

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: March 28, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **A FRAMEWORK FOR SECONDARY READING/ENGLISH LANGUAGE ARTS INSTRUCTION**

ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Kathleen McMahon, Acting Assistant Superintendent
Jane Lichter, Coordinator, Elementary Reading/Language Arts
Elaine Berry, Coordinator, Secondary English and Reading
Michele Murphy, Supervisor, Secondary English and Reading

INFORMATION

The Board of Education will receive information outlining the Baltimore County Public Schools program of secondary reading/English language arts.

Attachment I – Executive Summary
Attachment II – A Framework for Secondary Reading/English Language Arts Instruction

**BCPS Framework for Secondary Reading/English/Language Arts Instruction
Executive Summary**

Under Dr. Hairston's leadership, BCPS has maintained a focus on consistent improvement of the reading instructional program over the course of the last six years, beginning that process with the elementary grades. During the 2000-2001 school year, a core elementary reading program was identified for purchase to establish consistency in availability and use of research-based materials throughout all 104 elementary sites. Guided by a strong collaborative effort between schools and central office personnel, the ensuing school years provided opportunities for an annual deepening understanding of reading instruction and best practices to assist elementary students in mastering core reading skills.

Secondary reading personnel were added to the Office of Secondary English and Reading during the 2003-2004 school year, and the purchase of grade 6 core reading materials occurred during the 2004-2005 school year. Schools and secondary reading personnel continue to refine the program to best meet the reading instructional needs of middle and high school students.

The proposed framework outlines the secondary reading and English/language arts instructional program. The framework will be implemented during the 2006-2007 school year and ensures that all students in grade 6 receive reading instruction and students in grades 6 through 12 receive language arts/English instruction which focuses on grammar, mechanics, usage, and composing.

In addition, an accelerated reading and writing intervention program will be used with students in grades 6-10 who demonstrate delays in reading and/or writing. Students will be identified for placement in the acceleration program based on MSA data, performance on reading and writing assessments, and program placement tests. On-going progress monitoring assessments will be used to assure that the instructional support plan is effectively increasing students' reading and writing achievement.

The framework also includes extensive professional development in the areas of reading and writing for secondary administrators, special educators, and reading, English/language arts and ELL teachers.

Baltimore County Public Schools

A Framework for Secondary Reading/English/ Language Arts Instruction

*Meeting of the
Board of Education of Baltimore County
March 28, 2006*

Reading Next: 15 Key Elements of Effective Adolescent Literacy Programs

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing

Reading Next: 15 Key Elements of Effective Adolescent Literacy Programs

- A technology component
- Ongoing formative assessments of students
- Extended time for literacy instruction
- Professional development
- Ongoing summative assessment of students
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program

<http://www.all4ed.org/publications/ReadingNext/ReadingNext.pdf>

Framework for Middle School Reading/English/Language Arts: Current Program

1. All grade 6 students will receive 1 period of reading and 1 period of English/language arts instruction.
2. All grade 6 GT students will receive 1 period of compacted reading and 1 period of GT English/language arts instruction.

Framework for Middle School Reading/English/Language Arts: Current Program

3. All grades 7 and 8 students will receive 1 period of English/language arts instruction.
4. All grades 7 and 8 GT students will receive 1 period of GT English/language arts instruction.

Framework for Middle School Reading/ English/Language Arts

5. All grades 6, 7, and 8 students will be assessed at the beginning of the year to determine strengths and needs in the area of written language.
6. The results of the assessment will be used to determine the written language instructional focus for students.

Framework for Middle School Reading/ English/Language Arts: Targeted Audience

7. Identified grades 6, 7, and 8 students will be assessed to determine if an accelerated reading/English/language arts program is warranted.
8. Students will be recommended for a program designed to meet their assessed instructional needs.

Framework for Middle School Reading/ English/Language Arts

9. On-going assessments will be used to progress monitor students' achievement in reading/English/language arts.
10. Additional middle school reading support positions will be distributed.

Professional Development for Middle School Reading/English/Language Arts

Professional development opportunities on:

- the components of effective reading/English/language arts instruction
- implementing a core and/or acceleration program

will be provided for middle school principals, assistant principals, teachers, ELL teachers, and special educators.

Professional Development for Middle School Reading/English/Language Arts

Professional development will be provided for content area teachers on the incorporation of:

- reading strategies
- written language
- vocabulary

into daily instruction.

Framework for High School Reading/ English/Language Arts: Current Program

1. All grades 9-12 students will take English. *AVID* strategies will be incorporated into all English courses.
2. All grades 9 and 10 English students will be assessed at the beginning of each school year to determine strengths/needs relative to the English Core Learning Goals.

Framework for High School Reading/English/Language Arts: Targeted Audience

3. All students enrolled in grades 8 and 9 reading will be assessed to determine if continued reading instruction is warranted. If needed, students will be placed in an accelerated reading/English/language arts class.

Framework for High School Reading/English/Language Arts: Targeted Audience

4. Any other grades 8 and 9 students, not enrolled in reading, but scoring basic to mid-proficient on MSA, will be assessed to determine if an accelerated reading/English/language arts class is needed.

Framework for High School Reading/ English/Language Arts: Targeted Audience

5. Identify high school courses designed to meet the specific reading/English/language arts needs of students.
6. Provide consistent availability of research-based courses across the district.

Framework for High School Reading/ English/Language Arts

7. Incorporate regular benchmark assessments to track students' achievement in reading and English. Adjust the program as necessary.
8. Identify a BCPS English/Reading Leadership Team to review the progress of this initiative and make recommendations quarterly.

Framework for High School Reading/ English/Language Arts

9. Distribute the additional high school reading positions included in the FY07 Proposed Budget.

Professional Development for High School

Ongoing professional development will be provided for administrators, reading specialists and teachers, English teachers, ELL teachers, and special educators. Topics will include:

- The components of effective literacy instruction.
- Implementing an acceleration program.
- The content of the English Core Learning Goals, specifically, reading, writing, and language usage instruction.

Professional Development for High School

On-going professional development will be provided for content area teachers on:

- Incorporating AVID strategies and reading, writing, and language usage in the content areas.
- Strengthening the content vocabulary of students.

Current planning includes . . .

- Refining the implementation of the current grade 6 core reading program.
- Identifying research-based materials designed to accelerate reading/English/language arts achievement.
- Emphasizing the structure of the written language program.

Current planning includes . . .

- Selecting assessments to identify students' needs and monitor students' progress.
- Organizing professional development.
- Meeting with schools to assess students and plan the program.
- Providing support for students who did not pass the English HSA.