

## **6 Key Elements – Criteria for High Reading First Implementation**

### **Key Element 1**

**All classrooms deliver a coherent, well organized, standards based, academic program in reading and language arts. This coordinated program includes specific content and a complete instructional system that is well supported with high quality materials, training and specific instructional strategies to address student needs across all population of students.**

- *All rooms are organized for instruction in the program specifically to focus the students on the content and learning strategies embedded in the program.*
- *All teachers and school personnel are knowledgeable about all program components and understand the instructional design of how the program meets the standards.*
- *All classroom teachers have been trained to an advanced level of delivery.*
- *The school is skillfully using the program each day in all classes.*
- *All teachers have focused their efforts on building their classroom environment to focus on key elements of the program.*
- *The amount of time spent teaching the program is standard across classes and additional time is allocated for specific, in-depth teaching.*
- *The pacing of lessons is similar from class to class and demonstrates skilled teaching of each different instructional design.*
- *Special education and other programs utilized the standards based program and coordinate instruction to create a cohesive instructional model.*
- *All of the suggested instructional strategies designed to meet special needs of students are implemented.*

### **Key Element 2**

**Everyone at each school uses a frequent assessment system directly connected to the content of the academic program. The data is collected in an efficient and timely manner. Teachers and grade levels understand how to analyze, interpret, and use data to improve instruction. Teachers, to improve instruction and meet the needs of all students, actively and purposefully use this assessment system.**

- *All teachers administer assessments at the end of each unit/theme as suggested by the pacing guidelines/calendar.*
- *There is evidence that all teachers use agreed upon norms for administering and scoring assessments.*
- *Data collection is always coordinated in an efficient and timely manner in preparation for use at grade level meetings and for instructional planning.*
- *All teachers see the use of data as a purposeful activity for the improvement of instruction.*
- *All teachers and grade level teams demonstrate an understanding of how to analyze, interpret and use the data to improve instruction.*
- *The school demonstrates a consistent view of the importance of the assessment system.*

### **Key Element 3**

**All teachers/leaders engage in collegial, collaborative school and grade level teams that focus on developing successful, program specific strategies to improve achievement for all students.**

- *Work by grade level teams is always coherent to the agreed upon program.*
- *Established norms are always followed to ensure focused and productive grade level meetings.*
- *Grade level collaboration is well focused and assists teachers to improve instruction.*
- *Grade level meetings are scheduled on a regular and frequent basis.*
- *Grade level meetings are attended by all teachers.*
- *Preparation and pacing for instruction is coordinated by all team members.*
- *Assessment data is shared and analyzed by all teachers.*
- *Data analysis is always used to plan and improve all components of instruction.*
- *There is evidence that team meetings always result in goal setting for improved instruction.*
- *Information from the team meeting is always shared with leadership.*

### **Key Element 4**

**All schools engage in content specific, site-based professional development with coaching and technical support. Activities at each school are developed using the data generated by the ongoing program specific assessment system and are focused on improving instruction for all students.**

- *Professional development is viewed as ongoing collegial activities that are expected to result in improving teaching/student learning in classrooms and across the school for all student groups.*
- *All teachers use the coach or technical support personnel to assist in refining practice in the classroom. The principal reinforces these actions by providing time and sharing this work with others.*
- *Data related to student learning issued each assessment cycle to plan professional development that is content/program specific and meets the needs of grade levels and whole school.*
- *Most staff meetings include opportunities for teacher learning based on input from the teachers and includes practice of learned techniques back in the classroom with coaching and feedback.*
- *All teachers work in grade level teams to increase their skills in the adopted/fully implemented reading program.*
- *The professional development plan at the school is connected to the content of the reading language arts program, the ongoing learning needs of students and unit/theme specific data.*
- *Teachers attend professional development events sponsored by the district that are purposefully designed around emerging trends in student achievement data using the unit/theme tests and input from technical support providers, coaches and other experts.*
- *The coach and other support providers work with all teachers to reinforce the outside training with follow up actions at the school/classroom level.*
- *Most content/program specific professional development activities are delivered at the school by the coach and other teachers.*

### **Key Element 5**

**The school's active and knowledgeable leadership takes actions focused on developing and strengthening the academic performance of all students in reading and language arts by fully and skillfully implementing the district-adopted program and by actively using all available coaching/technical support and student data to focus the efforts of the school.**

- *The school leadership spends time in administering and supervising the program and assumes co-responsibility with the site coach in working with teachers to improve instruction and student achievement using adopted materials and instructional designs.*
- *The school leadership takes specific actions to focus the work of all categorical programs on the effective use of the adopted program to meet the needs of all learners and insists on coherence among programs to work effectively in supporting the use of the core program and its universal access components.*
- *The school leadership consistently works and communicates with the coach and other technical support persons to plan and implement specific actions to improve teaching in all classrooms.*
- *The school leadership has an effective and efficient system to keep track of the student data and is seen as consistently using the data to design actions to improve achievement.*
- *The school leadership assists teachers to plan/attend professional development based on their instruction needs and attends key sessions. The leadership works to specifically assess if the training and follow-up were effective in improving student achievement.*
- *The leadership of the school is quite familiar with the program and is able to recognize the indicators of quality instruction that need to be seen during classroom visits to ensure all students are learning.*
- *The leadership of the school consistently uses classroom data at meetings and actively uses the coach and other technical resources to determine exactly what types of program-specific actions need to be taken in the next instructional unit to improve achievement (in the specific areas that are assessed in the unit assessments).*
- *All staff curriculum and instruction meetings are conducted by the principal and relate to data, instruction, program content, mini-professional development activities, and planning improvement actions.*
- *All of the overt leadership actions are related to skillfully implementing the adopted program in order to meet the instructional needs of teachers and the diverse learning needs of all students.*

### **Key Element 6**

**The district provides coherent, coordinated support and leadership that technically assists the school (both administrators and teachers) to focus work and sustain improvement in literacy achievement over time. All schools engage in content specific, site-based professional development with coaching and technical support. Activities at each school are developed using the data generated by the ongoing program specific assessment system and are focused on improving instruction for all students.**

- *The local district co-assigns the responsibility for this work to the curriculum and instruction department and the supervisors of site administration.*
- *There is a standing item on the action agenda for district administration meetings that provides opportunities for professional collaboration, collegial support and coherent communication and planning between departments.*

- *The district Curriculum and Instruction Office, in collaboration with other professional development departments, provides initial, as well as ongoing, training and skilled technical support to teachers and administrators in the program, in implementation processes, in the active use of data, and in refining instruction.*
- *The district central office site supervisors collaborate with the Curriculum and Instruction Office to assure that all principals and classroom teachers are given regular opportunities at their school sites to work with coaches, grade level teams and others to consistently improve instruction.*
- *The district site supervisors work with the Curriculum and Instruction Office to assure that schools fully follow the implementation guides, pacing plans and actively use data to track progress of all student groups.*
- *The district site supervisors/directors work with all principals to share information about specific issues related to addressing diverse student groups, on site technical support and site based professional development actions that can be taken to improve learning based on the data.*
- *The local district office collaborates with the Curriculum and Instruction Office to update and monitor each school regarding specific needed actions related to the Assurances in the grant connected to an ongoing system of improving achievement through improvement teaching.*
- *The local district office distributes the assessments accompanied by a district bulletin detailing how the data will be used to monitor progress and provide ongoing support to teachers and schools. The district provides an organized and timely system to receive, record, chart and return data to schools with recommendations for action.*
- *A local district office team from both the Curriculum and Instruction Office and site supervision attend state-wide meetings with the RF Coordinator and the director in charge of the grant to assure that everyone is informed and understands their role in meeting the Assurances. Each meeting is followed up with an action plan and these actions are evaluated for effectiveness in improving student learning using site data.*
- *The local district office holds regular collaborative meetings across departments with special groups to establish methods and procedures to involve categorical programs and special education in improving the teaching of the program through the use of student learning data.*
- *Special education and other programs and departments take actions based on student data to actively coordinate and improve instruction within the standards based program.*