



# 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

Who Are  
We?  
Name  
Place  
Intention



# Agenda for Today

- New Elementary Reading Resource
- Implementation and Next Steps
- How Do We Collect, Use and Share Data?





# Reading Program Selection Committee Update

2018-2020



# Reading program selection committee

---

Time Frame: The process of selecting the new program was started and completed over a span of two years.

---

Goal: The goal of the committee was to ensure that the new reading program would address the diverse learning needs of T/E students.

---

Committee members were comprised of Administrators, Teachers, Learning Support Instructors, and Reading Specialists from each school across grades K-4.



# Selection Committee Training



- In the fall of 2018, members of the committee received training in LETRS (Language Essentials for Teachers of Reading and Spelling). This training provided additional enrichment towards the goal of pinpointing curricula with systematic foundational instructional activities.
- Beginning in August 2019, all K-2 teachers received training in LETRS

## Selection Committee Training (Administration)

- Administrators on the Selection Committee participated in the PaTTAN Leadership in Literacy training program, which promoted systemic change to build success in reading, and included information regarding various forms of assessment, reading support structures, and data to drive instruction.



Pennsylvania Training and Technical Assistance Network



# Reading program selection Process

- The Reading Program Selection Committee incorporated a systematic approach during the selection process:
  - Assessed the previously used curriculum
  - Analyzed the educational needs of the students within the District
  - Identified a notable rubric that would reflect these needs and be used to evaluate the new reading program
  - Reflected cutting edge practices and addressed the five pillars of reading.
  - Implemented new curricula in class to assess student reaction and adaptation
  - Provided teachers (not on the committee) with access to materials to develop familiarity and incorporate their feedback and concerns
  - Considered evaluative resources such as EdReports
  - Incorporated the input of Reading experts from CCIU, PaTTAN, and The Reading League

# Reading Program Rubric

- One of the most important means that the committee used to evaluate the programs was the use of the rubric adapted from the National Center for Educational Evaluation. The rubric contained a plethora of components that it used for assessment. Components included but were not limited to the following areas:
  - Explicit Systematic Phonemic Awareness, Phonics & Morphology Materials
  - Aligned Spelling Component
  - Content aligned with speaking, listening, vocabulary, and writing development and skills
  - Aligned with reading comprehension for literary and informational texts
  - Leveled and Decodable Texts
  - Whole group with grade level texts aligned with standards
  - Materials for Instruction and Assessment
  - EdReports “Certified”
  - Incorporable by new/sub teachers
  - Culturally Diverse



# Reading program considerations

Alongside the rubric, programs were evaluated on content, adaptability, and rigor.

Seven programs received consideration for implementation:

- Wit and Wisdom
  - EL Education (Expeditionary Learning)
  - CKLA (Core Knowledge Language Arts)
  - ReadyGen
  - MyView
  - Benchmark Advanced
  - Wonders 2020
-

# Reading Program Final Analysis

- After analyzing the different curricula, the committee selected two of the programs for final analysis. (Wonders 2020 and MyView).
  - Using the rubric, these two programs were rigorously assessed for efficacy in the following areas:
    - Kindergarten
    - First Grade
    - Second Grade
    - Online Capabilities
    - English Learners
    - Special Education
    - Writing
-



# Wonders 2020

- After careful deliberation, the Wonders 2020 program was selected for implementation. Although each program had strengths, there were numerous factors that led to the final decision.
  - Kindergarten- 2<sup>nd</sup> Grade
    - \* Foundational Skills: Systematic decoding, encoding, and controlled text available for each skill.
    - \* Spelling words and activities are incorporated into daily lessons.
    - \* Models conversational routines to enhance speaking and listening skills.
    - \* Possesses Social/Emotional Learning Lessons.
    - \* Additional options for collaboration among the students via activities.
    - \* Developmentally appropriate, scaffolded academic vocabulary.
    - \* Explicit Close Reading Routines
    - \* Exceptional comprehensive scaffolding is evident.
    - \* Content is Aligned to Common Core Standards.
    - \* Contains a digital home component and technology for learning stations that matches foundational skills being taught in class from week to week.



# *Wonders 2020*

- English Learners
  - \* Stronger digital and home component would benefit EL families.
  - \* Supports embedded directly into the curriculum.
- Special Education
  - \* Possesses explicit Tier III instruction as opposed to digital only approach.
  - \* Additional opportunities and materials for differentiation
- Writing
  - \* Greater depth of writing activities embedded in the curriculum.
  - \* In depth focus on writing process skills.



# Wonders 2020 Foundational Skills

## Scope and Sequence Sample Unit 2

- **Kindergarten-** Phonological Awareness: Recognize Alliteration Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending. Phonics: /p/p (initial/final) Consonant/Vowel Review: /a/a, /m/m, /s/s Spelling: Words with p; a
- **Grade 1-** Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation  
Phonics/Spelling: Short e spelled e and ea- Handwriting: Upper and Lowercase Ee  
Structural Analysis: Inflectional Ending -ed
- **Grade 2-** Phonemic Awareness: Addition, Substitution, Blending Phonics/Spelling\*: Short o, Long o: o\_e  
Structural Analysis: Inflectional Endings -ed, -ing

## Scope and Sequence Sample Unit 3

- **Kindergarten-** Phonological Awareness: Recognize Rhyme-Phonemic Awareness: Phoneme Isolation (initial/ medial), Phoneme Blending, Phoneme Categorization/ Phonics: /i/i (initial and medial) Consonant/Vowel Review: /a/a, /m/m, /p/p, /s/s, /t/t
- **Grade 1-** Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation. Phonics/Spelling: Long a spelled ae- Handwriting: Upper and Lowercase Dd  
Structural Analysis: Contractions with “not”
- **Grade 2-** Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: Categorization, Blending Phonics/Spelling\*: Long a: a, ai, ay, ea, ei, eigh, ey- Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve

*Wonders 2020*  
Ed Reports  
Rating

ELA 3-8 ▲

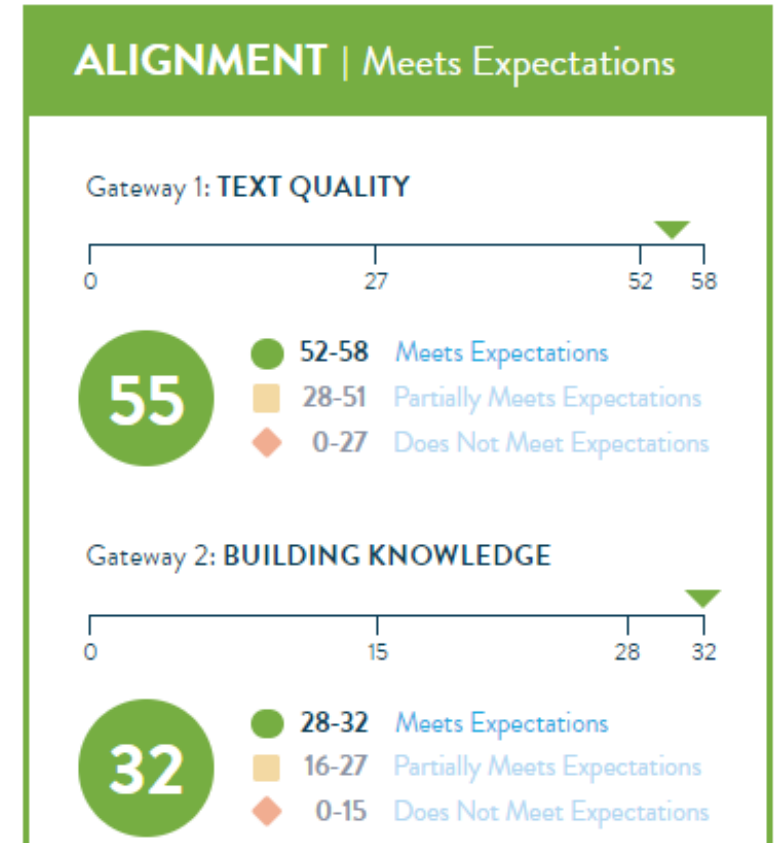
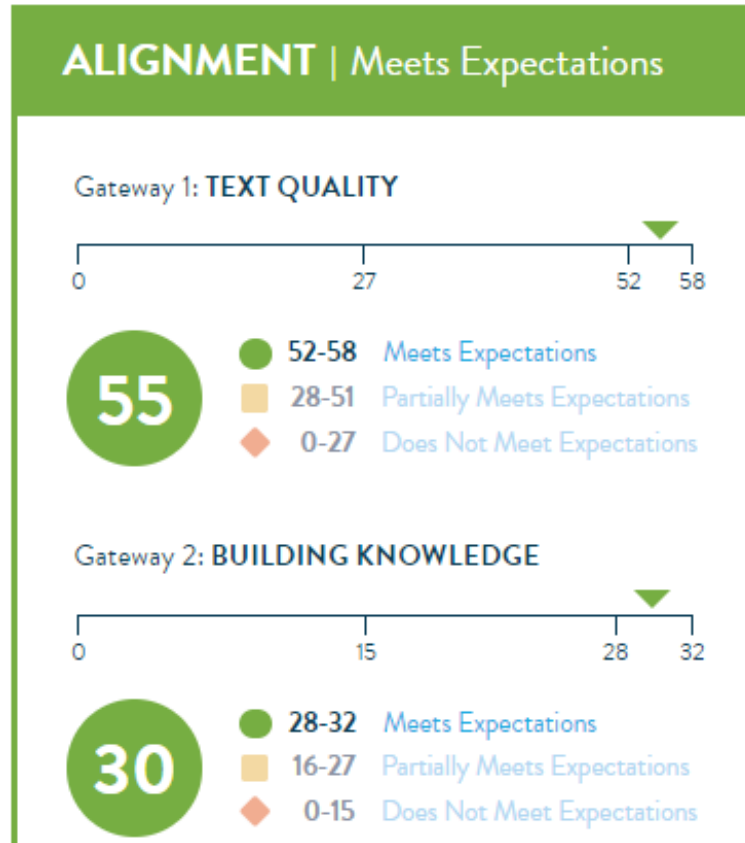
## K-2 Summary of Alignment & Usabil

Is for Wonders K-1-2 meet the expectations of alignment, including instruction ar ng. The materials include many high quality texts and tasks that support students' air organization is not consistently focused on increasing students' comprehension aterials are organized to build knowledge of topics and provide opportunities for st kills. Instruction for foundational skills includes the core components necessary. V : available, the teacher may need to do extra work to assure lessons are implement

# Kindergarten

# First Grade

# Second Grade



*Wonders 2020 Ed Reports*  
(Gateway 1 & 2)

## Expectations



ts Expectations  
ally Meets Expectations  
s Not Meet Expectations

## USABILITY | Meets Expectations

### Gateway 3: USABILITY



30

- 30-34 Meets Expectations
- 24-29 Partially Meets Expectations
- ◆ 0-23 Does Not Meet Expectations

## USABIL

### Gateway 3: USABILITY



30

Wonders 2020 Ed Reports |  
(Gateway 3)

# Next steps

- Purchase of the program- Initial 6-year license – March 2020
- Launching of District Literacy Webpage – March 2020
- Materials delivery and distribution – Spring 2020
- Professional Development – Spring 2020
- LETRS Training Program Infusion – Re-visit the LETRS Framework as a means for enhancing instructional practice
- K-2 Rollout- August 2020
  - Parent Workshops
  - In-Service Days
  - Professional Development Sessions
  - Curriculum Night Presentations
  - Review and Refinement of Assessment Protocols

\*Grades 3 & 4 Selection will take place during Fall 2020





On-Going Reflection and Refinement . . .

Through Self-Reflection  
Through Data Analysis



Aligning Research  
and Practice  
through Self-  
reflection

# Leadership in Literacy: Comprehensive Learning Project



# Vision



Elementary Reading Program Selection



Guided by Research



Grounded in Practice



Enhanced through Self-Reflection

# Purpose

- Through the opportunity for teacher self-reflection on research-based planning and practice . . .
  - To improve and enhance all students' reading achievement and growth and to develop competent readers who will comprehend and access a variety of text across disciplines

# Context



## History

Regular Review  
and Evaluation  
Training in 5 Pillars  
of Reading  
Instruction



## Resources

Support from  
School Board and  
Administration  
Strong Buy-In from  
Teachers



## Perceptions & Attitudes

High Expectations  
for Student  
Growth  
Highly Trained  
Teachers &  
Invested Parents

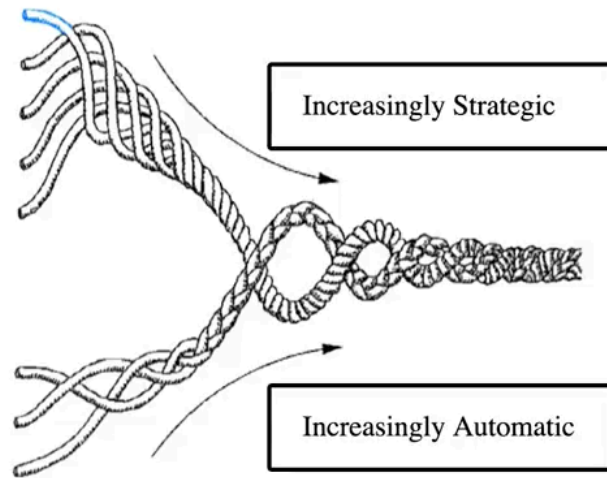
## Reading Rope

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



### Skilled Reading:

Fluent execution and coordination of word recognition and text comprehension.

*Reading is a multifaceted skill, gradually acquired over years of instruction and practice.*

Scarborough (200

- Does the new reading program provide a systematic, explicit and structured approach to incorporate all components of literacy?
- Does the checklist provide teachers the opportunity for meaningful reflection as they implement the new resource and incorporate research-based practices gleaned from training and readings?

# Essential Questions

# Evaluation

Teachers will complete and reflect upon the components of the checklist

Student performance data will continue to be regularly collected and reviewed

Students with identified reading needs will continue to be monitored and additional assessment will be administered and reviewed as needed

# Strategies

The Committee will represent a cross-section of staff members and draw upon the expertise of outside consultants as needed

The Committee and all core classroom teachers will be trained in LETRS Modules 1, 2 and 3

The Committee will work from an established, research-based rubric to guide the selection of a new resource program

As part of the professional development associated with the new resource, all core classroom teachers will be introduced to the self-reflection checklist

The implementation of the program and reflection tool will be regularly reviewed and assessed

# Action Steps

The Committee will engage in specific study, review and training in research-based literacy instructional practices

The Committee will utilize a research-based selection rubric and incorporate additional descriptors specific to the goals and needs of the District

The rubric will be used to rate, rank and ultimately recommend a program and related resources

A teacher reflection checklist will be developed that connects to the components of literacy and best practices in the science of reading

The checklist will initially be implemented for teachers in grades 1 and 2

# Timeline

- **School Year 2018-19** – Formation of Committee and initial training for Committee members in LETRS. The Committee met regularly throughout the school year to review current reading programs and resources, to investigate uses of reading programs in other schools and districts, and to review the latest research in the area of reading and literacy. Outside experts were consulted as selection rubrics were considered.
- **Fall 2019** – Training in LETRS Modules 1, 2 and 3 provided for all core classroom teachers K-2. Administrators attended PaTTAN Leadership in Literacy course. Consultation with outside experts continued and the selection rubric is refined to further align with research and best practices. Specific programs are identified as fitting the desired criteria and the Committee will begin to explore each in depth.
- **Winter 2020** – The Committee will make a recommendation of a new program for adoption to the School Board.
- **Spring 2020** – Professional development related to the new resource and the introduction of the the teacher self-reflection checklist will occur
- **School Year 2020-21** – The new resource will be implemented, and the self-reflection checklist will be incorporated in teachers' practice