

Language Arts Adoption Toolkit - 2008

Building a Strong Foundation-Answers

Reading/Language Arts
Adoption Toolkit
2008



Answer the following questions and provide Toolkit page number references for your response. Write the name of each section.

Introduction to the Toolkit:

1. Name the four sections of the Language Arts Adoption Toolkit and write a brief summary statement about each one. **p. 11-12**

- *Section One – Developing the District Lens*

Districts develop a profile of their needs and resources.

- *Section Two - Tracing Standards*

Districts evaluate each publisher program for quality, depth, and integrity by tracking selected standards at each grade level

- *Section Three - Reviewing Program Components*

Districts fully examine each of the publisher programs still being considered.

- *Section Four - Making a Decision*

Districts are taken through a process to reach consensus regarding the final selection of publisher programs

2. What is the purpose and importance of developing Guiding Principles for the district adoption process? Where will you find a sample of Guiding Principles? **p. 13 and p. 133**

In order to ensure a smooth and efficient adoption process, it is important to make some early decisions to guide the work. Identifying district priorities and making agreed upon assumptions can translate into guiding principles that will keep the committee focused on a common set of goals.

3. What are some considerations for developing a Timeline for the adoption process? Where will you find a sample timeline? **p. 13**

The actual time required depends on how many program options and publisher programs the committee will be reviewing. By indicating the tasks, calendar dates, and participants, it will be easier to keep the process progressing in an organized fashion. (A template for the Reading/Language Arts Adoption Toolkit Timeline can be found on p. 140.)

4. What are the Program Types for adoption (as described in Chapter 9 of the Reading/Language Arts Framework)? **pp. 15-18**

- *Program 1: Reading/Language Arts Basic Program, Kindergarten Through Grade Eight*
- *Program 2: Reading/Language Arts–English-Language Development Basic Program, Kindergarten Through Grade Eight*
- *Program 3: Primary Language/English-Language Development Basic Program, Kindergarten Through Grade Eight*
- *Program 4: Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight*
- *Program 5: Intensive Intervention Program for English Learners, Grades Four Through Eight*

Section One: Developing the District Lens

5. What are the four tasks in Developing the District Lens? **p. 19 and p.21**

- 1. *Reading/Language Arts Framework Alignment*
- 2. *State and District Assessment Data for Language Arts*
- 3. *District Support for Language Arts*
- 4. *Program Type Adoption Decisions*

6. What are the components of the Rating Scale in Task 1? What is the source for the 10+ components? **p. 22**

1. *Assessment*
2. *Instruction in the Language Arts*
3. *Instructional Time*
4. *Instructional Programs and Materials*
5. *Instructional Grouping and Scheduling*
6. *Differentiated Instruction*
7. *Classroom Instructional and Management Practices*
8. *Professional Development*
9. *Administrative Practices*
10. *Parent and Community Involvement*
11. *Other Considerations - Motivation, Effort and Proficiency in Academic Language*

The “Key Components of an Effective Language Arts Program” as identified and described in chapter two of the 2007 *Reading/Language Arts Framework*

7. What State and District data is collected in the samples for Task 2? **pp. 37-54**

- AYP
- CST (cluster, subgroup, etc)
- CELDT
- CAHSEE
- District Language Arts Assessment Data

8. What District support data is examined in Task 3? **pp. 55-59**

- District assessment systems
- Professional development
- Instructional time
- Other considerations: grade level needs, improvement initiatives, fiscal resources

9. What decision(s) does the District Lens help you make? **p. 61**

- *Which program types best fit the needs of the district?*
- *How many publisher programs can the district realistically support through fiscal and human resources?*

Section Two: Tracing Standards

10. What is the purpose for Tracing Standards? p. 63

Tracing Standards has the adoption committee look at teacher editions (TE) for each program type to determine which publisher programs demonstrate the most robust course of instruction to meet the needs of students and teachers as determined through the District Lens. Tracing Standards will help the district evaluate program quality, depth, and integrity by tracing selected standards as they are introduced, developed, and assessed.

11. What are the five steps for Tracing Standards? p. 65

- *Step 1: Determine Grade Level Teams*
- *Step 2: Select the Standards*
- *Step 3: Analyze the Standards*
- *Step 4: Record Ratings*
- *Step 5: Narrow the Field*

12. How will you select standards for tracing? p. 66

- a. *Students struggle to master (according to the data)*
- b. *Teachers find challenging to teach well*
- c. *Thread through several grade levels*
- d. *Represent different ELA domains*
- e. *Have a large number of items on the CST Blueprint*
- f. *Reflect standards on the Appendix 9-A: Matrices 1 & 2, for Program Types 4 & 5 (see Resources pp.131-135)*

13. What are the six elements used to rate instructional materials on the Tracing Standards Template? What is the source for these six elements? pp. 71-75

- *Instructional Objectives*
- *Instructional Design*
- *Instructional Delivery*
- *Assessment*
- *Universal Access*
- *Instructional Materials*

The elements come from the Curricular and Instructional Profiles in Chapters 3 & 4 of the Framework.

Section Three: Reviewing Program Components

14. What are the four steps for Reviewing Program Components? Describe each one. p. 83

- *Step 1: First Look*
Look through ancillary materials as an overview and record impressions and/or questions.
- *Step 2: Program Criteria Reflection*
Choose a unit/chapter to study in each publisher's program being considered.
- *Step 3: Additional Considerations for Programs 4 & 5 Intervention*
Answer questions regarding the unique needs of intervention for struggling readers and English learners.
- *Step 4: Narrow Program Choices*
Grade level team members meet to review their findings. The whole committee comes together to share their recommendations for each grade level.

15. What are the five criteria for rating instructional materials in Reviewing Program Components? What is the source for these criteria?

pp. 91-99

- *Standards Alignment*
- *Program Organization*
- *Assessment*
- *Universal Access*
- *Instructional Planning and Support*

16. What additional information is needed to make a decision regarding Programs 4 and 5?

p. 100

How will these materials support students with the skills needed to accelerate reading 2. How will this curriculum help students fill in the gaps of standards not previously mastered?

17. What are some of the optional review choices to consider for the adoption process?

p. 106

- *Piloting Publisher Programs*
- *Teacher Blind Tests*
- *Student Surveys*
- *Executive Committee Review*

Section Four:

18. What are some of the key considerations of Making a Decision?

pp. 112-114

- Step 3: Define Consensus Building*
- Step 5: Measure Individual Support of Each Program (4 times)*
- Step 6: Discuss in Grade Level Groups*
- Step 7: Discuss Across Grade Levels*
- Step 9: Take Final Poll to Reach Consensus*
- Step 10: Use Fallback Decision-making Option (if applicable)*

19. If by Step 8 the decision is not yet clear, what additional considerations will you review

p. 119

- Revisit the **Five Evaluation Criteria Charts**. Which criteria are most critical for district needs?
- Evaluate each publisher program in terms of **other immediate needs** of the district (e.g., number of new teachers needing support, technology, etc).
- Look at the **cost breakdown** of program components by grade level.
- Consider the level of **professional development** support.
- Consider school, district, county **adoption trends** to maximize articulation and program support.

Resources:

20. Name at least two resources that you consider to be essential to your district adoption process?

pp. 131-144