

MEMORANDUM OF UNDERSTANDING
Department of Defense Education Activity
and
Federal Education Association-Stateside Region

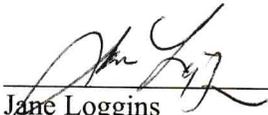
The K-5 Reading Proficiency Tool Implementation Plan dated May 7, 2020 will be provided to every FEA-SR Bargaining Unit employee within 30 days of this MOU being executed.

1. Upon completion of the first year of implementation, the parties will meet and consult in good faith to address opportunities for improvement and future professional development opportunities associated with the K-5 Reading Proficiency Tool.
2. Professional development associated with the tool will be provided to FEA-SR for comment prior to implementation.
3. To ensure educators are receiving the training necessary for a successful implementation, the parties will meet to discuss professional development opportunities after educators have the opportunity to use the K-5 Reading Proficiency Tool for a reasonable period of time.
4. Management has determined that bargaining unit employees (which includes FRS) will not be involved in the selection process for the Reading Proficiency Facilitation Team.
5. Vacancies on the school-based facilitation team will be filled on an as-needed basis. When vacancies on the school-based facilitation team occur, management will announce the vacancy to the faculty and provide a copy to the FRS. Vacancies will be filled following the procedures outlined in "ATTACHMENT 2: Procedures for Filling School Based Facilitation Team." The decision to resign from the school-based facilitation will not be reflected negatively in an educator's performance appraisal.
6. Management will provide sufficient copies of the recording sheets to the facilitation team for distribution to the teachers.
7. Management has determined that one (1) day of training (face-to-face/virtual) with hands-on practice will be provided prior to any teacher being tasked with administering the K-5 Reading Proficiency Tool. Newly assigned K-5 teachers (i.e., K-5 classroom teachers, ESOL teachers, reading support teachers, LMM teachers, and Advanced Academic Program teachers) will receive comparable training prior to being tasked with administering K-5 Reading Proficiency Tool.
8. Management has determined that members of School Based Facilitation Team will receive two (2) days (1-day late departure and 1-day early return) of professional development training and/or preparation to deliver professional learning and support for the K-5 Reading Proficiency Tool during the 2020/21 School Year.

9. Management has determined that when preparing to deliver initial professional learning for newly assigned teacher during the school year, teacher members of the school-based facilitation team will be provided 1-day of release time to prepare for the delivery of the professional learning

This MOU will remain in effect as long as the K-5 Reading Proficiency Tool is in effect, unless a successor MOU or successor CBA is implemented.

Gordon Harmon, Chief
DoDEA Director Human Resources



Jane Loggins
FEA Director for DDESS

May 14, 2020

Date

May 7, 2020

Date

Implementation Plan for FEA-SR Bargaining Unit for K-5 Reading Proficiency Tool

May 7, 2020

Effective SY 2020-2021, DoDEA will transition to the Digital Oral Reading Records for documentation of reading proficiency levels for all students in grades K-3 and striving readers in grades 4-5. This tool will also allow teachers to learn more about students' reading behaviors, make strategic instructional decisions, determine which students need targeted reading support, and provide a standardized way to talk with families about student reading progress.

Implementation of the K-5 Reading Proficiency Tool will allow for a more comprehensive and coordinated approach to literacy assessment, instruction, and data collection in DoDEA's classrooms. The reading proficiency tool is comprised of two key resources (e.g., Level Screener, Oral Reading Records) that provide information to identify current instructional needs, monitor student progress in response to reading instruction, and indicate the students' overall reading proficiency.

DoDEA will use the Digital Oral Reading Records as the primary resource for examining and monitoring reading behaviors and measuring reading proficiency. The new materials being provided to schools are outlined in Attachment 1.

Resources, Professional Learning, and Support

A school-based facilitation team model will be used to deliver professional learning and support for the K-5 Reading Proficiency Tool. Each school will have a K-5 Reading Proficiency facilitation team that will consist of two teachers, and the school administrator (principal or assistant principal).

- Each district will have a support team consisting of a Community Superintendent, PreK-5 Literacy ISS, and Assessment/Accountability ISS.
- Each teacher on the school-based facilitation team will be given one day of late release training and one day of early return preparation time and accompanying compensation to prepare to deliver the professional learning session.

Professional learning and support for the school-based facilitation team, district support team, and teachers are as follows:

Revised Timeline

May 1, 2020	Schools will select their facilitation team members and submit names to the District PreK-5 Literacy ISS (See Attachment 2).
Late-Release 2020	School-based facilitation teams and district support teams will receive one day of professional learning by the District PreK-5 Literacy ISS on the use of the reading proficiency tool and ways to use data from the tool to inform instructional practice. Teachers will be compensated for this time at their earned hourly rate.

Early-Return 2020	<p>The facilitation team members will return one day prior to the teacher training for one day of refresher and preparation for the school-based session.</p> <p>Teachers (i.e., K-5 classroom teachers, ESOL teachers, reading support teachers, LImm teachers, and Advanced Academic Program teachers) will receive one day of professional learning by the school-based facilitation team on the use of the reading proficiency tool as a component of a comprehensive literacy program. Teachers will be compensated for the additional day at their earned hourly rate.</p>
Fall 2020	Additional support will be provided based on feedback from the initial professional learning session.
August 2020 – June 2021	<p>For K-3 teachers, the reading proficiency tool will be used with all students at the beginning of the year to inform instruction and at the end of the year to document progress and proficiency. Teachers will have the option of using the Level Screener to determine which leveled text to use first when administering the Oral Reading Record.</p> <p>For 4-5 teachers, the Level Screener will be used with all students at the beginning of the year to determine if any students are reading below grade level. For any students below grade level, teachers will administer the Oral Reading Record to examine and monitor reading behaviors, while measuring reading proficiency.</p>
July 2021	DoDEA management will meet with FEA-SR leadership to discuss professional development opportunities.

Implementation Expectations

Provided with the support listed below, implementation expectations include:

- K-5 teachers, ESOL teachers, reading support teachers, LImm teachers, and Advanced Academic Program teachers will attend the 1 day professional learning session.
- K-5 classroom teachers will administer the reading proficiency tool to examine and monitor reading behaviors, while measuring reading proficiency in the following manner:
 - Grades 1-3 will administer the reading proficiency tool to each student in the class, finding the highest instructional level and the highest independent level, within the first six weeks of student enrollment and within the last six weeks of student enrollment.
 - Kindergarten teachers will administer the reading proficiency tool to each student in the class, finding the highest instructional level and the highest independent level, no later than January 31, within six weeks of student enrollment for new students beyond January 31, and within the last six weeks of student enrollment.
 - Grades 4-5 teachers will use the Level Screener within the first six weeks of student enrollment to identify any students who are reading below grade level; for students below grade level, teachers will administer the Oral Reading Record, finding the highest instructional level and the highest independent level, within the first six weeks of student enrollment and within the last six weeks of student enrollment.
- ESOL teachers, reading support specialists, LImm teachers and Advanced Academic

Program teachers will support K-5 teachers with the analysis of the Oral Reading Record and the design of instructional next steps to meet individual student needs.

- K-5 teachers will enter student data from the Oral Reading Record (i.e., highest instructional level and highest independent level) from the reading proficiency tool into Benchmark Universe within each assessment window.

Support Provided

K-5 teachers will receive the following resources, professional learning, and support:

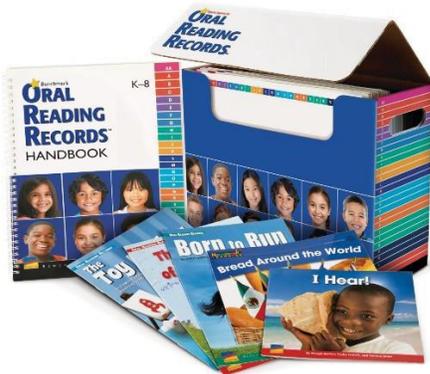
- The school-based facilitation team and the district support team are available for support as needed throughout the current school year and subsequent school years. During the school year, teacher members of the school-based facilitation team will be provided release time to support the implementation, in coordination with the school administrator. When preparing to deliver initial professional learning for newly assigned teachers during the school year, teacher members of the school-based facilitation team will be provided 1-day of release time to prepare for the delivery of the professional learning.
- The Reading Proficiency Tool, currently the Digital Oral Reading Records Kit from Benchmark Education, is provided for K-5 classroom teachers, ESOL teachers, reading support teachers, LImm teachers, and Advanced Academic Program teachers; the number of additional kits will vary with the size of the schools.
- School Administrators will collaborate with the Faculty Representative Spokesperson (FRS) to determine the best way to provide printed copies of the reading proficiency recording sheets for teacher use.
- Newly assigned K-5 teachers (i.e., K-5 classroom teachers, ESOL teachers, reading support teachers, LImm teachers, and Advanced Academic Program teachers) will receive one day of professional learning by the school-based facilitation team on the use of the reading proficiency tool as a component of a comprehensive literacy program. This can be coordinated within each community to maximize resources and time.

For questions related to this implementation plan, please contact Claudia Cox-Dawkins, Labor Management Relations Specialist, at Claudia.CoxDawkins@dodea.edu.

ATTACHMENT 1: Materials

The material in this shipment (Digital Oral Reading Record kits) is a complement to the existing Benchmark Advance material for K-5 literacy instruction. The Digital Oral Reading Record kits are intended to be distributed upon inventory in the following manner (NLT February 28, 2020):

K-5 classroom teacher	1 kit per K-5 classroom teacher
ESOL teacher	1 kit per ESOL teacher
LLI/Read 180 teacher	1 kit per LLI/Read 180 teacher
LIMM teacher	1 kit per LIMM teacher
Gifted Education teacher	1 kit per Gifted Education teacher
*District ISS	<i>1 kit per district PreK-5 Literacy ISS (TBD)</i>



Please ensure oversight of the Digital Oral Reading Record kits as they will be used as a system-wide data collection tool beginning in SY 2020-2021. There will be a professional learning plan and guidance provided in the coming weeks.

Any additional kits should be kept within the school supply area to provide for future needs at the school.

All existing Benchmark Assessment System (BAS) kits will be used through the end of SY 2019-2020 and can remain at the school as a supplemental assessment resource (no DRMO).

If you have any questions, please contact Kristy Pitts, HQ PreK-5 Literacy ISS, at Kristy.Pitts@dodea.edu.

ATTACHMENT 2: Procedures for Filling School Based Facilitation Team

K-5 Reading Proficiency Facilitation Team

Teacher Interest Form

Primary responsibilities of the school-based facilitation team include:

- Providing initial professional learning on the Reading Proficiency Tool
- Supporting teachers in the implementation of the Reading Proficiency Tool throughout the school year

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

1. Why are you interested in being a professional learning facilitator for the K-5 Reading Proficiency Tool?
2. What knowledge and skills do you have regarding literacy assessment and instruction? Please support with evidence.
3. What specific strengths do you bring to this role as a presenter and leader?
4. Since the facilitator will work directly with colleagues, how would you describe your relationship with your colleagues? Please support with evidence.

Name	
Current Position	
Number of years teaching	
Service Comp Date (SCD)	
Teacher's signature and date	
Principal's endorsement and 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.

K-5 Reading Proficiency Facilitation Team Teacher Selection Process

A school-based facilitation team model will be used to deliver professional learning and support the implementation of the DoDEA K-5 Reading Proficiency Tool. Each school will have a facilitation team that will consist of two teachers and the school administrator (principal or assistant principal). Bargaining unit members interested in applying for the teacher positions 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 FRS will be provided with the total number of applications received.

A panel will be comprised of no fewer than two persons from the Agency. Selection to this rating panel will be determined by the school administrator. Applicants for the 'K-5 Reading Proficiency Teacher Facilitator' selection may not be a member of the rating panel.

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 professional learning 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 two applicants with the highest scores being selected for the positions 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(s) will then be notified.

When vacancies on the school-based facilitation team occur, the principal will announce the vacancy to the school staff and the FRS, following the same process described above in Attachment 2, to select a replacement.

Early Return Eligibility for Training on the Reading Proficiency Tool

The list below of roles that are eligible for early return training on the Reading Proficiency Tool mirrors the purchase as part of a comprehensive literacy program for elementary schools. Additional roles within the school will be trained during the school year, as needed. Please reference the Implementation Plan for additional information.

Kits were purchased for the following teachers:

K-5 classroom teacher	1 kit per K-5 classroom teacher
ESOL teacher	1 kit per ESOL teacher
LLI/Read 180 teacher	1 kit per LLI/Read 180 teacher
LIMM teacher	1 kit per LIMM teacher
Gifted Education teacher	1 kit per Gifted Education teacher

Early Return Training Eligible	Not Early Return Training Eligible
Kindergarten Teacher	Education Technologist
Elementary Classroom Teacher, Grades 1-3	Elementary Art Teacher
Elementary Classroom Teacher, Grades 4-5	Elementary Heritage Teacher
Elementary Teacher of Learning Impaired (Mild/Moderate)	Elementary Music Teacher
Elementary Gifted Education Teacher	Elementary Physical Education Teacher
Elementary ESOL Teacher	Elementary School Support Specialist (non-LLI or non-Read 180)
Elementary School Support Specialist (LLI or Read 180)	Foreign Language Teacher
	Guidance Counselor (Elementary Grades)
	Information Specialist
	Occupational Therapist
	Paraprofessionals
	Physical Therapist
	Prekindergarten Teacher
	Psychologist
	School Nurse
	Special Education Assessor
	Speech/Language Assessor
	Speech/Language Pathologist
	Staff Development Coach
	Teacher of Learning Impaired (Moderate/Severe)
	Teacher of Emotionally Impaired
	Teacher of Hearing Impaired
	Teacher of Learning Impaired (Severe/Profound)
	Teacher of Preschool Disabled
	Teacher of Visually Impaired