



MEMORANDUM OF UNDERSTANDING
Agreement for Participation in the Reading Up Project

South Dakota Department of Education
Office of Curriculum, Career & Technical Education

2010-11 Academic Year

Department of Education:
Learning. Leadership. Service.

Office of Curriculum, Career & Technical Education Mission:

Provide leadership, service, and resources for administrators, teachers, and state/community leaders in curriculum, career, and technical education to improve student achievement.

The South Dakota Department of Education (DOE) is leading a professional development initiative by examining the rigor of classroom instruction to improve reading proficiency. This professional development series entitled Reading Up: Raising Reading Proficiency is designed as a collaborative partnership between the DOE Office of Curriculum, Career & Technical Education (OCCTE), school districts and classroom teachers. Reading Up is intended to provide continued guidance to teachers through a series of phases.

Teams of Reading Field Experts will host workshops across the state during the first phase of Reading Up. The workshops will focus on the two reading standards students statewide are not mastering on the Dakota STEP (DSTEP) at each grade level. Trainers will demonstrate how the Standards in Practice™ (SIP™) model can be used to review, revise and align lessons and student assignments to grade specific standards at the appropriate Bloom's Taxonomy level. The SIP™ model details the implementation of a higher level of rigor in classroom instruction.

Phase two consists of teachers implementing the SIP™ model as they prepare classroom instruction. Diagnostic (pre) and formative (post) assessments will be used to evaluate student progress. During this stage of Reading Up the Reading Field Experts will provide technical assistance to teachers via webinar and email upon request. The cycle of professional development offered through Reading Up will continue into the 2011-12 school year. SIP™ practices learned through Reading Up can be applied to other content areas.

Rationale:

Using 2009 and 2010 DSTEP reading assessment data, the department has identified standards students in South Dakota are not mastering at the appropriate Bloom's Taxonomy level. The underlying principles for this initiative are:

- Rigor is the level of cognitive complexity expected of student learning, teaching and assessing that can be directly measured in the classroom.
- Depth of knowledge and proficiency can be measured by aligning the level of rigor among standards, instruction and assessment.
- The DSTEP measures the level of mastery students achieve. Educators can lead students to proficiency through understanding how the DSTEP is aligned to the level of rigor in the standards. DSTEP blueprints can be used to guide standards-based instruction at the appropriate Bloom's Taxonomy level.

Teacher Expectations:

- Team members will attend and participate in a Reading Up workshop.
- Teams will bring one current lesson/assignment and six samples of student work from varying proficiency levels per team to workshop for a standard within Reading Indicator 3. Bring six copies of this with you.
- Teams will participate in two follow-up webinars.
- Each team member will apply the SIP™ process to a minimum of two lessons and/or assignments over a four-month period and submit Artifacts of Growth in the implementation of the SIP™ process: (Two completed SIP™ Notes and Observations)
- Self-reflections and Final Summary

Timeline:

Sept./Oct.
Sept./Oct.
Nov. and Feb. or
March
Nov. to mid-March
March

General Assurances:

- Districts are responsible to cover costs of teacher attendance at Reading Up workshops.
- SIP lessons/assignments submitted under the requirements of the Reading Up professional development series may be distributed and credited to the author.
- All parties to this agreement have a right and obligation to insist on standards of professional decorum.
- Teacher agrees to comply with the expectations defined in this Memorandum of Understanding.
- Principal agrees to provide continued support of team participation in Reading Up by affording "team time" sessions and participation in follow-up webinars.

SIGNATURES OF AGREEMENT

The foregoing being acceptable to all parties, this agreement is executed this ___ day of _____, 2010.

School: _____
Address: _____ Phone: _____

Team Member: _____ Grade: _____
Email: _____

Team Member: _____ Grade: _____
Email: _____

Signature

Signature

Team Member: _____ Grade: _____
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Team Member: _____ Grade: _____
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Team Member: _____ Grade: _____
Email: _____

Signature

Signature

Principal: _____

Principal Signature

Return this Memorandum of Understanding to Marta Stirling, Language Arts Curriculum Specialist, one week prior to the date of Reading Up workshop attendance.



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800 Governors Drive
Pierre, South Dakota 57501-2294