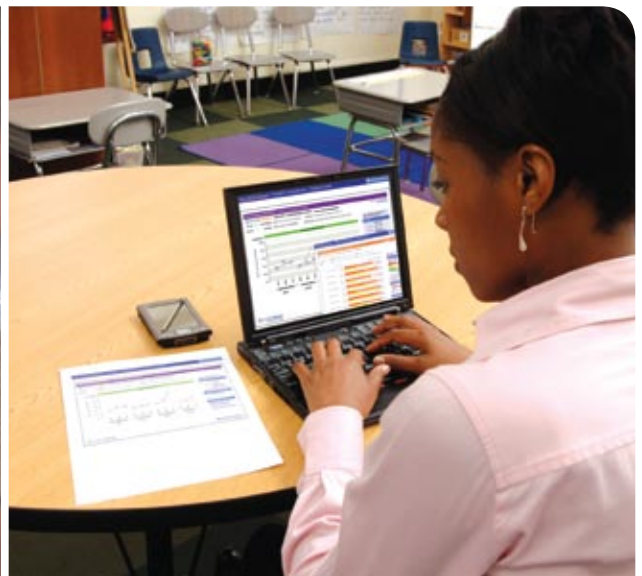


Professional Services

Working With Educators to Build Capacity



Today's teachers have a wealth of data at their fingertips, yet the connection to instruction is not always immediately obvious. Wireless Generation's growing suite of professional services seeks to make this connection clear and practical. Our goal is to help teachers answer the "So What?" and "Now What?" questions they face when they begin to analyze data and use it to help improve outcomes for all students.

For years, teachers and administrators have praised mCLASS® solutions and the data they provide. Now they want to learn how to best use their real-time student results to inform instruction. In response to this need, we have built a suite of customizable ongoing professional development and consulting services that supports educators as they make the leap from having data to really using data.

Wireless Generation's professional development sessions are tailored to the needs of participants, with practice activities organized around actual student data. Our step-by-step analysis processes are documented in short, easy-to-use reference guides, allowing participants to easily incorporate these new ideas and practices into their daily routines. Because we believe that analysis provides useful insight only when educators approach data honestly, without the fear of being judged, and when they can draw upon the insights of their colleagues, we ensure that the same experienced consultant — always a former educator or administrator — works with your staff throughout the school year to facilitate a safe and collaborative environment for sharing ideas.

Our mission is to help your state, district, and schools build the capacity to collect, analyze, and use data to make the right instructional decisions for the right students at the right time. Our professional services offerings can assist in this process and, in turn, help create a community of successful learners. We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Leslie Kerner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Leslie Kerner

Vice President, Professional Services

Wireless Generation

Wireless Generation Professional Services

Our Suite of Services

Wireless Generation professional services are tailored to suit the needs of participants with practice activities organized around actual student data. All sessions are customized according to the requests of the participating district or schools.

- Ongoing Professional Development: Taking Action with Literacy and Math Assessment Data
- Differentiated Instruction Series: Professional Development for Teachers
- Leadership Consulting Services: Data Analysis for Instructional Leaders
- Response to Intervention (RTI)
- Product Training



Our Consultants and Trainers

Highly experienced and qualified consultants conduct all Wireless Generation training and professional development sessions. Each consultant is a former educator with hands-on classroom and/or administrative experience, and all have earned specialized, professional certifications for early literacy assessments such as DIBELS®, TPRI®, Tejas LEE®, and CIRCLE™. Wireless Generation is a member of the National Staff Development Council and uses the standards promoted by the Council as its foundation for designing professional learning engagements.



Oklahoma Department of Education Case Study

Closing the Achievement Gap with Wireless Generation Professional Services

The Oklahoma State Department of Education is committed to improving teaching and learning in its schools and closing the reading achievement gap across the state. This commitment is reflected in numerous programs, notably Reading First, in which most schools achieved significant student growth. The Department of Education was pleased with these results, but not yet satisfied, believing that all Reading First schools could close the gap with other high-performing Oklahoma elementary schools. The Department identified a subset of fifteen schools needing additional support and turned to longtime partner Wireless Generation to collaborate on delivering targeted, ongoing professional development at these sites during the 2007-2008 school year.

In shaping the professional development program for the fifteen schools most in need, Wireless Generation and the Department of Education took a series of steps:

- ▶ Conducted a statistical analysis of Wireless Generation's vast database on student learning and performance in early reading, and identified "outperformer" classrooms in Oklahoma — those that produce significantly greater gains in formative assessment scores than comparable classrooms nationwide.
- ▶ Observed outperformer classrooms to pinpoint the successful teaching practices and characteristics of effective classrooms.
- ▶ Had direct conversations with principals and literacy coaches at outperformer schools to explore the crucial elements of their success.
- ▶ Identified areas for growth in the fifteen targeted Reading First schools through classroom observations and discussions with principals and literacy coaches.
- ▶ Developed a customized program of ongoing professional development based upon learnings from the outperformer schools and the needs of each of the fifteen Reading First schools.



At each of the fifteen schools during the 2007-2008 school year, the coaches, principals, and teachers received up to six monthly visits from a Wireless Generation professional services consultant, who

provided customized professional development on various topics according to each school's needs. Session themes included:

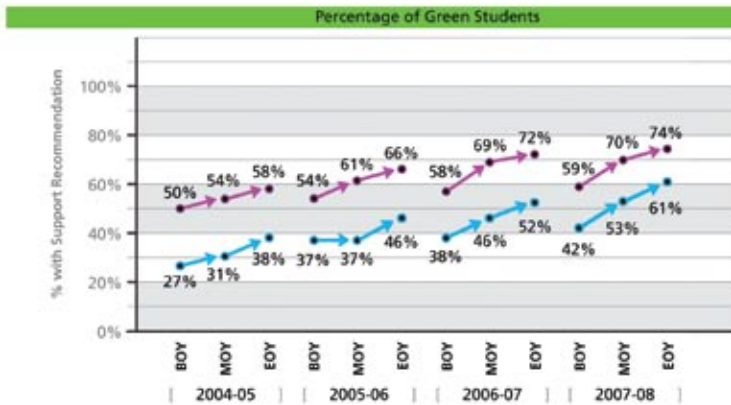
- ▶ Leadership walkthrough: Working with a principal and literacy coach to determine how to support teachers by observing their data and classroom practices
- ▶ Differentiated Instruction: Working with teachers and coaches to understand how to use data to differentiate whole- and small-group instruction for students
- ▶ Differentiated centers: Working with teachers and coaches to extend data-informed differentiated instruction to classroom literacy centers
- ▶ Data analysis and small-group planning: Working with teachers to understand how to analyze formative and summative assessment data to plan and adjust instruction
- ▶ Lesson planning: Working with coaches and teachers to implement a modified lesson study practice, to promote peer observation and reflective practice based on data and observation
- ▶ Vocabulary/Comprehension: Working with teachers and coaches to understand best practices in vocabulary and comprehension instruction and to create plans for teaching these higher-level skills

PERFORMANCE REPORTING: IDENTIFY DISTRICT GROWTH

mCLASS DIBELS INSTRUCTIONAL RECOMMENDATION GROWTH COMPARISON CHART

Current As Of: 9/18/2008
mCLASS Home

STATE: OK CUSTOMER: SPECIAL PROGRAMS DISTRICT: OKLAHOMA DEPARTMENT OF EDUCATION
GRADE: K-3 YEAR: MULTIPLE YEARS



Students in the institution at time of assessment

LEGEND

- Outperformer Schools
- Fifteen Professional Development Schools*

Instructional Recommendation

Grade: K 1 2 3 4 5 6

VIEW RELATED REPORTS

- Progress Monitoring Status Report

* Indicates a sub-set of fifteen Oklahoma Reading First schools that received a year-long customized professional development engagement during the 2007-2008 school year.

Based on an analysis of student data collected over the course of the school year, the fifteen schools receiving Wireless Generation professional development made substantial achievement gains and produced more student movement toward Benchmark than in previous school years, bringing reading scores closer to those of their high-performing peers in other schools.

The report above, a Growth Comparison Chart generated by Wireless Generation’s mCLASS®:Direct™ reporting platform, documents the number of Oklahoma Reading First K-3 students reading at Benchmark (“Green Students”) at the Beginning-, Middle-, and End-of-Year assessment periods from the 2004-2005 through 2007-2008 school years. As illustrated by the chart, during the 2007-2008 school year the fifteen schools receiving ongoing, customized professional development sessions (blue lines) made significant progress toward closing the achievement gap with their outperformer peers (purple lines). By the end of the year, 61% of K-3 students in the fifteen professional development schools were reading at proficiency, compared to the first year, when only 38% reached Benchmark.

Another sign of significant improvement in the fifteen schools can be seen when comparing End-of-Year Benchmark scores year over year. Prior to receiving customized professional development,

these schools ended each year with 20% fewer students on Benchmark than the outperformer schools. However, at the end of the 2007-2008 school year, the fifteen schools finished only 13% below their peers, representing a 35% reduction in the gap between the two groups.

A final observation that can be made based on the data above is the substantial gain made within the fifteen schools during the 2007-2008 school year. By comparing Beginning-of-Year scores to End-of-Year scores, the data reveal that the customized professional development engagement contributed to the biggest increase in Benchmark students over the past four school years:



With an investment in ongoing professional development sessions, all fifteen schools are making substantial progress toward becoming outperformers. Through their work with Wireless Generation, the Oklahoma Department of Education has significantly improved teaching and learning practices across all Reading First schools, and has decided to provide similar customized engagements to other schools across the state.

Ongoing Professional Development

Taking Action with Data (Literacy and Math Series)

Developed with the goal of providing districts with methods for using data to inform classroom instruction, this ongoing series is designed to prepare district and school staff to use “just in time” data analysis to plan and adjust instruction. It provides a forum for sharing successful practices and formulating solutions to help all students learn.

Learning Objectives

- ▶ Build capacity for data analysis throughout schools and the district
- ▶ Analyze each set of data to identify student strengths and needs
- ▶ Help teachers, coaches, and administrators connect data to classroom instruction and school decisions
- ▶ Foster a culture of collaboration around data use, promoting the sharing of analysis and instructional practices among teachers, coaches, administrators, parents, and students
- ▶ Make strategic decisions about staff needs in terms of materials, professional development, and support
- ▶ Create school- and district-wide plans based on what has been and what will be most effective in improving overall student achievement



Literacy Series

Session 1: Data-Informed Instruction: Using Benchmark Data

Sample Agenda:

- ▶ Analyzing and interpreting Benchmark assessment results
- ▶ Creating small groups for targeted instruction
- ▶ Planning targeted instruction for small groups
- ▶ Facilitating effective data conversations based on Benchmark data
- ▶ Supporting creation of grade-level goals for student performance
- ▶ Identifying implementation priorities
- ▶ Introduction to aggregate data available from mCLASS®:Direct™
- ▶ Wrap-up, Q&A

Session 2: Adjusting Instruction: Using Progress Monitoring Data

Sample Agenda:

- ▶ Analyzing and interpreting Progress Monitoring assessment results
- ▶ Managing fluid instructional groups
- ▶ Determining needs-based adjustments to small-group instruction
- ▶ Identifying opportunities to improve instructional effectiveness through differentiation
- ▶ Facilitating effective data conversations based on Progress Monitoring data
- ▶ Supporting Progress Monitoring at desired rates
- ▶ Revisiting implementation priorities
- ▶ Wrap-up, Q&A

Session 3: Ensuring Adequate Progress: Data-Informed Differentiation

Sample Agenda:

- ▶ Reviewing and analyzing aggregate data available through the mCLASS:Direct reporting system
- ▶ Determining effectiveness of instruction
- ▶ Identifying individual students who are not achieving adequate progress
- ▶ Planning appropriate interventions through differentiated instruction
- ▶ Communicating with parents/families about student progress
- ▶ Revisiting implementation priorities
- ▶ Wrap-up, Q&A

Session 4: Promoting Schoolwide Improvement

Sample Agenda:

- ▶ Reviewing and analyzing aggregate data available through the mCLASS:Direct reporting system
- ▶ Pinpointing areas of strength and concern within and across grades
- ▶ Identifying steps to promote differentiated instruction school-wide
- ▶ Supporting effective transition of student cohorts through vertical data conversations
- ▶ Recognizing implementation successes and identifying future priorities
- ▶ Developing tools to sustain long-term data-driven decision making
- ▶ Wrap-up, Q&A

Math Series

Session 1: Using Data to Inform Instruction

Sample Agenda:

- ▶ Analyzing and interpreting Benchmark assessment results to drive instructional decisions
- ▶ Creating small groups for differentiated instruction
- ▶ Planning for small group instruction
- ▶ Discussing data and student needs with parents
- ▶ Using aggregate report data to guide instructional decisions
- ▶ Wrap-up, Q&A

Session 2: Adjusting Instruction: Using Progress Monitoring Data

Sample Agenda:

- ▶ Analyzing and interpreting Progress Monitoring assessment results to determine student response to instruction
- ▶ Using data to inform grouping decisions between benchmarks
- ▶ Managing small instructional groups
- ▶ Developing a plan for small group instruction that aligns with class needs and resources
- ▶ Discussing progress with parents
- ▶ Wrap-up, Q&A

Differentiated Instruction Series

Professional Development for Teachers

Learning to use assessment data and valuable, research-based educational materials is the first step to helping teachers and coaches deliver targeted instruction to every student. In *Wireless Generation's Differentiated Instruction Series*, participants use real-time student data to learn how to identify strengths and weaknesses and discover how to use Progress Monitoring data to refine small-group and differentiated instruction.

During these sessions, participants will work with existing classroom materials and research-based, open-source, online materials to develop instruction and activities that meet each student's individual needs. They will return to their schools primed with knowledge, steeped in practice, and armed with materials that can be immediately put into action.



Learning Objectives

- ▶ Plan targeted, individualized instruction for every student, based on assessment results and other student data
- ▶ Differentiate workstations for your classroom
- ▶ Analyze data to identify whether students are achieving adequate progress
- ▶ Identify strengths and opportunities for improvement in the practice of differentiated instruction
- ▶ Learn about and explore FreeReading™ as an instructional tool and intervention program
- ▶ Promote data conversations between adjacent grade levels about student performance trends

Session 1: Differentiated Instruction: Your First Step

Sample Agenda

- ▶ Analyzing student data to form skills-based groups
- ▶ Planning small-group instruction using FreeReading and other resources
- ▶ Adjusting instruction using Progress Monitoring data
- ▶ Participating in the FreeReading community
- ▶ Wrap-up, Q&A

Session 2: Using Data to Differentiate Instruction

Sample Agenda

- ▶ Identifying adequate progress
- ▶ Recognizing differentiation
- ▶ Investigating student progress
- ▶ Differentiating small-group instruction
- ▶ Collaborating with FreeReading
- ▶ Differentiating workstations
- ▶ Setting goals for next steps
- ▶ Wrap-up, Q&A

Session 3: Sustaining Targeted Instruction Using Multi-Year Data

Sample Agenda

- ▶ Creating a differentiation rubric
- ▶ Differentiating instruction with longitudinal student data
- ▶ Sharing multi-year data across grade levels
- ▶ Creating a grade-level action plan
- ▶ Identifying available resources
- ▶ Wrap-up, Q&A

Leadership Consulting Services

Data Analysis for Instructional Leaders

Wireless Generation's Leadership Consulting Services help principals develop a culture of continuous improvement in their schools through data-driven decision making. Participants return to their schools armed with vivid visualizations of their data that can be put on walls and used in data briefings.

Our Leadership Consulting Services are highly customized engagements designed to address a school's specific needs. An experienced Wireless Generation consultant works closely with principals to understand their schools' instructional plans, administration policies, and goals for improving teaching and learning. All sessions are conducted using actual data from their schools, giving principals a practical experience that will immediately impact teaching and learning.

Principals can choose from the following sessions, or work with us to design customized data-analysis sessions focused on the tools, data, and leadership practices that impact state accountability and promote instructional improvement.

Learning Objectives

- ▶ Discover how data can drive school improvement plans, advance class and student performance, and shape professional development decisions
- ▶ Set clear goals and plan for improvement to prepare for state accountability reviews
- ▶ Learn to use aggregate data to identify students not making adequate progress, and create plans for advancing student and classroom performance
- ▶ Evaluate the effectiveness of current plans for school-wide improvement
- ▶ Focus on aligning capacity-building to achievement goals
- ▶ Learn methods for leadership development and structured collaboration

Session 1: Taking Action with Data

Sample Agenda

- ▶ Examining assessment data reporting options
- ▶ Monitoring implementation of effective instructional practices
- ▶ Using data to make instructional decisions
- ▶ Cultivating a data-informed school culture
- ▶ Setting goals and planning for improvement
- ▶ Wrap-Up, Q&A

Session 2: Closing the Gap

Sample Agenda

- ▶ Continuing evaluation of effective instructional practices
- ▶ Creating school-specific aggregate reports
- ▶ Monitoring the effectiveness of your plan for improvement
- ▶ Analyzing Progress Monitoring data to identify additional resource needs
- ▶ Preparing for and conducting effective data conversations
- ▶ Wrap-Up, Q&A

Session 3: Improving School-Wide Instruction

Sample Agenda

- ▶ Analyzing data to identify academic improvement strengths and needs
- ▶ Implementing and evaluating the differentiated classroom
- ▶ Sustaining differentiated instruction when transitioning student cohorts
- ▶ Aligning capacity-building to goals
- ▶ Investigating school-wide instruction and data trends
- ▶ Wrap-Up, Q&A

Response to Intervention (RTI)

RTI Professional Development

Wireless Generation developed the mCLASS®:RTI solution to support educators in tracking and monitoring student progress and in determining the intervention support needed to develop successful learners. To implement and sustain formative assessment that includes frequent progress monitoring and data analysis to differentiate instruction, educational teams need ongoing professional development and support.

Learning Objectives

- ▶ Build capacity to effectively address a school's specific RTI needs
- ▶ Teach educators to use your school and district data to improve outcomes in the classroom
- ▶ Provide ongoing training and support for administrators, instructional leaders, and lead teachers



Series for Districts and Schools New to RTI

Designed for schools and districts that are new to RTI, this series guides schools and districts through a successful implementation of the program and helps build capacity for sustaining effective cycles of assessment, progress monitoring, and data analysis.

This series includes:

Leader Sessions

- ▶ One beginning-of-year onsite Session
- ▶ One middle-of-year Conference Call Session
- ▶ One end-of-year one-day onsite Leader Session

Training-of-Trainers/Teacher Sessions

- ▶ One consecutive-two-day onsite session
- ▶ Two one-day sessions at critical points in the year

Remote Support

- ▶ Conference calls scheduled as needed
- ▶ Emails and telephone calls to consultant as needed

Series for Experienced RTI Schools and Districts

Designed for schools and districts that are experienced users of RTI, this series builds upon prior RTI program implementation to strengthen and refine the process.

This series includes:

- ▶ One District Planning Session (by phone)
- ▶ One beginning-of-year consecutive-two-day onsite Session
- ▶ One middle-of-year one-day onsite Leader Session
- ▶ One end-of-year one-day onsite Leader Session

In addition to Response to Intervention Professional Development, product training for mCLASS:RTI is also available.

Product Training

Wireless Generation is committed to helping all students become successful learners. We facilitate the use of data to inform instruction and identify learning trends, as well as save teachers time in the classroom. Our product training sessions equip educators with the tools they need to maximize the benefits of their mCLASS solutions, ensure successful implementation, and encourage shared learning objectives.

Training Options:

Teacher Training: These sessions prepare classroom teachers and specialists to use mCLASS products and/or data to identify student needs.

Training of Trainers: These sessions prepare district and school staff to train their colleagues on the mCLASS products and/or data.

Technical Training: These sessions help school and district staff members become proficient in the installation and management of mCLASS solutions.

Product trainings are available for all Wireless Generation assessment and instruction solutions, including:

- ▶ mCLASS® Reading 3D™
- ▶ mCLASS® DIBELS®
- ▶ mCLASS® IDEL™
- ▶ mCLASS® DIBELS® Small-Group Advisor™
- ▶ mCLASS® RTI
- ▶ mCLASS® Math
- ▶ mCLASS® TPRI®
- ▶ mCLASS® Tejas Lee®
- ▶ mCLASS® TPRI® Progress Monitoring
- ▶ mCLASS® Tejas Lee® Progress Monitoring
- ▶ mCLASS® CIRCLE™
- ▶ mCLASS® Direct™ Administrator Training
- ▶ Burst™ Reading Early Literacy Intervention

Our Partners

Wireless Generation works in partnership with the the Children’s Learning Institute (formerly the Center for Academic and Reading Skills and the Center for Improving the Readiness of Children for Learning and Education), the Texas Institute for Measurement, Evaluation and Statistics (TIMES), and Dynamic Measurement Group (DMG) to ensure a wide range of expert professional development abilities.

For more information, please visit www.wirelessgeneration.com.



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