

# K-12 ELA Curriculum Update



PORTLAND  
Public Schools

February 6, 2023

# Presentation Overview

## Agenda:

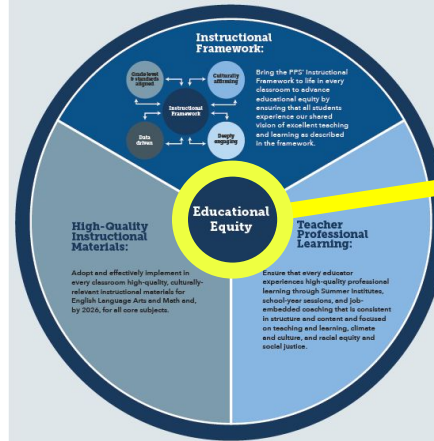
- Where are we at in K-12 ELA curriculum implementation and what does our data say?
- How do we monitor and follow-up?
- How do we support students who are struggling?
- How does our curriculum support culturally affirming instruction?



## Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.



**Our Why:  
Educational  
Equity**

# K-5 English Language Arts

## Curriculum

	Focus	Grades
Heggerty	Phonemic Awareness	(P)K-2
Foundations	Phonics/Spelling	K-3
GEODES	Transfer to Text	K-2
Wit & Wisdom	Comprehension	K-5
Benchmark	Spanish Comprehension	K-5

## Implementation Data

- 84% of classrooms using adopted ELA core resources (Learning Walks 22-23).

## Student Outcome Data

**Overall:** PPS 3rd-5th ELA OSAS scores stayed steady at 57% meets/exceeds from 2022-2023.

(%=proficient on ELA OSAS)

	2022	2023
<b>All</b>	57%	57%
<b>Black</b>	17%	17%
<b>Latino</b>	30%	32%
<b>Native</b>	27%	16%
<b>White</b>	68%	69%

# 6-8 English Language Arts



## Houghton Mifflin Harcourt (HMH) Intro Literature

- Second year of implementation
- Uses texts that connect to students' lives, build confidence, and mastery of standards in support of college and career readiness
- HMH Into Literature includes Writable, a writing tool that supports daily practice, peer review and writing feedback.

## Implementation Data

- 69% of Middle School Principals report consistent use of and implementation of the HMH curriculum
- 63% of K-8 Principals report consistent use of and implementation of the HMH curriculum

## Implementation Walks:

- January and February in all K-8s and Middle Schools (Phase 1)
- HMH on site Professional Learning including Social Science and Writable (Phase 2)

## Student Outcome Data

(%=proficient on ELA OSAS)

	2022	2023
<b>All</b>	53%	54%
<b>Black</b>	16%	16%
<b>Latino</b>	28%	29%
<b>Native</b>	31%	20%
<b>White</b>	66%	67%

# 9-12 English Language Arts



## Houghton Mifflin Harcourt (HMH) Into Literature

- Second year of implementation
- Includes a range of grade-appropriate, diverse texts.
- Embedded and teacher-selected texts
- *Writable* provides critical teacher tools and student feedback
- Differentiation tools and supports for diverse learners

## Implementation Data

- 40% of High School Principals report consistent use of and implementation of the HMH curriculum
- 30% of High School Principals report consistent use of the HMH assessments.

## Student Outcome Data

- Course Passage Rates:

	2022	2023
<b>All</b>	<b>89%</b>	<b>87%</b>
<b>Black</b>	<b>80%</b>	<b>78%</b>
<b>Latino</b>	<b>81%</b>	<b>78%</b>
<b>Native</b>	<b>76%</b>	<b>75%</b>
<b>White</b>	<b>92%</b>	<b>91%</b>

- 7,400 students in advanced courses, 2,000 in dual credit

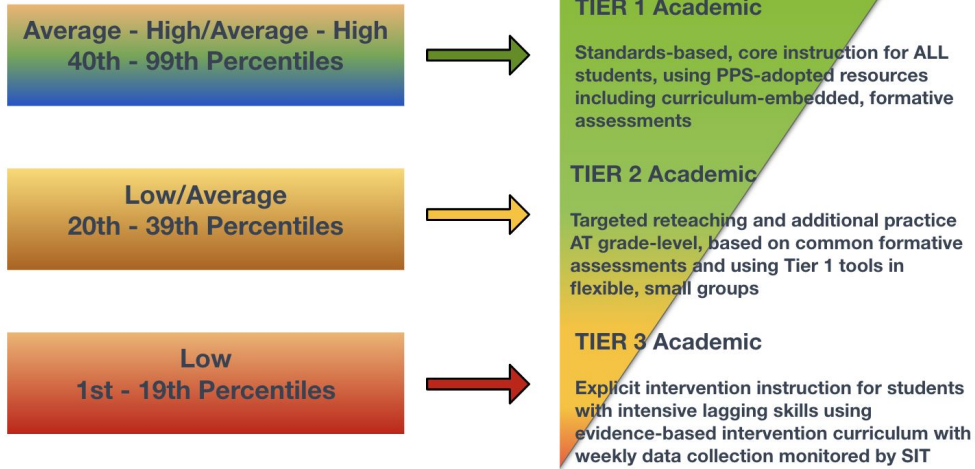
# How We Monitor and Follow Up on English Language Arts

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- Observation of classrooms - Senior Directors and Site Based Administrators
  - Instructional rounds - problem of practice (grade level standards aligned instruction, curriculum adoption and instructional framework)
  - Learning walks - on conjunction with Office of Teaching and Learning
  - Informal classroom observations during regular meetings
  - Expectation with building leaders-(3-5 observations with feedback per teacher)-1st year
- Work with Instructional Leadership Teams and Administrative Teams
  - Quarterly reviews with SDS, instructional coach and ILT to discuss and provide feedback on progress on instructional priorities. (1st year)
  - Review of Professional Learning Communities agendas and practices
- Data practices - Senior Directors and Site Based Administrators
  - SCIPs and SCIP showcases
  - Review of student outcomes to identify effective instructional practices during 1 on 1's, in OSP, in showcases, in quarterly reviews

# Tiered Academic Supports

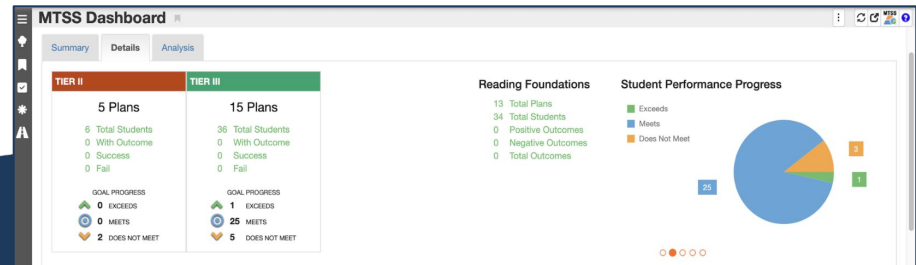
## Translating MAP Scores to Levels of Academic Support



## Tier 3 - Intensive Intervention

<b>Instruction</b>	Explicit, systematic instruction in foundational reading and/or math universal skills
<b>Curriculum</b>	Evidence-based intervention curricula such as Wilson, Lexia, i-Ready MyPath, REWARDS
<b>Assessment</b>	Curriculum-embedded formative assessments within intervention tool along with district-level screening tools such as MAP Fluency and i-Ready Diagnostic
<b>Duration</b>	8 week (elementary) or semester-long (MS/HS) cycles
<b>Frequency</b>	30+ minutes, daily

*School/Site Intervention Teams monitor and track Tier 3 intervention data.*



# Culturally Affirming Instruction

## Culturally Affirming

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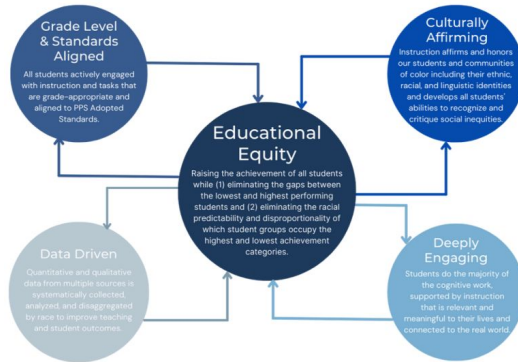
Instruction affirms and honors our students and communities of color including their ethnic, racial, and linguistic identities and develops all students' abilities to recognize and critique social inequities.

### Educator Indicators

- Educators center students' lived experiences and identities and leverage the strengths that students' diverse backgrounds and experiences bring to individual and collective learning.
- Educators develop and cultivate a learning community, including authentic partnerships with families, in which every student experiences a sense of belonging.
- Educators actively engage all students by centering their voices and fostering their individual and collective agency and actively disrupt barriers to equitable learning opportunities.
- Educators take a learner's stance, acknowledging and learning from feedback and multiple perspectives to re-engage students and return to classroom norms when racial or cultural harm is caused.
- Educators demonstrate awareness of their own positionality, biases and identities as well as those of their students within the context of the history, assets, and issues of racial and ethnic groups in Portland, and how this impacts dynamics of power, social norms, privilege, and oppression in the classroom.

### Student Indicators

- Students see themselves reflected in their classroom environments and make personal and cross-cultural connections to their learning experiences.
- Students establish and maintain healthy relationships with diverse peers and adults to cultivate their own social, emotional, and cultural competence.
- Students seek out perspectives of peers and adults from diverse racial and cultural backgrounds in order to understand and act upon multiple truths.
- Students read and think critically and ask questions about dominant narratives to critique social inequities and take action in their communities.



### LESSON UNPACKING PROTOCOL



**Purpose:** The Lesson Unpacking Protocol is intended to help individual teachers or groups of teachers using the same curricular effectively process and implement curricular standards-aligned grade-level lesson plans. By the end of this process teachers will have a deep understanding of how the lesson prioritizes grade-level standards aligned instruction that provides engaging, affirming, and meaningful learning experiences.

**Directions:** Complete the protocol independently or with grade-level colleagues. Use the [Lesson Unpacking note catcher](#) and full UnboundEd [K-5](#) or [6-12](#) handouts to support your work. Gather or be sure you have access to these materials:

- Teacher Guide, Lesson text, print or digital
- Any handouts or assessments listed in the Lesson at a Glance materials section
- A method to record responses (notepad and pen or computer)

#### Lesson Unpacking Protocol Steps

- Identify which cluster(s), standard(s), or part(s) thereof are targeted in this lesson. (5 minutes)
  - Annotate the standards by identifying the content, the verb, and the method if indicated in the standard.
- Do all the student work to generate examples for ourselves and our students and help anticipate student needs. (5 minutes)
  - If math, this is all of the problems.
  - If literacy this includes reading the text (images, video, article, book, etc.) and doing the task.
- Read the entire lesson. Write your own understanding of the Learning Objective(s) of the lesson that includes a measurable verb, that the skills are transferable to a variety of situations, and how they will demonstrate their understanding. This is aligned to the priority standard(s). Focus on: (5 minutes)
  - Knowledge and skills named in the standard
  - Newly introduced knowledge or skills
  - Knowledge & skills that show up the most
  - What students do/produce at the end of the lesson
  - Where students spend the majority of the time
- Write a learning goal for each section that includes the specific what a student needs to do/understand and how they will demonstrate their understanding. (5 minutes)
  - Identify each section as "essential" or "assisting" for students to be able to demonstrate the objective and priority standard(s) for the lesson to help determine where the majority of time in the lesson should be spent during the length of the class period. Focus on: (5 minutes)
    - Knowledge and skills named in the standard
    - Newly introduced knowledge or skills
    - Knowledge & skills that show up the most
    - What students do/produce at the end of the lesson
    - Where students spend the majority of the time
- Adapt the lesson to provide engaging experiences. Utilize the [UnboundEd Planning for Scaffolding process](#) to determine specific scaffolds (explanations, representations, and examples) will make the content clear and support understanding for every student (Multi-Lingual Learners, students with IEPs, TAG students, etc.)? What misconceptions and/or knowledge gaps can be anticipated? How might they be addressed? Focus on: (10 minutes):
  - The main task of the lesson
  - Consider what methods/strategies from the prior grade level can be used to provide a scaffold
  - Develop scaffolds by adding more to certain elements while maintaining others
  - Check scaffolds by asking: Do my scaffolds preserve the grade-level requirements of the task? Are the scaffolds provided to some of my students?
  - Check modifications and accommodations for students with 504 plans, modified diplomas, and IEPs. Utilize the [Curriculum Modification Ladder](#) tool to help plan.
  - Determine what will be the exit plan for students from a scaffold.
- Utilize the [UnboundEd Planning for Productive Struggle](#) process to plan for students spending the majority of their time engaged in productive struggle and cognitive lift of the majority of the lesson? (5 minutes)
- What culturally affirming practices might be used to engage students and support their learning? Utilize the [UnboundEd Planning with Funds of Knowledge](#) process. (10 minutes)
  - Where have they seen it in their home contexts (family, everyday experience, community)
  - When have students used this skill or one like it in their home contexts?
  - How does the knowledge students already have relate to this new knowledge (even in contrast)?