DATE: November 8, 2011

TO: BOARD OF EDUCATION

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: REPORT ON READING ENGLISH LANGUAGE ARTS (RELA)

ORIGINATOR: Renee A. Foose, Deputy Superintendent

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INFORMATION

That the Board of Education is provided an update to the Reading English Language Arts (RELA) program.

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Attachment I – Executive Summary
Attachment II – PowerPoint
Executive Summary
Reading English Language Arts (RELA) Report

November 8, 2011

This report provides an overview of the Division of Curriculum and Instruction’s current functions and to forecast work related to transitioning to the Common Core State Standards (CCSS).

The presentation addresses two key questions: Where are we? Where are we going?

Currently, the RELA office has completed a gap analysis for all curriculum guides. The gap analysis revealed that at the secondary level Grades 6 and 10 will need considerable revision. All other secondary grades will need resources to align to the common core, but they are not the priority curricula. In elementary language arts, the gap analysis revealed a need for a new reading series and additional resources for Grades PreK–5 in order to align to the rigor of the CCSS.

In preparation for the common core, staff is studying the changes in the CCSS to prepare for the revision of current curricula. Additionally, staff prepared six lessons for the Educator Effectiveness Academy Team (EEAT), which are being used to train identified EEAT liaisons in every school.

As we prepare for the common core, the Division of Curriculum and Instruction has started the curriculum appraisal process; an ISO-regulated process to develop curricula. This process began in August 2011 with the development of an action plan to address how Baltimore County Public Schools (BCPS) will revise or create resources for all curricula Grades PreK–12. By the end of this month, BCPS will form a curriculum review panel that will complete an initial review of each guide by February 2012. Using the CCSS transition documents, each guide will be reviewed five times to align to each of the following areas: reading, writing, language, speaking and listening, and research. A curriculum map will be designed for each guide citing specific revisions to make during the summer curriculum writing workshops. As the guides are reviewed for alignment to the CCSS, there will be an additional focus on aligning the progression of skills from PreK–12.

As we address the challenges that are a part of the transition to the CCSS, the Division of Curriculum and Instruction has created a professional development plan that includes workshops in Text Types and Complexity, Argumentation, and the Writing Process with a focus on revision. Two workshops will be held during the first semester to cover the topic of argumentation. Monthly department chair meetings and reading specialist meetings will be held. Additional workshops will be offered in the Writing Process, Student Engagement, and Literary Criticism.
Knowing that writing is a topic that touches all subject areas, the Division of Curriculum and Instruction has begun the process of creating resource tools that can help all teachers. In the area of argumentation, a ladder of skills has been created that will help teachers understand the development of argumentation from opinion. Additionally, the Office of Curriculum and Instruction, with the assistance of library sciences, has developed a Web site titled, “The Writing Place.” This Web site will provide teachers with access to any topic involving writing in the classroom.

In the area of elementary language arts, the Division of Curriculum and Instruction will begin reviewing reading series and resources available to support CCSS. Following the ISO process, materials will be piloted, and stakeholders will evaluate the effectiveness of meeting the CCSS. The pilot will begin in August 2012. A new reading series should be implemented systemwide by 2013.
The presentation’s purpose:

• To provide an overview of the office’s current functions and to forecast work related to transitioning to the Common Core State Standards (CCSS).
Baltimore County Public Schools

Ten Competencies for Productive School System Management

**Organizational Planning**

1. Schoolwide Goal Setting
2. Work Group Performance
3. Individual Staff Performance

**Developing Staff**

4. Staff Development
5. Clinical Supervision
6. Work Group Development
7. Quality

January

**Developing Program**

8. Instructional Programs
9. Resources Development

February - March

**Assessing School Productivity**

10. Assessing Achievement
   - Student Achievement
   - Teacher Achievement
   - Work Group Achievement
   - School Achievement

March - April

**PHASE 1**

**PHASE 2**

**PHASE 3**

**PHASE 4**

**REPLANNING**

**November**

**December**
Curriculum

- A gap analysis has been completed for all guides, PreK through 12.

- Current and new instructional materials will be aligned with the CCSS.
REL A: Where are we?

Common Core

- Staff are reviewing CCSS
- Educator Effectiveness Academy Team (EEAT) lessons
Curriculum Appraisal Process

• The Curriculum Appraisal Process is a regulated ISO process.

• The Curriculum Appraisal Process will begin in November and conclude in February.
RELAX: Where are we going?

Curriculum Appraisal Process for Guides K-12

- Each guide will be reviewed using a “Look For” evaluation tool using CCSS transition documents.
Curriculum Appraisal Process

- The Gap Analysis Documents and the CCSS Transition Documents will be used by a K-12 team of curriculum and instruction staff to evaluate all curriculum guides Grades K-12.
Curriculum Appraisal Process

- Each guide will be reviewed five times.
- As the guides are reviewed, detailed recommendations will be made for alignment to the Common Core in each area.
- Guides will be aligned to each grade level and we will see a progression of skills develop from K-12.
We know there are immediate challenges and professional development needs in the following areas:

- Text types and text complexity
- Writing process with a focus on revision
- More rigorous reading resources for elementary reading English language arts
Text Types and Text Complexity

- Two workshops are planned for teachers
  - Review text types with a detailed description of *argumentation*.

- Secondary department chairmen and elementary content liaisons
  - Receive professional development at their monthly meetings.
RELA: Where are we going?

Writing with a focus on Revision

- Writing process workshops
- Materials and resources

- The Writing Place
The Writing Place

Goals:

• To provide a systemwide approach to writing that is aligned to the Common Core.

• To provide a cross-curricular approach to writing instruction.
More rigorous resources for elementary reading English language arts
Preparing BCPS Students to Be Career & College Ready