

University of California, Irvine



# Pathway to Academic Success Project

## District Handbook



# Table of Contents

[What are the partner district's needs?](#)

[IRB: District Level](#)

[District Personnel: Who Will Help with this Work](#)

[Union Involvement](#)

[School Board Approval](#)

[Create calendar for Full Day and After School Meetings](#)

[Location\(s\) for PD](#)

[Selection/Recruitment of Teachers](#)

[Resources/Supplies](#)

[LMS \(Learning Management System\) or Website maintenance to disseminate PD materials](#)

[Pre/Post Test \(Optional\)](#)

[Commenting on Papers \(Optional\)](#)

[Holistic Scoring of Papers \(Optional\)](#)

[District Institutionalization](#)

The purpose of this handbook is to cover all of our bases when an LEA/School District decides to work with us. The following are all points we need to bring up with them. The final form of this document will be a form that we can go through and fill out with the district so that both sides are clear about what will be done going forward.

# 1. What are their [the partner district's] needs?

- a. Questions to ask:
  - i. What current professional development initiatives/goals does your district have? This includes other in-services that ELA teachers will be attending during our in-services.
  - ii. What district testing is in place (benchmarks, etc.) so that we do not conflict?
  - iii. What pacing guides, scoring guides, lesson/unit templates, etc. are in place?
  - iv. What texts are you using, even at high school? What novels? Do we have access to the high school units?
  - v. Are principals involved in Language Arts implementation...how?
  - vi. Are your administrators onboard with this initiative?
  - vii. What role(s) do literacy coaches have in ELA instruction?
  - viii. What gaps/needs do you see in ELA instruction?
  - ix. What is your Learning Management System?
  - x. What technology capabilities does your district have?

## 2. IRB: District Level

- a. Does the district want to conduct a research study?
- b. If yes, will UCI be able/allowed to publish the research?
- c. Who will file the IRB request?
- d. When will the IRB be requested?
- e. When will the IRB be finalized?

## 3. District Personnel: Who Will Help with this Work

- a. Who will be the main contact person from the district for Pathway?
- b. Who will help contact teachers and keep all participating staff updated?
- c. As an example, during the Planning Period (determine dates), the partner district will identify specific personnel to play key roles in designing and implementing the Pathway Project including:
  - i. Two district literacy specialists
  - ii. Principals from participating schools
  - iii. One counselor or assistant principal from each participating school. This person will serve as the Pathway counselor.
  - iv. School liaison from each participating school who has been randomly assigned to participate in the Pathway Project in Year 1 and who is considered an outstanding teacher by his/her peers and administration. After training, this school liaison will become a school-based literacy coach beginning in Year 3.
- d. If research will be conducted, determine UCI Pathway personnel who will be working with the district throughout the research process.
- e. Make sure all parties involved know who and how to contact related personnel.

- f. (See Appendix #? For sample chart of key personnel and their responsibilities)

#### 4. Union Involvement

- a. Unions need to approve what we are asking teachers to do. They mainly want to avoid conflicts of interest.
- b. Reach out to union reps after a contract has been drafted.
- c. How will Pathway reach out to the union? Who should be contacted?

#### 5. School Board Approval

- a. When will official approval be decided? Prior to start of the work
- b. Get district commitment form approved

#### 6. Create calendar for Full Day and After School Meetings

- a. Content chosen from Menu and/or List of Tutorials (by the district in collaboration with Pathway)
- b. Determine and create timeline for PD activities
- c. Identify potential presenters available to facilitate PD activities (who is available for what dates)

#### 7. Location(s) for PD

- a. Decide on possible locations for the PD. We generally suggest choosing a venue outside of the school campus, as that tends to feel more professional (i.e. hotels, banks, any location outside of the schools but within the school district)
- b. Decide on locations for afterschool meetings (i.e. a school learning center, etc)

#### 8. Selection/Recruitment of Teachers

- a. Which teachers will be participating in the intervention?
- b. If a research study will be conducted, how will teachers be recruited or selected?
- c. Who can teachers contact if they need assistance with the intervention or with the research components of Pathway?
- d. Substitute teachers

#### 9. Resources/Supplies

- a. What tools/materials are available? (i.e. digital highlighter tool, Grammar Brushstrokes, cognitive strategy bookmarks, etc)
- b. What materials/supplies will be needed for the PD in this district?
- c. How will teachers and students access or receive PD materials?
- d. Technology or paper? What does the district prefer?
- e. If the district prefers paper materials:
  - i. How, where, and when will materials be printed?
  - ii. How and when will materials be distributed?
  - iii. How much will the materials cost?
  - iv. Who will be covering the costs? (The general details of this should be agreed upon before the district makes the decision to partner with Pathway on this PD).

- f. If many materials are going to be digital, discuss teachers' and students' access to devices, as well as how personnel will be able to access those materials:
  - i. What access do teachers and students have to technology (i.e. types of devices, devices per individual, etc.)?
  - ii. Will PD materials be accessible via the Pathway website? Or does the district have a different preferred platform?
  - iii. Who will manage/organize the electronic materials for this district?
  - iv. Who can Pathway or teachers contact when/if there are technical issues?
  - v. Are there any additional costs associated with these PD materials? If yes, who will cover the costs?
- g. Any additional notes on PD materials for this district:

## 10. LMS (Learning Management System) or Website maintenance to disseminate PD materials

- a. Does the district have its own learning management system that it wants to use? Do they want to create their own website/web resource? Or would they like to have an extension to the Pathway website?
- b. Who will help maintain and update website materials?
- c. (Is it possible to have a document where we simply point teachers to where materials are for each of their own district's PDs, so that we can have a master web resource without a bunch of customized pages? For example, this could be a chart where the district's PD workshops are listed in one column, instructions on how to locate it on the website are in another column, and then a column with a short description of the material or workshop in question. This would be the most efficient if we or the district in question cannot afford to have specific people to work on this)

## 11. Pre/Post Test (Optional)

- a. Will this be done for internal research purposes? Or will the district be participating in a larger research study with Pathway?
- b. When will pre and post tests be done?
- c. How will pre and post tests be completed? For example, will it be on paper or digital?
- d. How will pre and post tests be collected?
- e. Who will be collecting pre and post tests, and how will this be done?

## 12. Commenting on Papers (Optional)

- a. Does the district want Pathway to help with providing comments on student papers? Typically, Pathway has done this for pre-tests so that students could use these comments to revise those papers.
- b. Who will be responsible for commenting on papers?
- c. When will papers be commented upon? And when might teachers/students expect to receive those comments?

### 13. Holistic Scoring of Papers (Optional)

- a. Who will be doing the holistic scoring?
- b. When will scoring occur?
- c. How and where will scoring occur (i.e. in person, virtually and using Google Drive, etc.)?

### 14. District Institutionalization

- a. How can the district make Pathway and its tools/strategies/materials part of their own system?
- b. Does the district want help integrating Pathway more into their classrooms?
- c. How might teachers find or access support to further integrate Pathway into their teaching?
- d. How will Pathway resources be made available to the district as a whole? For example, will there be a website? Could there be teachers that other teachers can contact for advice or just to hear their experiences with Pathway tools?