



**Comprehensive Core Reading Program Self-Evaluation**

A completed self-evaluation must be submitted on or before October 31, 2011 to: [textbook@doe.in.gov](mailto:textbook@doe.in.gov).

<b>Subject Area in which submitting</b>	Reading													
<b>Category for which submitting</b>	Comprehensive Core Reading Program													
<b>Publisher</b>	EMC Publishing, LLC													
<b>Title of submission</b>	Mirrors & Windows: Connecting with Literature, Common Core State Standards Edition, Grade 6													
<b>Copyright date</b>	2012													
<b>Intended Grade Levels</b>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

**Guidance on completing the form:**

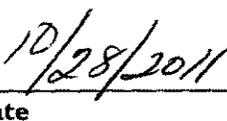
- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

**PREPARATION OF SELF-EVALUATION**

Person preparing the self-evaluation:

<b>Name</b>	Nancy Petee
<b>Title</b>	Director of Field Services/Bids and Contracts
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<b>Telephone</b>	800-328-1452
<b>Email Address</b>	npetee@emcp.com

  
Signature

  
Date



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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

Texas , Arkansas, North Carolina, South Carolina, Florida

## HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

*Please provide the research to support the learning needs of all students within your program.*

English Learner Students: The Gradual Release of Responsibility within the anthology enables the teacher to customize and differentiate according to the abilities of individual students or the entire class. Years of studies in the educational instruction and philosophy of Gradual Release of Responsibility and scaffolded learning with Bloom's Taxonomy are a proven method of instruction for student accessibility and acquisition of essential grade level skills within an ELA program. The Gradual Release of Responsibility Model, first developed by Pearson & Gallagher (1983) and later revised by Fielding & Pearson (1994), is a research based instructional model that outlines the process necessary to promote independent application of a skill. The teacher gradually decreases his or her support as students demonstrate success. If necessary, the teacher increases the level of support when students are struggling (Definition provided in *The Writing Teacher: Tips, Techniques, and Strategies for Teaching Writing*, Karen Colbert, Oct. 22, 2009).

Differentiated Instruction boxes in the Teacher's Edition include activities for English Language Learning. The common core state standards break vocabulary acquisition into three tiers of words:

- Tier 1 words (everyday speech used in conversation)
- Tier 2 words (general academic words found across the curriculum)
- Tier 3 words (domain-specific academic words specific to a content area)

Mirrors & Windows offers the following features throughout the program to align with the common core state standards and to support vocabulary acquisition of all three tiers of words for the English Language Learner.

- Teacher's Edition includes before each unit a Building Vocabulary list of words from the unit divided into three types: Words in Use (Tier 1: vocabulary defined within the selection in the side margins or at the bottoms of pages); Selection Words (Tier 1: words that may be challenging but are not defined in the selection); and Teaching Words (Tiers 2 & 3: general and domain-specific academic words used in instruction).
- Unit Introductions in the student text define Tier 3 academic words specific to the content instruction in the unit. For example, in the fiction unit words such as plot, exposition, point of view, characterization, setting, and theme are defined and examples are provided. These words are reinforced in before, during, and after reading features.
- Reading Models and How to Read the Genre features provide definitions of Tier 2 academic words that can be applied across the curriculum to aid in reading strategy application, such as context, purpose, analyze, predict, clarify, sequence, and evaluate.
- In the Before Reading pages before each selection, Analyze Literature defines Tier 3 domain-specific academic vocabulary words; Use Reading Skills defines Tier 2 general academic words; and Preview Vocabulary provides a list of Tier 1 vocabulary words defined within the selection in the margins or at the bottoms of pages.
- After Reading questions following the selections define Tier 2 academic words aligned with Bloom's Taxonomy, such as refer, reason, understand, apply, analyze, evaluate, and create, to help students apply critical thinking skills.
- Vocabulary & Spelling workshops in each unit in the textbook and in the Exceeding the Standards: Vocabulary & Spelling supplement develop vocabulary skills such as understanding context clues, denotation and connotation, word origins and word parts, and using a dictionary or thesaurus, so that students can



independently apply these skills to learn new words from all three tiers. \*Also note the Differentiated Instruction ancillary support package identified in the components section of the Self-evaluation document. Additional support and remediation suggestions are also identified within the Assessment Guide component of the program and detailed description is noted in this section of the Self-evaluation document.

**Special Education Students:** The Gradual Release of Responsibility and the strong vocabulary instruction, as described in the English Language Learner section above, will also benefit the Special Education Student. Differentiated Instruction boxes in the Teacher Edition include activities for Reading Proficiency and the Learning Styles for the Auditory, Visual, and Kinesthetic learner. Graphic Organizers and thinking maps are evident within each selection. Before Reading requires students to interact with prior knowledge, organize their thoughts, and respond to some form of reading organizer. Many selections also require the completion of an organizer or map in the Extend the Text section at the end of the reading. Instructional supports for learning—based on the principles of Universal Design for Learning (UDL is defined as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”) by Higher Education Opportunity Act (PL 110-135), foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. \*Also note the Differentiated Instruction ancillary support package identified in the components section of the Self-evaluation document. Additional support and remediation suggestions are also identified within the Assessment Guide component of the program and detailed description is noted in this section of the Self-evaluation document.

**High Ability Students:**

**Mirrors & Windows:** Connecting with Literature begins each unit with explicit and systematic instruction of advanced skills and strategies. For proficient readers, we have identified selections as easy, moderate, or challenging. The instructor can select readings based on difficulty and perhaps target only the Directed or Independent instructional format for the Advanced Learner. Differentiated Instruction boxes in the Teacher Edition include Enrichment Activities for each selection. \*Also note the Differentiated Instruction ancillary support package identified in the components section of the Self-evaluation document. Additional support and remediation suggestions are also identified within the Assessment Guide component of the program and detailed description is noted in this section of the Self-evaluation document.

## DESCRIPTION OF SUBMISSION

### I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE

**READING PROGRAM** *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

#### Ia. **Educational Approach**

*As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.*

**Mirrors & Windows:** Connecting with Literature presents a rigorous and balanced program in reading, writing, speaking and



listening, and language. This 6-12 literature program provides extensive and varied preparation opportunities and materials for Common Core State Standards assessments as well as College and Career Readiness Standards in English Language Arts.

In response to the demand for more rigorous secondary educational materials to better prepare students for college and careers, Mirrors & Windows has aligned grade level content with the text complexity measures of the common core standards for college and career readiness expectations. These standards ensure that by the end of each grade students will be able to read and comprehend literature within the appropriate grade level complexity band proficiently, with scaffolding at the high end of the range gradually reduced to promote independence. The ability to read and comprehend higher-level text is linked to future student success in college courses (ACT, 2006). Of course, it must also be noted that student success and performance on state-mandated tests is dependent on their ability to read and comprehend grade-level text.

Mirrors & Windows' unique instructional design offers an organized, consistent approach to scaffolding of reading support within the textbook. Each unit in the program provides for a gradual release of responsibility, progressing from

- Guided reading—extensive support before, during, and after reading
- to
- Directed reading—extensive support before and after reading; less support during reading
- to
- Independent reading—self-monitoring during reading; minimal support before and after reading

This approach teaches students to apply the strategies and knowledge required to read increasingly more difficult selections independently. Research documentation regarding sources for the development of the program is available upon request and the EMC Research Bibliography is attached.

## **Ib. Teacher components of the Comprehensive Core Reading Program**

*(Please include the format description of each item & alignment with scientifically-based reading research.)*

The Mirrors & Windows: Connecting with Literature program is based on Vygotsky's research (1978) and theories of learning that formed the basis for instructional scaffolding and the Gradual Release of Responsibility Model (GRRM). Vygotsky believed that a teacher should help children learn new concepts and skills by interacting with them; explicitly teaching the next incremental step, then providing guided practice, and finally opportunities for independent practice and application of the skill. He referred to this teaching-learning process as scaffolding.

The key teacher component of the program is the

I. Annotated Teacher's Edition. The teacher uses the Gradual Release of Responsibility Model of Instruction within the program, providing quality, explicit to implicit, scaffolded instruction. Each selection begins with the teacher explicitly providing directions and instructions while also modeling the strategy being taught and the explaining the reasoning behind using the strategy. This guided instruction is then followed by opportunities for students to practice and apply the strategy in multiple settings with guidance from the teacher. Each unit ends with students independently applying the strategy to a new text without teacher support. Of course, the guided instruction can be modified.

The Teacher's Edition includes full correlations to the Common Core State Standards, providing easy access while planning for the unit. Point-of-use key standards correlations also appear at the bottom of feature and selection pages.

Before each unit, a comprehensive Scope and Sequence Chart (see attachment) includes an at-a-glance overview of unit selections. For each selection this guide provides information on genre, reading level, reading skills taught, themes, and cross-curricular connections.

Sidebars in the teacher wrap include basic instruction and modeling of the genre Reading Model, Launch the Lesson discussion, Reading Skills and Strategies at point-of-use within the selection, Analyze Literature at point-of-use, Connections to the selection and cross-curricular, and Mirrors & Windows connection to text-to-self and text-to-world. Each selection ends with scaffolded questioning (Bloom's, revised Anderson Taxonomy) moving from basic recall to higher-level critical thinking. Additional activities within Extending Understanding include Writing Options, Collaborative Learning, and Critical or Media Literacy.

A comprehensive Writing Workshop at the conclusion of each unit, tied to the theme and genre, provides stepped-out instruction and tips for teaching the workshop.

Additional lessons and instructional tips are located at the bottom of each page and include Differentiated Instruction for the variety of learners within the classroom, Reading Skills, Vocabulary Skills, Grammar Skills, and Writing Skills.



II. The Assessment Guide, an essential teacher component, offers a comprehensive package of 5 different assessment tools; Formative Surveys, Lesson Tests, Unit Exams, Reading Fluency Assessments, and Alternative Assessment Options.

Questions (correlated to the Common Core State Standards) from the Lesson Tests and Unit Exams may be combined using the EXAMVIEW® Assessment Suite, to create an end-of-course exam. The EXAMVIEW Assessment Suite, available in the teacher Resources CD and downloadable to individual computers, allows the teacher to create tests based on skill, common core state standards, or difficulty level. Test format can be adjusted to accommodate student IEP guidelines i.e. only true/false, multiple choice, choice of two answers vs. four, etc. Information on the assessment tool, answer key, scoring instructions, and skill evaluation are included in the guide.

- Formative Surveys, two per grade level, thirty questions, measures student's basic reading and writing skills. One survey may be administered at the beginning of the course to establish a student's baseline and help you identify appropriate teaching materials for individual students. The second survey may be used later in the course to determine the student's progress. Each survey question, rated easy, medium, or difficult, matches up with the difficulty ratings of the student edition selections and the lessons in the unit resource books. You can use a student's score on a Formative Survey to identify selections and view the remediation chart that will identify supplementary program materials that will best help that student succeed in this program. \*\*See attachment of chart
- Lesson Tests are provided for every selection that has Before and After Reading pages, or share Before and After Reading pages with two or more selections. The Lesson Test for a single selection generally includes twelve to twenty questions of mixed multiple choice and/or matching, and one essay question. Approximately equal numbers of easy, medium, and difficult questions are included in each lesson test. The questions in the test are also rated according to the six levels of Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Unit Exams include twenty-five to thirty questions: eight to twenty matching, twelve to twenty multiple choice, and two essay. The matching questions cover the literary element of the unit genre, the multiple choice cover popular selections from the unit, and the essay questions call for analyzing or discussing some aspect of the genre in the context of selections from the unit. Create your own unit exam using the Lesson and Unit test question banks in the ExamView® Assessment Suite.
- Reading Fluency Assessments, two for each unit, present passages selected from the corresponding unit in the student edition. Each passage may be read aloud multiple times for practice and to track progress. Each passage is considered moderate in difficulty and is about two hundred words long. Guidelines for administering and scoring the assessment are included in the resource. A master Fluency Error Chart is supplied to document the types of errors a student made in the Reading Fluency Assessment.
- Alternative Assessment Options provides alternative assessments, such as oral presentations, multimedia presentations, process demonstrations, interviews, debates, and additional suggestions for presentations or the creation of a product. Scoring instruments are provided for the various assessment options.

III. The teacher may also use the Differentiated Instruction Package to enhance and remediate the learning experience of the 6<sup>th</sup> grade reader. Available as a blackline master, teachers may reproduce the worksheets, as needed, to strengthen and extend the core reading skill instruction for 20-25 key program selections. The Differentiated Package includes

- Differentiated Instruction for English Language Learners provides activities that increase students' comprehension, vocabulary, oral language development, and English language skills. The lessons in this book can be used with equal success for all developing readers, not just English language learners. In English Language Learners, students interact with approximately twenty authentic selections from their student edition, applying reading strategies and skills to fiction, nonfiction, poetry, drama, and folk literature. The lessons include before, during, and after instruction and practice of essential reading skills necessary for demonstrated student proficiency of selection comprehension. This resource is suitable for students reading 3-4 levels below their grade, however it is also an excellent resource for on or slightly below level readers.
- Differentiated Instruction for Developing Readers provides a framework for helping students become active and successful readers. Guided reading questions lead students to a basic understanding of approximately twenty selections from the student edition. Reading strategies and skills lessons for the same selections give students opportunities to practice reading fiction, nonfiction, poetry, drama, and folk literature. This resource is suitable for students reading on level, or up to 2 years below level. In each practice lesson, the before, during, and after activities all focus students' attention on one way of interacting with a text. A fix-up strategy offers assistance and an alternative for students experiencing difficulty with the activity of method.
- Differentiated Instruction for Advanced Students contains extended lessons for four selections from each unit in the student edition. Knowledge of characters, plot, and theme becomes the starting point rather than the goal. Students are challenged to extend their comprehension skills and to focus on critical analysis. In many lessons, the students are taken outside the textbook, connecting them with other pieces of literature or field of study. A broad range of activities



are offered to motivate students and encourage independent inquiry and learning, literary analysis and criticism, genre study, and in-depth exploration of primary sources and informational texts.

### **Ic. Student component of the Comprehensive Core Reading Program**

*(Please include the format description of each item and alignment with scientifically-based reading research.)*

The Mirrors & Windows: Connecting with Literature student edition offers relevant, interesting, and diverse literature selections that engage students while teaching genres, literary elements, reading skills and strategies, and critical thinking skills. Three levels of reading support (based on the Gradual Release of Responsibility Model, Pearson & Gallagher, 1983) in each unit are provided- guided to directed to independent.

Each genre begins with a Reading Model, which introduces students to the essential Before, During, and After Reading Process. Following the Reading Model are three Apply the Model selections that provide students with guidance in learning the Before, During, and After process.

Guided Reading Before reading builds background, previews vocabulary, discusses selection reading skills, and includes brief snapshot of the author. During reading includes margin prompts to help students analyze literature and develop reading strategies and skills. Vocabulary is identified and defined on the page. Mirrors & Windows questions encourage students to connect their personal experiences with the selection and the broader world around them. After reading includes an exploration of literary elements, Bloom's taxonomy selection questions, and extension options and projects.

Directed Reading begins the gradual release of responsibility from the teacher to the students. The students continue to be supported with before and after reading activities, but the during-reading margin prompts are omitted. Students begin to apply the during-reading comprehension skills on their own.

Independent Readings at the end of each unit provide students with the opportunity to practice skills on their own.

Text-to-text connections, located in most readings, add relevance to the literature selections by providing students with background information and context, and helps them see relationships between literature, informational texts, and primary source materials.

A key component of the program is the Differentiated Package for English Language Learners, Developing Readers, and Advanced Students. Described above in the Teacher components, students may access the worksheets at the EMC Internet Resource Center, <http://www.mirrorsandwindows.com>.

Also available at <http://www.mirrorsandwindows.com> are the Meeting the Standards unit resource practice worksheets. These interactive worksheets allow the student to complete the work online and then print out or submit electronically to the teacher. Included in the Meeting the Standards unit booklet is the Unit Study Guide with Practice Test, Active Reading Model Lessons, Guided Reading Lessons, Directed Reading Lessons, Comparing Literature Lessons, Independent Reading Lessons, and Cumulative Vocabulary Lists.

## **DESCRIPTION OF SUBMISSION**

**2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS** *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

### **2a. Ancillary Materials – Teacher Components**

*(Please include the format description of each item and alignment with scientifically-based reading research.)*

The Teacher Resources DVD provides access to all print and technology products. Included in the DVD is the Annotated Teacher Edition ebook, PDF reproducible worksheets for Meeting the Standards, Exceeding the Standards, Differentiated Instruction, Assessment Guide, EXAMVIEW Assessment Suite, E-Lesson Planner, Visual Teaching Package, Common Core State Standards Correlations, and a direct link to the Internet Resource Center, <http://www.mirrorsandwindows.com>.



The Differentiated Instruction Package and Assessment Guide have been described in the core Teacher component section. Meeting the Standards unit resource practice worksheets, available as a print resource, PDF on CD, or online, will allow the student to complete worksheets for each unit such as Unit Study Guide with Practice Test, Active Reading Model Lessons, Guided Reading Lessons, Directed Reading Lessons, Comparing Literature Lessons, Independent Reading Lessons, and Cumulative Vocabulary Lists.

The Exceeding the Standards package, available in print, PDF, or online, enriches the students beyond the standards. Eight individual optional booklets extend the skills taught within each selection, including practice and lessons for Grammar & Style, Vocabulary & Spelling, Special Topics, Extension Activities, Speaking & Listening, Writing, Test Practice, and Literature & Reading.

The Visual Teaching Package, available within the Resource CD and also online, provides unit-based literary analysis lectures, word games, critical viewing art activities, writing workshops, and interactive graphic organizers. All of these resources (except for Assessment Guide Tests) can be located at [www.mirrorsandwindows.com](http://www.mirrorsandwindows.com). Access to the online student edition, e-Library, and Access Edition novels and teacher manual, rubrics, interactive graphic organizers, and internet resources is also available at this site. We included the Assessment Guide test, correlated to the Common Core State Standards, in the EXAMVIEW Assessment Suite, available as a download from the Resources DVD.

## **2b. Ancillary Materials – Student Components**

*(Please include the format description of each item and alignment with scientifically-based reading research.)*

The student edition is available on CD and also online. Each purchase of the hardcover student edition includes either online or CD access, and is the choice of the school. Most selections are available, except for denial of permission from an author's estate or permission from the current author. The student edition online, and on CD, are identical in format. The student is able to highlight, sticky note, and bookmark pages.

The student Internet Resource Center (<http://www.mirrorsandwindows.com>) provides the student access to every available ancillary and the online student edition. Each resource was specifically designed to complement the textbook organization of Gradual Release of Responsibility and to provide remediation and review of the program skills through various media. The Meeting the Standards unit interactive worksheets can be completed online and printed out or submitted electronically. Every worksheet for the Exceeding the Standards Package and the Differentiated Instruction Package is available for the student to print out and complete. Additional resources available to the student are

- Audio Recordings (95% of the selections are available, based on permissions) to download to an MP3 or store in a file within the computer.

- eLibrary with more than 20,000 pages of literary classics including epic poems, novels, plays, nonfiction, poetry, and excerpts from fiction and nonfiction pieces.

- Two Access Edition novels that can be read online, or printed. The Access Edition novels include Guided Reading questions in the margin to assist with understanding, Footnotes to explain obscure references, unusual usages, and terms meant to enter students' passive vocabularies, and Words for Everyday Use that provide definitions for difficult terms frequently used with students' active vocabularies.

- Internet links to extend understanding of each selection within the anthology.

- Graphic Organizers that can be completed online, or printed.

- Interactive games to review literary elements and vocabulary

## **2c. Does your program have a companion intervention included with this submission?**

**Yes. Please see the attachment, Responsiveness to Intervention (RTI) Pyramid correlated to EMC's Mirrors & Windows Differentiated Instructional Support.**

**1. Tier I, defined as standards-based core learning, is addressed within the student and teacher edition, using Active Reading Model Lessons, Directed and Independent Reading Lessons, Scaffolded Reading Support, Vocabulary & Spelling Workshops, Grammar & Style Workshops, and End-of-Unit Workshops for Writing and Test Practice. Additional**



intervention support for Tier 1 is available within the ancillary components and include Meeting the Standards Package, Visual Teaching Package, and the Audio Library.

II. Tier 2, defined as needs-based learning, is addressed within the student and teacher edition, using Active Reading Model Lessons and Directed Reading Lessons, Differentiating Instruction for Reading Proficiency, English Language Learning, and various Learning Styles such as Visual or Kinesthetic. Additional intervention support for Tier 2 is available within the ancillary components and include Meeting the Standards (leveled unit activities), Exceeding the Standards, Oral Fluency Assessments, Formative Surveys, Visual Teaching Package, and the Audio Library.

III. Tier 3, defined as RTI-driven, is addressed within the Annotated Teacher Edition with margin/sidebar instructions for Differentiating Instruction. Additional intervention support for Tier 3 is available within the ancillary components and include Differentiated Instruction for Developing Readers, Differentiated Instruction for English Language Learners, Meeting the Standards (leveled unit activities), Oral Fluency Assessment, Formative Surveys, Visual Teaching Package(interactive graphic organizers, games, and activities) , and the Audio Library.

## PROFESSIONAL DEVELOPMENT

**3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?** *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

*In your description, please address the following:*

*Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

EMC Publishing is committed to providing the best research-based professional in-service program for Indiana Public Schools. We offer a complete and comprehensive Mirrors & Windows: Connecting with Literature in-service package, designed specifically for each individual district's educational needs.

Our National Consultants and expert Language Arts support staff will work with Indiana Public Schools to customize a program that will include the following features:

Correlations of the Mirrors & Windows: Connecting with Literature program to the Common Core State Standards (CCSS) and to the Indiana Academic Standards for English/Language Arts.

Introductory in-service provided as the district implements the Mirrors & Windows: Connecting with Literature program. This training helps the educator better understand the pedagogical rationale of the textbook series, gives practical teaching strategies, and suggests how to effectively integrate the numerous components of the program.

Ongoing in-service throughout the course of adoption to keep educators up-to-date in terms of national standards, current trends, and classroom strategies as they apply to the Mirrors & Windows: Connecting with Literature program.

It is the goal of EMC Publishing to provide workshops that meet the needs of each individual school district.



We welcome the opportunity to customize an in-service that will enrich and enhance the Language Arts classroom of the Indiana Public Schools!

**Mirrors & Windows: Connecting with Literature Professional Development Topics**

**Mirrors & Windows: Connecting with Literature Orientation/Installation - Two Hour Initial In-Service First Year of the Adoption**

In-depth explanation of the Mirrors & Windows: Connecting with Literature series. Included is a walk-through of the teacher's edition with discussion of strategies, components and ancillary pieces. Also included is instruction on the use of the Formative Survey to determine and highlight future instructional needs during the course of the year.

**Mirrors & Windows: Connecting with Literature Technology Workshop - Two Hour Overview of Program Technology**

First Year of the Adoption

Orientation of all program computer-related features, including instruction on the use of EXAMVIEW® Assessment Suite for identification of key Common Core State Standards for the purpose of analyzing class results and determining areas that may need remediation.

**Mirrors & Windows: Connecting with Literature Problem-Solving Workshop – Two Hour Session Upon Request**

First Year of the Adoption

Designed to take place several months after program implementation. All participants bring questions in regards to the Mirrors & Windows: Connecting with Literature implementation.

**Annual In-Service for New Teachers - Two Hour Program Overview Upon Request**

Annual in-service designed for the new teachers of Indiana Public Schools. Included will be an in-depth presentation of the Mirrors & Windows: Connecting with Literature program and all ancillary print and technology support pieces.

EMC will provide this service at no charge to the district. The initial year will include a personal consultant visit. After the first year, EMC will provide the yearly in-service for new teachers, and any other program training the district believes needs to be revisited, upon request. This may be on-site or via webinar.



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

The program being submitted is print only.

## HARDWARE AND EQUIPMENT

### 4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

*Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.*

Computer, desktop or laptop, DVD/CD drive, browser, and active Internet connection

### 4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

*Briefly list and describe the hardware and equipment that accompanies the core reading program.*

Mirrors & Windows: Connecting with Literature program includes the student edition in a downloadable format through the student edition CD, online student edition, the Teacher Resources DVD that provides access to all print and technology products, and the dedicated mirrorsandwindows.com Internet Resource Center for teachers and students. The Internet Resource Center includes access to the online student edition, teacher edition, all resources including interactive worksheets for Meeting the Standards, graphic organizers, two Access Edition novels, downloadable audio library, EMC-eLibrary with more than 20,000 pages of literary classics, and applicable selection web links.

### 4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

The digital CD resources are compatible with PC and MAC computers. Activities that are interactive within the CD and online should also be interactive with an interactive whiteboard, though each system might have specifications specific to that product. Currently, the mirrorsandwindows.com Internet Resource Center and the student edition CD and online format, are not available for use with the iPad. These components require Adobe Flash and the iPad is not compatible with Adobe Flash at this time.

### 4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

Mirrors & Windows: Connecting with Literature includes the EXAMVIEW Assessment Suite. The EXAMVIEW Assessment Suite does allow a teacher to retrieve data from online student assessment submissions. However, to utilize this feature, the district must have a LAN server set up by the district, or the school must subscribe to the ETS Assessment server. Mirrors & Windows: Connecting with Literature does not have a dedicated Learning Management System in place at this time to track student usage, mastery, or other relevant data.

### 4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

The EXAMVIEW Assessment Suite, correlated to the common core state standards, allows teachers to create tests based on difficulty or selecting questions tagged to the common core state standards. This customization provides flexibility in creating assessments to determine student mastery of targeted reading or literary skills.



## LICENSING

### **5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?**

Set-up is self-guided and Internet connections are linked for direct access. Licensing fees do not apply if the district has purchased the Mirrors & Windows: Connecting with Literature program. Duration of access and use of these products is available for the length of the program adoption.

### **5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?**

*Per-student model, building model, concurrent seat model, corporation model, etc.*

Per-student model though a site passcode can be obtained for easy access to the online student edition and Internet Resource Center.

### **5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?**

EMC will provide the initial passcodes for access to the product. Usually, a site passcode can be issued and each student will have access using this site passcode. Teachers may obtain an Internet Resource Center passcode by registering at [mirrorsandwindows.com](http://mirrorsandwindows.com).

### **5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?**

Yes