

Welcome to Curriculum Council



Who Are
We?
Name
Place
Intention



Name, Place, Intention

- **Name:** Dr. Wendy Towle
- **Place:** Teacher, Learner, Leader, Parent,
TE Proud
- **Intention:** Conversation. . . Sharing . . .
Learning from one another in order to do
the best we can for our students, families
and faculty





Name
Place
Intention

Take a moment and write your own name, place and intention. When you are finished, turn to another person at your table and share what you have written.

Four Agreements*

*Pacific Educational
Group

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect/Accept Non-Closure

Further Considerations

- Everyone Participates
- Everyone Has the Right to Pass
- All Opinions are Honored
- The Committee is Free from Social Media

Goal

- To provide a forum for faculty, administrators, students, parents, Board members and community members to come together and discuss topics related to the District's educational program.

Work of the Committee

- The work of the Curriculum Council may include...
- Highlighting the work happening in the District
- Reviewing successes and obstacles associated with curricular initiatives
- Discussing significant changes to curriculum and assessment
- Addressing questions related to the educational program in order to inform future decisions
- Receiving presentations on timely topics from outside experts



Focus on Literacy for 2019-2020 School Year

The Committee will engage in work related to Literacy that will include...

- Updates on the selection of a new reading resource for grades K-2
- Overview of related initiatives K-12
- Changes to the District's assessment plan for literacy instruction
- Highlights of on-going professional development in the area of literacy
- Presentations from outside experts in literacy



Literacy Instruction in the Elementary School

Kindergarten

Students in kindergarten are grouped heterogeneously for language arts. Literacy instruction includes both whole class and small group opportunities. Language arts instruction consists of a one-hour block divided into two half hour segments. One half hour segment of the language arts block is dedicated to whole class instruction by the core teacher. During the other half hour segment of the language arts block, the class is divided into small groups according to the children's needs.

The goal of the program is to meet the needs of the students; therefore, the number and makeup of groups may vary based on those needs. Guided by on-going assessments, use of multi-level instructional groups provides teachers the flexibility to move students between groups as necessary.

(TESD Elementary Blueprint)

Grades 1-4

Language arts instruction occurs in the core classroom. Classes are designed to include students of more than one reading achievement level. The goal of the language arts program is to meet the needs of the students; therefore, the number and make up of groups may vary based on those needs.

Literacy instruction includes whole group and small group opportunities as well as time for independent practice. A single class on a grade level team will include students with a range of reading achievement levels. Guided by on-going assessment, use of these multi-leveled instructional groups provides teachers the flexibility to move students between groups as necessary.

(TESD Elementary Blueprint)

Kindergarten BRIDGE Program

This program is designed to provide early intervention to kindergarten students who require additional literacy support. Kindergarten students in the BRIDGE Program meet in a small group setting and practice pre-reading activities so they can benefit from ongoing classroom instruction. Ongoing communication with parents is encouraged throughout the year.

(TESD Elementary Blueprint)

Reading Support Program

This program is designed to provide supplemental instruction for students in need of additional support in grades one through four. Specific level and area of instruction is determined by the reading specialist in collaboration with the core teacher. Ongoing communication with parents is encouraged throughout the year.

(TESD Elementary Blueprint)

What Does Literacy Instruction Look Like?



Whole Group and Small Group



Instructional blocks of between 60 and 120 minutes daily depending on grade



Use of a core program and additional texts of all genres



Incorporates the “5 Pillars” of Literacy Instruction



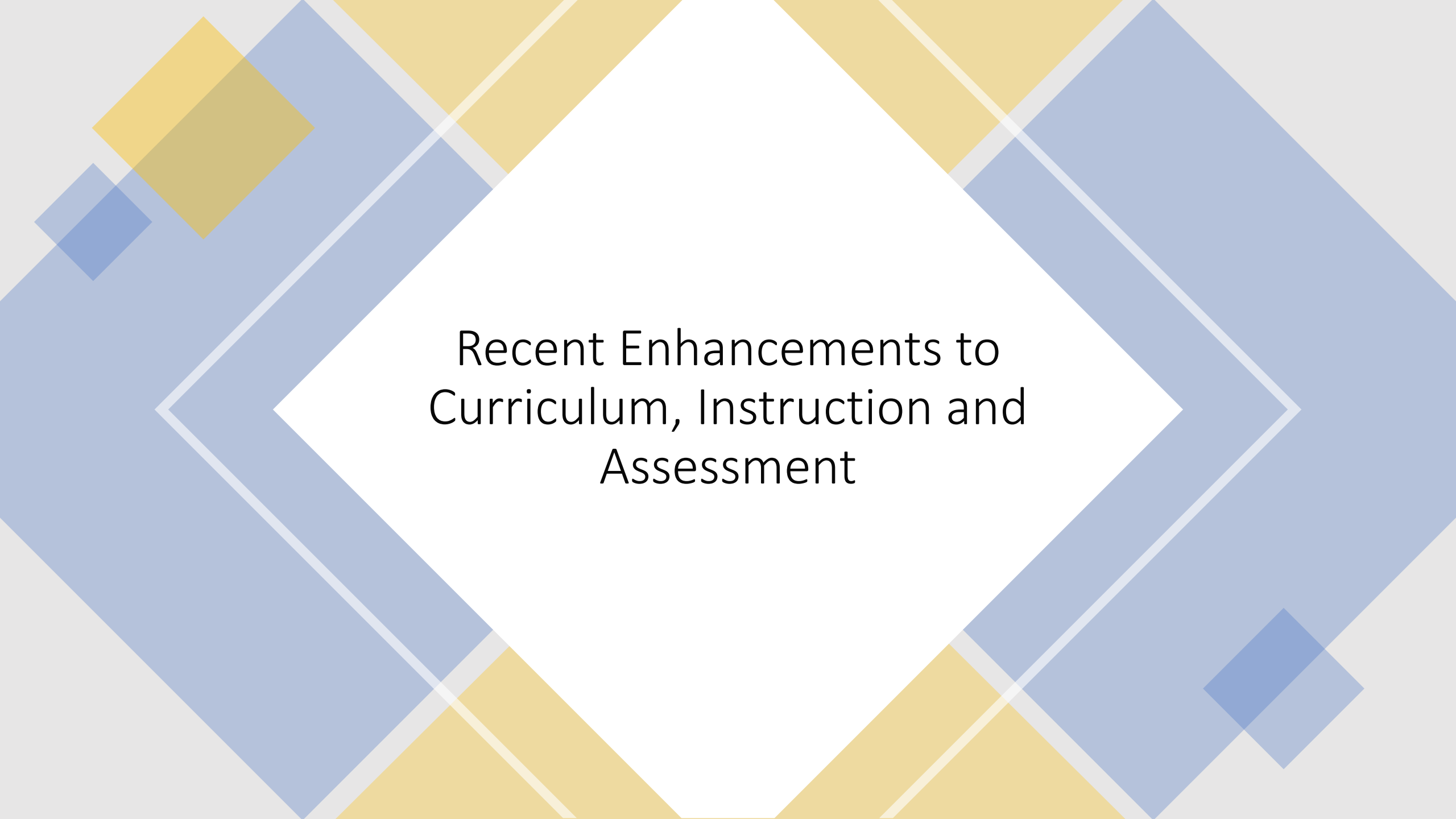
Informed by assessment

What are the 5 Pillars of Literacy Instruction?

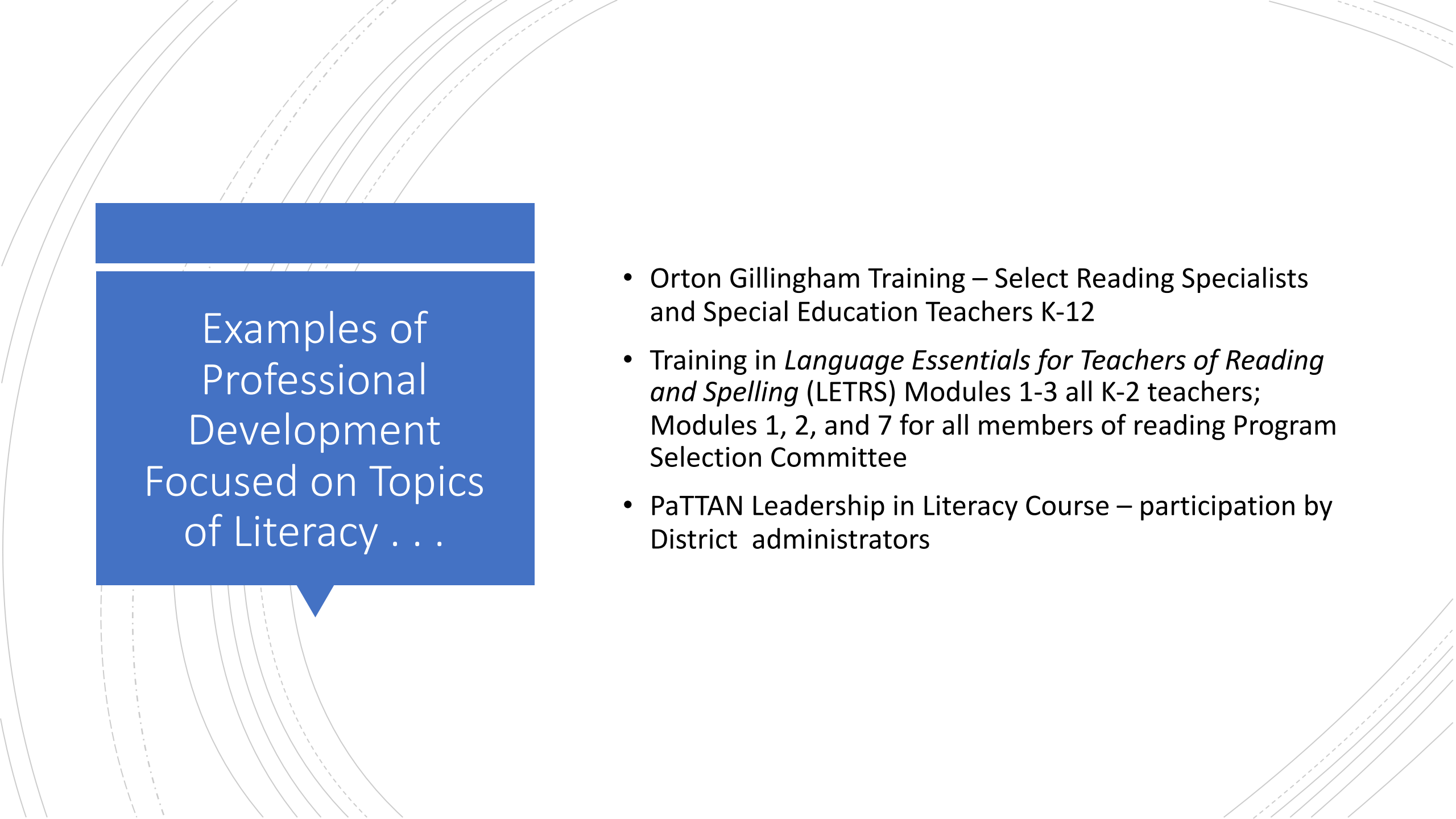


What Type of Assessment Informs Instruction?

- Benchmark Assessments
- Standardized Tests (ERB, PSSA)
- Curriculum-Based Assessments
- Informal Reading Inventories
- Formative and Summative Assessments
- Teacher Observation
- Parent Input



Recent Enhancements to
Curriculum, Instruction and
Assessment

The background features several sets of concentric, curved lines in shades of gray, some solid and some dashed, creating a sense of movement and depth. A blue rectangular box with a white border and a small white triangle pointing downwards at the bottom center is positioned on the left side of the slide.

Examples of
Professional
Development
Focused on Topics
of Literacy . . .

- Orton Gillingham Training – Select Reading Specialists and Special Education Teachers K-12
- Training in *Language Essentials for Teachers of Reading and Spelling* (LETRS) Modules 1-3 all K-2 teachers; Modules 1, 2, and 7 for all members of reading Program Selection Committee
- PaTTAN Leadership in Literacy Course – participation by District administrators

Cyclical Review of Elementary Reading Program Resource Fall 2018- Spring 2020

1

Select a team of teachers: Reps from K-4, ELD, Reading Specialists, and Special Education Teachers

2

Present 3 LETRS modules through CCIU in December 2018 and January 2019

3

Develop rubric, set of criteria based on expertise, trainings, and experience

4

Enhance NCEE Rubric to include cultural equity in the materials

5

Continue to meet and review programs through Winter and Fall 2019

6

Goal: Recommend a program by Spring 2020 for implementation in Fall 2020



On-going Review of Assessments and Protocol

- What assessments are we using and for what purpose?
- Is there information we believe could better inform instruction that we do not have?
- When and to whom do we administer specific assessments?