

Introduction

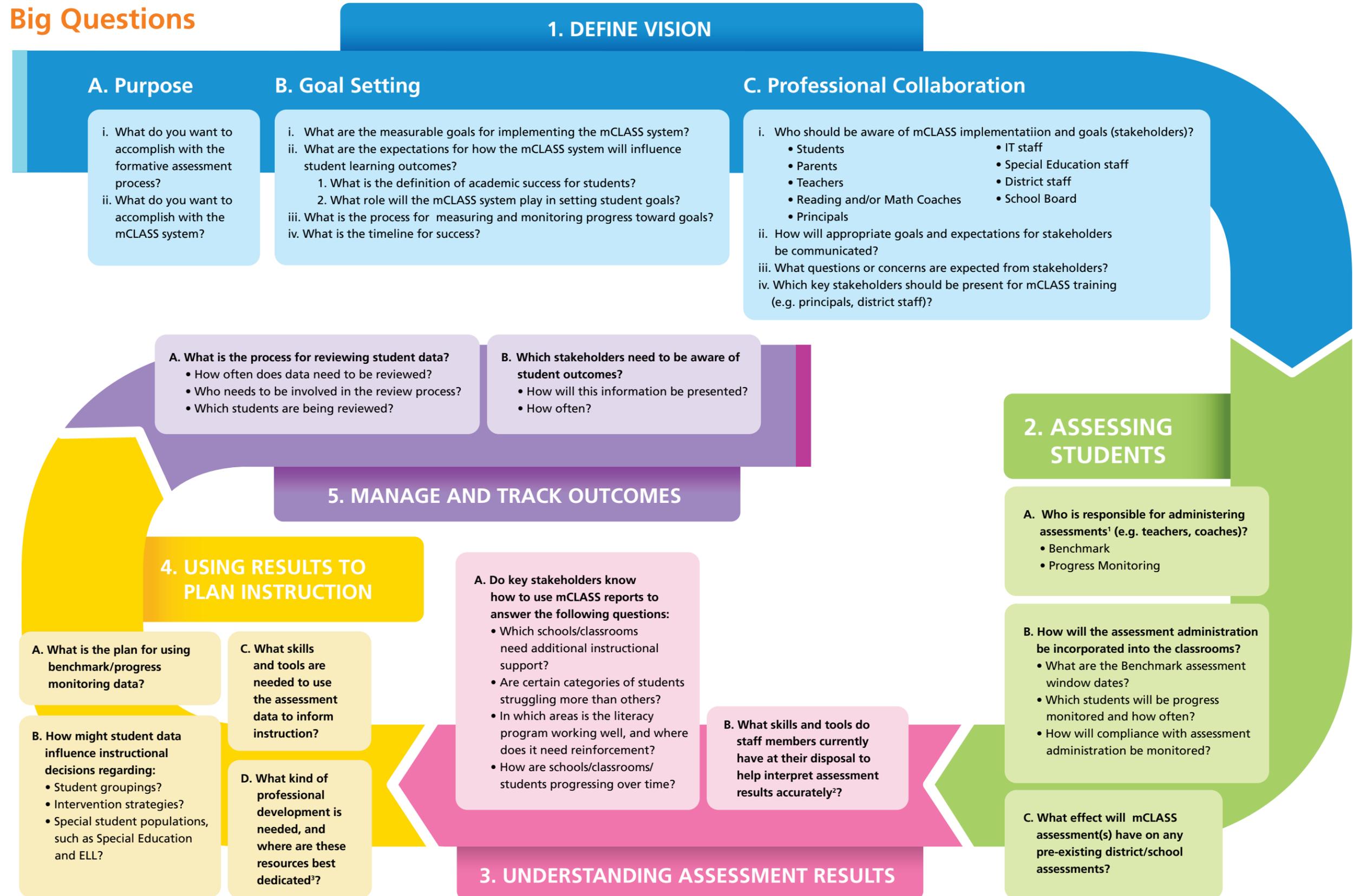
Welcome to the mCLASS® Road Map! We developed this road map to help schools realize the full value of their investment in the mCLASS system. Through our work with thousands of schools, we have learned that the partners who realize the greatest value from mCLASS solutions have both a vision and clear expectations for their use within the instructional program. Every school system has different objectives and needs, and this document is designed to help you define how the mCLASS system can best support you in achieving your goals. For the duration of your mCLASS implementation, we look forward to collaborating with you on using the road map as a flexible, adaptable guide. Wireless Generation is committed to helping you achieve your goals, and we appreciate the opportunity to work with you.

The mCLASS Road Map has two main sections:

1. Big Questions – This section helps to define your unique, overall goals for using mCLASS solutions and services, and to set the roles, objectives, and expectations needed to meet those goals.

2. The mCLASS Guide to Best Practices – This section provides suggested proficiency guidelines for Benchmark and Progress Monitoring assessment; using mCLASS reports; and data-driven instructional decision making.

Big Questions



³ Wireless Generation provides highly customized professional development and data consulting services to guide school improvement for teachers, coaches, and administrators. Please contact your Sales representative for more information.

² Wireless Generation provides mCLASS Now What? software tools that automatically recommend groupings for differentiated instruction, provide in-depth analysis of student response patterns, and suggest intervention activities targeted to individual student need. Please contact your Wireless Generation sales representative for more information.

¹ Please visit www.wirelessgeneration.com for a complete listing of assessments available for the mCLASS system.

The mCLASS Guide to Best Practices

The following terms are used throughout the document:

Basic - Characteristics of a school or district that may have just begun to administer assessments and train staff, but may not have clear implementation processes in place. Existing processes may be inconsistent, with some teachers using data to make decisions and others still getting used to formative assessment practices. (Typical of 1–2 years of implementation experience)

Developing - Characteristics of a school or district that is experiencing growing awareness and support of best practices regarding data analysis and implementation and are setting clear goals to improve implementation. (Typical of 2–3 years of implementation experience)

Integrated - Characteristics of a school or district that has created a culture of system-wide capacity regarding data analysis and usage and decision-making, with ongoing professional development and an effectively executed implementation plan. (Typical of 3–5 or more years of implementation experience)

Administrator - Members of a school's or district's administration, such as principals and supervisors.

Instructional team - Support personnel such as reading specialists, speech-language pathologists, and resource-room teachers

Mentor - Specialist personnel such as coaches, experienced teachers, and lead literacy teachers

Teacher - The classroom teacher

Benchmark Administration

Component	Basic	Developing	Integrated
Training	Assessment team trained	Teachers trained	<ul style="list-style-type: none"> - Mentor and/or instructional team provide training - Training is differentiated for new versus experienced users
Assessment Administration	Assessment team	Mentor and/or instructional team supporting teachers	Teachers have ownership of administration and request support as needed
Assessment Rates	At least 50% of students in each class within window	75% students in each class within window	100% of students within window
Debriefing Process	Some processes in place but not currently utilized	Processes in place; moderate usage	Process used consistently to improve assessment logistics and strategy of data collection
Analyzing Assessment Integrity Process	Some processes in place but not currently utilized	Informal process to monitor assessment integrity	Formal process and reliability checks

Use of Benchmark Data

Component	Basic	Developing	Integrated
Training	Teachers receive training on how to access reports	Mentor and instructional team receive professional development on uses of data to plan and evaluate effectiveness of instruction	<ul style="list-style-type: none"> - Mentors and administrators receive professional development on uses of data to identify and validate need for support at a system level - Instructional team members lead ongoing professional development on strategies to address instructional needs identified through data
Data Conversations	General data conversations occur after assessments	Mentors and instructional team review class data following each assessment window to identify and validate need for support	Teachers regularly initiate data conversations with other teachers, mentors, administrators, and parents
Using Data to Inform Instruction	Teachers and instructional team members share strategies to address instructional needs identified through data	Teachers implement differentiated instruction among groups based on benchmark data	School-wide decisions regarding instructional needs and support, including curriculum, are informed by using benchmark data
Evaluating Literacy Materials	Curriculum evaluations do not include benchmark data analysis	Mentor and instructional team use benchmark data to evaluate curricula	Mentor and/or administrators use benchmark data to determine resource allocation
Goal Setting	Minimal use of benchmark data in setting school-wide goals	Benchmark data inform school-wide goals; goals are revisited on occasion	Benchmark data are an important factor in consistently driving and monitoring school-wide goals
Administrator Data Usage	Administrator monitors status reports	Administrator refers to performance data in meetings with staff	Administrator uses performance data to inform school-wide decisions

Progress Monitoring Administration

Component	Basic	Developing	Integrated
Training	Mentor, instructional team trained	Teachers trained	<ul style="list-style-type: none"> - Refresher training on progress monitoring during the year - Progress monitoring is an ongoing topic during staff development time
Assessment Administration	Assessment team	Mentor and/or other members of instructional team support teachers	Teachers
Assessment Rates	Minimal and/or sporadic progress monitoring	<ul style="list-style-type: none"> - Plan (criteria, frequency) developed - Some progress monitoring according to plan 	<ul style="list-style-type: none"> - Plan fully developed and executed - Progress monitoring at desired rate
Debriefing Process	Some processes in place but not currently utilized	Processes in place; moderate usage	Process used consistently to improve assessment logistics and strategy of data collection

Use of Progress Monitoring Data

Component	Basic	Developing	Integrated
Training	Teachers trained on how to access reports	Mentor, instructional team, and administrators receive professional development on uses of data to plan and evaluate effectiveness of instruction	Teachers and instructional team regularly suggest topics for professional development to address needs they have for instructional strategies based on students in their classes
Data Conversations	General data conversations occur after assessments	Mentor and instructional team use progress monitoring data consistently to identify and validate need for effectiveness of instruction	Teachers and instructional team members regularly initiate data conversations with other teachers, mentors, administrators, and parents
Using Data to Inform Instruction	Teachers seldom use progress monitoring results when differentiating instruction	Teachers and instructional team members modify their instruction based on progress monitoring results	Teachers and instructional team members use a variety of strategies to modify their instruction based on progress monitoring results
Evaluating Literacy Materials	Progress monitoring data seldom used for curricular decisions	Mentor uses progress monitoring data to inform curricular decisions	Teachers and instructional team members use progress monitoring data to inform curricular decisions
Goal Setting	Instructional team occasionally uses progress monitoring data to set student goals	Instructional team inconsistently uses progress monitoring data to set student goals	Instructional team regularly uses progress monitoring data to set student goals
Administrator Data Usage	Administrator monitors status reports	Administrator references performance data in meetings with staff	Administrator uses performance data to inform school-wide decisions

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