



# American Reading Company Staff Development Report

## Focus: STEP 8: CONFERENCES AND FORMATIVE ASSESSMENT

School:	District:	Date of Visit:
School Address:		
Principal:	Site Coordinator:	Date of Report:
ARC Coach	ARC Program	Total Classrooms in school
% Students at Steps Target	% Students Reading on Gr. Level	Total Classrooms visited
Total Classrooms Using Program in Literacy Block		Type of visit: <input type="checkbox"/> Fishbowl <input type="checkbox"/> One-on-One
<input type="checkbox"/> Yes <input type="checkbox"/> No	Principal met with ARC Coach at beginning and at end of each visit for Action Planning	

### Step 1: Principal Leadership

The Principal should participate in a minimum of **2** classroom sessions and **1** Leadership Team Meeting every day the ARC coach is in the building. The Site Coordinator should participate in every classroom session and all meetings with the ARC coach. The goal is for the school leadership team to learn to run the program independently.

	Fishbowl/ Demonstration Lessons/ Grade Group Meetings	Individual Teacher Consultations	Leadership Team Meetings
# attended by Principal/total			
# led by Principal/total			
# attended by Site Coordinator/total			
# led by Site Coordinator/total			
Other attendees	District		
	ARC Staff		

### Step 2: Teacher Expertise

It is crucial that every teacher attend the fishbowls. The Site Coordinator and Principal will follow up with those classrooms which did not receive a 1-1 support visit with the ARC coach.

	Fishbowl/ Demonstration Lessons/ Grade Group Meetings	Individual Teacher Consultations
Date(s)		
Classrooms (grades) that attended training		
Classrooms (grades) that did not attend training		
Percentage attending training		

## Step #8: Conferences and Formative Assessment

Teachers confer with individual students during independent reading. Teachers use national standards for reading as a formative assessment framework, closely monitoring individual student reading progress across five domains of reading, re-teaching where necessary.

Scale for estimates below: 4 = High (90-100%); 3 = Medium (75-89%); 2 = Low (50-74%); 1 = less than 50%  
**ESTIMATES ARE BASED ON DATA COLLECTED DURING THIS VISIT ONLY.**

Step #8: Conferences and Formative Assessment Look-Fors	4	3	2	1
38. Teachers confer with individual students during independent reading using Conference Notebooks.				
39. Teachers use the IRLA (proposed national standards for reading) to set and document individual goals for students.				
40. These goals are recorded on Action Plan Cards on Data Wall for Tier II and Tier III students.				
41. Teachers keep IRLA numerical values as part of regular progress monitoring.				
42. IRLA scores are entered into KidPace and are truthful and verifiable.				
43. Individual conferences focus on the “one door-opener skill each student needs to practice.”				
44. Individual conferences are used to inform Action Planning at Data Wall meetings for Tier II and Tier III students.				
<b>Key Metric:</b> % of students sampled with IRLA conference notes.				

Please see *12 Action Steps Checklist* for a listing of all components for all 12 steps.

Comments:

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# Leadership Team Action Planning

School:

Meeting Date:

Participants:

TOP FIVE Next Steps		Owner	Deliverable Date
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

We hope this information will be shared with all relevant staff and prove useful in reflection, celebration and planning next steps. American Reading Company staff looks forward to working with, supporting, and celebrating the continued success of \_\_\_\_\_ School.

CC:

Enclosure: 12 Action Steps Checklist