Supporting New Oregon Reading First (ORF) Coaches, Principals, and District Team Leaders

Welcome new Reading First Team Members! We look forward to your participation in the advancement of reading outcomes of children in Oregon Reading First schools. The goal of this newsletter is to introduce you to the critical roles you will play as members of a leadership team in an Oregon Reading First school and to outline the types of support we plan to provide you in order to make this a successful endeavor. In addition to this newsletter for all new leadership staff, monthly newsletters will be sent throughout the year to all Oregon Reading First coaches. We are here to support you in your new venture and we look forward to working with you this year!

Expectations for New Coaches

- If you are new to Reading First, attend the Introduction to RTI and the Schoolwide Model and the Introduction to DIBELS training in your region offered by K-3 Statewide Literacy Outreach. The calendar of Outreach events can be accessed on the Oregon Reading First website (http://oregonreadingfirst.uoregon.edu/statewide_outreach.html). Registration for these events will be available via the Miko Group (http://www.mikogroup.com)

- Work with the leadership team for your school (e.g., principal and/or district team leader) to schedule a DIBELS refresher training for all staff prior to fall benchmark data collection. In addition to scheduling the training, this might include identifying an experienced staff member in your school who could help facilitate this critical training.

- Attend the Cohort B (October 3rd) and if you are a B-ELL school also attend the Cohort B-ELL (October 2nd) Leadership Session. A flyer with more information about this event will be sent out soon.

- Familiarize yourself with the Reading First Expectations Checklist: This is a list of “non-negotiables” for all Reading First schools.

- Participate in a one-hour phone meeting with other new coaches and the Oregon Reading First Coordinators every other Friday. This will be a time for new coaches to ask questions and to learn more about the coaches’ role in implementing the Schoolwide Reading Model. See below for a list of upcoming dates, topics, and instructions on how to call in.

- Participate in the Leadership Webinar on September 17th, 3:00 - 4:30. We will discuss multi-year data trends and, based on those data, a
ORFC Calendar

The Oregon Reading First Calendar (attached) will be an important resource for you. It has all the upcoming PD and deliverables due dates. It will always be available on the ORF website: oregonreadingfirst.uoregon.edu

ODE Outreach Calendar

All of the ODE outreach sessions and locations will be posted on the ODE events page: ode.state.or.us/news/events/ with registration information and short explanations of each session.

rationale for a specific instructional focus this year and how that will influence our PD and RC support for the 2008-2009 school year. Participants will need access to the internet and a phone in order to participate in the meeting. A flyer with more information is attached.

- Develop a coaching plan. Your RC will work with you to tailor the coaching plan to meet your individual needs.

Your RC will work with you to identify how to make this year a success for you and your school.

Expectations for New Principals

- If you are new to Reading First, attend the Introduction to RTI and the Schoolwide Model and the Introduction to DIBELS training in your region offered by K-3 Statewide Literacy Outreach. Please ensure that new teachers attend the workshops as well. The calendar of Outreach events can be accessed on the Oregon Reading First website (http://oregonreadingfirst.uoregon.edu/statewide_outreach.html). Registration for these events will be available via the Miko Group (http://www.mikogroup.com)

- Work with the leadership team for your school (e.g., coach and/or district team leader) to schedule a DIBELS refresher training for all staff prior to fall benchmark data collection. In addition to scheduling the training, this might include identifying an experienced staff member in your school who could help facilitate this critical training.

- Attend the Cohort B (October 3rd) and if you are a B-ELL school also attend the Cohort B-ELL (October 2nd) Leadership Session. A flyer with more information about this event will be sent out soon.

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- You are also welcome to participate in the New Coaches’ Conference calls every other Friday. This will be a time for new coaches to ask questions and to learn more about the role of the leadership team in implementing the Schoolwide Reading Model. See below for a list of upcoming dates, topics, and instructions on how to call in.

Expectations for New District Team Leaders

- If you are new to Reading First, attend the Introduction to RTI and the Schoolwide Model and the Introduction to DIBELS training in your
region offered by K-3 Statewide Literacy Outreach. Please ensure that new teachers attend the workshops as well. The calendar of Outreach events can be accessed on the Oregon Reading First website (http://oregonreadingfirst.uoregon.edu/statewide_outreach.html). Registration for these events will be available via the Miko Group (http://www.mikogroup.com)

- Work with the leadership team for your schools (e.g., coaches and/or principals) to ensure that all staff participate in a DIBELS refresher training prior to fall benchmark data collection. In addition to scheduling the training, this might include identifying experienced staff members in your district who could help facilitate this critical training.

- Participate in the District Team Leader Webinar on September 17th, 3:00 - 4:30. We will discuss multi-year data trends and, based on those data, a rationale for a specific instructional focus this year and how that will influence our PD and RC support for the 2008-2009 school year. This session will be from 3:00 p.m.-4:30 p.m. Participants will need access to the internet and a phone in order to participate in the meeting. A flyer with more information is attached.

- Familiarize yourself with the Reading First Expectations Checklist. This is a list of "non-negotiables" for all Reading First schools.

- Attend the Cohort B (October 3rd) and if you are a B-ELL school also attend the Cohort B-ELL (October 2nd) Leadership Session. A flyer with more information about this event will be sent out soon.

- Review the District Expectations Checklist. This is a list of suggested strategies and actions that District Team Leaders can use to sustain the gains that RF schools have made.

- You are also welcome to participate in the New Coaches' Conference calls every other Friday. This will be a time for new coaches to ask questions and to learn more about the role of the leadership team in implementing the Schoolwide Reading Model. See below for a list of upcoming dates, topics, and instructions on how to call in.

Oregon Reading First Regional Coordinator
Assignments 2008-2009:

Carol Dissen
cdissen@uoregon.edu
503-640-5585
Maria Randle
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503-476-2128
Jorge Preciado
jpreciado@uoregon.edu
541-346-1784

Toledo, Witch Hazel, Buff, Madras, Green, and Winchester

King, Jason Lee, Marysville, Margaret Scott, Faulconer-Chapman, and Earl Boyles

Liberty, McNary Heights, and Rigler
Conference Calls for New Coaches
Instructions for calling in to phone meetings- Dial 1-800-977-8002. When prompted, punch in 425468#. You will then be connected!

<table>
<thead>
<tr>
<th>Dates</th>
<th>Discussion Topic/Focus of Session</th>
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<tbody>
<tr>
<td>9/12/08 (2:00-3:00)</td>
<td>Professional Development Calendar</td>
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<tr>
<td>9/26/08 (1:00-2:00)</td>
<td>ORFC Website and the Oregon Reading First Vocabulary and Acronyms</td>
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<tr>
<td>10/24/08 (1:00-2:00)</td>
<td>Observations (5-minute and targeted)</td>
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We will start with these topics and then leave room for new coach questions and topics of choice!

Big Ideas

Early Reading Team

Action Plans

Welcome to the Oregon Reading First website. Oregon Reading First is a state initiative funded by the Federal Government as part of the No Child Left Behind Act of 2001. Through this initiative, Oregon schools will receive support and professional development to help schools advance the reading skills of all children, especially those at risk of reading failure. Based on scientifically-based reading research, we expect to meet the needs of each reader and to prepare children from reading difficulties. This website provides general information on our efforts as well as specific support to schools participating in this project.
Miko Group’s Event Registration

Many of the Oregon Reading First sponsored events require participants to register for the event through the Miko Group’s Event Registration site. Please see below for instructions on how to register through Miko Group. You will find the date on which Miko registration opens for each event on the Reading First Event Schedule at http://oregonreadingfirst.uoregon.edu/.

If you have never used Miko Group Event Registration, and need to create a logon ID and password, please follow these steps:

Step 1. Click on this link http://www.mikogroup.com/events/register.asp/
Step 2. Create your temporary username and password, and enter a valid e-mail address. Press the Continue button
Step 3. Fill in your personal and professional information on the profile setup form. Press the Submit button.
Miko Group Inc. will validate your e-mail address and professional information.
You will receive a validation e-mail with your new username and password within 72 hours of creating your profile.
Step 4. After receiving your profile validation e-mail, Click on the link inside the e-mail or go to http://www.mikogroup.com/events/login2.asp/
Step 5. Type in the username and password provided in your profile validation e-mail. Press the Login button.
Step 6. Click on the event you wish to register for.
You will receive a confirmation or other status e-mail for the event you selected.

If you have a profile with Miko Group Event Registration, then follow these steps:

Step 1. Click on the link inside your profile validation e-mail or go to http://www.mikogroup.com/events/login2.asp/
Step 2. Type in the username and password provided in your profile validation e-mail. Press the Login button.
Step 3. Click on the event you wish to register for.
You will receive a confirmation or other status e-mail for the event you selected.
2007-2008 Expectations for Reading First Schools in Oregon

A Reading First school in Oregon:

- has a **90-minute reading block** (45 to 60 minutes for half day kindergarten) which is prioritized and protected from interruption.
- implements only those strategies and programs that are **aligned with research** during the 90-minute block.
- has adopted a research-based **core program** for K-3 and is implementing that program faithfully with those students who are appropriately placed.
- has purchased and is implementing faithfully research-based **supplemental programs/strategies** to fill the gaps within the core program and to provide additional instruction and practice in essential components for those students who need it.
- has purchased and is implementing faithfully research-based **intervention programs** to meet the needs of those students who do not benefit from the core instruction.
- has a schoolwide beginning reading plan (**CSI Map**) which includes an instructional map for Benchmark, Strategic, and Intensive students in each grade level. All teachers participate in this plan.
- provides instruction in **flexible homogeneous groups** to maximize student performance and opportunities to respond.
- provides teacher-directed reading instruction in **small groups** regularly.
- allocates **additional instructional time** to students who fail to make adequate reading progress.
- has **regular grade-level team meetings** to analyze reading performance and plan instruction.
- has a **building-level leadership team** that meets regularly to analyze school reading performance and problem solve at the systems level.
- participates in regular Reading First **district leadership meetings**.
- uses DIBELS (and IDEL for B-ELL schools) as its primary screening and progress monitoring measure and as an outcome measure. All students are monitored in Fall, Winter, and Spring with more frequent monitoring for students who are not at benchmark. Teachers use DIBELS (and IDEL) **data** along with **in-program assessments** to group students and inform instruction.
- administers the **SAT-10 (and Aprenda)** for B-ELL schools as an outcome measure for students in grades K-2.
- administers the **OSAT/Aprenda** as an outcome measure in grade 3.
- establishes **on-going professional development** on research-based assessments and programs/strategies to support teachers and instructional staff.
- attends all **required meetings/trainings** and submits all required **deliverables**.
- develops and implements a comprehensive **school action plan** to address issues with student performance.
Expectations for District Literacy Leaders
In Sustaining the Schoolwide Reading Model - DRAFT

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<thead>
<tr>
<th>Elements of SWR Model</th>
<th>Strategies and Actions</th>
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| I. Goals, Objectives, Priorities | • Establish clear, quantifiable district level reading goals across K-3 that at minimum are linked to the five essential elements of early ready achievement and state standards.  
• Focus reading improvement efforts on scientifically-based practices that have demonstrated effectiveness.  
• Ensure that district policies, procedures and actions are aligned with and support reading goals.  
• Review school level action plans to determine alignment with district goals. Modify school plans as necessary.  
• Utilize data on how well students are doing in relation to district reading goals to improve districtwide reading efforts. After each major data collection period, determine necessary actions and document in a district action plan.  
• Provide positive attention, recognition, and support for schools throughout the district that are making progress in meeting district goals. Showcase those schools as model demonstration sites. |
| II. Assessment and Use of Data | • Select only reliable and valid measures to screen, monitor, diagnose, and determine reading outcomes of K-3 students districtwide.  
• Select measures that assess at minimum, the five essential elements of reading instruction and are explicitly linked to district reading goals. Avoid layering assessments on top of one another. That is, avoid selecting multiple measures that assess the same elements.  
• Establish, employ, and maintain a district level data base to collect and summarize school level data and provide immediate and easy access to information.   
• Create and maintain a pool of competent trainers who are available locally to: (a) train district staff on data collection and use; (b) provide a comprehensive initial training on data collection to all new staff members; (c) provide quarterly follow-up and retooling trainings; and (d) conduct brief reliability checks to ensure that the data collected are reliable for all data collectors.  
• Designate at least one individual per school to become the expert on specific measures. Provide training and support for this individual.  
• Establish and hold to a district assessment schedule that specifies testing windows for the various measures throughout the year.  
• Administer screening measures districtwide early in the year to identify students who may need additional instructional support.  
• Provide support for districtwide formative assessment process. Dedicate the necessary resources to ensure each school has a viable plan for collecting progress monitoring data. Establish district rules regarding the frequency of data collection for students at risk of reading disabilities.  
• Schedule data summits (e.g., one day meetings) to review results of reading performance measures on an on-going basis (e.g., each six weeks) and to discuss necessary adjustments and further support.  
• Based on the review of data, participate in selected Early Reading Team meetings at the school level to assist with systems level problem solving and identify possible district supports. |
| III. Instruction | • Require that a minimum of 90 minutes of reading instruction is provided daily to all students, K-3 (except in half day K programs) districtwide.  
• Secure necessary funding and personnel to support small-group, teacher directed reading instruction each day. |

- time  
- materials
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<tr>
<td>• differentiation</td>
<td>• Establish and adopt formal district policies and procedures that result in the adoption of research-based core, supplemental, and intervention programs that align with and support state standards.</td>
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<td>• Promote single, districtwide adoption of a core reading program (pre K-5). Suggest a menu of supplemental and intervention programs.</td>
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<td>• Lead and support principals in conducting regularly scheduled walk-throughs to ensure effective instruction and fidelity to the SBRR programs.</td>
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<td>• Create a set of decision rules to be used consistently across the district to guide student placement into intervention programs.</td>
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<td>• Secure necessary funding and personnel to support additional reading instruction, beyond the 90 minutes, for those students who are not making adequate progress.</td>
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<td>• Ensure alignment of special programs (e.g., Special Education, ELL, Title programs) with general education to provide consistent reading instruction for students at risk in the district.</td>
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<td>IV. Leadership</td>
<td>• Ensure that all district staff actively support reading goals and outcomes-based reading improvement practices.</td>
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<td>• Assign a district-level staff member as a literacy coordinator. The literacy coordinator will support district principals and coaches, make regular visits to schools, coordinate all district level professional development and data summits, etc.</td>
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<td>• Ensure that building leadership is established and distributed among staff and across instructional areas and roles.</td>
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<td>• Allocate district funds to provide mentor coach support to each building in the district. Provide greater mentor coach FTE to the most challenging buildings.</td>
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<td>• Allocate district funds to provide time for regular grade-level team meetings and building level literacy team meetings at schools across the district.</td>
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<td>• Provide supervision and support needed for principals to act as instructional leaders.</td>
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<td>• Assign principals and other staff to buildings based on the person whose training, experience, knowledge, and skills are best matched to the instructional needs of students and support needs of staff.</td>
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<td>• Use every staff meeting to verbally support school reading programs and efforts by singling out examples of positive results and high performing schools.</td>
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<td>• Explore administrative and fiscal strategies and opportunities to build and sustain the district and school-based reading effort.</td>
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<td>V. Professional Development</td>
<td>• Utilize limited district professional development days strategically by focusing on content that will result in meeting district reading goals. That is, provide content on scientifically-based reading practices, including formatively assessing reading performance and teaching the five essential elements of beginning reading.</td>
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<td>• Provide necessary professional development for district staff in new and ongoing reading programs. For example, schedule at least two days of program-specific training every year to support new staff in successfully implementing curricula before the start of the year and provide follow-up training to returning staff to enhance implementation of the core, supplemental, and intervention programs.</td>
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<td>• Encourage principals to attend district- and building-level training sessions on reading programs and assessments. Avoid scheduling conflicting district leadership meetings on these training dates. Provide additional professional development for principals on becoming instructional leaders at regular sessions through out the year.</td>
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<td>• Provide substitute pay as needed to allow teachers opportunities to collaborate, study, observe others, visit model demonstration sites, etc.</td>
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<td>• Develop a comprehensive training plan and support system for instructional assistants who teach reading groups throughout the district.</td>
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<td>• Ensure new staff are adequately trained in the schoolwide model, assessments, and</td>
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<td>reading programs.</td>
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<td>• Build capacity districtwide by identifying teachers, coaches, and/or district personnel to train as trainers of core, supplemental, and intervention reading programs.</td>
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<td>VI. Commitment</td>
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<td>• Develop a district literacy plan that delineates the necessary elements to achieve district reading goals. Put the district literacy plan in writing. Disseminate widely and reference frequently.</td>
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<td>• Develop job descriptions, supervision protocols and staff evaluation criteria that articulate the components of literacy leadership.</td>
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<td>• Implement reading-based hiring practices and manage turnover of key staff by planned succession.</td>
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<td>• Build district calendars and schedules that support reading goals.</td>
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<td>• Dedicate district resources toward meeting reading goals. Use budgets from multiple programs, if necessary, to support reading outcomes.</td>
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<td>• Develop and nurture a culture of creating and promoting activities that are consistent with the schoolwide reading model and linked to district reading goals.</td>
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|                       | • Communicate regularly with all district leaders (i.e., Curriculum Director, Special Education Director, Title Director, ELL Director), principals, teachers, staff, and stakeholders to sustain the vision, beliefs, expectations, goals, and commitments for reading success. Visit schools regularly to ask, "How can we support you?"
|                       | • Model the commitment to outcomes and data-based decisions by addressing data regularly at meetings with school leadership, identifying successes and targets for improvement, leading discussion on how targets will be addressed and how resources will be allocated to support these targets. |
|                       | • Assist schools in writing school-based reports for parents, the school board, and other stakeholders. Share data with stakeholders regularly. |
|                       | • Acknowledge staff efforts that help make a difference in student performance. Plan events to celebrate school success and award staff. |
|                       | • Systematically seek additional resources at the local, state, and national levels to support reading goals. |
Action plans – a set of specific data-driven goals and actions

Adequate progress - referring to the DIBELS Summary of Effectiveness; students are said to have made adequate progress if they have either: a) moved up from intensive to strategic b) moved up from intensive to benchmark c) moved up from strategic to benchmark d) stayed at benchmark from benchmark assessment period to the next benchmark assessment period

Aim line – line drawn on the progress-monitoring booklet from first DIBELS score to the target goal to track progress necessary to reach goal

Alterable Variables chart – a resource on the Oregon Reading First website showing instructional options for supporting programs, opportunities to learn, or grouping for instruction

Assessment team – personnel (both professional and paraprofessional) organized and trained for the purpose of administering the benchmark DIBELS assessments. Only in rare circumstances, should a member of the assessment team test his/her own student.

B-ELL schools – Schools in Cohort B with reading instruction in Spanish and English

Benchmark – (2 meanings) referring either to the DIBELS instructional recommendation status of students likely to achieve DIBELS goals in a timely manner, or to the assessment period during which all students are tested (Fall, Winter, Spring benchmarks)

Big Ideas – five components of reading instruction (phonemic awareness, alphabetic principle, vocabulary, fluency, comprehension)

Core program – the approved, SBRR reading program adopted by the school for reading instruction during the 90 minute reading block.

Cross-class groupings – students go to another teacher in that grade level for instruction in reading

Cross-grade groupings – students are grouped by skill in such a way that students from a grade above or below are working in the same group

CSI Map – Core, Supplementary and Intervention curricula are articulated on a plan to map out how each group of students at each level of instruction at each grade will receive appropriate instruction; turned in two times: Fall to Winter, Winter to Spring
CTL – Center for Teaching and Learning (College of Education, University of Oregon)

Curriculum maps – resource charts for each grade level indicating instructional priorities for each month of the school year in each Big Idea

Demographics – additional student data, such as ethnicity, gender, free/reduced lunch eligibility, special education eligibility, entered into the DIBELS website

DIBELS – Dynamic Indicators of Basic Early Literacy Skills

District RF teams – Leadership teams for each school district

Double Dose – a second lesson of the intervention program, or a second instructional session supporting the intervention program outside the reading block

DORF – DIBELS assessment of Oral Reading Fluency

EBIS - Effective Behavioral and Instructional Support

Effective Instructional Techniques - components of a lesson that comprise the most effective way of delivering instruction: unison oral responding, signaling, pacing, monitoring, correcting errors and teaching to mastery

ELL – English Language Learners

Enhancements (also Program-specific enhancements or core-enhancements) - a series of lesson maps (lesson plans) and templates (scripts for delivery) designed for specific core programs to support strategic and low benchmark learners in the core with added practice and more effective instructional delivery.

ERI – Early Reading Intervention (a published intervention program)

ERT – Early Reading Team

Extra Support Time - an extra instructional time, usually 30-45 minutes, outside of the reading block to support reading instruction for students that need supplemental instruction; can be a different program than the core, but should be aligned with the core and students’ instructional needs

Fidelity Observation – 90 minute (or duration of reading block) observation done by coach on each teacher with specific fidelity form; purpose is to support an effective implementation of the core program

GLT – Grade Level Team

HM – Houghton-Mifflin core reading program
HM’05 – updated version of Houghton-Mifflin

IBR – Institute of Beginning Reading; end-of-year Schoolwide data meetings

IDEA - Individuals with Disabilities Education Act

In-program assessments - assessments given to monitor progress and mastery of students in their instructional program; can be in the core reading program or intervention programs

Instructional focus group - small group instructional session focused on a specific skill that needs supporting; diagnosed usually by a phonics survey, or in-program assessment; instruction can be delivered during the reading block in small group, or during extra support time

Intensive – DIBELS instructional recommendation status of those students who are not likely to reach the DIBELS goals without intensive intervention.

Intervention program – – program designed specifically for children who demonstrate reading difficulty and are performing below grade level. The purpose of these programs is to provide more explicit, systematic instruction to accelerate learning and bring the learner to grade-level performance

ISF – DIBELS assessment of Initial Sound Fluency

LD - Learning Disability

Leadership Teams – refers to district team members (including district team leader), principal, and coach for each school

Lesson Maps - lesson plans specifically designed by Ashlock Consulting for specific core program enhancement. See Enhancements.

LNF – DIBELS assessment of Letter Naming Fluency

LPR – Lesson Progress Reports; a summary of the number of lessons taught in a defined time period, theme skill and in-program test results, reading group members.

NCLB - No Child Left Behind act

Non-observation - a targeted observation that is not documented on any specific form

NWF – DIBELS assessment of Nonsense Word Fluency

ODE - Oregon Department of Education
OLPR – Online Lesson Progress Reports; lesson progress reports recorded online

ORF – DIBELS assessment of Oral Reading Fluency or Oregon Reading First (dependent on context)

ORFC – Oregon Reading First Center

OSAT – Oregon Student Achievement Test; tests in reading and math administered to third grade students

PA – Phonemic awareness: the ability to hear and manipulate sounds in words

Pacing Plan – A calculated plan based on days left for instruction in the school year and how many lessons need to be covered, either in the core to finish the grade level, or in an intervention program to bring students up to grade level.

PBS - Positive Behavioral Support; a Schoolwide system of behavior support (Also called PBIS- Positive Behavior and Instructional Support)

PD – Professional Development; including grade level and early reading team meetings, program specific training, and trainings provided by experts in the curricula used or the schoolwide model.

PET-R – Planning and Evaluation Tool-Revised; tool for planning and evaluating an effective schoolwide reading model

PIR – Pacific Institutes for Research

Progress Monitoring – Alternate DIBELS assessments used to monitor progress of students; assessments can also be used to validate scores

PSF – DIBELS assessment of Phoneme Segmentation Fluency

RAP – Reading Action Plan

RM – Reading Mastery; reading program that meets ORFC criteria for an intervention program

RTI - Response to Intervention; an alternative to the discrepancy model for identifying students eligible for special education

SAT 10 – Stanford Achievement Test; a normed, standardized reading achievement test given in the spring of each year to students in kindergarten through second grade
SES - Socio-Economic Status; describes the demographics of a school

S&I – Supplementary and Intervention programs

SBRR – Scientifically Based Reading Research

SOLAR - a systems problem solving acronym: S - Systems Problem Solving; O - Observations; L - Listening; A - Assessment; R - Review Schedules

Strategic – referring to the instructional recommendation of students who most likely need additional support to reach the DIBELS goals

Supplemental program – a program used to support and extend the critical elements of a core reading program. Typically, supplemental programs provide additional instruction in one or two areas (e.g., phonological awareness, fluency) and provide more instruction or practice in the particular area(s) of need.

Templates - scripts for delivery of extra practice in letter names, letter sounds, blending, word reading, decoding multisyllabic words, and reading decodable text. Part of the program-specific enhancements

Theme skills tests – in-program assessments used after a theme or unit to determine if students were successful in learning skills taught in that theme

3 point rule – referring to progress monitoring booklets: if progress monitoring scores are below the aim line for three consecutive assessments, then there is an indication that instruction is not appropriate

Tier 1 students - students who will be successful in the core curriculum with no additional support; usually referring to benchmark students

Tier 2 students - students who need some supplemental support in reading; usually referring to strategic students

Tier 3 students - students who need significant intervention in reading instruction; usually intensive students

V-TEL – a video-teleconference format for conferencing from remote sites

Walk to Read – a term used for cross-class or cross-grade groupings for reading; students go to another teacher or classroom for instruction in reading

Webinar - a phone conference with interactive computer capabilities