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- COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

July 30, 2006

Dear Reading First Principal,

The 2005 – 2006 school year has been a time of growth and opportunity for the Reading First community across the State of Pennsylvania. Principals, coaches, and teachers are to be congratulated for the outstanding effort and the increased learning that has been achieved through the online courses. We have received much positive feedback concerning the content and rigor of the courses. At the same time, we recognize the challenges you have faced during the implementation phase and we most sincerely thank you for the role you have played in the orchestration of this professional development experience.

Enclosed please find the Reading First Online Courses Implementation Manual. The contents of this handbook will assist you in both the planning and implementation of the online courses during the year ahead. Please anticipate that updates will be sent to you periodically for insertion into the notebook.

We wish you continued success during the upcoming school year. As you continue to establish your professional community of learners, we applaud your efforts and look forward to another year of teaching and learning through Reading First.

Sincerely,

Jane Daschbach, Ed.D.
Reading First of Pennsylvania Program Director

I. Pennsylvania Department of Education (PDE)

Position Statement

Online learning provides educators with the tools to learn about scientifically-based reading research while enhancing teaching skills and increasing student achievement. This job embedded learning opportunity has the potential to create professional communities of learners within a school district, building, or grade level.

Reading First coaches have been instrumental in supporting learners by facilitating online courses at their sites. We have seen a wide variety of responsibilities that coaches have had to assume related to the online courses. As we move forward for the upcoming school year, a maximum of five learners will be assigned to any coach who will facilitate a group. This requirement will provide the opportunity for coaches to fulfill their other coaching responsibilities.

Requirements for Teachers

Essential Building Blocks, also known as the “click through course,” is an orientation to the online courses. All learners are required to complete this orientation before beginning *Early Literacy: Guiding Principles and Language Development*, the first required course.

The following teachers are required to enroll in online courses for the 2006 – 2007 school year:

- All teachers new to Reading First for the 2006 – 2007 school year who are assigned to the following positions: Kindergarten through Third Grades Regular Education Teachers, Special Education Teachers for Primary Grades, and ESL Teachers, are

required to enroll in online courses for this year. Requirements for first year teachers are defined in the next bullet. For teachers new to Reading First who are not first year teachers, **two courses** must be completed by the end of the school year, with the exception of the *Word Study K-3: Print Awareness, Letter Knowledge, Phonics, Spelling, and High Frequency Words*, which may take a full year to complete and may count as two courses. New teachers to Reading First include individuals who have changed grade levels (K – 3), or teachers who have been with a district and moved to a Reading First school.

1. New teacher, recent graduates, in a first full-time contracted teaching position (long-term substitute positions are not considered a contracted position) are required to take the *Essential Building Blocks* and *Early Literacy: Guiding Principles and Language Development* in their first year. The *Essential Building Blocks* is a short orientation to the online course design that should take about one to two hours to complete. *Early Literacy: Guiding Principles and Language Development* can be taken as a 3 credit graduate course or for Act 48 credit. It is recommended that first year teachers begin these courses in January.
2. All teachers who were new to Reading First during the 2005 – 2006 school year will be **required** to continue enrollment in the online courses if they are instructing at the positions mentioned above.
3. Any Reading First teacher, new or not new, is entitled to enroll in the online courses for Act 48 credit or graduate credit.

Requirements for Principals

- All principals in Reading First schools are **required** to enroll in and complete the requirements for the *Providing Instructional Leadership in Early Literacy K - 3* course. **Target date for completion of this course: December 31, 2006.**
- Principals new to Reading First during the 2006 - 2007 will be **required** to enroll in a study group in the fall. It is expected that new principals complete this course by **June 30, 2007.**
- All Reading First Assistant Principals, Assistant Superintendents and Superintendents are entitled to enroll in the online courses for Act 48 credit or graduate credit.

The *Providing Instructional Leadership in Early Literacy K-3* course will help instructional leaders to work with teachers to develop and sustain a comprehensive early literacy program in their schools. Completion of this course will satisfy the requirements for continuing education credits for the next five year reporting period. Much of this course connects to the work that principals do on a daily basis. Therefore, summer enrollment is an option only if you have access to teachers and students such as during summer school.

Requirements for Facilitators

All coaches who will be facilitating online courses are **required** to attend regional online course trainings.

- New coaches will receive additional training to lay the foundation for facilitation.
- All coaches who are facilitating will be assigned a maximum of 5 learners per course.
- Coaches will facilitate no more than one course at any given time.

- Coaches will assist the school in the selection of the appropriate online course, based on student achievement data.
- An online discussion board will be available for facilitators through LSI. This forum will allow facilitators to discuss facilitation issues with other facilitators.

Act 48 for Coaches as Facilitators

Districts have the option to award coaches Act 48 credit for the first time coaches facilitate an online course. If a coach facilitates a course more than once, additional Act 48 credits cannot be awarded. Whenever a coach facilitates a new course, the coach is eligible for Act 48 credit. Districts wishing to award Act 48 credits to coaches for facilitating are responsible for reporting these hours to the Pennsylvania Department of Education.

Act 48 /Graduate Credit Process

The following process is in place regarding Act 48 reporting:

- LSI reports CPE course completions once the study group is marked as complete by the facilitator. Each time a group has completed all course requirements, the facilitator should report this to Melissa Maryai at LSI to ensure prompt reporting. PDE has 60 days to enter this data into the Act 48 data base.
- Grades for graduate level courses at Wilkes are posted at the end of each semester. If a learner completes a course in February, he/she will not receive a grade report until June.
- Wilkes University reports graduate level Act 48 to PDE. Wilkes has 30 days after grades are posted to get Act 48 information to PDE. Once the information is submitted to PDE, the Department of Education has 60 more days to get the information entered into the system.

- A certificate of graduate level course completion will be provided to learners from Wilkes University.

Prerequisite: Early Literacy: Guiding Principles and Language Development

The Early Literacy: Guiding Principles and Language Development course is a prerequisite course that must be completed by all Reading First online course teacher participants. New study groups will be forming in the fall for individuals who are just beginning the online course work.

Course Selection Data Sheet

Please complete the following form before beginning any new course. This form must be submitted for approval before setting up study groups.

School District: _____

Building: _____

Contact Person: _____

Contact Person Email: _____

Course Selection: _____

Reasons for Selection: (Please provide a summary of data to support the selection of courses).

Submit form to:

Beth Puschak
41 Magnolia Drive
Leola, PA 17540
bethpuschak@yahoo.com

OR

Laura Wengerd
731 Eighth Street
Oakmont, PA 15139
wewlmw@bellatlantic.net

Reading First On-Line Course Exemption Option

Achieving the professional development goals of Reading First is critical to the success of the program. The twelve literacy courses: Essential Building Blocks of K-3 Reading Instruction, Early Literacy: Guiding Principals and Language Development K-3, Word Study K-3: Print Awareness, Letter Knowledge, Phonics, Spelling, and High Frequency Words, Vocabulary and Fluency Development K-3, Developing Comprehension Part I, II, K-1 and 2-3, Differentiated Small Group Reading Instruction K-1 and 2-3, have been determined by Pennsylvania Reading First to be the primary mode of delivery for this professional development. However, if a district can demonstrate evidence of circumstances and can provide an alternative professional development plan that is accepted by the state leadership team, the State Director of Reading First can grant an exemption. All plans need to be consistent with the following state guidelines for Reading First Professional Development:

1. Professional Development must be comparable in scope and content with state provided PD.
2. Professional Development is SBRR.
3. Documented evidence that all teachers new to Reading First will participate.
4. Documentation that all courses are job embedded.

Reinstatement of statewide-required professional development may occur if Reading First schools and districts fail to make AYP or show significant progress in student achievement.

Requests for exemptions must be received by the State Director of Reading First by October 15. Districts considering filing for an exemption should contact Dr. Jane H. Daschbach at jdaschbach@state.pa.us or 717-787-7815.

Course Grades

All learners receive a grade when course requirements have been met. Graduate level courses are reported as letter grades. The following standards, set by Wilkes University, are in place for the graduate level grading:

93 - 100% = A
85 - 92% = B
Below 85% = Fail

CPE versions of courses are scored on a pass/fail basis. The following standard is in place for these grades:

80% to 100% = Pass
Below 80% = Fail

Different parts of each course are weighted for determining grades. Most courses are weighted according to the following scale:

Learning Log	-	20%
Discussion	-	15%
Essays	-	20%
Multiple Choice	-	5%
Research Paper (Graduate) Or Improvement Plan (CPE)	-	40%

Please note: In each course, all learners have the opportunity to go back to their work and make changes before final grades are submitted. Quizzes can be corrected and facilitators will rescore work when changes have been made. The highest score earned is the score that is calculated in determining final course grades.

II. Learning Sciences International (LSI)

List of Possible Courses – Early Literacy Series

- Essential Building Blocks
- Early Literacy: Guiding Principles and Language Development
- Word Study K–3: Print Awareness, Letter Knowledge, Phonics, Spelling, and High Frequency Words
- Fluency and Vocabulary Development: K – 3
- Developing Comprehension Part I: K –3
- Developing Comprehension Part II: Versions K–1 and 2–3
- Differentiated Small Group Instruction: Versions K–1 and 2–3
- Developing Independent Reading: K–3
- Connecting Reading and Writing: Versions K–1 and 2–3
- Providing Instructional Leadership in Early Literacy

For additional information on these courses, please refer to the eMBEDDED LEARNING Professional Development Catalog, found in the resource section of this manual.

Forming Study Groups

Study groups can be formed in many ways. Some possible suggestions for forming study groups include:

- Grade level groups
- Across grade level groups
- Across district groups
- Multiple district combined groups

Course pacing might be a consideration for forming study groups. Districts might check with learners for their preferred pace and set up groups accordingly. For example, some learners might choose to finish the course in 12 weeks while others might choose to spread the course out over an entire semester. If this option is considered, it is the district's responsibility to communicate this to any facilitator that might be assigned to the study groups.

For 2006 – 2007, data will be used to determine course selections.

Additional options this year will include:

- Teachers from one grade level in different locations can be in the same study group.
- Teachers in the same building might be taking different courses.
- Both CPE and graduate level groups may occur within the same building.

Please keep in mind that coaches who facilitate groups will have a maximum of five learners enrolled in the group. Coaches will facilitate only one course at a time. Should additional facilitators need to be hired to cover the amount of learners in a district, Pennsylvania's Reading First funds will be used to hire outside facilitators for these study groups. Districts will need to contact LSI for this to occur.

Once groups have been determined based on data, someone from each building will need to contact LSI for study group set up. Contact information:

Melissa Maryai, Reading First Support Specialist

724 - 459 - 3180

Email: studygroups@learningsciences.net

Fax: 724-459-6373

(Sample form on next page or on CD).

Reading First Study Group Set Up

School:	
Principal:	
Course:	CPE or Graduate (Circle One)
Facilitator (full name):	
Facilitator Username:	Facilitator Email:
Study Group 1	
Teacher (full name)	Teacher (username) and Email Address
1	
2	
3	
4	
5	
Course:	CPE or Graduate (Circle One)
Facilitator (full name):	
Facilitator Username:	Facilitator Email:
Study Group 2	
Teacher (full name)	Teacher (username) and Email Address
1	
2	
3	
4	
5	

Instructions

- 1) Each teacher needs to set up his/her account.
- 2) Each teacher will need to provide you with his/her username (NOT their password) and full name. along with their email address (either home or school)
- 3) Each group should consist of five learners.
- 4) The coach/facilitator will need to provide you with his/her username (NOT their password), full name and email address.
- 5) Any individual requesting to be removed from a study group **MUST** have their building principal or district contact submit the request in writing. (email is an acceptable form) We will not remove an individual without written consent.
- 6) Once submitted and groups are released, we are not able to add more individuals to a group. Please be sure all learners are listed on this form when submitted, as this is how the group will be formed upon receipt.
- 7) Please be sure that each learner listed above has their correct home address and phone number in their account, so that CPE credits can be awarded upon completion of the course.
- 8) Each facilitator should be advised that they will need to contact Melissa Maryai at the below email once they mark their group as complete to ensure timely CPE credit reporting.

Email: studygroups@learningsciences.net

Fax: 724-459-6373

Providing Instructional Leadership in Early Literacy Study Group Set Up

If a Reading First school district chooses to have their principals enroll in the Providing Instructional Leadership in Early Literacy online course as a group, the district needs to complete the form found on the next page. Completion of this form will ensure that individuals from the same school district can work together in a study group.

If your district has decided not to form a cohort of learners, this form is not necessary. To enroll principals, please call LSI at 1-877-574-1638.

(Sample form on next page or on CD)



Providing Instructional Leadership Study Group Set Up

School District: _____ CPE or Graduate (please indicate)

Facilitator (full name): _____

Facilitator Username: _____ Facilitator Email: _____

Study Group 1

	Principal (full name)	School/Building
1		
2		
3		
4		
5	No less than 5	No less than 5
6		
7		
8		
9		
10	No more than 10	No more than 10

1		
2		
3		
4		
5	No less than 5	No less than 5
6		
7		
8		
9		
10	No more than 10	No more than 10

Facilitator (full name): _____

Facilitator Username: _____ Facilitator Email: _____

Study Group 2

	Principal (full name)	School/Building
1		
2		
3		
4		
5	No less than 5	No less than 5
6		
7		
8		
9		
10	No more than 10	No more than 10

1		
2		
3		
4		
5	No less than 5	No less than 5
6		
7		
8		
9		
10	No more than 10	No more than 10

Instructions:

- 1). Learning Sciences International will complete the facilitator information. Please leave this section blank.
- 2). Each principal needs to set up his/her account. (when applicable) Please contact Learning Sciences International if they do not have an account.
- 3). Each principal will need to provide his/her building name.
- 4). Once the groups sent in, we cannot make changes to the groups. The groups will be created upon receipt. Please be sure the information is correct prior to submitting the request.

Email: studygroups@learningsciences.net

Fax: 724-459-6373

Course Evaluations

A course evaluation is included near the end of each course. One part of this evaluation is entitled: **CONTINUING PROFESSIONAL EDUCATION LEARNING EXPERIENCE EVALUATION**. This form is used to evaluate course content, instruction (facilitation), and course design.

This completed form must be printed and mailed to the following contact:

**Capital Area IU 15
c/o Irene Wray
P.O. Box 489
Summerdale, PA 17093-0489**

In addition to the above evaluation, all learners must complete a pre and post course survey that measures understanding of course concepts. This survey is sent out by the University of Pittsburgh's External Evaluation Team through the Zoomerang website. This information is gathered to provide data on the impact of the online courses on the Reading First teachers who have completed the courses. This survey is a requirement. LSI will e-mail a link to the survey when learners have completed a course.

None of the surveys impact course grades. They are necessary to provide LSI and the University of Pittsburgh with a deeper understanding of the impact of the courses.

Learner Release Form

From time to time, issues arise that prevent individuals from completing a course. Study groups cannot be closed until all enrolled learners have completed all assignments.

There is now a process for releasing learners who are unable to complete work from a study group. If such a situation should occur, the form on the next page must be submitted.

When completing the form, each district will determine the appropriate person to sign off as the administrator. Districts may select Principals, Assistant Superintendents, Superintendents, or Reading First District contacts as individuals to sign off.

When learners are released from groups, all of their course work will be lost. If there is any chance that the learner will return to a group, we recommend contacting LSI customer service to discuss this issue before releasing learners. Contact: Melissa Maryai, Reading First Specialist mmaryai@learningsciences.net – 724 – 459 – 2100 – ext. 110.

(Sample form on next page and on CD.)



Learner Release Form

Name of Learner:	
Name of Facilitator:	
District Name:	
Building Name:	
Reason for Learner Release:	
Administrator Signature:	
Learner Signature:	
Date:	

Please note: Once a learner is removed from a course, it will not be possible to recover completed work.

Upon receipt, LSI will contact Reading First to take appropriate steps for releasing the learner from the study group.

Fax or mail form to:

Melissa Maryai

175 Cornell Road

Suite 18

Blairsville, PA 15717

Fax - 724-459-6373

Ordering Online Course Materials

Course binders for all courses are available for purchase through LSI. These binders will contain all handouts and readings for each course. Purchasing the binders is optional. Reading First funds may be used for these course materials.

Course binders will cost **\$35** except for Providing Instructional Leadership in Early Literacy K – 3 materials that will cost **\$50**, due to the volume of this course material.

We suggest that binders be ordered before courses begin, using the form on the next page or on the CD.

Calendar for Online Course Trainings 2006 – 2007

Date	Site	Topic	Audience
September 8	PATTAN Harrisburg	Foundation for Facilitation of Online Courses	New Coaches and Facilitators
September 11	Berks County Intermediate Unit	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)
September 12	PATTAN Harrisburg	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)
September 14	PATTAN Pittsburgh AND PATTAN King of Prussia	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)
February 12	Berks County Intermediate Unit	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)
February 13	PATTAN Harrisburg	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)
February 15	PATTAN Pittsburgh AND PATTAN King of Prussia	Facilitation and Implementation for Year 2	All Facilitators (New and Experienced)

LSI Progress Reports

In order to keep principals informed about learner progress, LSI has created progress reports. These reports are an effective tool to assist principals and Technical Assistants in actively monitoring learner progress and participation levels within the school. The reports can help build awareness of learner progress and can assist leaders in their efforts to increase participation levels within their schools.

III. Technology Issues

Technology Support

A customer service representative is available from 8:00 AM to 5:00 PM on Monday through Friday. Contact information is available on the last page of this document.

LSI continues to make contacts with district Technology Coordinators in order to discuss technological needs and support for the variety of different systems that are in our schools.

LSI now has a customer service representative to deal with MAC computers. Districts using MAC's will be directed to this individual when calling LSI with concerns. This support will be valuable as different versions of MAC computers have varying needs in regards to the online courses.

From time to time, individuals have shared passwords with others. Please note that, technologically, two people are not able to use the same user name and password to be logged into the course simultaneously. Please encourage individuals to keep passwords private.

eMBEDDED LEARNING Kits and Toolboxes

LSI has developed Kits and Toolboxes that contain plans and activities for professional development. Each Kit and Toolbox contains plans for about 6.5 hours of instruction. Facilitation guides are included along with participant materials, as well as a CD with multimedia support to demonstrate best practices and to organize focused discussions. Districts have the option of purchasing a license to copy workbook materials. Delivery of content can take place over time or during a full-day workshop. Visit www.embeddedlearning.com for more information.

The toolboxes may supplement rather than supplant the building of professional communities of learners through the online courses and may not be used to replace the Reading First course completion requirements. It is our belief that the online courses will provide learners with a richer understanding of content due to the structure of the courses.

IV. Lessons Learned from 2005 – 2006

Successes of 2005 – 2006

As we reflect on our first year of implementation, the following successes occurred:

- 2,178 learners enrolled in various courses throughout this school year.
- Reading First coaches have received training on facilitation for courses. The quality of facilitation has improved throughout this year. There is evidence that many coaches provide high-quality feedback to learners.
- Course content is based on scientifically based reading research. Courses are rigorous and job-embedded. Learners and facilitators have indicated that courses provide high-quality professional development that lead to learning.
- Some of our Reading First school districts chose to have their entire K-3 staff enroll in the online courses.
- In response to feedback from learners, a partnership with Wilkes University has been established to provide options for masters degrees connected to the online courses.
- Initial technology issues have been improved. LSI has increased support staff to address issues that might arise in the future.
- Beginning September of 2006, all course materials will be available for purchase. This will alleviate the need for districts to copy course materials for their learners.

Challenges of 2005 – 2006

As we reflect on our first year of implementation, the following challenges occurred:

- Computer and/or keyboarding skills pose a challenge for some learners. It is the responsibility of the learner to acquire the skills necessary to complete the course. The district may need to provide training or suggest local trainings available to the learner.
- Progress of learners varied across groups. Some groups experienced challenges when study group members were not meeting course deadlines. Facilitators adjusted due dates according to group needs. In some cases, learners were frustrated because they could not move forward in the course until fellow study group members completed their work. Districts can assist by providing adequate and equitable release time for all members of study groups. Principals can also review learner progress reports to monitor the pacing of study groups.
- Use of the rubric for scoring learner's work was an issue in some cases. Please keep in mind that the rubrics contained in the Learner's Guide are the key to scoring learner's work. The use of the rubric, as well as the use of Learner's Guide, is critical to learner success.

V. Resources

Options for Online Course Implementation

Pennsylvania's Reading First school districts have designed a variety of implementation plans for the online courses. The following options outline possible structures to consider in order to complete requirements for the courses:

Option 1 –

Teachers complete coursework during contracted district time.

Some school schedules are designed in a way where there is time when students are not in school for district meetings, professional development, or planning. Part of this time might be set-aside for online course work. In-service days might also be used for course completion.

Option 2 –

Teachers complete coursework during release time. Districts have hired substitutes to cover classrooms so that teachers can work on course during the school day. The amount of release time has varied. If coaches who are facilitating the group are available, this option can provide a forum for group discussion of concepts and questions that relate to course content. Half-day release time is also an option for consideration. And works well for teachers who prefer to be with their students for a part of the day. Shorter blocks of time can also be utilized for courses. Floating substitutes may cover extra duties such as cafeteria or bus duty, so that teachers have time for the course.

Option 3 –

Teachers receive reimbursement for time to complete CPE versions of courses outside of school hours.

Districts reimburse teachers according to union contractual rates. Number of hours for reimbursement is dependent upon the course length.

Option 4 -

Teachers opt for graduate level online courses.

When this option is selected, teachers complete the coursework on their own time, outside of school hours.

Option 5 -

Special area teachers meet with students and free up classroom teachers to take online courses during that time block.

Some districts have scheduled all specials during a specific block of time, thereby enabling teachers to work on course during the school day. In other districts, the special area teachers are responsible for read-alouds which, when scheduled the first part of the day, provide an extension to the before-school time used for the on-line courses.

Grade Sheets

Grade sheets will be available for facilitators to track learner progress. A new addition to courses now keeps track of learners' grades as the learners complete assignments. The grade sheets are optional but have been designed as a tool for facilitators to track progress. One example of a grade sheet is found on the following page.

Sample Grade Sheet

Word Study Course Learner Progress

Learner:

Study Group:

Course Start Date:

Activity	Score	Comments
Unit 1 Sync Point		
Unit 2 CAP Discussion (2.1.4)	//////	
Unit 2 Literacy Obs. Discussion	//////	
Unit 2 ZPD Log		
Unit 2 Metacognition Log		
Unit 2 Prog. Monitor Log		
Unit 2 Sync Point		
Unit 2 Essay		
Unit 3 Word Sort Log		
Unit 3 Word Sort Discussion	//////	
Unit 3 Curr. Checklist Discussion	//////	
Unit 3 PA Assessment Log		
Unit 3 Mini-Study Selection Log		
Unit 3 Mini-Study PA Log		
Unit 3 Mini-Study Discussion		
Unit 3 Sync Point		
Unit 3 Essay		
Unit 4 Print Awareness Log		
Unit 4 Mini-Study Letters Log		
Unit 4 Phonics Cur. Analysis Log		
Unit 4 Mini-Study Phonics Log		
Unit 4 Spelling Inventory Log		
Unit 4 Spelling Discussion		
Unit 4 Mini-Study Spelling Log		
Unit 4 Mini-Study Discussion		
Unit 4 HF Words Analysis Log		
Unit 4 Assessing HF Words Log		
Unit 4 Sync Point		
Unit 4 Essay		
Unit 5 Instructional Plan Log		
Unit 5 Sync Point		
Unit 5 Essay		
Unit 6 Metacognitive Paper		

Sample Grade Sheet Learner Progress Record

Course: Early Literacy Guiding Principles and Language Development

Learner:

Study Group:

Course Start Date:

Activity	Score	Comments
Unit 1 Sync Point Discussion		
Unit 2 Sync Point Discussion		
Unit 2 Essay Question		
Unit 3 Gradual Release of Responsibility Model Learning Log entry		
Unit 3 GRRM Lesson Reflection Log entry		
Unit 3 Sync Point Discussion		
Unit 3 Essay Question		
Unit 4 Language Development Curriculum Investigative Checklist Learning Log entry		
Unit 4 Guiding Principles Reflection Learning Log entry		
Unit 4 Sync Point Discussion		
Unit 4 Mini-Study Discussion		
Unit 4 Essay		
Unit 5 Metacognitive Paper / Improvement Plan		

Options for Facilitation

As districts plan for facilitation of the on-line courses, the following options may be considered:

Option 1 -

Expert district coaches facilitate district learners.

Since course selections will be determined by data, it is possible that different buildings or different grade levels will be enrolled in different courses. An option for consideration might be to have coaches become expert facilitators for individual courses. An example might be that one coach is responsible to facilitate a comprehension course while another coach facilitates a fluency course. The expert facilitator will always facilitate the same course for the district. Depending upon the size of the district and the number of coaches, this option might meet the needs of the district.

Option 2 -

Building coach facilitates learners in the same building.

This option assigns coaches to facilitate teachers in his/her building. This option can help coaches to determine strengths and areas of need for each learner. Follow-up conversations and coaching occur naturally as the learners and facilitator are in close proximity of one another.

Option 3 -

District hires facilitators rather than assigning facilitation to coaches.

Some districts prefer that someone other than district coaches act in the capacity of a facilitator. Qualified retired teachers, reading specialists, administrators, teachers on leave, or coaches might be considered to fulfill the role of the facilitator. If this option is chosen, districts negotiate remuneration with facilitators. The current rate that graduate level facilitators receive is \$200 per learner. Districts should be clear in defining facilitator expectations in regards to the time for

facilitation. If districts are paying facilitators, we recommend that facilitation take place outside of school hours.

Please Note: If a district needs to hire additional facilitators in order to meet the 5 learners per coach requirement, PDE will use Reading First dollars to pay the facilitator. This option will be carried through when districts inform LSI of their need for additional facilitators and is only available when the number of study groups are more than the number of coaches available for facilitating.

Option 4 –

Enroll learners in graduate level.

LSI is responsible for providing and paying facilitators for all graduate level learners. Please note: Reading First funds are not permitted to be used to reimburse teachers for the tuition for graduate level courses.

Contacts

Please use the following to assist you in contacting the appropriate support person for online courses:

If you need assistance in the area of **technology**, contact:

LSI Technical Support: 724 – 459 – 3180

If you have questions about **facilitation**, please contact:

Mark Henderson: 724 – 289 – 1212 ext. 136

[**mhenderson@learningsciences.net**](mailto:mhenderson@learningsciences.net)

If you have questions about **submission of forms for Reading First, facilitators' training, or implementation in schools**, contact:

Beth Puschak: 484 – 955 – 2652

[**bethpuschak@yahoo.com**](mailto:bethpuschak@yahoo.com)

OR

Laura Wengerd: 484 – 955 – 2662

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