-9)					✓				
Students know their reading levels and can articulate what they need to do to increase their reading achievement, or, for writing, students know their writing strengths and what they need to do to improve their writing. (SE-10)									✓