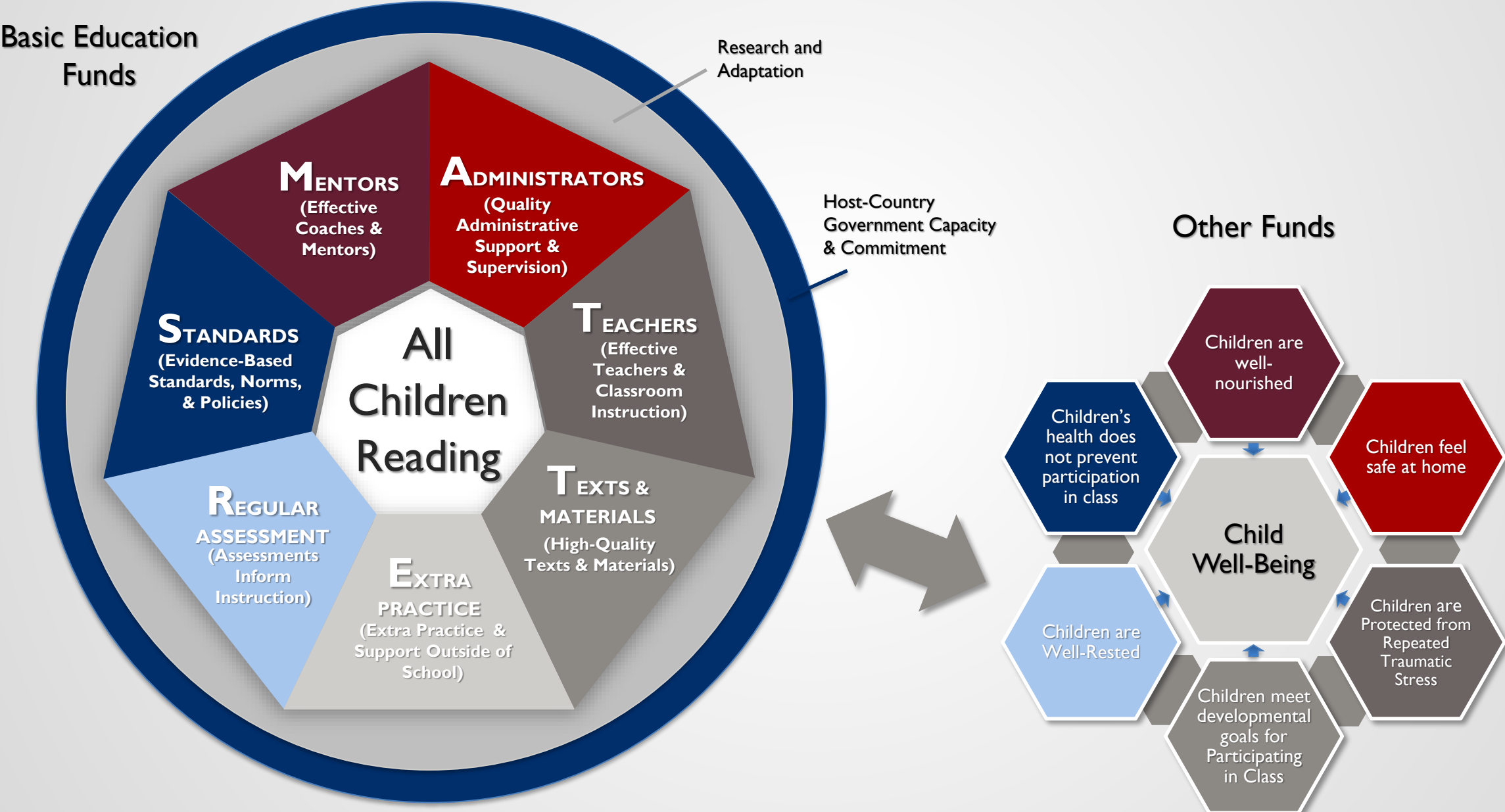


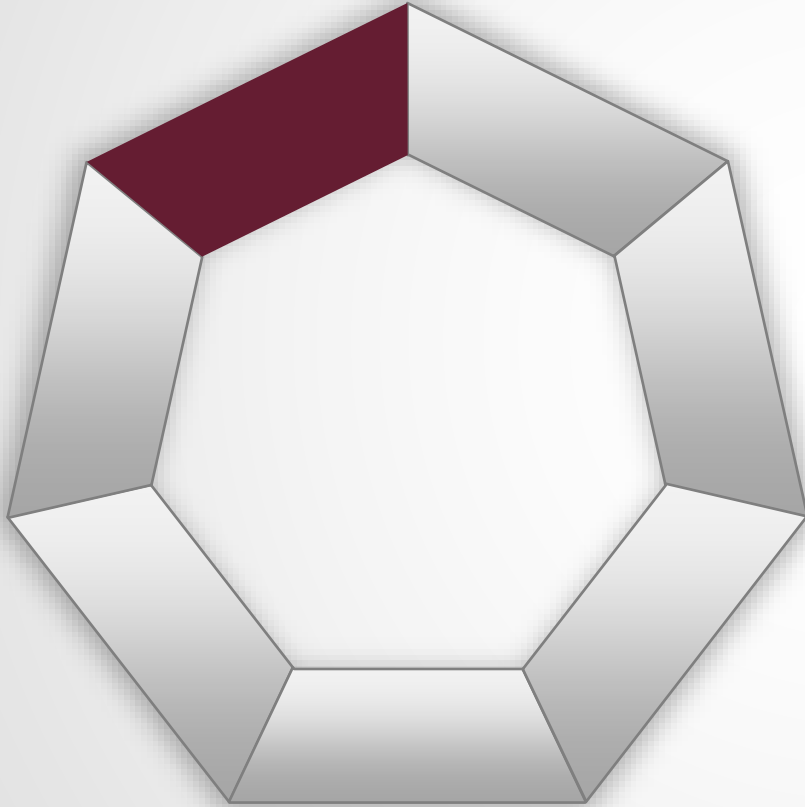
Reading MATTERS Framework



Reading MATTERS Framework

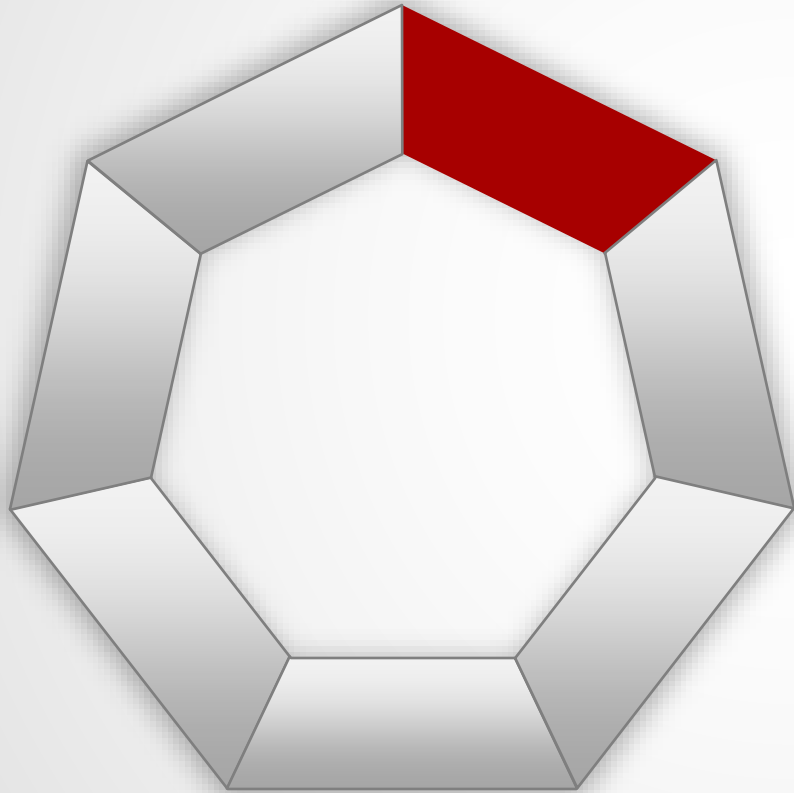


Mentors (Effective Coaches & Mentors)



- Coaching occurs at ongoing, regular intervals with greater intensity at the beginning of a program (or teacher's career) and less intensively as teachers gain mastery of their skills.
- Coaches are trained education professionals, with significant knowledge of literacy instruction, that serve to support and improve teachers' practice.

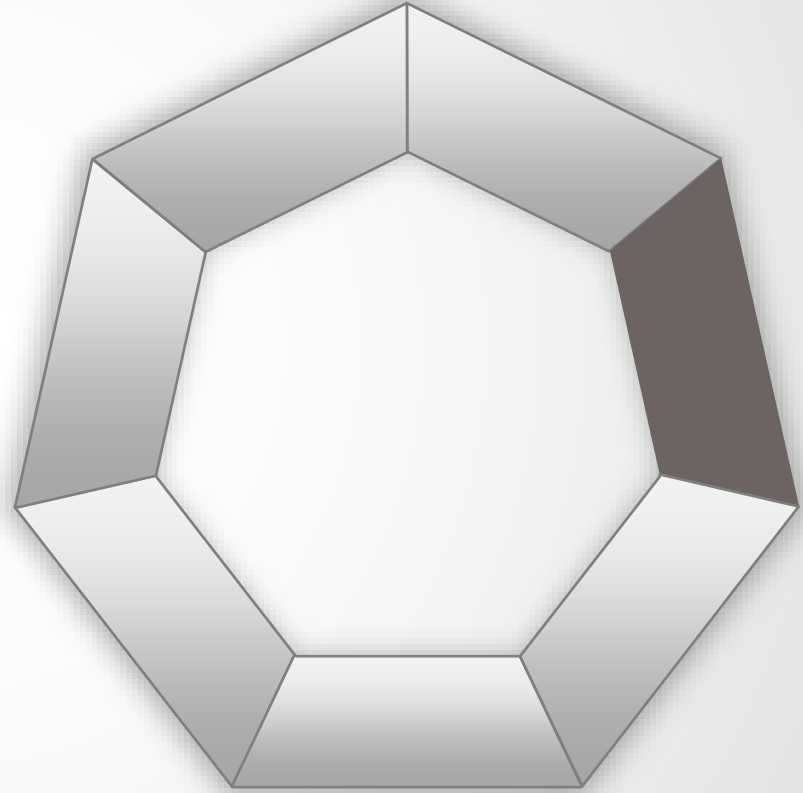
Administrators (Quality Administrative Support & Supervision)



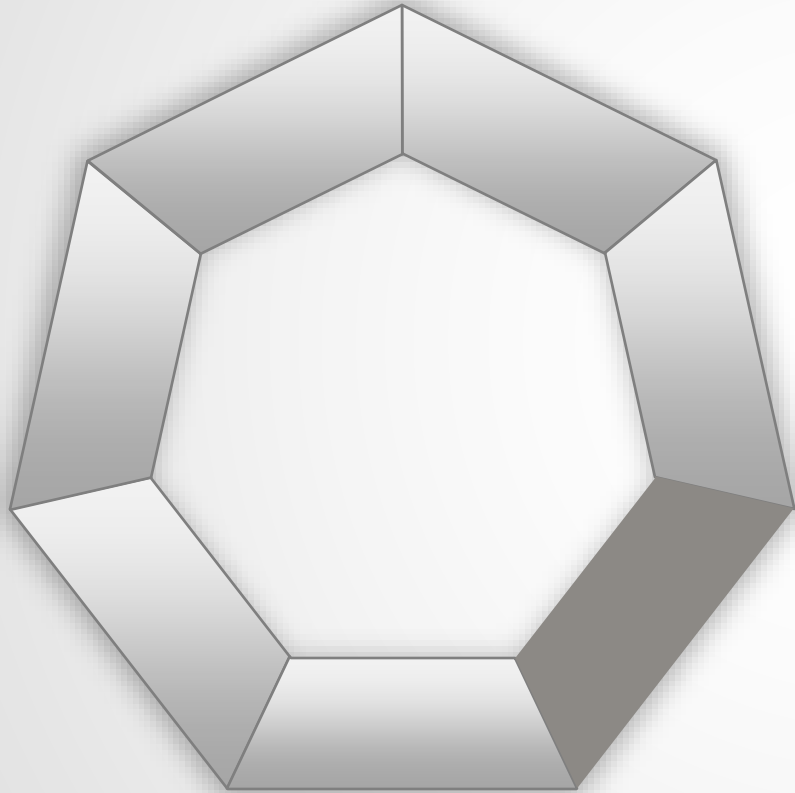
- School leader and decentralized education officer training and practice ensure oversight and monitoring of teacher and student attendance and instructional quality in schools.

Teachers (Effective Teachers & Classroom Instruction)

- Pre- and in-service training are aligned, based on identified teachers' needs/skill-set, and provide opportunities to practice new skills. Teachers implement training to provide evidence-based, direct, explicit instruction using universal-design principles.



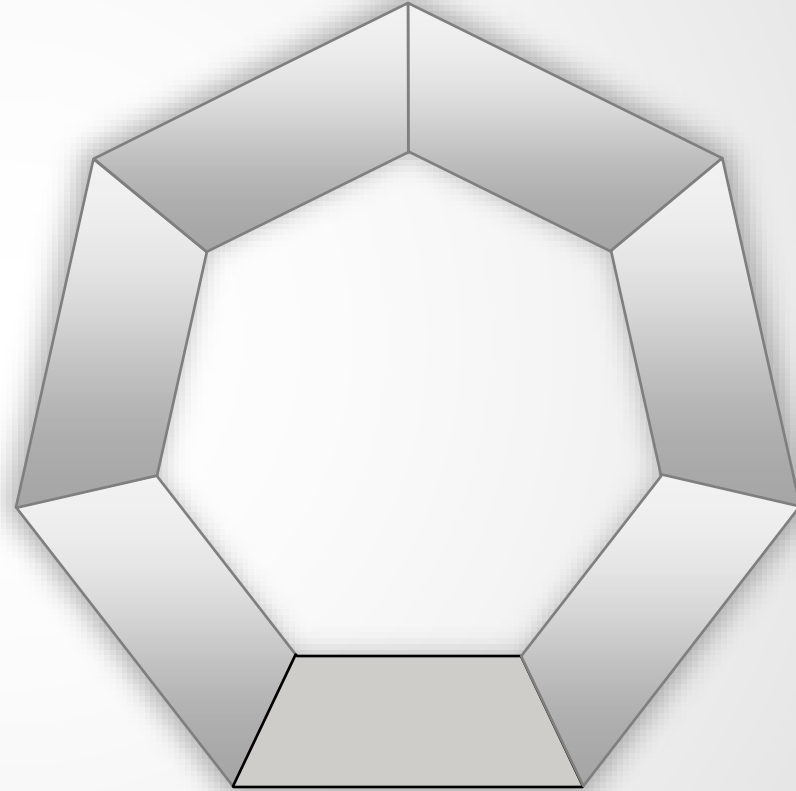
Texts (High-Quality Texts & Materials)



- Every student has his/her own grade-appropriate textbook designed specifically for reading instruction in the language of instruction.
- Every teacher has a structured teacher's guide that aligns with the curriculum and the textbooks.
- In addition to textbooks, students have access to story books that are language- and level-appropriate.

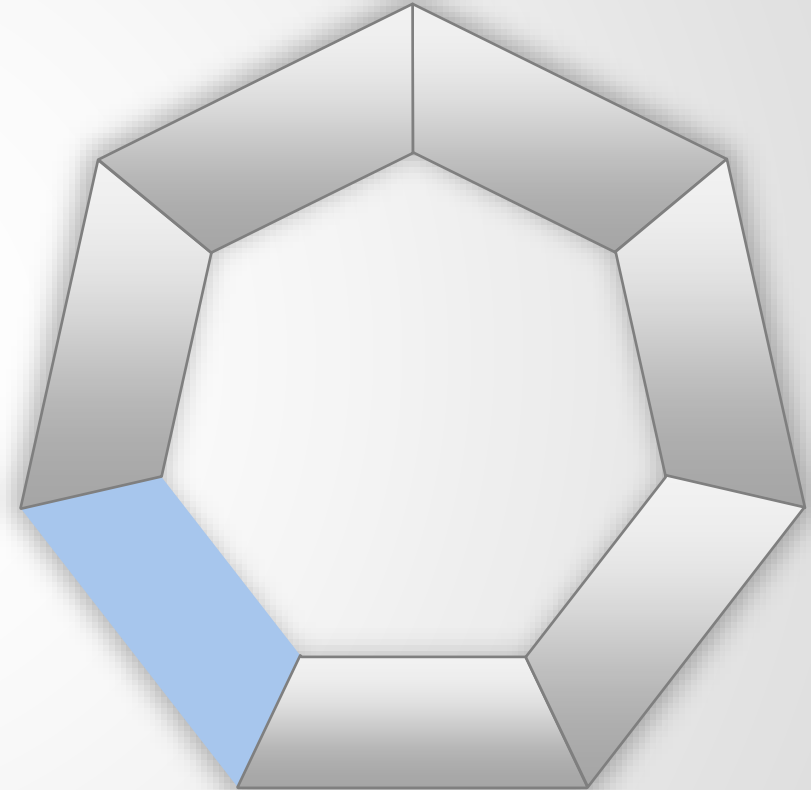
Extra Practice (Extra Practice and Support Outside of School)

- Family and community members support oral language development and the promotion of daily reading skills practice.
- Family and community members ensure all children attend school daily.
- Children have access to reading materials for practice outside of school.



Regular Assessments (Assessments Inform Instruction)

- Assessments are leveled and aligned with curriculum and benchmarks.
- Teachers assess all learners' reading ability continually to determine learning needs, inform and adapt instruction, and monitor progress towards benchmarks.
- Every student is assessed (with information captured in the EMIS) at the end-of-term to inform individual teacher professional development, teacher oversight, and student advancement
- National, representative assessments of a sample of students are conducted approximately every two years, and data is loaded into EMIS and widely disseminated to inform policy and practice.



Standards (Evidence-Based Standards, Norms, & Policies)



- National book policy includes a coherent set of regulations and indicators to govern the development, production, printing, distribution, dissemination, and use of reading materials (including use at school and home).
- Government has adopted national reading curriculum that focuses on basic skills, provides for appropriate instructional and practice time and is developed using evidence-based language of instruction policies.
- Policy provides for appropriate incentives, certification, assignment, oversight and ongoing professional development for school leaders and teachers.
- Policy establishes appropriate benchmarks/standards and targets and an on-going assessment schedule to screen needs of all learners and monitor their progress.
- Education management information system is set-up for effective monitoring of the system, learning, and adaptation.