K-12 ELA Task Force - Curriculum Materials

Spring, 2018

MISSOULA COUNTY PUBLIC SCHOOLS

Forward Thinking, High Achieving

MCPS Vision for 21st Century Teaching & Learning

We communicate; we collaborate; we think critically; and we create.

We are
Missoula County Public Schools-
education leaders in a global society -

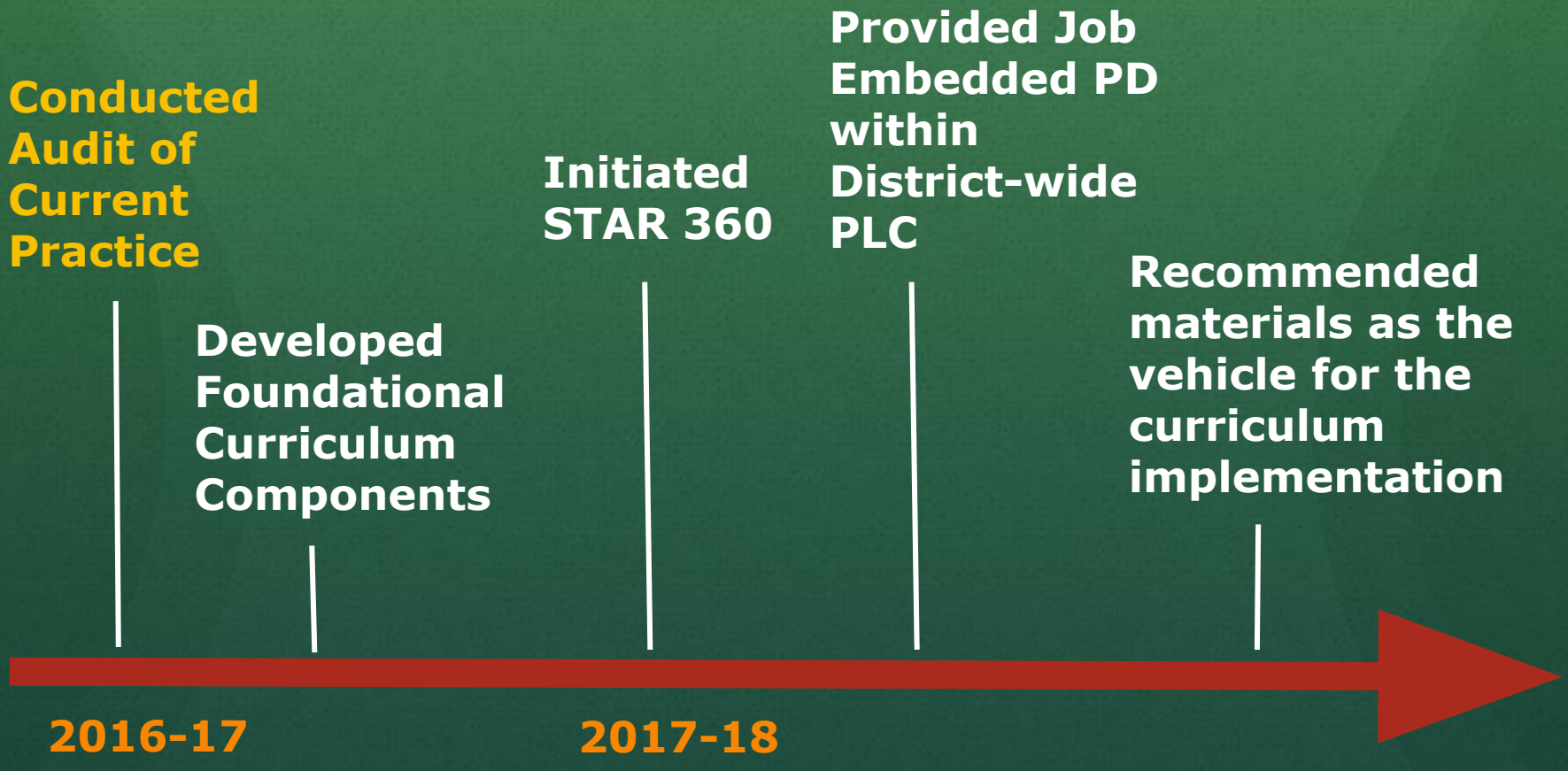
fostering uncompromising excellence and empowering all learners.

Teaching and Learning – Stages of Curriculum Implementation

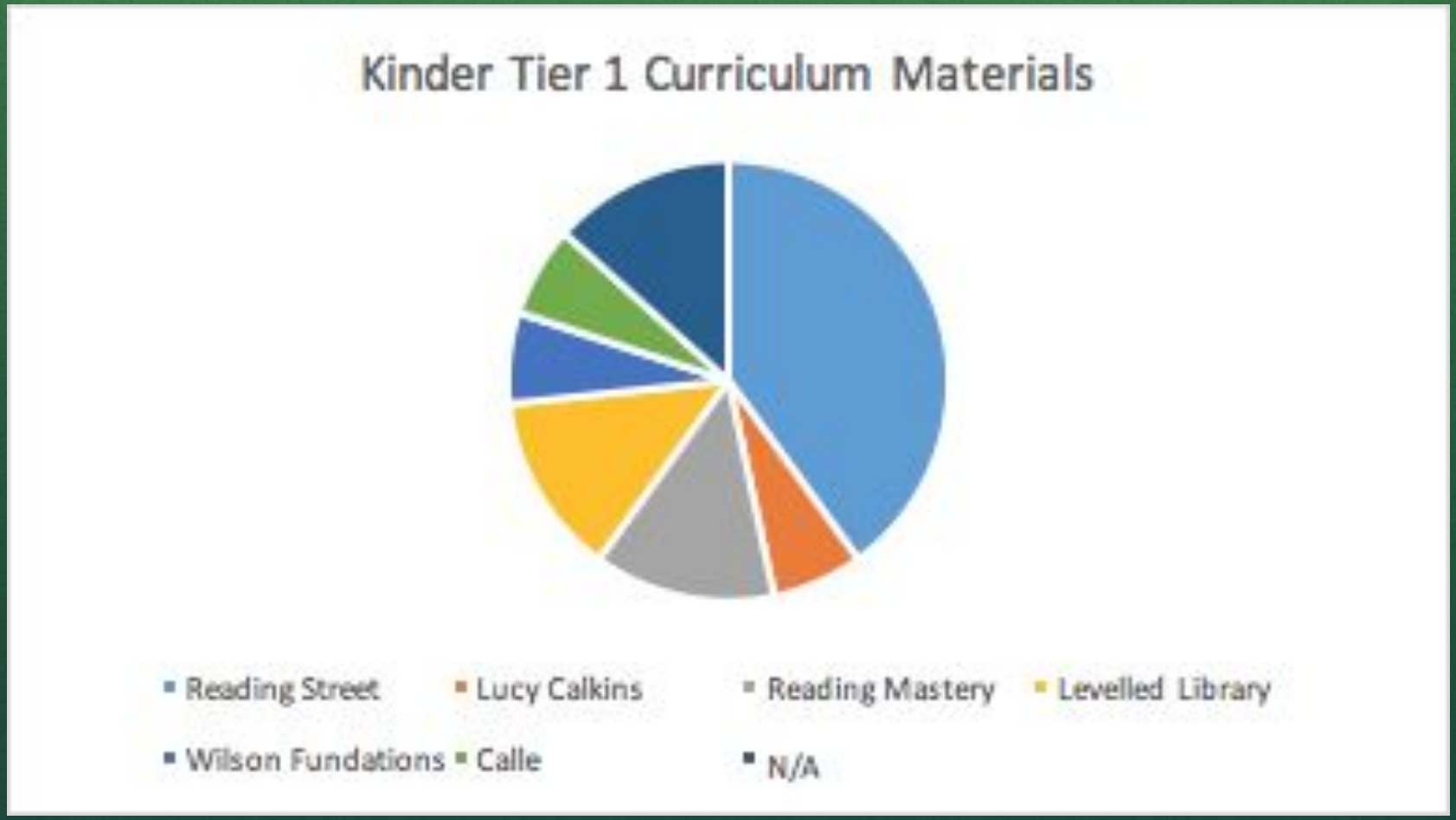
	Stage	Description	Tasks
Should we do it?	Exploration/ Building Background	Decision regarding commitment adopting the program/practices and supporting successful implementation	Research Action Book Clubs
Work to do it right!	Installation/ Curriculum Development	Set up Infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.	Priority Standards, Scope and Sequence, Learning Targets, Proficiency Scales, Pathways
	Initiation	Try out practices, work out the details, learn and improve before expanding to other contexts	Evaluate Materials, Evaluate Report Card, Professional Development, Coaching Cycles
Work to do better!	Elaboration/ Implementation	Expand the program/practices to other locations, individuals, times, and adjust from learning in initial implementation.	Materials Implementation, Units of Study, Teacher Professional Development, Learning Walks
	Continuous Improvement / Regeneration/ Evaluation	Make it easier, more efficient. Embed within current practices.	Data Analysis Determine Next Area of Focus

Research: State Implementation and Scaling-up of Evidence-based Practices Center; http://sisep.fpg.unc.ed/

Timeline

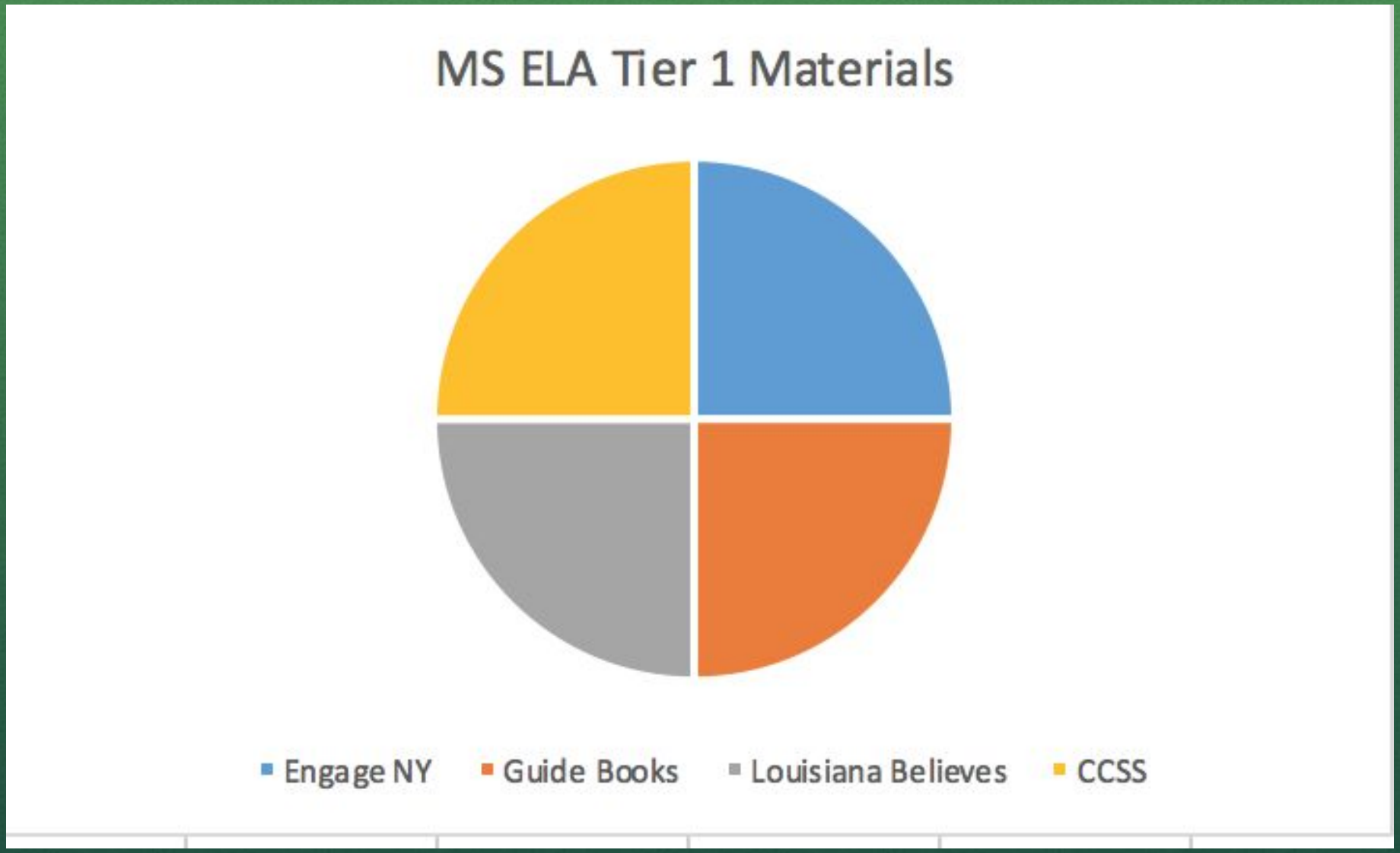

Conducted Audit of Current Practice
Developed Foundational Curriculum Components
Initiated STAR 360
Provided Job Embedded PD within District-wide PLC
Recommended materials as the vehicle for the curriculum implementation
2016-17
2017-18

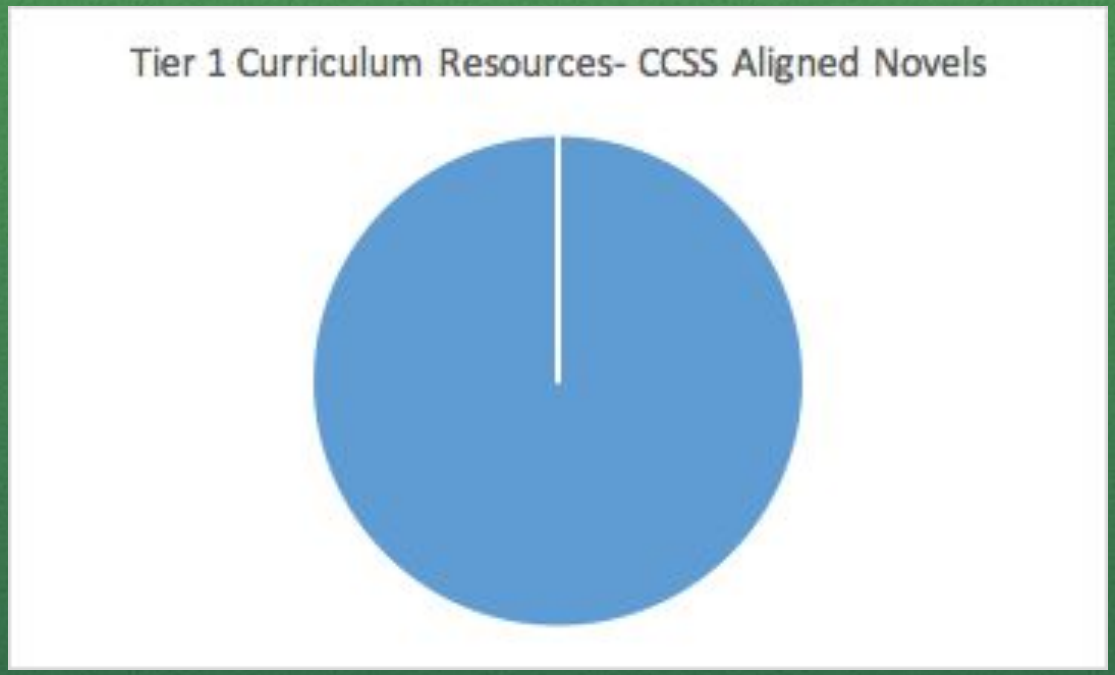
Audit of Current Practice

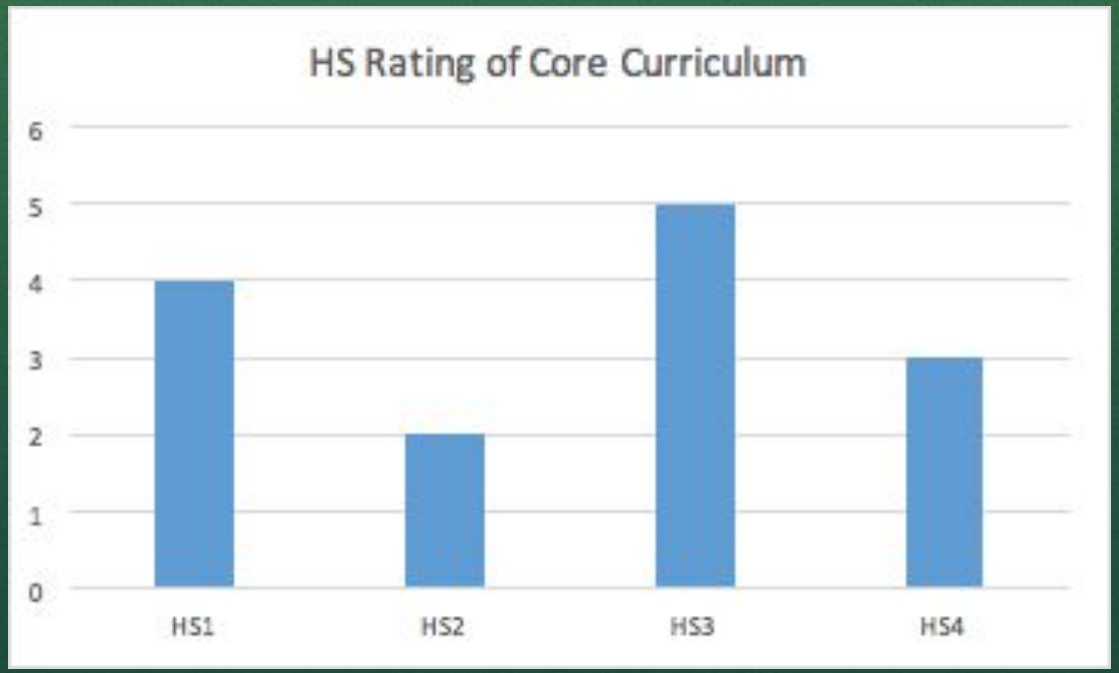


5th Grade Tier 1 Curriculum Materials

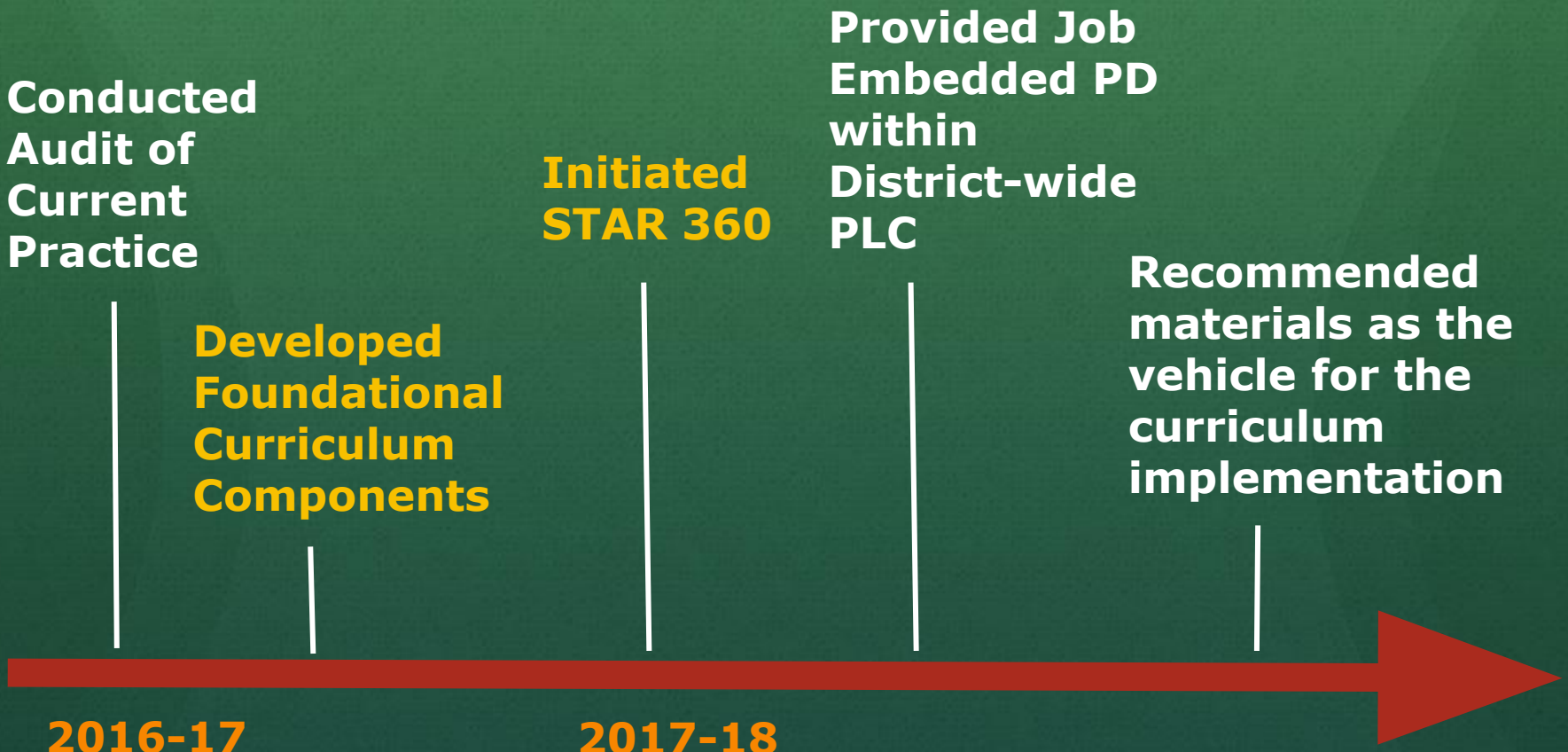
Novels Lucy Calkins Reading Street Levelled Library N/A Calle


MS ELA Tier 1 Materials
Engage NY
Guide Books
Louisiana Believes
CCSS


Tier 1 Curriculum Resources- CCSS Aligned Novels


HS Rating of Core Curriculum
6
5
4
3
2
1
0
HS1
HS2
HS3
HS4

Timeline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2016-17 District-wide ELA Curriculum Development

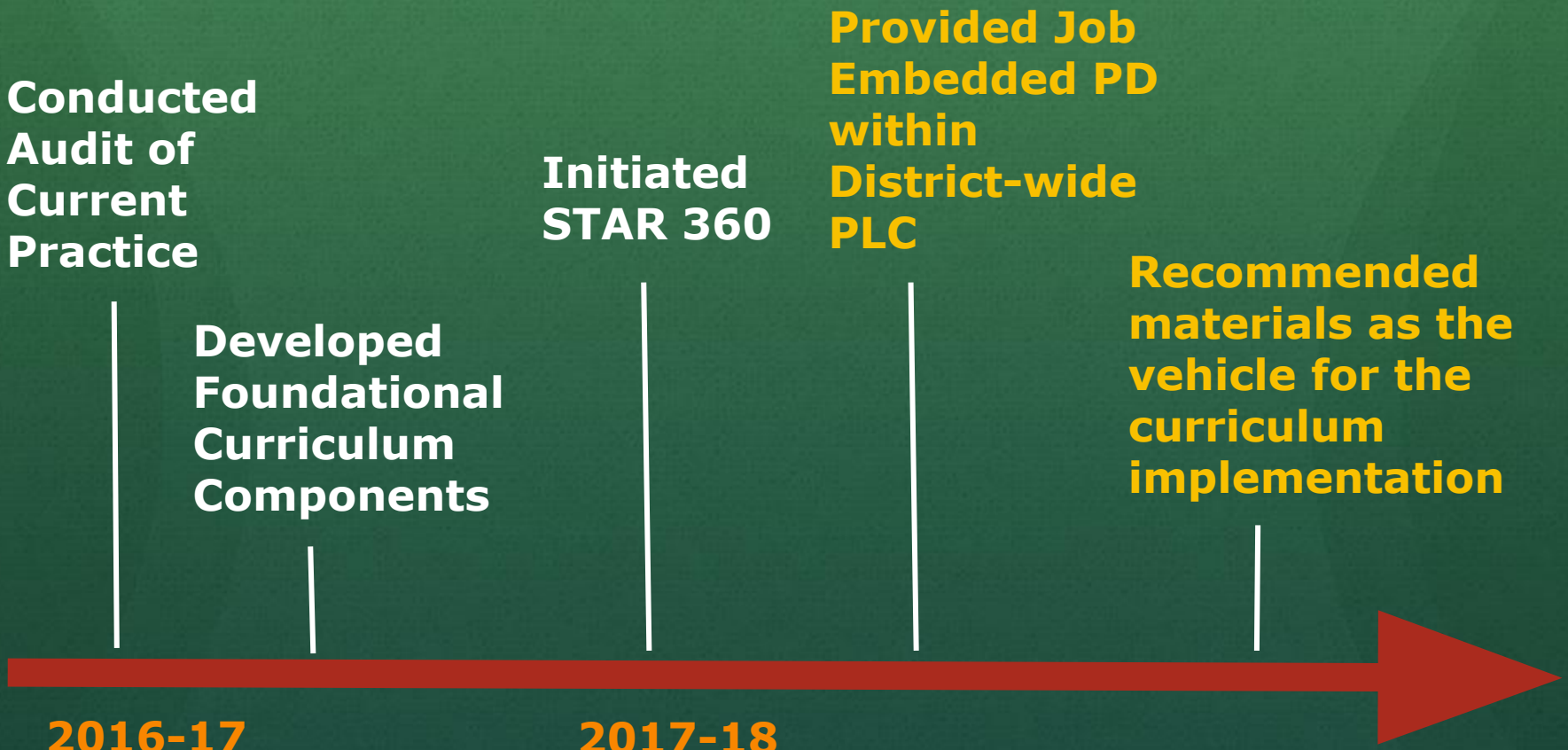
Foundational Curriculum Components

- Prioritized Common Core State Standards
- Created Proficiency Scales
- Presented curriculum development
  - once to each elementary and middle
  - twice to each high school

Initiated STAR 360 - ELA

- Developed benchmark assessment for K-9
  - Fall - Winter - Spring

Timeline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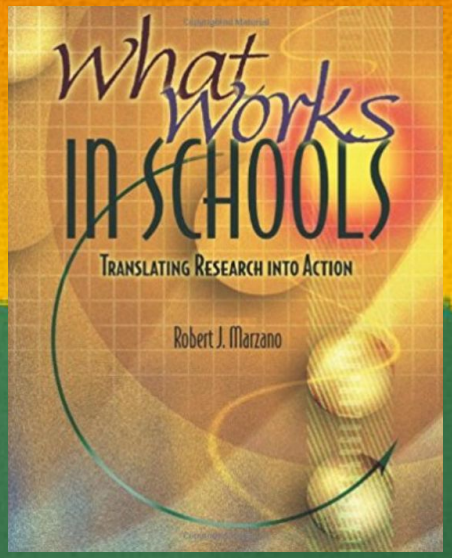
2016-17
2017-18

2017-18 District-wide ELA Curriculum Development

Provided Job Embedded Professional Development

- Day 1:
  - Data Driven Dialogue using STAR, SBAC, ACT data
  - Professional Development on Prioritized Standards and Proficiency Scales
- Day 2:
  - Moderated grading of student work samples
  - Continued Professional Development on Prioritized Standards and Proficiency Scales
- Day 3:
  - Presented update on K-12 Task Force with research readings and discussions
  - Continued moderating student work samples

Guaranteed & Viable Curriculum



Guaranteed Curriculum is the opportunity to learn for *all students*, despite the school or the teacher responsible for delivering it.

Viable Curriculum means that we have adequate time to learn the identified material

Next steps:
To determine a curriculum material as the vehicle to drive Guaranteed & Viable Curriculum.

2017-18 ELA Task Force

Objectives:

Define MCPS core beliefs around literacy

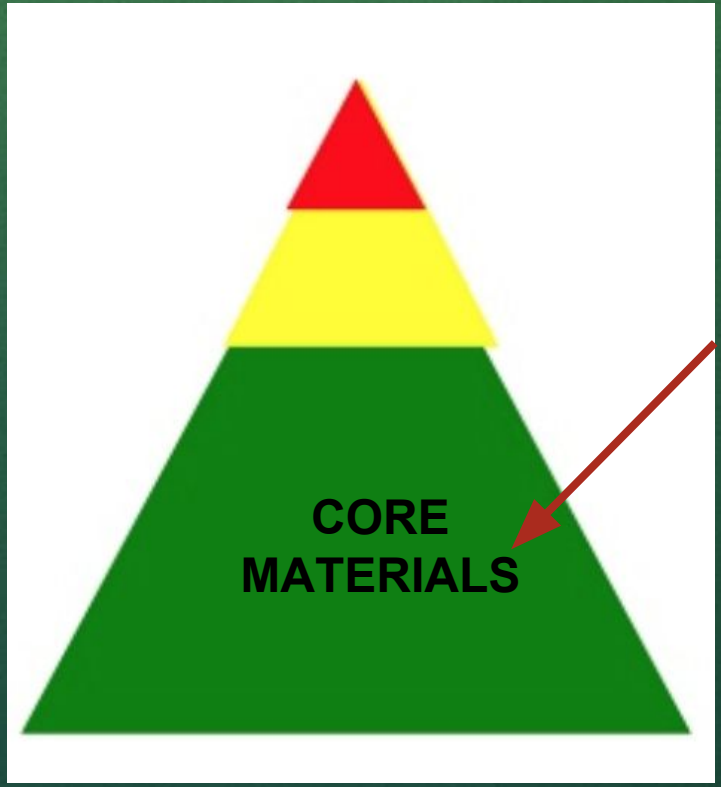
Recommend two programs to support curriculum

Build from prior year's work to:

Create an implementation plan for 18-19

Format: 56 total hours

- Research Best Practice
- Analyze Data & EdReports
- Host Publisher Presentations
- Conduct Materials deep dive
- Conduct Consensus Building



Elementary School ELA Task Force Members

Elementary	Special Education	Teaching & Learning
• Kathy Devlin, FR • Tiffany Hobbs, CC • Elyse Myers, CC • Cassie Murphy, CC • Tricia Owens, LO • Christy Meurer, LC • Saundra Long, RU • Sandra Whatman, RU • Bonnie Schraeder, RU • **<u>Administrators</u>** • Brooke Capser, LO • Amy Shattuck, FR	• Thai Williams, HW • Theresa McGeary	• Elise Guest, Exec Director of T&L • Jenna Briggs, Coach • Lynsi Morris, Coach

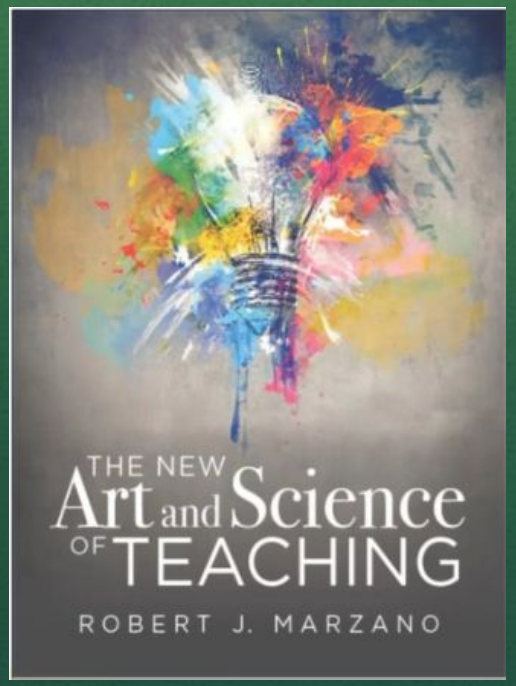
Middle and High School ELA Task Force Members

Middle School	High School	Teaching & Learning
• Sarah Skarsten, Meadow Hill • Terri Daniels, Meadow Hill • Elizabeth Fessler, Washington • BJ Ihde, CS Porter • Allie McFarland, CS Porter	• Carla Hinman, Hellgate • Britt Handford, Hellgate • Janet Hilley, Big Sky Special Ed • Meleina Helmer, Big Sky • Aaron Fortner, Big Sky • Jennifer Reineke, Sentinel • Jennifer Keintz, Sentinel • Betty Bennett, Sentinel	• Elise Guest, Exec Director of T&L • Brittnie Keilman, Coach • Robyn Nuttall, Coach • Jodi Hall, Coach <u>District Staff:</u> • Theresa McGeary, OT

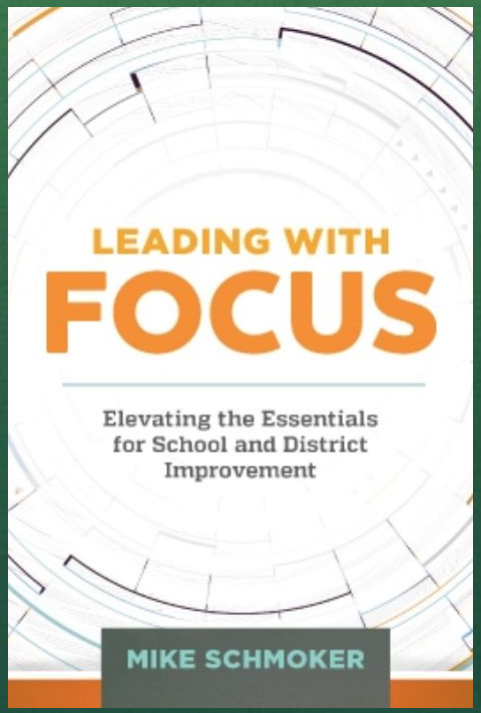
High School ELA
Vendors &
Research

Grounding Research

Art & Science of Teaching
~ Marzano



Leading with Focus
~ Schmoker



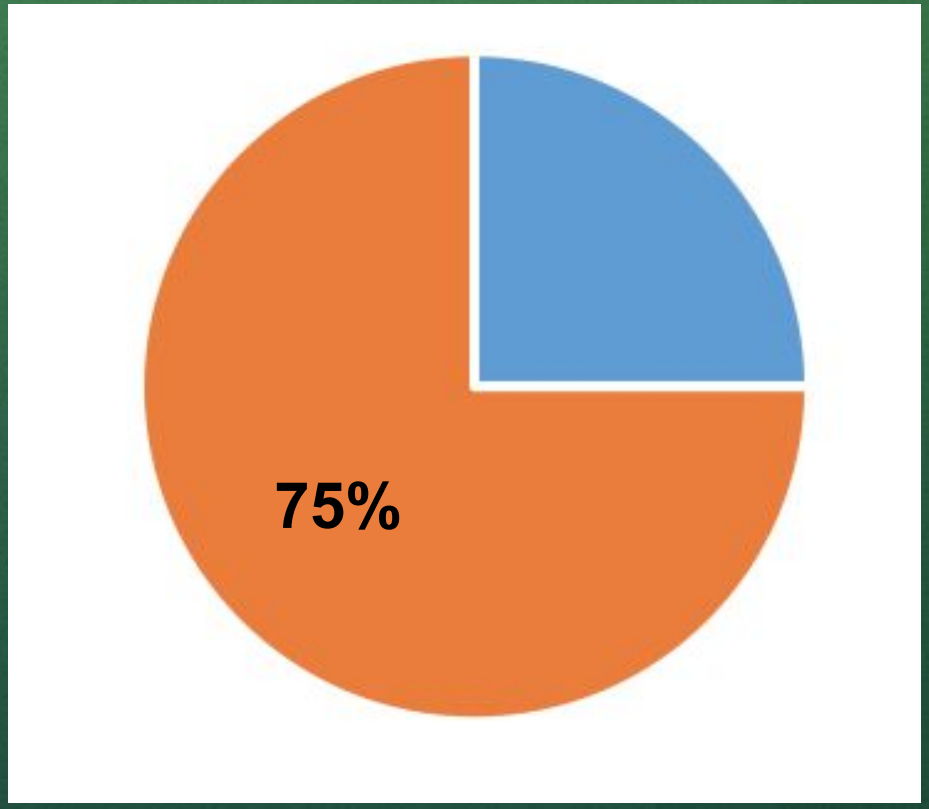
Art & **Science** of Teaching

Science of Teaching:

The comprehensive knowledge of the discipline, both historical foundation and research.

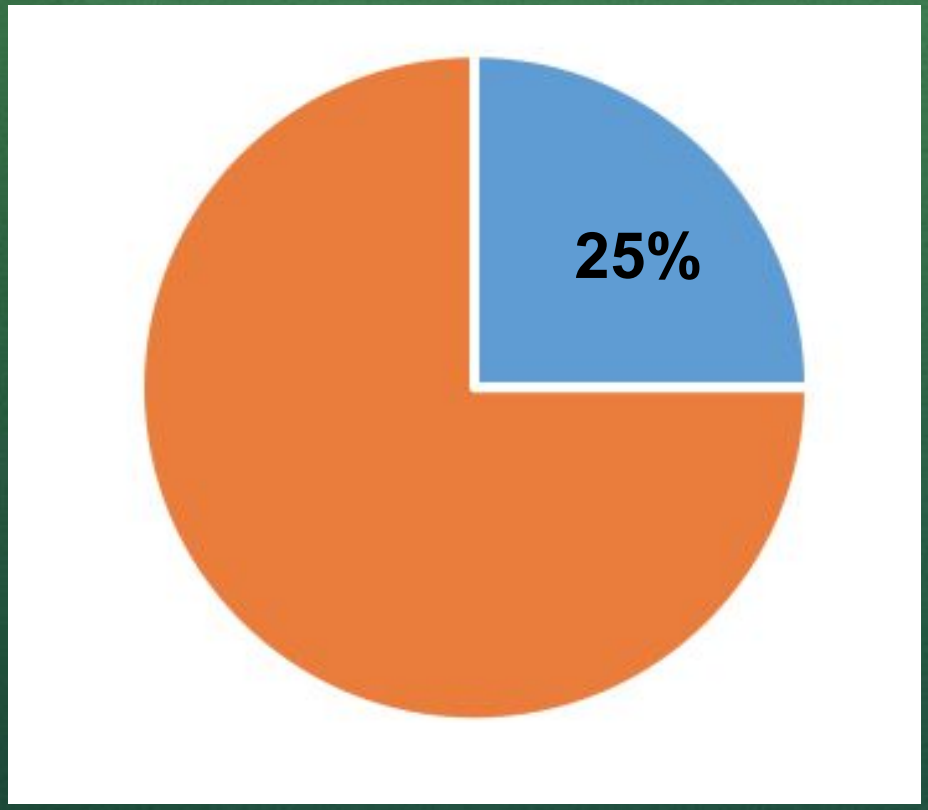
A taxonomy of observable practices.

Evidenced-based strategies applied to enhance student achievement.



https://www.marzanoresearch.com/
https://eric.ed.gov/

Art & Science of Teaching

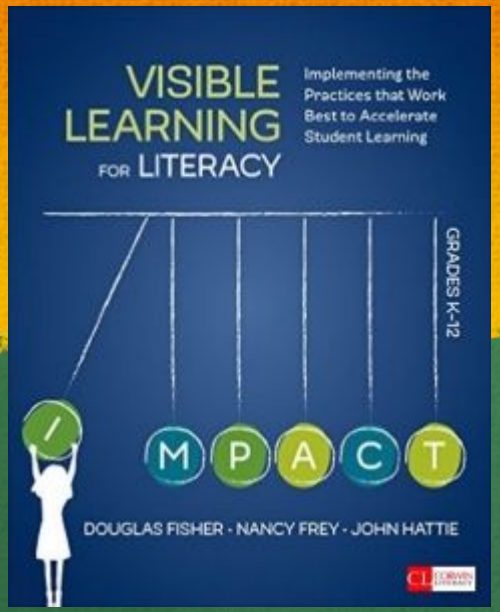


Art of Teaching:

Professional knowledge gained by experience, which teachers use every day in their classrooms but which is rarely articulated in any conscience manner.

It is the craft, or "magic", of an individual teacher who pulls from experience and interest to enhance instruction, making the student learning experience more personalized and relevant.

https://www.marzanoresearch.com/
https://eric.ed.gov/



At MCPS, we believe high-quality, core literacy instruction ...

Inspires all students to...
develop a love of reading.

- Ensures all (100%) students receive core curriculum with fidelity.
- Provides a strategic system in place to ensure developmental approach for all kids and all types of learners.
- K-12 horizontal and vertical alignment
- Involves ongoing common assessment for instruction and learner feedback.
- Intentional schedule structure to include small group and whole group
- Read and write daily across genres and types
- Effective engaging, research-based instructional strategies

Why do we need high quality, core literacy?

ACT

57% of students were College Ready in English

- 61% Nationally, 49% Montana

45% of students were College Ready in Reading

- 47% Nationally, 39% Montana

Smarter Balanced Assessment (SBAC)

55-63% of 3rd-8th graders were proficient

STAR - ELA

14 out of 15 schools are not at the 80% proficiency goal for RTI

Elementary Materials

Current Adoption

Per the Office of Public Instructions policy, curriculum must be reviewed every 5 years.

Reading Street

Title (21)	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Reading Street Common Core Pearson Show Reports	26/58	24/58	27/58	19/42	19/42	19/42	14/36

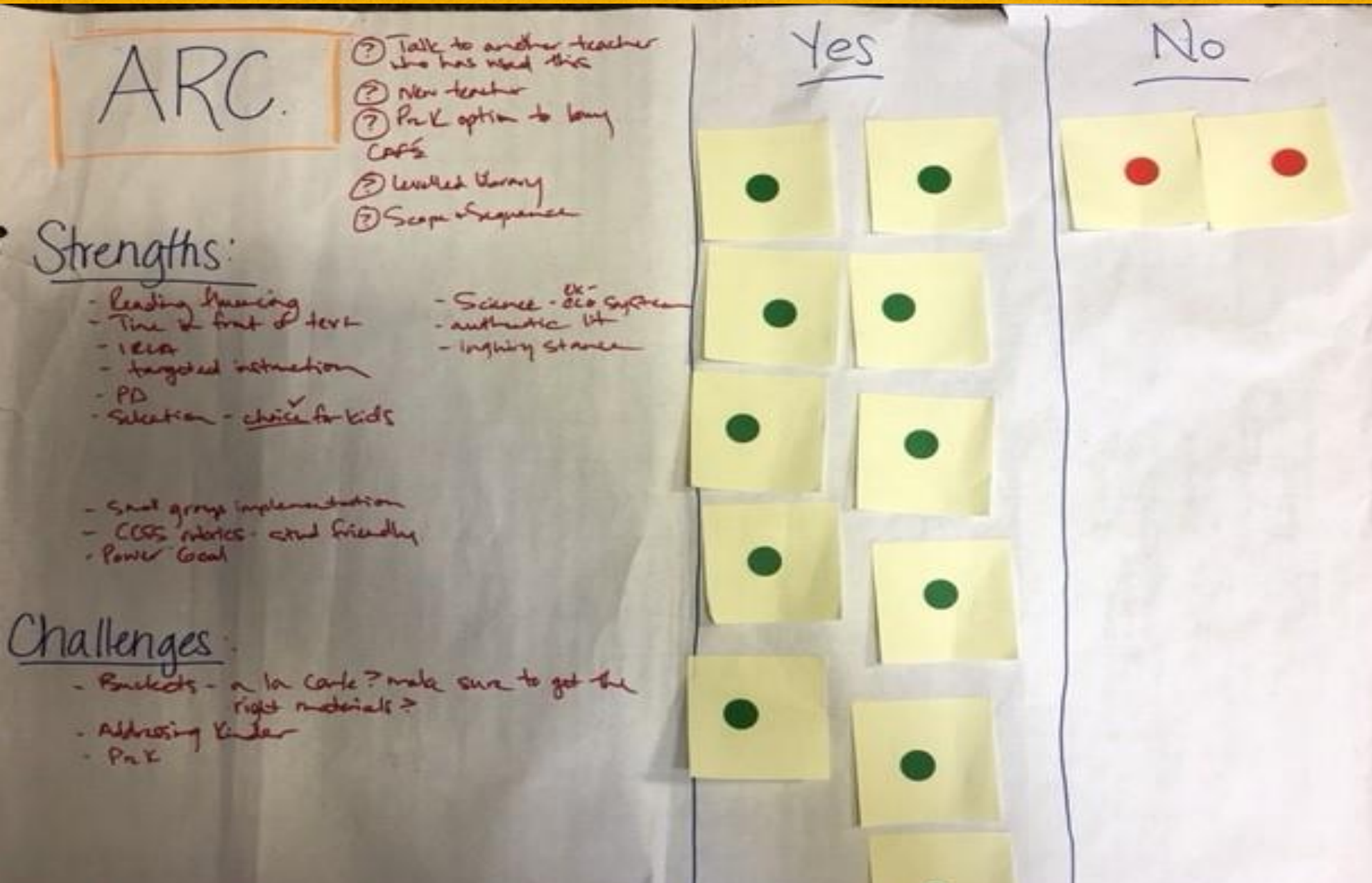
Literacy by Design

Under review by EdReports

Program Presentations & Materials Deep Dive

Presentations from publishers	Deep dive with online "open source" materials
• American Reading Company (ARC) • Core Knowledge Language Arts • Lucy Calkins • ReadyGEN • Wonders • Wit and Wisdom	• Engage NY

Are we interested to learn more?



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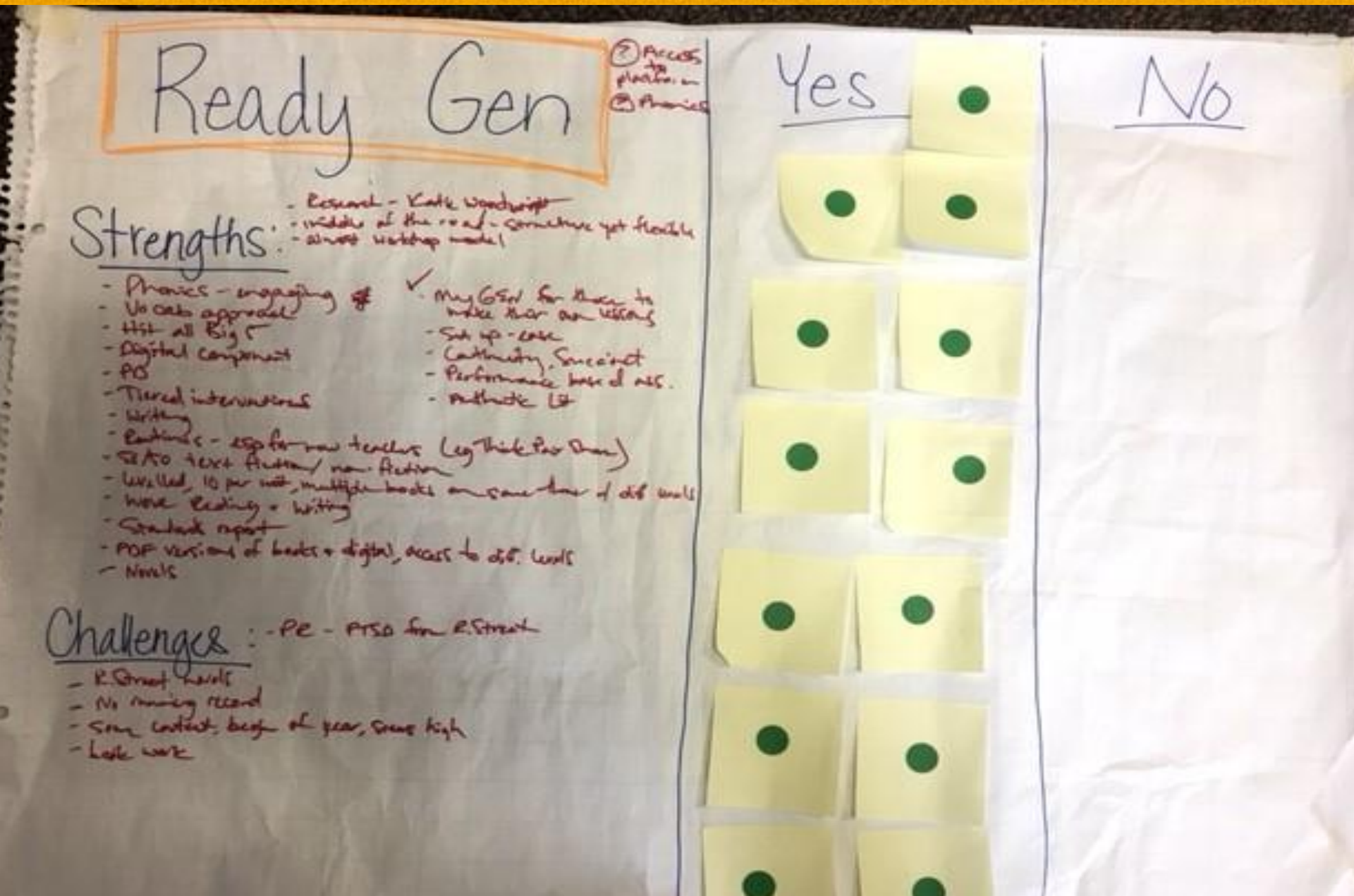
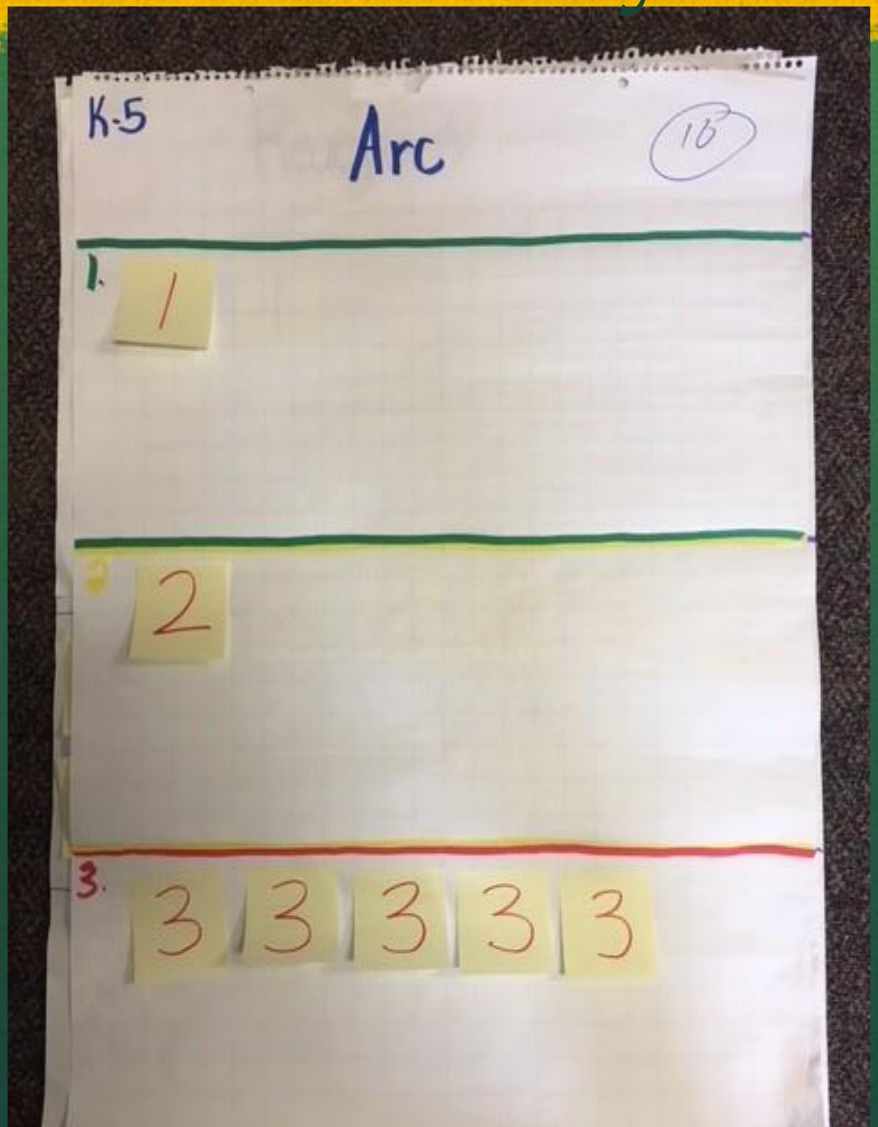
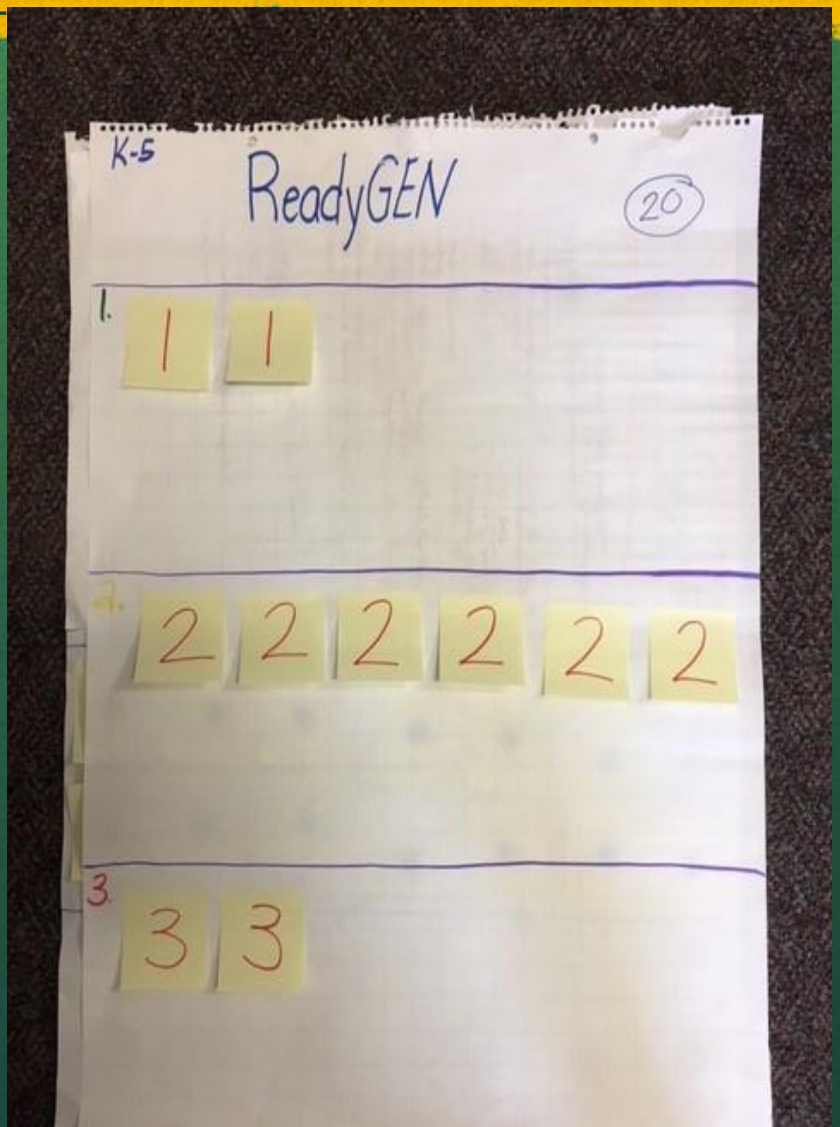
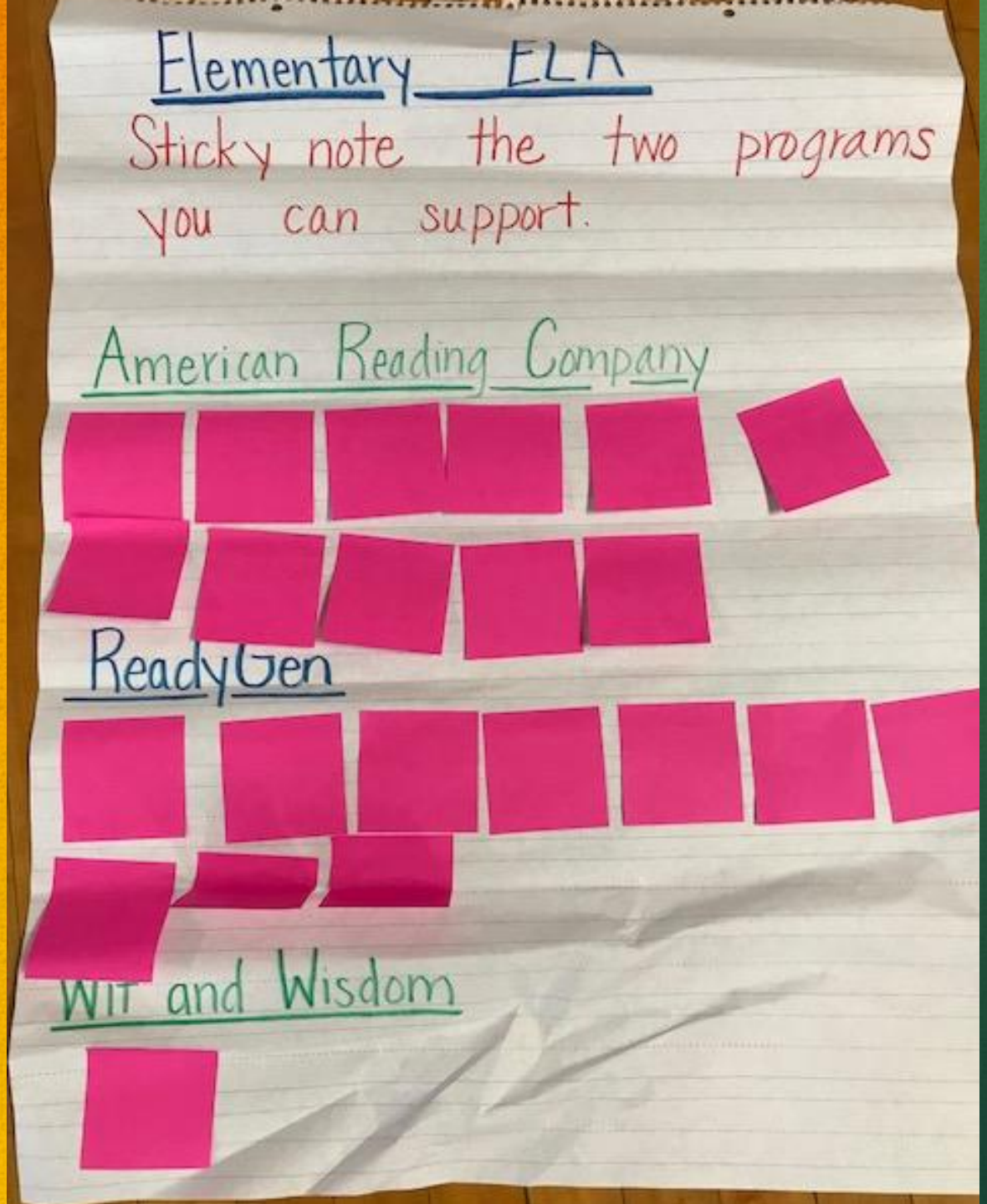


Rank the programs to show your preference

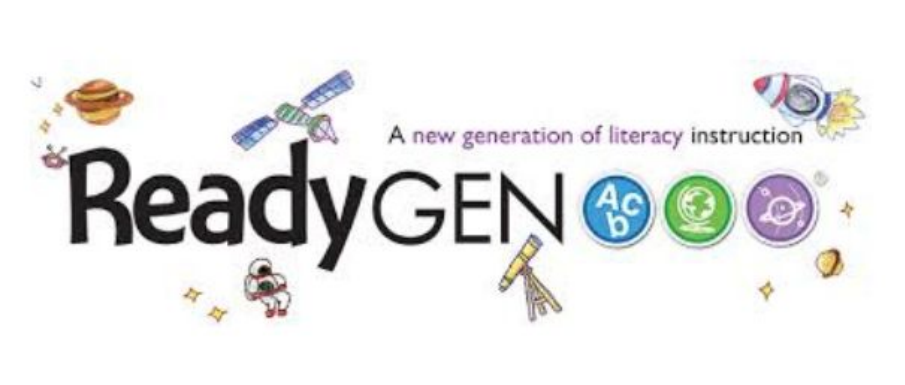




Which two can you champion?



2 Recommendations



Model Lesson observations from presenters

- ARC
- ReadyGEN

edreports.org

ReadyGEN

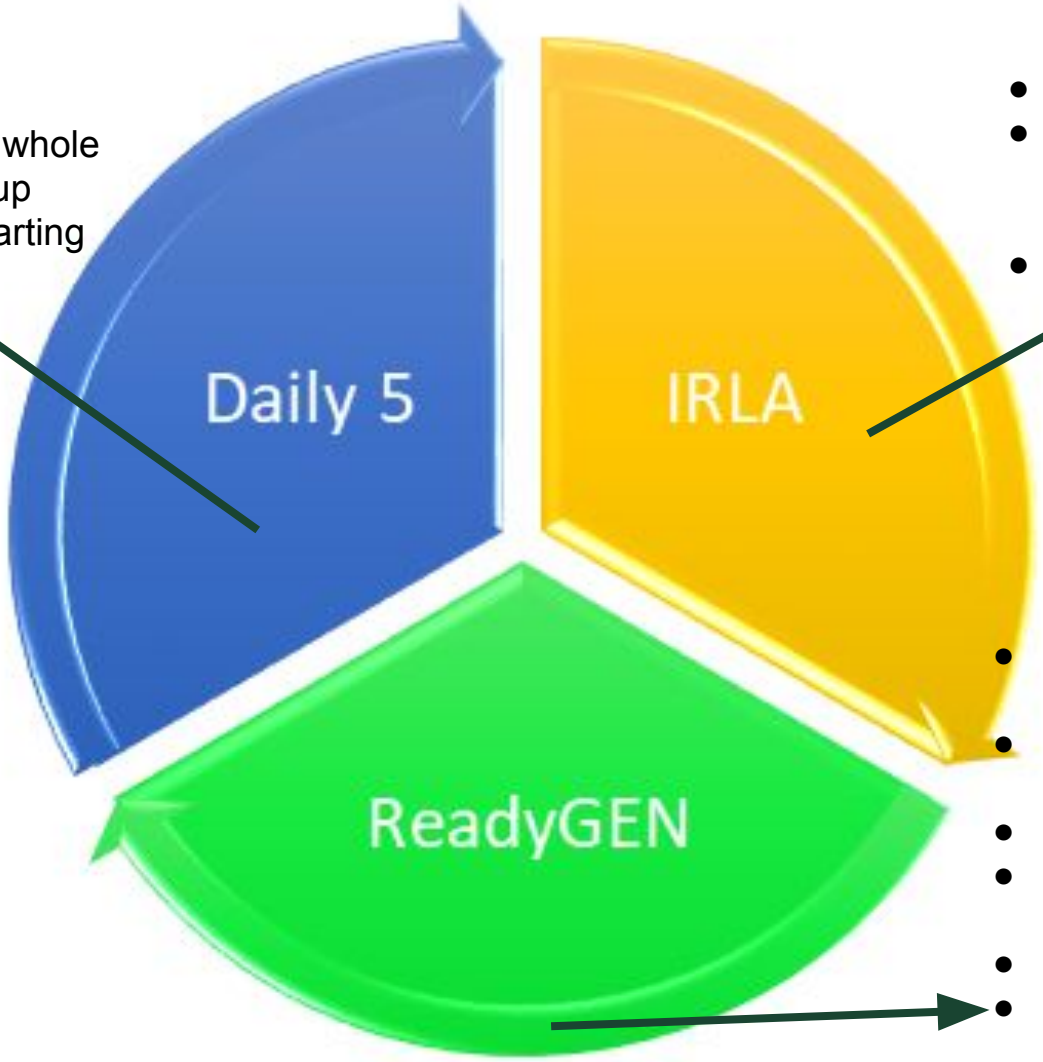
Title (21)	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
ReadyGEN Pearson Show Reports	53/58	53/58	53/58	39/42	38/42	38/42	36/36

ARC

Title (21)	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
ARC (American Reading Company) Core (2017) American Reading Company Show Reports	54/58	54/58	56/58	37/42	37/42	38/42

A Balanced Approach

- Literacy framework
- Supports balance of whole group and small group
- PD will be offered starting Summer 2018



- ARC
- Diagnostic and Formative Assessment guide
- Spanish

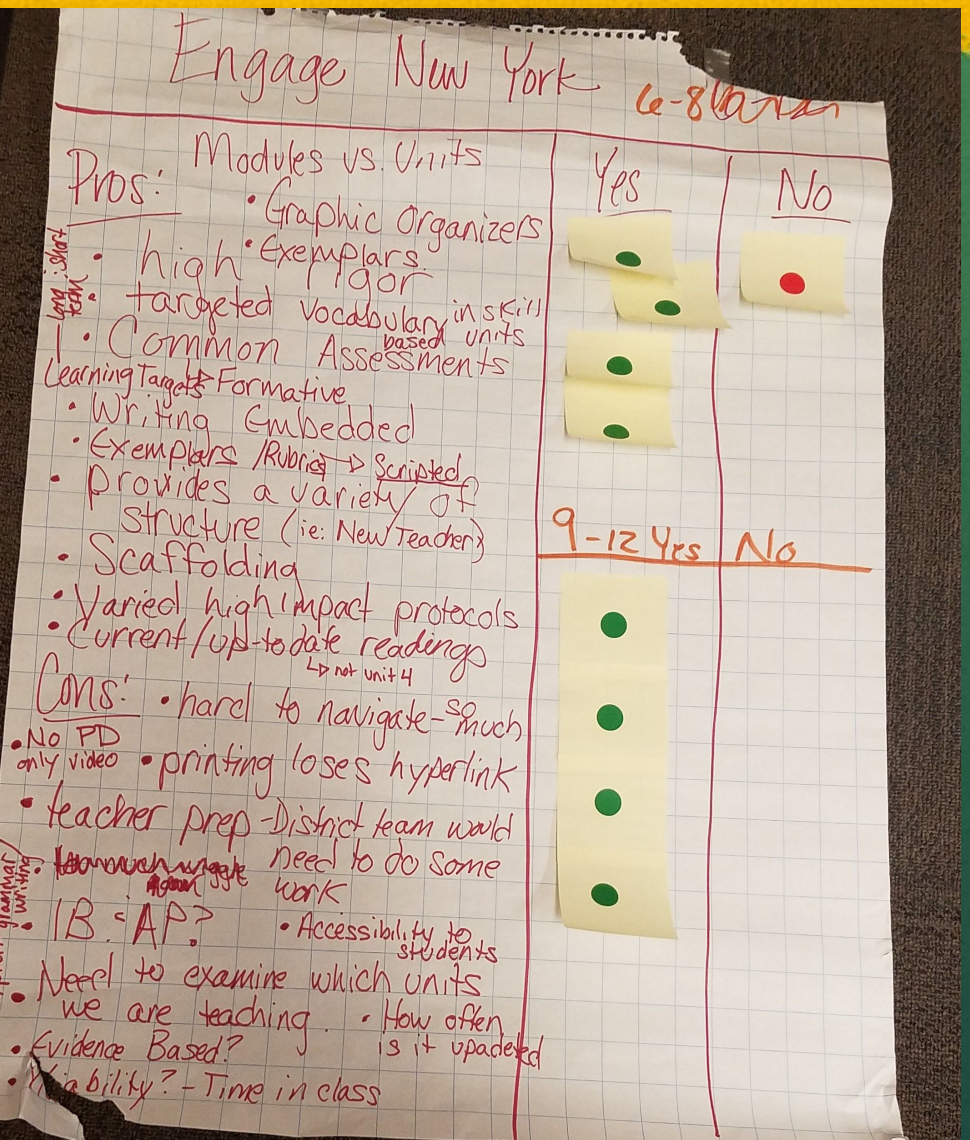
- Integrated approach to Reading and Writing
- Strong phonics component
- Leveled LIbraries
- Small group literacy options
- Authentic Texts included
- Spanish

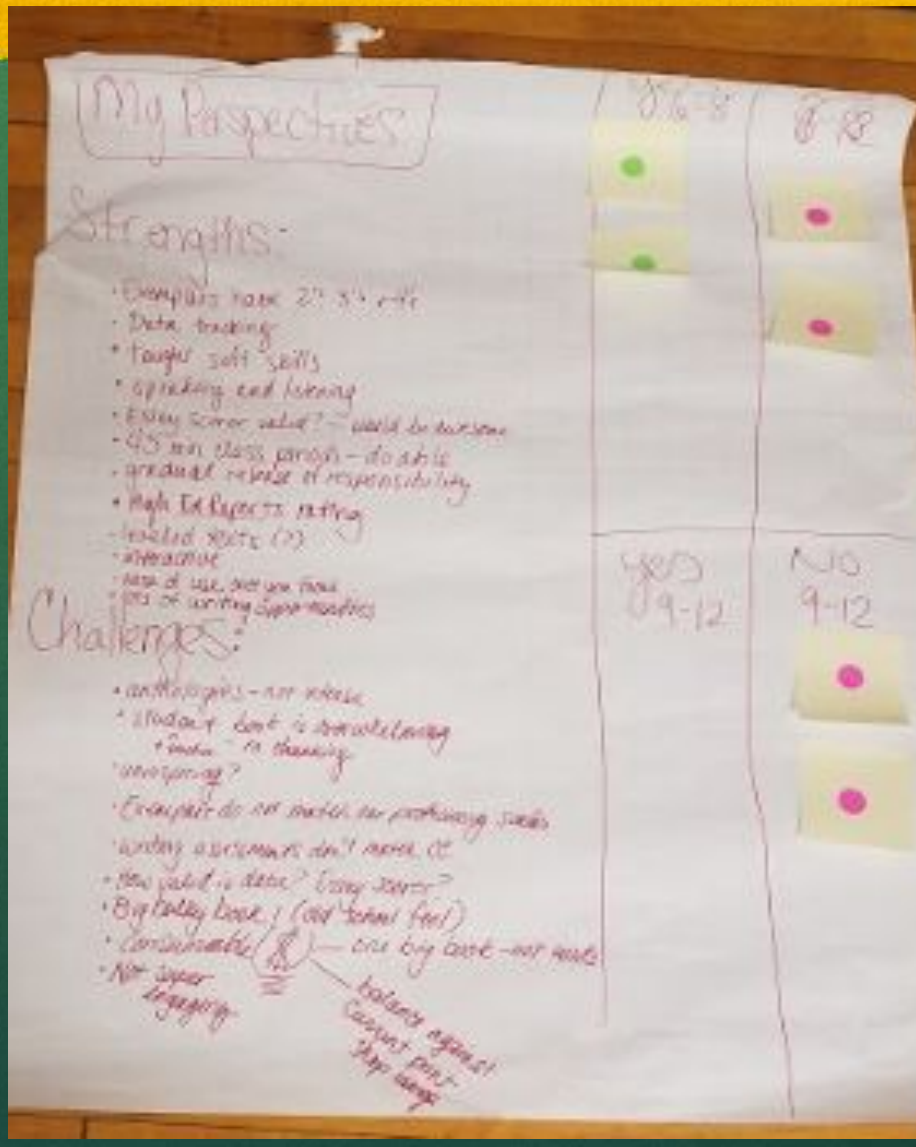
Middle and High School Materials

Program Presentations & Materials Deep Dive

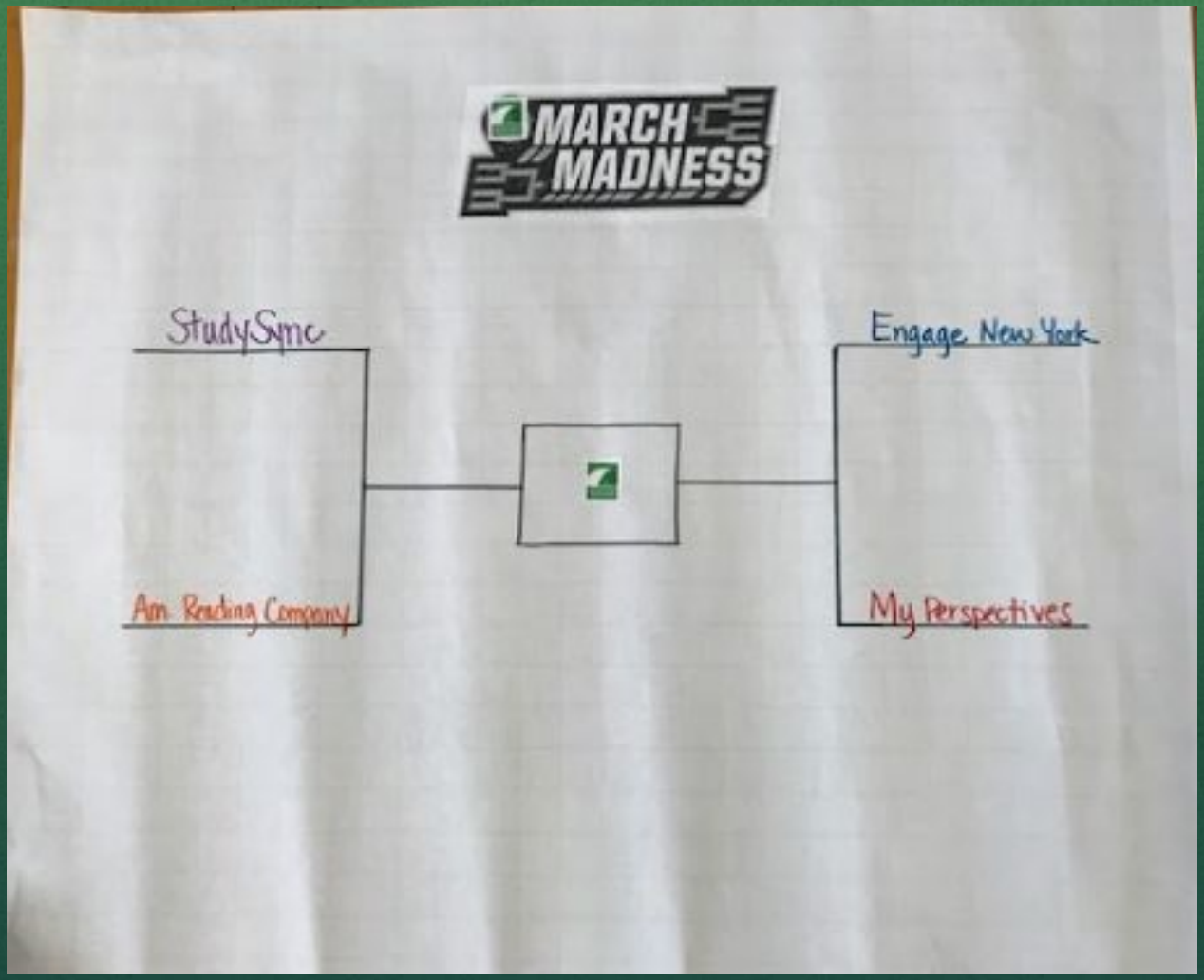
Presentations from publishers	Deep dive with online "open source" materials	Model Lesson observations from presenters
• Amplify • My Perspectives • Study Sync • Wit & Wisdom (6-8) • American Reading Company	• Engage NY	• Study Sync

Are we interested to learn more?

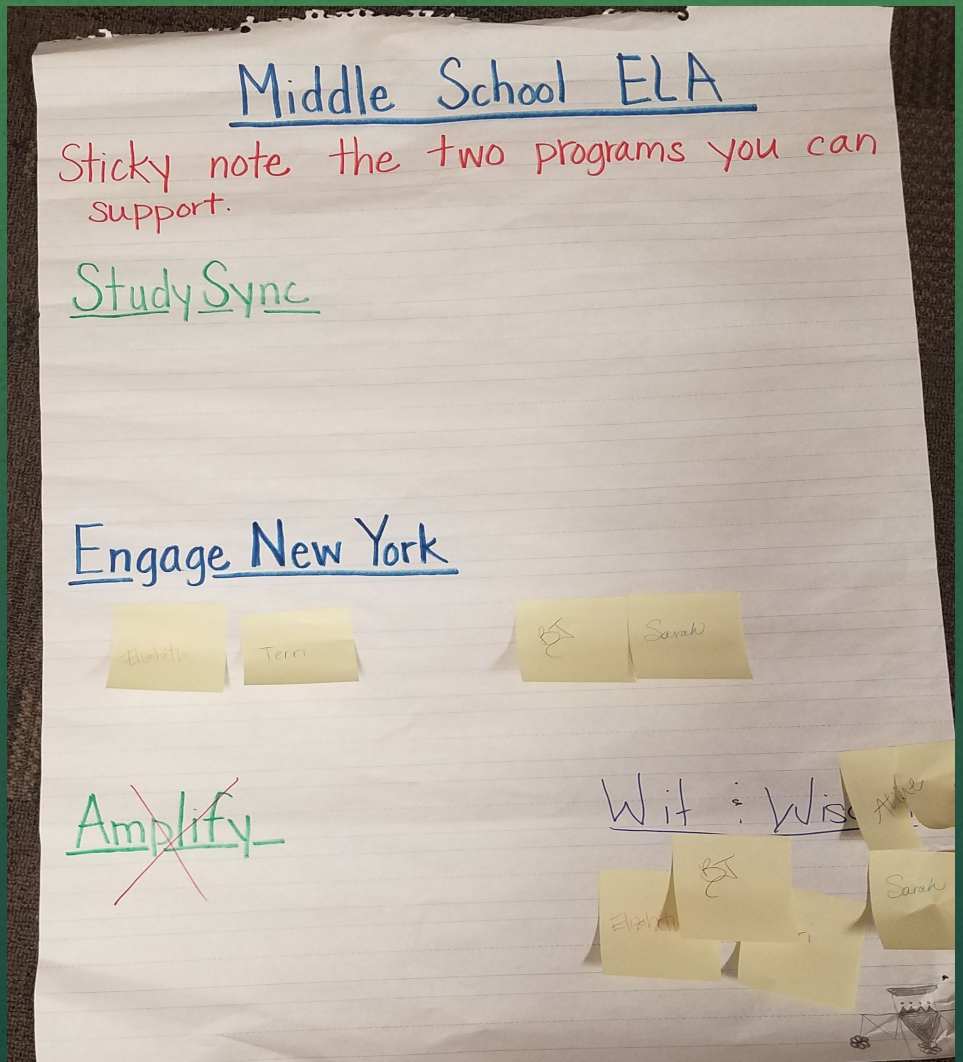




Narrowing it down



Sticky note the two that you can support



Engage NY

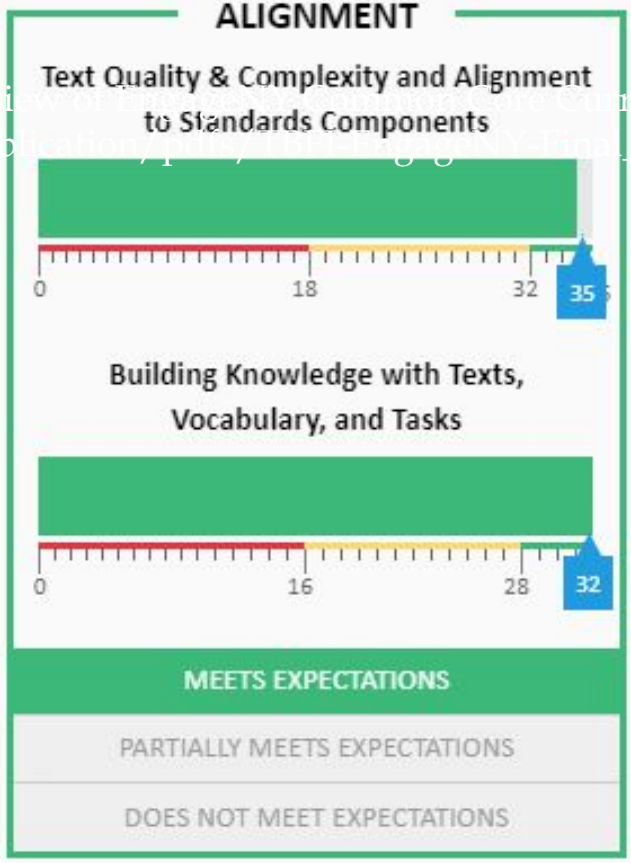
"In general, alignment to the Common Core State Standards is strong—and the materials go beyond the standards in specifying important content and skills for each year of instruction…"

Uncommonly Engaging?: A review of EngageNY Common Core Curriclum
https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/TBFI-EngageNY-Final_0.pdf

6-8

9-12

"Overall, the New York ELA curriculum provides a thorough, evidenced-based approach to literary instruction across all grades (though the study of vocabulary and grammar is not as strong)."



What do they say about it?

The *text selection seems very thoughtful*, representing a pretty good sampling of literary texts—classic and contemporary, American and international, poetry, drama, novel excerpts, short fiction—as well as literary nonfiction

Instruction is slowed down to a pace that is truly needed to *read texts closely*—and this is stated explicitly in the prefatory material

The *materials are clear and detailed*, and though they include scripts (which are off-putting to some teachers), *those are voluntary*. The modules and lessons are easy to follow and include summaries and overviews for each unit.

They note the materials that will be needed, the standards assessed and addressed, recommended percentages of time for each lesson, and reminders for teachers about how the units function. Rubrics and *sample student responses are included* throughout the modules.

Uncommonly Engaging?: A review of EngageNY Common Core Curriclum
https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/TBFI-EngageNY-Final_0.pdf

Who Uses It?

"ELA curriculum materials were also accessed in every other state and use was particularly high in some states that have adopted Common Core or similar standards. "

"ELA teachers were more likely to indicate that EngageNY provided their students with opportunities to read nonfiction texts of sufficient grade-level complexity, use a range of vocabulary, connect literacy instruction to other content, and participate in a range of collaborations with diverse partners."

Kaufman, Julia H., John S. Davis II, Elaine Lin Wang, Lindsey E. Thompson, Joseph D. Pane, Katherine Pfrommer, and Mark Harris. Use of Open Educational Resources in an Era of Common Standards: A Case Study on the Use of EngageNY. Santa Monica, CA: RAND Corporation, 2017. https://www.rand.org/pubs/research_reports/RR1773.html.

Scaffolding to Support ALL Students

Front End Scaffolding

"Traditionally, front-end scaffolding has included information to build greater context for the text, front-loading vocabulary, summarizing the text, and/or making predictions about what is to be read. "

Back End Scaffolding

"When teachers provide back-end scaffolds, they follow the "Release-Catch-Release model," allowing students to grapple with hard text FIRST, and then helping students as needed."

Engage NY & MCPS

1st Priority: Align to our adopted standards, which were prioritized across the district in 2016-17.

		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain
	Central Texts*	RL—*The Lightning Thief*, Rick Riordan	RL—*Bud, Not Buddy*, Christopher Paul Curtis RI—"Stanford University Commencement Address," Steve Jobs	RL—*Dragonwings*, Laurence Yep RI—"Comprehending the Calamity," Emma M. Burke
	Writing Tasks**	• Literary Analysis—Connecting Themes in Cronus and *The Lightning Thief* (RL.6.2, W.6.2, 6.9) • My Hero's Journey Narrative (RL.6.3, W.6.3)	• Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) • Research/Inform: "My Rule to Live By" (RL.6.3, W.6.2)	• Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View? (W.6.2, 6.9) • Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)

Engage NY & MCPS

2nd Priority: Include our currently used literature and informational texts to promote collaboration and team inquiry when teaching the same text - full, excerpts, passages.

ENGAGE NY				Number of books at WA
Book	**Author**	**Number**	**ISBN**	
The Lightning Thief	Rick Riordan	One per student	978-0786838653	5
D'Aulaires Book of Greek Myths	Ingri and Edgar Parin D'Aulaire	Teacher copy only	978-0440406945	3
Bud, Not Buddy	Christopher Paul Curtis	One per student	978-0440413288	2
Frightful's Mountain	Jean Craighead George	One per student	978-0141312354	30
World Without Fish	Mark Kurlansky	One per student	978-0761156079	0
Flush	Carl Hiassen	One per student	978-0375861253	3
A Long Walk to Water	Linda Sue Park	One per student	978-0547577319	210

Engage NY & MCPS

3rd Priority: Identify common district assessments and common formative PLC assessments.

6th Grade	Module 1	Module 2A	Module 3B	Module 4
Unit 1	13 Lessons	13 Lessons	Not implementing in 18-19	13 Lessons
Unit 2	10 Lessons	17 Lessons **Building PLC DDD with instructional coach:** How does Bud use his rules to survive or to thrive? (W.6.1, RL.6.1)		15 Lessons **District Assessment is:** Mid Unit 2 Assessment (W.6.8 and W.6.7)
Unit 3	10 Lessons **Building PLC DDD with instructional coach:** Mid Unit Assessment (W.6.2, W.6.3) **District Assessment is:** My Hero's Journey Narrative (W.6.3, W.6.4)	9 Lessons **District Assessment is:** My Rule to Live by (RL.6.3, W.6.2)		10 Lessons **Building PLC DDD with instructional coach:** Do the benefits of DDT outweigh its harmful consequences (W.6.1, RI.6.1)

Goal: Implement Deeply

Effective Practice

x Effective Implementation

x Enabling Context

= Significant, Improved Outcomes

Thank you

MCPS Vision for 21st Century Teaching & Learning

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We are
Missoula County Public Schools-
education leaders in a global society -

fostering uncompromising excellence and empowering all learners.