



DELL-D "CRIS" - Classroom Recognition and Improvement System

A Framework for Recognizing and Celebrating Our Development as Classrooms

Why Have a "Recognition and Improvement" System?

You and your classrooms are important to children, families, and all of us who are part of DELL-D. The CRIS (Classroom Recognition and Incentive System) provides a framework to recognize you for your efforts. It also provides a basis for continuing to grow as a classroom.

There are two sections of CRIS:

1. "Laying the Foundation," which relates to your classroom's progress toward
 - providing an environment that is rich in language and literacy
 - ELLCO
 - extra story book reading times
 - embedded literacy-based opportunities throughout the day
 - implementing Trophies in a way that has fidelity to ("is true to") its intended scope and sequence (as measured through planning and follow-up observation)
2. "Building on the Foundation," which relates to using teaching interactions with children that strengthen their opportunities for learning

The CRIS provides a framework for all of us to celebrate both the small and the large steps that each DELL-D classroom makes on its journey to becoming an exemplary early literacy learning classroom.

Movement through the Framework

Using observations and self-study, together with observation information from DELL-D staff, teachers and coaches will begin by deciding where their classrooms currently are in the CRIS framework. Classrooms will then set goals to meet the benchmarks in the "foundational areas" in the column that they are in. Teachers and their coaches will develop and implement a classroom coaching plan to meet these goals. As they move along, they will keep track of their progress by marking off their achievements on the CRIS. Once they achieve the foundational areas, they will add other benchmarks in that column. When they have met those benchmarks, they will move to the next column. Our guess is that you will find that you are achieving many of these benchmarks already!

Relation to Coaching and Other Professional Development

The CRIS and coaching are directly related - coaching goals in each classroom will reflect what that classroom is working to establish and build. The CRIS is also directly related to what is covered in the Teaching Institutes and in monthly Small Group Meetings. Coaches will bring information from the classroom directly to planning for professional development, so that what is learned can be directly applied to goals for moving through the CRIS.

Recognition for Steps along the Way

We know that your primary motivation for improving your classrooms is to improve children's learning. But being recognized for your hard work and for your achievements along the way is nice, too! *Here's the plan:*



**Classroom Recognition and Improvement System (CRIS)
DELL-D Benchmarks for Good, Excellent, and Exemplary Classrooms**

LAYING THE FOUNDATIONS						
	ELLCO Sections	BRONZE Classroom	SILVER Classroom	GOLD Classroom	Sources of Information	Relation to Coaching
ELLCO - ENVIRONMENT and BASIC EARLY CHILDHOOD CURRICULUM	General Classroom Environment (seven 5-point ratings)	All seven items at 3 or above (min.total 21/35 pts.)	<ul style="list-style-type: none"> 5/7 items at 4 or above Remaining items at 3 or above (min. total 26/35 pts.) 	<ul style="list-style-type: none"> 3/7 items at 5 or above Remaining items at 4 or above (min. total 31/35 pts.) 	<ul style="list-style-type: none"> Pre/post observation by external observers DELL-D staff upon request any time 	<ul style="list-style-type: none"> Self-study with ELLCO, followed by goal setting Information from above included in classroom development plan (CDP) Classrooms goals reviewed & updated monthly
	Language/Literacy Environment (twelve 5-point ratings)	All twelve items at 3 or above (total min. 36/60 pts.)	<ul style="list-style-type: none"> 7/12 items at 4 or above remaining items at 3 or above (min. total 43/60 pts.) 	<ul style="list-style-type: none"> 5/12 items at 5 Remaining items at 4 or above (min. total 53/60 pts.) 		
	Total	57/95	69/95	84/95		
FIDELITY TO TROPHIES CURRICULUM	29 Segments of TROPHIES Weekly Theme Plan <ul style="list-style-type: none"> Included in 5-day theme plan Implemented as planned, intended 	Minimum 22/29 curriculum segments, activities (or equivalentents) <ul style="list-style-type: none"> 3 themes in a row (approx. 3 weeks) 	Minimum 22/29 curriculum segments, activities (or equivalentents) <ul style="list-style-type: none"> 2 units in a row (approx. 2 mos.) 	Minimum 22/29 curriculum sections, activities (or equivalentents) <ul style="list-style-type: none"> Semi-annual fidelity check by DELL-D staff 	<ul style="list-style-type: none"> 5-day theme plans collected by coach Implementation checklist weekly or monthly by coach, by DELL-D staff 2 times per year 	<ul style="list-style-type: none"> Self-study, plan with team (annual, unit, theme) Include fidelity goals in CDP Complete checks Provide feedback
	Book Reading	Extra book reading included min. 1 day/week	Extra book reading included min. 2 days/week, with a repeated reading	Extra book reading included min. 3 days/week, with a repeated reading		

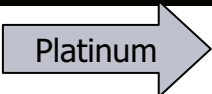
BUILDING ON THE FOUNDATION						
TEACHING INTERACTIONS		BRONZE Classroom	SILVER Classroom	GOLD Classroom	Sources of Information	Relation to Coaching
	Teaching Strategies Checklists	60% of items on each of Circle-Time, Story-Time, Activity-Time (small group) (2 consecutive observations)	70% of items on each of Circle-Time, Story-Time, Activity-Time & Center checklists (2 consecutive observations)	80% of items on each of Circle-Time, Story-Time, Activity-Time & Center checklists (2 consecutive observations)	Checklists completed by coach on monthly basis (rotate, approx. 2/week)	<ul style="list-style-type: none"> • Complete as per schedule • Include in CDP when appropriate
	Curriculum Integration (Creative Curriculum framework)	At least 2 literacy centers (e.g., writing, library, computer, listening) extend on theme and described to children (consistent for 4 weeks)	At least 2 literacy and 1 additional center extend on theme (dramatic play, blocks) and include literacy focus; described to children (consistent for 2 weeks)	At least 4 centers extend on and include literacy focus; described to children (consistent for 2 weeks)	<ul style="list-style-type: none"> • Plans collected by coach • Observation data recorded on Centers Observation Form • Copy to DELL-D staff 	<ul style="list-style-type: none"> • Plan with team • Include in CDP
		---	50% of boxes checked on embedding opportunities checklists <ul style="list-style-type: none"> • SBRR areas (3/4 observations) • Teaching interactions across day (3/4 observations) 	60% of boxes checked on embedding opportunities checklists <ul style="list-style-type: none"> • SBRR areas (2 consecutive observations) • Teaching interactions (2 consecutive observations) 	Observation with each form completed by coach on monthly basis	<ul style="list-style-type: none"> • Plan with team • Include in CDP
Making Curriculum Decisions	Complete CBMs (old or new) on 3 "average" children by unit end date. (2 consecutive units)	Complete CBMs (old or new) on 3 children scoring <85 on PPVT and on 3 "average" children by unit end date; use data to plan and implement SBRR skill practice during non-TROPHIES activities 3 out of 4 observations (at least 1 child from each group).	Complete CBMs (old or new) on all children by unit end date; use data to plan and implement SBRR skill focus during non-TROPHIES theme: 2 children in each SBRR area, 2 consecutive non-TROPHIES themes	Completed CBMs and plans collected by coach, copy to DELL-D staff	<ul style="list-style-type: none"> • Assist with assessment plan • Assist in using results in planning • Observe and record fidelity to plan 	



CRIS PROGRESS CHART

(REVISED 8/16/10)

	ELLCO Sections	BRONZE Classroom	SILVER Classroom	GOLD Classroom	SOLID GOLD
	GCE	<ul style="list-style-type: none"> All 7 items at 3 or above (minimum of 21/35 pts.) 	<ul style="list-style-type: none"> 5/7 items at 4 or above Remaining items at 3 or above (minimum of 26/35 pts.) 	<ul style="list-style-type: none"> 3/7 items at 5 Remaining items at 4 or above (minimum total of 31/35 pts.) 	Maintain all benchmarks at the GOLD Level for a minimum of 2 months
	LLE	<ul style="list-style-type: none"> All 12 items at 3 or above (minimum of 36/60 points) 	<ul style="list-style-type: none"> 7/12 items at 4 or above Remaining items at 3 or above (minimum of 43/60 pts.) 	<ul style="list-style-type: none"> 5/12 items at 5 Remaining items at 4 or above (minimum of 53/60 pts.) 	
	Total	57/95 points	69/95 points	84/95 points	
FIDELITY	29 segments of TROPHIES weekly theme plan	Minimum of 22/29 curriculum segments, activities (or equivalents) in plan and implemented <ul style="list-style-type: none"> 3 themes in a row (approx. 3 weeks) 	Minimum of 22/29 curriculum segments, activities (or equivalents) in plan and implemented <ul style="list-style-type: none"> 2 units in a row (approx. 2 mos.) 	Minimum of 22/29 curriculum sections, activities (or equivalents) in plan and implemented <ul style="list-style-type: none"> Semi-annual fidelity check by DELL-D staff 	Maintain all benchmarks at the GOLD Level for a minimum of 2 months
	Book Reading	Extra book reading included a minimum of 1 day/week	Extra book reading included a minimum of 2 days/week, with repeated reading	Extra book reading included a minimum of 3 days/week, with repeated reading	
TEACHING INTERACTIONS	Teaching Strategies Checklists	60% of items on each of Circle-Time, Story-Time, Activity-Time (small group) (2 consecutive observations)	70% of items on each of Circle-Time, Story-Time, Activity-Time & Center checklists (2 consecutive observations)	80% of items on each of Circle-Time, Story-Time, Activity-Time & Center checklists (2 consecutive observations)	Maintain all benchmarks at the GOLD Level for a minimum of 2 months
	Curriculum Integration (Creative Curriculum framework)	At least 2 literacy centers (e.g., writing, library, computer, listening) extend on theme and described to children (consistent for 4 weeks)	At least 2 literacy and 1 additional center extend on theme (dramatic play, blocks) and include literacy focus; described to children (consistent for 2 weeks)	At least 4 centers extend on theme and include literacy focus; described to children (consistent for 2 weeks)	
		---	50% of boxes checked on embedding opportunities checklists (3/4 observations) <ul style="list-style-type: none"> SBRR areas Teaching interactions across a day 	60% of boxes checked on embedding opportunities checklists (2 consecutive observations) <ul style="list-style-type: none"> SBRR areas Teaching interactions 	
	Making Curriculum Decisions	Complete CBMs (old or new) on 3 "average" children by unit end date; 2 consecutive units	Complete CBMs (old or new) on 3 children scoring <85 on PPVT and on 3 "average" children by unit end date; use data to plan and implement SBRR skill practice during non-TROPHIES activities 3 out of 4 observations (at least 1 child from each group).	Complete CBMs (old or new) on all children by unit end date; use data to plan and implement SBRR skill focus during non-TROPHIES theme: 2 children in each SBRR area, 2 consecutive non-TROPHIES themes	



PLATINUM LEVEL: Becoming a Leadership Classroom

(Revised 8/16/10)

Section	Benchmarks	Benchmark Criteria
Refine Intentional Teaching Skills	Maintain fidelity and ELLCO scores at GOLD Levels	<ul style="list-style-type: none"> • Fidelity checked 2x year • ELLCO checked Fall and Spring
	Demonstrate high CLASS scores	<ul style="list-style-type: none"> • Emotional Support 6.0 or > • Classroom Organization 6.0 or > • Instructional Support 5.5 or >
	Complete <i>self-directed</i> project to improve instructional skill: <ul style="list-style-type: none"> • Select skill • Video tape • Take baseline data from video • Set target • Practice/take data to monitor progress • Meet target • Video skill at target 	Select skill from DELL-D checklists OR An area of Instructional Support on CLASS
Plan and Implement RTI	Assess children for RTI (new CBMs)	Classroom team performs all steps of the RTI process
	Select children for RTI	
	Plan RTI small groups <ul style="list-style-type: none"> • Systematically address children's needs in relation to SBRR areas 	
	Implement small groups as planned	
	Track child progress in RTI	
	Use child progress data to make decisions about instruction and maintaining in RTI	