READ180

SCHOLASTIC

Welcome to the Training Zone Special Event

Starting the School Year with *READ 180*

ENTERPRISE EDITION

Let's take a poll…

What is your current role?

a) Classroom Teacher
b) District-Level *READ 180* Coordinator
c) School-Level *READ 180* Coordinator
d) Technical Support
e) Other

Training Logistics

- Questions and Answers
- Chat feature
- Resources
  - Sent to you via email
  - Presentation to be archived along with access to resources as attachments

Resource: *Measures of Fidelity* (doc)

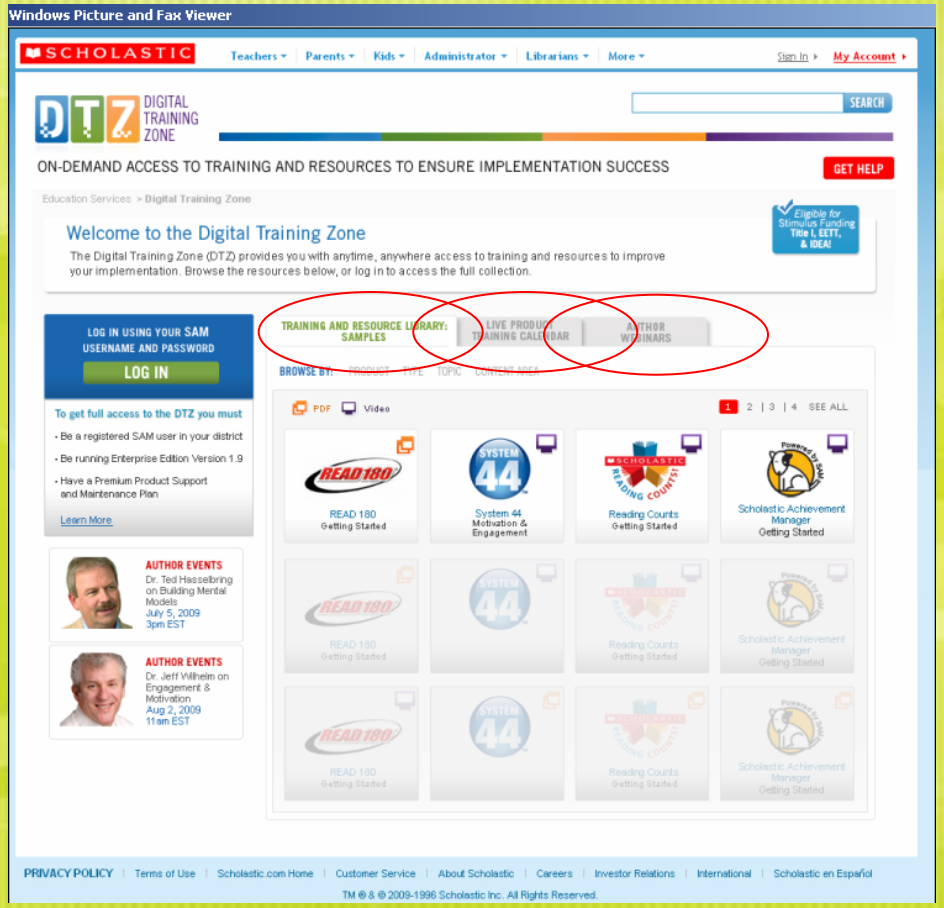
READ180

DTZ DIGITAL TRAINING ZONE

The Scholastic Digital Training Zone

ENTERPRISE EDITION

The Digital Training Zone

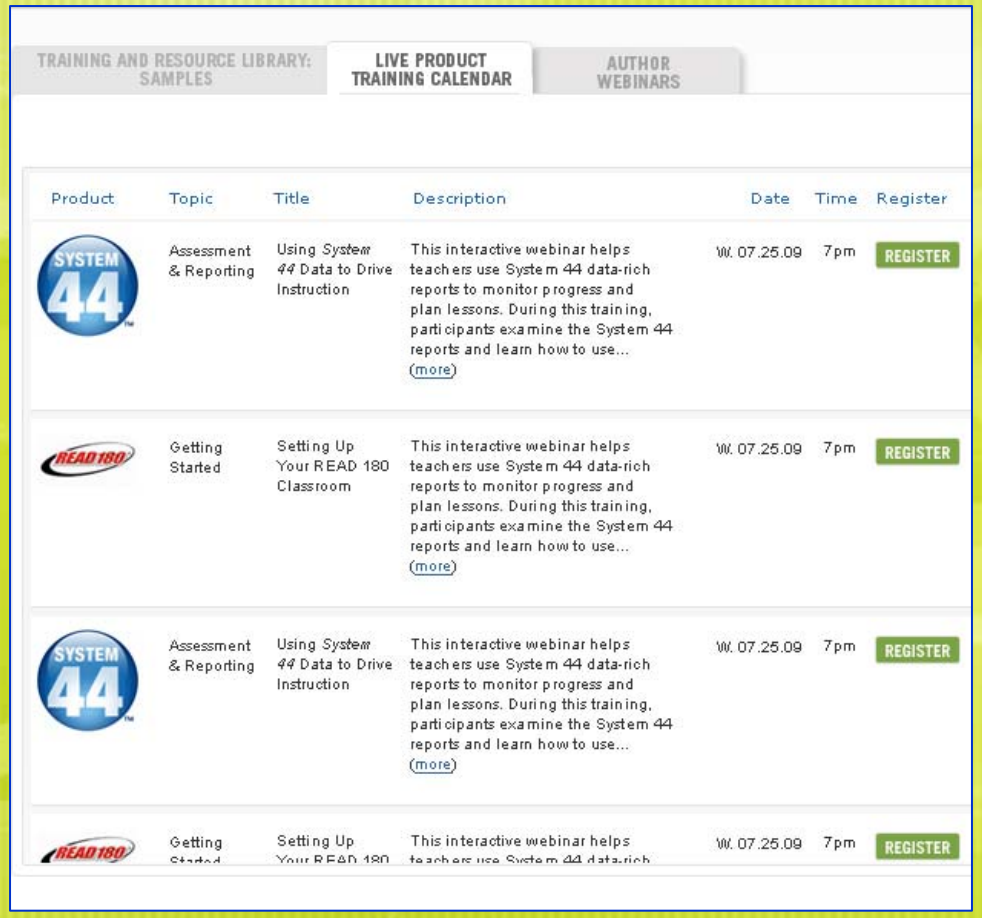


- Digital Training and Resource Library
- Live Webinar Calendar
- Exclusive Author Events

Digital Training and Resource Library

- "How-To" Video Tutorials
- Rich resource library for just-in-time support for classroom management, instructional routines, and more
- New resources are added regularly throughout the year.

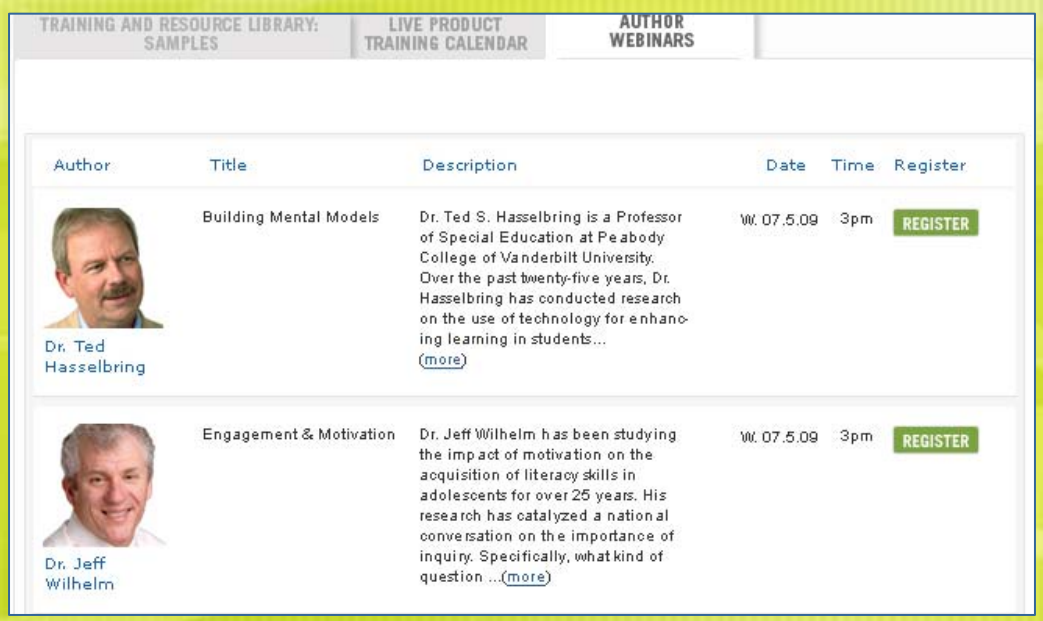
Live Webinar Calendar



- Multiple training options every month on *READ 180*, *System 44*, Expert 21, *ReadAbout*, and SRI

- Sample topics
  - *READ 180* Refresher/Quickstart Training
  - Assessment and Data-Driven Instruction
  - Classroom Management and Planning

Exclusive Author Events



- 3-4 webinars every year that will bring you into exclusive contact with Scholastic authors and “architects”

How do I login to the DTZ?

1. You must have a SAM username and password

2. You must be running Enterprise Edition 1.9 and have a server registered with SAM Connect.

3. Your school must have a Premium Product Maintenance and Support Plan.

Presenters:

Patrick Enfinger & Pam Wise

Regional Technical Services Manager

Implementation Project Manager

Proficiencies for Successful *READ 180* School Year Start-up:

1. Properly set-up the technology and SAM (the Scholastic Achievement Manager) at the district, school, and classroom levels
2. Explore options for scheduling, with appropriate staffing, to ensure student use of the program for a minimum of 90 minutes daily
3. Effectively set-up and organize the *READ 180* classroom for on-model implementation and optimum student achievement
4. Plan for and implement the first three weeks of instruction, including initial SRI (Scholastic Reading Inventory) administration
5. Plan for data collection and progress monitoring
6. Participate in professional development opportunities to optimize teacher effectiveness in program implementation
7. Plan for incentive programs to motivate students

"Research studies on READ 180 classrooms have shown that classes that follow the Instructional Model as described have significantly greater gains than those who do not"

-A Heritage of Research (2004)

Implementation Fidelity
Ten On-Model Indicators

School-Driven:

- ***Scheduling:*** Class periods of 90—120 minutes daily
- ***Class size:*** 21 students or less
- ***Print materials:*** Adequate *READ 180* print materials accessible to students and teacher
- ***Technology:*** Adequate technology and equipment accessible to students and teacher
- ***Adequate room arrangement*** conducive to the rotational model

Resource: *Measures of Fidelity* (doc)

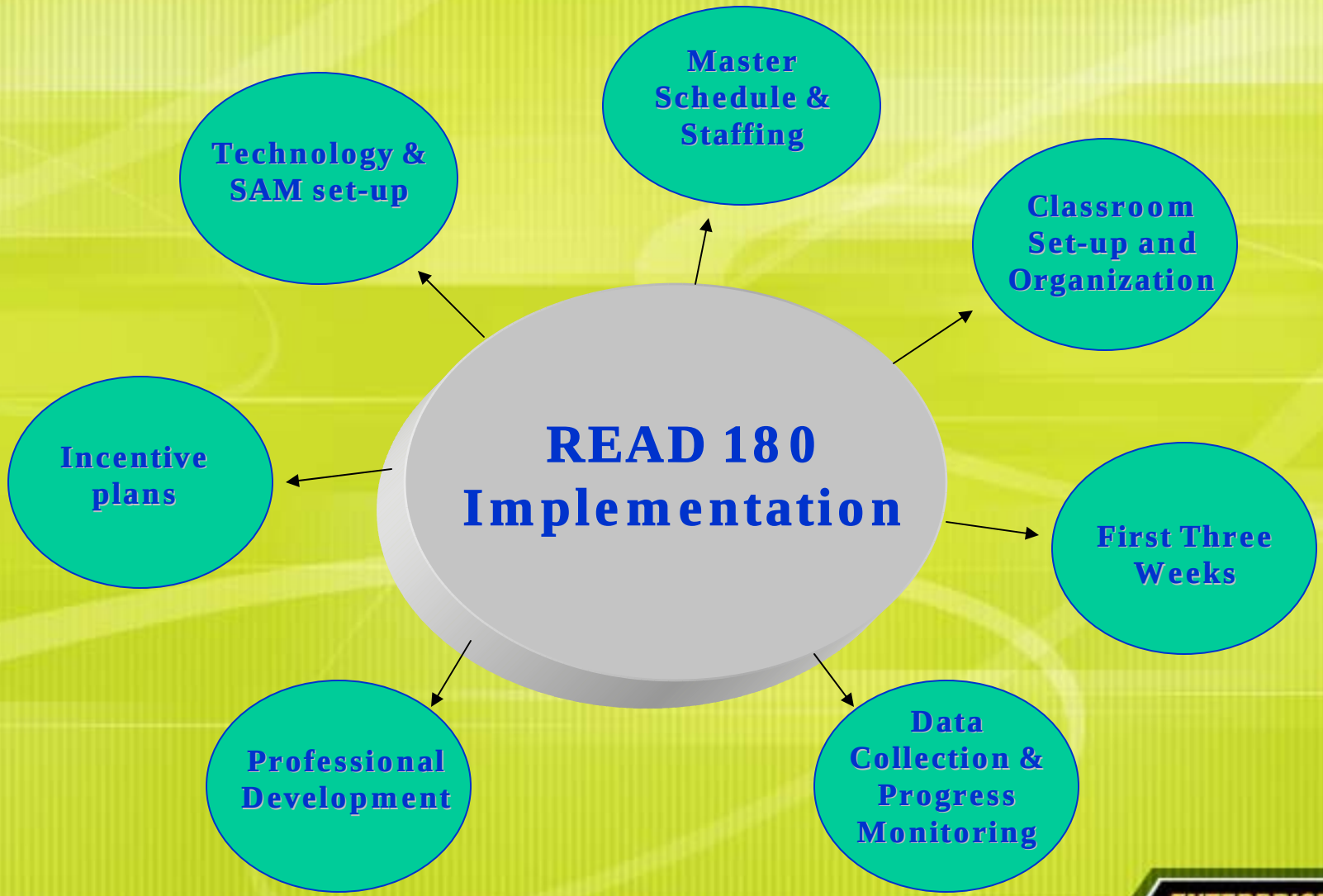
Implementation Fidelity

Classroom-Driven

- ***Use of READ 180 materials*** with little or no supplements
- ***SRI administration*** within testing windows established for READ 180 classes
- ***Reports usage:*** Utilization of *READ 180* Reports for progress monitoring and instructional decision making
- ***Use of On-Model instructional practices*** within the rotational model
- ***Participation in professional development***

Resource: *Initial Visit Audit* (doc)

How can we start planning for success?



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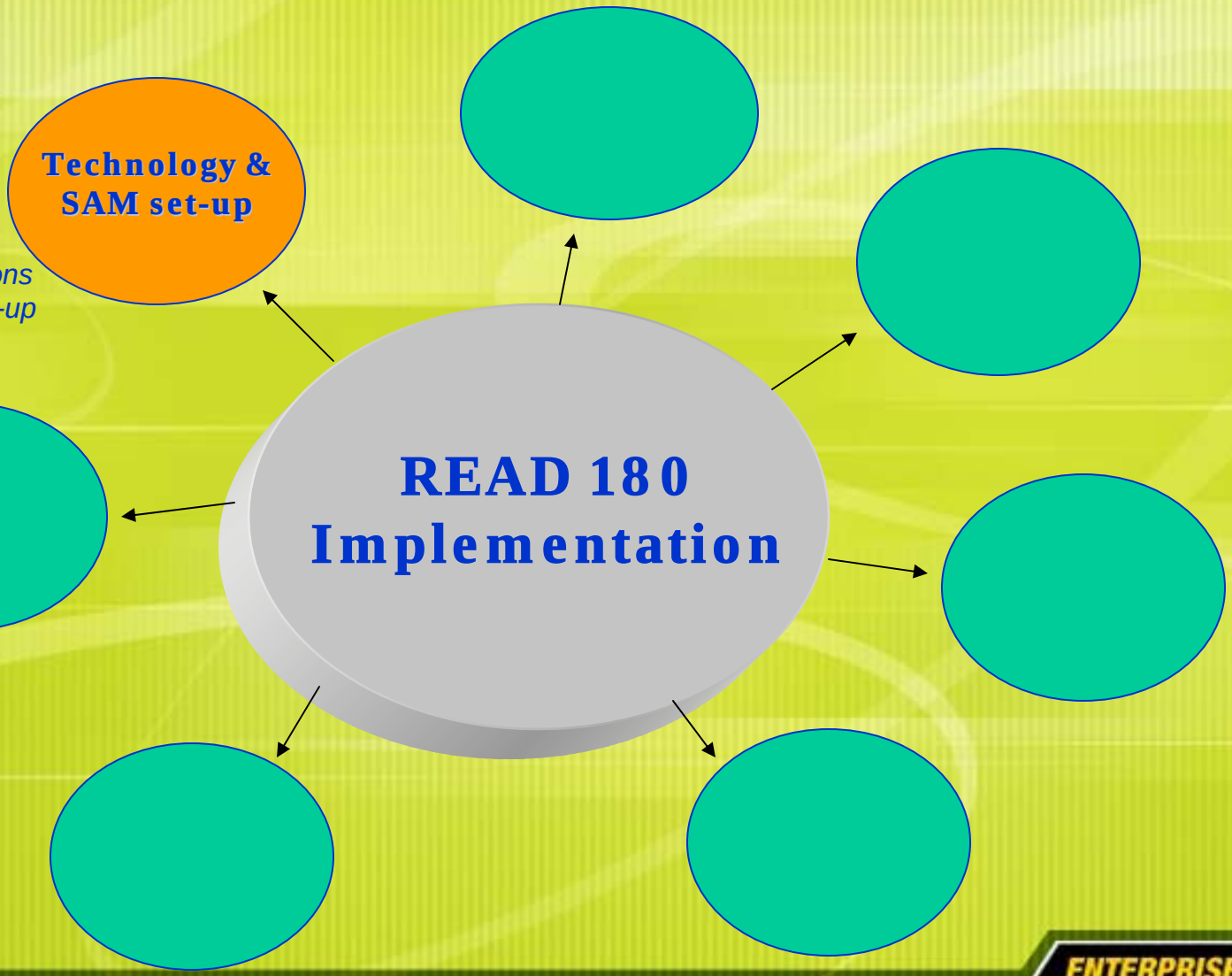


Think about the options you have for SAM set-up in your district.

Technology and SAM Setup

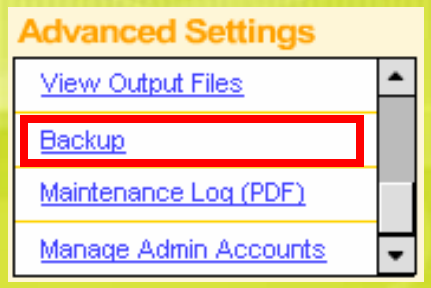
General Start-Up Items
Changes from Year to Year
Updating SAM

- School Profile
- Administrators
- Classes, Students, Teachers
  - Individually Add / Update / Deactivate
  - Manage Student Promotions (MSPW)
  - Clear School Roster
  - CSV Student Roster Import
  - CSV Teacher Import

Technology and SAM Setup

Make a SAM Backup before any changes and upgrades

Save the backup in a safe location



Roster Tab (lower right)

Technology and SAM Setup

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Upgrade to version 1.10.0

- Check current server specs on Product Support website
- Check current workstation specs on the Product Support website
- Before upgrading, check available HD space on server
- Upgrade SAM Server
  - Register with SAM Connect (if not already registered)
- Upgrade all Server Components
- Change Password Requirements (SAM Server Utility)
- Upgrade Workstations to 1.10
  - Double check Workstation Specs
  - System 44 Client & Media, and SPI require upgrades
  - Upgrading other clients is recommended
  - READ 180 and System 44 should use QuickTime 7.6 (Win)
  - Browser Clients: FASTT Math, SMI, Fraction Nation, SAM
  - MSI and PKG client installers are available (not S44, SPI)

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Books Tab,
SRC! Quiz Manager sub-tab,
Install Quizzes

Install the latest SRC! Quizzes for READ 180, System 44

Product Quizzes are located on CD#3 (Server Component Install CD)

Technology and SAM Setup

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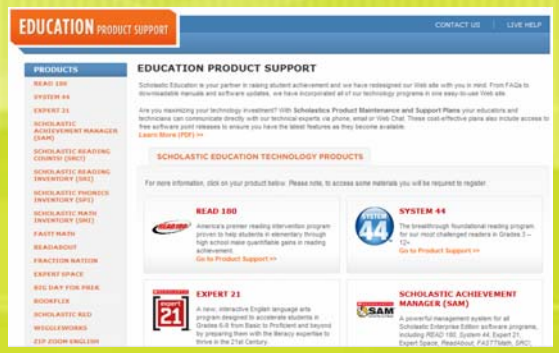

edproductsupport.scholastic.com
www.scholastic.com/productsupport

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Install the 1.10.1 Server Patches

- Download from the Product Support Website

Technology and SAM Setup

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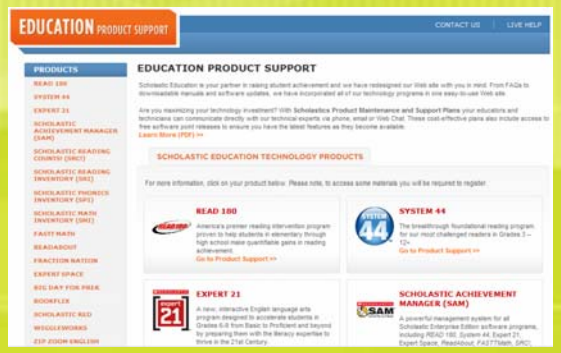
Renew Product Support Plan



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Technology and SAM Setup

General Start-Up Items:

References –

Running a SAM Backup

SAM Help (Data Movement, Backing Up and Restoring Database)
"SAM v1.10.0 Data Management Manual" PDF (p 68)

1.10 Server and Workstation Requirements

"Enterprise Edition Version 1.10.0 System Requirements and Technology Overview" PDF

1.10 Installation and Upgrade (Server and Workstations)

"Installation Guide" PDFs per product
1.10.0 READ 180, SRC!, SRI, ReadAbout, FASTT Math
1.2 System 44; 1.3 SPI; 1.0 SMI; 1.1 Fraction Nation

SAM Connect

"Installation Guide" PDFs per product (following SAM Server install)
"SAM Connect Users Guide v1.10.0" PDF
SAM Connect Help

SAM Server Utility

"Tech Director's Guide" PDF

Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

Technology and SAM Setup

General Start-Up Items:

References –

Installing SRC! Quizzes

SAM Help (Book Expert, Using SRC! Quiz Manager)
"SAM v1.10.0 Using the Book Expert in SAM" PDF (p 19)
"READ 180 v1.10.0 Installation Guide" PDF (p 68)
"System 44 v1.2 Install Guide" PDF (p 63)

1.10.1 Server Patches

Download from the Product Support Website
1.10.1 SAM Server, READ 180, SRC!, SRI, ReadAbout, FASTT Math
1.2.1 System 44; 1.3.1 SPI; 1.0.1 SMI; 1.1.1 Fraction Nation

Product Support Plans

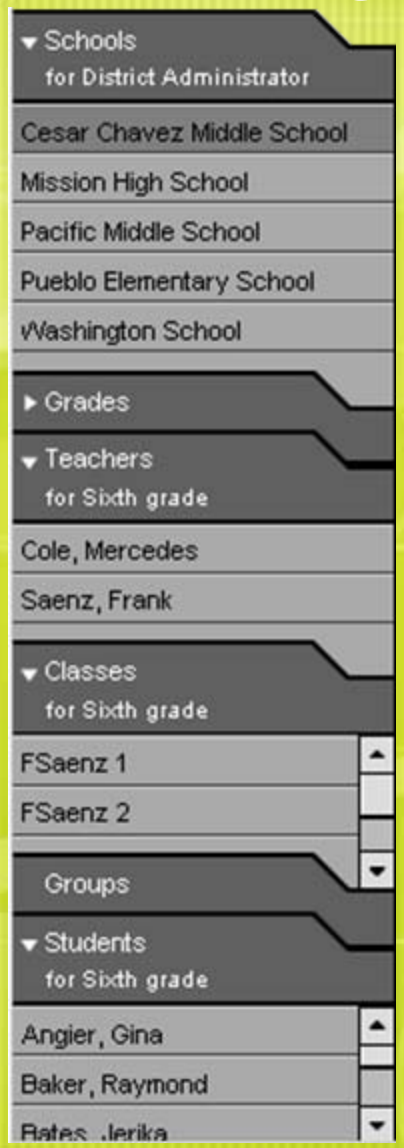
Contact your Account Executive or call 1-877-234-7323

- Server patches and PDFs are on the Product Support Website: edproductsupport.scholastic.com
- SRC! Quizzes for *READ* 180 are located on CD#3 (READ 180 Server Install CD)
- SRC! Quizzes for System 44 are located on CD#3 (System 44 Install CD)

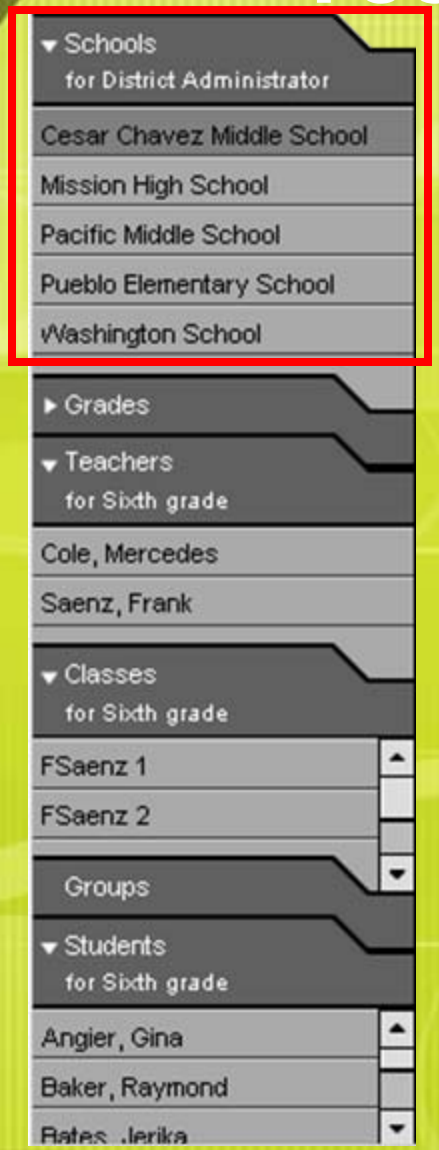
Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

Technology and SAM Setup

Changes from Year to Year:



Technology and SAM Setup

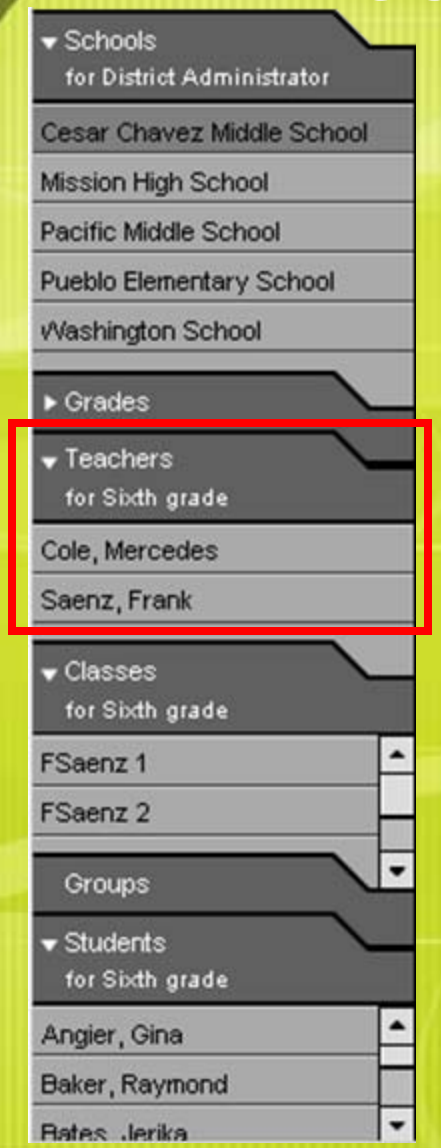


Changes from Year to Year:

School

School Year Start and End Dates
School Year Grading Period Dates
School Contact Information

Technology and SAM Setup



Changes from Year to Year:

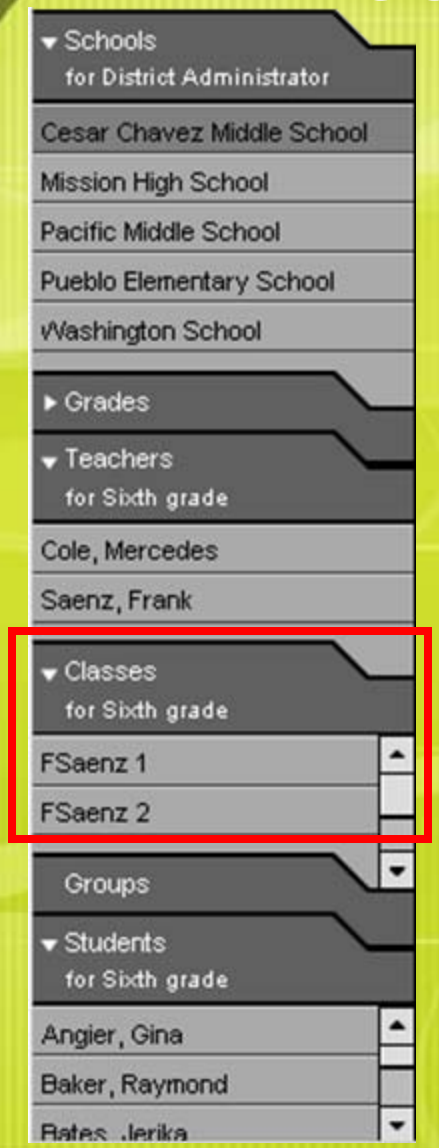
School

- School Year Start and End Dates
- School Year Grading Period Dates
- School Contact Information

Teachers

- Returning Teachers
- New Teachers
- Previous Teachers
- New Teacher Assignments (classes and programs)

Technology and SAM Setup



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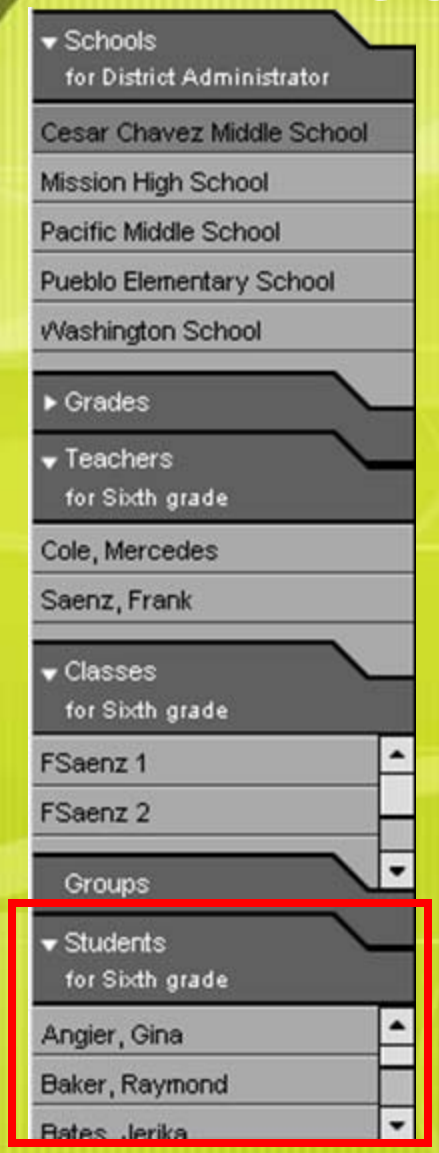
Classes

- New class assignments for students
- New class assignments for teachers
- Class naming convention
- Previous Classes that need to be removed

Technology and SAM Setup



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- New Teachers
- Previous Teachers
- New Teacher Assignments (classes and programs)

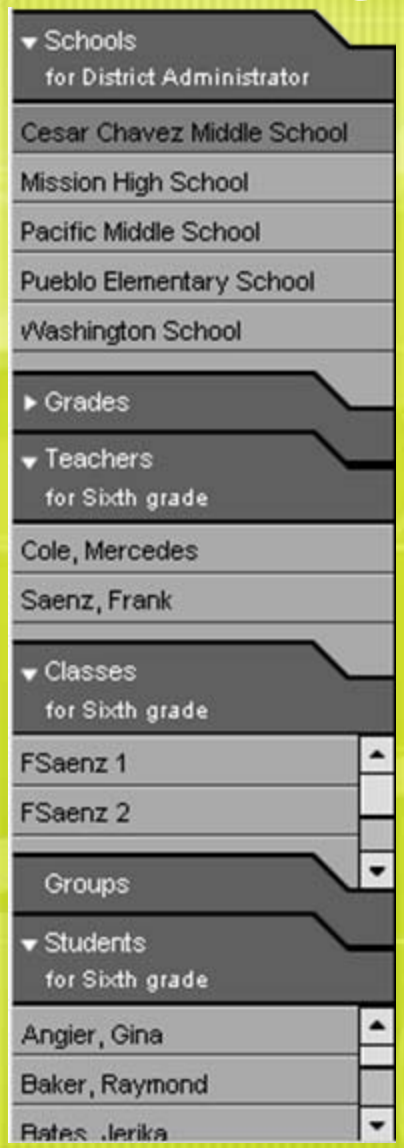
Classes

- New class assignments for students
- New class assignments for teachers
- Class naming convention
- Previous Classes that need to be removed

Students

- Returning Students
- New Students (to the district or school)
- New Students to the Programs (classroom or school-wide)
- Previous Students
  - Last year's "Graduating Class"
  - Students who did not return
  - Students not in the program (but still at the school)
- Grade Level changes for student

Technology and SAM Setup



Now is a good time to consider standardizing / updating:

Teachers

- Username
- Password
- Verifying Correct Email Address
- SAM Teacher Username and Password is also used for ITS / DTZ

Classes

- Naming Convention (teacher name + class info)
- Class Profile: “Manage Applications” check boxes
(“Manage Applications” boxes have new export functions in 1.10)

Students

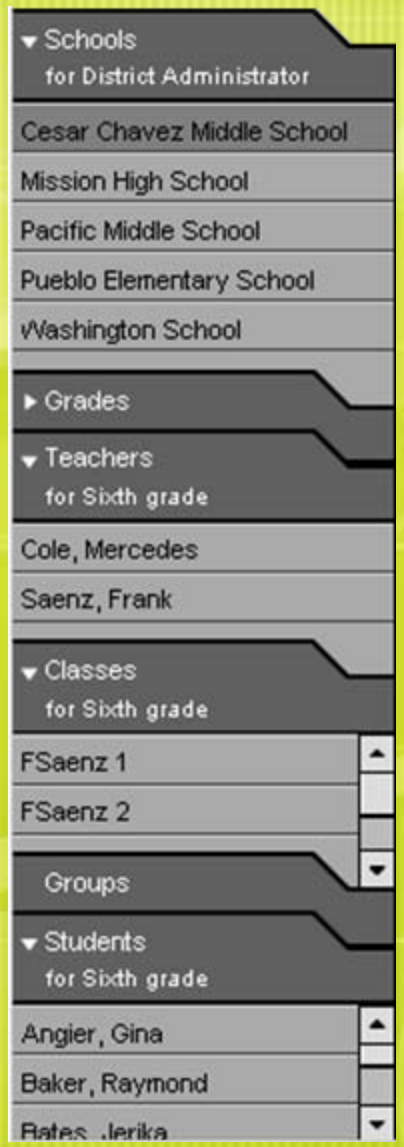
- Verifying correct Student Numbers (SIS_ID)
- Username
- Password
- Adding AYP / Demographic Data

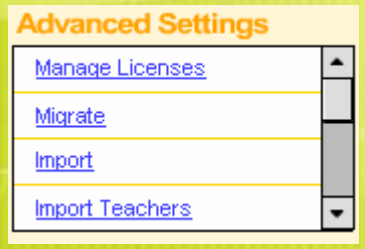
Technology and SAM Setup

Changes from Year to Year:

Program Licenses and Enrollment

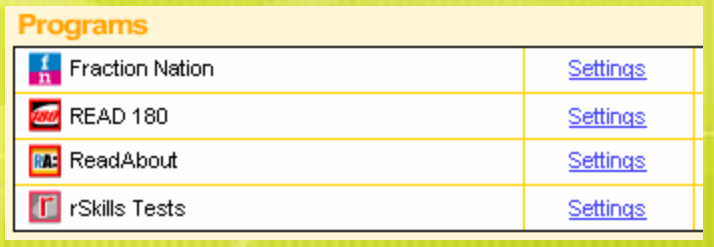
Students Not in Program Anymore
Students New to Program
Current Programs Expanded (Licenses and Enrollment)
New Programs Added (Licenses and Enrollment)





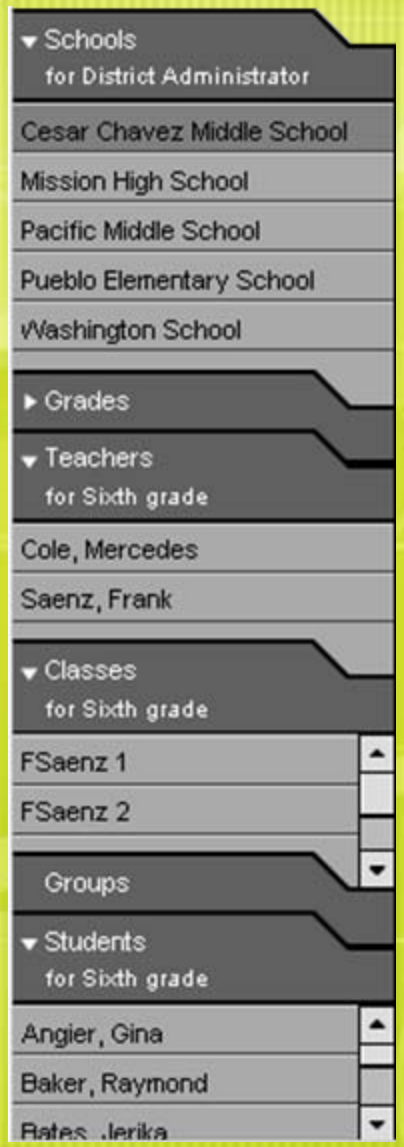
Roster Tab (lower right)

Teacher Level
(teacher login)



Student Level – Program Settings

Technology and SAM Setup



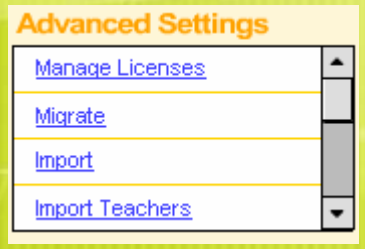
Changes from Year to Year:

Program Licenses and Enrollment

- Students Not in Program Anymore
- Students New to Program
- Current Programs Expanded (Licenses and Enrollment)
- New Programs Added (Licenses and Enrollment)

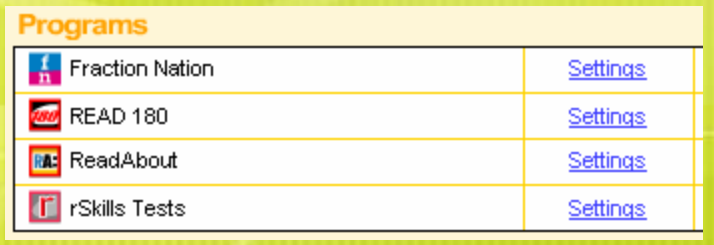
Program Location / Classrooms

- Current Program Expanded (New Classrooms, New Workstations)
- Moving Classrooms / Locations (Moving or Adding Computers)
- New Programs Added (Server and Workstation Installation)
- Replacing Computers in Current Locations



Roster Tab (lower right)

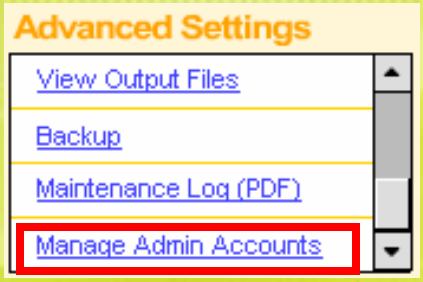
Teacher Level (teacher login)



Student Level – Program Settings

Technology and SAM Setup

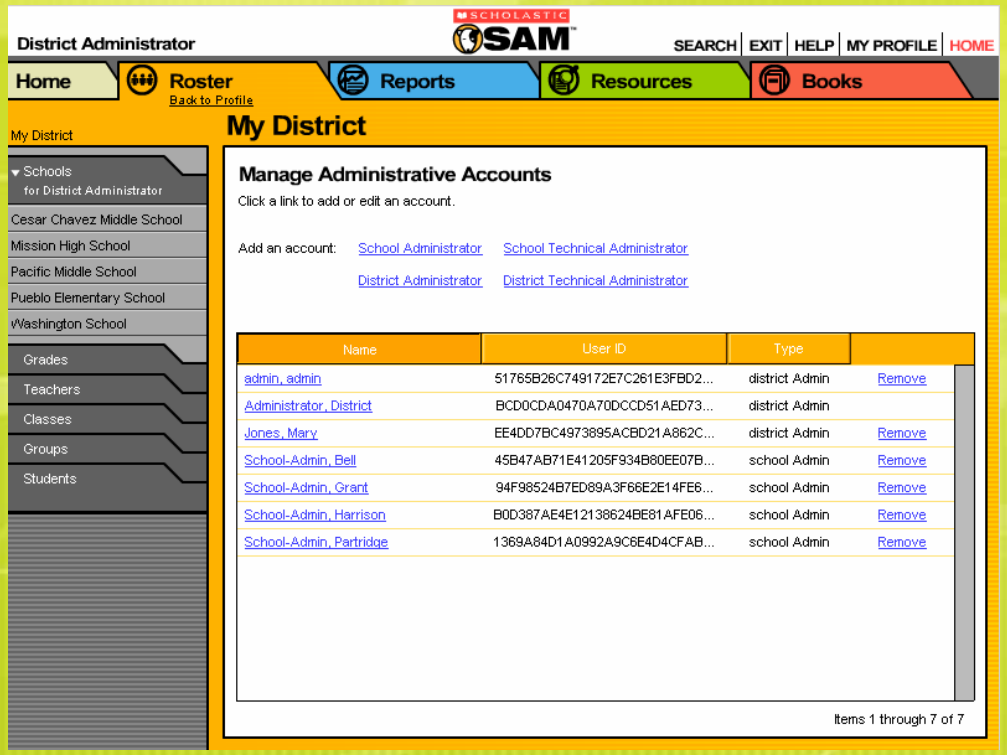
Changes from Year to Year:



Roster Tab (lower right)

Administrators

Returning Administrators
New Administrators
(school admin, coaches, program coordinators, techs, etc.)
Administrators that need to be removed
Updating Passwords



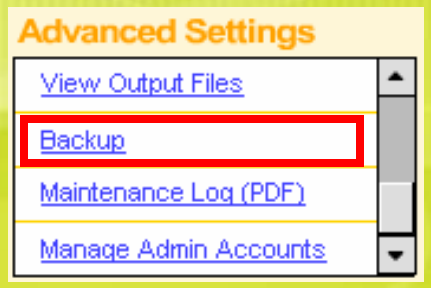
Technology and SAM Setup

Now that we've identified what
<u>Changes from Year to Year,</u>

How do we update SAM to reflect the changes?

Technology and SAM Setup

Updating SAM:



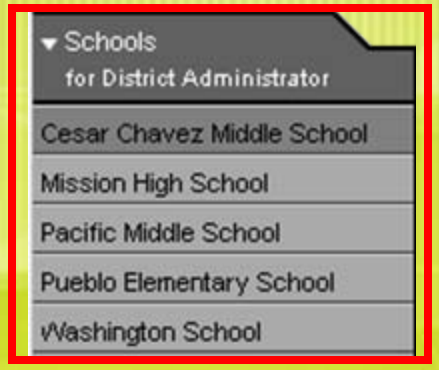
Roster Tab (lower right)

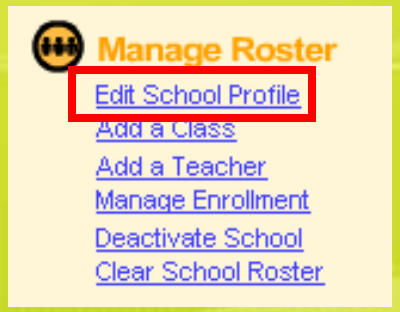
Before you make any changes or updates, run a SAM Backup!

Save the backup in a safe place.

Technology and SAM Setup

Updating SAM:

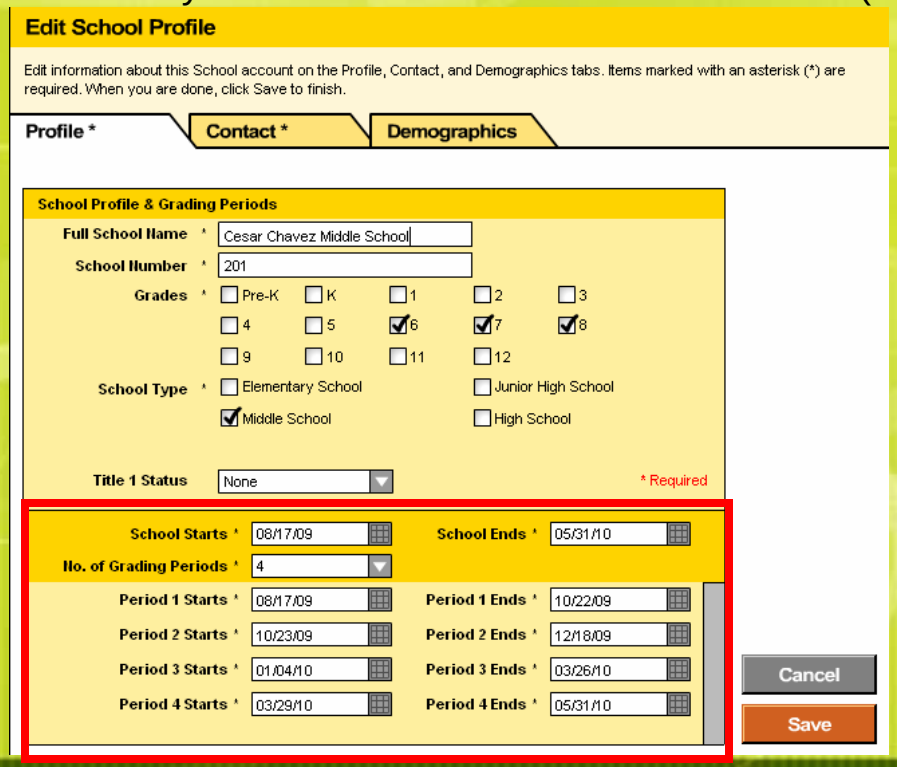




Roster Tab (upper right)

School

- On the Roster Tab, at the School Level, click Edit School Profile
- Can be updated by a District or School Administrator
- Must be done for each school
- Update the School Year Start and End Dates (used for Reports)
- Update the Grading Period Start and End Dates (used for Reports)
- Verify School Contact information is accurate (on Contacts tab)



Technology and SAM Setup

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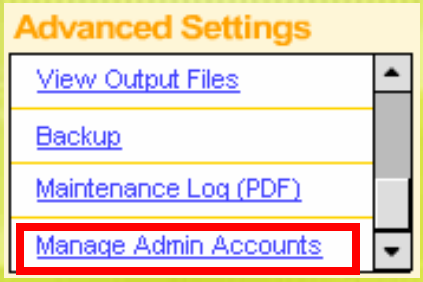
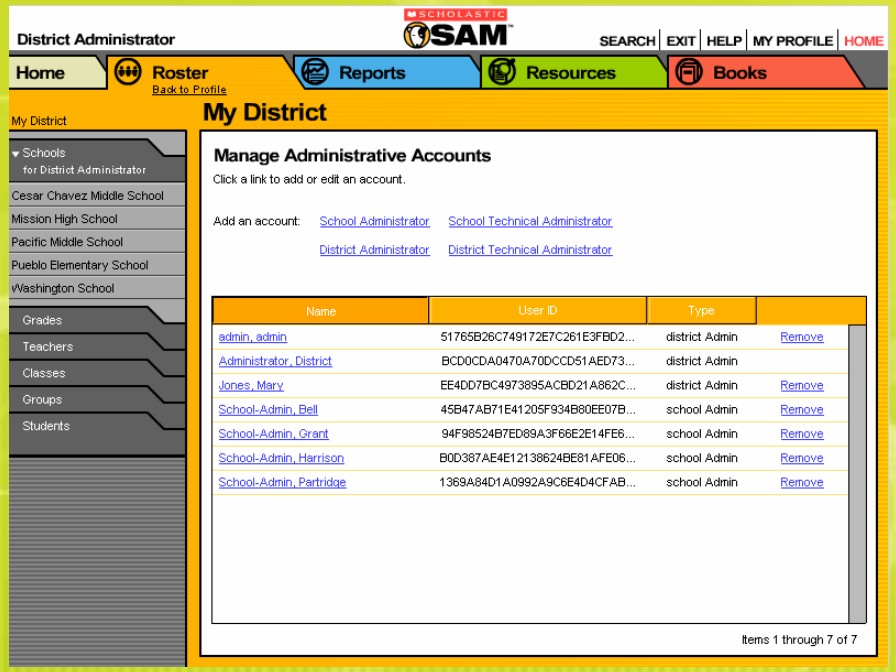


Roster Tab (lower right)

Administrators

- On the Roster Tab (top level), under Advanced Settings, click Manage Admin Accounts
- District Administrators can add, remove, and update District Administrators and School Administrators
- School Administrators can add, remove, and update other School Administrators at their school



Technology and SAM Setup

Updating SAM:

References –

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SAM Help (Data Movement, Backing Up and Restoring Database)
"SAM v1.10.0 Data Management Manual" PDF (p 68)

Adding a School / Edit School Profile

SAM Help (Editing, Viewing, and Adding Accounts; Viewing or Editing a School Profile & Setting Up Schools in the District)
"SAM v1.10.0 Enrolling and Managing Students in SAM" (p 9)
DTZ Video: "How to Add A School In SAM"

Adding a SAM Administrator / Edit a SAM Administrator

SAM Help (SAM Accounts, Creating Accounts, Manage Administrative Users)
"SAM v1.10.0 Getting Started with SAM" (p 15)

Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

Technology and SAM Setup

Process	Advantage	Disadvantage	Use / Notes
Individually Add / Update / Deactivate	•Control over each change	•Can take lots of time •High touch •Standards (student number, username, etc.) may not be followed	•Most things, but not all, can be done by a teacher •Good for smaller implementations
Manage Student Promotions Wizard (MSPW)	•Promotes students one grade •Removes students from classes (deactivates students) •Exports / Deletes "graduating class" (can be imported into another SAM server)	•Leaves classes in SmartBar with no students (classes must be individually deactivated) •Leaves teachers in SmartBar •Exceptions must be done individually	•Must be done by an Admin •Must be done per School (not at District level) •Deletes "graduating class" •Follow-up required •Produces a CSV file of promoted students
Clear School Roster (1.10)	•Quickly deactivates all classes, teachers, and students in the School	•Makes no changes to any student, class, or teacher (does deactivate) •Must use CSV import or manually activate students / teachers •Previous students remain in MIA	•Must be done by an Admin •Must be done per School (not at District level) •Follow-up required
CSV Student Roster Import CSV Teacher Import	•Create lots of students / teachers quickly •Update current profile •Assign students / teachers to a class •Can run multiple imports •Establish standards (username, passwords, class names, etc.)	•Will not deactivate students / teachers •Will not remove students / teachers from current school / class •Unused classes must be individually deactivated	•Must be done by an Admin •Good for large implementations •Need to get student info from SIS •Student Number (SIS_ID) is the Key Field

Technology and SAM Setup

Process	Advantage	Disadvantage	Use / Notes
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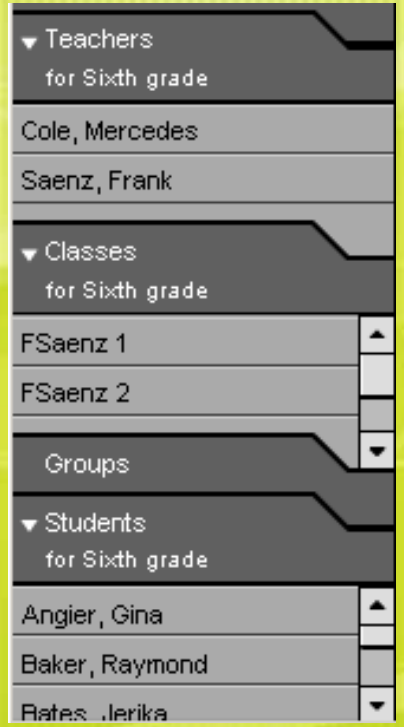
Technology and SAM Setup



Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

Good for smaller implementations
Takes time; High Touch
Standards / Procedures should be setup
(SIS_ID, username, password, class name)
Tasks should be assigned to appropriate person
(Teacher, Administrator)

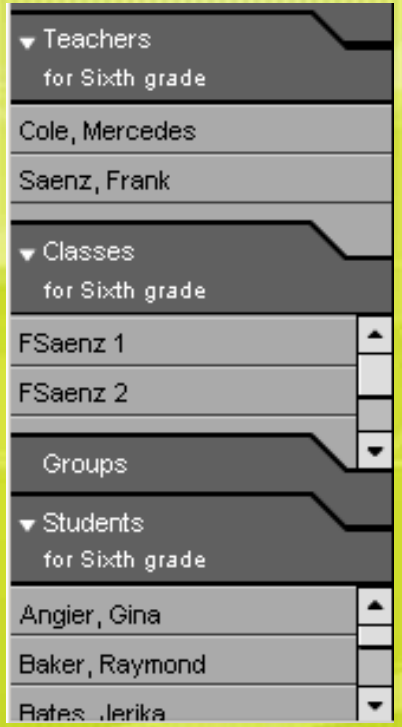
Teachers can:

- Add a Class (after being assigned to their first class)
- Add New Students (new student to the server)
- Edit Their Class Profiles (including class Student Roster)
- Edit Student Profiles of their students (grade, class, etc)
- Unenroll and Enroll Students in Programs
- Assign Students to their Class (Student or Class Profile)

Teachers can NOT:

- Add new Teachers
- Deactivate other Teachers
- Edit Class Profiles of other Teachers
- Deactivate a Class
- Deactivate a Student *
- Access Inactive Accounts (MIA)

Technology and SAM Setup



Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

Good for smaller implementations
Takes time; High Touch
Standards / Procedures should be setup
(SIS_ID, username, password, class name)
Tasks should be assigned to appropriate person
(Teacher, Administrator)

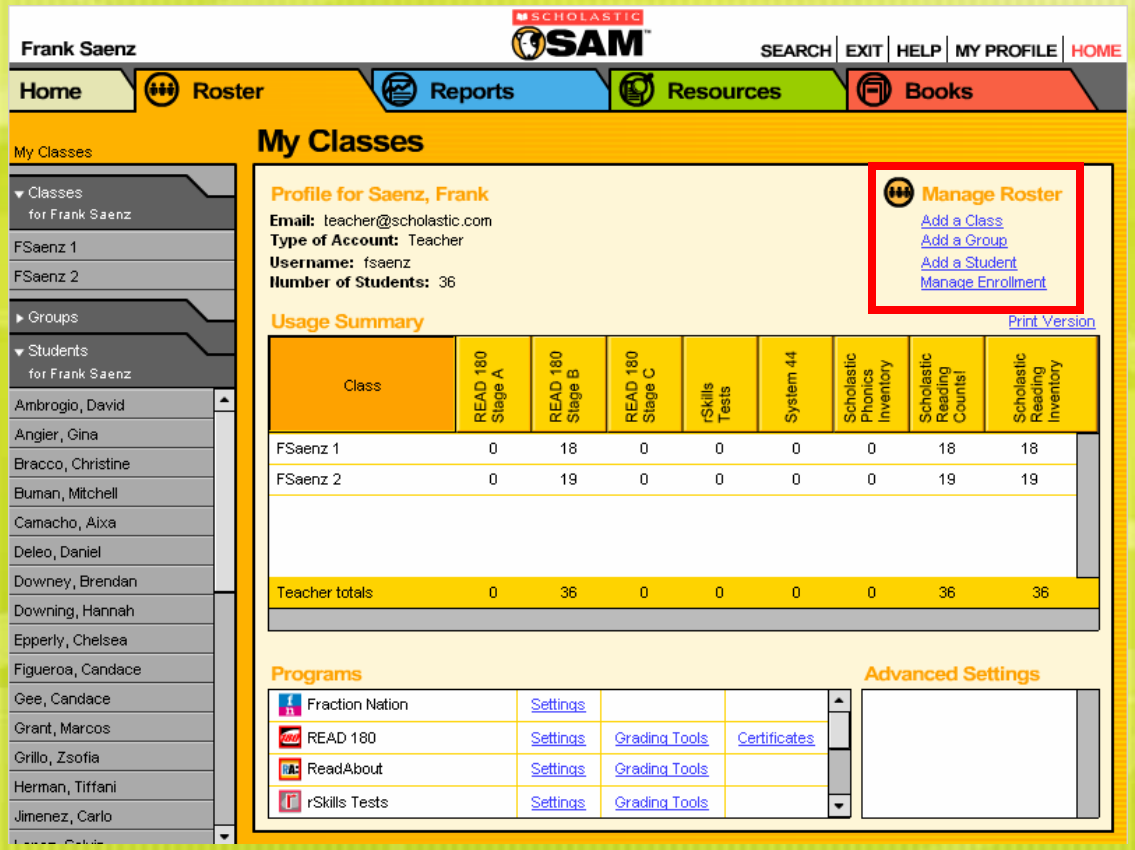
Administrator needed to:

- Add Teacher Accounts (and assign to first class)
- Deactivate a Teacher
- Deactivate a Class
- Deactivate a Student *
- Access Inactive Accounts (MIA), Re-activate a student

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

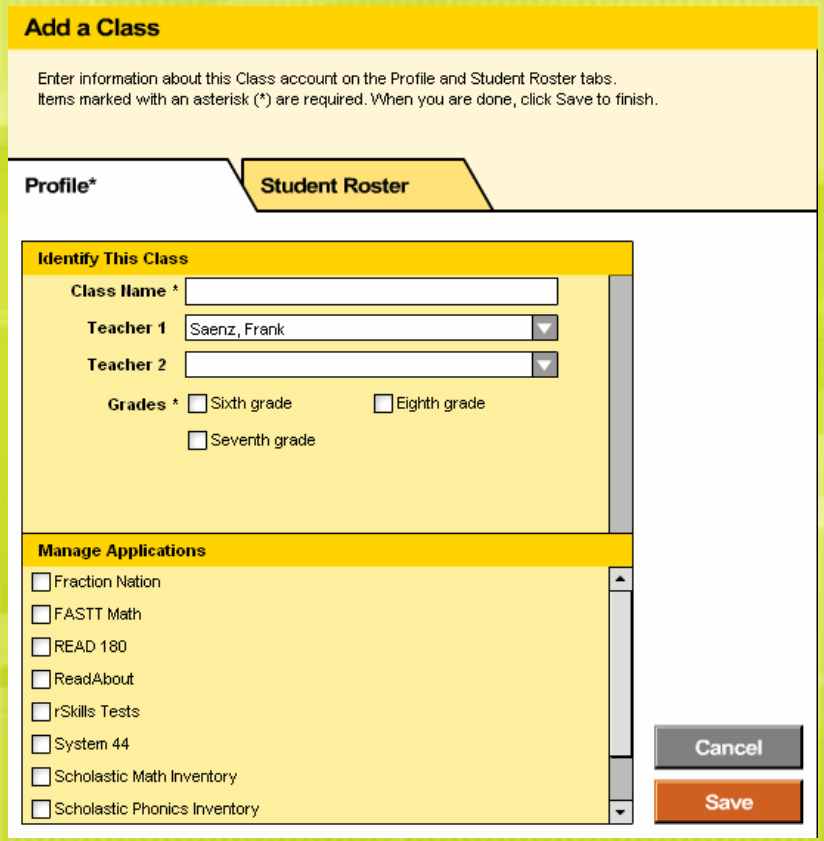


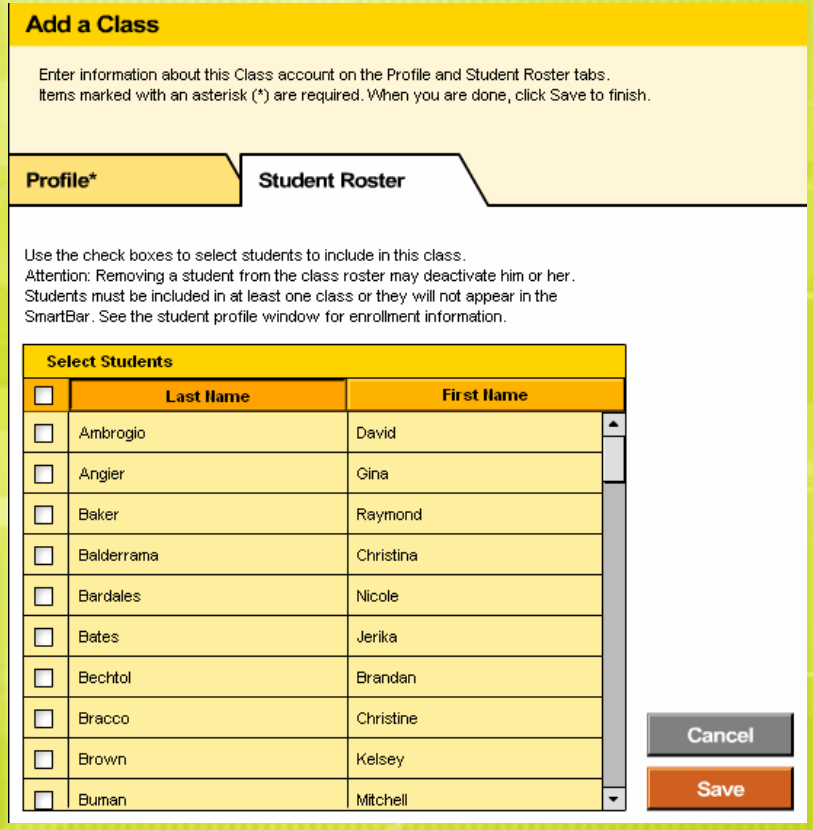
ENTERPRISE EDITION

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



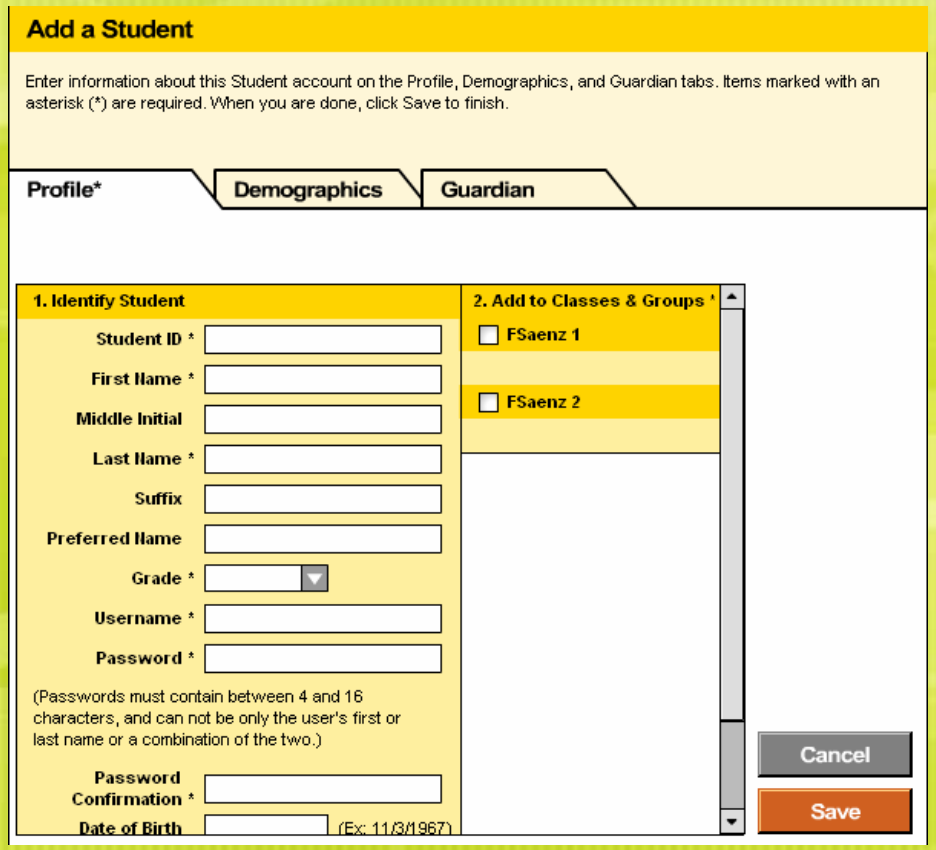


"Manage Application" boxes have new export functions in 1.10. Check the programs associated with this class

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



Student ID (SIS_ID):
- Use the student's correct Student ID Number
- If message comes back stating the "ID is already in use", contact your Administrator
- Do NOT add students with "alternate ID" or using a fake Student ID Number
- Must be unique for each student

Username:
- Follow established standards
- Must be unique for each student

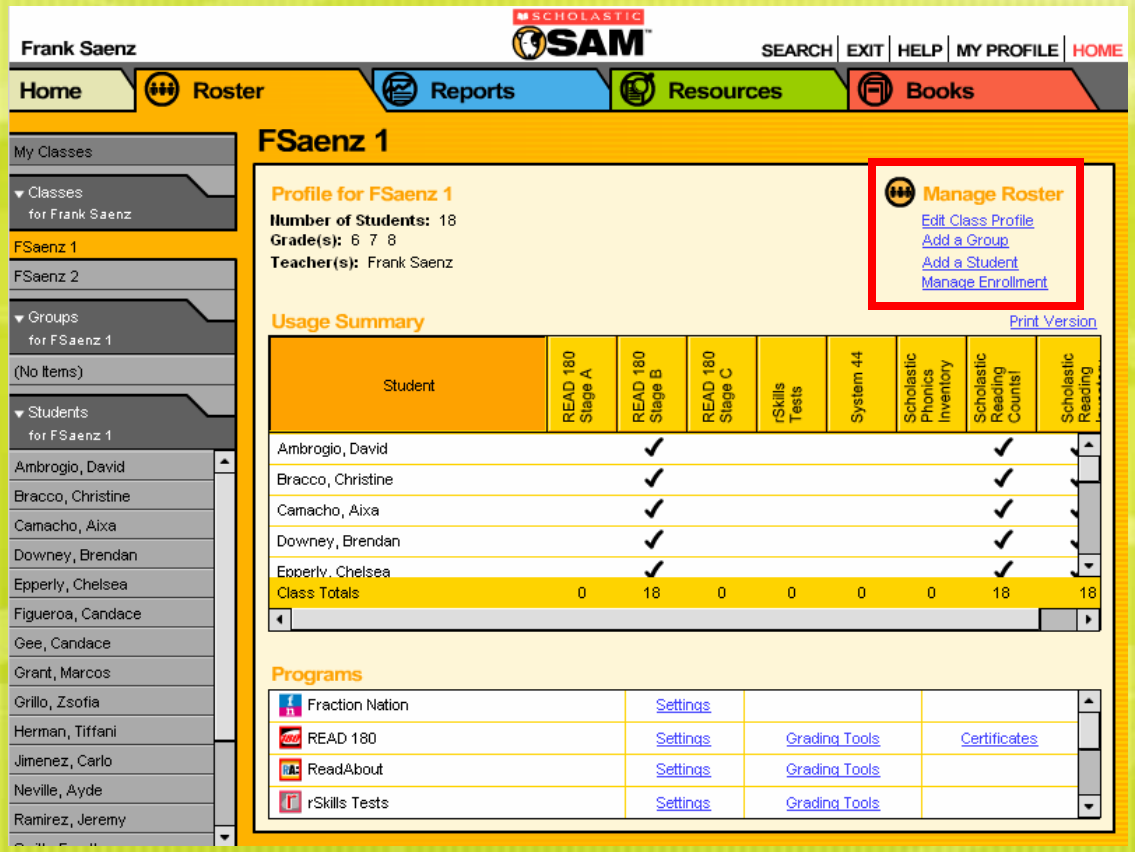
Password:
- Follow established standards
- Must meet minimum requirements

Classes:
- Classes must already be in SAM
- List of Classes for this teacher
- Student must be assigned to at least one class

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

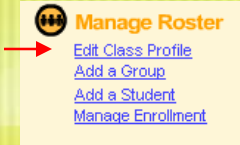


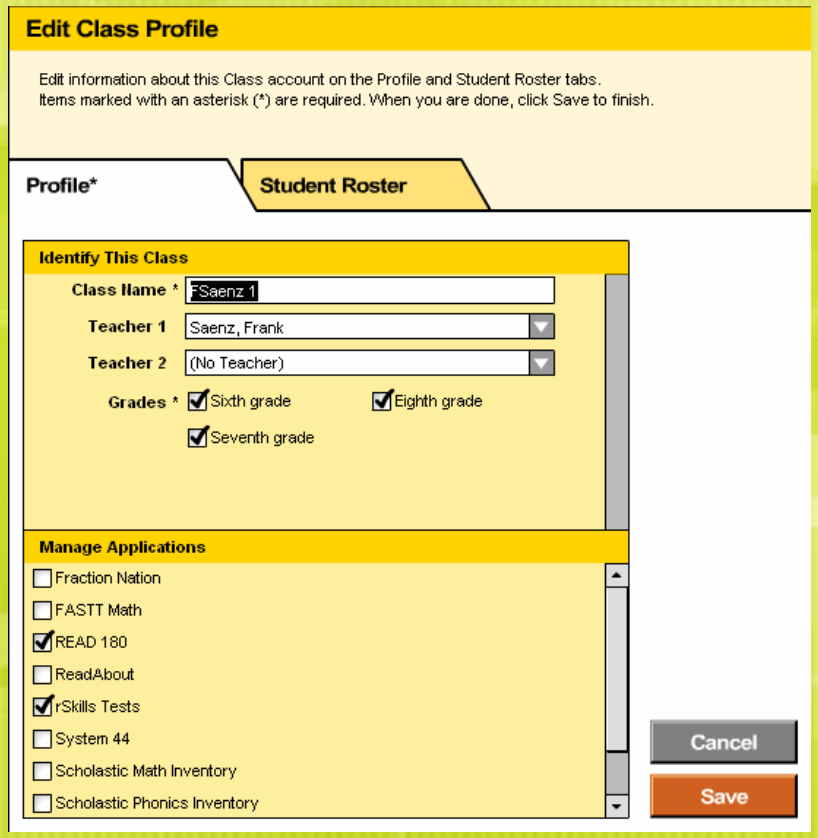
ENTERPRISE EDITION

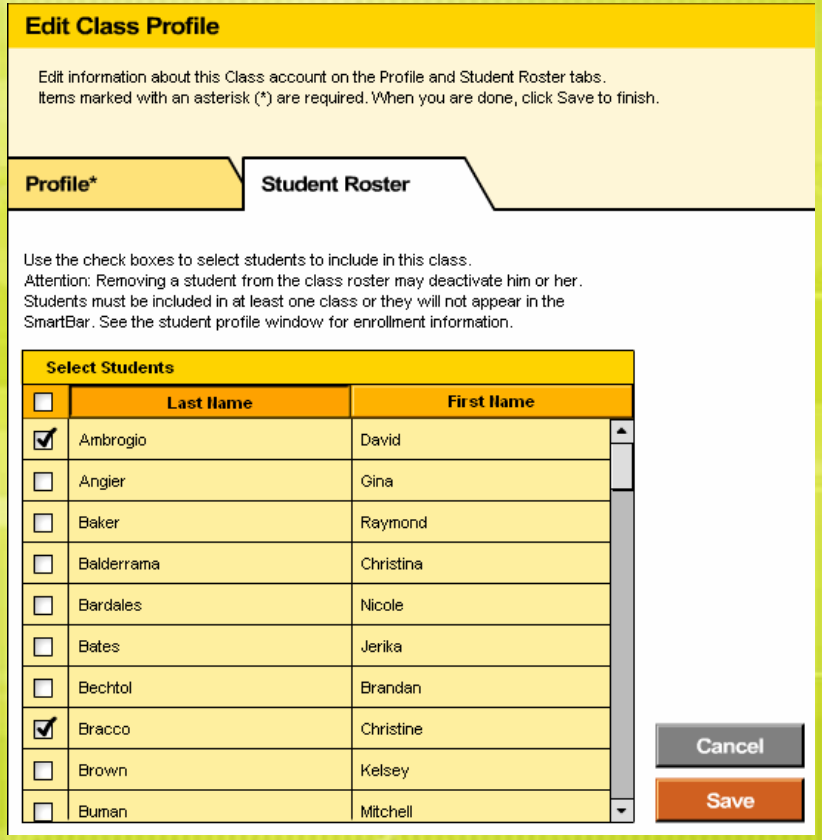
Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers





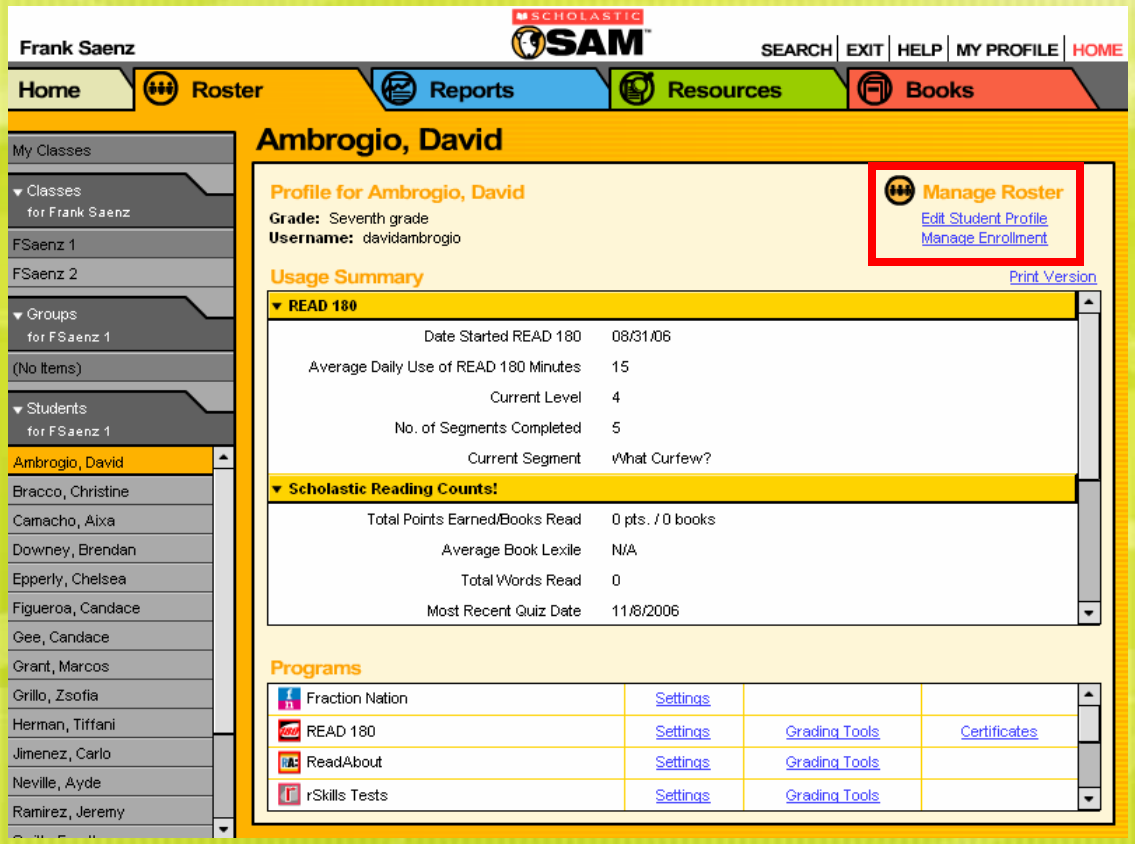


Removing a student from their ONLY class will deactivate the student.

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

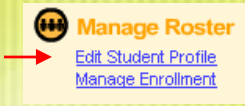


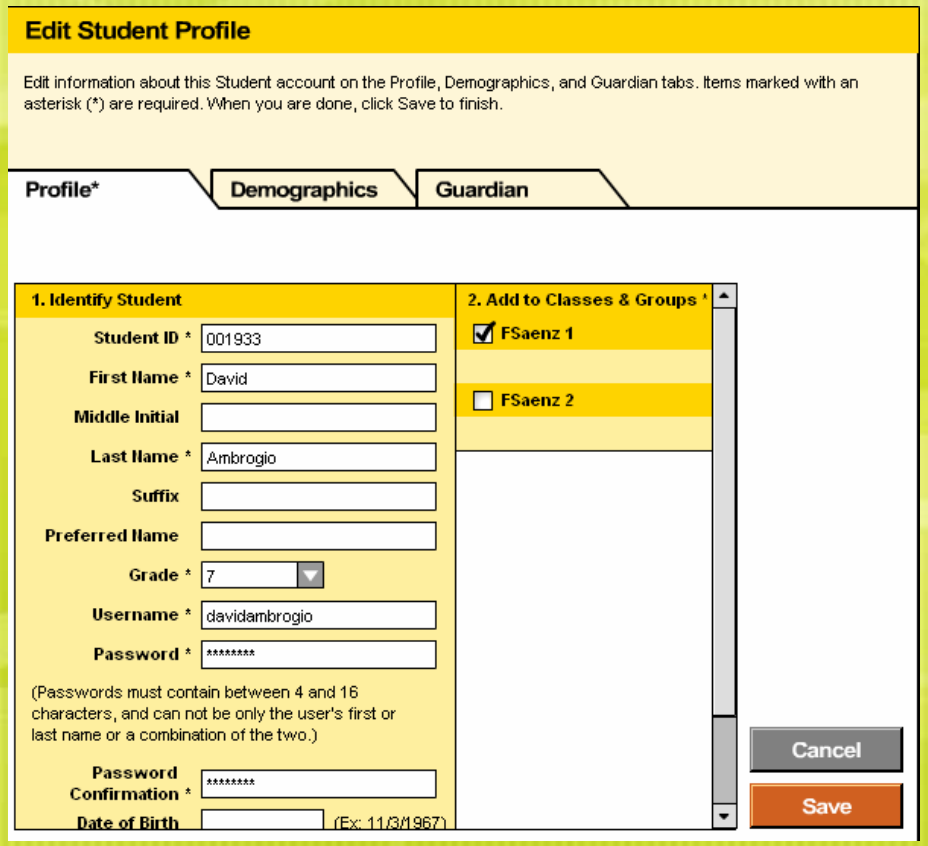
ENTERPRISE EDITION

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers





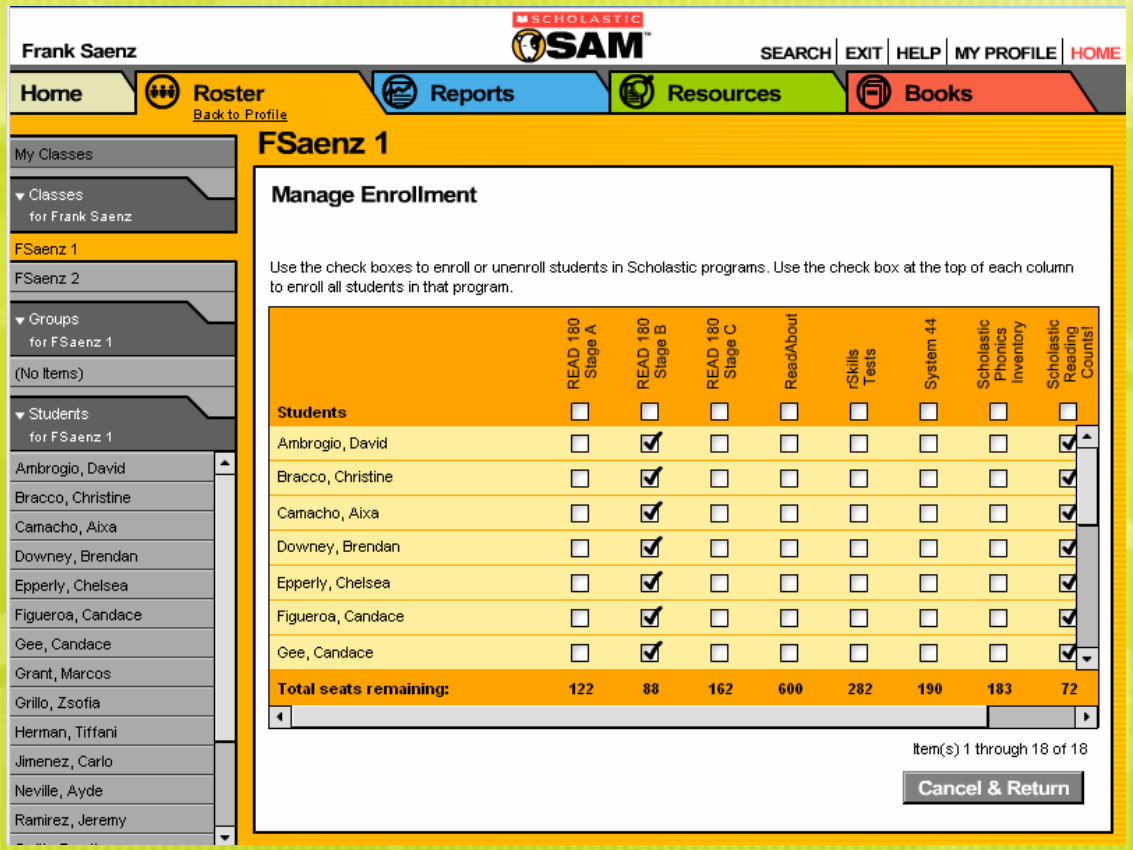
Classes:

- Classes must already be in SAM
- List of Classes for this teacher
- Student must be assigned to at least one class

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



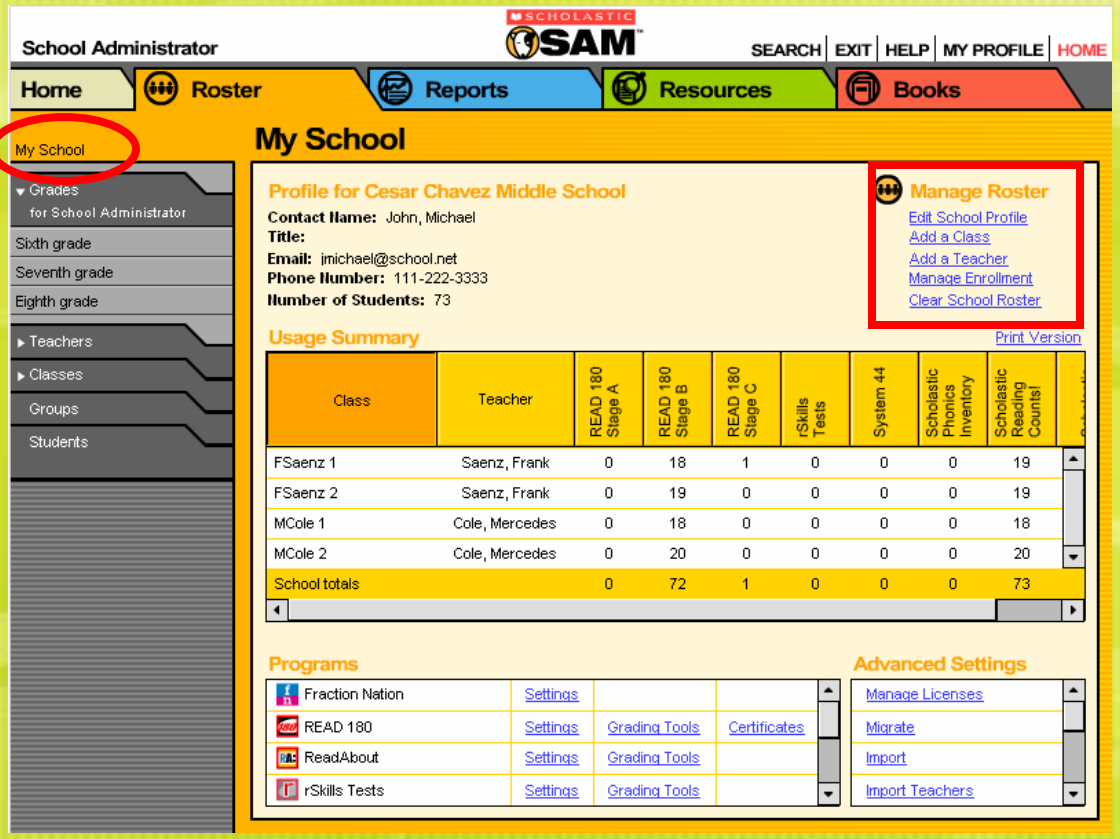
Manage Enrollment can be done at any level of the SmartBar. Once all students have been added and assigned to a class, the teacher can then go to the class level and enroll all students in the appropriate programs at the same time.

Administrators can also Manage Enrollment at the School and Grade levels of the SmartBar.

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers

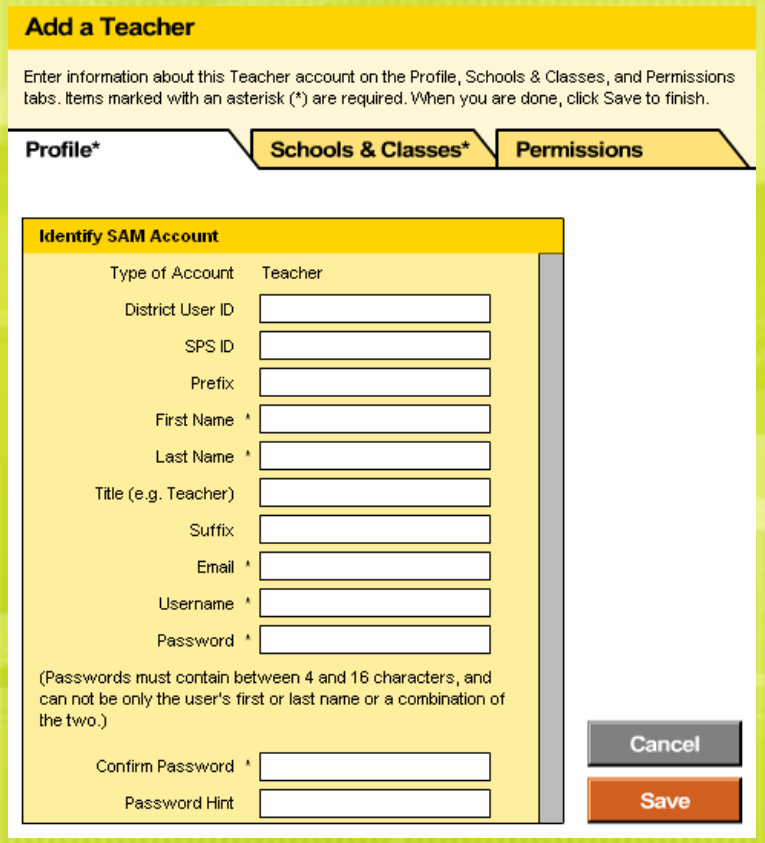


ENTERPRISE EDITION

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



Teachers can only be added by an Administrator. After teacher is added and assigned to at least one class, they can create other classes.

Email:
- Use teacher's correct email address

Username:
- Follow established standards
- Must be unique for each teacher
- SAM Username used for ITS / DTZ login

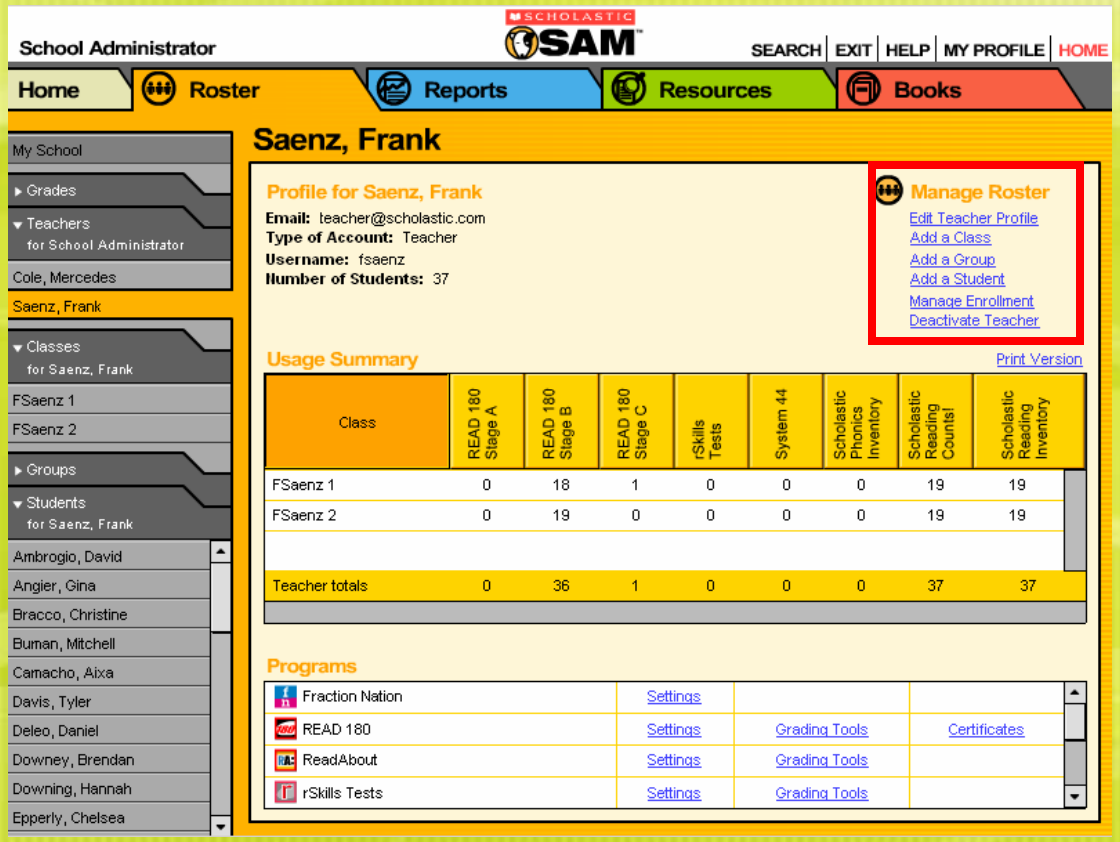
Password:
- Follow established standards
- Must meet minimum requirements
- SAM Password used for ITS / DTZ login

Classes:
- Click on Schools & Classes tab
- Classes must already be in SAM
- List of Classes for the school
- Teacher must be assigned to at least one class

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



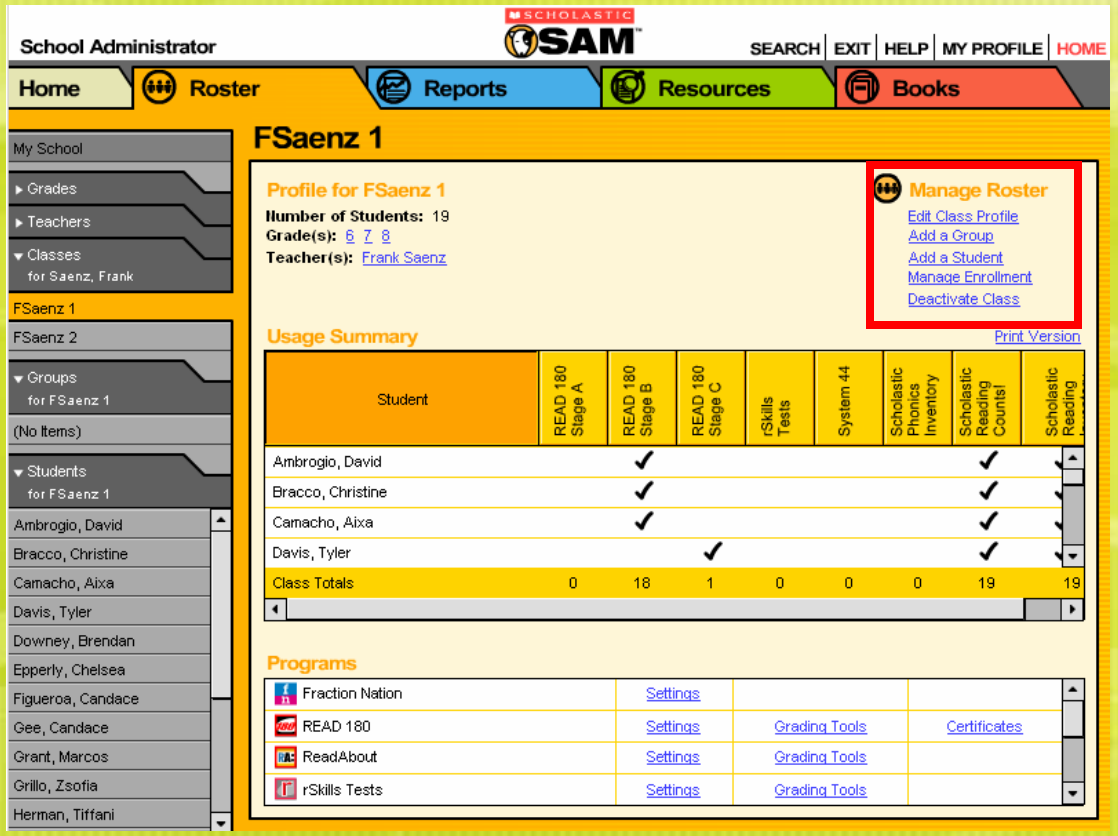
Deactivating a Teacher will NOT deactivate any classes. The classes will remain active with students.

Teachers who have be deactivated will be moved to Inactive Accounts (MIA).

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



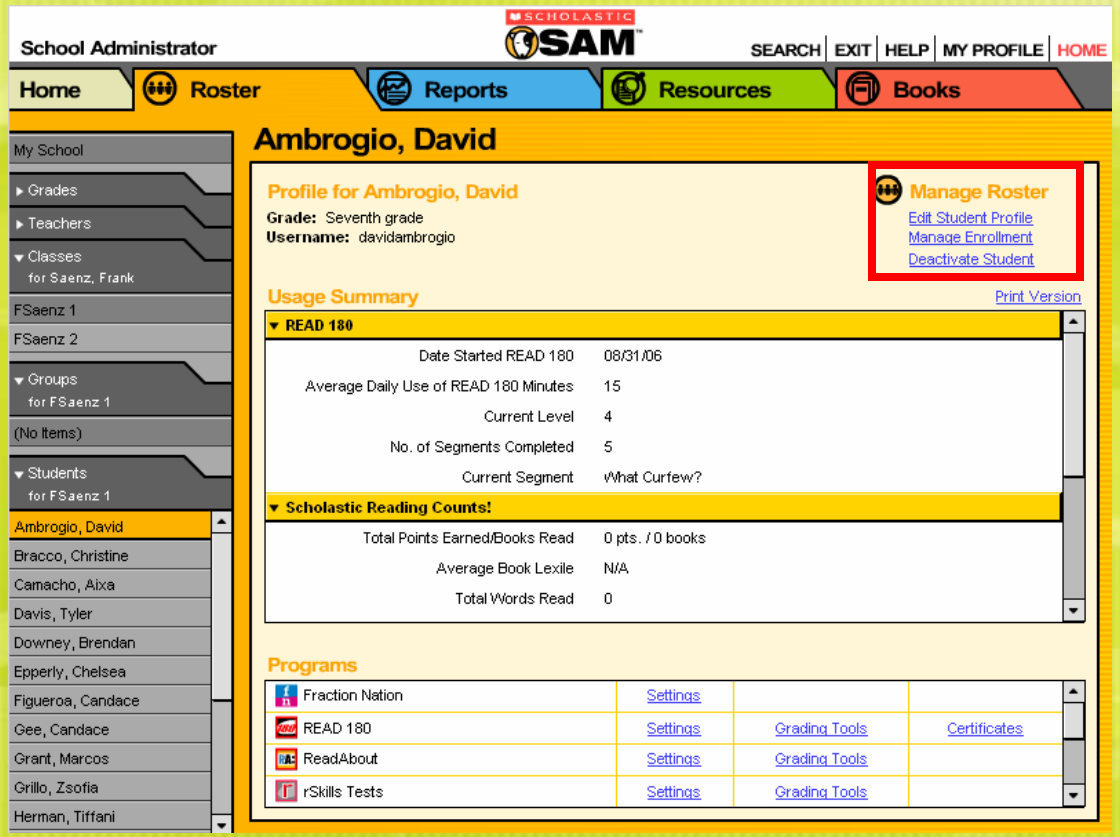
Deactivating a class will deactivate any teachers or students who are in ONLY in this class. Teachers or students who are also assigned to another class will remain active.

Classes that have been deactivated will be moved to Inactive Accounts (MIA). Previous teacher and student associations will be lost.

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



Deactivating a student will remove the student from ALL their classes (no matter who the teacher is). The student will also be unenrolled from all programs.

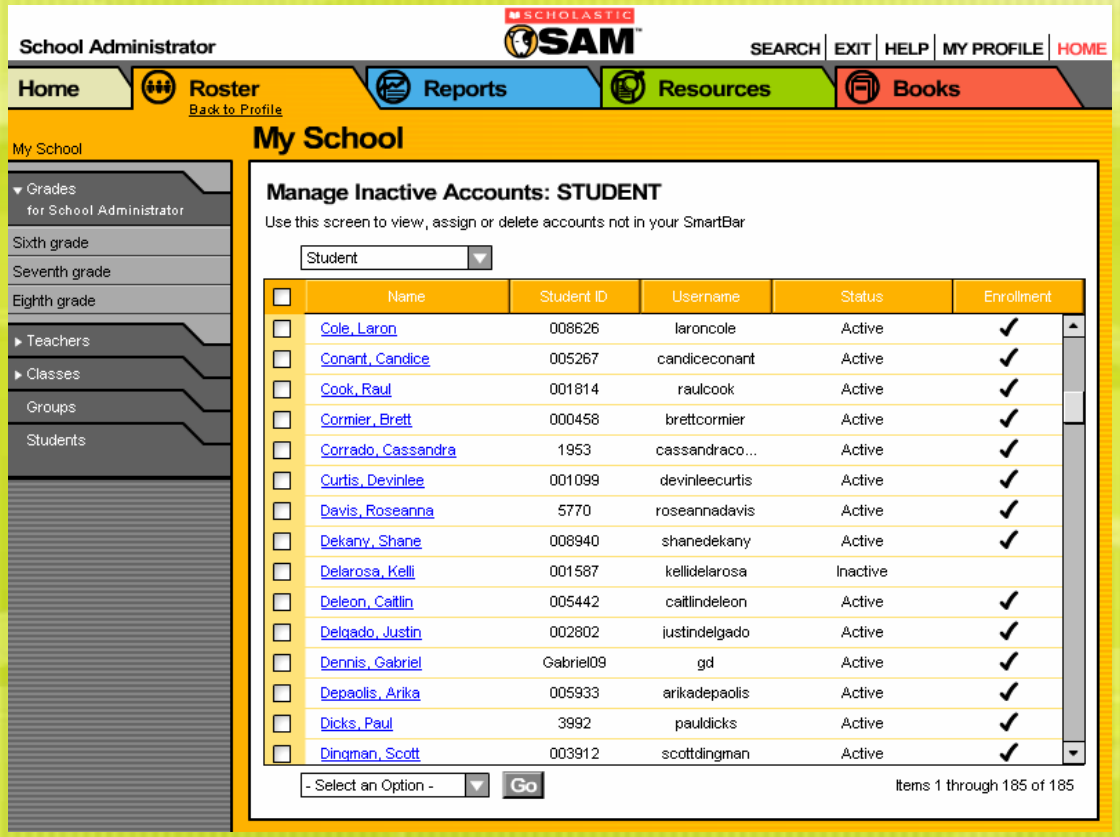
Students who are deactivated will be moved to Inactive Accounts (MIA).

ENTERPRISE EDITION

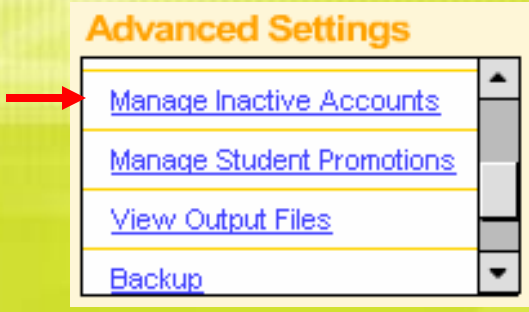
Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers



Manage Inactive Accounts – School Admin View.
District Admin view is slightly different.



Roster Tab (lower right)

An Administrator can assign a Student in Inactive Accounts to a class at that school (this makes them active).

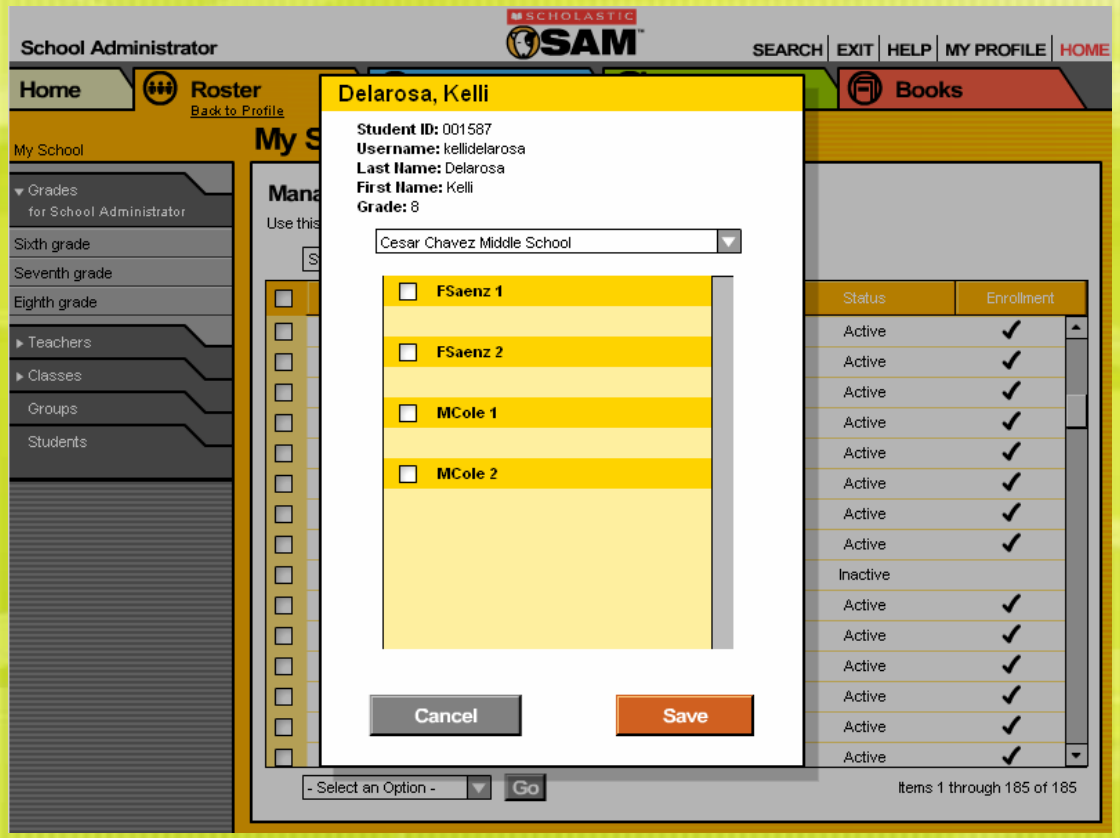
"Active" means the student is in a class at another school (and enrolled if checked).

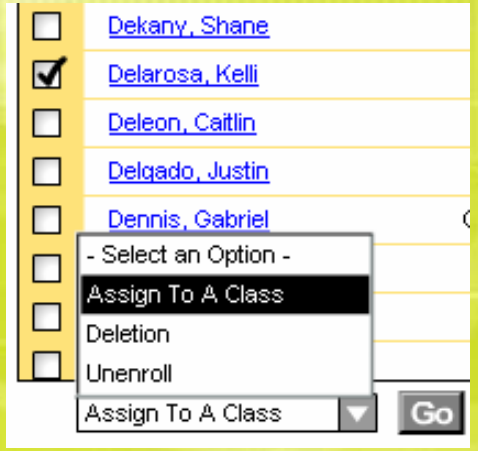
"Inactive" means the student is not in any classes at any schools.

Technology and SAM Setup

Updating SAM:

Individually Add / Update / Deactivate Classes, Students, and Teachers





Click on an individual student name to place a student in a class. Use the check boxes to select multiple students and use the bottom menu to do the same action to all selected students

Technology and SAM Setup

Updating SAM:

References –

Add a Class / Edit Class Profile

SAM Help (Getting Started, Class and Teacher Profiles; Enrolling, Working with Ind. Classes")
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 33)
"SAM v1.10.0 Getting Started with SAM" PDF (p 21)
DTZ Video: "How To Add A Class in SAM"

Add a Student / Edit Student Profile

SAM Help (Enrolling, Adding and Enrolling Students; Enrolling, Working with Ind. Students")
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 13, 39)
DTZ Video: "How To Add A Student in SAM"
DTZ Video: "How To Edit a Profile in SAM"

Manage Enrollment

SAM Help (Enrolling, Adding and Enrolling Students)
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 14)
DTZ Video: "How To Enroll Students in SAM"
"SAM v1.10.0 Setting and Reports for READ 180" PDF (p 18) (enrolling students in Xtra Topics)

Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

Technology and SAM Setup

Updating SAM:

References –

Add a Teacher / Edit Teacher Profile

SAM Help (Getting Started, Class & Teacher Profiles; Enrolling, Using SAM in the Classroom)
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 28)
"SAM v1.10.0 Getting Started with SAM" PDF (p 22)
DTZ Video: "How To Add a Teacher in SAM"
DTZ Video: "How To Edit a Profile in SAM"

Deactivating Teacher / Class / Student

"SAM 1.10.0 Enrolling and Managing Students in SAM" PDF (p 35, p 42)

Manage Inactive Accounts

SAM Help (Enrolling, Adding and Enrolling Students)
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 20)

SAM Server Utility

"Tech Director's Guide" PDF (to set password requirements for students and teachers)

Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

Technology and SAM Setup

Process	Advantage	Disadvantage	Use / Notes
Individually Add / Update / Deactivate	•Control over each change	•Can take lots of time •High touch •Standards (student number, username, etc.) may not be followed	•Most things, but not all, can be done by a teacher •Good for smaller implementations
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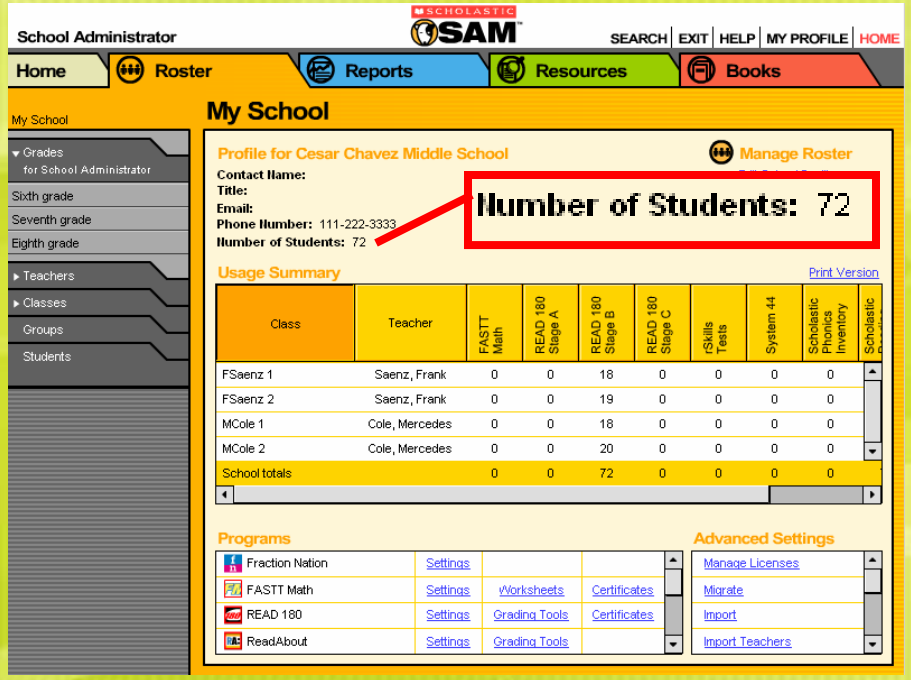
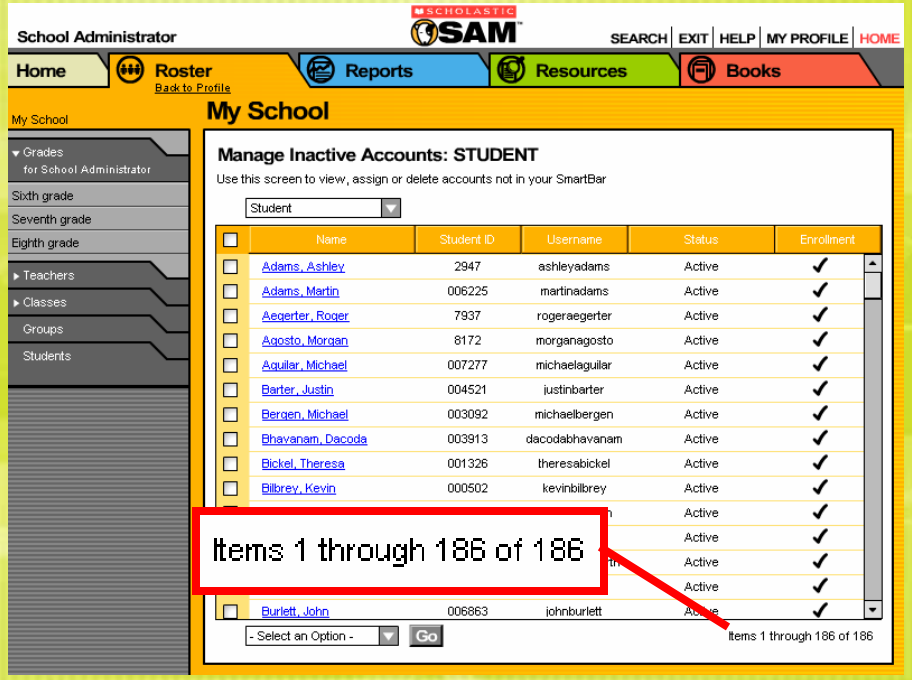
Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



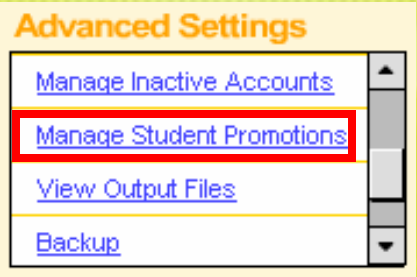
Before MSPW, note the number of students in the school.



Before MSPW, note the number of students in Inactive Accounts (MIA).

ENTERPRISE EDITION

Technology and SAM Setup

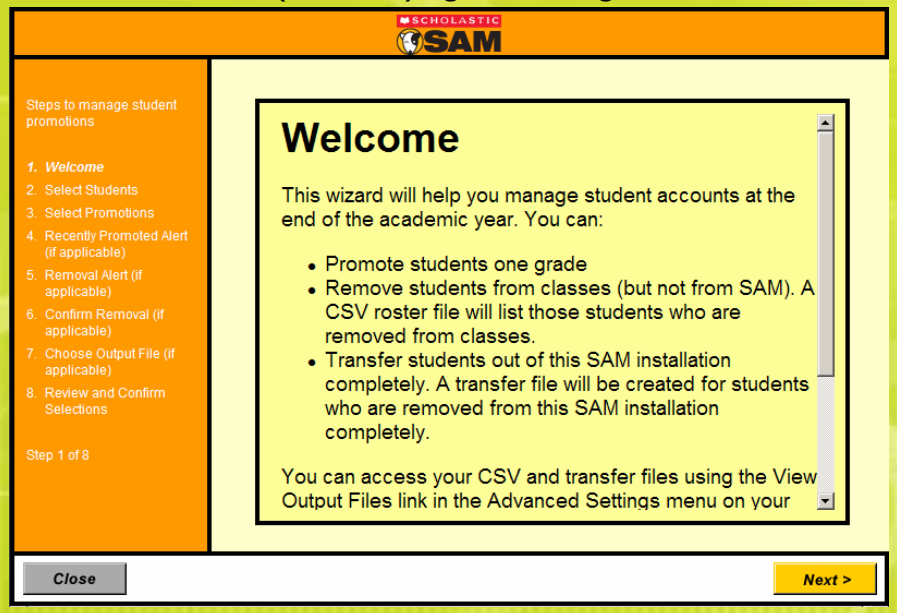


Roster Tab (lower right)

Updating SAM:

Manage Student Promotions Wizard (MSPW)

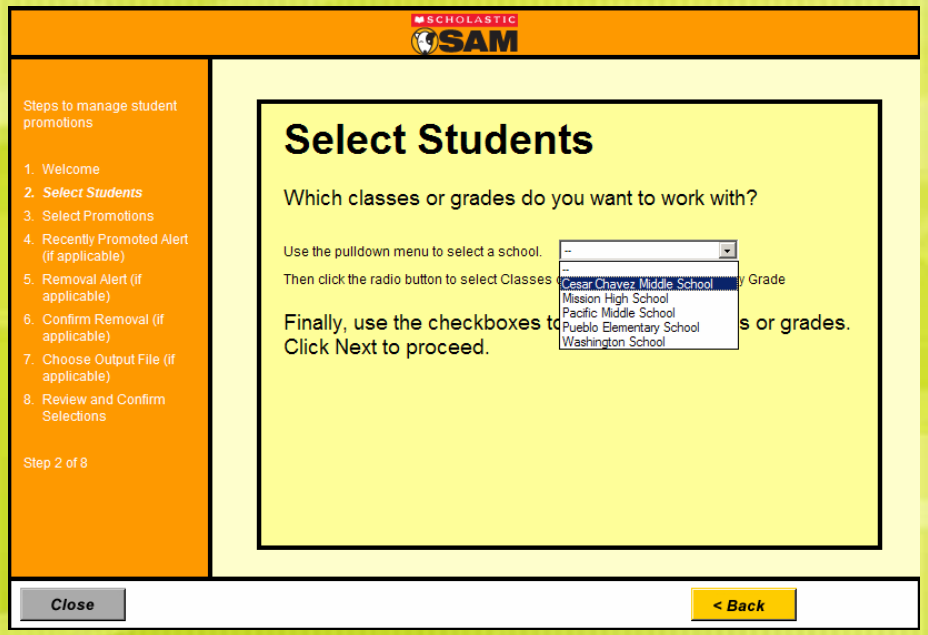
- **Run a SAM Backup before starting!**
- Must be done by an Administrator
- Done per School
- School Administrators can only do their school
- Promotes students one grade level
- Removes students from classes (deactivates / unenrolls)
- Removes (deletes) “graduating class” from SAM



Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



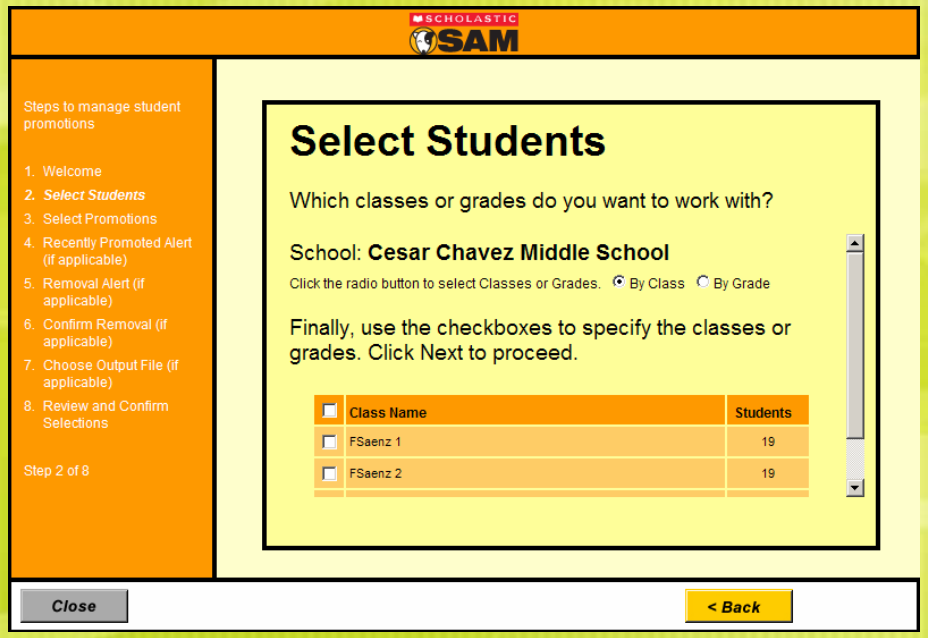
District Administrator chooses School.

School Administrator only can do their school.

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



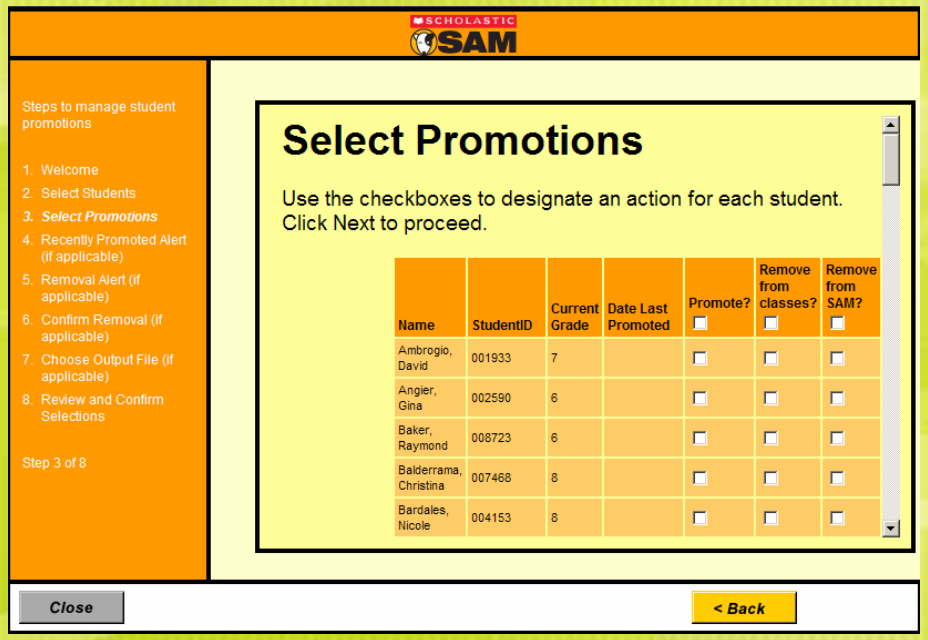
Promotion can be selected by Class or Grade

Promotion can be run for selected Classes or Grades

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



Last Date Promoted:
- The last date the student's grade was increased through MSPW
- Helps to prevent "double promotion" by mistake

Promote?:
- Selected students will have their grade level increased by one grade

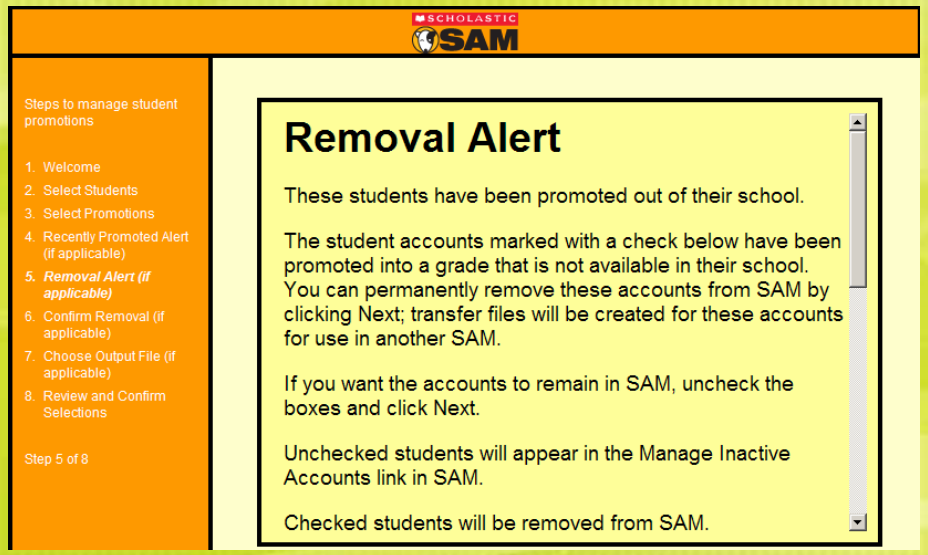
Remove From Classes?:
- Selected students will be removed from all their classes, deactivated, and unenrolled from all programs

Remove From SAM:
- Selected students will be removed (deleted) from SAM
- A Student Transfer Export file will be created
- By default, the "graduating class" is selected

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)

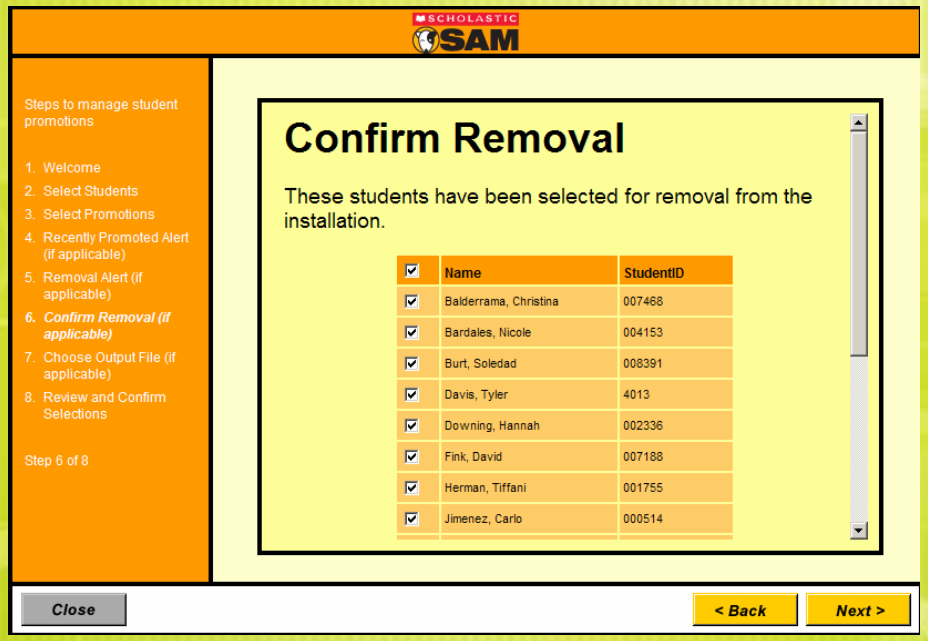


If students will be going to another school (elementary to middle school or middle to high school) on the same server, uncheck them so they remain in Inactive Accounts.

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)

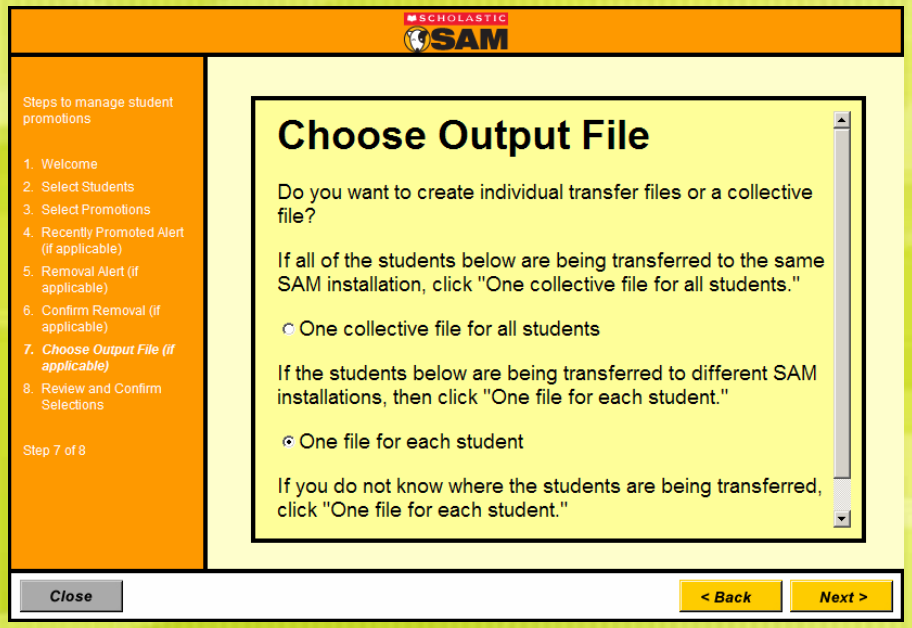


Second and final chance to uncheck students. Students who are checked will be removed (deleted) from SAM. If students will be going to another school (elementary to middle school or middle to high school) on the same server, uncheck them so they remain in Inactive Accounts.

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



The students checked on the previous Removal Confirmation screens will be exported (and deleted) from SAM. Choose if you would like a Student Transfer File created for each student or just one file that contains all the students.

Individual Files will take longer to process. This choice is good when individual student files need to be saved separately or be imported into different servers. The file name will contain the student number.

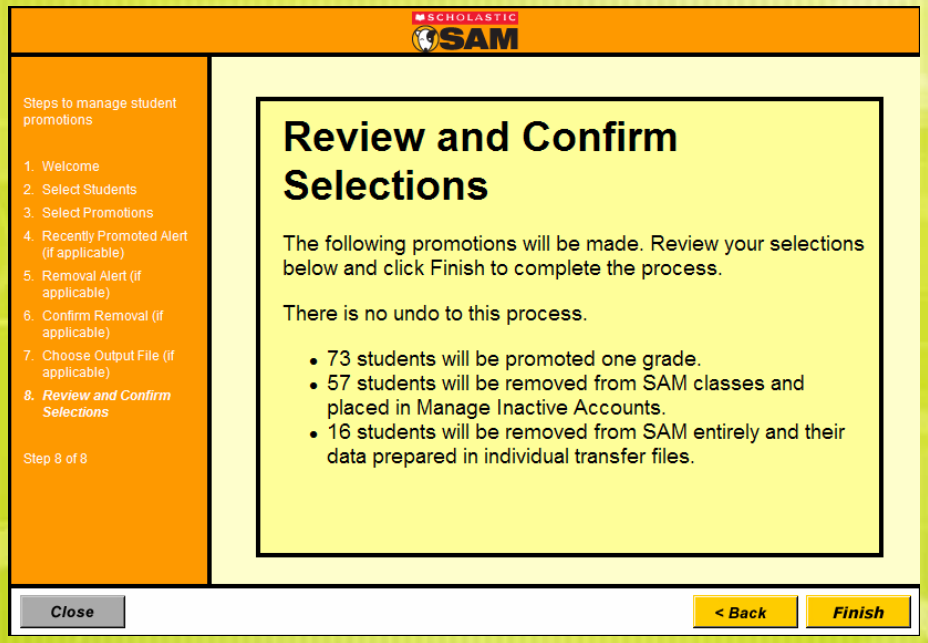
Collective File will process faster. This choice is good when only one archive file is needed or when the students will be imported into the same server.

A CSV file will be produced of all promoted students who were not exported.

Technology and SAM Setup

Updating SAM:

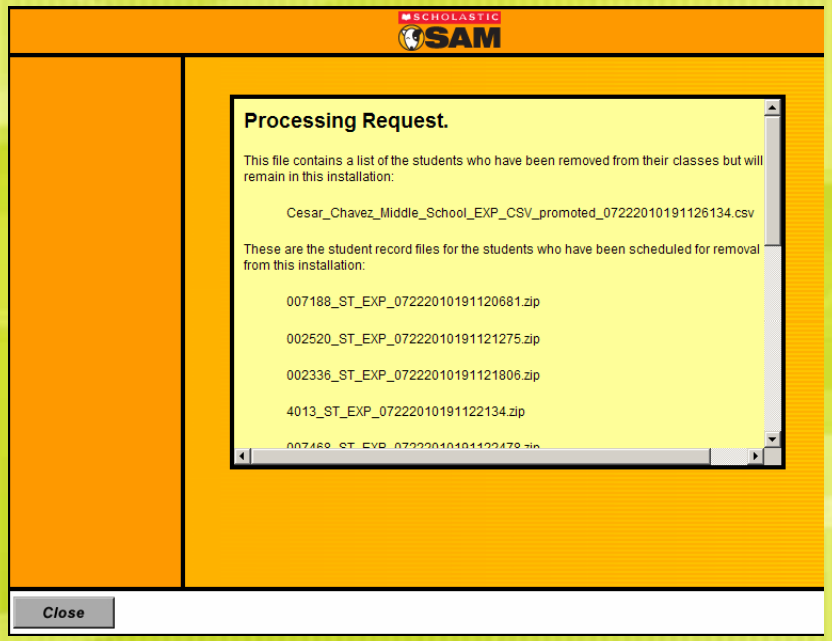
Manage Student Promotions Wizard (MSPW)



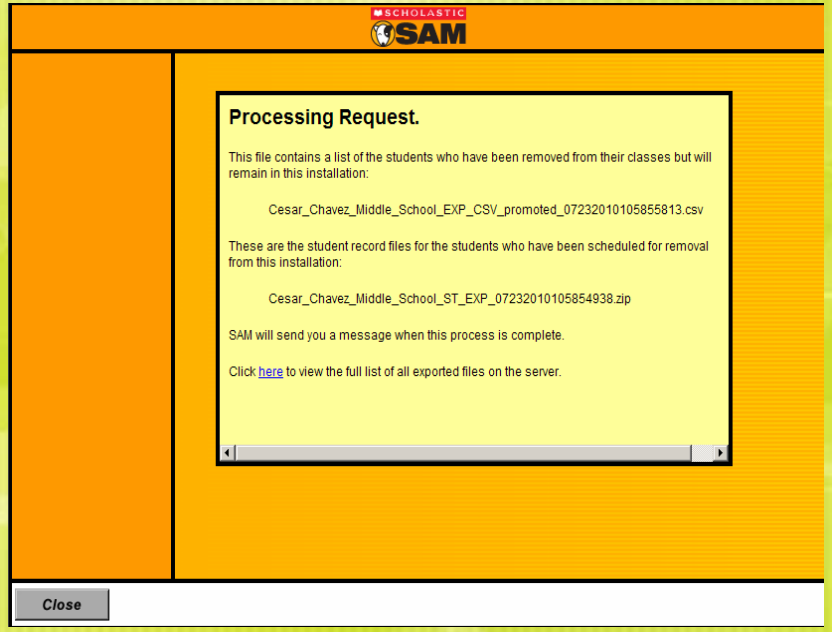
Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



Screen if "one file for each student" was selected.

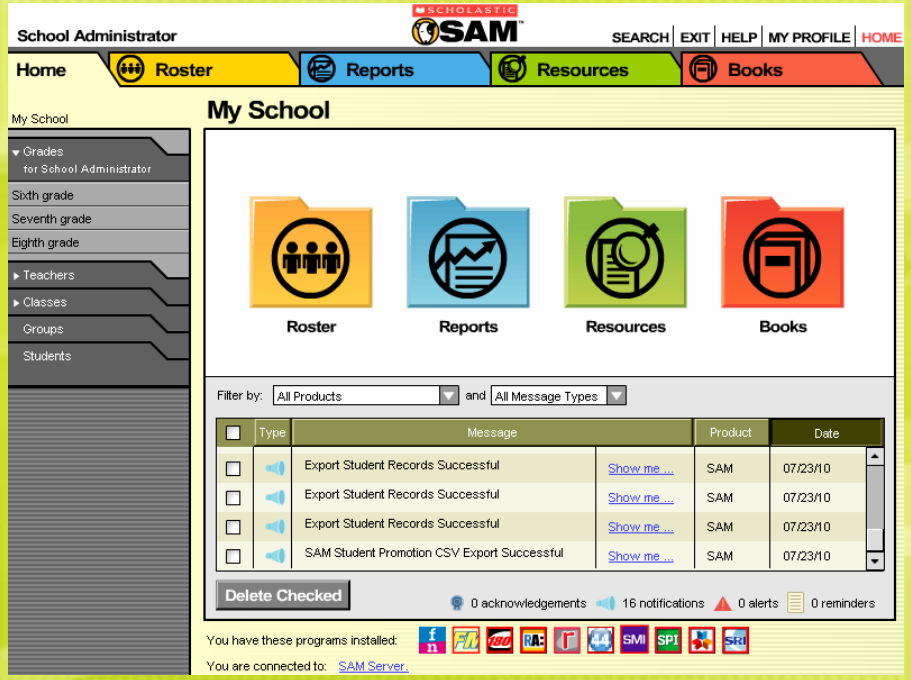


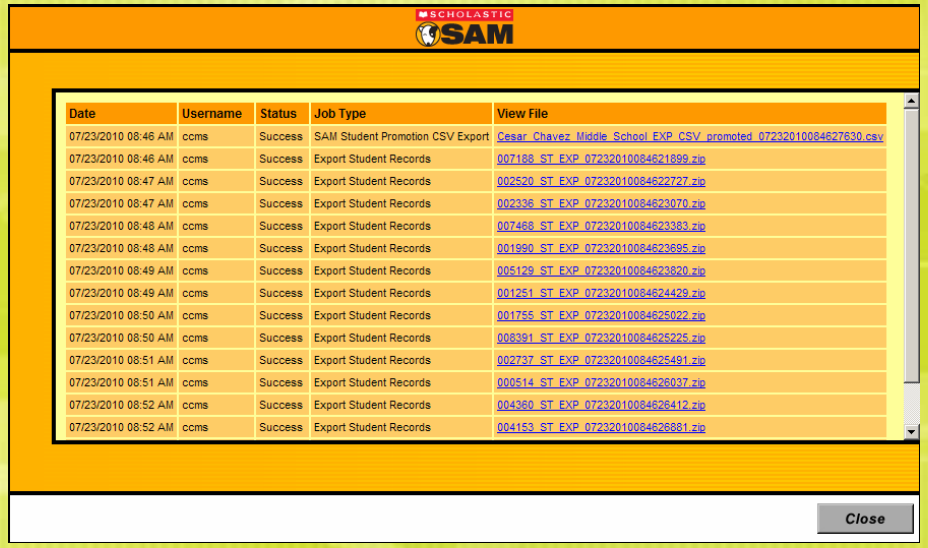
Screen if "one collective file for all students" was selected.

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



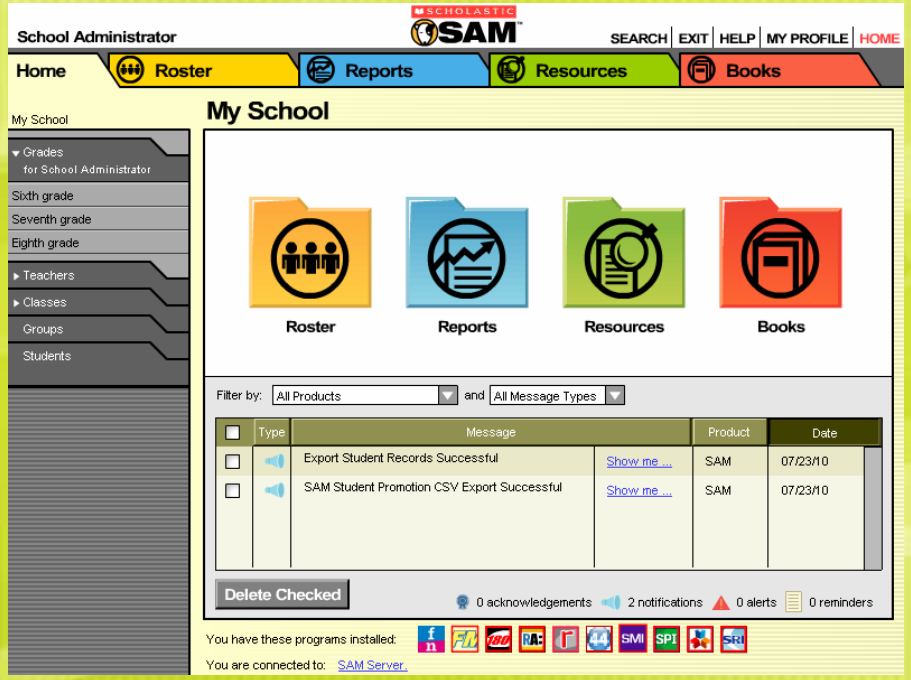


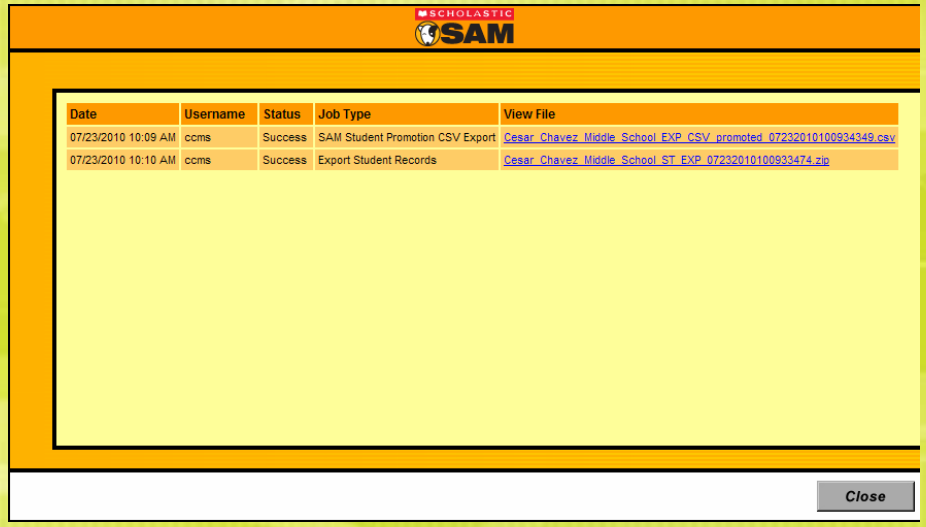
On the Home Tab, messages will display as each individual student export file is generated. Click the Show Me link to save the export files. If any file is showing as “queued” in the Show Me window, the exports are not complete. Individual exports can take a long time to finish.

Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)



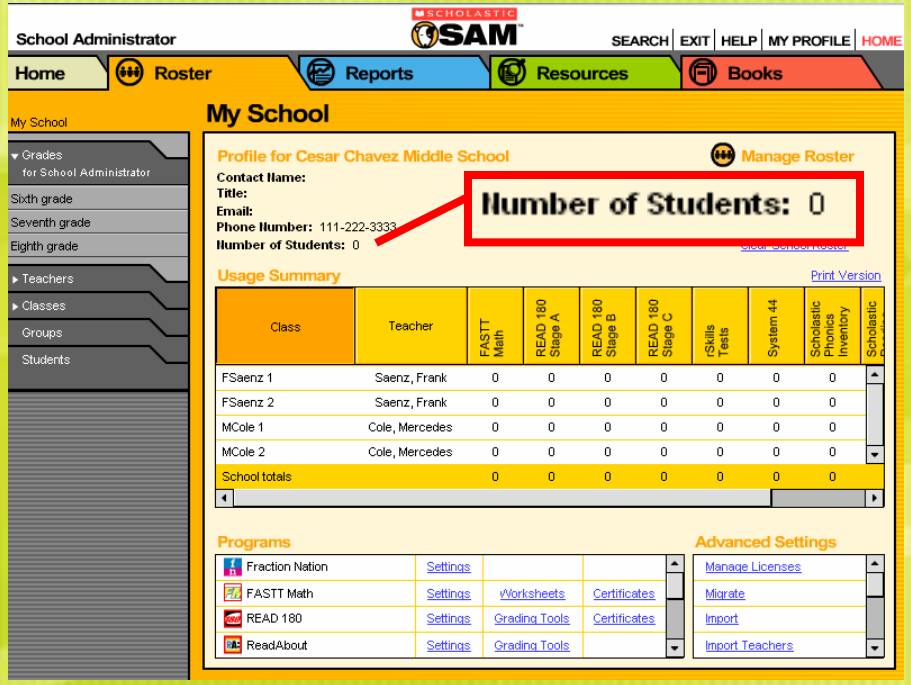


On the Home Tab, messages will display when the “collective” export file is complete. Click the Show Me link to save the export file.

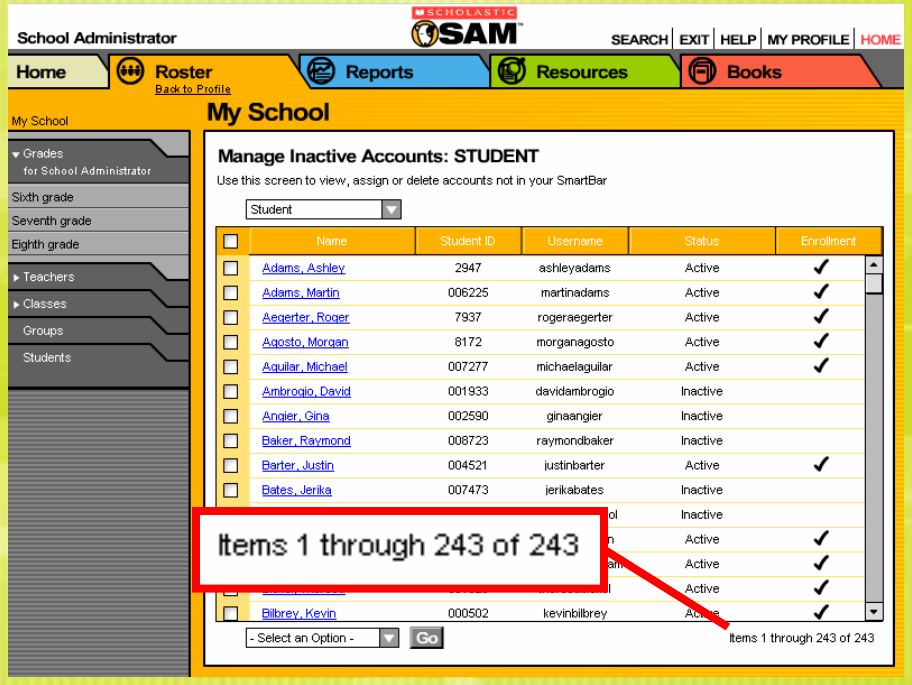
Technology and SAM Setup

Updating SAM:

Manage Student Promotions Wizard (MSPW)

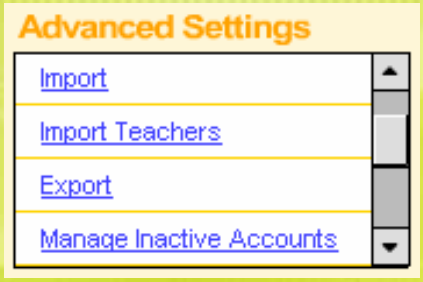


After MSPW, note the number of students in the school.
72 students before MSPW.



After MSPW, note the number of students in Inactive Accounts (MIA).
186 students in MIA before MSPW.

Technology and SAM Setup

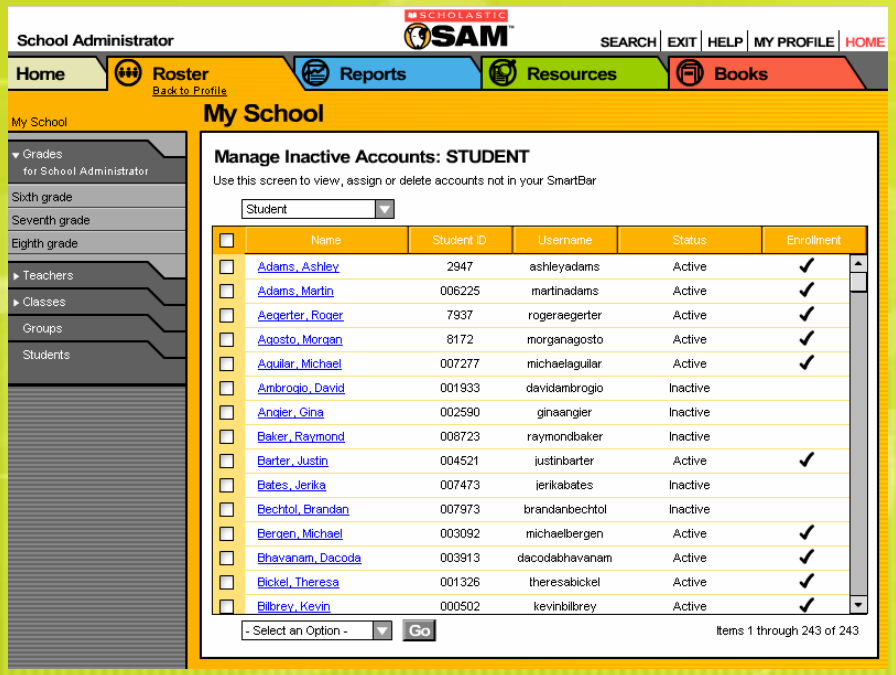


Roster Tab (lower right)

Updating SAM:

Manage Student Promotions Wizard (MSPW) – Next Steps

- After MSPW has been run, the Student Transfer File can be imported into another server.
- Students who were Removed From Classes (deactivated) during the MSPW process, will remain in Inactive Accounts until individually assigned to a class or a CSV Student Roster Import run with class information.
- Classes and Teachers may need to be individually deactivated.



ENTERPRISE EDITION

Technology and SAM Setup

Updating SAM:

References –

Manage Student Promotions Wizard (MSPW)

SAM Help (Data Movement, Student Promotions)
"SAM v1.10.0 Data Management Manual" PDF (p 45)

Manage Inactive Accounts

SAM Help (Enrolling, Adding and Enrolling Students)
"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 20)

Resource: PDFs are on the Product Support Website:
www.edproductsupport.scholastic.com

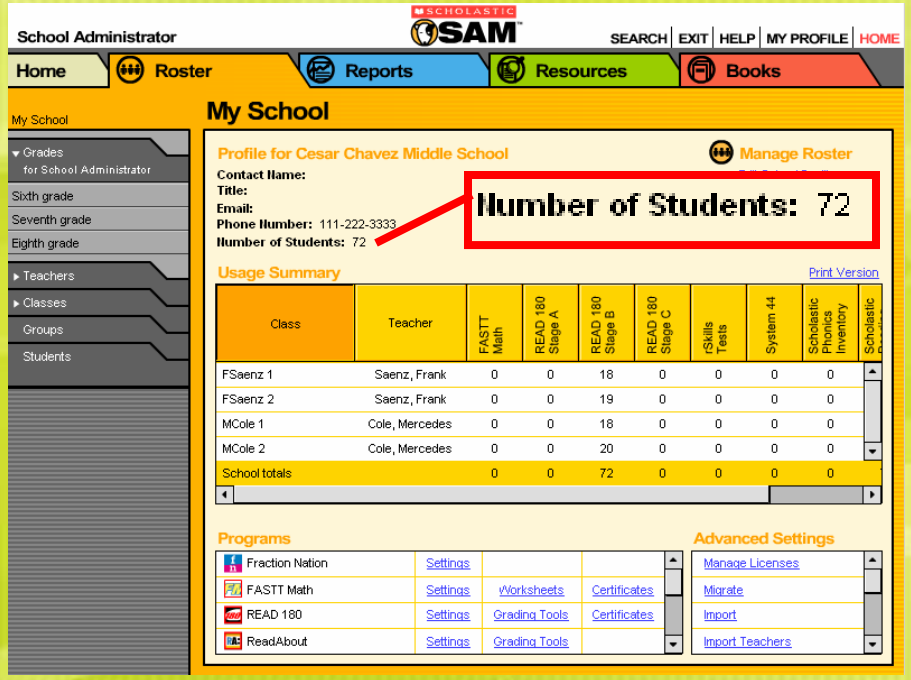
Technology and SAM Setup

Process	Advantage	Disadvantage	Use / Notes
Individually Add / Update / Deactivate	•Control over each change	•Can take lots of time •High touch •Standards (student number, username, etc.) may not be followed	•Most things, but not all, can be done by a teacher •Good for smaller implementations
Manage Student Promotions Wizard (MSPW)	•Promotes students one grade •Removes students from classes (deactivates students) •Exports / Deletes "graduating class" (can be imported into another SAM server)	•Leaves classes in SmartBar with no students (classes must be individually deactivated) •Leaves teachers in SmartBar •Exceptions must be done individually	•Must be done by an Admin •Must be done per School (not at District level) •Deletes "graduating class" •Follow-up required •Produces a CSV file of promoted students
Clear School Roster (1.10)	•Quickly deactivates all classes, teachers, and students in the School	•Makes no changes to any student, class, or teacher (does deactivate) •Must use CSV import or manually activate students / teachers •Previous students remain in MIA	•Must be done by an Admin •Must be done per School (not at District level) •Follow-up required
CSV Student Roster Import CSV Teacher Import	•Create lots of students / teachers quickly •Update current profile •Assign students / teachers to a class •Can run multiple imports •Establish standards (username, passwords, class names, etc.)	•Will not deactivate students / teachers •Will not remove students / teachers from current school / class •Unused classes must be individually deactivated	•Must be done by an Admin •Good for large implementations •Need to get student info from SIS •Student Number (SIS_ID) is the Key Field

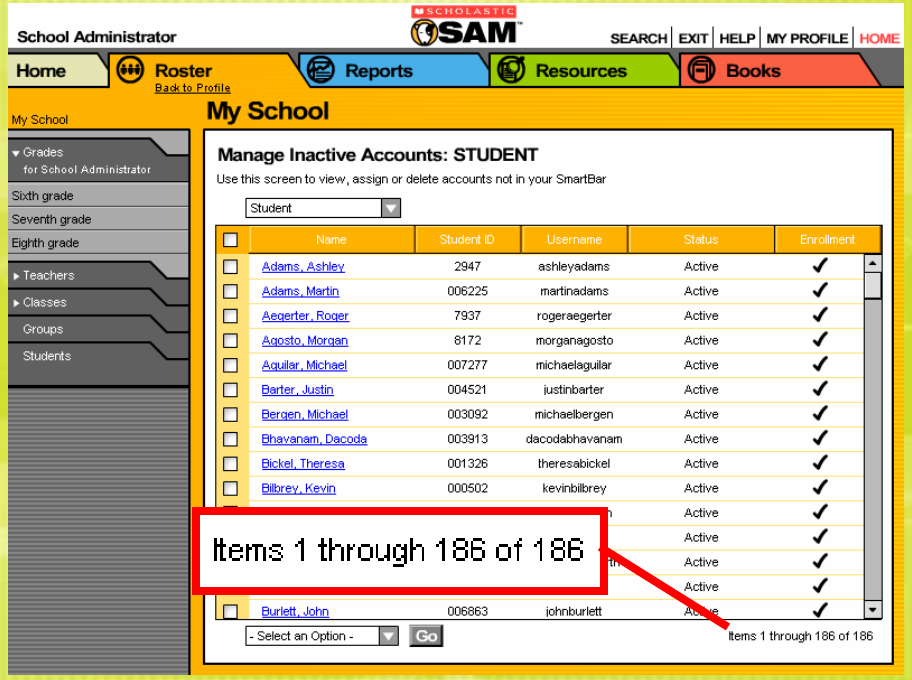
Technology and SAM Setup

Updating SAM:

Clear School Roster



Before using Clear School roster, note the number of students in the school.



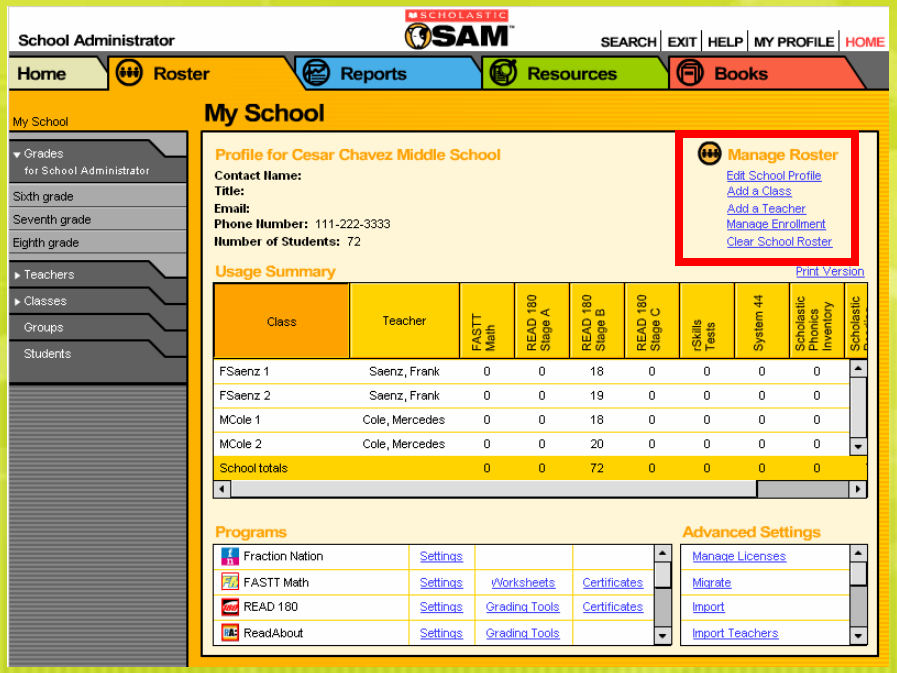
Before using Clear School Roster, note the number of students in Inactive Accounts (MIA).

Technology and SAM Setup

Updating SAM:

Clear School Roster

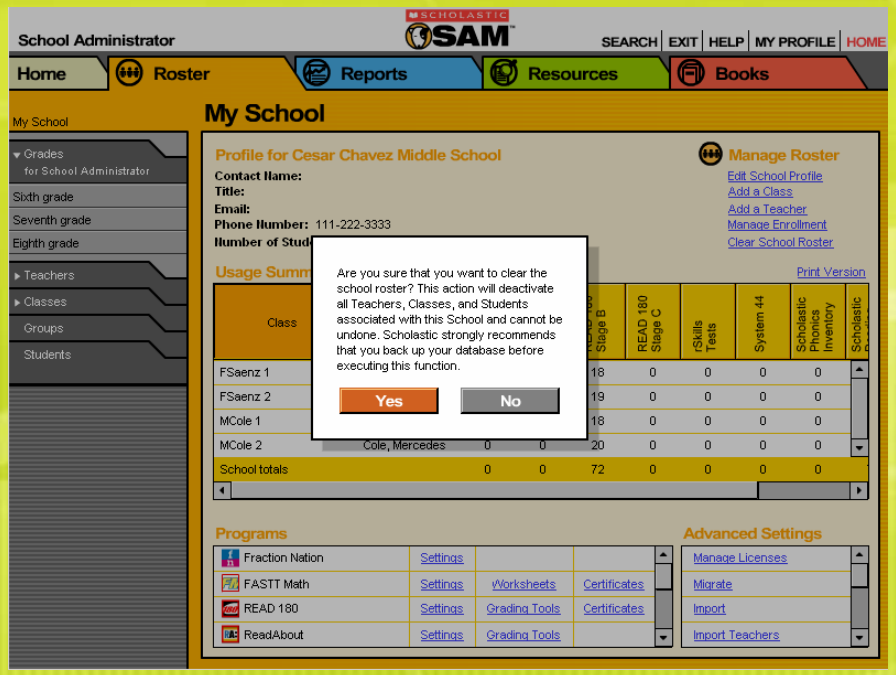
- New feature in 1.10.0
- Must be done by an Administrator
- Done per School
- School Administrators can only do their school
- Deactivates all students, classes, and teachers in the school
- Does not make any changes to the student's grade level

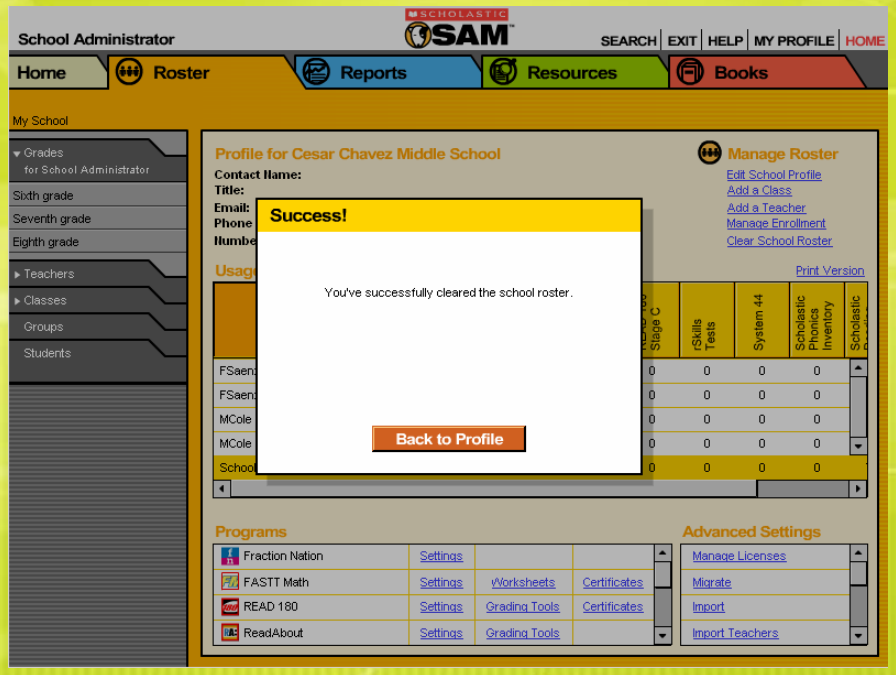


Technology and SAM Setup

Updating SAM:

Clear School Roster



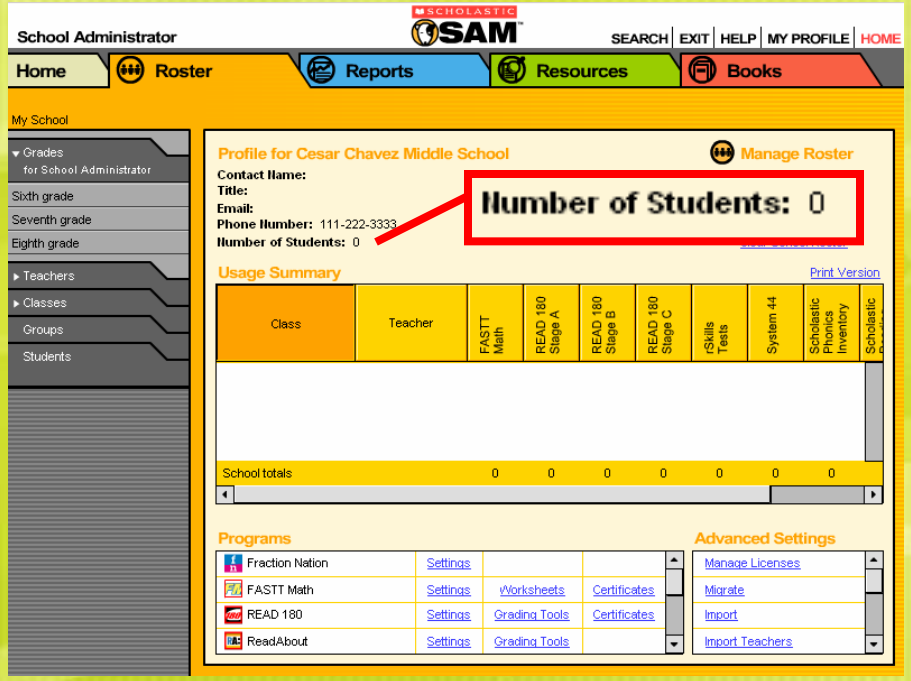


ENTERPRISE EDITION

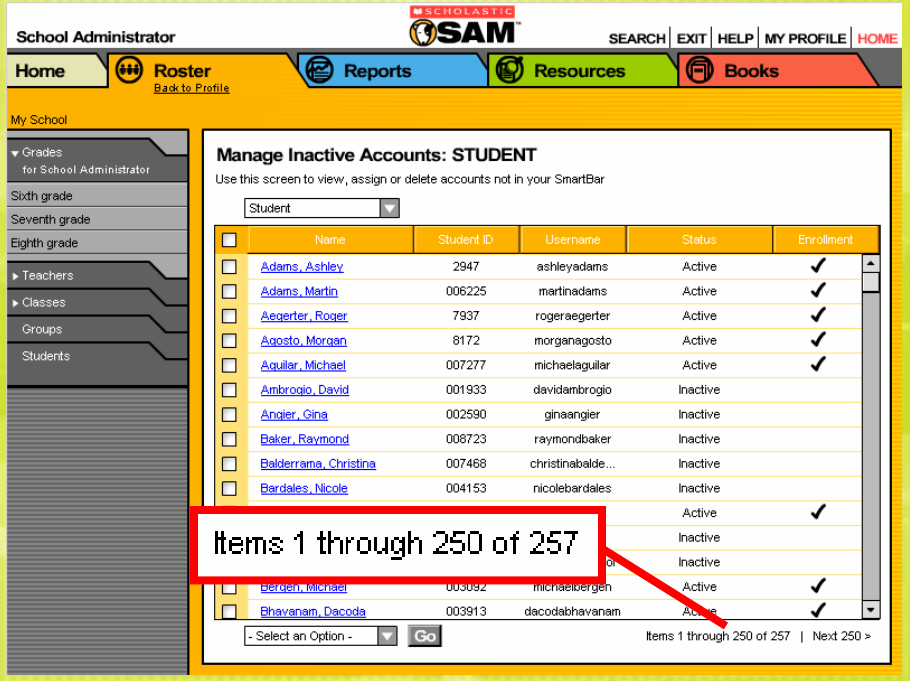
Technology and SAM Setup

Updating SAM:

Clear School Roster



After using Clear School Roster, note the number of students.
72 students before using Clear School Roster.
Also note no classes under Usage Summary.

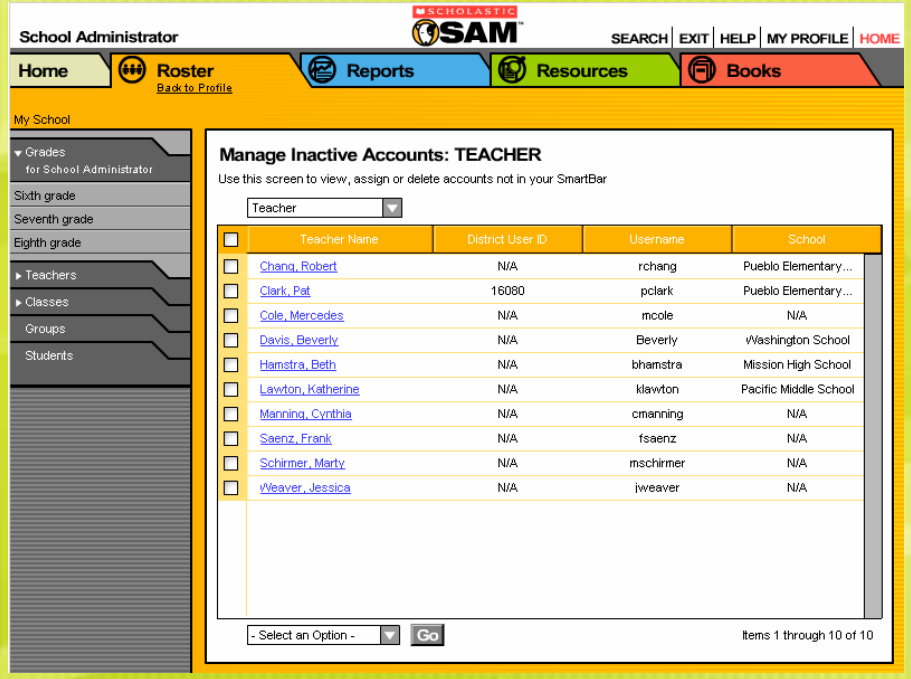


After using Clear School Roster, note the number of students in Inactive Accounts (MIA).
186 students in MIA before using Clear School Roster. Unlike MSPW, the "graduating class" was deactivated, not exported / deleted.

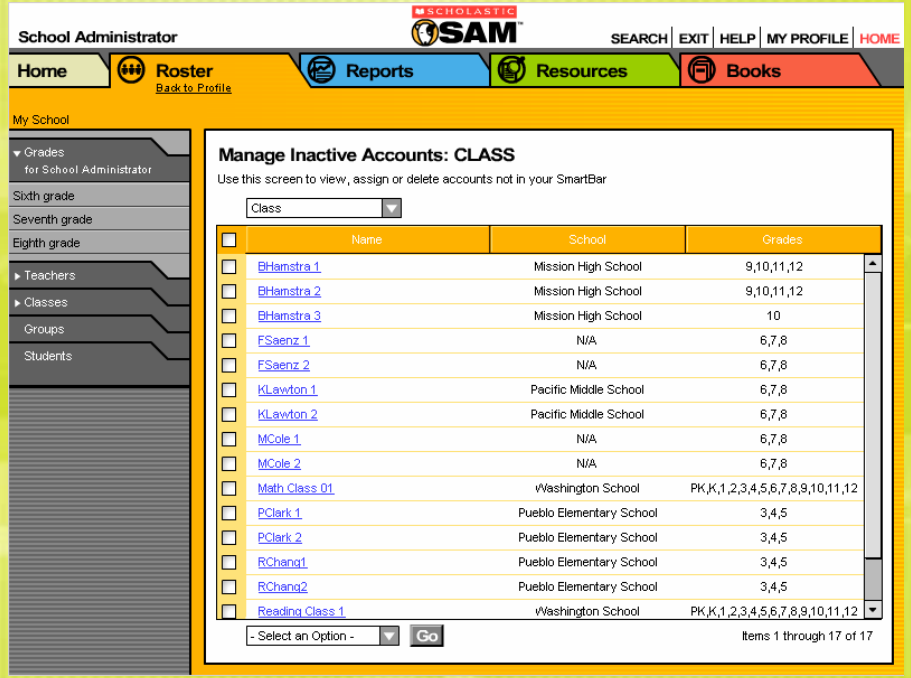
Technology and SAM Setup

Updating SAM:

Clear School Roster

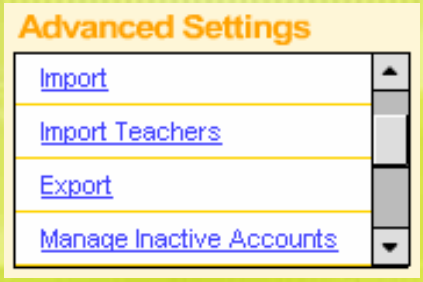


After using Clear School Roster, teachers from the school now appear in MIA. Teachers with "N/A" do not have an assigned school / class. MSPW left the teachers assigned to their class(es), so they were still active in the SmartBar.



After using Clear School Roster, classes from the school now appear in MIA. Classes with "N/A" do not belong to any school.
MSPW left the classes (without any students) active in the SmartBar.

Technology and SAM Setup

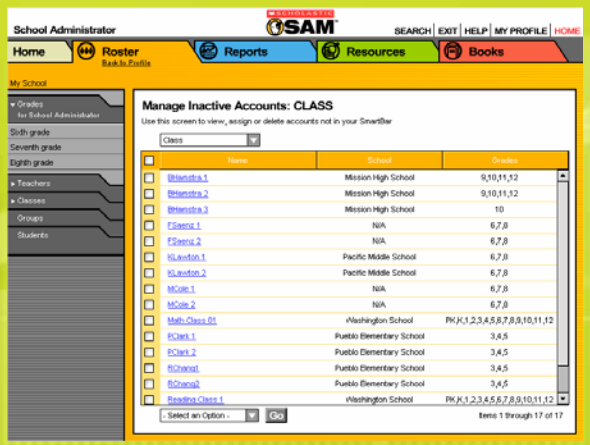


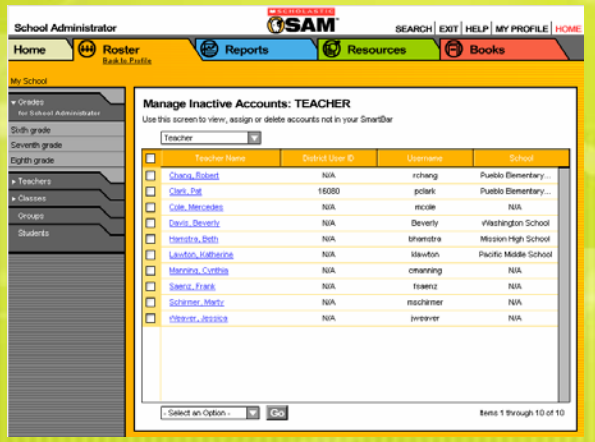
Roster Tab (lower right)

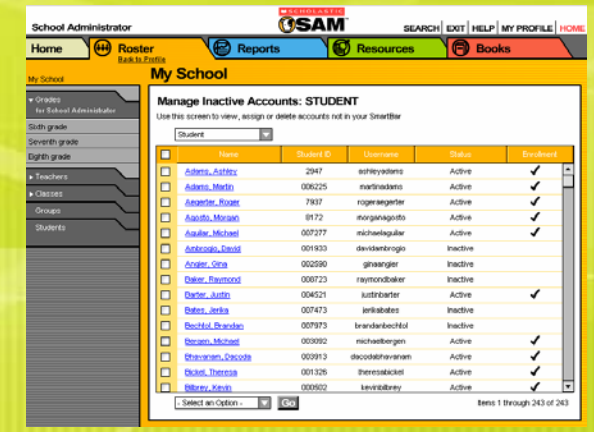
Updating SAM:

Clear School Roster – Next Steps

- Inactive classes will need to be individually assigned to the school or deleted. Or use a CSV Roster Import with class information to move / create classes.
- Inactive students will need to be individually assigned to a class or a CSV Student Roster Import run with class information (and updated grade).
- Student grade level will need to be individually updated or updated using a CSV Student Roster Import with the new grade level.
- Inactive Teachers will need to be individually assigned to a class or CSV Teacher Import run with class information.







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Technology and SAM Setup

References –

Clear School Roster

"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 11)

Manage Inactive Accounts

SAM Help (Enrolling, Adding and Enrolling Students)

"SAM v1.10.0 Enrolling and Managing Students in SAM" PDF (p 20)

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Technology and SAM Setup

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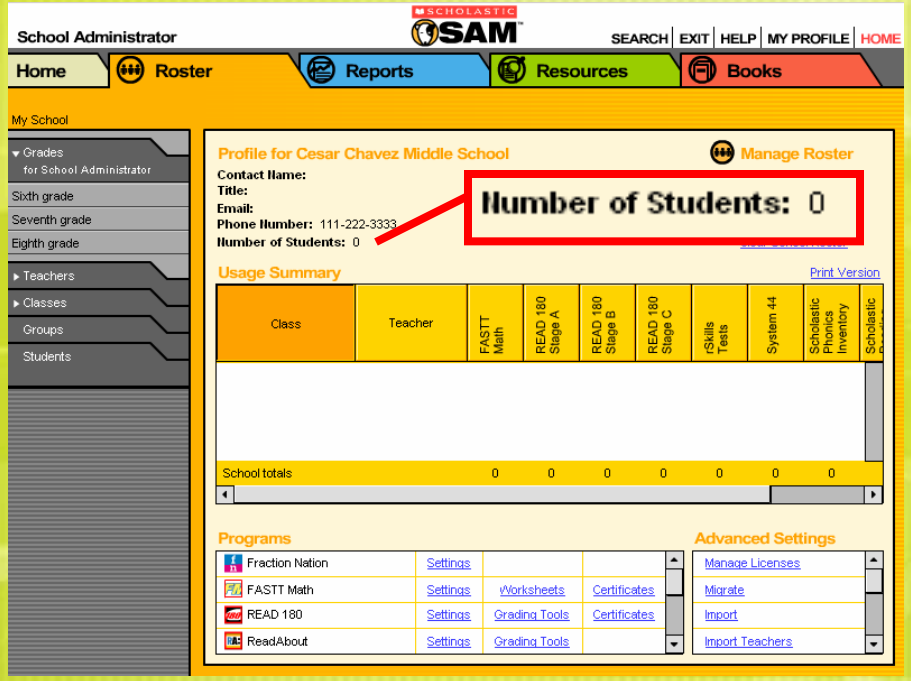
Manage Student Promotions Wizard (MSPW)	•Promotes students one grade •Removes students from classes (deactivates students) •Exports / Deletes "graduating class" (can be imported into another SAM server)	•Leaves classes in SmartBar with no students (classes must be individually deactivated) •Leaves teachers in SmartBar •Exceptions must be done individually	•Must be done by an Admin •Must be done per School (not at District level) •Deletes "graduating class" •Follow-up required •Produces a CSV file of promoted students
Clear School Roster (1.10)	•Quickly deactivates all classes, teachers, and students in the School	•Makes no changes to any student, class, or teacher (does deactivate) •Must use CSV import or manually activate students / teachers •Previous students remain in MIA	•Must be done by an Admin •Must be done per School (not at District level) •Follow-up required
CSV Student Roster Import CSV Teacher Import	•Create lots of students / teachers quickly •Update current profile •Assign students / teachers to a class •Can run multiple imports •Establish standards (username, passwords, class names, etc.)	•Will not deactivate students / teachers •Will not remove students / teachers from current school / class •Unused classes must be individually deactivated	•Must be done by an Admin •Good for large implementations •Need to get student info from SIS •Student Number (SIS_ID) is the Key Field

Technology and SAM Setup

Updating SAM:

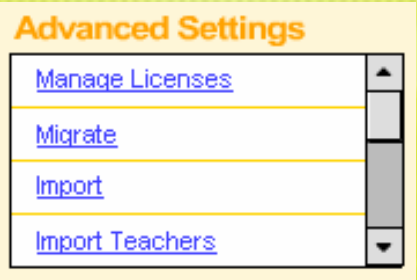
CSV Student Roster Import



Before running a CSV Student Roster Import, note the number of students in the school. The school can have current students, classes, and teachers.

Technology and SAM Setup

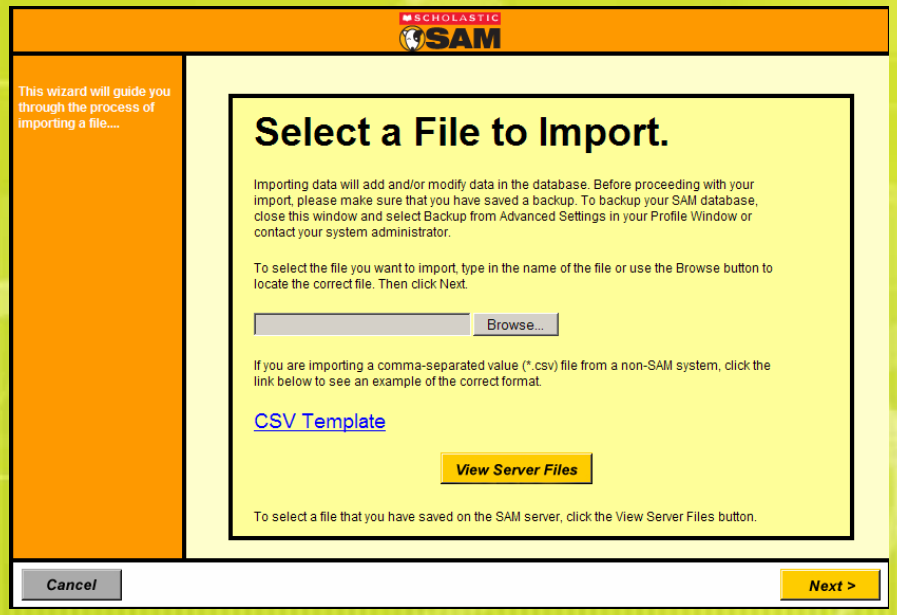
Updating SAM:



Roster Tab (lower right)

CSV Student Roster Import

- Must be done by an Administrator
- If run by a District Admin, import file can contain multiple schools
- Import file must contain all required fields
- Import file may also contain the optional fields
- Include School_Name and Class_Name columns to assign classes
- School_Name must exactly match the school spelling in SAM
- Reference the “Data Dictionary” on the Product Support Website



Technology and SAM Setup

Updating SAM:

CSV Student Roster Import

Top line must contain the headers according to the "Data Dictionary"

Student import must contain the five required fields:
User_Name, SIS_ID (student number),
First_Name, Last_Name, & Grade.

Password is not required. If not included, will be "generic" SAM password. Must meet minimum requirements.

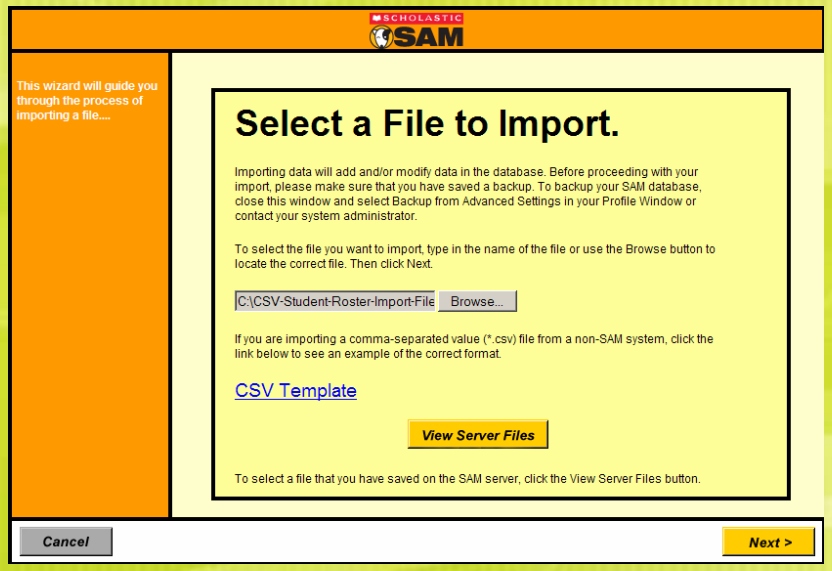
USER_NAME	SIS_ID	FIRST_NAME	LAST_NAME	GRADE	PASSWORD	SCHOOL_NAME	CLASS_NAME
davidambrogio	1933	David	Ambrogio	8	password1	Cesar Chavez Middle School	FSaenz 1
ginaangier	2590	Gina	Angier	7	password1	Cesar Chavez Middle School	FSaenz 2
raymondbaker	8723	Raymond	Baker	7	password1	Cesar Chavez Middle School	MCole 2
jerikabates	7473	Jerika	Bates	7	password1	Cesar Chavez Middle School	MCole 2
brandanbechtol	7973	Brandan	Bechtol	8	password1	Cesar Chavez Middle School	MCole 2
kelseybrown	5078	Kelsey	Brown	8	password1	Cesar Chavez Middle School	MCole 1

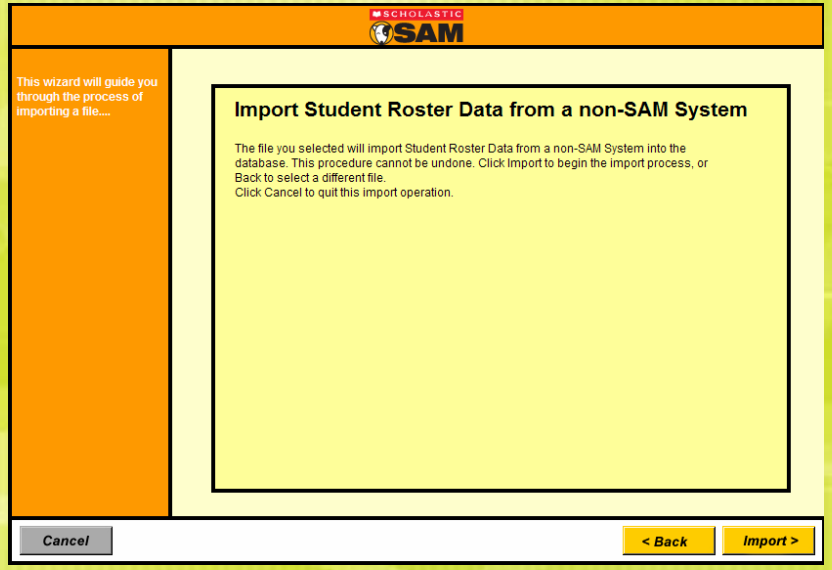
Can also contain School and Class information to assign students to a class.

Technology and SAM Setup

Updating SAM:

CSV Student Roster Import

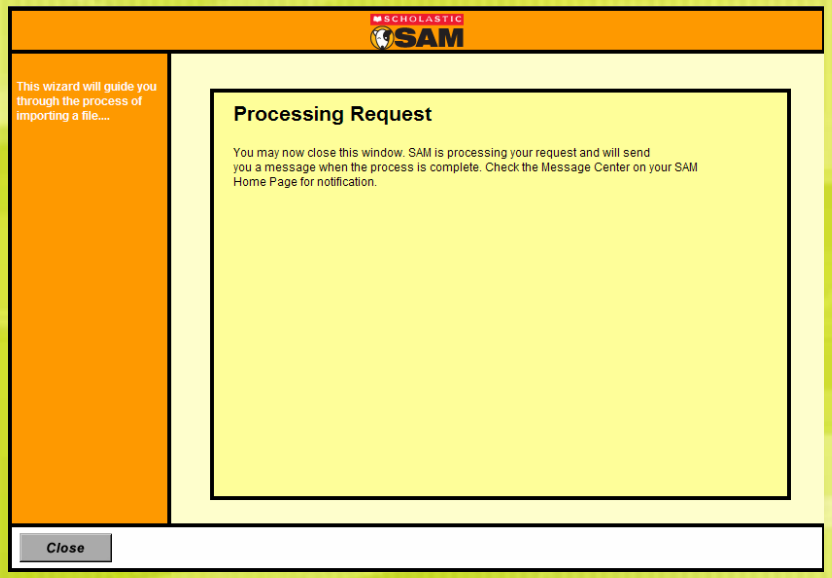


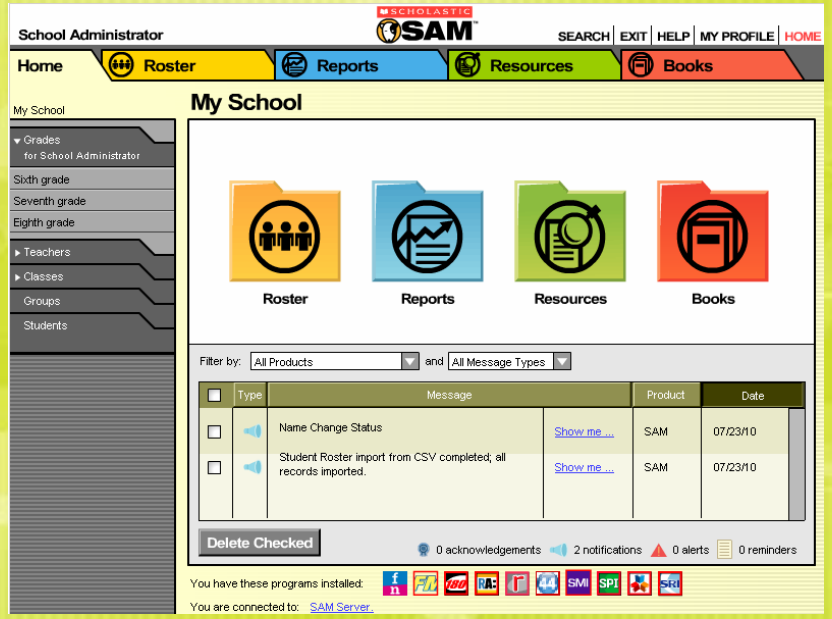


Technology and SAM Setup

Updating SAM:

CSV Student Roster Import





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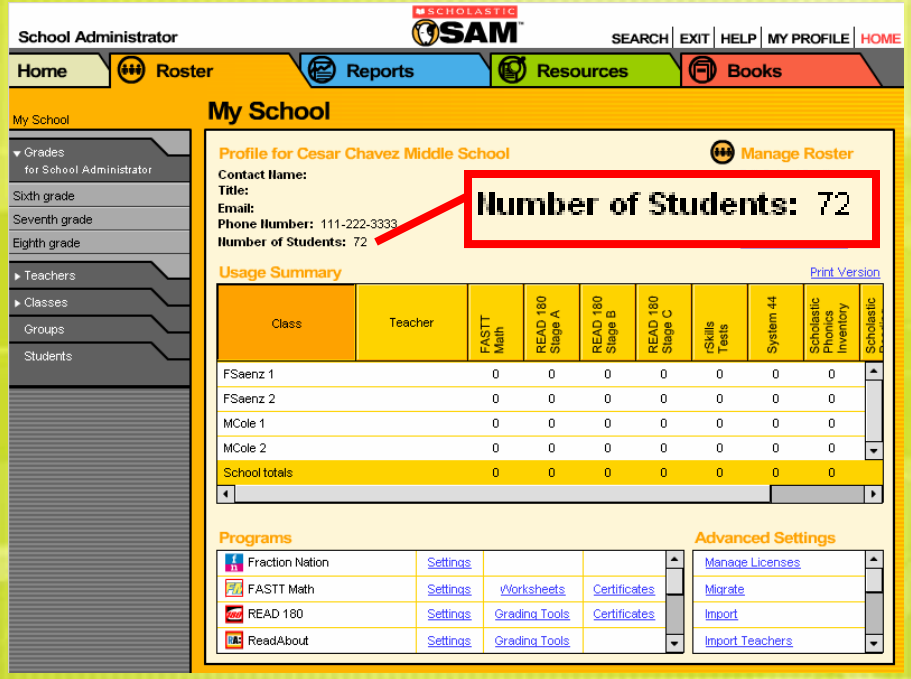
Technology and SAM Setup

Updating SAM:

CSV Student Roster Import

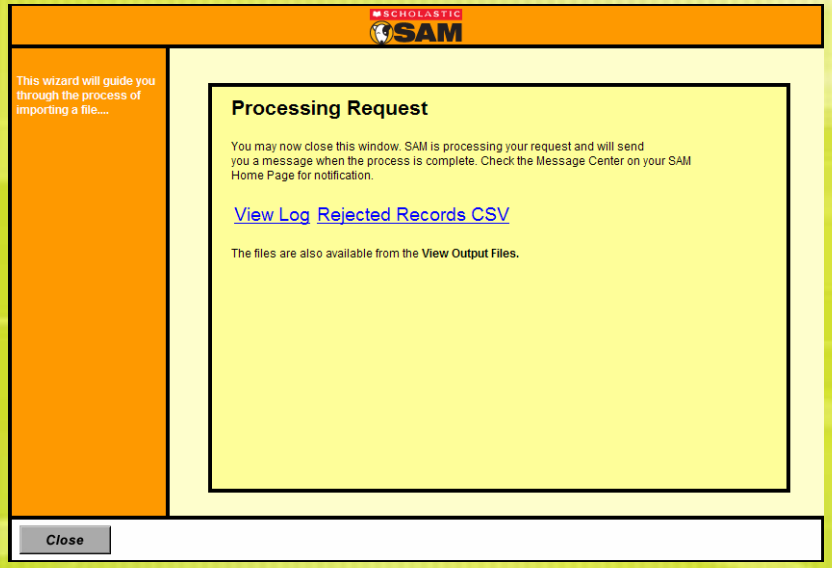


After running a CSV Student Roster Import, note the number of students in the school. The class totals under Usage Summary are still zero because no students are enrolled yet.

Technology and SAM Setup

Updating SAM:

CSV Student Roster Import



If there is an issue with any record, this screen will come up.

Technology and SAM Setup

Updating SAM:

CSV Student Roster Import

```
07/23/10 16:07  INFO  [CSV Roster Import] Starting Roster Import...
07/23/10 16:07  ERROR [CSV Roster Import] Duplicate SIS_ID:7718 for row 28
07/23/10 16:07  ERROR [CSV Roster Import] Duplicate SIS_ID:7718 for row 29
07/23/10 16:07  ERROR [CSV Roster Import] Duplicate SIS_ID:7718 for row 30
07/23/10 16:07  ERROR [CSV Roster Import] Invalid Grade for Student ID 6626
07/23/10 16:07  ERROR [CSV Roster Import] Invalid Grade for Student ID 2049
07/23/10 16:07  ERROR [CSV Roster Import] Invalid Grade for Student ID 7578
07/23/10 16:07  ERROR [CSV Roster Import] Invalid Grade for Student ID 609
07/23/10 16:07  ERROR [CSV Roster Import] Invalid Grade for Student ID 7188
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 1933
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 2590
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 8723
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 7468
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 4153
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 7473
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 7973
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 2342138290
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 5078
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 3586
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 8391
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 1615
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07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 5474
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 5748
07/23/10 16:07  ERROR [CSV Roster Import] Invalid School for Student ID 3856
```

"View Log" explains the problem with each record.

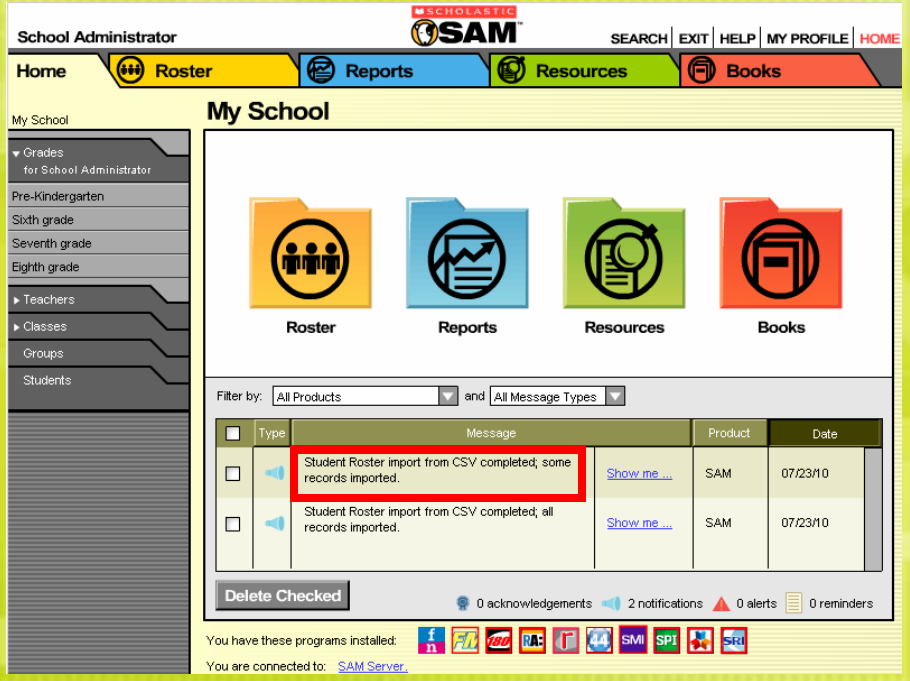
```
USER_NAME,SIS_ID,FIRST_NAME,LAST_NAME,GRADE,SCHOOL_NAME,CLASS_NAME
smoss,7566456465,santana,moss,10,Mission High School,BHamstra 3
ahaynesworth,35463456,albert,haynesworth,10,Mission High School,BHamstra 3
davidambrogio,1933,David,Ambrogio,7,Cesar Chavez School,FSaenz 1 ginaangier,2590,Gina,Angier,6,Cesar
Chavez School,FSaenz 2 raymondbaker,8723,Raymond,Baker,6,Cesar Chavez School,MCole 2
christinabalderrama,7468,Christina,Balderrama,8,Cesar Chavez School,MCole 2
nicolebardales,4153,Nicole,Bardales,8,Cesar Chavez School,MCole 1 jerikabates,7473,Jerika,Bates,6,Cesar
Chavez School,MCole 2 brandanbechtol,7973,Brandan,Bechtol,7,Cesar Chavez School,MCole 2
christinebracco,2342138290,Christine,Bracco,7,Cesar Chavez School,FSaenz 1
kelseybrown,5078,Kelsey,Brown,7,Cesar Chavez School,MCole 1
mitchellbuman,3586,Mitchell,Buman,7,Cesar Chavez School,FSaenz 2 soledadburt,8391,Soledad,Burt,8,Cesar
Chavez School,MCole 2 aixacamacho,1615,Aixa,Camacho,7,Cesar Chavez School,FSaenz 1
emmanuelcherry,6752,Emmanuel,Cherry,7,Cesar Chavez School,MCole 2
amberciccarone,3935,Amber,Ciccarone,6,Cesar Chavez School,MCole 1
arcadioconrad,7633,Arcadio,Conrad,6,Cesar Chavez School,MCole 2
gerrellcusimano,5474,Gerrell,Cusimano,7,Cesar Chavez School,MCole 1
johndamron,5748,John,Damron,6,Cesar Chavez School,MCole 1 danieldeleo,3856,Daniel,Deleo,7,Cesar
Chavez School,FSaenz 2 amirenriquez,6626,Amir,Enriquez,0,Cesar Chavez Middle School,MCole 1
chelseaepperly,2049,Chelsea,Epperly,0,Cesar Chavez Middle School,FSaenz 1
kristenestrada,7578,Kristen,Estrada,13,Cesar Chavez Middle School,MCole 2
candacefigueroa,609,Candace,Figueroa,13,Cesar Chavez Middle School,FSaenz 1
davidfink,7188,David,Fink,13,Cesar Chavez Middle School,MCole 2 marygause,7718,Mary,Gause,6,Cesar
Chavez Middle School,MCole 2 candacegee,7718,Candace,Gee,6,Cesar Chavez Middle School,FSaenz 1
courtneygjertsen,7718,Courtney,Gjertsen,6,Cesar Chavez Middle School,MCole 2
```

"Rejected Records CSV" is a list each record that was not imported.

Technology and SAM Setup

Updating SAM:

CSV Student Roster Import

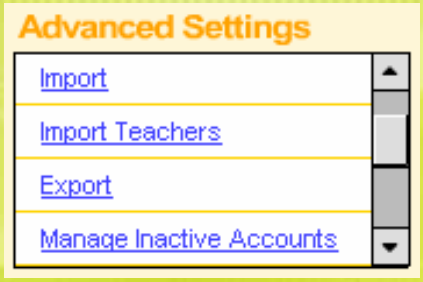


Student Roster import from CSV completed; some records imported.

"SOME records imported": Records without issues were imported, those with issues were rejected

Technology and SAM Setup

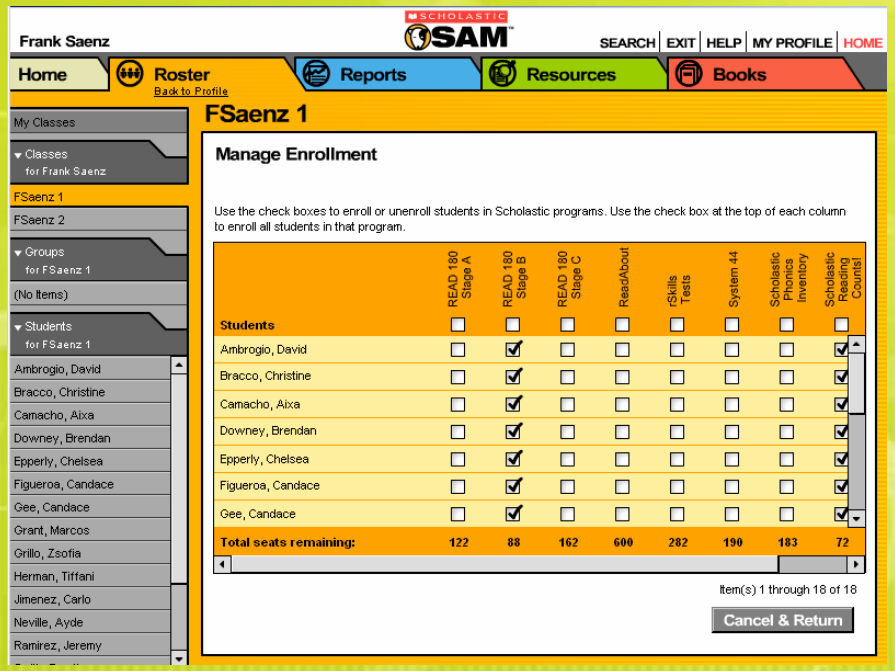
Updating SAM:



Roster Tab (lower right)

CSV Student Roster Import – Next Steps

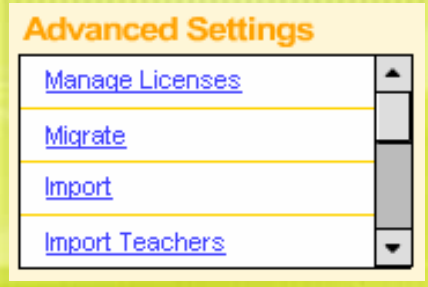
- Enroll students in appropriate programs
- If School / Class was not included in the import, then assign students to a class through Inactive Accounts (MIA)



ENTERPRISE EDITION

Technology and SAM Setup

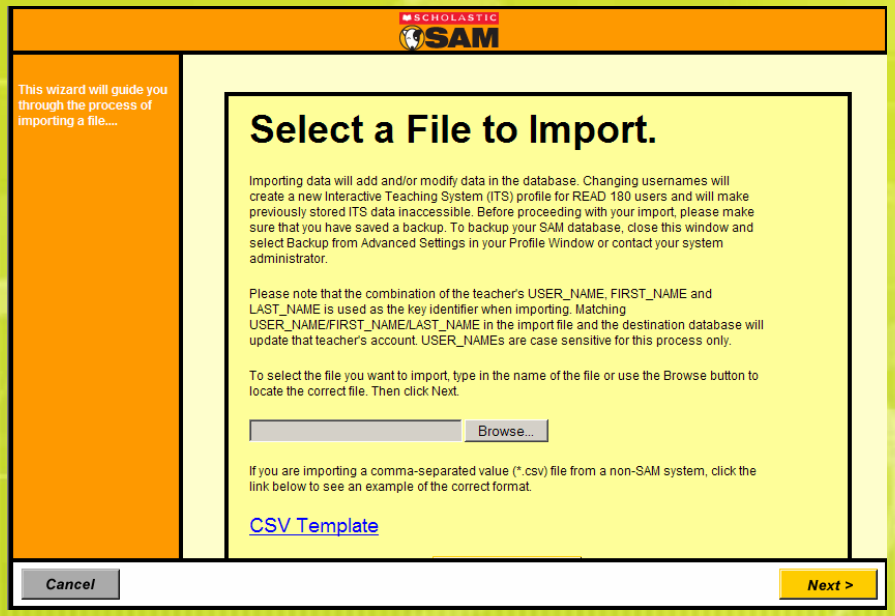
Updating SAM:



Roster Tab (lower right)

CSV Teacher Import

- Must be done by an Administrator
- If run by a District Admin, import file can contain multiple schools
- Import file must contain all required fields
- Import file may also contain the optional fields
- Include School_Name and Class_Name columns to assign classes
- School_Name must exactly match the school spelling in SAM
- Reference the “Data Dictionary” on the Product Support Website



Technology and SAM Setup

Updating SAM:

CSV Teacher Import

Top line must contain the headers according to the "Data Dictionary"

Teacher import must contain the four required fields: First_Name, Last_Name, Email, User_Name.

Password is not required. If not included, will be "generic" SAM password. Must meet minimum requirements.

FIRST_NAME	LAST_NAME	EMAIL	USER_NAME	PASSWORD	SCHOOL_NAME	CLASS_NAME
Frank	Saenz	fsaenz@ccms.edu	fsaenz	password1	Cesar Chavez Middle School	FSaenz 1
Mary	Cole	mcole@ccms.edu	mcole	password1	Cesar Chavez Middle School	MCole 1

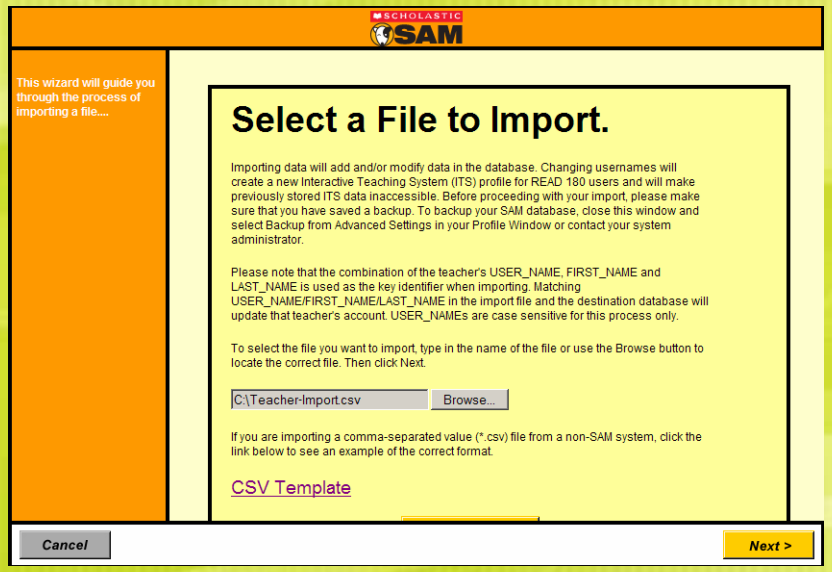
Can also contain School and Class information to assign teachers to a class.

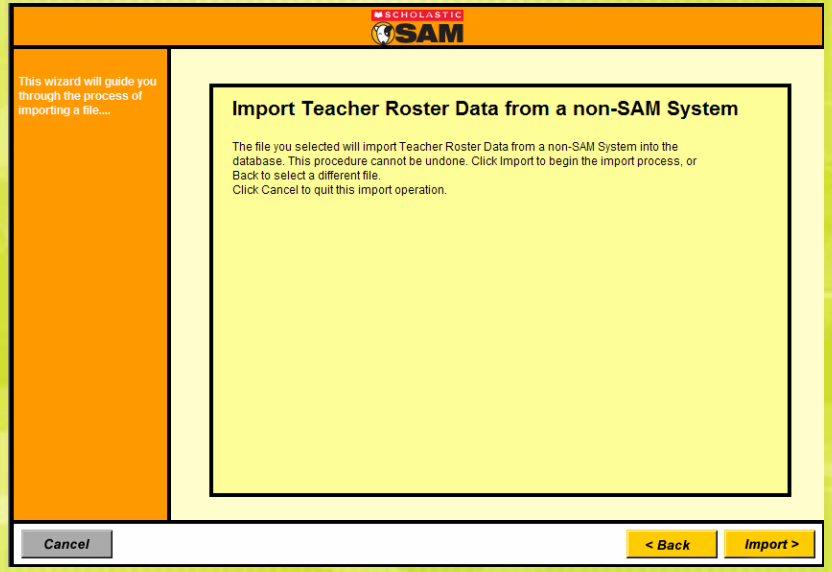
The teacher's SAM username and password will be used for their ITS / DTZ login.

Technology and SAM Setup

Updating SAM:

CSV Teacher Import

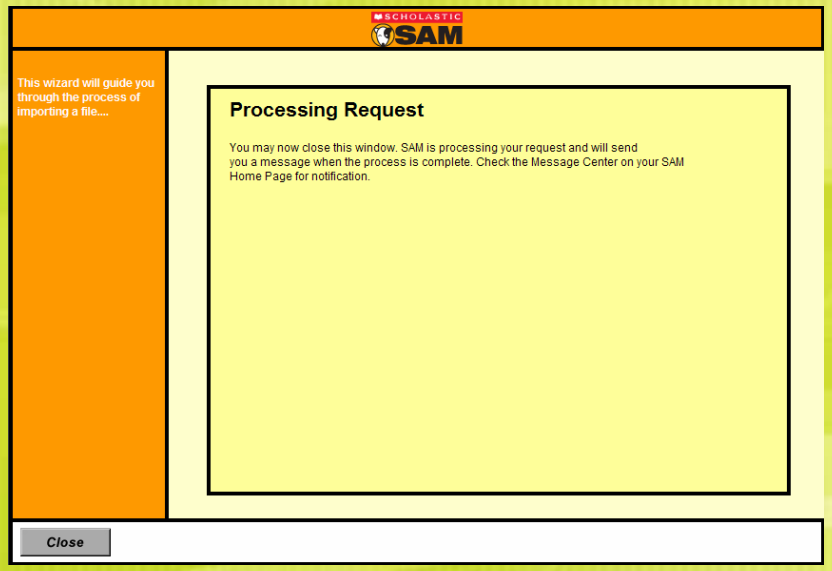


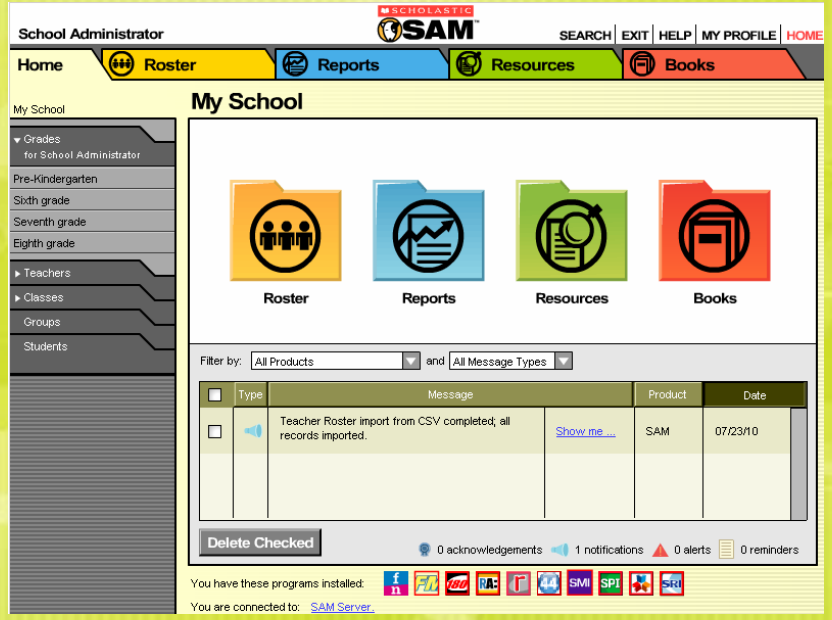


Technology and SAM Setup

Updating SAM:

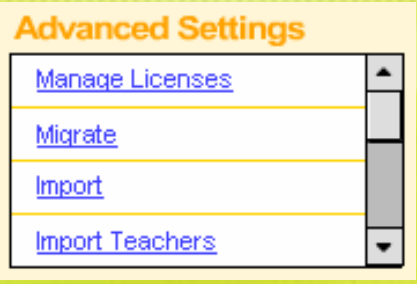
CSV Teacher Import





ENTERPRISE EDITION

Technology and SAM Setup



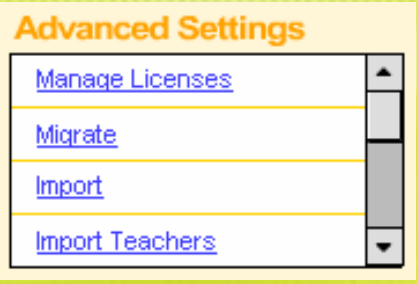
Roster Tab (lower right)

Updating SAM:

CSV Student Roster and Teacher Import

- Must be done by an Administrator
- If run by a District Admin, import file can contain multiple schools
- Import file must contain all required fields
  - Students: SIS_ID, User_Name, First_Name, Last_Name, Grade
  - Teachers: First_Name, Last_Name, Email, User_Name
- SIS_ID (Student Number) is the key field for students
- Be very careful when student numbers have leading zeros
- First_Name / Last_Name / User_Name combination is the key for the teachers
- User_Name must be unique for everyone. If importing a User_Name (with a different SIS_ID), a number will be appended to the new record during the import.
- Password is not a required field, but if not included the user will be imported with the default system password.
- Password must meet the minimum requirements as set in the SAM Server Utility.

Technology and SAM Setup



Roster Tab (lower right)

Updating SAM:

CSV Student Roster and Teacher Import

- Import file can only contain student or teacher one time
- Import file may also contain the optional fields (demographics, AYP)
- Include School_Name and Class_Name columns to assign a class
  - School_Name must exactly match the school spelling in SAM
  - Import will create class if not already in SAM
- Subsequent imports will update the student profile based on SIS_ID (including username, password, grade, AYP, add to another class, etc.)
- Subsequent imports can be run to place students / teachers in additional classes
- Imports will not remove students / teachers from their current class
- Suggested to import students first then teachers
- If including Lexile_Score and Lexile_Date, must date must be newer than any current Lexile (SRI) score for the student.
- Teacher User_Name and Password will be used for their ITS / DTZ login
- Reference the “Data Dictionary” on the Product Support Website

Technology and SAM Setup

Updating SAM:

References –

CSV Student Roster Import

- "SAM Data Dictionary for Enterprise Edition" v1.9
- "SAM v1.10.0 Data Management Manual" PDF (p 25)
- SAM Help (Data Movement, Roster Import)
- SAM Import Wizard: CSV Template

CSV Teacher Import

- "SAM Data Dictionary for Enterprise Edition" v1.9
- "SAM v1.10.0 Data Management Manual" PDF (p 30)
- SAM Help (Data Movement, Roster Import, Teacher Roster File Format)
- SAM Teacher Import Wizard: CSV Template

SAM Server Utility

- "Tech Director's Guide" PDF (to set the password requirements)

Resource: Data Dictionary and PDFs are on the Product Support Website: www.edproductsupport.scholastic.com

Let's take a poll…

Choose from the following options to complete the sentence starter:

An option I have for managing students in SAM is…

a) Individually updating classes / teachers / students
b) Utilizing the Promotions Wizard
c) Clearing school rosters
d) Doing a CSV import
e) Any or any combination of the above

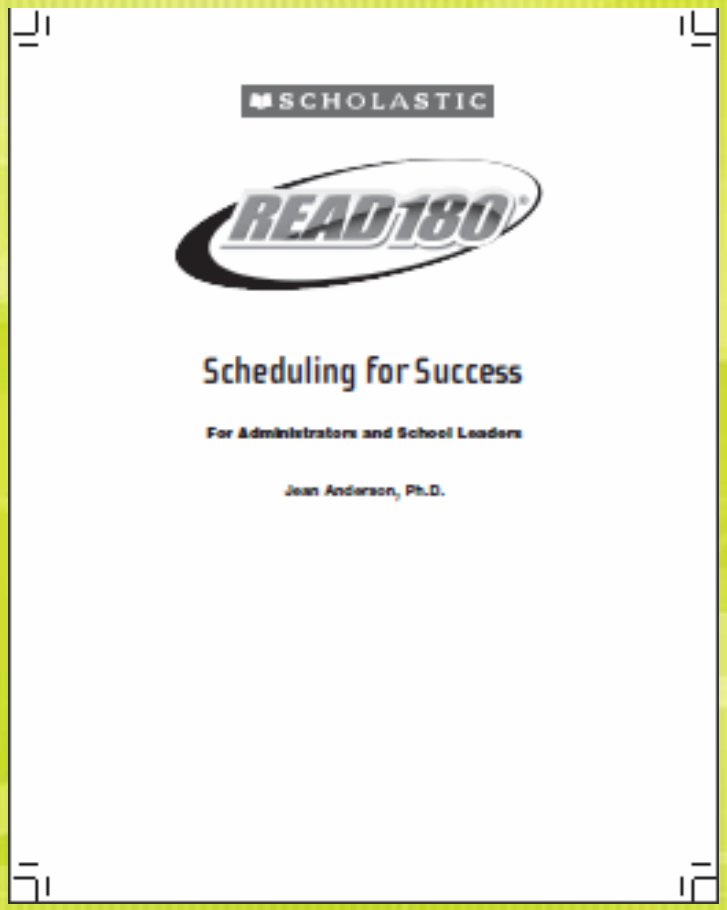
How can we start planning for success?

The READ 180 instructional model recommends a 90 minute class period with 15-21 students. So how can you schedule this time?

The scheduling solution:

- A commitment to ensuring all students learn to read
- An emphasis on students' needs as core
- Creativity in scheduling classes

Scheduling For Success



- Two options for Elementary
- Eight options for Secondary
- Includes information on:
  - Selecting teachers
  - Earning High School credits
  - Advantages
  - Disadvantages

Resource: *Scheduling for Success* Booklet (pdf)

Options include the following:

Elementary

1) School-Wide 90-Minute Block
2) Pull-Out *READ 180* Lab

Secondary

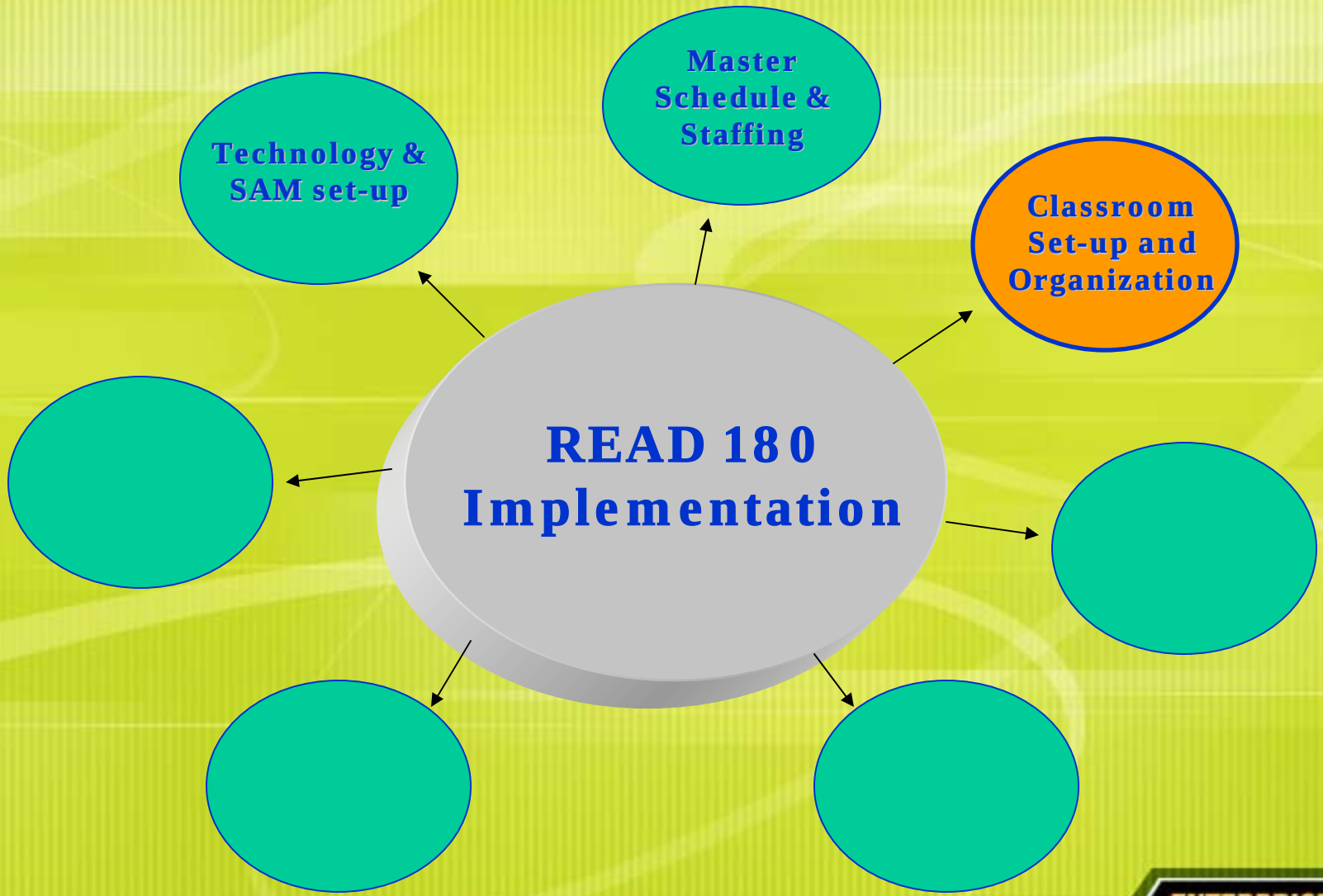
1) Two Plus One: Two consecutive periods for reading plus an extra LA block (often one block in place of an elective)
2) Two Plus One/ESL: Two consecutive periods for reading plus an extra ESL English course
3) One Plus One: Two consecutive periods combining rding and LA, leaving 20 min. for LA instruction outside of 90 min. model
4) 90/90 Block: 3 consecutive periods of rding and LA with a switch midway for 90 min. of READ 180.
5) Zero Hour: Begin READ 180 during first 35 min (homeroom) as an addition to period one.
6) Extended Day: adding 35 min. after conventional schedule
7) 4 x 4 Block: Yearlong course completed in one semester with READ 180 enrollment over both semesters
8) A/B Block: Alternating days over 2 semesters with READ 180 daily in two 90 min. blocks (Block scheduling: Block A and then the following day in Block B)

Selecting the right *READ 180* Teacher

Qualities of the right *READ 180* teacher:

- ☐ Has the desire to work with older, struggling students
- ☑ Believes that these students can and will become successful readers
- ☐ Has high expectations for all students
- ☑ Makes a commitment to implement the *READ 180* Instructional Model
- ☑ Has strong classroom management skills
- ☐ Understands that the older student is motivated by respect, choice, and safety
- ☐ Has a desire to learn about teaching the reading and writing process
- ☑ Has a commitment to continued professional development
- ☐ Possesses a positive attitude
- ☐ Is flexible with instruction - using whole group, small group, and one-on-one as necessary
- ☐ Is committed to providing a print-rich environment within the classroom
- ☐ Is committed to teaching with the “to, with, and by” model of literacy instruction
- ☑ Is dedicated to individualized instruction
- ☑ Is comfortable with multiple learning groups occurring at the same time in the classroom
- ☑ Is dedicated to utilizing technology to support the reading and writing process

How can we start planning for success?



Developing a Functional Classroom

Things to consider:

- Set up four distinct areas conducive to the rotational model
- Organize space and materials for optimum student achievement
- Have functional equipment, adequate supplies, and established routines for each rotation
- Provide space for motivational displays of student achievement
- Have copies available for student and teacher use

Resource: *Classroom Set-up and Organization* (doc)

Whole Group

Tips for Whole group:

- Utilize tables or desks in an arrangement conducive to daily use of structured engagement routines (pairs, groups)
- Label rotations and provide for an “one-way” flow of traffic having students move from independent reading to small group
- Post groups; allowing for flexible grouping opportunities
- Organize equipment and materials for ease of use

Resource: *Ideas for…in photos* (doc)

Small Group

Tips for small group:

- Provide seating conducive to focused, explicit, differentiated instruction using the rBook and other READ 180 resources
- Teacher needs to have clear view of all areas of classroom
- Have supplies for student use readily available
- Provide means for visual instruction (ie. Chart paper, wipe-off board, etc.)
- Use rBook and other READ 180 resources for differentiated instruction

Independent Reading

Tips for independent reading:

- Create an inviting reading atmosphere
- Organize measures of accountability for independent access and completion
- Organize supplemental books by Lexile
- Post the Read 180 books poster for student interaction
- Have equipment for audiobooks accessible
- Be flexible with seating arrangement to minimize distractions

Instructional Software

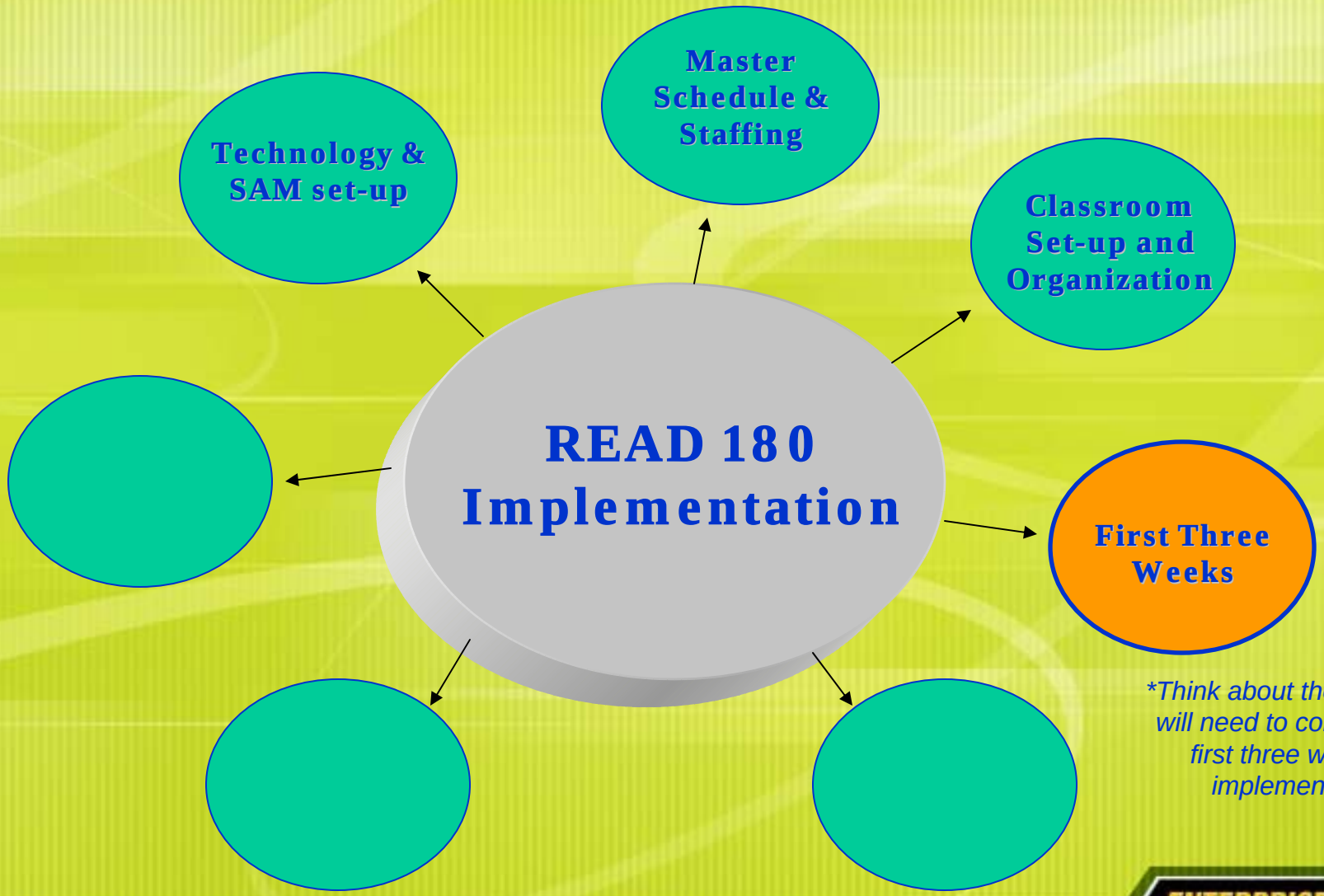
Tips for Instructional Software:

- Ensure monitor screens are within teachers view
- Establish routines to monitor ancillary equipment
- Number or label computers and assign students
- Post procedures and topic software poster within station

Create Motivational Displays

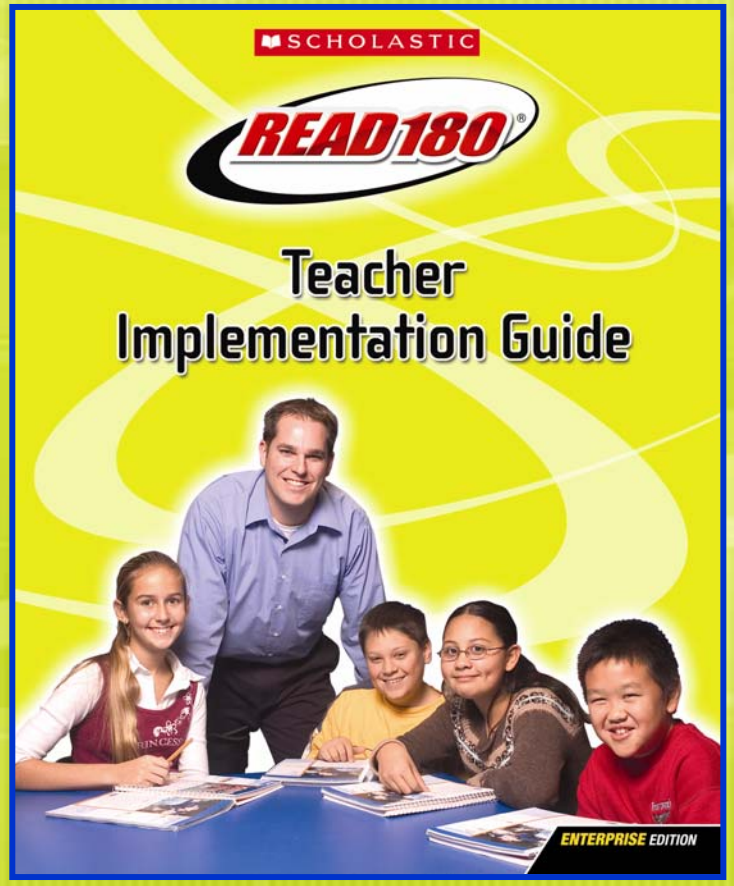
Organize Materials

How can we start planning for success?

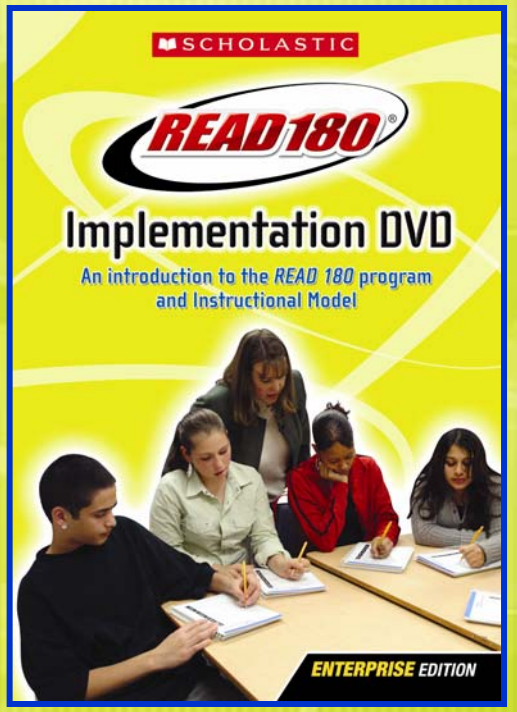


*Think about the tasks you will need to complete the first three weeks of implementation

Refer to the Teacher Implementation Guide from Day 1 & 2 In-Person Trainings

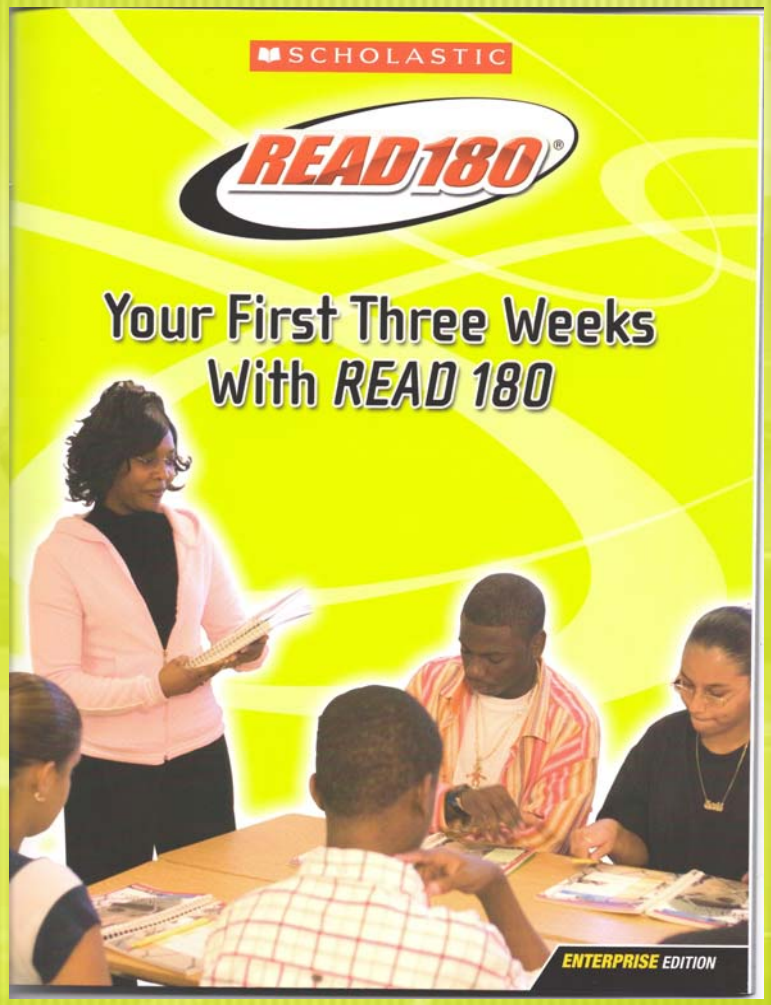


Review the Implementation DVD For On-Going Support



*Overview section for students and parents

Planning and Implementing the First Three Weeks



Resource: *First Three Weeks* booklet

Planning for Instruction

- Follow *First Three Weeks* lesson plans
- Administer the SRI test
- Plan for flexible grouping
  - Initially group by Lexile levels
  - Regroup by skill need at Checkpoints
- Follow pacing and planning guide at start of Workshop One
- Plan for differentiated instruction using checkpoints
- Plan for special populations

Resources: *Classroom Set-up and Organization (Planning)* (doc)
Tips for using READ 180 with ELL and Students With Disabilities (doc)

Week One Planner

	Building Community	Managing the Instructional Model	Introducing the Software	Selecting Books	Practicing Routines
Day One	• **New Names** (20 minutes) **p. 10**	• **Introducing the Program** With the *READ 180* Implementation DVD (20–30 minutes) **p. 11**	• **Demonstrating the Software** Using the *READ 180* Demo CD (20–30 minutes) **p. 12**		• Performing a Read Aloud With a Nonfiction title from the Library (10–20 minutes) **p. 13**
Day Two	• **"I'm Looking For Someone Who..."** (20 minutes) **p. 14**	• Reviewing the Instructional Model With the Instructional Model Poster (10 minutes)	• **Demonstrating the Reading Zone** Using the *READ 180* Demo CD (20–30 minutes) **p. 15**	• Introducing the Library With a **Book Pass** (20–30 minutes) **p. 16**	
Day Three	• **Can It Be True?** (10 minutes) **p. 17**	• **Previewing Whole-Group Instruction and the *rBook*** (20–30 minutes) **p. 18**	**Demonstrating the Word Zone** Using the *READ 180* Demo CD (20–30 minutes) **p. 19**		• Performing a Read Aloud With a Fiction title from the Library (10–20 minutes)
Day Four	• **Buddy Bingo** (30 minutes) **p. 20**	• Introducing the Rotation Tracking Chart (blank) (5 minutes)	• **Demonstrating the Spelling Zone** Using the *READ 180* Demo CD (20–30 minutes) **p. 21**	• Introducing the Library With a **Book Search** (30 minutes) **p. 22**	
Day Five	• **The Week in Review** (10 minutes) **p. 23**	• **Wrapping-Up the *READ 180* Day** (20–30 minutes) **p. 25**	**Demonstrating the Success Zone** Using the *READ 180* Demo CD (20–30 minutes) **p. 24**		• Performing a Read Aloud With an Audiobook from the Library (10–20 minutes)

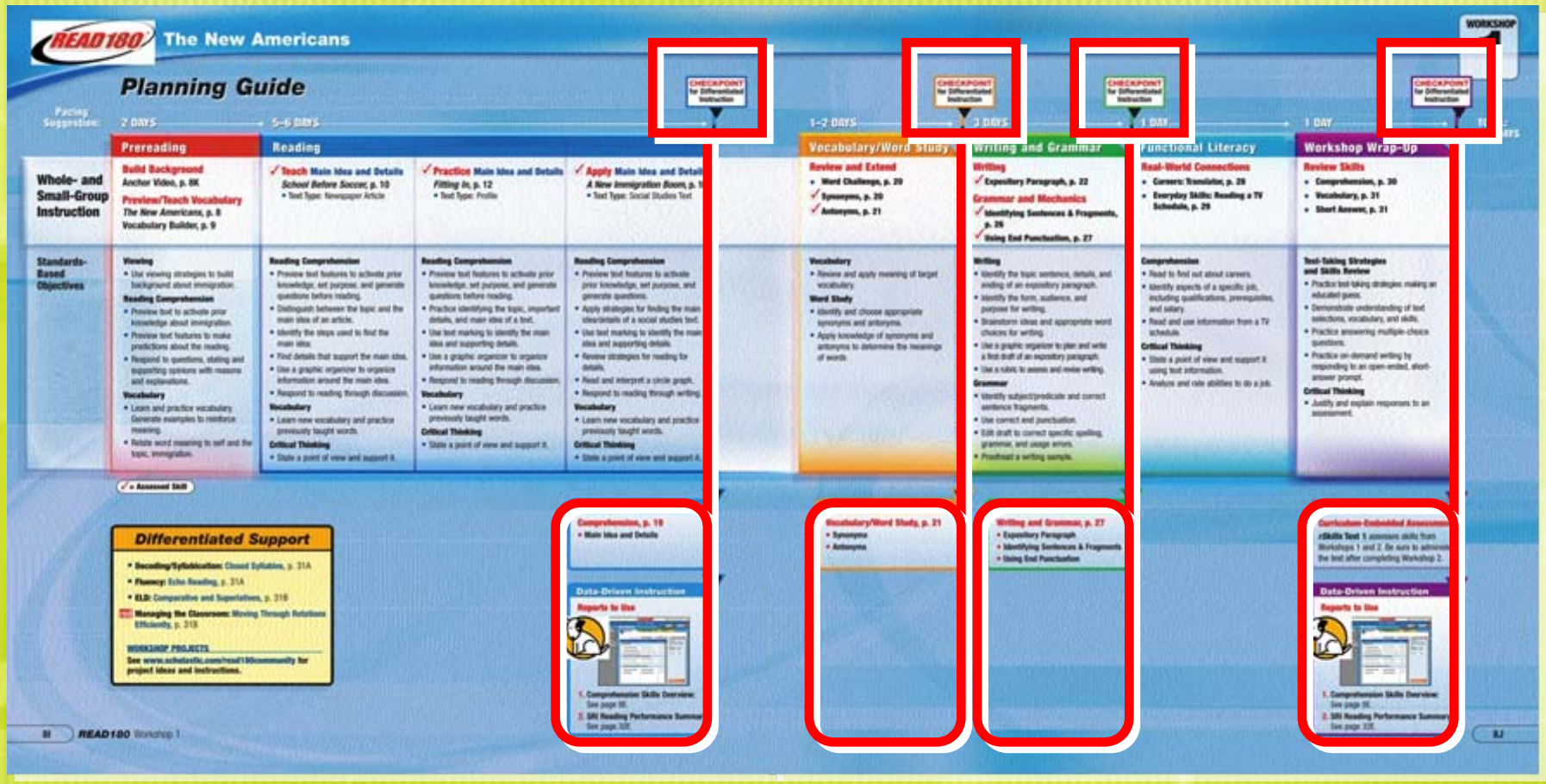
Week Two Planner

	Building Community	Managing the Instructional Model	Introducing the Software	Selecting Books	Practicing Routines
Day Six	• "Doodle Dos" (10 minutes) **p. 30**	• **Establishing Rotation Routines and Procedures** (20–30 minutes) **p. 32**		• **Surveying Reading Interests** (20–30 minutes) **p. 33** ✓	• **Using Oral Cloze With a Read Aloud** (20 minutes) **p. 31**
Day Seven		• **Modeled and Independent Reading: Routines and Procedures** (20–30 minutes) **p. 35** ✓	• **Administering the Scholastic Reading Inventory** (30 minutes) **p. 36**	• Reviewing the Reading Log (10 minutes) ✓	• **Using Think (Write)-Pair-Share With a Read Aloud** (20 minutes) **p. 34**
Day Eight	• Taking a Stand (10 minutes) **p. 37**	• **Instructional Software: Routines and Procedures** (20–30 minutes) **p. 40**		• **Choosing Books** and Assigning Groups (20–30 minutes) **p. 39** ✓	• **Using Idea Wave With a Read Aloud** (20 minutes) **p. 38**
Day Nine		• **Introducing Small-Group Instruction With the *rBook*** (70 minutes) **p. 42**		✓	• **Using Numbered Heads With a Read Aloud** (20 minutes) **p. 41**
Day Ten		✓	• **Practicing Full Rotations** (90 minutes) **p. 43**		

Week Three Planner: Teaching With the *rBook*, Workshop 1

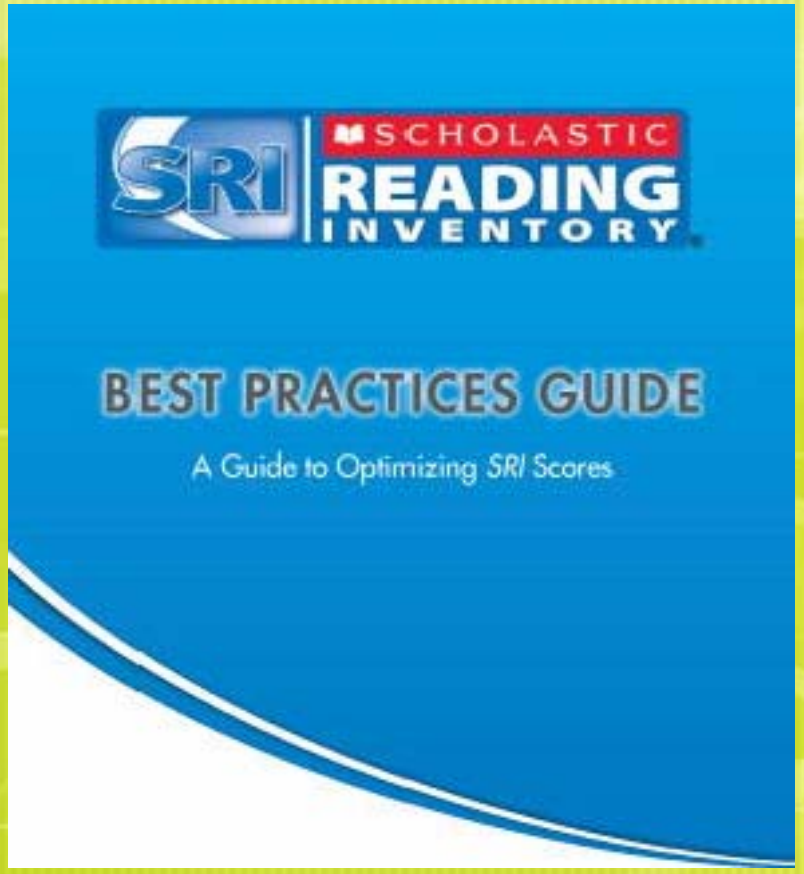
	Whole-Group Instruction 20 minutes	Small-Group Instruction 20 minutes	Instructional Software 20 minutes	Modeled and Independent Reading 20 minutes	Whole-Group Wrap-Up 10 minutes
Day 11	• View the Anchor Video.	• Review the Anchor Video.	• Stress the importance of reading the Reading Zone passage every day.	• Listen to students read from their current Paperbacks.	• Focus on classroom management and how to improve transitions between rotations.
Day 12	• Do a Shared Reading Workshop Introduction.	• Complete a Vocabulary Builder.	• Encourage students to share their Topic Software with you.	• Have students complete a Quick Write.	• Have students finish the sentence "I am most excited about..."
Day 13	• Do a Shared Reading: Stage A: *I Survived the Yellowstone Fire* Stage B: *School Before Soccer* Stage C: *Juanes—Song of Survival*	• Focus on Main Idea and Details.	• Have students complete a QuickWrite.	• Focus on developing students' reading strategies with the Audiobook coach.	• Encourage students to finish the sentence "I am still confused about..."
Day 14	• Do a Shared Reading: Stage A: *Smoke Jumpers* Stage B: *Fitting In* Stage C: *Beyond Brave*	• Focus on Main Idea and Details.	• Discuss students' answers to QuickWrites.	• Engage students with discussion questions from *Audiobooks Teaching Resources.*	• Discuss how students can apply what they learn in *READ 180* to other subjects.
Day 15	• Do a Shared Reading: Stage A: *Getting the Job Done* Stage B: *Starting Over* Stage C: *Fearless*	• Focus on Main Idea and Details.	• Engage students with discussion questions from *Topic Software Teaching Resources.*	• Review students' Reading Logs with them.	• Have students complete QuickWrites on their independent reading or Topic Software.

Planning and Pacing



ENTERPRISE EDITION

Administering the SRI Test



Resource: *SRI Best Practices* booklet

SRI Test-Taking Tips

- For first time SRI test takers, be sure to target student levels to increase accuracy of scoring and placement in the READ 180 software
- Prepare students for the SRI testing experience
- Administer the test in an positive testing environment
- Upon test completion, pull data from SRI Reports within SAM and provide student feedback and goal setting through conferencing

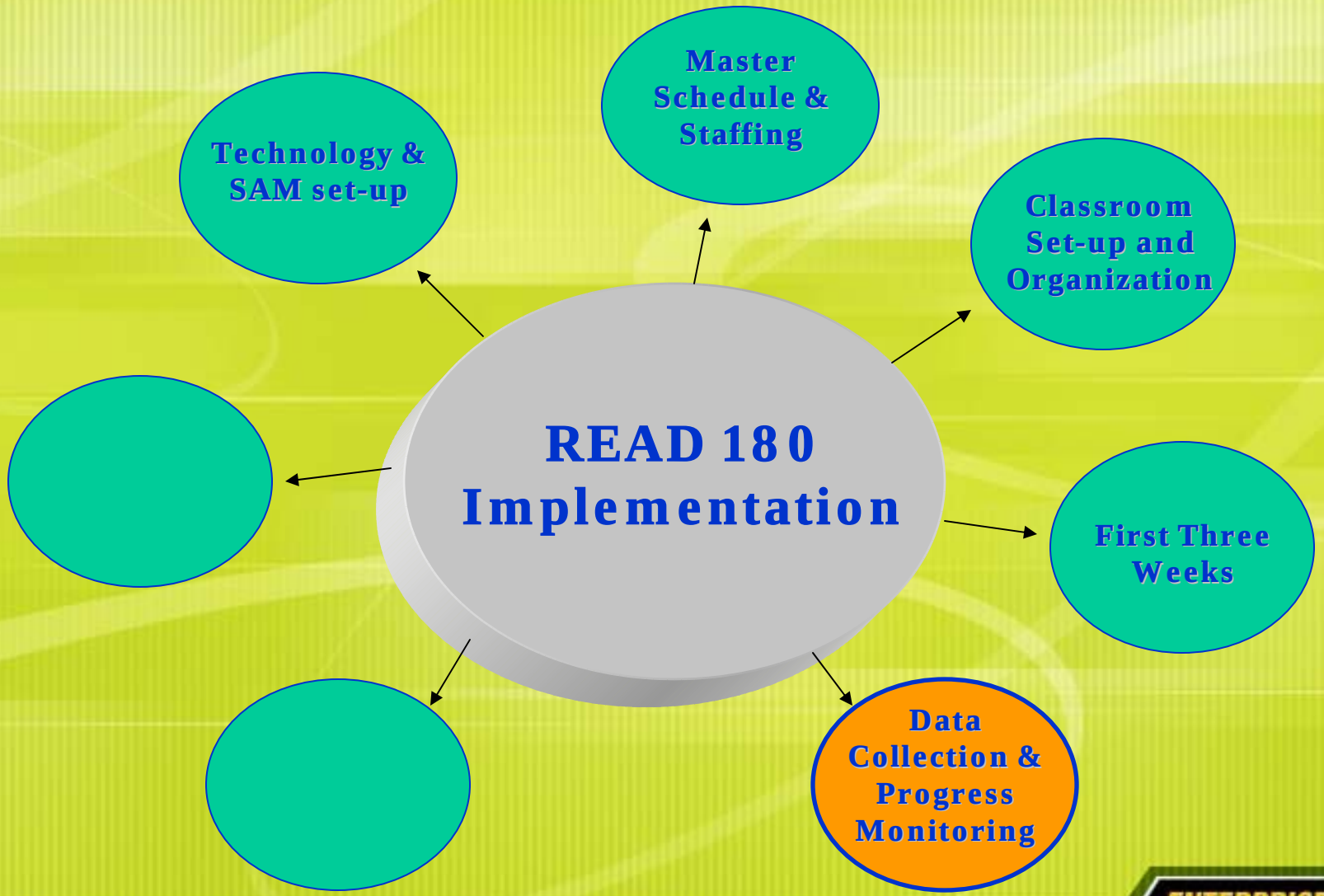
Resource: *SRI Test-Taking Tips* (doc)

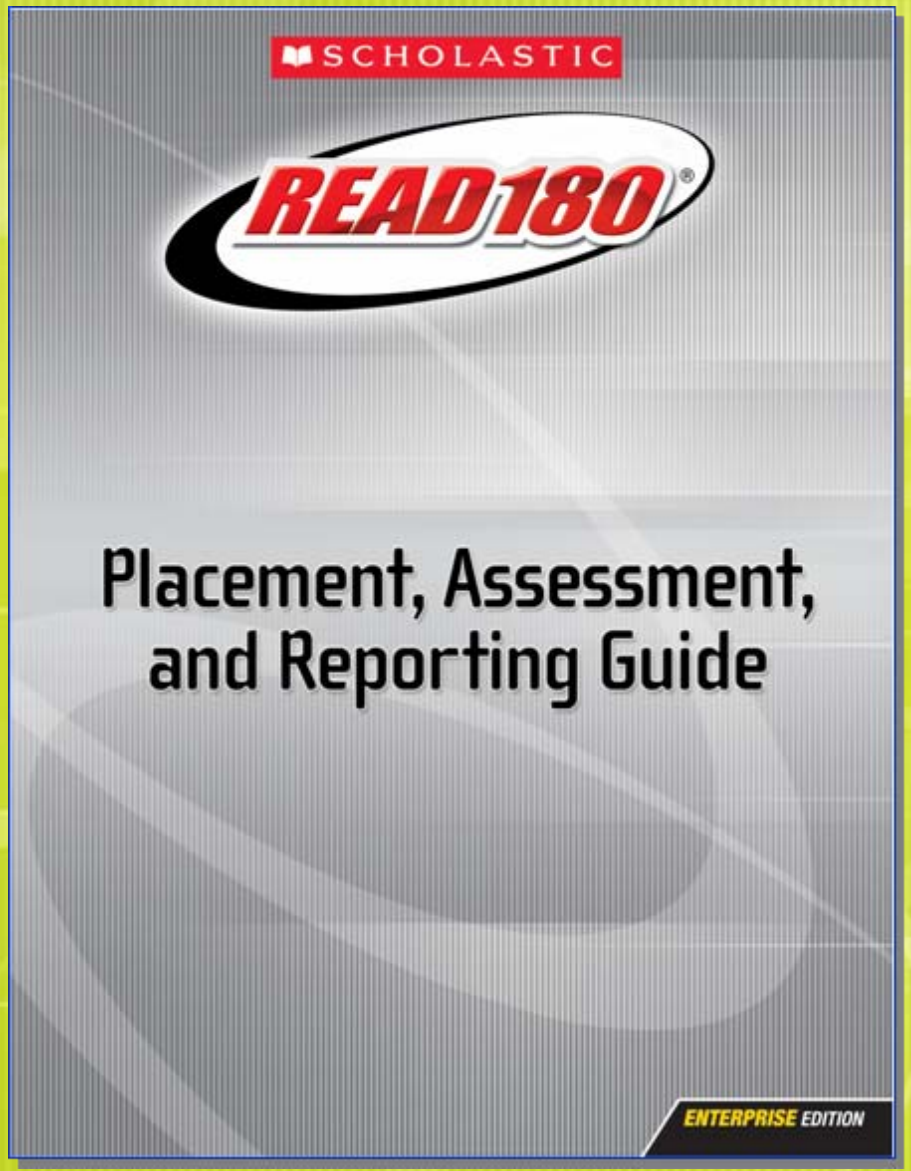
Let's share…

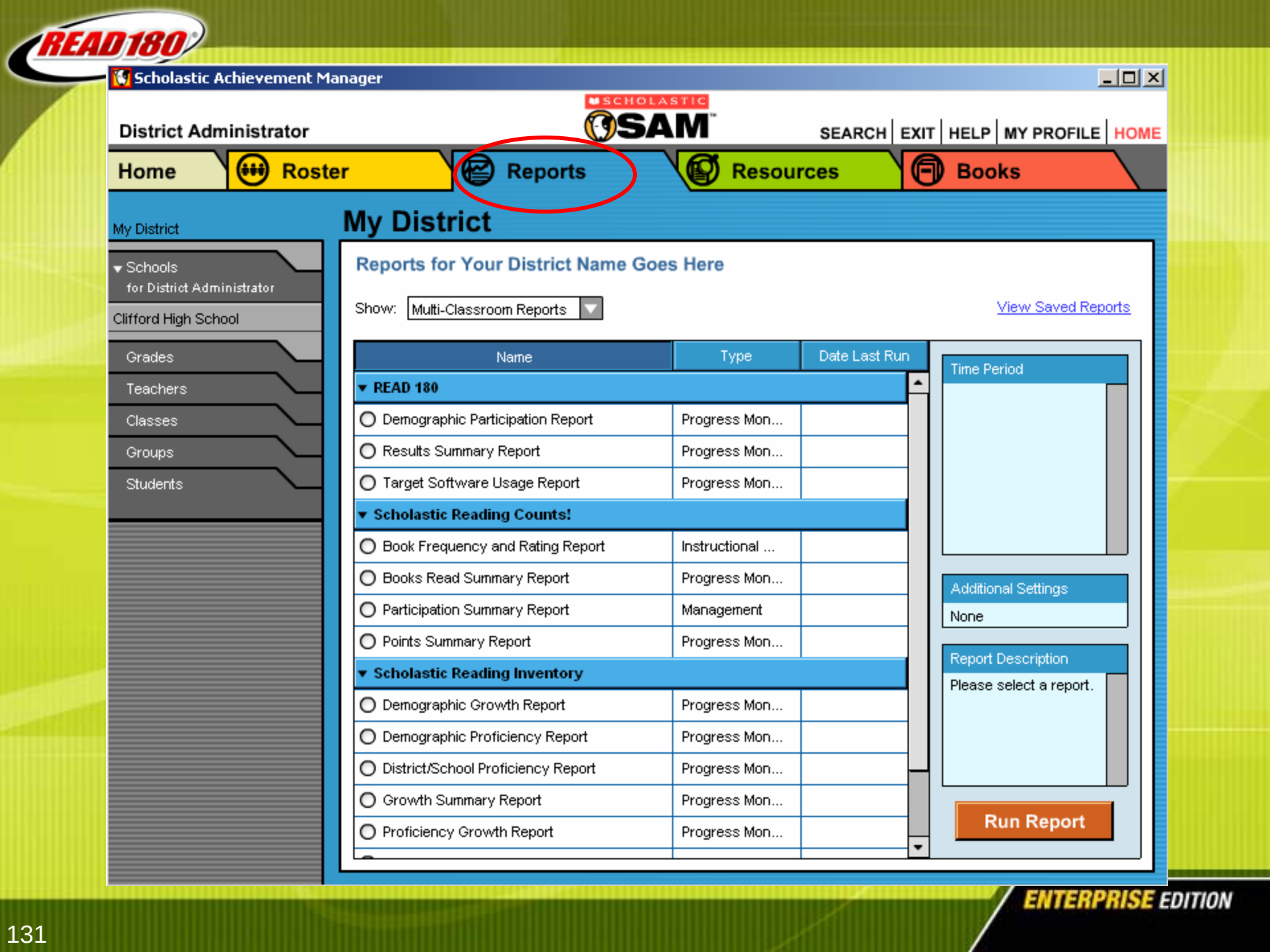
Complete the following sentence starter by typing in your response:

One task I will complete during the first three weeks of program implementation is…

How can we start planning for success?




SCHOLASTIC
READ180
Placement, Assessment, and Reporting Guide
ENTERPRISE EDITION


READ180
Scholastic Achievement Manager
District Administrator
SCHOLASTIC SAM
SEARCH EXIT HELP MY PROFILE HOME
Home
Roster
Reports
Resources
Books
My District
My District
Schools for District Administrator
Clifford High School
Grades
Teachers
Classes
Groups
Students
Reports for Your District Name Goes Here
Show: Multi-Classroom Reports
View Saved Reports
Name
Type
Date Last Run
READ 180
Demographic Participation Report
Progress Mon...
Results Summary Report
Progress Mon...
Target Software Usage Report
Progress Mon...
Scholastic Reading Counts!
Book Frequency and Rating Report
Instructional ...
Books Read Summary Report
Progress Mon...
Participation Summary Report
Management
Points Summary Report
Progress Mon...
Scholastic Reading Inventory
Demographic Growth Report
Progress Mon...
Demographic Proficiency Report
Progress Mon...
District/School Proficiency Report
Progress Mon...
Growth Summary Report
Progress Mon...
Proficiency Growth Report
Progress Mon...
Time Period
Additional Settings
None
Report Description
Please select a report.
Run Report
ENTERPRISE EDITION

Initial Data Collection
Key SAM Reports

- SRI Reports
- *READ 180* Reports
- Scholastic Reading Counts! Reports

Resources: *A Beginners Guide to Reports* (doc)

READ 180 Reports for Teacher Data Notebooks (doc)

Initial Data Collection
Key SAM Reports

- SRI Reports
  - *Intervention Grouping Report* (class)
  - *Student Yearly Progress Report* (student)

READ180

Intervention Grouping Report

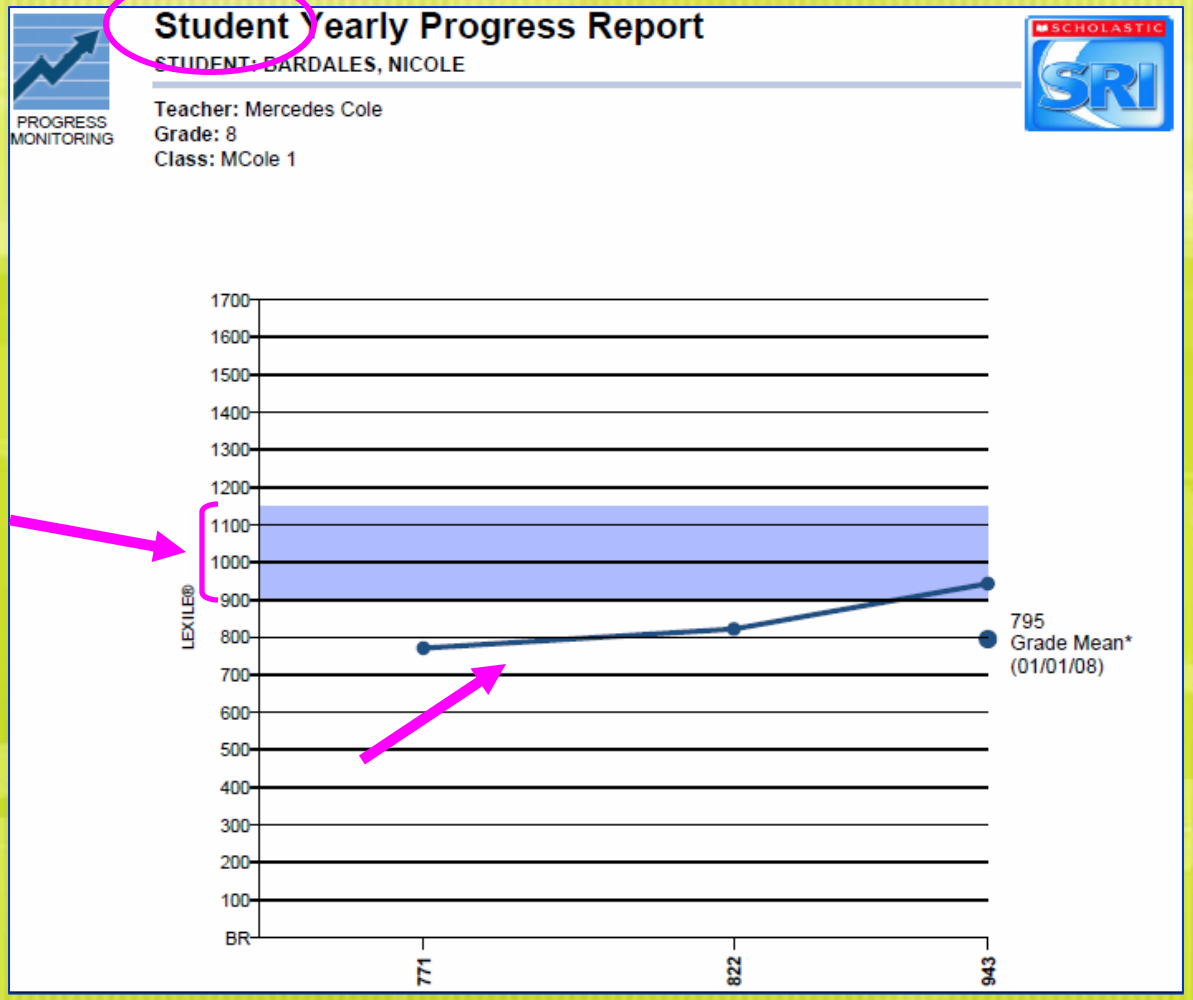
INSTRUCTIONAL PLANNING

SCHOLASTIC SRI

The Lincoln School
Teacher: Ms. Greene
Grade: 5

PERFORMANCE STANDARD	STUDENT	GRADE	LEXILE	DATE
Advanced & Proficient ON OR ABOVE GRADE LEVEL	Tiffany Robinson	5	1110	01/30/03
	Chequan Lewis	5	1080	02/22/03
	Jacquelyn Gainer	5	1030	02/14/03
	Charles Freeman	5	930	02/03/03
	Renee Saunders	5	890	02/14/03
	Henry Cho	5	820	02/03/03
	Hsin-Yi Huang	5	780	02/14/03
	Aliyah Mamdani	5	760	02/14/03
	Julie Kim	5	740	02/07/03
	Robert Molina	5	720	02/24/03
Basic BELOW GRADE LEVEL	Rebekah Morgan	5	690	03/03/03
	Nicholas Gilmore	5	680	02/14/03
	Maya Cooper	5	650	02/19/03
	Teri Camarillo	5	620	02/07/03
	Daniel Levin	5	570	03/06/03
	Jessica Ferguson	5	520	01/30/03
Below Basic FAR BELOW GRADE LEVEL	Margaret Richardson	5	410	02/07/03
	Michael Nelson	5	320	03/05/03
	Mark Stedman	5	250	01/30/03
Beginning Reader	Timothy Morris	5	BR	02/18/03

SRI Student Yearly Progress Report

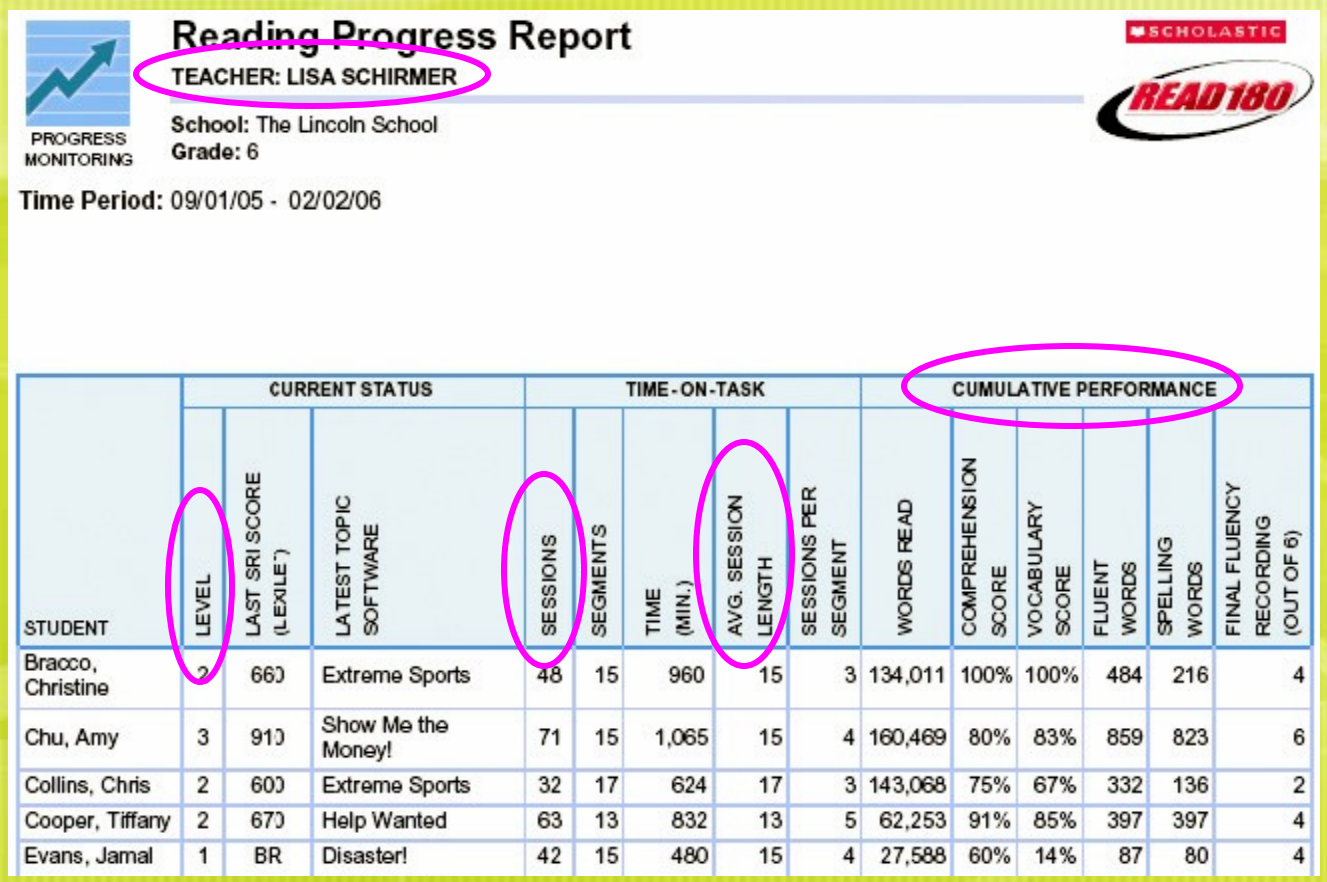


- Individual student report
- Lists SRI scores in the form of a line graph to show growth over time
- Shows on-grade level proficiency band for use in goal setting

Initial Data Collection
Key SAM Reports

- READ 180
  - *READ 180 Reading Progress report* (class)

Read 180 Reading Progress Report



PROGRESS MONITORING

Reading Progress Report

TEACHER: LISA SCHIRMER

School: The Lincoln School
Grade: 6

SCHOLASTIC READ180

Time Period: 09/01/05 - 02/02/06

	CURRENT STATUS			TIME-ON-TASK					CUMULATIVE PERFORMANCE					
STUDENT	LEVEL	LAST SRI SCORE (LEXILE®)	LATEST TOPIC SOFTWARE	SESSIONS	SEGMENTS	TIME (MIN.)	AVG. SESSION LENGTH	SESSIONS PER SEGMENT	WORDS READ	COMPREHENSION SCORE	VOCABULARY SCORE	FLUENT WORDS	SPELLING WORDS	FINAL FLUENCY RECORDING (OUT OF 6)
Bracco, Christine	2	660	Extreme Sports	48	15	960	15	3	134,011	100%	100%	484	216	4
Chu, Amy	3	910	Show Me the Money!	71	15	1,065	15	4	160,469	80%	83%	859	823	6
Collins, Chris	2	600	Extreme Sports	32	17	624	17	3	143,068	75%	67%	332	136	2
Cooper, Tiffany	2	670	Help Wanted	63	13	832	13	5	62,253	91%	85%	397	397	4
Evans, Jamal	1	BR	Disaster!	42	15	480	15	4	27,588	60%	14%	87	80	4

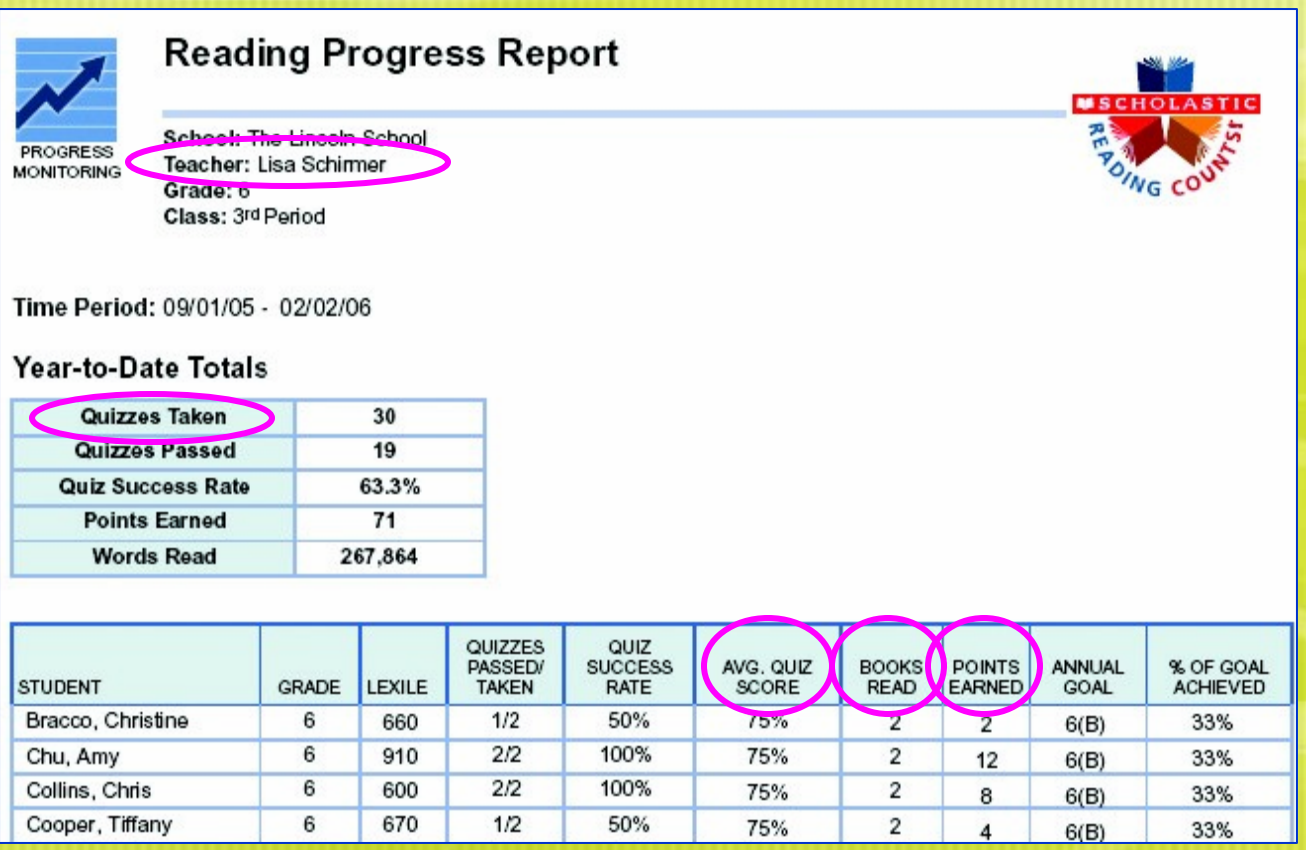
- Class report
- Provides software level placement data
- Provides time-on task data
- Provides cumulative performance data

ENTERPRISE EDITION

Initial Data Collection
Key SAM Reports

- Reading Counts
  - *SRC Reading Progress Report* (class)
  - *SRC Student Reading Report* (student)

Scholastic Reading Counts! Reading Progress Report



PROGRESS MONITORING

Reading Progress Report

SCHOLASTIC READING COUNTS!

School: The Lincoln School
Teacher: Lisa Schirmer
Grade: 6
Class: 3rd Period

Time Period: 09/01/05 - 02/02/06

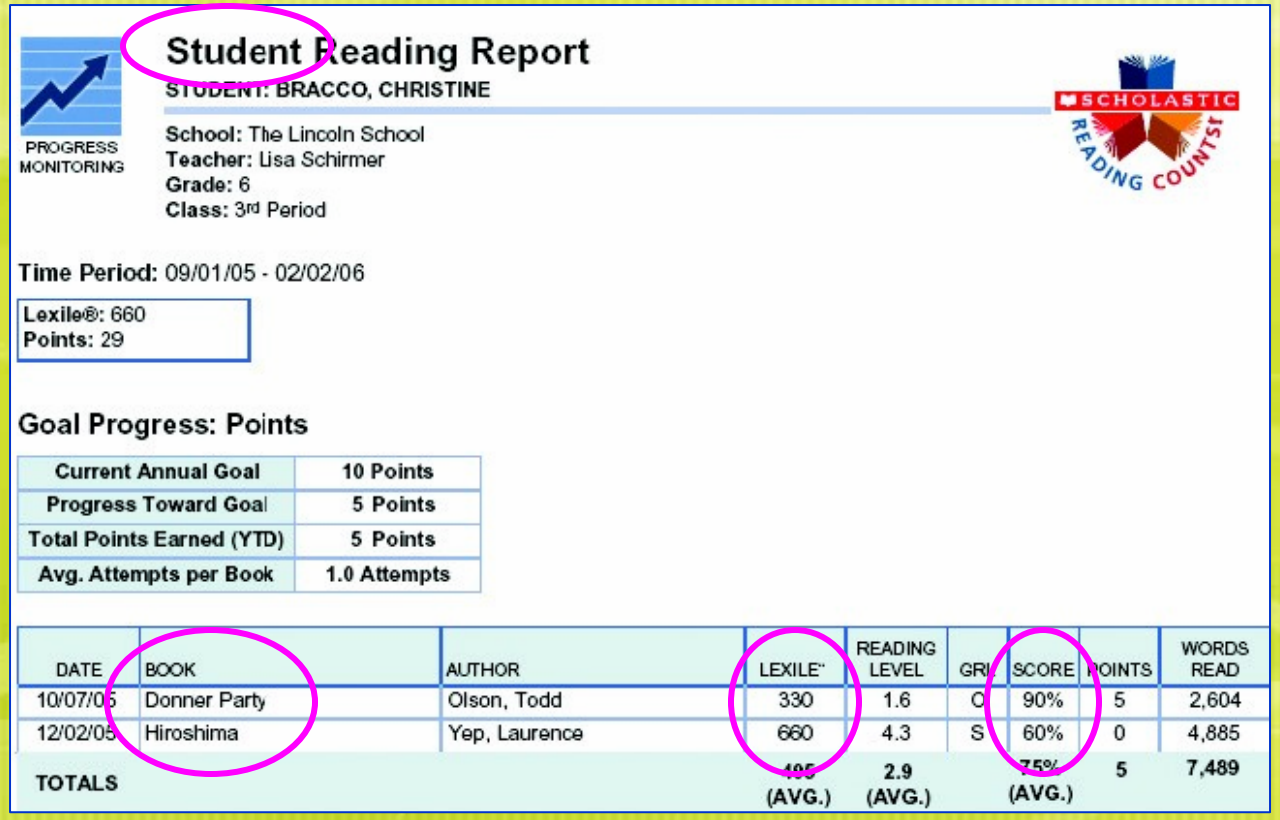
Year-to-Date Totals

Quizzes Taken	30
Quizzes Passed	19
Quiz Success Rate	63.3%
Points Earned	71
Words Read	267,864

STUDENT	GRADE	LEXILE	QUIZZES PASSED/ TAKEN	QUIZ SUCCESS RATE	AVG. QUIZ SCORE	BOOKS READ	POINTS EARNED	ANNUAL GOAL	% OF GOAL ACHIEVED
Bracco, Christine	6	660	1/2	50%	75%	2	2	6(B)	33%
Chu, Amy	6	910	2/2	100%	75%	2	12	6(B)	33%
Collins, Chris	6	600	2/2	100%	75%	2	8	6(B)	33%
Cooper, Tiffany	6	670	1/2	50%	75%	2	4	6(B)	33%

- Class report
- Provides total number of quizzes taken by all students in class
- Provides individual student data on quiz average, # of books read, and total SRC points earned

Scholastic Reading Counts! Student Reading Report



PROGRESS MONITORING

Student Reading Report

STUDENT: BRACCO, CHRISTINE

School: The Lincoln School
Teacher: Lisa Schirmer
Grade: 6
Class: 3rd Period

SCHOLASTIC READING COUNTS!

Time Period: 09/01/05 - 02/02/06

Lexile®: 660
Points: 29

Goal Progress: Points

Current Annual Goal	**10 Points**
Progress Toward Goal	**5 Points**
Total Points Earned (YTD)	**5 Points**
Avg. Attempts per Book	**1.0 Attempts**

DATE	BOOK	AUTHOR	LEXILE®	READING LEVEL	GRL	SCORE	POINTS	WORDS READ
10/07/05	Donner Party	Olson, Todd	330	1.6	O	90%	5	2,604
12/02/05	Hiroshima	Yep, Laurence	660	4.3	S	60%	0	4,885
TOTALS			**495 (AVG.)**	**2.9 (AVG.)**		**75% (AVG.)**	**5**	**7,489**

- Student report
- List of books that student has taken a quiz on
- Lexile of books read
- Itemized quiz scores and average

Establish Data Notebooks

- Prepare for data monitoring and analysis through ongoing use of SAM reports
  - *READ 180*
  - SRI
  - Scholastic Reading Counts!
- Data used for progress monitoring
- Data used to drive instruction

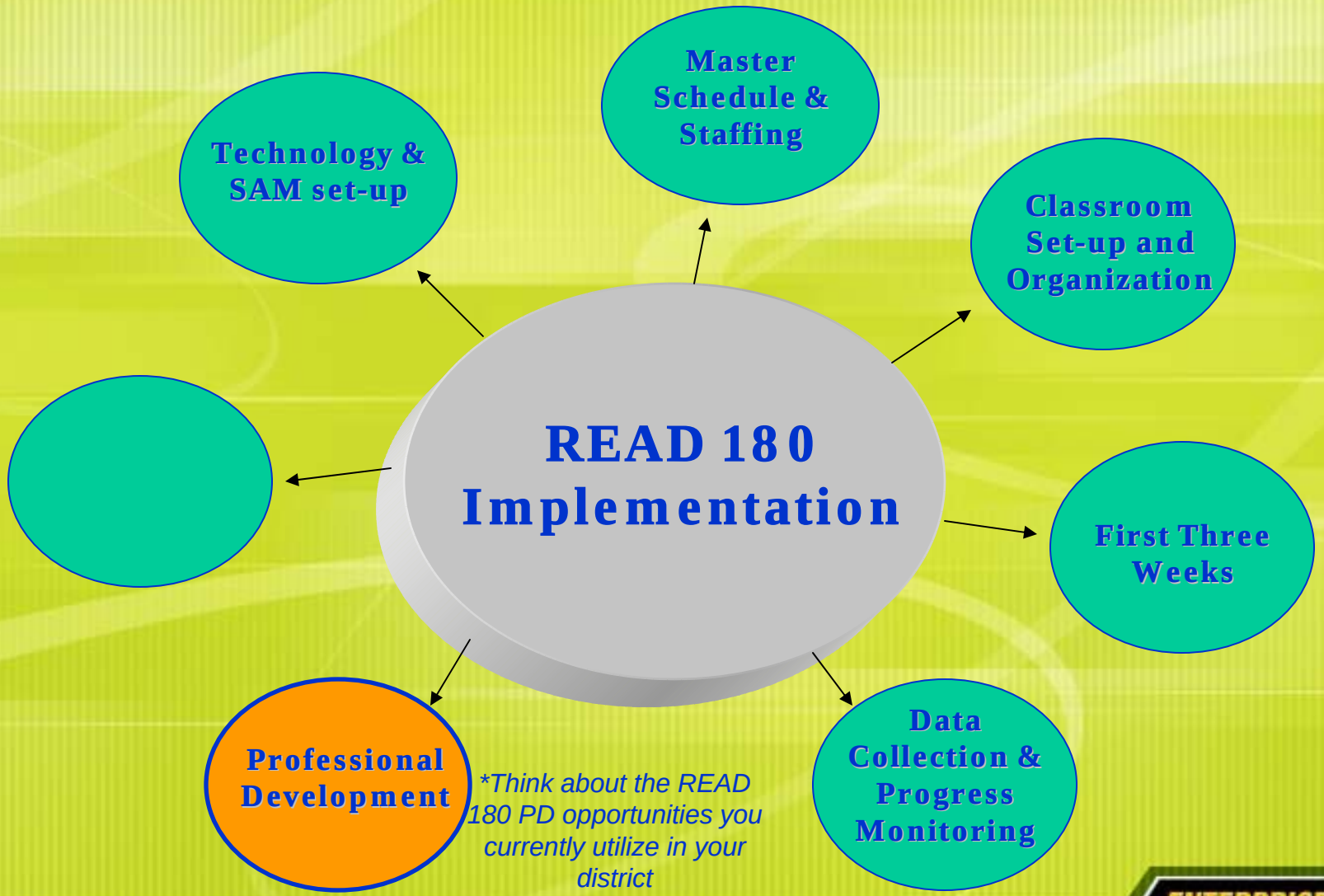
Resource: *Data Notebook Binder Set-up Options* (doc)

Establish Accountability and Grading Protocol

- Give students credit for all they do! ☺
- Plan to distribute grades to reflect all areas of the rotational model
  - Whole and small group: assignments from rBook/FLEX books, RDI's, Content Area book, rBook projects, etc.
  - Software: comprehension, vocabulary, word fluency, spelling and context passages from work in each of the four Zones
  - Independent Reading: reading logs, QuickWrites, Comprehension Graphic Organizers, SRC quizzes, goal success, etc.
- Post expectations for what students will be held accountable for within each rotation
- Plan for student feedback on progress and goal setting during student conference

Resource: *READ 180 Accountability and Grading* (doc)
(with grading sample sheet)

How can we start planning for success?



*Think about the READ 180 PD opportunities you currently utilize in your district

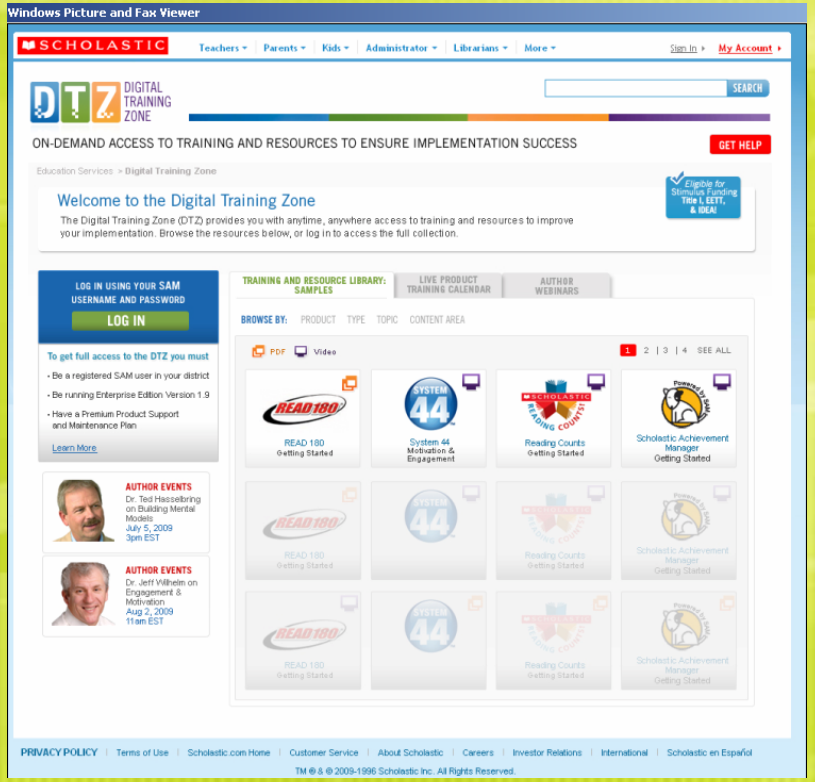
On-going *READ 180* Support

- **Training offerings**
  - Day One and Day Two Trainings (bundled)
  - Leadership Training
  - Technical Training
- **Additional Scholastic Support Opportunities**
  - Coaching visits
  - Cadres
  - Seminars
  - Capacity building trainings
  - Product Maintenance and Support Plans
  - Premium tech support with on-site visits and ITS (Interactive teaching System) and DTZ
  - NSI (National Summer Institute)
- **On-line Support Opportunities:**
  - Scholastic U
  - RED online course "Best Practices for Reading intervention" (bundled)
  - DTZ (Digital Training Zone)
  - READ 180 Community

The Digital Training Zone

DIGITAL TRAINING ZONE

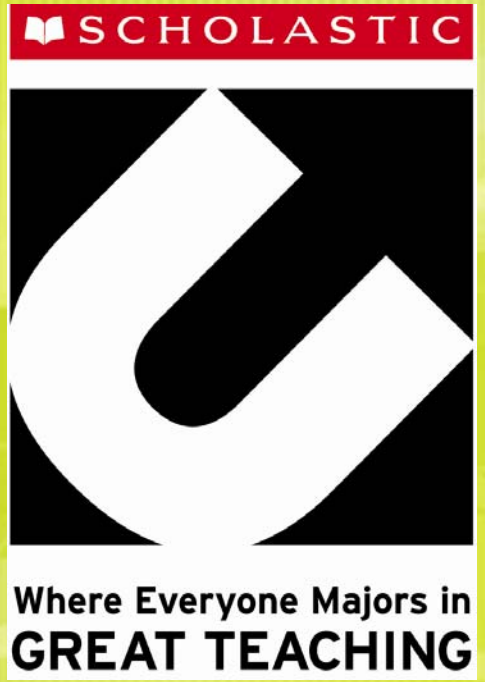
Available to schools with a Premium Product Support Plan



- Live Product Training and "Special Event" Webinars
- "How-To" Video Tutorials
- Dozens of implementation guides, lesson plans, and other documents to support your implementation

ENTERPRISE EDITION

Scholastic U™



An online PD destination that builds capacity of great teachers and leaders, K-12

AVAILABLE OCTOBER 15, 2010!

Scholastic U™ Professional Development

That Builds Capacity of Great Teachers and Leaders

- *Thousands of just-in-time resources*
- *24 graduate-level online courses*
- *Interactive, online learning community*
- *Robust reporting for leaders*

Just-In-Time Learning

BROWSE ALL RESOURCES »

STUDENTS AND FAMILIES

- English Language Learners
- Partnering with Familie
- Social Emotional Development
- Special Needs Studen

READING/ELA ▶

Scholastic U Community

VIEW ALL »

RedTV: Writing

Adding Voice to Writing

Watch Tami Williams guide students to add voice to letters. Then listen to Ruth Culham's reflection.

Motivate and Focus PLAY

READ 180 COMMUNITY | FACEBOOK | TWITTER

Instructo

In This Issue: Mrs. Obama asks schools to help get kids active.

VIEW ALL »

3 replies)

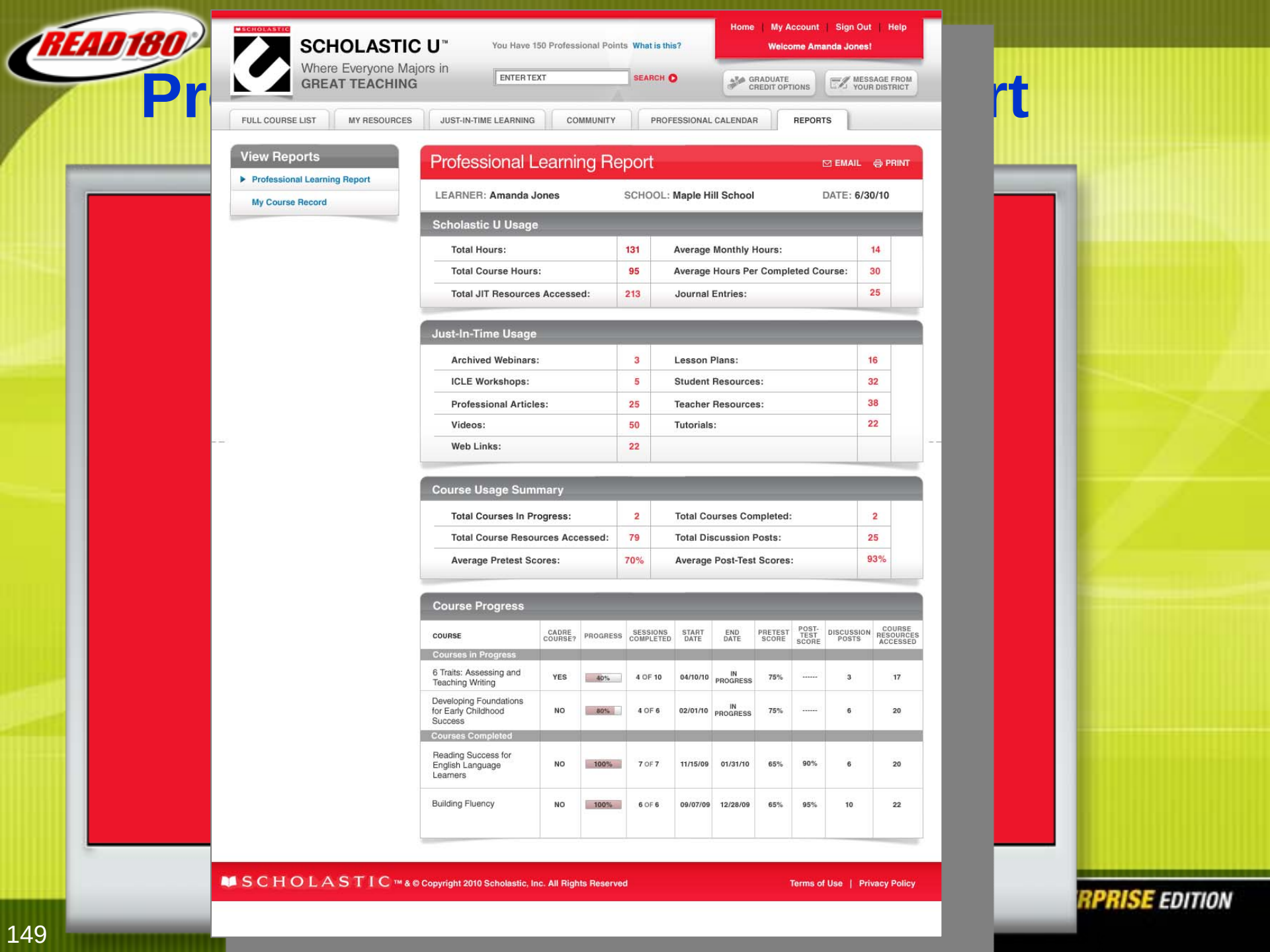
ability to recognize
impacts comprehe

Viewing an Anch

Direct *READ 180* s
questions and sent
after watching an A

TIC ZONE ▶

RPRISE EDITION


READ180
SCHOLASTIC U™
Where Everyone Majors in GREAT TEACHING
You Have 150 Professional Points What is this?
ENTER TEXT
SEARCH
Home | My Account | Sign Out | Help
Welcome Amanda Jones!
GRADUATE CREDIT OPTIONS
MESSAGE FROM YOUR DISTRICT
FULL COURSE LIST
MY RESOURCES
JUST-IN-TIME LEARNING
COMMUNITY
PROFESSIONAL CALENDAR
REPORTS
View Reports
Professional Learning Report
My Course Record
Professional Learning Report
EMAIL
PRINT
LEARNER: Amanda Jones
SCHOOL: Maple Hill School
DATE: 6/30/10
Scholastic U Usage
Total Hours: 131
Average Monthly Hours: 14
Total Course Hours: 95
Average Hours Per Completed Course: 30
Total JIT Resources Accessed: 213
Journal Entries: 25
Just-In-Time Usage
Archived Webinars: 3
Lesson Plans: 16
ICLE Workshops: 5
Student Resources: 32
Professional Articles: 25
Teacher Resources: 38
Videos: 50
Tutorials: 22
Web Links: 22
Course Usage Summary
Total Courses In Progress: 2
Total Courses Completed: 2
Total Course Resources Accessed: 79
Total Discussion Posts: 25
Average Pretest Scores: 70%
Average Post-Test Scores: 93%
Course Progress
COURSE | CADRE COURSE? | PROGRESS | SESSIONS COMPLETED | START DATE | END DATE | PRETEST SCORE | POST-TEST SCORE | DISCUSSION POSTS | COURSE RESOURCES ACCESSED
Courses in Progress
6 Traits: Assessing and Teaching Writing | YES | 40% | 4 OF 10 | 04/10/10 | IN PROGRESS | 75% | ------ | 3 | 17
Developing Foundations for Early Childhood Success | NO | 80% | 4 OF 6 | 02/01/10 | IN PROGRESS | 75% | ------ | 6 | 20
Courses Completed
Reading Success for English Language Learners | NO | 100% | 7 OF 7 | 11/15/09 | 01/31/10 | 65% | 90% | 6 | 20
Building Fluency | NO | 100% | 6 OF 6 | 09/07/09 | 12/28/09 | 65% | 95% | 10 | 22
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RPRISE EDITION

SCHOLASTIC U™
Where Everyone Majors in GREAT TEACHING

You Have 150 Professional Points What is this?

ENTER TEXT SEARCH

Home | My Account | Sign Out | Help

Welcome Amanda Jones!

GRADUATE CREDIT OPTIONS | MESSAGE FROM YOUR DISTRICT

FULL COURSE LIST | MY RESOURCES | JUST-IN-TIME LEARNING | COMMUNITY | PROFESSIONAL CALENDAR | REPORTS

Building Foundational Skills: Phonics, Word Study, and Comprehension

ABOUT THIS COURSE | GETTING STARTED | CORRELATIONS

STATUS: PRETEST | 1 | 2 | 3 | 4 | 5 | 6 | POST-TEST

PRETEST: Before beginning your online course, complete the 20-item Pretest. Your answers will help to assess personal growth after course completion.

Your answers will not be used to evaluate your performance. District leaders and facilitator reports will only show Pretest scores reported in aggregate.

You can answer a question only once. If you go back and re-submit an answer, the second answer will be discarded and you will be taken to the next unanswered question.

START ▸

SESSIONS: This course consists of six sessions. Each session has a CheckPoint that you must complete before progressing to the next session.

- SESSION 1: Understanding the Importance of Decoding
- SESSION 2: Implementing an Intervention Program
- SESSION 3: Teaching Phonics for Reading Success
- SESSION 4: Breaking Words into Syllables
- SESSION 5: Identifying Morphemes to Unlock Meaning
- SESSION 6: Improving Comprehension With Word Meaning

POST-TEST: The Post-Test assesses your in-depth understanding and application of the course material. You will unlock the 20-item multiple-choice assessment after completing the last session in the course.

Meet The Faculty

FACULTY
Marilyn Jager Adams

FACULTY
Ted Hasselbring

FACULTY
Julie Washington

FACULTY
Maria Elena Arguelles

SEE FULL FACULTY LIST ▸

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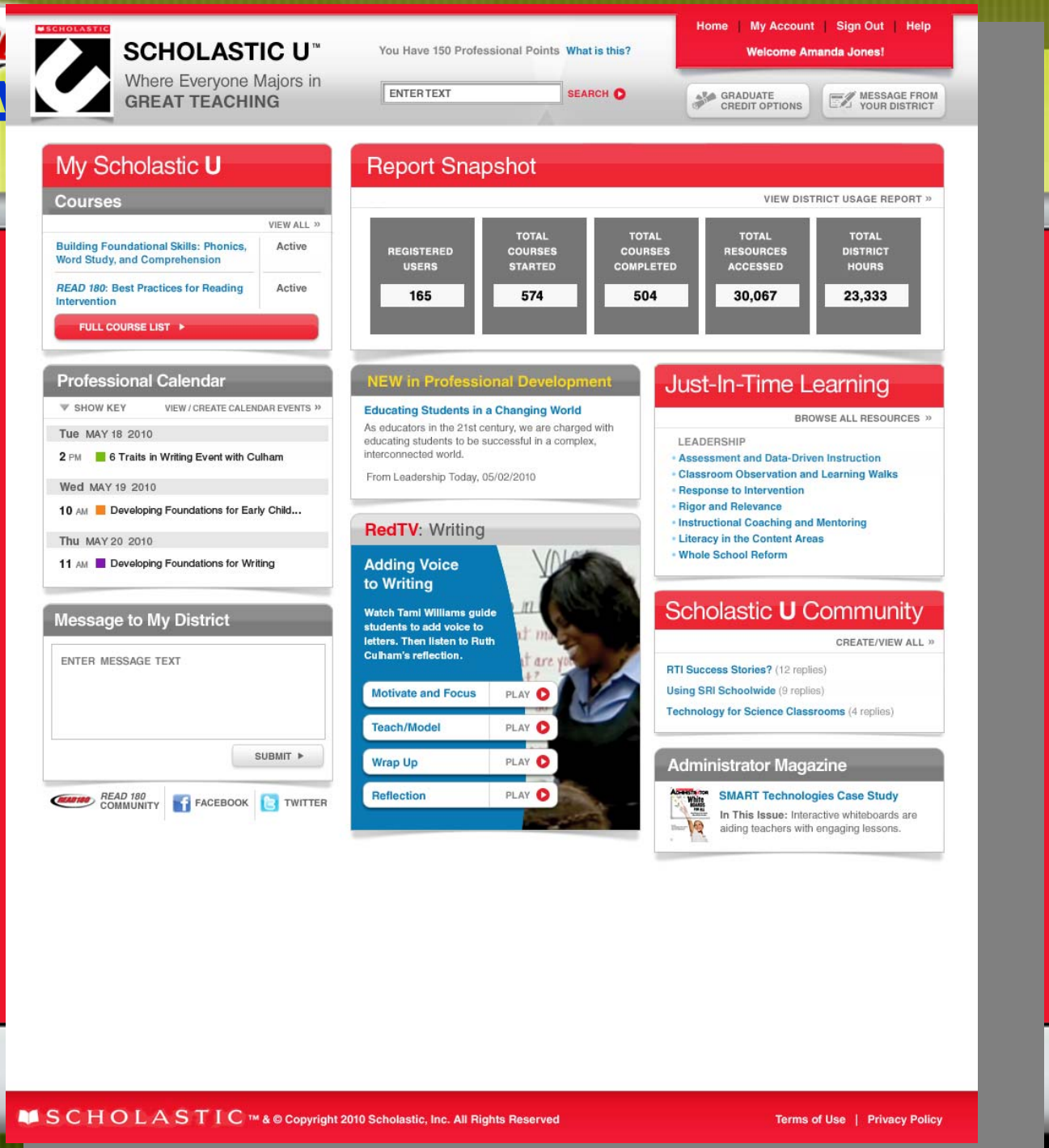
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Welcome Amanda Jones!
GRADUATE CREDIT OPTIONS
MESSAGE FROM YOUR DISTRICT
My Scholastic U
Courses
VIEW ALL »
Building Foundational Skills: Phonics, Word Study, and Comprehension
Active
READ 180: Best Practices for Reading Intervention
Active
FULL COURSE LIST
Report Snapshot
VIEW DISTRICT USAGE REPORT »
REGISTERED USERS 165
TOTAL COURSES STARTED 574
TOTAL COURSES COMPLETED 504
TOTAL RESOURCES ACCESSED 30,067
TOTAL DISTRICT HOURS 23,333
Professional Calendar
SHOW KEY
VIEW / CREATE CALENDAR EVENTS »
Tue MAY 18 2010
2 PM 6 Traits in Writing Event with Culham
Wed MAY 19 2010
10 AM Developing Foundations for Early Child...
Thu MAY 20 2010
11 AM Developing Foundations for Writing
NEW in Professional Development
Educating Students in a Changing World
As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world.
From Leadership Today, 05/02/2010
Just-In-Time Learning
BROWSE ALL RESOURCES »
LEADERSHIP
Assessment and Data-Driven Instruction
Classroom Observation and Learning Walks
Response to Intervention
Rigor and Relevance
Instructional Coaching and Mentoring
Literacy in the Content Areas
Whole School Reform
RedTV: Writing
Adding Voice to Writing
Watch Tami Williams guide students to add voice to letters. Then listen to Ruth Culham's reflection.
Motivate and Focus PLAY
Teach/Model PLAY
Wrap Up PLAY
Reflection PLAY
Message to My District
ENTER MESSAGE TEXT
SUBMIT
READ 180 COMMUNITY
FACEBOOK
TWITTER
Scholastic U Community
CREATE/VIEW ALL »
RTI Success Stories? (12 replies)
Using SRI Schoolwide (9 replies)
Technology for Science Classrooms (4 replies)
Administrator Magazine
SMART Technologies Case Study
In This Issue: Interactive whiteboards are aiding teachers with engaging lessons.
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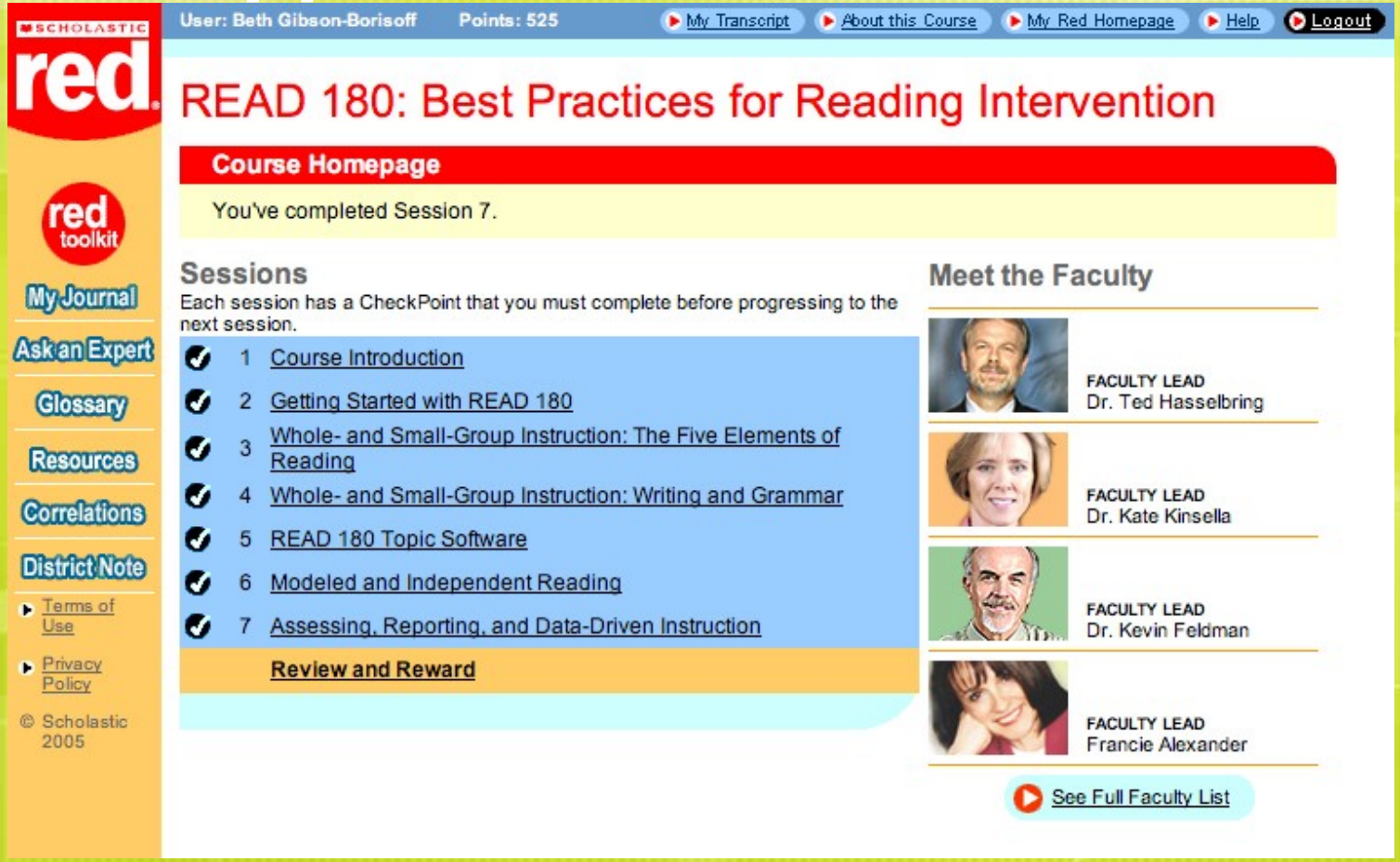
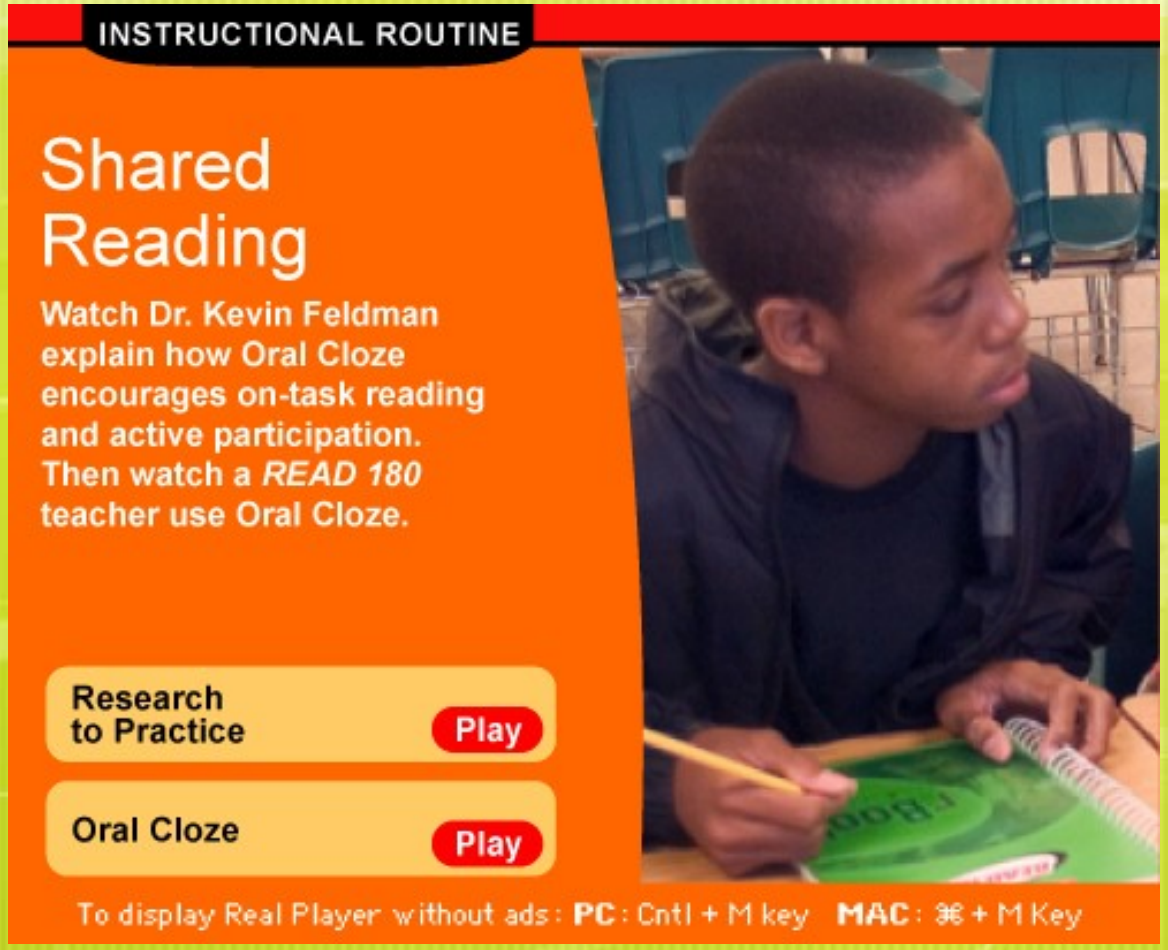
Online Professional Development & Support from Scholastic RED



Video Modeling of Teachers in Real Classrooms



Get Rewarded for Your Work!

- Graduate credit from Scholastic's university partners: Get 3 graduate credits at a low cost.

NSU

SAN DIEGO STATE UNIVERSITY

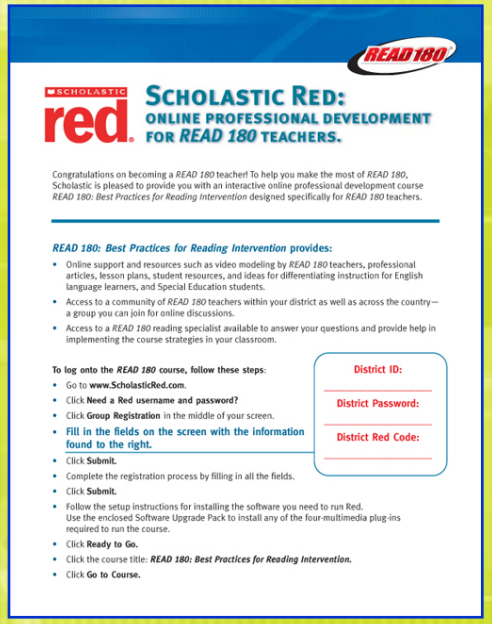
WRIGHT STATE UNIVERSITY

USD
University of San Diego

Get Started with Scholastic RED

- Go to **www.ScholasticRed.com**
- Click **Need a RED username and password?**
- Click **Group Registration** in the middle of your screen.
- Fill in the fields on the screen with the course codes.
- Click **Submit** and follow the rest of the prompts.

**Instructions provided in your Teacher Bookshelf*



SCHOLASTIC red. SCHOLASTIC RED: ONLINE PROFESSIONAL DEVELOPMENT FOR *READ 180* TEACHERS.

Congratulations on becoming a *READ 180* teacher! To help you make the most of *READ 180*, Scholastic is pleased to provide you with an interactive online professional development course *READ 180: Best Practices for Reading Intervention* designed specifically for *READ 180* teachers.

***READ 180: Best Practices for Reading Intervention* provides:**

- Online support and resources such as video modeling by *READ 180* teachers, professional articles, lesson plans, student resources, and ideas for differentiating instruction for English language learners, and Special Education students.
- Access to a community of *READ 180* teachers within your district as well as across the country—a group you can join for online discussions.
- Access to a *READ 180* reading specialist available to answer your questions and provide help in implementing the course strategies in your classroom.

To log onto the *READ 180* course, follow these steps:

- Go to **www.ScholasticRed.com**.
- Click **Need a Red username and password?**
- Click **Group Registration** in the middle of your screen.
- **Fill in the fields on the screen with the information found to the right.**
- Click **Submit.**
- Complete the registration process by filling in all the fields.
- Click **Submit.**
- Follow the setup instructions for installing the software you need to run Red. Use the enclosed Software Upgrade Pack to install any of the four-multimedia plug-ins required to run the course.
- Click **Ready to Go.**
- Click the course title: ***READ 180: Best Practices for Reading Intervention.***
- Click **Go to Course.**

District ID:

District Password:

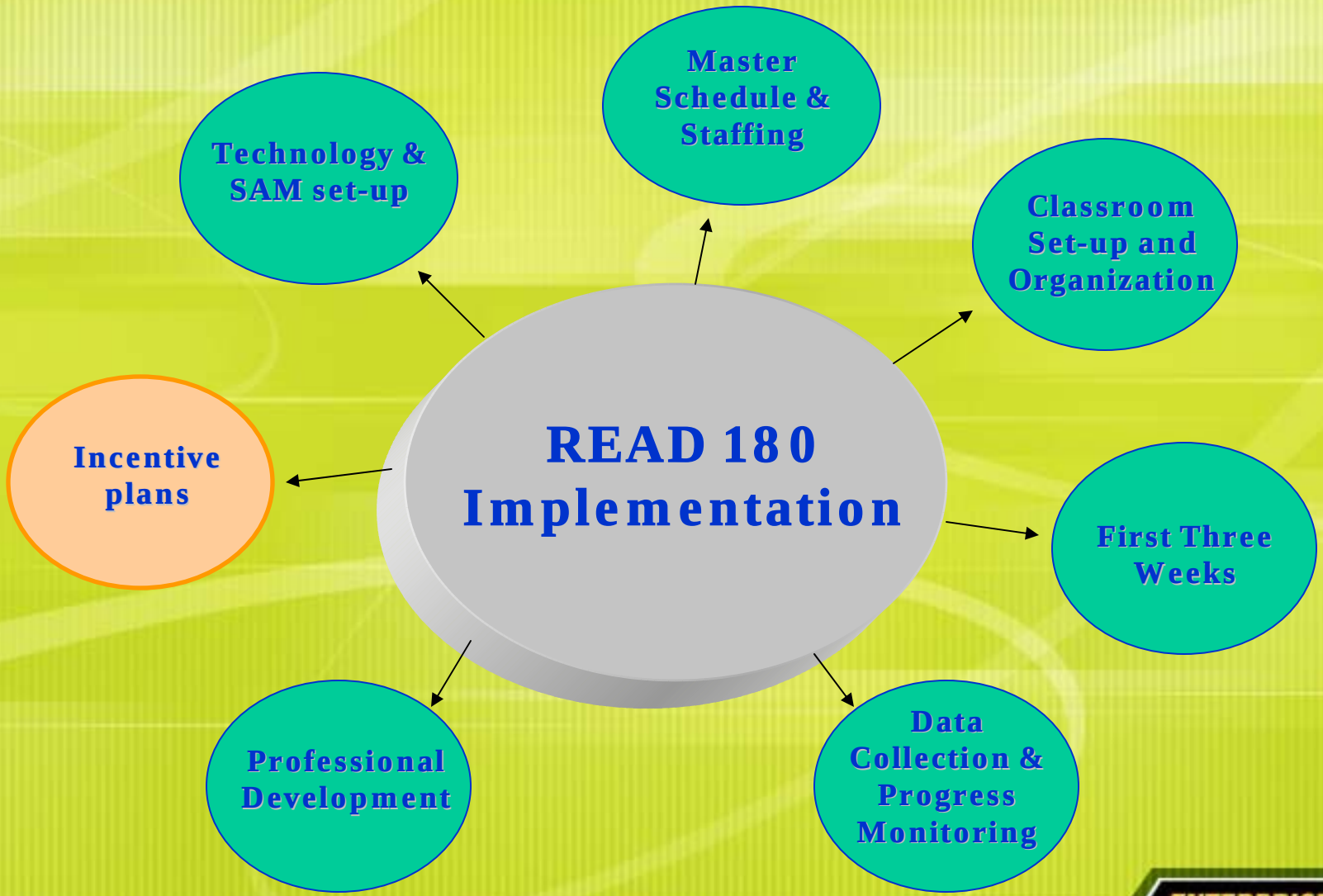
District Red Code:

READ 180 Seminar Series

- Using SRI Lexile Framework
- Test-Taking Strategies
- Comprehension and Vocabulary Instruction
- Developing Independent Readers
- Writing in the Service of Reading
- Using Data to Differentiate Instruction
- Decoding Strategies
- Motivating *READ 180* Students

Joining the *READ 180* Community
www.scholastic.com/read180/community

How can we start planning for success?

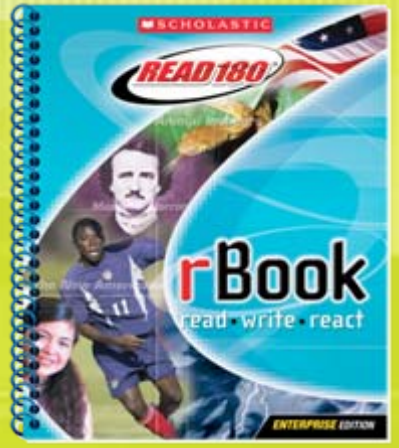


Let's take a poll…

What types of Scholastic support does your district currently utilize or have access to?

A. *Day One and Day Two trainings*
B. *Scholastic coaching visits / consultant support*
C. *Premium tech support with on-site visits and ITS (Interactive Teaching System) and DTZ*
D. *RED online course "Best Practices for Reading Intervention"*
E. *READ 180 Community access and participation*
F. *Scholastic U*
G. *A combination of the above*
H. *All of the above*

How can we celebrate student progress?



Incentives / Celebrations

Options for Rewarding Achievement:

- **SRI Growth** *SRI Growth Report*
- **Total books read** *Reading Counts Books Read Report*
- **Total Scholastic Reading Counts! Points earned** *Reading Counts Points Report or Reading Progress Report*
- **Total words read** *Reading Counts Books Read Report*
- **Software progress - Segments or topics completed in the software** *READ 180 Reading Progress Report*
- **Other Student success** (i.e.: most improved, attendance, etc)

Check out Scholastic Reading Counts! and READ 180 incentives through the teacher store of the scholastic website! www.scholastic.com

Let's chat…

Complete the following sentence starter by typing in your response:

One task I will consider for successful implementation of READ 180 this school year is…

Scholastic Support

- Follow-up questions:
  - email Julia Stefanczyk at jstefanczyk@scholastic.com
  - tech support at techsupport@scholastic.com
- Scholastic website:

  www.scholastic.com
- Product support:

  www.edproductsupport.scholastic.com
- READ 180 Community:

  www.scholastic.com/read180/community

Thank you and have a great day!