

*SRA Imagine It! And Scott Pearson Reading Street*

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“Reading skill is essential in a literate society; however, a significant number of children experience difficulty with the reading process” (Majors, 2009, 1). In 1997, as a response to this problem, “Congress asked the Director of the National Institute of Child Health and Human Development (NICHD)...to convene a national panel to assess the effectiveness of different approaches used to teach children to read” and the National Reading Panel (NRP) was established (National Reading Panel, 2011). In the spring of 2000, the NRP released *The Report of the National Reading Panel: Teaching Children to Read* which focused on five components of reading instruction: phonemic awareness, phonics, vocabulary, fluency, and text comprehension and identified eight effective instructional strategies: comprehension monitoring, cooperative learning, graphic and semantic organizers, story structure, question answering, question generation, summarization, and multiple strategies. The recommendations of the NRP report of 2000, especially the five components of reading instruction and the eight instructional strategies, “have become central to legislation (No Child Left Behind, 2001) and literacy reform” and set the framework for many core basal reading programs, including Scott Foresman *Reading Street* and SRA *Imagine It!* (Majors, 2009, 14).

*SRA Imagine It!* evolved from the *Open Court Reading* program and is backed by forty five years of teacher feedback, advice and best practices. The results of students using the program have been validated with standardized tests year after year (see Appendix). The authors are “some of the most respected researcher in the education community” (McGraw-Hill, 2007). They spent more than twenty five years researching how to help struggling students build reading comprehension and develop both powerful writing skills and critical methods of self-regulations, known as Self-Regulated Strategy Development (SRSD). All of this along with the NRP report of 2000 has helped shape *SRA Imagine It!*.

Scott Foresman *Reading Street* is also backed by scientific research. Their research team has been working with Pearson for over seven years while Pearson “collaborates with regional education laboratories, universities and private research companies” (Pearson, 2011, 2). All of the validation studies for the program follow the criteria of the What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education’s Institute of Educational Services. There are four phases of research that Pearson uses when developing new curriculum. Phase one evaluates previous editions to determine what instructional practices are best. During the second phase, the researchers and authors conduct literature reviews on content, instructional practices and education standards. In the third phase of research, formative research is conducted and classroom field tests are done to get teacher and student feedback on

the effectiveness of the curriculum. The last phase of development involves independent randomized-control trial studies to examine the implementation and effectiveness of the curriculum. “Pearson believes that research needs to be ongoing, with continual feedback to inform product revisions to meet student and teacher needs” (Pearson, 2011, 2).

*Reading Street* and *Imagine It!* are both systemic reading curriculums with scripted lessons. According to McNeil (2009) “the overarching theme of systemic curriculum is control” (52). With systemic curriculum, emphasis is placed with “the specification of curricula standards and performance indicators (goals)” (184) while “instructional objectives, benchmarks, and other indicators are used to evaluate progress toward the goals and standards and to signal the need for modifications” (52). In both of these programs, “a learning task is broken into parts, ordered, and taught one at a time, then pulled together based on the resulting relationships” (185). The organization of systemic curriculum is “outcome driven” and a “clear statements of the outcomes that are sought from instructional sequences” are given (186).

If we look at each program closely, we can see the components of the systemic curriculum. In their *Tutorial Guide: Before you Begin*, Pearson Education, Inc. (2008) states their program philosophy:

*Reading Street* provides unique support for the teacher through direct and explicit instruction for each grade level, a step-by-step instructional plan, an assessment plan to ensure adequate yearly progress, customized instruction by strand, and differentiated instructional plans for struggling readers, advanced readers and English Language Learners. (1)

The goal of the program is to “promote language acquisition and concept development” (3) while following the “three-tier Response to Intervention model (RTI)...to meet the instructional needs of all students” (1). “Progress is assessed through monitoring success predictors and needs are address through fully developed, daily differentiated lesson plans” (2).

McGraw-Hill Education (n.d.) is “committed to providing educators with the tools needed to meet the requirements of groundbreaking reforms, NCLB and Reading First.” Although SRA/McGraw-Hill does not specifically mention a program philosophy, they have designed their program to help students:

deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing, synthesize and organize what they are learning to present their finding to their classmates, determine suitable avenues of inquiry and methods of presentation, become more independent

and responsible about their time and efforts, and to work efficiently in collaborative groups.

(SRA/McGraw-Hill, 2008, viii)

The way that both of these programs are organized is very similar. They are divided into units that are organized around a central concept or theme. At the beginning of each unit a “Big Idea” is presented for students to think about throughout the unit that ties their own experiences to the unit theme. *Imagine It!* sets up the theme by using a six week inquiry planner while *Reading Street* introduces a five week unit inquiry project. With both inquiries, the students identify a problem or question, then collect, examine, integrate and finally present the information. Throughout the inquiry process *Imagine It!* uses a concept/question board for the students to post their ideas and questions on in order to share their knowledge. In both programs, the units end with poetry and a unit theme wrap up. *Imagine It!* also offers test preparation and test taking strategies at the end of each unit. *Reading Street* also ends their units with a genre and author and illustrator study while *Imagine It!* incorporates them in each lesson.

Each unit is then divided into lessons and those lessons are divided into parts. *Imagine It!* lessons are divided into three parts: “preparing to read” which includes word structure instruction and oral language development; “reading and responding” which includes vocabulary, fluency, comprehension skills and strategies, inquiry, building background, preview and prepare, genre, reading discussion, meet the author and illustrator, theme connections, and the handing off routine; and “language arts” which includes writing, spelling, listening/speaking/viewing, study skills, and grammar, usage and mechanics. *Reading Street* lessons are divided into four parts: “reading” which includes comprehension skills and strategies, fluency, and vocabulary; “word works” which includes spelling and phonics; “oral language” which includes speaking/listening/viewing; and “language arts” which includes weekly writing/writing trait, unit process writing/writing workshop, research and study skills, and grammar, usage and mechanics.

Both programs use a 4-step plan for assessment to meet Adequately Yearly Progress (AYP). A baseline group test, a formal summative benchmark assessment, is given to determine students’ ability level and students are grouped accordingly. *Reading Street* uses three levels to differentiate students for RTI, below-level, on-level or advanced, while *Imagine It!* uses four, approaching-level, on-level, English learner, and above-level. After students are placed into groups according to their ability level, their progress is monitored with formative assessment. As

they advance through the unit, students are continuously assessed and regrouped as needed. The last step is to assess student mastery and understanding with summative assessment at the end of each unit and at the end of the year.

Differentiated instruction is incorporated throughout the lessons in both reading programs. When assessing and grouping students, the RTI model is followed. For students in at or on-level, the comprehensive core program is used. For students in the second level, the core program plus strategic intervention in the form of whole-group and small-group intervention and workshops are incorporated. With *Reading Street* small-group intervention, struggling readers get supplemental instruction that “reteaches core concepts, provides additional teacher modeling, more scaffolding and multiple opportunities for students to practice” (Pearson Education, Inc., 2008, 1). During small-group instruction with *Imagine It!*, the teacher is “preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing formal assessment, listening to students read, and extending learning” while other students are “practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing or engaging in Inquiry activities” in different workshop areas (SRA/McGraw-Hill, 2008, ix-x). Both programs offer electronic technology resources but *Imagine It!* also offers a workshop kit. For students in the third tier, intensive reading intervention is given. For Foresman that program is called *My Sidewalks* and it “aligns perfectly with *Reading Street* to provide sustained instruction, intensive language and concept development, and more focus on critical comprehension skills and strategies” (Pearson Scott Foresman, 2008, xii-xiii). For SRA the program is called *Intervention* and it focuses on instructional support of critical skills and strategies in the areas of decoding, comprehension and language arts. Both programs also offer leveled readers, challenging activities for above-level or advanced students, and differentiated instruction for English Language Learner (ELL).

Professional development for these two reading programs is offered in many ways. “SRA/McGraw-Hill provides hands-on, interactive staff development, customized workshops to meet district and staff needs, in-depth seminars and summer institutes, staff development for administrators and support staff, online professional development to accommodate teachers’ needs and schedules, CD-ROMs with classroom demonstrations of best practices, and professional development guides that provide background information on specific strategies and skills including comprehension, phonics, inquiry, writing, assessment, vocabulary, workshop, and administrator’s guides” (McGraw-Hill School Education Group, 2007). Scott Pearson provides on-site training as well as “web-based product training in the form of self-paced modules and instructor-led webinars” to “help teachers develop effective

strategies and enhance instructional practices” (Pearson Education, Inc., 2011). For a closer look at the professional development for each program, coaching proposals for both reading programs have been posted on the Alabama State Department of Education website and have been included in the appendix of this paper.

Both curricula have a traditional approach to instruction and were developed with one of the oldest ideas of general education, “the subject-centered perspectives that education exists primarily to transmit knowledge to each new generation and prepare them to add to it” (Walker & Soltis, 2009, 34-35). The predominant function of both curricula is to serve common or general education (McNeil, 2009, 111). I personally do not believe that a focus on subject-centered perspectives or values is best for common or general education. “In my opinion, the best curriculum for general education is one that is developmentally appropriate, meaningful to each student individually and combines subject-centered perspectives...with society-centered perspectives...and student-centered perspectives” (Tolliver, 2011, 3-4). “It is important to focus on a child as a whole in order to encourage a positive self-image that will motivate students to continue to learn, creating life-long learners” (Tolliver, 2011, 4).

Neither Foresman nor SRA mention any specific theories or thinkers that have influenced their program; however, there are behavioral and cognitive psychological foundations of the systemic curriculum. “Behavioral psychology is one foundation for the traditional transmission of teaching and learning where students acquire prespecified skills and content related to specific outcomes or objectives and assessments determine if desired changes in behavior (learning) have occurred” (McNeil, 2009, 60). Teachers illustrate behavioral psychology with their instructional presentation, eliciting student responses and correcting or affirming feedback. Differentiating instruction, task analysis, direct instruction and part to whole instructional sequence are common features of behaviorism. Behaviorism is “described as teacher centered because it focuses on the teacher’s active role as a dispenser of knowledge” (Majors, 2009, 3).

“Cognitive psychology and information processing theories...draw attention to how students’ beliefs influence their learning and how conceptual thought can best take place” (McNeil, 2009, 61). Cognitivists believe that if they study the ways that experts think about problems and identify their thought processes, they “can be mapped into the heads of learners” (McNeil, 2009, 61). “Accommodating new information into existing schemes or beliefs, knowing where and when to apply knowledge and strategies, chunking information into meaningful units, and modeling through flowcharts, simulations and other representations to pinpoint errors and to target a need” are all taken from cognitive psychology (McNeil, 2009, 61). The teacher’s role in cognitive theory is to “build and

activate prior knowledge and engage students in personal responses to the text” so that the students can construct meaning out of what they are reading (Majors, 2009, 5). Schema theory, the connection that the student makes between the text and their prior experiences, and constructivism, students construct their own knowledge by creating mental images, are components of cognitive theory that Vygotsky explored and expanded on. According to Bransford, Brown and Cocking (2000), Vygotsky believed that “learning takes place externally in a social context and is gradually internalized by the individual.” He also believed that learning requires guidance in social settings. For him, cognitive development is supported through language and cultural symbols and nurtured by teacher. “Social interactions develop language, which supports thinking, and they provide feedback and assistance that support ongoing learning...These social interactions form the basis of the understandings that eventually become internalized in the individual” (Bransford, Brown and Cocking, 2000). Socio-psycholinguistic theory of reading instruction, also known as process-oriented instruction, built on Vygotsky’s beliefs and influenced the whole language movement of understanding how children learn; which, in turn, influenced the theoretical framework of instruction for effective teaching.

“At the heart of Dewey’s ideal view of education was the idea of learning from experience” (Walker & Soltis, 2009, 17). He believed that the ideal school was “one in which students were encouraged to cooperate and work together and learn from each other as well as from their teachers. In this way, while learning their lessons, they were also learning to be members of a human community” (Walker & Soltis, 2009, 17). This is known as the embryonic social community.

William Kilpatrick developed “The Project Method” which focused on the structure of quality, worthwhile learning experiences that are useful in life rather than on the structure of knowledge. He “combined three elements, wholehearted activity, laws of learning and ethical conduct, with his basic idea that education is life” and “sought a way to replace traditional teaching methods,” like those used in systemic curriculum, “with a method in which learning was achieved...from the activities we engage in, from our experiences...and from doing things with a purpose” (Walker & Soltis, 2009, 49). The role of the teacher with the Project Method is to “guide and help the students through four phases of their purposeful acts, purposing, planning, executing and judging” (Walker & Soltis, 2009, 50).

Dewey and Kilpatrick have not had much influence in the creation of *Reading Street* or *Imagine It!*. *Imagine It!* does incorporate “concept/question boards” to “form a community of learners” which, in my opinion, is better than not having anything, like *Reading Street* (SRA/McGraw-Hill, 2008, ix-xi).

I believe that education is life and we learn from the activities we engaging in, from our experiences and from doing things with a purpose. I plan to use Dewey’s theory of embryonic social community and Kilpatrick’s project method to facilitate meaningful group activities which will engage the class, keep students motivated and accommodate different learning abilities while socializing the students, teaching them to behave appropriately in social setting by creating rules and principles for harmonious action, to respect the rights of others, to maintain self-control and to problem solve when conflicts arise (Tolliver, 2011, 3).

“In order for our future generations to grow, educators must provide a...safe place for students to be able to acquire meaningful knowledge and skills necessary to create, discover and experience knowledge through their own senses, critical thinking, problem solving and cooperative learning” (Tolliver, 2011). I do not believe that systemic curriculum accomplishes this and it is my hope that these types of programs will be weaned out of our classrooms.

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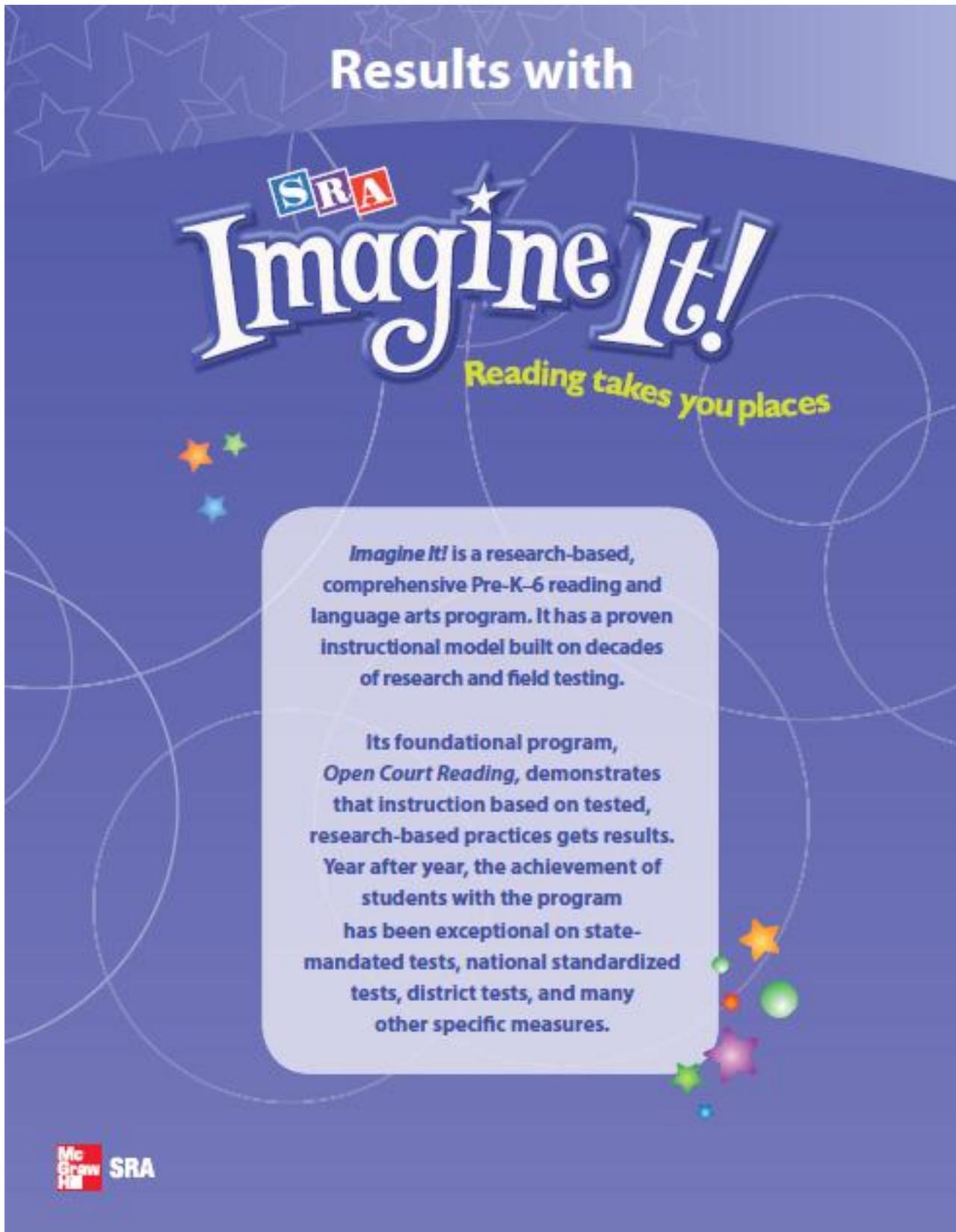
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## Appendix

The graphic features a dark blue background with faint white stars and overlapping circles. The title 'SRA Imagine It!' is prominently displayed in a stylized, white, outlined font. Below it, the tagline 'Reading takes you places' is written in a yellow, sans-serif font. A central white rounded rectangle contains two paragraphs of text. The bottom left corner features the McGraw-Hill SRA logo, and the bottom right corner is decorated with a cluster of colorful stars and circles.

**Results with**

**SRA**  
**Imagine It!**  
**Reading takes you places**

*Imagine It!* is a research-based, comprehensive Pre-K-6 reading and language arts program. It has a proven instructional model built on decades of research and field testing.

Its foundational program, *Open Court Reading*, demonstrates that instruction based on tested, research-based practices gets results. Year after year, the achievement of students with the program has been exceptional on state-mandated tests, national standardized tests, district tests, and many other specific measures.

**McGraw-Hill SRA**

**Hale Road Elementary School: Painesville, Ohio**

**Ohio School Becomes District Leader In Reading**

In just a few years, Hale Road Elementary School transformed itself from a low-performing school to a district leader in reading scores. The percentage of Grade 4 students passing the reading portion of the Ohio Achievement Test jumped from 74% in 2002, before *Open Court Reading* began, to 88% the following year. By 2007, that increased to 96%. The success has been so great that school officials are upgrading to *Imagine It!* one grade level at a time, beginning with Kindergarten in fall 2007.

Educators piloted *Open Court Reading* in Grade 1 during the 2000–2001 school year after teachers complained their current reading curriculum didn't challenge students. Principal Jack Miley said reading scores were low then, and teachers hoped the new program would help students succeed on the state assessment.

Because of these high scores, Hale Road Elementary School has achieved Adequate Yearly Progress (AYP) every year it has been measured in Ohio. The state also rates schools on student achievement – Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. In addition to achieving AYP for multiple years, Hale Road Elementary has received a rating of Excellent since *Open Court Reading* began.

When the program was adopted in Kindergarten, Miley challenged the Kindergarten teachers to ensure all students read before they left at the end of the school year. "We didn't know if it was possible," he said. "Now the majority begins reading by January and enters Grade 1 with strong reading skills."

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"Teachers loved *Open Court Reading* immediately because of its phonics base. And they feel the same about *Imagine It!*"

– Principal Jack Miley

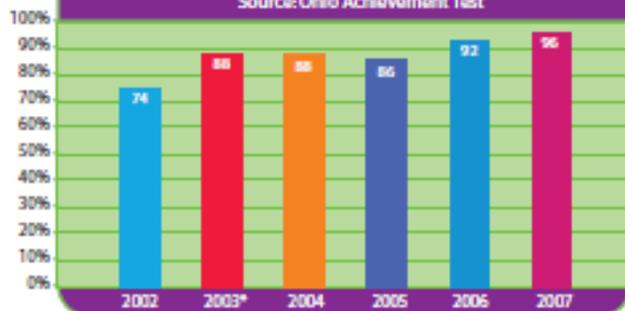
**About Hale Road Elementary School**

- Located 25 miles east of Cleveland on Lake Erie
- Serves more than 360 children from low to middle-income homes in Grades K–5
- 93% are Caucasian and 3% are multicultural
- 32% of students qualify for free or reduced-price lunch



**Percentage of Hale Road Elementary School's Grade 4 Students Passing Reading**

Source: Ohio Achievement Test



\*Results after one year with *Open Court Reading*.

**Gulliver Academy: Coral Gables, FL**

**School Uses Open Court Reading Successfully for Nearly 40 Years**

In 1970, educators at Gulliver Academy chose *Open Court Reading* for the private school's students in Grades 1–4 and transitioned to *Imagine It!* in fall 2007. Since the original adoption, students have consistently scored far above the national average (50th percentile) in reading. For example, Gulliver Academy Grade 1 students ranked in the 98th percentile compared to all other students nationwide in 2007 on the Iowa Tests of Basic Skills (ITBS).

The Academy's diverse population includes students from Africa, South America, Central America, the Caribbean, the Middle East, Asia, Europe, Canada, and the United States. Patricia Martello, Principal of the Academy's Lower School, said, "*Imagine It!* is as diverse as our students."

In addition to scoring well on the ITBS, Academy students also succeed on the STAR Early Literacy assessment. "This is significant," Martello said. "Especially when you consider that one first grader began the year reading on a Kindergarten level. After one year with the program, she improved two grade levels. There's no doubt that *Open Court Reading* was a huge part of her success."

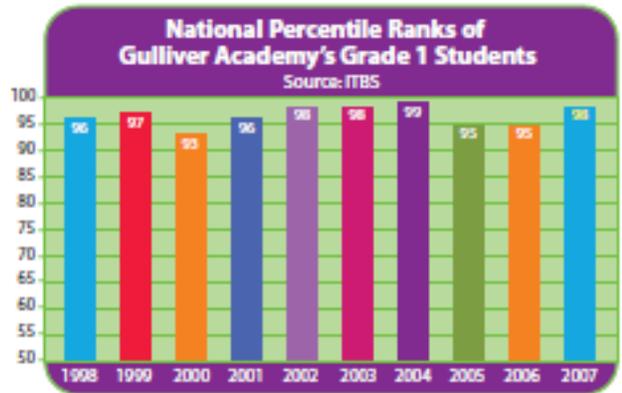
When Grade 1 students take the STAR in September of each year, they usually score at 1.0 (Grade 1, month 0). When they take the test the following September, after one year with the program, their average score is 2.04 (Grade 2, month 4).

Academy teachers adopted *Imagine It!* in fall 2007. Martello said she and her colleagues appreciated the support SRA/McGraw-Hill provided during the transition. "We will continue to strive for excellence in teaching this program as well," she said. "The systematic, explicit instructional plan helps us build upon student's individual abilities through a logical progression of skills. In addition, core concepts are reinforced at every level to scaffold the foundation for our students' most critical reading and comprehension skills."

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"We especially like the totally integrated language approach. We use Sound/Spelling Cards because they are action-oriented, as are children. They also support the strong phonics strand and really help students with recall."

★ ☆  
★ ☆ – Principal  
Patricia Martello



\*Open Court Reading began in 1970. Gulliver Academy consistently scores far above the national average (50th percentile) in reading.

**About Gulliver Academy**

- Founded in 1927, Gulliver Academy is one of the oldest private schools in Miami-Dade County
- It serves more than 1,000 students in Pre-K–8 from approximately 50 countries

**Bonneville Elementary School: Orlando, FL**

**Students with Disabilities Attain Reading Proficiency**

Nearly one-quarter of all students at Bonneville Elementary School participate in exceptional student education (ESE). Their exceptionalities vary widely in severity, yet each one has achieved reading proficiency levels as measured by Adequate Yearly Progress since 2005. Dr. Kimberly Blas, Principal, credits SRA/McGraw-Hill's reading programs, a "Dream Team" staff, hard working students, and involved parents.

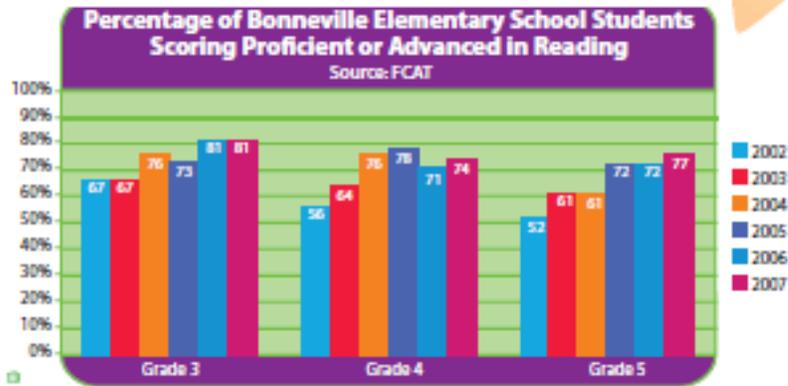
The mobility rate at Bonneville Elementary School is fairly high: 29%. Dr. Blas said progress monitoring helps target these new students as quickly as possible. "Some children need more intervention than others, but we know these structured, systematic programs will get them up to speed," she said.

Open Court Reading has been the school's core reading program for all students in Grades Pre-K-5 since fall 2002 with the implementation of *Imagine It!* beginning fall 2008 in Grades 3-5.

Immediately upon walking through the doors of Bonneville Elementary School, students are given a DIBELS assessment, and depending on the results, a placement test for specific academic programs to meet their individual needs. "We maximize every opportunity for learning without a single moment to spare."

While reading success is now prevalent at Bonneville Elementary School, this wasn't the case before *Open Court Reading* was implemented. In fact, only 52% of Grade 5 students scored Proficient or Advanced in reading on Florida Comprehensive Assessment Test (FCAT) in 2002. By 2007, 77% attained that same level, an increase of 25 percentage points. In addition, the state of Florida has continuously awarded the school an "A" grade since the adoption.

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Open Court Reading was implemented in fall 2002. *Imagine It!* will begin in fall 2008. Grade 4 students within the district and state experienced decreased FCAT scores in 2006. State scores decreased from 72 to 66 and district scores decreased from 70 to 63.

**About Bonneville Elementary School**

- Serving approximately 600 students in Grades Pre-K-5, this school's population is 50% Caucasian, 37% Hispanic, 7% multicultural, and 6% African American
- 55% qualify for free or reduced-price lunch
- 18% are classified as English learners
- 25% are eligible for exceptional student education services

"We are excited for the new stories, workshops, prescriptions for differentiated instruction, and even more specific instructions for phonics, fluency, vocabulary, and the Question/Concept Board."



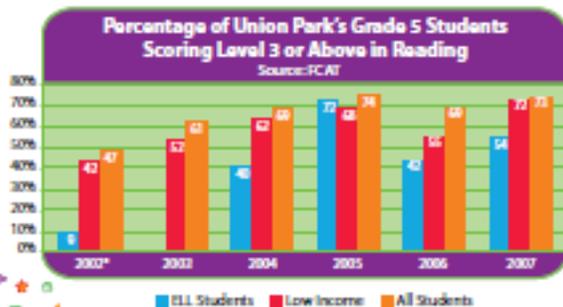
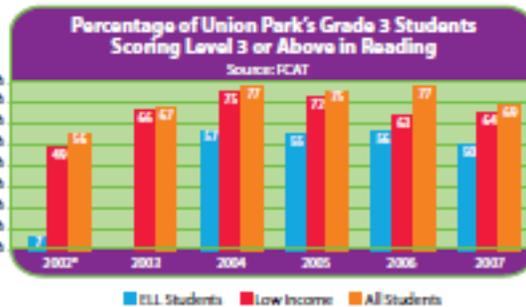
- Dr. Kimberly V. Blas, Principal

**Union Park Elementary School, Orlando, FL**

**English Learners Excel with Imagine It!**

As soon as students at Union Park Elementary School began experiencing SRA/McGraw-Hill's *Open Court Reading*, their reading scores began to rise, especially among English learners and low-income students. In 2007, English learners in Grade 4 and low-income students in Grade 5 attained record high scores on the Florida Comprehension Assessment Test (FCAT).

*Open Court Reading* began in Grades K-2 in fall 2001 and expanded to Grades 3-5 in fall 2002. *Imagine It!* began in Grades K-2 in fall 2007, expanding to Grades 3-5 in fall 2008.



\*Before *Open Court Reading* was added in Grades 3-5. In 2003, there were not enough ELL students in Grade 3 or Grade 5 to report.

Principal Kelly Pelletier said both programs work really well with all students, including those learning English.

"So many of the kids get confused when they speak English at school and Spanish at home," she said. "Kindergartners have the toughest time because they've only been exposed to Spanish in the early years. *Imagine It!* really helps them, though, because it is so explicit. For instance, our students really respond to the Sound/Spelling Cards because they understand a sound is attached to something that makes that sound, like 'P' for popcorn popping. Our Grade 1 teachers are thrilled with their strong foundation."

Jeanann Bradford is the school's reading coach. She remembered a specific "aha" moment that amazed her: "Grade 1 students were in the middle of an *Imagine It!* lesson," she said. "We were changing ending sounds, so I wrote *rosebud* on the board and said I wanted to change it to *rosebuck*. One child said, 'No problem. Just erase *d* and put *ck* at the end. Do you want to know why? That's a short *u* and when you look at the Sound/Spelling Card, the green box means a short vowel sound.' They just get it. By the time they move to Grades 4 and 5, all of this becomes routine. They become great spellers and have no problem decoding because they've had the foundation since Kindergarten."

For more information:  
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*"Imagine It!"* really helps English learners because it is so explicit. Our teachers are thrilled with students' strong foundation."  
— Jeanann Bradford, Reading Coach

**About Union Park Elementary School**

- Serving approximately 700 students in Grades K-5, this school's student population is 63% Hispanic, 20% Caucasian, 9% African American, 5% multicultural, and 3% Asian
- 75% of children qualify for free or reduced-price lunch
- 35% are English learners



	<p>to meet individual needs</p> <ul style="list-style-type: none"> <li>■ Workshop/Differentiated Instruction</li> <li>■ Whole/small group</li> </ul> <p>Follow-up Training is provided after teachers have been in the program 8-10 weeks. Typically the one day training is held on a district-wide in-service day.</p>				
<p>Provide specific training designed for leadership that ensures effective implementation of the program</p>	<ul style="list-style-type: none"> <li>• Develop understanding of the key research findings</li> <li>• Discuss Imagine It components and their use in the classroom</li> <li>• Specific suggestions for using Imagine It</li> <li>• Teaching techniques will be modeled and participants will have the opportunity to practice key instructional strategies</li> <li>• Assessment and Placement</li>   <li>• Philosophy and Goals of Imagine It</li> <li>• Effective Reading Instruction</li> <li>• Organization of the Program and pacing suggestions</li> <li>• Observing and</li> </ul>	<p>System Wide Training</p> <p>System Wide Training</p>	<p>Coaches</p> <p>Administrator</p>	<p>2 Days Fall 2 Days Spring</p> <p>2008-2010 school year</p> <p>Half-Full Day 2008-2009 school year</p> <p>Year 2 on as-needed basis</p>	<p>No cost</p> <p>No cost</p>

	<ul style="list-style-type: none"> <li>evaluating a reading lesson</li> <li>Program assessment and testing</li> </ul>				
<p><b>PD Provider</b>  <b>SRA</b>  <b>Sarah Morrison</b>  <b>3544 Shandwick Place</b>  <b>Birmingham, AL 35242</b>  <b>205-602-8888</b></p>	<p><b>What do we offer?</b></p>	<p><b>In what setting?</b>                  (e.g. classrooms with students, faculty mtg., grade level planning, system-wide training...)</p>	<p><b>Target audience?</b>                  (teachers, coaches, administrators, grade level...)</p>	<p><b>How many days?</b>                  (4 days/year, 2 days/month, weekly, monthly...)</p>	<p><b>Cost? (be specific)</b>                  (no cost, \$750/day, \$1500/day, \$2500/day)</p>
<p>Provide assistance with analyzing data and placement of students into initial groups</p>	<p>Provide assistance with analyzing data and placement of students into initial groups</p>	<p>Grade Level Planning</p>	<p>Teachers coaches administrators</p>	<p>1 Day</p>	<p>No Cost This is included in the follow up campus visit</p>
<p>Support whole/small group instruction</p> <ul style="list-style-type: none"> <li>Preplan with coach</li> <li>Plan with <b>grade levels</b></li> <li>Demonstrate for <b>grade levels</b></li> <li>Debrief after planning and demo with <b>grade levels</b></li> <li>Establish next steps for <b>grade levels</b></li> </ul>	<p>Support whole/small group instruction</p> <ul style="list-style-type: none"> <li>Provide suggested activities</li> <li>Preplan with coach</li> <li>Plan with grade levels</li> <li>Demonstrate for grade levels</li> <li>Debrief after planning and demo with grade levels</li> <li>Establish next steps for grade levels</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>Classrooms with students</li> <li>Faculty Meeting</li> <li>Grade Level Planning</li> </ul> </div>	<p>Teachers Coaches Paras</p>	<p>1 Day Fall 1 Day Spring 2008-2009 school year</p> <p>1 Day 2009-2010 school year</p>	<p>No Cost This is included in the follow up campus visit</p>
<p>Debrief with principal and coach at each school visit and plan for next visit</p>	<p>Debrief may include the following:</p> <ul style="list-style-type: none"> <li>Materials</li> <li>Pacing</li> <li>Fidelity to the program</li> <li>Differentiation of instruction</li> <li>Assessment</li> <li>Grouping</li> <li>Plan for next visit</li> </ul>	<p>Meeting with principal and coach</p>	<p>Principal and Coach</p>	<p>1 Day Fall 1 Day Spring 2008-2009 school year 1 Day Fall 2009-2010 school year</p>	<p>No Cost This is included in the follow up campus visit</p>
<p>Communicate with Central Office</p>	<p>Central Office is welcome to attend</p>				<p>No Cost</p>

<p>regarding implementation</p>	<p>any training or coaching sessions.</p>				
<p>Support classroom instruction:</p> <ul style="list-style-type: none"> <li>▪ In-class coaching             <ul style="list-style-type: none"> <li>○ planning</li> <li>○ demonstrating</li> <li>○ side by side coaching</li> <li>○ co-teaching</li> <li>○ teacher practice</li> <li>○ debrief with teachers</li> </ul> </li> </ul>	<p>Support classroom instruction:</p> <ul style="list-style-type: none"> <li>▪ In-class coaching             <ul style="list-style-type: none"> <li>○ planning</li> <li>○ demonstrating</li> <li>○ side by side coaching</li> <li>○ co-teaching</li> <li>○ teacher practice</li> <li>○ debrief with teachers</li> <li>○ model Workshop</li> </ul> </li> </ul>	<p>Classroom Setting</p>	<p>Teachers Coaches Principal</p>	<p>1 Day Fall 1 Day Spring 2008-2009</p> <p>1 Day 2009-2010</p>	<p>No Cost This is included in the follow up campus visit</p>

Coaching Proposal for Scott Pearson *Reading Street*

PD Provider	What do we offer?	In what setting? (e.g. classrooms with students, faculty mtg., grade level planning, system-wide training...)	Target audience? (teachers, coaches, administrators, grade level...)	How many days? (4 days/year, 2 days/month, weekly, monthly...)	Cost? (be specific) (no cost, \$750/day, \$1500/day, \$2500/day)
Provide program orientation	<p><b>Program Orientation to Reading Street</b></p> <p>The program orientation to Reading Street provides an overview of the research, philosophy, and pedagogy of the program. The experience will orient the teachers to the overall organization of the Reading Street program.</p> <p><u>Objective</u></p> <p>Discuss the philosophy, pedagogy, and basic organization of the Reading Street program.</p>	<p>Options</p> <ul style="list-style-type: none"> <li>System-Wide Training</li> <li>During planning meeting with district level leadership in setting training dates.</li> </ul>	<p>Teachers</p> <p>(Recommended that Regional and Building Coaches attend)</p>	<p>30 minutes</p> <p>(combined with initial training)</p>	No cost

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
<p>Provide initial training on all program components with attention to critical grade level components (K-PA/ 1<sup>st</sup> P)</p> <ul style="list-style-type: none"> <li>Assessment/Grouping</li> <li>Whole/small group</li> <li>Structure of block</li> <li>Required components of instruction</li> <li>Pacing</li> </ul>	<p><b>Initial Teacher Inservice Training</b></p> <p>The initial teacher inservice training includes a thorough introduction to all program components. Teachers will discuss the structure of the literacy block and determine which program components and priority skills to emphasize during whole group and small group instruction.</p> <p>Teachers are generally organized by grade level bands (kindergarten, 1<sup>st</sup>-2<sup>nd</sup> grade, and 3<sup>rd</sup>-6<sup>th</sup> grade configurations). Organizing teachers by grade level bands enables the trainer to focus attention on components critical to the audience's grade levels. The Pearson representative will work with the Central Office or principal to determine the configuration most appropriate to the school's needs. Reading Street assessments and how to use data from the assessments to form reading groups.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Provide an overview of all required components of instruction and resources teachers will receive as part of the adoption.</li> <li>Provide small-group, interactive planning sessions that allow each participant to focus on planning whole group and small group lessons.</li> <li>Review options for structuring the literacy block and suggested program pacing.</li> <li>Discuss Reading Street assessment resources, strategies for grouping students and strategies for differentiating instruction.</li> <li>Discuss instructional options and resources for meeting the needs of ELL/ESE students found in Reading Street.</li> <li>Highlight the daily opportunities to integrate the language arts including spelling, grammar and writing.</li> <li>Identify frequently asked questions and concerns, to provide a framework for on-going follow-up professional development sessions.</li> </ul>	<p>Options:</p> <ul style="list-style-type: none"> <li>Extended grade level planning</li> <li>After school meeting</li> <li>System wide training</li> </ul>	<p>Teachers (organized by grade level bands)</p> <p>(Recommended that Regional and Building Coaches attend)</p>	2-3 hours	No cost

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Provide specific training designed for leadership that ensures effective implementation of the program	<p><b>Administrators' Orientation</b></p> <p>All administrators involved with adoption implementation at the district/building levels will have the opportunity to attend training designed to ensure the effective implementation of the Reading Street program. Principals determine reasonable expectations and specific guidelines for observing program implementation at each grade level over time. Administrators will learn appropriate daily pacing of the program for each grade level, and pacing of the program implementation over time.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Acquaint building and district administrators with Reading Street.</li> <li>Discuss ordering options and procedures.</li> <li>Describe and discuss the management of the Reading Street components at the school and classroom level, and address pacing over time and during the block.</li> <li>Discuss program components, philosophy, assessments, and lesson design.</li> <li>Highlight special program strands and issues relative to individual schools.</li> <li>Discuss the administration and instructional use of program assessment, including SuccessTracker, the online assessment option for every classroom.</li> <li>Discuss ways to best incorporate the abundant writing, grammar and spelling opportunities in Reading Street.</li> <li>Identify Scott Foresman service activities planned for the school district.</li> <li>Provide administrators with a checklist identifying strategies for monitoring instruction to optimize program implementation.</li> </ul>	<p>Options:</p> <ul style="list-style-type: none"> <li>System wide training</li> <li>May be combined with the district cadre training (administrators and coaches attend together for ½ day, coaches meet the remainder of the day)</li> </ul>	<p>Building administrators</p> <p>District leadership</p> <p>(Regional and Building Coaches welcome to attend)</p>	2-3 hours	No cost

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Provide specific training designed for leadership that ensures effective implementation of the program (continued)	<p><b>District Cadre Training</b></p> <p>Building level coaches will be trained to serve as school site experts and liaisons between Pearson professionals and school staff. In addition to receiving in-depth information specific to critical program components for each grade level, this training will include a focus on assessment, differentiated instruction, learning centers, and reading intervention. Participants will explore ways to support fidelity of implementation for Reading Street in their building.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Provide in-depth training to introduce the Reading Street program components, lesson design and research base.</li> <li>Develop a thorough understanding of the instruction for the five critical areas of reading provided in Reading Street.</li> <li>Develop full understanding of the options for differentiated instruction and grouping in Reading Street.</li> <li>Discuss and develop understanding of the effective use of Learning Centers provided with Reading Street.</li> <li>Develop a complete understanding of the many assessment options in Reading Street and the most powerful ways to use them to inform instruction and plan intervention as needed.</li> <li>Become familiar and understand the ELL support components found in Reading Street.</li> <li>Provide support in pacing instruction and establishing classroom routines for effective instruction.</li> </ul>	System wide training	<p>Building reading coaches</p> <p>Regional coaches welcome to attend</p> <p>Intermediate teacher to serve as school site expert (if building coach representing 4<sup>th</sup>-6<sup>th</sup> grade unavailable)</p>	1-2 days	No cost

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Extended Training Opportunities	<p>After the initial teacher in-service, Pearson Scott Foresman will distribute a survey to all classroom teachers. The results of the survey will assist in identifying areas for extended follow-up training.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>To assess the follow-up needs, issues, and concerns with the teachers and staff.</li> <li>To provide a focus for follow-up in-service to meet teacher needs and to enhance instruction and student achievement.</li> </ul> <p>Extended follow-up training will provide teachers and administrators with additional program support. Training is intended to reinforce concepts from the initial in-service and expand on teacher familiarity and comfort with the program.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Review of program components and support resources as requested.</li> <li>Answer questions and address areas of concern.</li> <li>Increase the ability of participants to use assessment data to customize instruction.</li> <li>Enhance teaching and learning based on defined teacher needs.                             <ul style="list-style-type: none"> <li>-Monitor Progress to Inform Instruction-Assessment</li> <li>-Priority Skills</li> <li>-Differentiated Instruction for Reading</li> <li>-Vocabulary</li> <li>-Process Writing</li> <li>-Fluency in Reading and Writing</li> </ul> </li> </ul>	<p>Options:</p> <ul style="list-style-type: none"> <li>After school workshop</li> <li>Grade level team meetings</li> </ul>	Teachers	1 ½ - 3 hours	No cost

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Provide assistance with analyzing data and placement of students into initial groups	<p><b>Grade Level Support for Data Analysis and Flexible Grouping</b></p> <p>Teachers meet in teams with a Pearson literacy consultant to analyze data from <i>Reading Street</i> assessments and other measures, identify student needs and Priority Skills, group students for instruction, and select appropriate instructional activities from <i>Reading Street</i>.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Analyze data from <i>Reading Street</i> assessments and other measures across the grade level and within own classroom</li> <li>Conduct an error analysis for each assessment to identify common student misconceptions</li> <li>Determine student needs and identify Priority Skills for each student</li> <li>Create flexible groups based on student needs</li> <li>Use professional judgment to select appropriate <i>Reading Street</i> program components and materials to meet student needs while anticipating student responses and misconceptions</li> </ul>	Grade level team meetings	<p>Grade level teams of teachers</p> <p>(Recommended that Regional and Building Coaches attend)</p>	<p>1 ½ hours per grade level</p> <p>4 grade levels per day</p>	\$2000/day

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Support whole/small group instruction <ul style="list-style-type: none"> <li>Preplan with coach</li> <li>Plan with grade levels</li> <li>Demonstrate for grade levels</li> <li>Debrief after planning and demo with grade levels</li> <li>Establish next steps for grade levels</li> </ul>	<p><b>Grade Level Support for Lesson Analysis</b> (for Reading Street whole group and small group lessons)</p> <p><b>Phase 1 of Lesson Analysis: Pre-Conference and Planning</b></p> <p>The Pearson literacy consultant meets with the teachers to analyze student data, include data collected from <i>Reading Street</i> assessments, to identify a common area of student need across classrooms. The group collaborates to identify Alabama Content Standards and <i>Reading Street</i> Priority Skills and components to meet the student need. The literacy consultant facilitates a discussion about common student misconceptions regarding the selected Priority Skill and the team plans to address the misconceptions. The team selects a method of implementation.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Maximize the benefit of the <i>Reading Street</i> program components for all students</li> <li>Analyze data from multiple sources, including <i>Reading Street</i> assessments, to identify student needs, set instructional goals, and determine flexible grouping</li> <li>Select appropriate <i>Reading Street</i> Priority Skills and program components to meet a common student need across a grade level</li> <li>Anticipate student misconceptions and develop a plan to address the misconceptions</li> <li>Review the Alabama Content Standards, <i>Reading Street</i> Priority Skills and program components the educators will use during the lesson implementation</li> <li>Determine the best method for executing the lesson as a shared experience</li> </ul>	Grade level team meetings	Grade level teams of teachers  (Recommended that Regional and Building Coaches attend)	1-1 ½ hours per grade level  4 grade levels per day	\$2000/day

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Support whole/small group instruction <ul style="list-style-type: none"> <li>Preplan with coach</li> <li>Plan with grade levels</li> <li>Demonstrate for grade levels</li> <li>Debrief after planning and demo with grade levels</li> <li>Establish next steps for grade levels</li> </ul> (continued)	<p><b>Grade Level Support for Lesson Analysis</b> (for Reading Street whole group and small group lessons)</p> <p><b>Phase 2 of Lesson Analysis: Lesson Implementation*</b></p> <p>The Pearson literacy consultant will preplan the visit with the building coach and principal. The consultant will meet with the grade level team and use the predetermined method of implementation to teach the lesson as a shared experience for the group.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Implement the <i>Reading Street</i> lesson in a specific context using the predetermined method of execution</li> </ul> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Pearson consultant models lesson while team observes and collects instructional quality data.</li> <li>Selected teacher teaches lesson while team observes and collects instructional quality data.</li> <li>Teachers select a partner, than observe one another teaching the same lesson to different students while collecting instructional quality data.</li> <li>Teachers select a partner and co-teach the lesson.</li> <li>Pearson consultant models and videotapes the lesson for later team analysis.</li> <li>Selected teacher teaches and videotapes the lesson for later team analysis.</li> </ul> <p>*Phases 2 &amp; 3 may be scheduled flexibly to accommodate the school schedule. Consultants will review scheduling options with principals and building coaches to maximize return on investment.</p>	In classroom with students	Teachers (Recommended that Regional and Building Coaches attend)	1 hour per demonstration lesson	\$2000/day

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
<p>Support whole/small group instruction</p> <ul style="list-style-type: none"> <li>Preplan with coach</li> <li>Plan with grade levels</li> <li>Demonstrate for grade levels</li> <li>Debrief after planning and demo with grade levels</li> <li>Establish next steps for grade levels</li> </ul> <p>(continued)</p>	<p>Grade Level Support for Lesson Analysis (for Reading Street whole group and small group lessons)</p> <p>Phase 3 of Lesson Analysis: Analysis of Teaching and Learning</p> <p>Teachers meet with the consultant to engage in a collaborative discussion about lesson strengths, student responses, and lingering student misconceptions. The group works together to plan improvements to address lingering misconceptions using <i>Reading Street</i> program components. The group creates a plan for implementing the improvements in subsequent whole group or small group lessons. Teachers implement the improvements in subsequent lessons and repeat the lesson analysis process to address additional student needs.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>Determine the degree of fidelity to <i>Reading Street</i> during the lesson implementation</li> <li>Engage in a collaborative discussion about lesson strengths, student responses, and lingering student misconceptions</li> <li>Plan improvements to address lingering misconceptions using <i>Reading Street</i> materials</li> <li>Develop a plan for implementing the improvements</li> <li>Implement the improvements and repeat the lesson analysis process with new <i>Priority Skills</i></li> </ul> <p>*Phases 2 &amp; 3 may be scheduled flexibly to accommodate the school schedule. Consultants will review scheduling options with principals and building coaches to maximize return on investment.</p>	Grade level team meetings	<p>Grade level teams of teachers</p> <p>(Recommended that Regional and Building Coaches attend)</p>	<p>1-1 ½ hours per grade level</p> <p>4 grade levels per day</p>	\$2000 per day

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
Debrief with principal and coach at each school visit and plan for next visit	<p>Prior the first school visit, the principal, building level coach, and regional coach (if possible) will participate in a conference call to set an agenda for the first visit. When the consultant arrives at the school they will meet with the principal and coach to review the agenda for the day and make any necessary adjustments. The building level coach and regional coach (if possible) will participate in the activities outlined on the agenda with the Pearson consultant. At the end of the day, the principal, coach, and consultant will meet to debrief, identify next steps, and plan the agenda for the next visit. After the visit, the Pearson consultant will submit a Service Record summarizing the day's events, interim next steps to be completed by the subsequent visit, and agenda items for the next visit. The consultant will submit the Service Record to the principal, building coach, regional coach, and Pearson lead consultant for the contract. The Service Record will not include any confidential information about the progress of individual teachers.</p>	Before and after school meetings	<p>Principal</p> <p>Building coach</p> <p>Regional coach welcome to attend</p>	½ -1 hour, included for each service day	Included in cost of service day
Communicate with Central Office regarding implementation	<p>At the beginning of implementation, the Pearson lead consultant for the contract and consultant team working in the district will meet with Central Office staff to develop/review district and school level implementation plans. The Central Office representatives will meet with Pearson staff in the late fall, late winter, and late spring to discuss implementation progress. The Pearson lead consultant for the contract will provide a mid year and end of year implementation report. The Pearson lead consultant for the contract will be available for additional communication as needed.</p>	Central Office Meetings	<p>Central Office Staff</p> <p>Regional Coach</p> <p>Pearson lead consultant and consultants servicing contract</p>	1-2 hours	No cost if scheduled while Pearson staff is in the district to service schools (no additional travel costs incurred)

PD Provider	What do we offer?	In what setting?	Target audience?	How many days?	Cost?
<p>Support classroom instruction:</p> <ul style="list-style-type: none"> <li>▪ In-class coaching                             <ul style="list-style-type: none"> <li>○ planning</li> <li>○ demonstrating</li> <li>○ side by side coaching</li> <li>○ co-teaching</li> <li>○ teacher practice</li> <li>○ debrief with teachers</li> </ul> </li> </ul>	<p>The Pearson literacy consultant works with individual teachers as they complete subsequent phases of data analysis, planning, instruction, and assessment focused on <i>Reading Street</i> Priority Skills and program components. The literacy consultant and teacher follow a gradual release coaching model to ensure the teacher has multiple opportunities to observe models, practice instruction with a <i>Reading Street</i> expert, and reflect upon data, implementation, and instruction. The teacher and literacy consultant will collaborate to select the most appropriate coaching technique to support the teacher's needs.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>▪ Maximize the benefit of the <i>Reading Street</i> program components for all students</li> <li>▪ Analyze data from multiple sources, including <i>Reading Street</i> assessments, to identify student needs, set instructional goals, and determine flexible grouping</li> <li>▪ Select appropriate <i>Reading Street</i> Priority Skills and program components to meet student needs</li> <li>▪ Anticipate student misconceptions and develop a plan to address the misconceptions</li> <li>▪ Use a gradual release model of consultant demonstration, structured and guided practice through co-teaching, independent practice, and reflective feedback as a vehicle for analysis of <i>Reading Street</i> lessons and instructional improvement</li> <li>▪ Use a variety of coaching techniques appropriate to the needs of individual teachers, including mirroring, cognitive coaching, collaborative coaching, and the coach as an expert</li> </ul>	<p>Planning meetings with individual teachers</p> <p>In classroom with students</p>	<p>Teachers</p> <p>(Recommended that Regional and Building Coaches attend)</p>	<p>3 days to complete planning/lesson implementation/analysis phases for 3-4 teachers</p>	<p>\$2000/day</p>