

PPS 6-12 Language Arts Adoption

Process and Recommendation
PPS Governing Board 2.23.15

Understanding the Why of the Work

Secondary Marks (% Satisfactory) by Student Population

Filter Criteria:		
Grading Period:	Q2	School: [Entire District]
Grades:	06, 07, 08, 09, 10, 11, 12	Teacher / Counselor: [All Teachers]
Year:	2015-2016	Ethnicity: [All Ethnicities]
Gender:	[All]	Special Population: [No Selection]
Student Cohort [None Selected]		
Population	English Language and Literature	Foreign Language and Literature
Asian	90.8%	93.5%
Black	70.8%	64.9%
Hispanic	71.7%	78.8%
Multiple	81.0%	82.2%
Native Am	64.2%	68.4%
Pac Isl	67.2%	74.1%
White	86.7%	88.4%
SpEd	65.4%	59.4%
TAG	93.7%	96.2%
ELL	79.2%	70.2%
F&R Meals	70.5%	70.2%
Total	81.7%	84.4%

Roadmap to an Adoption

2014-15

- CMAAC formed including ELA, ELD and DLI teachers
- Vision & Guiding Principles Developed
- Prioritized Standards for Each Grade Level
- Initial Community Engagement
- Selection of Pilot Materials
- Invitation to Teachers to Join Pilot Groups and Novel Committee
- Solicitation for Recommended Titles for Novel Committee

Roadmap to an Adoption (continued)

2015-16

- Digital & Text-Based Pilots
- Novel Committee Narrowed Selection, Read, Evaluates, & Finalized Recommendation
- Pilot Groups Discussed Experiences & Offered Feedback to CMAAC
- Community Engagement Phase II: Invited Families of Students in Pilot to Offer Feedback at Parent Focus Groups
- Students invited to offer feedback on both the pilots and the novels
- CMAAC Finalized Recommendation
- Recommendation Made to Board

Roadmap to an Adoption (continued)

2016-17

- **Subcommittee Work:** Develop Equity Toolkit to support teachers in facilitating conversations about race; Deconstruct Standards; Develop Standards-Based Rubrics & Assessments; Develop Secondary-Level appropriate reading interventions; Develop standards-based writing instructional materials; Intensive Professional Development for both teachers & administrators; Embedded PD (e.g. peer coaching, PLCs); Develop systemic partnerships to support Vendor PD (i.e. with New Teacher Mentor program)
- Begin Phased Implementation

Not just an adoption

- ❑ Deconstructing & building resources for the ELA Common Core State Standards for grades 6-12
- ❑ Developing core curriculum materials for dual language immersion
- ❑ Developing essential standards-based resources for teaching & assessing the standards


Many Moving Pieces:

- Multiple content areas
- Digital vs. Print
- Balanced Approach to Curriculum
- Novel Committee



Who helped make this decision?

Collaborating with Teachers and
Community Members



Community Involvement

CMAAC District Representatives

CMAAC Community Representatives (9 community members)

Novel Committee

DDL, ESL, SPED, TAG

The CMAAC:

12 Middle School Representatives

- ❑ 1 Administrator
- ❑ 2 Dual Language Immersion Teachers
- ❑ 2 English as a Second Language Teachers
- ❑ 7 ELA Teachers

15 High School Representatives

- ❑ 1 Administrator
- ❑ 2 Instructional Specialists
- ❑ 2 English as a Second Language Teachers
- ❑ 1 Library Media Specialist
- ❑ 9 ELA Teachers

8 MS & 9 HS Members Attended Final Recommendation Meeting

The CMAAC Cont.:

11 Facilitators -

- 3 Senior Directors
- 3 Assistant Directors
- 2 ESL TOSAs
- 2 ELA TOSAs
- 3 DLI TOSAs
- 1 Equity TOSA
- 1 Technology/ELA TOSA

Curriculum Evaluation Tool

Equity

Language

Reading

Instructional Supports

Writing

Assessment

Speaking & Listening

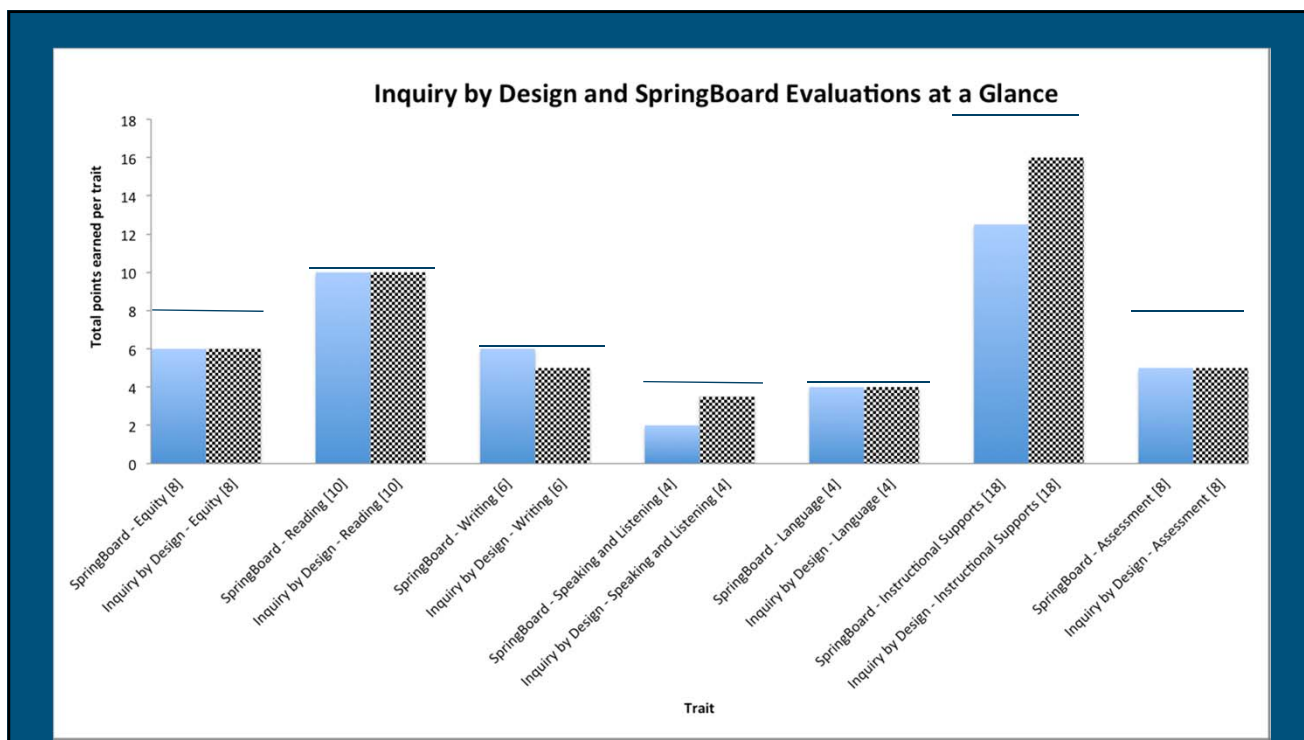
Digital Materials & Resources

Attachment A includes the full tool

Curriculum Evaluation Tool

Pilot Evaluation Teacher Tool

Score (0, 1, 2, NA)	Equity - Cultural Relevance	Evidence
2	Materials should offer a wide variety of culturally relevant texts	Students of all backgrounds found the unit I taught to be relevant.
2	Text sets should offer a range of views and perspectives and be free of negative misconceptions or stereotypes	Poetry unit offers multiple perspectives
	Texts must take special care to address sensitive subjects with respect, including carefully chosen images and videos to build background and context	
2	Material should avoid the "sidebar" approach (where presentation of ethnic experiences is limited to a few isolated events set apart from the rest of the text), the "superhero" syndrome (only exceptional individuals from certain race or cultural groups are acknowledged), and the "one size fits all" view (instructional material implies that there is a single Hispanic, African, Asian, or Native culture, for example).	
0	Teachers' resources include explicit guidance for identifying culturally distinct discourse patterns and linguistic features within texts	I didn't see evidence in the unit I taught.
Reading		



Recommended 6-12 ELA Curricula

✓ Inquiry by Design (Text-based)

ONLY as part of a larger context (HS):

✓ Newsela (Digital)

Equity Toolkit and PD for LA

PD support from vendor

introductory - experiencing it as a student - connect to practice and adapt to block schedule

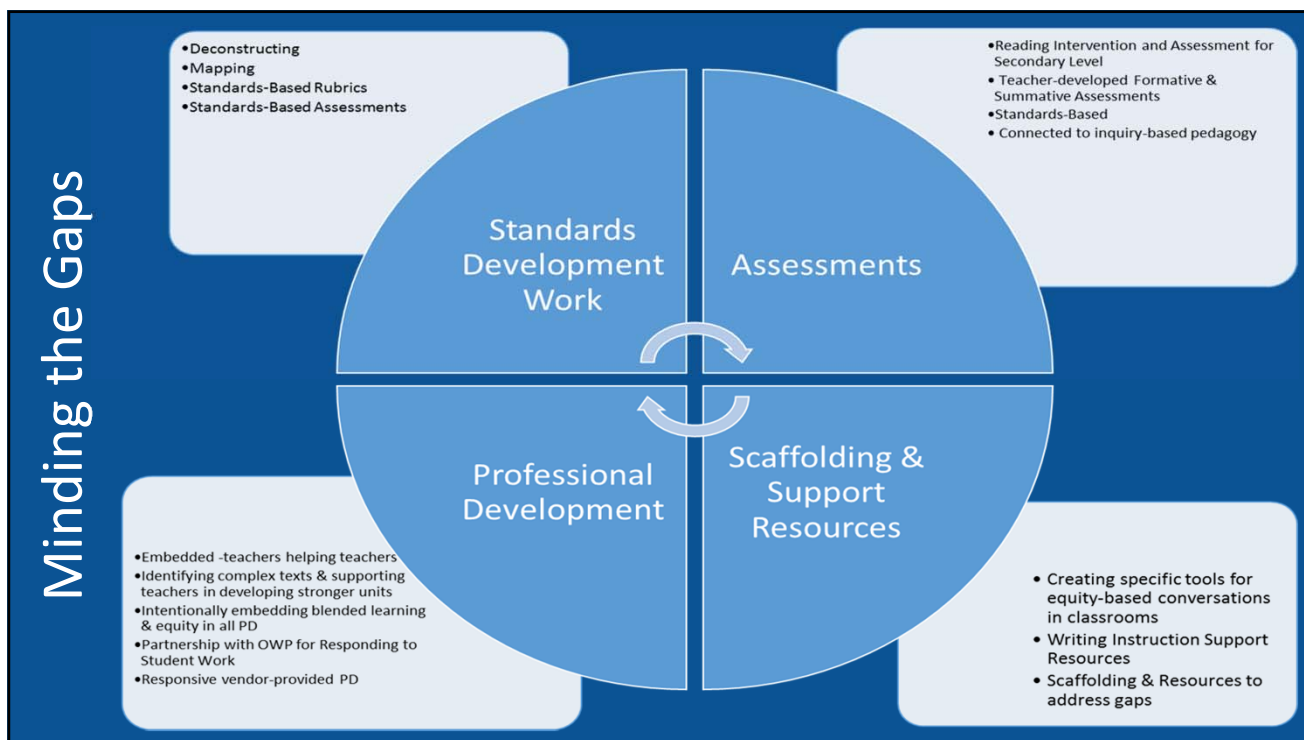
specific strategies/scaffolding for how to facilitate and participate in rich, student-led discussions

continuous embedded support (e.g. Peer Learning Labs, Student Work Study, coaching etc.)

check-in after the first year to identify and address challenges/gaps

Standards Mapping and Deconstruction

Standards-Based Rubrics



Making Sense of the Standards



Standards
Development
Work

- Deconstructing
- Mapping
- Standards-Based Rubrics
- Standards-Based Assessments

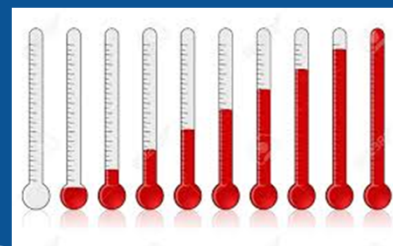
Professional Development – Bridge to Implementation



Professional
Development

- Embedded -teachers helping teachers
- Identifying complex texts & supporting teachers in developing stronger units
- Intentionally embedding blended learning & equity in all PD
- Partnership with OWP for Responding to Student Work
- Responsive vendor-provided PD

Taking a Learning Temperature



- Reading Intervention and Assessment for Secondary Level
- Teacher-developed Formative & Summative Assessments
- Standards-Based
- Connected to inquiry-based pedagogy

Assessments



Scaffolding the Learning

- Creating specific tools for equity-based conversations in classrooms
- Writing Instruction Support Resources
- Scaffolding & Resources to address gaps

Scaffolding &
Support
Resources

ELA Novel Committee - Parallel Process

Goal: Add novel titles to Core Works List

Timeline:

1. May 28, 2015: Invitation to all 6-12 ELA Teachers to participate in the curriculum pilots or the Novel Committee
2. June 12, 2015: Committee Members invited to recommend titles.
3. Sept. 11, 2015: All ELA Teachers invited to recommend titles.
4. Oct. 7, 2015: First Committee Convening: Culled list using specified criteria, selected titles to read and evaluate
5. Oct. - Dec. 2015
 - a. Members read and evaluated titles.
 - b. Students surveyed about reading preferences and specific students invited to read and evaluate titles on the list being considered.
 - c. Optional: Members could select more titles to consider, read, and evaluate.
6. Dec. 1, 2015: Final Novel Committee Meeting (half-day): discuss evaluations and finalize 2 titles per grade level to add to list

The Long Journey to Biliteracy

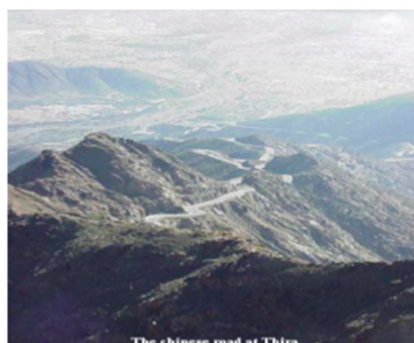
Goal of DLI: Close the Opportunity Gap

Strategy: Bilingualism and Biliteracy (Research based; long term K-12 commitment)

Paradigm Shift - Visionary leadership

Equity in Action - Inclusive of All the Partner Languages and differentiating resources

The Long Journey...



任重道远。。。 (The Chinese road at Thira)

6-12 Partner Language CMAAC's

Process:

SubCommittee for each of the PLs (Spanish, Chinese, Japanese, and Russian)

MS and HS Teachers working together

Facilitated by DLI TOSA's and AD

Goal: Finding linguistically and developmentally appropriate core materials

Limited to no piloting

Common Framework/Guidelines:

Seal of Biliteracy: CCSS **AND** ACTFL
 IB and AP Alignment
 Supporting EB's and EO's
 Linguistic, cultural and developmentally appropriate, especially for EB
 IBD as a pedagogical framework
 Specific PL needs

Partner Language Recommendations

General for All PL's:

IBD Unit Development coupled with QTEL as baseline training

National Geographic (starting point)

Collaboration across PL's

PL Specific Textbooks for each grade level

Novels (2 per grade level with variation per PL)

Essential Supports:

IBD and QTEL Training and PL Unit Development Work Group

DLI Specific Writing Instruction
 Subcommittee aligned with English subcommittee

Representation in other subcommittees

Recommended Titles

Program	6th	7th	8th
Chinese DLI	Mandarin Companion Level 1 普通话读物 1级	Mandarin Companion Level 1 普通话读物 1级	When I was in China 我在中国的那些日子 2
Japanese DLI	レベル別日本語多読ライブラリー レベル 2 Vol.1,2,3 その他	レベル別日本語多読ライブラリー レベル 3 Vol.1,2,3 その他	レベル別日本語多読ライブラリー レベル 4 Vol.1,2,3 その他
Russian DLI	А. Экзюпери “Маленький принц” Жвалевский, Пастернак “Время всегда хорошее”	А.Гавальда “35 кило надежды” Ю. Кузнецова “Дом П”	К. Паустовский “Тёплый хлеб” Г. Троепольский “Белый Бим Чёрное ухо”
Spanish DLI	La leccion de August Un cóndor en Madrid	El pan de la guerra La ladrona de los libros ...y su corazon escapo para convertirse en pajaro (?)	Barro de medellin Entre condor y leon
English	Lizzie Bright	The Crossover	Brown Girl Dreaming

Recommended Titles

Program	9th	10th	11th	12th
Chinese DLI	Chinese People Like to Speak the Truth 中国人有趣的实话实说	Chinese Like to Dance 中国人喜欢跳舞	Searching for the Happy Forest 寻找快活林	The Scarecrow 稻草人
Japanese DLI	レベル別日本語多読ライブラリー レベル 3 Vol.1,2,3 その他	レベル別日本語多読ライブラリー レベル 4 Vol.1,2,3 その他	多読ブック レベル3,4,5 その他	その他
Russian DLI	Д. Мохамеди, “Маленькая торговка спичками из Кабула” М. Марпурго “Боевой конь”	Короленко “Слепой музыкант” И. Тургенев “Бежин Луг”	Познер “Одноэтажная Америка” М. Шолохов “Судьба человека”	Ильф, Петров “Одноэтажная Америка” А. Грин “Алые паруса”
Spanish DLI	Los americanos desconocidos Contemporary Latin American Literature	El mar de las lentejas	- Lengua Fresca Antología Personal -Al sur de la Alameda	Series (link here) Nueva historia mínima de México (3 graphic novels) 1) México Antiguo; 2) La Independencia; 3) La Revolución
English Language Arts	Bone Gap Boxers & Saints	All the Light Orphan Train	Between the World & Me Round House	Station 11 Unbroken

Recommended 6-12 ESL Curricula

✓ Cengage Inside/Edge (Text-based)

✓ Newsela (Digital)



Technology Considerations for the 21st Century Classroom - Delivering Digital Curriculum

Current classroom coverage for internet access designed over 7 years ago

no significant investment since that time

Prior design supported limited device use (single mobile labs) and front of room instruction.

critical building-wide work required to replace end of life network equipment

Increases needed in ongoing service fees for sufficient internet bandwidth to support wide distribution of new curriculum.

Student to device ratios at schools remain low 5:1 in many cases for grades 8-12

These remain fixed labs and not classroom embedded equipment to support core curriculum

6-12 adoption budget proposal developed collaboratively with Facilities, C&I, Operations, and IT

aligns with the IT strategic plan (Board presentation March 2015) in providing 3-year and 5-year capital investment

leasing strategies of consumable equipment to create a sustainable long-term total cost of ownership for any adopted digital curriculum.

Identified Next Steps

- ❑ Continued collaboration with classroom teachers
- ❑ Strategically plan professional development for selected material with the stated goal of impacting instructional practice & learning outcomes

Questions?

All information can be found at
<http://tinyurl.com/6-12LAAdoption>