

**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY**

**AND**

**THE FEDERAL EDUCATION ASSOCIATION – STATESIDE REGION**

**Memorandum of Understanding**

**K-3 Reading Assessment ROLL-OUT**

The Department of Defense Education Activity (DoDEA) and the Federal Education Association Stateside Region (FEA-SR), hereafter referred to as the "parties" agree that the K-3 Assessment Roll-Out materials for use in SY 2011-2012 will be implemented in accordance with the attached DoDEA Information Paper and Timeline dated June 2, 2011.

The parties agree that the administration of the K-3 Reading Assessment, Benchmark Assessment System, is required at the beginning and end of the school year. However, any additional mandatory administrations of the assessment are subject to bargaining upon request.

The parties agree that the mandatory administration of the Benchmark Assessment System (BAS) replaces the mandatory administration of the Developmental Reading Assessment (DRA) in grades K-3. The DRA kits will remain at schools as a teaching resource to be used at teacher discretion.

The parties agree to implement the attached application and selection process for ECE teacher facilitators.

The parties further agree to meet and enter in to a Memorandum of Understanding for continued use of the assessment in SY 2012-2013.

The parties agree to make every effort to resolve any disputes that arise at the organizational level where they arise prior to forwarding the matter to the next higher level.

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6/8/2011

Date Signed 6/8/11

## Information Paper

**SUBJECT:** DoDEA K-3 Reading Assessment

### **BACKGROUND:**

A solicitation package was advertised and a technical evaluation board convened in October 2010 to provide recommendations for the purchase of a systemic reading assessment for grades K-3. Association representation participated in this process. In February 2011, a contract was awarded to Heinemann Publishing for the purchase of the Benchmark Assessment System, 2nd Edition by Irene Fountas and Gay Su Pinnell.

DoDEA will begin the initial implementation process of the assessment in grades K-3 beginning School Year (SY) 2011-2012.

### **DISCUSSION:**

The Benchmark Assessment System (BAS) is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. The assessment will provide to DoDEA educators, parents, and students a consistent system-wide reading assessment tool that will assist in:

- determining students' independent and instructional reading levels.
- determining reading placement levels and grouping of students for reading instruction.
- selecting texts that will be productive for students' instruction.
- assessing the outcomes of teaching.
- identifying students who need intervention.
- documenting student progress across a school year and across grade levels.
- informing parent conferences.

### ***Materials***

Delivery orders for the assessments will be placed in June 2011. Schools should expect delivery of these materials during the summer months. The materials will arrive in the quantities that principals verified in the Curriculum Ordering System. An additional ten percent increase was added to all orders for contingency purposes. Additional assessment kits will also be provided as resources for special education and school specialist personnel.

Materials should be receipted and inventoried upon arrival at the schools and will be distributed to classroom teachers during the first day of teacher professional development. Initial training and phasing-in of the assessment as an instructional tool will occur during SY 2011-2012.

### ***Resources, Training, and Support***

A school-based facilitation team model will be used to deliver training and support the implementation of the BAS. Each school will have a BAS facilitation team that will consist of one ECE teacher, the school ET, and the school administrator (principal or assistant principal).

- Each district will have a support team consisting of the district assistant superintendent, ECE ELA ISS, ET ISS and CSI/Assessment/Program Evaluation ISS.

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- Each area will have a support team consisting of the Area ECE ISS, ET ISS, and Assessment ISS.

The **school-based facilitation team, district support, and area support teams** will be provided training and support by Heinemann as follows:

*SY 2011-2012*

- Initial: Two consultants from Heinemann will provide two days of face to face training for the teams in each of the areas
  - Day 1 will be devoted to Benchmark implementation – use of the assessment tool
  - Day 2 will be devoted to preparing and planning leadership teams for the professional development they will be providing in their respective buildings.
    - *The training will include strategies for working with adult learners.*
    - *The dates for the follow-on November webinar will be determined as a group to ensure unusual schedules are taken into account.*
    - *The redundancy & duplication of current DoDEA assessments will also be addressed in the training to aid in the school development of possible phase out plans.*
- Follow-up: The consultants will also conduct a day-long follow-up webinar
  - Half day devoted to Benchmark implementation trouble-shooting
  - Half day devoted to implementation of On-line Data Management System (ODMS)

*SY 2012-2013*

- Web-Based Professional Development
  - Teams will participate in four 90-minute webinars on leveraging Benchmark data for instructional decision-making

Each teacher in the facilitation team will be give a PD day to prepare for the teacher training sessions.

**K-3 teachers** will receive the following resources, training, and support to implement the BAS:

*SY 2011-2012*

- School-embedded BAS Facilitator Team support (Teacher, ET, and Administrator), District support team, and area support team available.
- K-3 classroom and special education teachers will be provided with assessment kits at a guidance of 1 per teacher. Additional sets of assessment kits will also be provided for each school as resources for specialist personnel working with K-3 students. The number of additional sets will vary with the size of the schools.
- School Administrators will meet with the Faculty Representative Spokesperson (FRS) to determine the best way to provide printed copies of the assessment recording sheets for teacher use.
- K-3 teachers will receive one day of uninterrupted face to face training on conducting the Benchmark Assessment (NLT October 28, 2011). *Actual dates will be determined at the local level to allow for flexibility of teams to work with individual needs of school.*
  - Understanding the purpose of the assessment.

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- *Preparing for the identification of redundant assessments that are currently being used.*
    - Using the assessment tool.
    - Interpreting student scores for instructional implications.
  - K-3 teachers will be offered substitute coverage to administer the first Benchmark assessment of the year to each student in his/her classroom (NLT November 30, 2011).
    - Actual dates, schedules, and time requirements will be determined in collaboration with the school administrator to allow for flexibility in scheduling, availability of substitutes, and needs of the individual teachers.
    - Classroom teachers will collaborate with resource specialist, working with their students, to determine a method to collaboratively administer the assessment.
  - Following the first administration of the assessment, K-3 teachers will receive one day of uninterrupted face to face training on using the On-line Data Management System (ODMS) and analyzing the BAS data for instructional decision-making (NLT January 31, 2012).
    - Inputting student data into the computer program.
      - *Actual classroom data will be entered into the ODMS during the training session.*
    - Troubleshooting BAS issues.
    - Interpreting student scores for instructional implications.
    - Review school-wide implications for phasing out redundant assessments.
  - K-3 teachers will be offered substitute coverage to administer the last Benchmark assessment of the year to each student in his/her classroom. (Last 5 weeks of school year).
    - Actual dates, schedules, and time requirements will be determined in collaboration with the school administrator to allow for flexibility in scheduling, availability of substitutes, and needs of the individual teachers.
    - Classroom teachers will collaborate with resource specialist, working with their students, to determine a method to collaboratively administer the assessment.
  - When the final assessment of the students is finished K-3 teachers will input student data into the ODMS and complete an end-of-the-year reading assessment survey.
    - Administrator member of the school-based facilitation team will cover classroom, up to one hour, for teacher to input data.
    - Administrator member of the school-based facilitation team will cover classroom, up to one hour, for teacher to complete survey.

**Prior to SY 2012-2013, management and the union will evaluate data from the first year to address the following:**

- School-embedded BAS Training Team support (Teacher, ET, and Administrator), District support teams, and area support team available.
- K-3 teachers will each receive an assessment kit for their classroom. Sets of the kits will also be provided for school resources in accordance to the needs/size of the school.
- New K-3 teachers will receive one day of uninterrupted face to face training on conducting the Benchmark Assessment.

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- K-3 teachers will be offered substitute coverage to administer the first Benchmark assessment of the year.
- K-3 teachers will receive four 90-minute recorded webinars throughout the year focusing on leveraging Benchmark data for instructional decision-making *The delivery models for webinars may vary to include: Independent; Study Groups; BAS TT facilitation, etc.*
- K-3 teachers will be offered substitute coverage to administer the last Benchmark assessment of the year.

### ***Implementation Expectations***

Provided with the support listed above, BAS implementation expectations include:

- K-3 teachers will attend the 1 day uninterrupted face to face training NLT October 28, 2011.
- During initial year of implementation, the first Benchmark will be administered by the classroom teacher to each student in the class NLT November 30, 2011. (Subsequent years will be NLT the first 5 weeks of school.)
- K-3 teachers will attend one day of uninterrupted face to face training on using the On-line Data Management System (ODMS) and analyzing the BAS data for instructional decision-making NLT January 31, 2012.
  - Classroom data will be entered into the ODMS during the training session.
- The last benchmark will be administered by the classroom teacher to each student in the class and scores entered into the ODMS within the last 5 weeks of the school year.
- Schools will review current K-3 reading assessment expectations and submit a plan for review and approval by the district superintendents to determine which local assessments will be phased out during SY 2012-2013 due to duplication and/or redundancy of assessments / assessment data. *Schools will be provided correlation charts for Developmental Reading Assessment (DRA) levels with BAS Guided Reading Levels.*
- K-3 teachers will complete an end-of-the-year reading assessment survey.

**Prepared by:** Lori Pickel, Chief of Early Childhood Education 703-588-3113

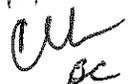
**Date:** April 18, 2011 ~ modified June 2, 2011

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## DoDEA K-3 Reading Assessment Roll-Out Timeline

Timeline	Action Item	Involvement
<b>K3 Reading Assessment Procurement of Materials</b>		
October 2010	K-3 Reading Assessment Technical Evaluation Board Convened	HQ/Area/District ECE ISS K3 Classroom teachers Association representatives
February 2011	DoDEA K-3 Reading Assessment contract awarded to Heinemann Publishing for the purchase of the Benchmark Assessment System (BAS), 2nd Edition by Irene Fountas and Gay Su Pinnell.	HQ ECE & Assessment ISS Procurement
May – June 2011	Schools input teacher enrollment data for the ordering of the BAS kits for each classroom teacher (K-3). Sets of the kits will also be ordered for school resources in accordance to the needs/size of the school. <i>School based facilitation teams will be selected per the application process included.</i>	School Principals HQ ECE ISS Procurement
Summer 2011	Assessment Kits arrive in schools. <i>Materials should be receipted and inventoried upon arrival at the schools and will be distributed to classroom teachers during the first day of teacher professional development.</i>	Supply Technicians
<b>Resources, Training, and Support</b>		
September 2011	<p>A school-based facilitation team model will be used to deliver training and support the implementation of the BAS.</p> <ul style="list-style-type: none"> <li>• Each school will have a BAS facilitation team that will consist of one ECE teacher, the school ET, and the school administrator (principal or assistant principal). <ul style="list-style-type: none"> <li>○ Each district will have a support team consisting of the district assistant superintendent, ECE ELA ISS, ET ISS and CSI/Assessment/Program Evaluation ISS.</li> <li>○ Each area will have a support team consisting of the Area ECE ISS, ET ISS, and Assessment ISS.</li> </ul> </li> </ul> <p>The school-based facilitation and district/area support teams will be provided two days of face to face initial training <u>in each of the areas</u> conducted by Heinemann consultants.</p> <ul style="list-style-type: none"> <li>• Day 1 will be devoted to Benchmark implementation – use of the assessment tool.</li> <li>• Day 2 will be devoted to preparing and planning leadership teams for the professional development they will be providing in their respective buildings. <ul style="list-style-type: none"> <li>○ <i>The training will include strategies for working with adult learners.</i></li> <li>○ <i>The dates for the follow-on November webinar will be determined as a group to ensure unusual schedules are taken into account.</i></li> <li>○ <i>The redundancy &amp; duplication of current DoDEA assessments will also be addressed in the training to aid in the school development of possible phase out plans.</i></li> </ul> </li> </ul>	HQ ISS School-based Facilitation Teams, District Support Teams, Area Support Teams, and Association Representative

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## DoDEA K-3 Reading Assessment Roll-Out Timeline

<p>NLT October 28, 2011</p> <p><i>Actual dates will be determined at the local level by admin and FRS to allow for flexibility of teams to work with individual needs of school.</i></p>	<p>K-3 teachers will receive one day of uninterrupted face to face training on conducting the Benchmark Assessment</p> <ul style="list-style-type: none"> <li>• Understanding the purpose of the assessment.             <ul style="list-style-type: none"> <li>○ <i>Preparing for the identification of redundant assessments that are currently being used.</i></li> </ul> </li> <li>• Using the assessment tool.</li> <li>• Interpreting student scores for instructional implications.</li> </ul> <p><i>Assessment Kits will be distributed to teachers during the training session.</i></p> <ul style="list-style-type: none"> <li>• K-3 classroom and special education teachers will be provided with assessment kits at a guidance of 1 per teacher. Additional sets of assessment kits will also be provided for each school as resources for specialist personnel working with K-3 students. The number of additional sets will vary with the size of the schools.</li> <li>• School Administrators will meet with the Faculty Representative Spokesperson (FRS) to determine the best way to provide printed copies of the assessment recording sheets for teacher use.</li> </ul> <p>Training will be delivered by School-based Facilitation Team.</p> <ul style="list-style-type: none"> <li>• <i>Each teacher in the facilitation team will be give a PD day to prepare for the teacher training sessions.</i></li> </ul>	<p>School-based Facilitation Teams K3 Classroom Teachers</p>
<p>NLT November 30, 2011</p>	<p>Classroom teachers will administer the first assessment to each student in the class NLT November 30, 2011.</p> <ul style="list-style-type: none"> <li>• All K-3 teachers will be offered substitute coverage to administer the first Benchmark assessment of the year to each student in his/her classroom.             <ul style="list-style-type: none"> <li>○ Actual dates, schedules, and time requirements will be determined in collaboration with the school administrator to allow for flexibility in scheduling, availability of substitutes, and needs of the individual teachers.</li> <li>○ Classroom teachers will collaborate with resource specialist, working with their students, to determine a method to collaboratively administer the assessment.</li> </ul> </li> </ul> <p><i>(Administration for the first assessment in subsequent years will be NLT the first 5 weeks of school.)</i></p>	<p>Classroom Teachers Substitute Teachers</p>

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## DoDEA K-3 Reading Assessment Roll-Out Timeline

November 2011	<p>The school-based facilitation teams, district support teams, and area support teams will participate in a day-long follow-up webinar, at their school, conducted by Heinemann consultants.</p> <ul style="list-style-type: none"> <li>• Half day devoted to Benchmark implementation troubleshooting</li> <li>• Half day devoted to implementation of On-line Data Management System (ODMS)</li> </ul>	<p>HQ ISS School-based Facilitation Teams, District Support Teams, Area Support Teams, and Association Representative</p>
<p>NLT January 31, 2012</p> <p><i>The Facilitation Team will provide dates of the training to the district - to ensure technology connections are operational during the training.</i></p>	<p>Following the first administration of the assessment K-3 teachers will receive one day of uninterrupted face to face training on using the On-line Data Management System (ODMS) and analyzing the BAS data for instructional decision-making.</p> <ul style="list-style-type: none"> <li>• Inputting student data into the computer program. <ul style="list-style-type: none"> <li>• <i>Actual classroom data will be entered into the ODMS during the training session.</i></li> </ul> </li> <li>• Troubleshooting BAS issues.</li> <li>• Interpreting student scores for instructional implications.</li> <li>• Review school-wide implications for phasing out redundant assessments.</li> </ul>	<p>School-based Facilitation Teams K3 Classroom Teachers</p>
March 2012	<p>Schools submit rationale, for review by the district superintendents, to indicate which local assessments will be phased out during SY 2012-2013 due to duplication and/or redundancy of assessments / assessment data. <i>Schools will be provided correlation charts for Developmental Reading Assessment (DRA) levels with BAS Guided Reading Levels.</i></p>	<p>Building Leadership Teams District Superintendents</p>
Last 5 weeks of school year	<p>Classroom teachers will administer the last assessment to each student in the class and enter scores into the ODMS within the last 5 weeks of the school year.</p> <ul style="list-style-type: none"> <li>• All K-3 teachers will be offered substitute coverage to administer the last Benchmark assessment of the year to each student in his/her classroom. <ul style="list-style-type: none"> <li>○ Actual dates, schedules, and time requirements will be determined in collaboration with the school administrator to allow for flexibility in scheduling, availability of substitutes, and needs of the individual teachers.</li> <li>○ Classroom teachers will collaborate with resource specialist, working with their students, to determine a method to collaboratively administer the assessment.</li> </ul> </li> </ul>	<p>Classroom Teachers Substitute Teachers FRS</p>
Last 2 weeks of school year	<p>When the final assessment of the students is finished K-3 teachers will input student data into the ODMS and complete an end-of-the-year reading assessment survey.</p> <ul style="list-style-type: none"> <li>• Administrator member of the school-based</li> </ul>	<p>Classroom Teachers Administrator</p>

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## DoDEA K-3 Reading Assessment Roll-Out Timeline

	<p>facilitation team will cover classroom, up to one hour, for teacher to input data.</p> <ul style="list-style-type: none"> <li>Administrator member of the school-based facilitation team will cover classroom, up to one hour, for teacher to complete survey</li> </ul>	
Prior to School year 2012-13	Management and the Association will evaluate data from the survey and any other sources to plan for year two.	Association and DoDEA
SY 2012-2013	<p>Planning Considerations for SY 12/13:</p> <ul style="list-style-type: none"> <li>Continued School-embedded BAS Training Team support (Teacher, ET, and Administrator), District support team, and area support team available.</li> <li>New K-3 teachers will receive one day of uninterrupted face to face training on conducting the Benchmark Assessment</li> <li>K-3 teachers will be offered substitute coverage to administer the first Benchmark assessment of the year.</li> <li>K-3 teachers will receive four 90-minute recorded webinars throughout the year focusing on leveraging Benchmark data for instructional decision-making <i>The delivery models for webinars may vary to include: Independent; Study Groups; BAS TT facilitation, etc. Management and the Association will review how to do this on duty time.</i></li> <li>K-3 teachers will be offered substitute coverage to administer the last Benchmark assessment of the year.</li> <li>K-3 teachers will complete an end-of-the-year reading assessment survey.</li> </ul>	
June 2013	<p><b>K-3 Reading Assessment Implementation Process</b> will be evaluated/refined/revised/clarified as needed for continuous improvement. <i>Administrator member of the school-based facilitation team will cover classroom, up to one hour, for teacher to complete survey.</i></p>	<p>HQ and District ISS  School-based Facilitation Teams  K3 Classroom Teachers  Association Leadership  Association Representatives</p>

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## Facilitator Teacher Selection Process

### K-3 Reading Assessment Rollout

A school-based facilitation team model will be used to deliver training and support the implementation of the DoDEA K-3 Reading Assessment. Each school will have a facilitation team that will consist of one ECE teacher, the school ET, and the school administrator (principal or assistant principal). Bargaining unit members interested in applying for the ECE teacher position on the facilitation team must complete and submit the application package to their immediate supervisor. The applicant will submit his/her application in a sealed envelope to the supervisor. The FEA Faculty Representative Spokesperson (FRS) will be provided with the total number of applications received.

A panel will be comprised of no fewer than two persons each from the Agency and the Local FEA. Selection to this rating panel will be determined by the respective organizations' leader/designee. Applicants for the 'K-3 Reading Assessment ECE Teacher Facilitator' selection may not be a member of the rating panel. There will be an equal number of Association and Agency members on the rating panel.

The Agency and FRS/designee will agree upon a meeting date, time and location to convene the panel for the purpose of rating the applications. Copies of each application will be given to each panel member. The panel will rate each applicant on a scale of 1 – 5 based on the applicant whose professional and personal strengths will support the goal of the training at the school site.

- 5- outstanding
- 4- above average
- 3- adequate
- 2- fair
- 1- poor

The rating scores will be totaled with the result being the applicant with the highest score being selected for the position for which he/she applied. In the event of a tie rating the tie will be broken by Service Computation Date (SCD). After the rating is completed and the selection is made the selectee will then be notified.

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# Application

ECE teacher member of school-based K-3 Reading Assessment Facilitation Team

This application must be turned in to your school principal no later than \_\_\_\_\_

Name: \_\_\_\_\_ SCD: \_\_\_\_\_

Present Position: \_\_\_\_\_

Number of Years Teaching: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Endorsement: \_\_\_\_\_ Date: \_\_\_\_\_

*NOTE: Principal endorsement is ONLY an acknowledgment of receipt of application. Applicant will be provided a copy of this signed application from the signing principal.*

Please respond to the following questions. (Use as much space as needed).

1. Why do you want be a Training Facilitator for K-3 Reading Assessment?
2. What strengths do you bring to this position?
3. What strengths do you bring to this position as a leader and presenter?
4. Since the facilitator will work directly with colleagues, how would you describe your relationship with your colleagues?

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