



***Academy of READING***  
***Implementation Planning Guide***  
***2013-2014***

TE21, Inc.  
1184 Clements Ferry Road, Suite G  
Charleston, SC 29492  
843-579-2520

Cindy Hollar, CEO  
Emily Duplantis, Director of Training



### **Possible Target Groups**

- **Level 2 Students:** These students can finish in a semester if all other best practices are followed working five (5) days per week.
- **Level 1 Students:** These students will require a full year to complete the program working 3-5 days per week.
- **Tier 2 or Tier 3 Students:** These are students who need additional support in reading remediation in the areas of foundational skill building and/or reading fluency. Tier 2 students should work on the program 3 days per week for 30-45 minutes per session. Tier 3 students should work on the program 5 days per week for 45 minutes per session.
- **ELL Students:** ELL students will need a full year to complete the program working 3-5 days per week.
- **Exceptional Children:** EC students will require a full year to complete the program working 3-5 days per week.

### **Learning Environment**

- Academy of READING classes consist of a maximum of 10-15 students.
- EC and ELL classes consist of 10 students or less due to the higher level of support that may be needed.
- A quiet environment, conducive to concentration, is maintained with a minimum of interruptions.
- The Academy teacher is fully available for student coaching throughout each Academy period.

### **Computer Lab Schedule**

- Students spend a **minimum** of three (3) to five (5): 30-45 minute sessions on the computer each week.
- To finish in a semester, students need five (5) sessions per week.
- Computer schedules are created prior to the initial training. This ensures that any teacher attending an initial training can be scheduled to implement the program.

### **Staffing**

- Teachers who can be scheduled into the lab at least 3-5 times per week for 30-45 minute periods
- ELL teachers and/or Assistants
- Inclusion teachers
- EC teachers and/or Assistants
- Lab Facilitators
- Teachers must be willing to actively engage with students and use coaching strategies daily and consistently.

## Training

- **Initial Training**
  - Academy of READING
    - Four-hour session by TE21 personnel (8:30am – 12:30pm or 12:00-4:00)
  - Trainings are conducted in a small group environment; no more than 15 teachers per training session.
- **Follow Up Trainings**
  - Held during the regular Academy schedule when students are working on the program.
  - TE21 consultants model coaching strategies for teachers as students struggle.
  - Teachers are still responsible for leading the class during the follow up visits, TE21 will be present to model different intervention approaches.
- An initial training and follow up trainings are both **required** for all Academy teachers.

## Monitoring Student Progress

- The Training Monitor is used to identify struggling students and prioritize coaching time.
- TE21 Recommended Coaching strategies must be used regularly and appropriately.
- All students will need help from their teacher!
- A pacing guide will help teachers keep their students on track to finish the program by the end of the school year.
- The Snapshot report is reviewed weekly to monitor percentage of the program completed and to set weekly goals.

## Support

- Each school appoints an Academy of READING Site Coordinator.
- Technical and educational questions from teachers should be directed to the Site Coordinator.
- TE21 consultants are always available via e-mail and telephone.

**Implementation Goal:  
Students will complete their  
Academy of READING  
training program by**

**January 2014 (semester implementation)**

**OR**

**May 2014 (yearlong implementation)**



## 1. BEST PRACTICES REVIEW

Best Practice
<p><b>Targeted Students</b></p> <ul style="list-style-type: none"> <li>Level 2 students can make the fastest progress. These students can finish the Academy of READING in a semester <i>if</i> all other best practices are followed (scheduled 5 days a week on the program).</li> <li>Level 1 students traditionally need an entire year on the program (3-5 days a week).</li> <li>Tier 2 students should meet 30-45 minutes 3 days per week.</li> <li>Tier 3 students should meet 45 minutes 5 days per week.</li> <li>EC students need a full year to complete the Academy of READING (3-5 days a week).</li> <li>ELL students need a full year to complete the Academy of READING (3-5 days a week).</li> </ul>
<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>Quiet environment is needed with no distractions. (Avoid the Media Center or other rooms with high traffic.)</li> <li>One class per lab helps students maintain focus.</li> </ul>
<p><b>Computer Lab Schedule</b></p> <ul style="list-style-type: none"> <li>5 30-45 minute classes per week are needed to finish in a semester</li> <li>Minimum of 3 days a week for 30-45 minute sessions are needed to finish in a school year</li> <li>Transition time is needed between classes to reach needed time on task.</li> </ul>
<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>A very successful model is for one educator to become the AOR Specialist. They remain in the lab throughout the day and become very skilled in coaching strategies.</li> <li>Academy teachers should be willing to use coaching strategies with individual students throughout each Academy period.</li> <li>Educators who cannot work daily with students should not be designated as Academy teachers.</li> <li>Class size should be a maximum of 15 students. EC and ELL classes should have 10 or fewer students.</li> </ul>
<p><b>Training</b></p> <ul style="list-style-type: none"> <li>4 hour initial training for READING</li> <li>15 Teacher Maximum Capacity Per Training</li> <li>Regular follow up trainings by TE21 consultants at your school with Academy students.</li> <li>Use of TE21 Coaching Strategies</li> <li>Daily practice of coaching strategies with Academy students.</li> </ul>
<p><b>Hardware Preparation</b> - See "Workstation Setup Guide".</p>
<p><b>Monitoring of Student Progress</b></p> <ul style="list-style-type: none"> <li>Teachers use the Training Monitor daily to prioritize coaching time.</li> <li>Teachers use Snapshot reports to monitor percentage of program complete and measure against the pacing guide.</li> <li>Teachers provide students with their progress on a daily and weekly basis.</li> <li>Teachers help students set daily and weekly goals for percentage of program complete and time on task.</li> <li>Teachers provide rewards for students who meet their daily and weekly goals.</li> </ul>
<p><b>Implementation Goal.</b> For gains to occur, students must finish the program.</p> <p><i><b>Yearlong implementation:</b> Students will complete their Academy of READING training program by May 2014.</i></p> <p><i><b>Semester implementation:</b> Students will complete their Academy of READING training program by January 2014 (semester one) or May 2014 (semester two).</i></p>

## 2. TARGET STUDENTS

Determine the students targeted to use the program.

Targeted Student Group	Grade

## 3. COMPUTERS AVAILABLE

An unlimited number of students can use the Academy of READING to improve their foundational skills. However, the number of students that can utilize the program at any one time is determined by your school's resources:

How many computers are available for the Academy of READING in your school?

Location in School	# Computers
Lab, Mini Lab of 5-10 computers	

## 4. AVAILABLE COMPUTER TIME

Students on the Academy of READING will require a minimum of three-five 30-45 minute turns on the computer per week. Determine the amount of time per day that computers are not previously scheduled for other activities.

Location in School (Lab, Mini lab)	# Available 30-45 minute slots/week (with transition time)	Class size (10-15 students maximum)

## 5. ACADEMY OF READING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:45-9:15*</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>9:30-10:00</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>10:15-10:45</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>11:00-11:30</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>11:45-12:15</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>12:30-1:00</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?
<b>1:15-1:45</b>	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?	Teacher: Lab: # students: Grade: Semester or Year?

*\*Please adjust times to your school's schedule.*

## 6. TEACHERS TO BE TRAINED (Include only teachers who are listed on the Academy schedule.)

**Academy of READING Initial Training**  
**\*Maximum 15 teachers per training session**

Teacher Name Or Teacher Assistant Name	E-mail Address (Please write clearly-The spelling must be perfect for the e-mail to arrive!)	Position



**8. INITIAL TRAINING SITE - Where will the initial training be held?**

<b>Lab Room Number</b>	<b>Login to network &amp; administrative login to Academy of READING provided for trainer</b>

**9. HEADPHONES AND SPLITTERS**

Good quality headphones and splitters are needed in order for teachers to assist students as they work in the program. If additional headphones and splitters are needed, they should be purchased prior to student use.

<b>Lab or mini lab</b>	<b># Headphones/splitters needed</b>

If you wish to order headphones and/or splitters from TE21, please let us know as soon as possible.

**10. ACADEMY OF READING SCHOOL COORDINATOR**

The Academy of READING Site Coordinator will be the contact person for scheduling, questions, concerns. This person will work closely with TE21 consultants and serve as a resource for questions by other educators in the school. The Site Coordinator will learn coaching techniques for helping students succeed in the program so that they can coach and mentor other teachers.

Academy of READING Site Coordinator: \_\_\_\_\_



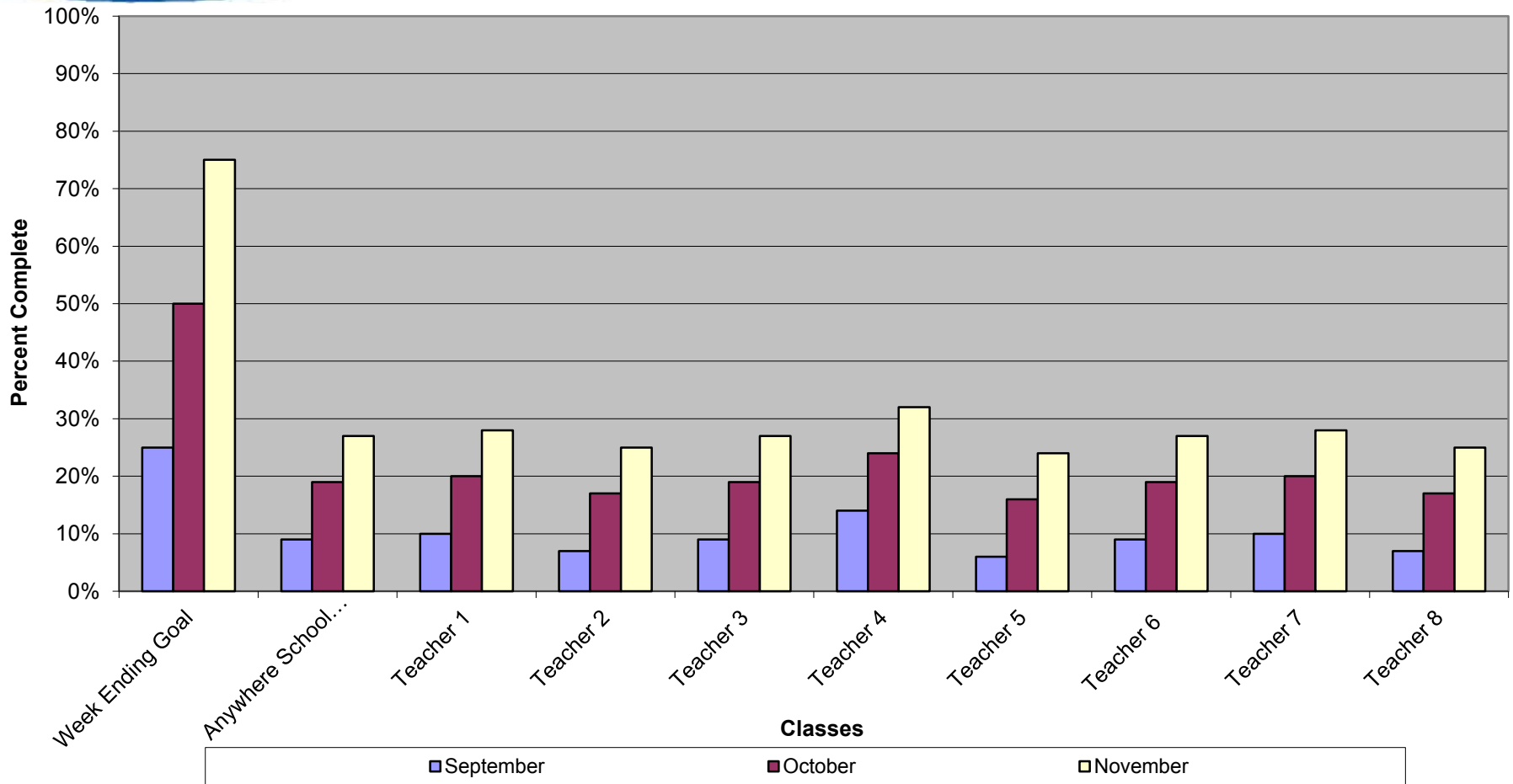


**TE21, Inc  
Site Visit Summary  
FOR ADMINISTRATIVE USE ONLY**

Consultant: Sally Brown			Site: Sunnydale Elementary School Everywhere County School District	Date: September 23, 2013
Teacher	Grade and Product	Computer Location and Time	Observations of Teacher	Implementation Review and Suggestions for Improvement
<i>Ms. Megan Smith</i>	4 <sup>th</sup> Grade  Academy of READING	Lab 203 Mon-Fri 8:00-8:45 9:00-9:45	<p>Teacher effectively uses training monitor report. <span style="color: green;">■</span></p> <p>Teacher maintains an environment conducive to learning. <span style="color: green;">■</span></p> <p>Teacher quickly responds to students who are struggling. <span style="color: green;">■</span></p> <p>Teacher receptive to consultant's suggestions and ideas. <span style="color: green;">■</span></p> <p>Teacher actively using coaching strategies that consultant has modeled. <span style="color: green;">■</span></p> <p>Teacher uses motivational strategies to promote student success. <span style="color: green;">■</span></p> <p>Class maintains sufficient time on task in the program. <span style="color: green;">■</span></p>	<p>This class did a great job today. Ms. Smith said that this group of students has really begun to progress through the program lately. She said that the students are taking the program more seriously and are putting more effort into their work in the lab.</p> <p>All of the students in this class were progressing normally throughout the class period.</p> <p>One student in this class is 77% complete with her training stream.</p>
<span style="color: green;">■</span> Objective is being met by teacher			<span style="color: yellow;">■</span> Needs improvement	<span style="color: red;">■</span> Objective is currently not being met
<p>*If any of the above Teacher Observations are colored yellow or red, please see explanation in the Implementation Review and Suggestions for Improvement column.</p>				



Anywhere School District  
 Academy of Reading  
 2013-2014  
 Sample School





**Academy of READING Implementation  
Principal Monitoring Tool  
for Classroom Observations**

Teacher \_\_\_\_\_

Date & Time \_\_\_\_\_

Observation	Yes/No	Suggestions/Remedies
Do all students have a functioning computer and headphones?		
Is the teacher using the Training Monitor in the Management System to identify struggling students?		
Is the teacher <b>actively involved</b> with coaching students throughout the entire session?		
Is the teacher using headphones and a splitter as needed to assist students?		
Is the environment conducive to concentration with a minimum of interruptions?		
Is the teacher reviewing error lists with struggling students as they finish a trial?		
Is the teacher using the TE21 Coaching Strategies DVD to review strategies?		
Does the teacher give frequent positive feedback to those students who have mastered a skill?		
Do students set goals for their progress? Is there an incentive program to reward students for their success?		
If the teacher has an assistant, is the assistant actively involved in monitoring and coaching?		
Is the class on track to finish by the anticipated completion date according to the pacing guide?		



**Roles and Responsibilities  
Academy of READING Site Coordinator**

- Assist in identifying those students who are candidates for the Academy of READING.
- Attend an initial training session.
- Assist in compiling teacher schedules for constructing a classroom follow up training schedule.
- Monitor the scheduling of at least three-five: 30-45 minute sessions on the computer for students each week.
- Participate in all follow up trainings with TE21 staff, teachers and students.
- Monitor the use of:
  - Training Monitor to identify students needing assistance during each computer session.
  - Coaching strategies to ensure student success.
- Review reports in the Management System weekly to monitor time on task and progress through the program.
- Ensure that all teachers or assistants working with students in the Academy of READING have attended an initial training session and all on site follow up trainings.
- Participate in regular site progress review meetings.
- Work with the TE21 consultant to perfect coaching strategies in order to act as an Academy of READING coach and mentor for other teachers.
- Address any technical and educational questions from teachers and elevate to the District Help Desk or the TE21 consultant when necessary for a resolution.
- Facilitate completion of the program by all students within the school year.
- Coordinate the post-test and collection of summary data from teachers.

**Accountability Tools**

<b>Tool</b>	<b>Location</b>	<b>Use</b>	<b>Frequency</b>
Training Monitor	Academy of READING Management System	Monitor progress in student's current skill	During each Academy class
Snapshot Report	Academy of READING Management System	Monitor student percentage completed; time in program; time on task	Weekly
Training Progress Report	Academy of READING Management System	Track the number of skills mastered/modified	Weekly
Gains Report	Academy of READING Management System	Determine gains in READING comprehension levels following a post-test	End of program for the student



**Roles and Responsibilities**  
**Academy of READING Implementation**  
**District Staff Project Manager**

- Assist in identifying those students who are candidates for the Academy of READING.
- Attend an initial training session.
- Access the program as a System Administrator.
- Review reports in the Management System to monitor time on task and progress through the program.
- Assist in ensuring that all teachers and assistants working with students have attended an initial training session and all on site follow up trainings.
- Serve as a liaison for any hardware concerns from Site Coordinators and/or TE21 consultants to the technical department when necessary for a resolution.
- Participate in regular site review meetings.
- Serve as a liaison with district administrative personnel regarding implementation progress.
- Coordinate the collection of summary data from Site Coordinators at year end.

**Accountability Tools**

<b>Tool</b>	<b>Location</b>	<b>Use</b>	<b>Frequency</b>
Snapshot Report	Academy of READING Management System	Monitor student time on task	Monthly
Training Progress Report	Academy of READING Management System	Track the pacing and total number of skills mastered	Monthly
Gains Report	Academy of READING Management System	Determine gains in levels following a post-test	End of semester or year



**Roles and Responsibilities**  
**Academy of READING Implementation**  
**TE21 Project Manager**

- Assist in identifying those students who are candidates for the Academy of READING.
- Arrange for initial training sessions.
- Access the program as a System Administrator.
- Construct schedules for classroom follow up trainings.
- Coordinate all on site follow up trainings.
- Review reports in the Management System to monitor time on task and progress through the program.
- Ensure that all teachers and assistants working with students have attended an initial training session and all on site follow up trainings.
- Serve as a liaison for any hardware concerns from Site Coordinators to the District technical department when necessary for a resolution.
- Serve as a liaison for any software or educational questions from Site Coordinators to the necessary personnel for a resolution.
- Conduct regular site review meetings with the Principal, Site Coordinator and Staff Project Manager.
- Serve as a liaison with district administrative personnel regarding implementation progress.
- Coordinate the collection of summary data from Site Coordinators at year end.

**Accountability Tools**

<b>Tool</b>	<b>Location</b>	<b>Use</b>	<b>Frequency</b>
Snapshot Report	Academy of READING Management System	Monitor student time on task	Weekly
Training Progress Report	Academy of READING Management System	Track the pacing and total number of skills mastered	Weekly
Gains Report	Academy of READING Management System	Determine gains in levels following a post-test	End of semester or year



**Roles and Responsibilities**  
**Academy of READING Implementation**  
**Teacher**

- Attend an initial training session.
- Access the program at the level of Teacher.
- Ensure that Teacher Assistants who will work directly with students on AoR/AoM attend the initial training.
- Setup his or her class in the program and enroll students in the program.
- Provide a minimum of three-five 30-45 minute sessions on the computer each week.
- Arrange to be fully available for student assistance and intervention throughout each class session.
  - Employ coaching strategies to ensure student success.
  - Use the Training Monitor to identify students needing assistance during each session.
  - Participate in all classroom follow up trainings with students on the computers.
  - Ensure that Teacher Assistants also participate in classroom follow up trainings.
- Review reports in the Management System weekly to monitor time on task and progress through the program.
- Communicate any technical and educational questions to the school’s Academy of READING Coordinator.
- Facilitate completion of the program by all students within the school year.
- Prepare a year end summary of students’ progress and achievement.

**Accountability Tools**

<b>Tool</b>	<b>Location</b>	<b>Use</b>	<b>Frequency</b>
Training Monitor	Academy of READING Management System	Monitor student’s current skill	During each computer session
Headphone and Splitter	Computers used for the program	To assist students as they work on the program	During each computer session
Snapshot Report	Academy of READING Management System	Monitor student time on task	Weekly
Training Progress Report	Academy of READING Management System	Track the pacing and total number of skills mastered	Weekly
Gains Report	Academy of READING Management System	Determine gains in READING following a post-test	End of program for the student



## Computer Lab Workstation Setup for Initial Training

Prior to an Academy of *READING* initial training, it will be the school's responsibility to make certain that the technical team has completed each one of the following actions in all computer labs to be used:

- ✓ The AutoSkill Academy of *READING* data server has been installed and is running properly. Your school has been assigned the required licenses to use the product package you purchased.
- ✓ **All** computers planned for student use, as well as those to be used during the initial training, have been set up and tested according to this checklist:
  - The teacher and student network profiles for the desktops contain browser icons (shortcuts) for Academy of *READING* and the Management System
    - <http://server name/academy/academyofREADING.do>
    - <http://server name/academy/management.do>
  - Flash must be installed and working on every machine. Any and all pop-up blockers are disabled or set to Always Allow Pop-ups from the Academy Data Server address.
- ✓ To determine if the workstation is ready, it's necessary to create a test student:
  - Log into the Management System.
  - Click on User tab.
  - On the left column, choose Create a student user.
  - Enter a name and grade and save.
  - Log into the Academy of *READING*.
  - The opening screen with trophy case, classroom door and locker should be visible.
- ✓ The teacher and student network profiles contain a working printer in or near the lab(s).
- ✓ The sound cards and headphone jacks are working properly and mute is not the default network profile setting.
- ✓ A headphone and splitter are plugged to each machine to be used for the initial training and by students.
- ✓ An Academy of *READING* administrative login has been created for the TE21 trainer.
- ✓ A member of your staff will provide a network login for the trainer prior to the beginning of the training.
- ✓ If teachers from other schools will attend, network logins are provided.

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

***Should it be impossible for your computer labs to be set up prior to the initial training, the training will be rescheduled for a later date for an additional training charge of \$1500***