

The following information is intended to assist LEAs during their local review and adoption process. The information in this form relates to the *Additional Information* section of the rubric and is not scored. One form will suffice for all grade levels if the information stays the same.

*Required Field

Publisher*	American Reading Company		
Program Title*	ARC Core en español		
Subject Area*	Spanish language arts and reading	Course/Grade Levels*	K-2

Introductory Session: Please complete the questions below as they apply to your recommended introductory professional development session(s) for a district that has adopted your materials. Information should apply to the minimum level needed for strong implementation of materials.

Duration (hours)*	ARC's Professional Learning is available in increments of "days" (up to an eight-hour day with a single ARC Executive Coach). The total number of Professional Learning days, time of year, language of instruction (English and/or Spanish), and recommended service types of Professional Learning can all be modified to best serve the district and/or school.	Cost per teacher*	Professional Learning is priced per day. For most up-to-date pricing, please visit www.americanreading.com .
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In-person or virtual*	Introductory PL can be delivered virtually or in person.
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Other specifications*	
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Ongoing/Follow-Up Session(s): Please complete the questions below as they apply to your recommended ongoing/follow-up professional development sessions for a district that has adopted your materials. Information applies to the minimum level needed for strong implementation of materials.

Duration (hours)*	ARC's Professional Learning is available in increments of "days" (up to an eight-hour day with a single ARC Executive Coach). The total number of Professional Learning days, time of year, language of instruction (English and/or Spanish), and recommended service types of Professional Learning can all be modified to best serve the district and/or school.	Cost per teacher*	Professional Learning is priced per day. For most up-to-date pricing, please visit www.americanreading.com .
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In-person or virtual*

Ongoing individual and/or whole-group PL can be delivered virtually or in person.

Other specifications*

Coaching/Consulting Options: Please complete the questions below as they apply to any personalized coaching or consulting options available.

Is coaching available for teacher implementing your materials? If yes, please describe.*

ARC’s Professional Learning (PL) is designed to support high-quality implementation of its high-quality curriculum, ARC Core, through an improvement-science mindset. Led by certified Executive Coaches (ECs) and Bilingual Executive Coaches (BECs), ARC’s PL transforms school culture for sustainable student achievement and positions and supports the principal as the head learner and instructional leader. ARC’s certified ECs/BECs have earned their designation by meeting Core ARC Coaching Competencies through the ARC Executive Coach Certification, a rigorous 6-month training process. ECs/BECs provide district and school leaders with the tools and support they need as they:

Establish enabling conditions for successful implementation.

Enhance academic rigor and differentiated support.

Organize all stakeholders around critical evidence of student learning.

Manage a process of systemic change to improve instructional effectiveness.

ARC’s job-embedded PL is highly adaptable and flexible to meet the needs of the district and/or school. PL is implemented during the academic school day and year. The total number of PL days, time of year, language of instruction (English and/or Spanish), and recommended service types of PL can all be modified to best serve the district and/or school. ARC’s PL has three key components: introductory workshop, ongoing/embedded coaching, and Leadership Learning Series.

Introductory Workshop

In the initial implementation of ARC Core, an interactive introductory workshop launches teacher/leader teams with a focus on transformative literacy design. The overall goal of the introductory workshop is to support teachers as they implement ARC Core with integrity and establish structures to create a classroom culture that supports autonomy, engagement, and growth in literacy for all students. With a maximum of a 1:25 coach to teacher ratio, the workshop enables participants to immediately link their personal and professional experience as readers to the experiences they want for their students, immediately grounding the work in real-world context and relevance. Anchored in

curricular materials, participants engage in a planning cycle and receive feedback from the ECs. ECs train teachers to identify and teach foundational skills using the IRLA's/ENIL's Developmental Reading Taxonomy. Additionally, participants work with authentic and complex student texts and understand how appropriately complex text moves students as readers and as researchers throughout the school year.

Ongoing/Embedded Coaching

ECs work collaboratively with teachers in their classrooms and in their PLCs as they learn to effectively implement ARC Core and integrate English and Spanish language arts and reading TEKS. While engaged in side-by-side PL with ECs, teachers develop a high capacity to deliver strong, grade-level core instruction and differentiated instruction to identify and meet the needs of students across a wide range of skills, interests, and background knowledge. At the start of the year, the PL Plan for ARC Core builds educators' instructional vision by focusing each visit on a crucial component of implementation:

Using baseline and ongoing assessment to set individual Power Goals

Building a reading culture through classroom routines

Modeling effective direct instruction and individual assessment conferences

Executing small-group skills instruction.

The format of ongoing, job-embedded PL varies to best match the individual goals of districts, schools, and teachers and can include:

PLC Planning Meetings

Research Lessons and Modeling

Accountability Systems/Feedback Loops

Is coaching available for school leadership and district staff implementing your materials? If yes, please describe.*

The Leadership Learning Series (LLS) builds organizational capacity to implement ARC Core through a three-phase plan that is uniquely designed to improve student outcomes. The customized support provides Instructional Leadership Teams (ILTs) with the tools and resources to build consensus, develop the appropriate infrastructure, and provide differentiated support to all stakeholders. LLS works in conjunction with the PL described above to provide an additional layer of support to ILTs, equipping teams to achieve accelerated results.

Phase 1: Organizing for Improvement sets the Conditions For Success for the district and schools. ILTs gain a shared understanding of the ARC Core materials and supports to analyze their current systems and design appropriate improvements. Analysis focuses on goal setting, literacy blocks, collaborative structures, teacher inquiry, and data systems.

Phase 2: Improvement Cycle Implementation leverages PL and data to engage in cycles of inquiry for improvement. During each session, ECs lead ILTs in learning walks of ARC Core classrooms. ECs then facilitate a debrief to consider qualitative and quantitative data, prioritize changes, and plan Cycles of Professional Learning in a distributed leadership model. Careful planning expands the skills of all stakeholders and allows for leaders to provide differentiated mentoring and support. ECs and ILTs review completed cycles in subsequent sessions to monitor, measure, and modify.

Phase 3: Living Improvement engages networks/schools in a summative analysis of the implementation's data and results of the completed Cycles of Professional Learning. Networks/schools use the analysis to identify needs, next steps, and new goals and to determine additional metrics for continued implementation and improvements.