



CALIFORNIA READING FIRST REGIONAL TECHNICAL ASSISTANCE CENTER/RTAC ALAMEDA COUNTY OFFICE OF EDUCATION/ACOE

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Dear Reading First Teachers,

My name is Gladys Frantz and I represent the Reading First Regional Technical Assistance Center (RTAC) for the Greater Bay Area. As part of the Reading First Initiative, I visit Reading First Schools to offer support, guidance, and monitoring of the RF Initiative.

This week a team from the RTAC and your district are visiting your school. We are looking at the implementation of RF in grades K-3 as part of our mutual responsibility to ensure that RF is being carried out in accordance with the District's Reading First Plan and the Grant Assurances.

Our goal is to visit each RF classroom during the Reading and Language Arts block. When we come into your room, please continue with your instruction as planned with the RF Coach. We may visit your classroom twice during the reading time. After the walkthrough, we will debrief to identify the strengths and needs of the program. Our purpose is to support your efforts and suggest additional strategies to advance the literacy of your students.

On behalf of the RF initiative, I'd like to thank you for your work to make all our children readers by the end of the third grade. Feel free to call me if you have any questions.

I look forward to a great year working with you and your colleagues.

Sincerely,

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RTAC Reading Curriculum Monitoring Visit

California Reading First

Regional Technical Assistance (RTAC)

Alameda County Office of Education (ACOE)

School District Visit Guidelines 2007-2008

Purpose of the Visit

The Reading First Regional Technical Assistance Center (RTAC) is responsible for visiting schools to oversee the implementation of the Reading First Initiative in participating LEAs (Districts). The RTAC seeks to provide feedback, guidance, and support for the state-adopted reading programs in grades K-3 and to ensure their compliance with the grant assurances made by the LEAs as a condition of receiving their funds.

The RTAC conducts a minimum of four visitations annually in a district, including a meeting with the Superintendent and three school visits. (Additional visits may be requested by LEAs, Principals, or the RTAC as needed and do not require a full team.) Visits are followed by a written report sent to the members of the team and the Reading and Language Arts Leadership Office of the California Department of Education (CDE).

General Guidelines

- The RF Coordinator selects one school to visit and informs the RTAC office.
- The RF Coordinator informs the school (principal and coach) of the visit. The principal informs the RF teachers that their classrooms will be visited by a Reading First team.
- The RF Coach assists grade level teams to plan the lessons to be taught on the visit day.
- The following people are requested to be part of the visiting team:

From District:

- Associate/Assistant/Area Superintendent of Educational Services
- Directors or Program Managers (as assigned by the district)
- Reading First District Coordinator and/or RF Coach Coordinator
- School Principal
- RF School Coach(es)
- Superintendents are always encouraged to join any part of the visit

From R-TAC

- Executive Director or Representative
- C-TAC Instructional Program Advisor (as assigned)
- Reading Implementation Center (RIC) Director/Coordinator (as assigned)

Other

This year we will have CDE Representatives participating in some of the visitations. Other guests and/or observers may participate when approved by the hosting school principal.

Before the Visitation

- The Reading First Coach assists grade level teams to collaboratively plan the lessons for the day. A lesson plan for each grade level is recommended. Before the team enters the classroom, the RF Coach will introduce/explain the part of the lesson to the team which they will be observing.
- The Reading First teachers prepare their instruction as usual (to reflect RF training and recommended strategies).
- Coaches guide teachers to complete a detailed lesson plan for the 2.5 hour Reading and Language Arts block. (Coaches assist by making sure the forms are completed, collected and sent to RTAC. The grade level team may choose to do one lesson plan per grade level and follow the times scheduled)
- Coach and principal are responsible to complete the **RF Visitation Grid*** for each grade level and send it to RTAC three working days before the visit. Copies should be ready for the each member of the team (in the morning of the visit)
- Coach prepares a summary of the last theme assessment for each grade (use last year's grade level summary scores during the beginning of the year visits, if the first assessment has not yet been taken).
- The lessons taught should be part of the HM program and should follow the specified format of the program. The pages of the lessons in the T.E. must be identified for the team on the lesson plan to be able to follow instruction.
- **Important:** *We will be observing instruction only, so please make sure that no visited teacher is testing or out of the room taking responsibility for other tasks or special projects. (Please make changes or reschedule if necessary.)*
- In addition to observing the curricular elements of a strong reading program, the team will observe for evidence of student engagement in terms of verbal participation, and differentiated techniques for English language learners.

*** RF Visitation Grid**

- Important! Please complete the RF GRID as it helps us have a picture of the implementation of Reading First in the school. Attached is the latest revision.
- As much as we would like to schedule the visits to each classroom by the minute, our experience shows that there are many instances when that is not possible, so please explain to the teachers that the schedule is a just an estimate or guideline.
- Assessment results refer to the % of children in the strategic and intensive performance bands.
- Please see revised final copy of the 2007-2008 RF Visitation GRID

During the Visitation

Format

- The RF/RTAC Team will visit all RF classrooms for a few minutes (3-5 min) and will focus on a specific grade level for 10-15 minutes to observe and provide focused feedback.
- The grade level is selected by the RTAC Team after analyzing the scores from the RTAC Visitation Grid on the morning of the visit
- The time in each classroom will be determined by the number of RF classrooms at each particular site. If time does not allow visits to all classrooms, the principal may request an additional visit.

Morning briefing: (half an hour before the beginning of the Reading block)

- RTAC Introduction of observing tools and expectations (10 min)
Principals' brief overview of the school (10 min)
- The RF Coordinator and the School Coach will make a simple chart with last theme assessment information by grade level and subtest (10 min)
- The classroom visits will begin as soon as the Reading and Language Arts Block begins in the school to maximize visitation time.

Classroom Walkthrough

- The team will proceed to visit all classrooms by grade level (beginning with any grade level) and will spend a few more minutes on the grade level selected in the morning.
- Depending on the size of the team and the number of classrooms at a school, the team may divide in two groups to visit as many classrooms as possible.
- It's likely that the team will be going in and out of the same classrooms several times in order to observe different parts of the lesson. Please let teachers know about this.
- In order to avoid distraction to children during instruction, many classrooms arrange chairs for visitors in different areas of the room. (This seems to work well)
- At times (and when appropriate) visitors might ask children questions to see how they are learning or to understand more about the specifics of the lesson.
- Teachers do not need to stop their instruction to explain what they're doing or to have the children do special activities for the visitors.
- **Note:**
Please do not prepare a set schedule (itinerary) with each teacher. We'd like to be able to go to any classroom at any time. Detailed schedules, many times, need to be modified due to unexpected circumstances.

Debriefing: (after classroom visits)

- The team meets after the visit to dialogue and discuss the school's reading program's observed strengths and needs
- Based on the identified needs, the team will develop a proposed action plan.

Final Report:

- A written summary report and action plan (and a follow up meeting date) from the debriefing agreements will be completed by RTAC (within two weeks of the visit)
- The report is sent to all members of the team. It's also sent to the California Technical Assistance Center for purposes of program evaluation. The report will also be available to CDE or to the US Department of Education should they ask for it.
- The report is presented to the faculty by the principals and coach and the action plan discussed.

Follow Up:

- The recommendations for the report must be put in place in the 4-6 weeks after receiving the report.
- The RTAC Office will conduct a physical or phone conference with the Reading First Coordinator, the Principal and the Coach to discuss the results of the implementation of the action plan.
- The Coach will complete the action plan to document the actions which were put in place as a follow up to the recommendations.

Please call/email the RTAC office for questions and/or clarifications.

Gladys Frantz, 510-670-7773 gfrantz@acoe.org

Reading First RTAC Visitation GRID 2007-2008

(To Be Completed by School Reading First Coach and Principal)

Name of School: _____ Date: _____

Principal: _____ Vice-Principal: _____

RF Coach/es: _____

Morning Briefing Time: _____ Location: _____

Afternoon Debriefing Time: _____ Location: _____

----- Elementary School has ----- students, --% of whom are English language learners. School's Reading First Achievement Index in 2005-06 was ____ and in 2006-07 _____. This index is comprised of several measures: CSTs, End of the Year Fluency Assessments, CAT 6, and Kindergarten End of the Year Assessment.

The school API is _____

How often are grade level collaboration meetings for Reading and Language Arts held?

How many grade level team meetings as of RTAC Visit's date?

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade

How many reading professional development sessions has the coach offered?

How many grade level meetings has the coach facilitated?

Kindergarten _____ First Grade _____ Second Grade _____ Third Grade

How often do Principal and Coach meet regarding Language Arts curriculum?

Kindergarten Grid : AM/ PM

Teacher's Name & Rm # (to be completed by Coach)	Note all Trainings Year 1,2,3, (to be completed by Coach)	% Intensive & Strategic OARS Theme _____ (to be completed by teachers)						Coach Services (to be completed by Coach)	Site Administrator(s) (to be completed by Site Administrator/s)
			Str	Int		Str	Int		
		Rhy Wds			Upper Case			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Beg Sounds			Lower Case				
		Oral Blend			Match CV				
		Oral Seg			HF				
		Rhy Wds			Upper Case			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Beg Sounds			Lower Case				
		Oral Blend			Match CV				
		Oral Seg			HF				
		Rhy Wds			Upper Case			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Beg Sounds			Lower Case				
		Oral Blend			Match CV				
		Oral Seg			HF				
		Rhy Wds			Upper Case			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Beg Sounds			Lower Case				
		Oral Blend			Match CV				
		Oral Seg			HF				
		Rhy Wds			Upper Case			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Beg Sounds			Lower Case				
		Oral Blend			Match CV				
		Oral Seg			HF				

First Grade Grid:

Teacher's Name & Rm # (to be completed by Coach)	Note all Trainings Year 1,2,3, (to be completed by Coach)	% Intensive & Strategic OARS Theme _____ (to be completed by teachers)						Coach Services (to be completed by Coach)	Site Administrator(s) (to be completed by Site Administrator/s)
			Str	Int		Str	Int		
		Avg Fluency			Comp			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Spelling			Writing				
		Word Reading							
		Oral Seg							
		Avg Fluency			Comp			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Spelling			Writing				
		Word Reading							
		Oral Seg							
		Avg Fluency			Comp			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Spelling			Writing				
		Word Reading							
		Oral Seg							
		Avg Fluency			Comp			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Spelling			Writing				
		Word Reading							
		Oral Seg							
		Avg Fluency			Comp			# Demos # Observations # Consultations # Visitations	# Observations # Consultations # Visitations
		Spelling			Writing				
		Word Reading							
		Oral Seg							

Second Grade Grid:

Teacher's Name & Rm # (to be completed by Coach)	Note all Trainings Year 1,2,3, (to be completed by Coach)	% Intensive & Strategic OARS Theme _____ (to be completed by teachers)						Coach Services (to be completed by Coach)	Site Administrator(s) (to be completed by Site Administrator/s)
			Str	Int		Str	Int		
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	

Third Grade Grid:

Teacher's Name & Rm # (to be completed by Coach)	Note all Trainings Year 1,2,3, (to be completed by Coach)	% Intensive & Strategic OARS Theme _____ (to be completed by teachers)						Coach Services (to be completed by Coach)	Site Administrator(s) (to be completed by Site Administrator/s)
			Str	Int		Str	Int		
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
		Check Skills			Writing			# Consultations	# Visitations
								# Visitations	
		Avg Fluency			Spelling			# Demos	# Observations
		Comp			Vocab			# Observations	# Consultations
								# Consultations	# Visitations
								# Visitations	

RTAC Lesson Plan Form 2007-08

Name _____ Grade _____ English / Lectura (circle one)

Theme _____ Selection _____ Story _____ Day _____

District: _____ School _____

Time/	Learning to Read-Reading (note T.E page)	Word Work (note T.E page)	Writing & Language (note T.E page)
	Objective	Objective:	Objective:
8:30- 8:50			
8:50 9:30			
9:30 9:40			
9:40 9:50			
9:50 10:20			
		Recess	
	Universal Access	Must Do	May Do
10:30- 11:00	Teacher (small group instruction)		

(Universal Access may be scheduled at any time during the Reading and Language Arts Block)

Name: Jane Gonzalez Grade: 2nd English / Lectura (mark one)

Theme 6 Selection 1 Story: The Art Lesson Day 2

Time	Learning to Read-Reading (note T.E page)	Word Work (note T.E page)	Writing & Language (note T.E page)
	Objective: Build and support comprehension. Build and expand vocabulary Provide children opportunities to read	Objective: Children write spelling words that have the vowel sounds in moon and book.	Objective: <ul style="list-style-type: none"> Identify the characteristics of a paragraph Write a paragraph that explain Correct sentence fragments to improve reading Learn academic language
8:30-8:50	Get Set, 290 Key Voc. Words, 290 What the Author Thinks/no PB Strategy/ Skills Preview.157		
8:50-9:30	Read the Selection Segment 1 (292-305) <ul style="list-style-type: none"> Revisit the Strategy: Evaluate-T.E. 296 Use supporting Comp. questions from T.E Model-Voice In-Voiced out Children read with partners Teacher monitoring 		Children write their predictions in their journal as T.E. 293 Teacher explain what artists do - based on the story and prepares topic for later on paragraph writing*
9:30-9:40			<ul style="list-style-type: none"> Daily Language Practice Hoo will tell ms. Cole we are here?
9:40-9:50		<ul style="list-style-type: none"> Spelling (quick practice) Practice Book, 163 (first orally with teacher with HS practice- do 2 together and assign others for independent work or homework) 	
9:50-10:20			*Writing Instruction A Paragraph that Explains (build on conversation during reading), p 325 M
Recess			
	Universal Access	Must Do	May Do
10:30-11:00	Teacher: Intensive Group on Phonics lesson - use the Extra Support Handbook. Pg. 196-197 (15 minutes) Teacher: Reteach ELs the Key Vocabulary Words and provide examples. Have them practice words and sentences (orally and written)	<ol style="list-style-type: none"> Read your vocabulary words with a partner. Then read/reread the story (from Anthology)(one paragraph each) Talk about the story with your partner summary of the story you read today Complete your PB p. 163 	<ol style="list-style-type: none"> Complete Sd/Sp Mystery Words Play memory game with your spelling words with a partner. Say the words out loud Read aloud or listen to a story of your choice

sample