

FIVE STAR POLICY RECOGNITION PROGRAM PROMISES MADE NOMINATION FORMS

The purpose of the program is to encourage states and provinces to adopt and implement policies that support effective literacy instruction for all children by honoring their rights to excellent literacy instruction. The program is a two-stage, two-year process. In *Promises Made* (Stage 1 which occurs in Year 1) the state or provincial council will nominate their state/province for the program by completing the nomination forms. Based on the nomination forms, the Association will determine whether the state/province has promising policies in each of the five star areas of children's rights (see below). These stars or rights are based on the Association's policy document, *Making A Difference Means Making It Different: Honoring Children's Rights to Excellent Reading Instruction*, available at www.reading.org.

Those states/provinces recognized for promising policies, will enter Stage 2, *Promises Kept* (which occurs in Year 2). The purpose of Stage 2 is to determine if the promising policies that led to the nomination are being implemented. We will ask the state/provincial council to work with state/provincial officials and representatives of the International Reading Association to determine if the promising policies are being implemented. Each council will receive a report either recognizing the state/province as a Five Star Policy Recognition state or detailing the reasons for not recognizing them. *Those states/provinces will be recognized for a two-year period. To maintain the International Reading Association Five Star Policy Recognition Award they will need to reapply again two years after they received the award. This award is presented to the state, e.g., state of Illinois, not the state or local council.*

DIRECTIONS: For each statement preceded by a check-off box, attach a policy document or excerpt from the document (*no more than five pages*) that explicates the state/provincial policy for that statement. The documentation and *the relevant portion MUST BE clearly marked or annotated* and attached to the cover sheet and *each page of the nomination package MUST BE numbered starting with 1 and proceeding consecutively through out all the pages of the nomination package.* You must provide *seven copies* of the entire nomination package including the cover sheet and copies of all documents.

Mail completed forms with documents attached to:

Kathy D. Baughman, Senior Secretary
International Reading Association
PO Box 8139
800 Barksdale Road
Newark, DE 19714-8139

Nomination forms are due on *February 1, 2003.*

You will find documentation of policies in state/provincial codes, in the regulations of state/provincial divisions that monitor certification of teachers and education funding, in state/provincial departments of education documents, in state/provincial standards and assessment documents, in state/provincial curriculum guides, in state/provincial certification policies, etc. These sources will vary from state to state and from province to province.

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COVER SHEET

Name of state/province: _____

Name of person submitting these materials:

Mailing address:

Phone number: _____

Fax number: _____

E-mail address (preferred method of contact):

Students' Reading Right #1

Students have the right to be taught reading by certified teachers who have taken two or more courses in the teaching of reading and/or who have demonstrated their proficiency in the teaching of reading. These certified teachers keep their skills up to date through effective professional development. The state/province requires reading courses for all teachers K-12 or requires that all K-12 teachers show proficiency in the teaching of reading. The state/province requires ongoing professional development for teachers.

- Students have the right to be taught reading by certified teachers who have taken two or more courses in the teaching of reading and/or who have demonstrated their proficiency in the teaching of reading. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

- These certified teachers keep their skills up to date through effective professional development. The state/province requires ongoing professional development for teachers. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Provide evidence that the state requires ongoing professional development for teachers to maintain their certification. Evidence that the state funds professional development for all teachers is also acceptable.]

- The state/province requires reading courses for all teachers K-12 or requires that all K-12 teachers show proficiency in the teaching of reading. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Be sure to provide documentation that both elementary and secondary teachers have either taken coursework or demonstrated their proficiency in the teaching of reading.]

Students' Reading Right #2

Students who struggle as readers have the right to receive additional help from qualified reading specialists. The state/province supports reading professionals/specialists, provides or supports intervention programs for struggling readers at all grade levels, and has state/provincial level staff positions specifically dedicated to the promotion of reading. The state/province's commitment is evident in attention to student reading achievement, for example, through support for second language learners, support for the development of home/school partnerships, state/provincial initiatives, analyses of multiple measures of reading performance, development of state/provincial standards, and the provision of support to local districts.

- The state/province supports reading professionals/specialists. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Evidence of reading professionals/specialist certificates will meet this requirement.]

- The state/province provides or supports intervention programs for struggling readers at all grade levels. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Be sure to include evidence that struggling readers in middle and secondary schools have access to specialized support.]

- The state/province has state/province level staff positions specifically dedicated to the promotion of reading. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Some examples of evidence are:

- a. Directory pages showing the titles of individuals in such staff positions at the state level.
- b. Memo from a state reading person describing her job.]

- The state/province's commitment is evident in attention to student reading achievement, for example, through support for second language learners, support for the development of home/school partnerships, state/province initiatives, analyses of multiple measures of reading performance, development of state/province standards, and the provision of support to local districts. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

Students' Reading Right #3

Students have a right to access a wide variety of books and other reading materials in classroom and school library media centers. Students also have a right to access technology that will enhance their reading achievement. The state/province provides ample support for building and maintaining good collections in classroom and school library media centers. The state/province provides access to technology to all students, including those in schools in low-income communities.

- The state/province provides ample support for building and maintaining good collections in classroom and school library media centers *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Evidence may be funding data that shows books and other print media are bought for school and classrooms libraries. Some states have specific legislation in this area.]

- The state/province provides access to technology to all students including those in schools in low-income communities. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Be sure to provide evidence that equal or greater funding for technology is available to high-poverty schools.]

Students' Reading Right #4

Students have the right to be taught beginning reading through methods chosen on the basis of their needs as learners. The state/province encourages the use of multiple methods in beginning reading, with methods selected on the basis of students' needs in learning to read, and does not mandate the use of one particular method.

- The state/province encourages the use of multiple methods in beginning reading, with methods selected on the basis of students' needs in learning to read. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[State standards documents may be used to provide documentation. Other documentation such as descriptions of state networks that disseminate a broad range of programs may also be useful.]

- The state/province does not mandate the use of one particular reading method. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[State standards documents may be used to provide documentation. Other documentation such as descriptions of state networks that disseminate a broad range of programs may also be useful.]

Students' Reading Right #5

Students have the right to reading assessment with multiple methods that provide information about their strengths and needs as learners, involve them in making decisions about their own learning, and lead to clear implications for instruction. The state/province uses multiple measures of reading achievement and does not rely only on standardized tests or use single test scores to make promotion, placement, or graduation decisions.

- The state/province encourages reading assessment with multiple methods that provide students information about their strengths and needs as learners, involve them in making decisions about their own learning, and lead to clear implications for instruction. *Title(s) of document(s) and page number(s) of the document(s) in the nomination package.*

[Be sure to document that high-stakes decisions such as placement, promotion, and graduation or sanctions for schools and/or teachers are not made on the basis of a single measure.]