

## DOCUMENT RESUME

ED 105 389

CS 001 714

TITLE The Georgia Right to Read Criteria of Excellence in Reading Programs.

INSTITUTION Georgia State Dept. of Education, Atlanta.

PUB DATE 74

NOTE 12p.; Best Copy Available, pages 8, 9, and 10 may reproduce poorly

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE

DESCRIPTORS Effective Teaching; Elementary Secondary Education; \*Evaluation Criteria; \*Evaluation Methods; \*Program Effectiveness; Rating Scales; Reading; Reading Improvement; \*Reading Instruction; \*Reading Programs

IDENTIFIERS Georgia; \*Right to Read

## ABSTRACT

This assessment scale developed by the Georgia State Department of Education is intended for use in examining the reading program in a particular school and has some suggestions as to how the school might document particular aspects of the program. Some of the suggested techniques for documentation include: describing the composition of a task force, listing community resources used during a specific period of time, preparing a master schedule of classes, compiling sample student record folders, listing materials used for reading instruction, briefly describing the method of determining students' instructional reading levels, describing prescriptive procedures used for instruction, describing flexible grouping plans used in schools, preparing a master schedule of courses, outlining goals and objectives of the curriculum, describing library policies, making available a place where the public can be made aware of data, outlining a plan for staff development, and making a brief statement of training plans. (WR)

ED105369

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The Georgia Right to Read

Criteria of Excellence

in

Reading Programs

Georgia State Department of Education

5 001 714

CRITERIA OF EXCELLENCE IN READING

SUGGESTED DOCUMENTATION

1. The entire community actively contributes to and supports the school reading program.
  - a. The school has an active Right to Read Unit Task Force.
  - b. Funds are designated for needed purchases.
  - c. Parents and other interested citizens freely and often visit the classrooms to observe.
  - d. The school uses resources of the community.
  - e. The school uses volunteers from the community.

Composition of Task Force and agenda  
 Substantiate.  
 List of school visitors during the year.  
 List of Community Resources used during the period. Cite ways used.  
 Schedule of volunteers.

2. A coordinated reading program is developed in all three phases (formal, free, and subject matter) in all administrative and organizational components of the schools, K-12, when a part of the school curriculum.
  - a. Elementary-Secondary
  - b. Early Childhood Education
  - c. Special Education
  - d. Gifted Education
  - e. Environmental Education
  - f. Consumer Education
  - g. Health, Safety, Nutrition Education
  
  - h. Title I ESEA Programs,
  - i. Title III ESEA Programs,
  - j. Career and occupational information
  - k. Resource rooms
  - l. Counseling and Guidance
  - m. The developmental and corrective reading phases.

Cite supporting data for each  
 Additional data may be:  
 Statement of reading program objective at all levels.  
 Exceptional students program reading component.  
 EMR reading component specifications  
 Identification of Gifted Student component.  
 List of materials.  
 Title I component specifications.  
 Title III component specifications.  
 Career and occupational program component specifications.  
 Areas provided - Cooperative actions undertaken.  
 Counseling and Guidance component specification. Materials used.  
 Plans-specifications.  
 Materials on hand.  
 Master schedule of classes  
 Sample student record folder

3. The school makes use of a classroom management program in A Reading Program for the 70's: Georgia's Right to Read Program.
  - a. The school has conducted the Needs Assessment, Program Planning, Status and Reporting Procedures of the State Right to Read Effort.
  - b. The school staff has studied A Reading Program for the 70's: Georgia's Right to Read Program in the organization and administration of its reading program.

Copy of each of the following reports  
 Needs Assessment  
 Program Planning  
 Status and Reporting Procedures - National and State  
 Organizational and administrative procedures.

<p>4. A continuous progress organization of the reading program is in operation.</p> <p>a. The reading program is based on a defined sequence of reading skills and objectives to be acquired by all students.</p> <p>b. Students are grouped or group themselves at varied reading levels.</p> <p>c. Appropriate and interesting instructional materials are provided for students both in content and skills organization.</p> <p>d. There is continuous diagnosis and cooperative prescription for each student in the reading program.</p> <p>e. Varied approaches are used to teach skills through content and practice.</p> <p>f. There is study of many aspects of the language.</p> <p>g. There is a cumulative record keeping system for the reading achievement of each student.</p> <p>h. Progress of each student in reading achievement is evaluated at frequent intervals as well as yearly.</p>	<p>Outline of sequence of reading skills taught in reading program. Materials used to teach reading skills.</p> <p>Brief description of method of determining students instructional reading level.</p> <p>Diagnostic procedure(s) used in reading program. Prescriptive procedure(s) used in reading program.</p> <p>Check for experience charts, use of daily news, reporting from groups, listening activities, writing including creative, free reading, use of aides and assistants reading to students.</p> <p>Usage, spelling by need, vocabulary, variations, rhythm, types of stories, themes.</p> <p>Sample formal cumulative record. Sample record kept by student.</p> <p>Descriptions and samples showing technique and frequency of reading achievement evaluation. Determine ways of student self-evaluation.</p>
<p>5. The organizational patterns within classrooms and in the total school attempts to provide for the abilities, interest and needs of all of the school population.</p> <p>a. Basic concepts, general and specific, are examined by using varied content.</p> <p>b. There are flexible plans for varied groupings in the school to meet study needs of students.</p> <p>c. Majority the classrooms are workshops or learning laboratories with provisions for and small groups and individual instructional patterns.</p>	<p>Description of flexible grouping plans used in the school - specify locations content areas.</p> <p>Technical Assistance Team (TAT) visitation. Photographs.</p>

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<p>d. Students are kept in the mainstream of the classroom for a major part of the school day.</p> <p>e. Diagnostic, prescriptive, collaborative and research-type activities of teaching are scheduled in the curriculum areas.</p> <p>f. Provision is made for the special and personal needs of students through specific materials and individual projects.</p> <p>g. Provision is made for the special and personal needs of students through ancillary personnel or services.</p>	<p>Master schedule of courses</p> <p>Specific plans for: diagnostic, prescriptive, collaborative techniques used in curriculum area classes (by levels); research-type teaching-learning used in curriculum areas.</p> <p>Listing of special materials and projects for students.</p> <p>Listing of ancillary services available to students.</p>
<p>6. In each subject matter area reading is taught through the use of appropriate content and skills.</p> <p>a. Major concepts of a subject matter field are learned through designed research studies or units and sub-segments of content required or 1/ or elective, for each grade or level.</p> <p>b. Teachers of all content and other curriculum areas teach the reading skills, content and understandings that are unique to the specific curriculum area they teach.</p> <p>c. There is available in the media centers for use in each classroom a wide range of instructional material that can provide for abilities, needs and interests of the students.</p> <p>d. There is permanently available to each classroom a wide range of stock and independent and enrichment reading materials. Carefully selected instructional media collections are permanently located in the media center for each designated content segment study.</p> <p>e. <u>Each</u> classroom has general interest and content organized learning center.</p> <p>f. <u>Many</u> teachers and students use different instructional media for variety and information seeking.</p> <p>g. <u>Many</u> teachers use research-type teaching activities.</p>	<p>Examined organization of these units, research studies, learning centers, learning packages, etc, as named, K-12. Listing of content area reading skills taught. Other(s) (specify).</p> <p>Determine extent and range of collection.</p> <p>TAT visitation.</p> <p>Examine special collections in the media center in each content area chosen by the school</p> <p>TAT visitation.</p> <p>TAT visitation.</p> <p>TAT visitation.</p>

<p>7. Time allocation in the curriculum plan in each goal area:</p> <ul style="list-style-type: none"> <li>a. There are two or more quarters, semesters, or curricular years.</li> <li>b. In the plan, the following are specified:             <ul style="list-style-type: none"> <li>1. The number of days, weeks, or months available for each subject area.</li> <li>2. The number of days, weeks, or months available for each subject area.</li> <li>3. The number of days, weeks, or months available for each subject area.</li> </ul> </li> <li>c. In the plan, the following are specified:             <ul style="list-style-type: none"> <li>1. The number of days, weeks, or months available for each subject area.</li> <li>2. The number of days, weeks, or months available for each subject area.</li> <li>3. The number of days, weeks, or months available for each subject area.</li> </ul> </li> <li>d. Time is allocated to each subject area and extension activities in all subject areas.</li> <li>e. Blocks of time are allocated to primary and secondary matter.</li> <li>f. Time is allocated to study projects, field trips, and other activities for study projects, field trips, and other activities in all subject areas.</li> </ul>	<p>(A) visitation</p> <p>able and objectives of curriculum, materials, method, and large print elements in each curricular area and time allotments.</p> <p>The plan or guides. Samples of activities and study plans in all subject areas.</p> <p>amples of activities and study plans</p> <p>visitations.</p>
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<p>8. The readiness of the school for the use of instructional services:</p> <ul style="list-style-type: none"> <li>a. The school has a media center.</li> <li>b. The school has a library.</li> <li>c. There are at least 100 books available to students readily accessible to them.</li> <li>d. Librarians are available to assist the teacher in the selection of research materials.</li> <li>e. The library has a collection of professional books and magazines available for teachers.</li> </ul>	<p>media center materials by the school available per pupil.</p> <p>ing shelves.</p> <p>to be stored in library.</p> <p>that is designated units, research titles, and/or elective units available to classroom teachers.</p> <p>Number of professional books and magazines available for teachers.</p>
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CRITERIA OF EXCELLENCE IN READING

SUGGESTED DOCUMENTATION

9. The instructional materials in both classrooms and library media center are selected to accommodate the wide range of reading interests and needs of school population.

- a. There is a wide range of permanently located instructional materials in classrooms.
- b. Each classroom has a time plan for access to the content segment or unit collections for each curriculum area of the classroom.
- c. Each classroom has fluid (classroom-library collections of materials (books, filmstrips, tapes, etc.) for independent, interest and enrichment reading at the appropriate levels of the students.

TAT visitations.

TAT visitations.  
Check the schedules

TAT visitations  
Approximate number of materials available per classroom and when.

10. The reading program develops readers who do read.

- a. There are growing collections of paperbacks, varied books, magazines, articles in the classrooms.
- b. The school has a Right to Read Time or Times for all students and school personnel, scheduled or free.
- c. The students maintain records of books, filmstrips, read for pleasure and personal information.
- d. Students discuss books recently read
- e. Teachers discuss new books with students.
- f. Students frequently visit library.

Check usage appearance.

Designated Right to Read Time(s) for students and school personnel.

Student records - of books read-  
e.g. - 3" X 5 " cards, notebooks.

TAT visitation.

TAT visitation.

Library visitation schedule.  
Check number of students in library each period.

- 11. The reading program makes use of the resources and services of the public library.
  - a. The reading program supports the reading programs and activities of the public library.
  - b. The students use the resources and services of the public library.

Percent of participation in summer reading program.  
 Plan for students to join public library.  
 TTT visitation to public library.  
 Identify research use of the library.

- 12. Information on the school's reading program is available to the public.
  - a. The school has identified reading and comprehension skills to be learned.
  - b. The school makes the program available to parents and explains the requirements of individual students to their parents in terms of acquisition.
  - c. The plan for developing reading and reading are written and shared by teachers, and parents.
  - d. The small segments are carefully organized, carefully selected, and elective based on the plan outlined by all.
  - e. The school assesses the student's progress in reading using varied methods and is available.
  - f. The school uses parent conferences, TTT or home visitation, for report on student progress.
  - g. The school further encourages parental participation in the acquisition of reading skills and progress.
  - h. The school makes available to the public the data and conclusions of the reading testing procedures used in the school and it interprets the results for the public.

Available from previous documentation.  
 Statement of different areas the school makes information available to parents on:  
 1. Book read by the students.  
 2. Skill activities to be done by the student.  
 3. Reading done by the student in content area reading.  
 Listing of various techniques and instruments.  
 Schedule and frequency of parental conferences and home visitations.  
 Specify encouragement system and when it occurs.  
 Place (for example - councilor's office) where public can be made aware of the data.



CRITERIA OF EFFICIENCY IN READING

SUGGESTED DOCUMENTATION

13. The reading program has the services of a LEA Right to Read Director.

- a. The school system has a Right to Read Director who works with the school's reading program, and has been delegated the time and authority to do so.

Copy of job description of Right to Read Director  
Name of Right to Read Director.

14. The reading program uses lead Right to Read teachers in the school.

- a. The school has a lead Right to Read teacher who coordinates the reading program.
- b. The lead Right to Read teacher works with classroom teachers in reading and in the curriculum area subjects as a team-mate.
- c. The lead Right to Read teachers teaches corrective reading to small groups of students who need such instruction.

Name of Lead Right to Read teacher.  
Job roles of Lead Right to Read Teacher  
  
Brief description of activities or contacts of Lead Right to Read Teacher with classroom teachers of Reading and Curriculum area subjects.  
  
Number of students taught corrective reading by Lead Right to Read Teacher(s) in small groups.  
Approximate number of times per week Lead Right to Read teacher(s) met with students in small groups for corrective reading instruction.

15. The reading program has an ongoing staff development program for the total teaching and administrative staff.

- a. There is a continuous and flexible staff development program that includes approaches to reading instruction for all teachers of all grades and curriculum areas and the principal.
- b. The staff development program is conducted by the principal and/or lead Right to Read teacher and/or teachers designated as department chairmen in the secondary school.
- c. The LEA Right to Read Director assists in conducting the school's staff development program.
- d. The staff development program is conducted during school work hours if possible for non-salary improvement activities.

Outline of plan for staff development.  
  
List of staff development personnel.  
  
List of LEA Right to Read Director's responsibilities in the school's staff development program.  
  
Times of staff development programs.

CRITERIA OF EXCELLENCE IN READING

SUGGESTED DOCUMENTATION

15. e. All elementary, middle and senior high school teachers participate in a staff development program in their curriculum areas as well as in the reading program.

Percentage of junior and senior high school teachers participate in staff development in their curriculum area and in reading.

f. The LEA Board of Education offers monetary and encouragement support to staff members for participation in the staff development program.

Number of incentives awarded.

16. The reading program has a program of preparation for all licensed auxiliary personnel who work in the classrooms.

a. There is an entry phase of preparation for all paraprofessionals, aides, and substitute teachers who assist in the reading classrooms.

Outline of program of preparation.

b. Paraprofessionals and aides work in the reading classrooms under the supervision of classroom teachers. Classroom team approach emphasized.

Task descriptions. TAT visitations.

c. The program of continuing study for paraprofessionals, aides, and substitute teachers is conducted by teams made up of Lead Right to Read Teachers and classroom teachers under whose supervision the auxiliary staff works or in combination with approved institutions.

Inservice activities of teams of Lead Right to Read Teachers, classroom teachers and/or approved institution responsible for program of preparation for paraprofessionals, aides, and substitute teachers.

d. The program of preparation for auxiliary staff is supervised by administrative persons in coordination with IIA Right to Read Director.

Name and responsibility of administrative person(s) who assists the IIA Right to Read Director in supervision of program of preparation for auxiliary staff.

17. The reading program has a cadre of trained volunteer reading tutors and assistants for school tasks.

a. Short term activities and varied arrangements are outlined for volunteers to assist.

List of activities and schedules of volunteers. TAT Visitations.

b. The school has a program of preparation for volunteers conducted by teachers and staff under whose supervision the volunteers will work.

Brief statement of training plans.

Standard Number	Crucial Components Requirement (*95%)	Necessary Components Requirement (80%)	Desirable Components Requirement (50%)
1	A,C,D,E	B	
2	A,M	H,I,K,N	B,C,D,E F,G,J,L
3	A,B		
4	A,B,C,E,G,H	F,	
5	B,C,E,F	A,D,G	
6	B,C,E	A,D,F,G	
7	B,C,F	A,E,D	
8	A	B,C,D	E
9	A,C	B	
10	A,C,F	D,E	B
11			A,B
12	A,E	B,H	C,D,F,G
13	A		
14	A,B	C	
15	A	B,C,E	D,F
16	A	B,C,D	
17		A,B	
*	Deficiencies to be stated		
	37 (35)	33 (26)	18 (9)

## A NOTE CONCERNING DOCUMENTATION

This Assessment Scale for use in examining the Reading Program in a school has some suggestions as to how the school might document particular aspects of the program. These should be regarded as only suggestions by the school and may be freely substituted. They are intended as guides for documentations. If, however, the school is to be evaluated such that it earns the title Model Right to Read School, it must document the various components of their reading program in a method that the Technical Assistance Team of evaluators judge to be Satisfactory. It is, therefore, strongly suggested that the schools seeking evaluation pay diligent and meticulous attention to method of documentation. Concrete evidence (pictures, lists, number of materials) is greatly encouraged. This documentation should be ongoing from the first day of the program. Should any question arise as to the appropriateness or acceptability of a particular method of documentation, please contact the State Right to Read Office collect (404) 656-2584. We will be happy to answer any questions that may arise.