



**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**


Scholastic RED™


Aligns to Reading First Criteria


According to the *Reading First Criteria for Review of State Applications*, a comprehensive *Reading First* plan that addresses high-quality professional development and instructional leadership must provide:


- Training for principals, building leaders, and teachers
- A full-range of intensive, focused professional development experiences
- Ongoing development and support


Reading First Requirements	📖 Scholastic Red Support
<p>Training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process, and progress monitoring related to those programs and materials</p>	<p>Scholastic RED professional development is an intensive program designed to help principals, Reading Coaches, and building leaders provide the necessary literacy leadership and content knowledge to support teachers as they implement a scientifically based reading program.</p> <p>RED courses combine online learning with in-person follow-up and support. They provide a comprehensive solution for improving teacher practice and raising student achievement. Courses include training and materials for principals, building leaders, and Reading Coaches designed to deepen their own understanding of reading and support teachers as they apply their learning in the classroom.</p> <p>In addition to online and in-person training, principals and building leaders receive:</p> <ul style="list-style-type: none"> ▪ A review of research on effective reading instruction ▪ Content overview of the RED course ▪ Learning snapshots to guide principals as they conduct classroom observations of research-based teaching strategies ▪ Tools for coaching teachers <p>District or school-based Reading Coaches are trained as RED Facilitators, who conduct face-to-face reading workshops integrated with course content online. Facilitators are trained to use effective techniques for observing, coaching, and mentoring in order to provide effective ongoing support for teachers as they implement learned skills and strategies.</p> <p>Facilitators receive a handbook, which contains:</p> <ul style="list-style-type: none"> ▪ Explicit plans, activities, and agendas to conduct workshops ▪ Management tools, including observation and evaluation forms ▪ Guidelines for conducting classroom demonstration lessons ▪ Recommended professional reading and web links


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<p>Training for Local Education Agency (LEA) personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction</p>	<p>Scholastic RED courses taken by LEA personnel expand their knowledge in reading and promote understanding of how to apply scientifically based reading research, skills, and strategies to improve reading. RED courses that help teachers meet <i>Reading First</i> criteria include:</p> <ul style="list-style-type: none"> ▪ <i>Putting Reading First in Your Classroom, Grades K-2</i>, which addresses the five essential elements of reading instruction ▪ <i>Building Fluency, Grades K-2</i>, which focuses on building fluency to develop comprehension ▪ <i>Building Vocabulary for Reading Success, Grades K-3</i>, which enables teachers to use research-based strategies for first- and second-language learners that employ recursive, systematic, and varied vocabulary instruction and practice ▪ <i>Reading Success for English Language Learners, Grades K-3</i>, which provides teachers with ideas for differentiating instruction based on students' levels of English proficiency, first-language literacy skills, and background knowledge ▪ <i>Guided Reading: Making It Work In Your Classroom, Grades K-6</i>, which delivers effective guided reading strategies and assessment techniques to improve student achievement ▪ <i>Building Decoding Skills and Strategies, Grades 3-5</i>, which includes the characteristics of effective phonics instruction and how to incorporate them into classroom use ▪ <i>Improving Reading Comprehension, Grades 3-5</i>, which covers ways to teach strategies that will build background knowledge, vocabulary, and fluency
<p>A clear plan and process for the delivery of professional development to K-3 teachers and K-12 special education teachers with explicit means for assessing the specific professional development needs and designing professional development around those specific needs</p>	<p>Scholastic collaborates with schools and districts to customize professional development to help teachers increase literacy for all students. An in-depth needs assessment of K-12 students and teachers focuses on test data and school improvement plans. RED recommends annual planning meetings to assess yearly progress and recalibrate the professional development plan to address instructional needs and goals.</p> <p>Ongoing assessment of teachers' needs occurs through various aspects of the RED model. Online reporting enables principals, building leaders, and Facilitators to monitor teachers' progress in each course. In addition, Facilitators monitor teachers as they implement and reflect on learned skills and strategies.</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p>A clear plan and process for the delivery of professional development, Continued</p>	<p>An ongoing RED professional development plan includes a sequence of courses at each grade level that provides teachers with the content knowledge and repertoire of skills needed to satisfy <i>Reading First</i> requirements. Using activities and tools provided in the Facilitator Handbook for each course, local Facilitators train teachers to customize instruction and draw connections to other school or district initiatives.</p> <p>Scholastic RED offers teachers the opportunity to apply for graduate credit or continuing education units from various nationally accredited institutions. These credits could be applied towards recertification in accordance with state requirements and/or used for professional advancement.</p>
<p>A varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training</p>	<p>Scholastic RED offers a full range of ongoing, intensive professional development experiences designed to support teachers as they raise student achievement in reading. The online portion of RED courses is self-paced, and Facilitator-led workshops are scheduled to occur periodically during the online experience. Average duration of a course is approximately two months, though participants can revisit their courses for six months after completion.</p> <p>Each facilitated online course provides:</p> <ul style="list-style-type: none"> ▪ Instant access to research and theory ▪ Video modeling of research-based practices by expert practitioners ▪ Interactive simulations that allow for practice of skills and strategies ▪ Structured feedback, collaboration, and ongoing support ▪ Teacher and student resources that can be immediately used in the classroom <p>Facilitator-led workshops are designed to:</p> <ul style="list-style-type: none"> ▪ Establish a community of learners and connect learning to district/school improvement goals ▪ Give teachers the opportunity to learn and practice research-based strategies and see different approaches to each modeled strategy ▪ Give teachers time with colleagues to reflect on learning and share experiences <p>In-class coaching and mentoring by RED Facilitators provide ongoing support for teachers as they implement skills and strategies in their classrooms.</p>

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<p>Teachers to have adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation</p>	<p>Through the blended model of online and in-person instruction, teachers are provided ample time for learning and implementing reading strategies through:</p> <ul style="list-style-type: none"> ▪ Convenient, 24-hour access to online courses, which provide self-paced instruction, study, and practice ▪ Ongoing access to course content and resources for six months after course completion ▪ Onsite Facilitator-led workshops that provide additional time for learning new strategies, reflecting and sharing with colleagues ▪ Ongoing support from local Facilitators and online Reading Specialists
<p>Coordination of local professional development with State activities related to improving reading achievement</p>	<p>Professional development from Scholastic RED complements and reinforces state activities that are part of its <i>Reading First</i> plan. RED is specifically designed to raise student achievement in reading by improving teacher practices through the application of scientifically based research.</p> <p>All RED courses include instruction on using skills and strategies that align to state standards. RED provides participating schools and districts with specific course alignments to state standards and district reading programs.</p>
<p>Use of a variety of delivery methods to carry out intensive and focused professional development in:</p> <p>(1) Essential components of reading instruction</p>	<p>RED provides intensive professional development designed to meet the requirements of <i>Reading First</i> through facilitated online courses, which include on-site Facilitator-led workshops and in-class coaching and mentoring by Facilitators who provide ongoing support to teachers.</p> <p>(1) Scholastic RED trains teachers in the five essential components of reading instruction:</p> <ul style="list-style-type: none"> ▪ <i>Phonemic Awareness</i>—Oral blending, oral segmentation and phonemic manipulation are modeled on video and audio; users practice via online simulation. ▪ <i>Phonics</i>—RED addresses alphabet recognition, connecting alphabet recognition to phonemic awareness to phonics, blending, and decoding; terms are defined and applied to classroom practice. <p style="text-align: right;"><i>(continued)</i></p>

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<p>(2) Implementing scientifically based instructional materials, programs, and strategies</p>	<ul style="list-style-type: none"> ▪ <i>Vocabulary Development</i>—The role of vocabulary in early reading instruction is addressed, with attention paid to building students’ oral vocabularies, fostering word consciousness, direct instruction, and teaching important story words and academic language before and during reading. ▪ <i>Fluency</i>—Teachers learn how to assess fluency, build it, and incorporate independent and small-group activities into classroom routines. ▪ <i>Comprehension</i>—Topics covered include teaching children techniques for previewing text, building and activating background knowledge, conducting oral and written retelling of text, and matching children to text. <p>(2) All professional development from Scholastic RED is grounded in research-based, validated practices that result in teachers learning and applying scientifically based reading research strategies that directly influence student performance. RED provides:</p> <ul style="list-style-type: none"> ▪ Content and strategies that are based on scientifically based reading research ▪ Modeling and presentations by skilled practitioners ▪ Practice in a controlled risk-free environment ▪ Coaching, feedback and reflection ▪ Coherence and alignment to academic standards and core reading programs ▪ Promotion of strong, shared leadership by principals and district leaders ▪ Close alignment with programs and materials that deliver scientifically based reading instruction <p>More than 10,000 teachers in over 150 school districts have participated in Scholastic RED professional development. Teachers, district Facilitators, and principals report that:</p> <ul style="list-style-type: none"> ▪ Scholastic RED courses helped them learn about research-based skills and strategies. ▪ Scholastic RED materials can be implemented immediately into classroom activities. ▪ The modeling of effective strategies helped teachers apply the skills in their classrooms. ▪ Local Facilitator-led workshops provide valuable opportunities for additional instruction, collaboration, and personalized support.

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<p>(3) Screening, diagnostic, and classroom-based instructional assessments</p>	<p>(3) Scholastic RED courses include assessment skills and strategies for working with different student populations, including special education students, ELD/ELL, and advanced learners. In addition to modeling and online practice of such assessments, teachers receive training and resources for targeting instruction based on diagnostic data.</p> <p>Teachers learn how to use screening and diagnostic assessments to determine their students' gaps in oral fluency, decoding, and comprehension, as well as how to conduct ongoing assessments to monitor student progress.</p>
<p>Initial preparation and ongoing support in implementing new strategies and programs</p>	<p><u>Initial Preparation</u></p> <ul style="list-style-type: none"> ▪ Teachers, principals, building leaders and Reading Coaches/Facilitators receive initial preparation for the RED program through on-site orientation workshops led by RED Reading Consultants. ▪ Teachers learn strategies for implementing research-based reading instruction in every RED course. ▪ Scholastic RED has a 92% teacher completion rate. <p><u>Ongoing Support</u></p> <ul style="list-style-type: none"> ▪ Teachers receive ongoing support from their RED Facilitators. Through Facilitator workshops and in-class mentoring, teachers are supported as they implement learned skills and strategies. ▪ Principals are trained to connect the RED professional development experience to school improvement goals, observe teachers, and to meet regularly with Facilitators to discuss teacher progress. ▪ There is a 100% customer retention rate, 98% of teachers say they are "very satisfied" with the RED course they have taken, and 95% of teachers would like to take another course. <p><u>Additional Support</u></p> <ul style="list-style-type: none"> ▪ All participants receive online advice and feedback from online Reading Specialists, as well as free telephone technical support seven days a week.

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<p>Use of individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development</p>	<p>Scholastic RED course developers consist of leading reading researchers and teachers. The courses also feature a team of effective, knowledgeable teachers, staff developers, and literacy experts from school districts across the country.</p> <p>RED Reading Consultants, who are highly knowledgeable of scientifically based reading instruction, help implement courses in participating schools. All consultants have a Master's degree or Doctorate in literacy and have an in-depth knowledge of current literacy research, best practices, and national and state standards. They also have extensive classroom experience working with children with diverse needs and backgrounds.</p> <p>Local RED-trained Facilitators, also knowledgeable in scientifically based reading instruction and implementation, are empowered and supported in their role of training teachers.</p>
<p>Ongoing development and support to those serving as trainers and coaches</p>	<p>District Reading Coaches and staff developers receive special training to become RED Facilitators. Through this training, Facilitators:</p> <ul style="list-style-type: none"> ▪ Become familiar with the online courses, including all research-based content and accompanying materials ▪ Receive tools and training for observing and coaching teachers who are implementing newly learned reading strategies. ▪ Learn how to demonstrate course strategies in teachers' classrooms <p>RED Facilitators receive ongoing support through the Facilitator Care Program, which offers:</p> <ul style="list-style-type: none"> ▪ An online discussion board guided by RED Reading Consultants ▪ Guidance from the RED Manager of School Services who regularly offers help in planning workshops and evaluating Strategy Use Charts. ▪ A toll-free hotline for technical support

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<p>Targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction</p>	<p>RED provides teachers with research-based, critical skills and strategies proven to raise reading achievement. These RED courses deliver targeted professional development across the five essential elements of reading instruction:</p> <ul style="list-style-type: none">▪ <i>Putting Reading First in Your Classroom, Grades K-2</i>▪ <i>Building Fluency, Grades K-2</i>▪ <i>Building Vocabulary for Reading Success, Grades K-3</i>▪ <i>Reading Success for English Language Learners, Grades K-3</i>▪ <i>Guided Reading: Making It Work In Your Classroom, Grades K-6</i>▪ <i>Building Decoding Skills and Strategies, Grades 3-5</i>▪ <i>Improving Reading Comprehension, Grades 3-5</i> <p>RED Reading Consultants and Facilitators provide targeted assistance for those teachers who would benefit from more specific coaching sessions. These sessions include help with planning and teaching, as well as observation and reflection with the teacher.</p>