

Elementary Literacy Adoption Committee

March 26, 2024

Chitra Bhardwaj, Amber Anderson, Eric Nelson, Jen Rivera

Educators Please Register in CVENT: <https://cvent.me/r8gBPE>



Our time Together!



2 Year-Long Objectives

- Evaluate effectiveness of the curriculum using critical criteria rubric
- Gather teacher and student feedback
- Identify areas of improvement and customization
- **Make a recommendation for the Instructional Materials Committee**

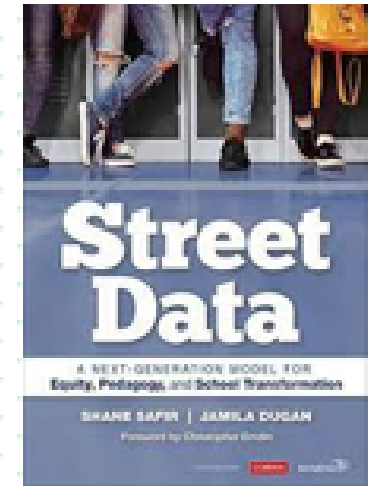
Today's Agenda

- Review Data & Process in Small Groups
- Reviewing Consensus Process
- Consider Proposal
- Formalize a Recommendation for IMC

Language and Literacy Framework

Vision: All students are critical thinkers and effective communicators, thriving in a global community centered on multilingualism.

Mission: In service of all students, we honor their assets and experiences by centering their voices and affirming their full linguistic repertoires with culturally relevant, explicit and systematic language and literacy instruction that is integrated throughout the instructional day.



First Grade Interdisciplinary Framework
[View Grade 1L Standards](#)

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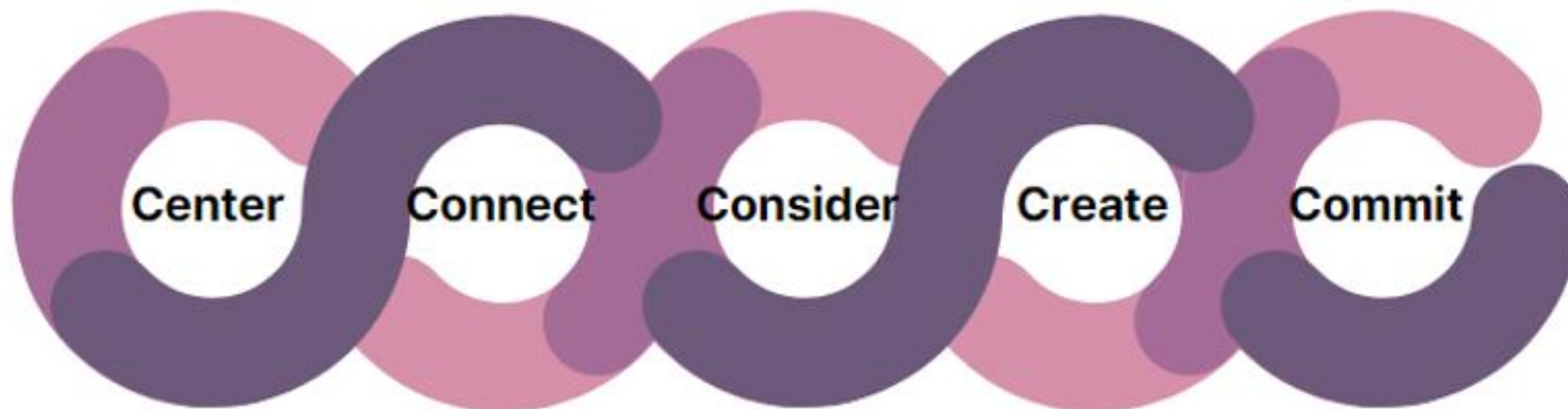
Mission: In service of all students, we honor their assets and experiences by centering their voices, affirming their full linguistic repertoires with culturally relevant, explicit and systematic language and literacy instruction that is integrated throughout the instructional day.

	Language & Literacy	Math	Science & Social Studies
Language & Literacy	Connections to Content & First Grade 1L Standards <ul style="list-style-type: none"> Phonemic Awareness Alphabetic Knowledge Phonics Concepts of Print Reading & Fluency Vocabulary Comprehension & Meaning Making Writing 	Integrated Language & Literacy Goals <ul style="list-style-type: none"> Student Voice & Agency Support Sense-Making Optimize Output Cultivate Conversations & Oral Language 	Instructional Methods (IM) Guidelines <ul style="list-style-type: none"> Language Routines* <ul style="list-style-type: none"> Review & Share Each Day Collaborative Think-Pair-Share RAFT, Jigsaw & Gallery Formative Peer Go-Go-Go Comments & Connect Discussion Supports
Math	<ul style="list-style-type: none"> Operations & Algebraic Thinking Number and Operations in Base Ten Measurement & Data Geometry 	<ul style="list-style-type: none"> Language-Math Connections Class Language Connections 	Instructional Strategies* <ul style="list-style-type: none"> Anchor Activities/Chairs Formative Peer-to-Peer Language-Content Connections Picture File Cards 3-Act to Inspire Ideas Discussion Charts Classroom Charts Classroom Posters Collaborative Problem Solving Formative Peer-to-Peer Language-Content Connections Graphic Organizers Language Connections Chart Classroom Charts/Posters Formative Peer-to-Peer Student Teacher Talk Moves Language Learning
Science & Social Studies	Science <ul style="list-style-type: none"> Physical Sciences Life Sciences Earth and Space Sciences Engineering, Technology & Applications of Science Social Studies <ul style="list-style-type: none"> Civic Participation Civic Economics Geography History 	<ul style="list-style-type: none"> High-Quality & Inclusive Materials (e.g., manipulatives, etc.) Formative/Summative Assessments (e.g., etc.) Flexible Instruction based on Formative Assessment 	<p>* Center instruction on student needs, interests & cultures</p>



Process for Equitable Decision-Making

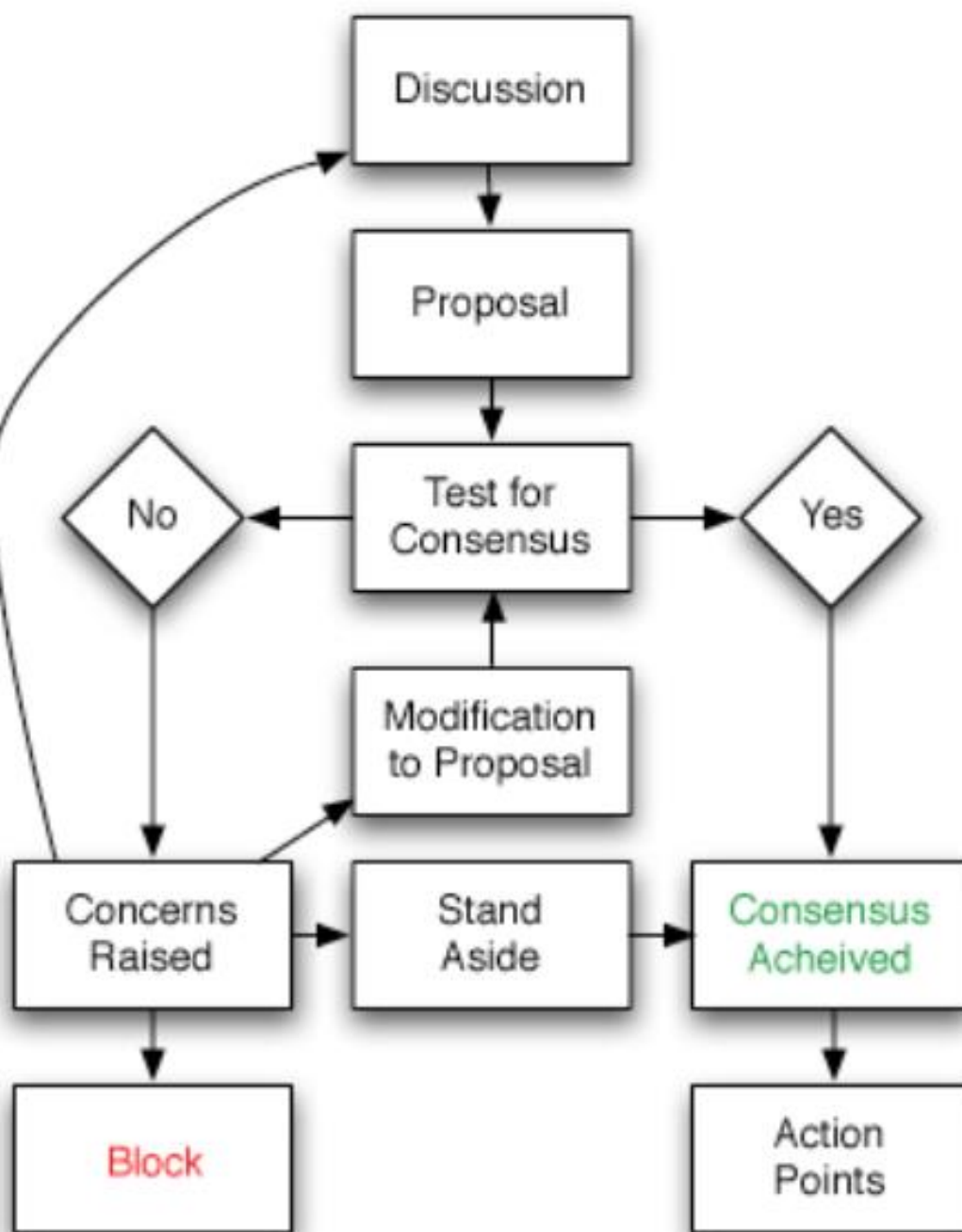
Equitable decision-making is a process and a practice rooted in community engagement and communication. The five concepts below call us to reassess our own biases through centering our thinking in the deep histories of people and places, connecting with one another, considering multiple perspectives, creating solutions alongside those we serve, and committing to deeper student, family, community, and educator engagement. These words are braided and concepts are interconnected, stronger together than apart, to remind us that an equitable decision making/planning process is collaborative and iterative with varied entry points.



Let's Review our Consensus Process!

Consensus is a shared decision-making process focused on **finding agreement** in a group. It's a commitment to identifying ideas, solutions, next-steps that **everyone can support publicly**. It is not about votes or "majority rules".

The committee comes to a consensus and publicly supports the curriculum recommendation.



Setting Intention for Today

November 2022: What compels you to join BSD's Language and Literacy Adoption Work?

- *I am in LETRS professional learning and centering my thoughts on my Focus Students*
- *I am wanting to ensure students have engaging and relevant materials*
- *I want to ensure there are many voices and clear process.*





Literacy Adoption Feedback

Student/Staff/Family & Community Surveys, March 2024

Survey Responses:

- ARC
 - Experimental Use Educators: 30
 - K-2 Educator Collected Student Feedback: 9 classrooms
 - 3-5 Students: 354
- Benchmark
 - Experimental Use Educators: 29
 - K-2 Educator Collected Student Feedback: 12 classrooms
 - 3-5 Students: 408
- UFLI Curriculum
 - K-2 Educators: 51
- Family/Community Members: 243
- Collegial Educators and Admins: 86

Additional Data:

- Lesson Observation Data
- Empathy Interviews
- 1:1 Interviews
- School-Based Family Events
- Focus Groups
- BSD Collaboration Teams for Student Services

Process of Protocol for Data Review

Steps

- **Personally Engage in data**
- Review Student & Family Data
- Review Staff Data
- Review Overall Data

Adoption Committee Data Review
Our Collective Purpose: Engage with data to make a student-centered decision.
Personal Intention for Today:

	ARC	Benchmark
Student & Family Data		
Staff Data		

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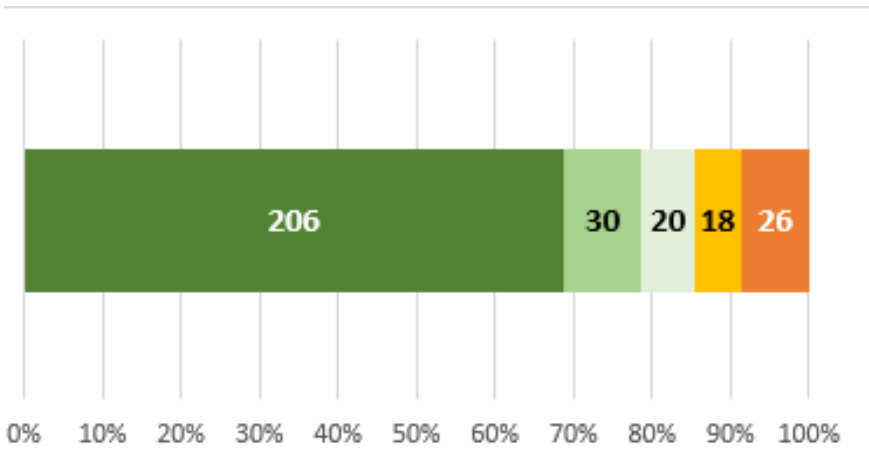


Student Survey Feedback: ARC

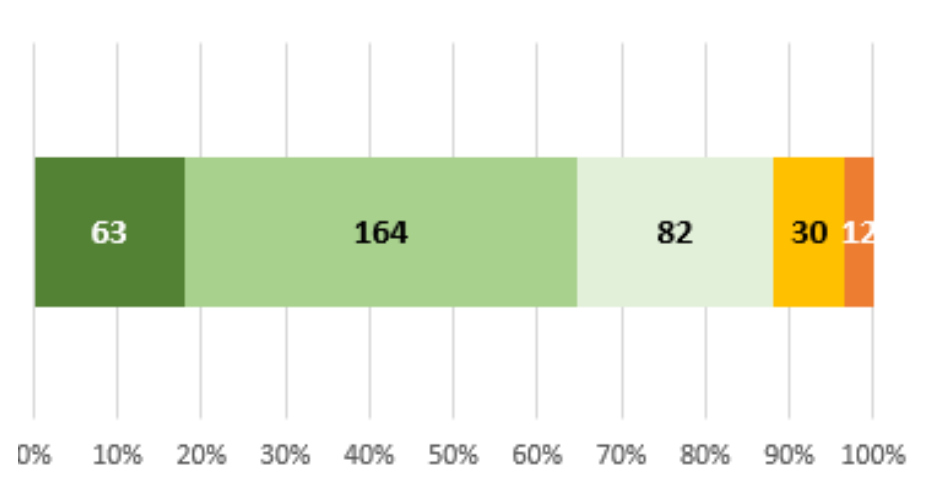
In general, grade K-2 student responses recorded by educators were more positive about the ARC curriculum than grade 3-5 responses, though both groups rated this curriculum positively. **79% of grade K-2 students** rated this curriculum a 4 or 5 out of 5, while **65% of grade 3-5 students** rated this curriculum 4 or 5 stars out of 5.

What is your overall feeling about these materials? (high to low)

Grades K-2



Grades 3-5



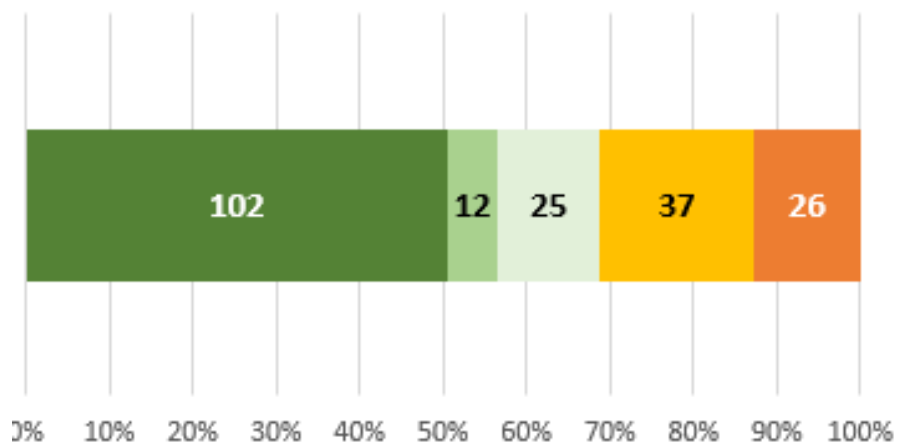


Student Survey Feedback: Benchmark

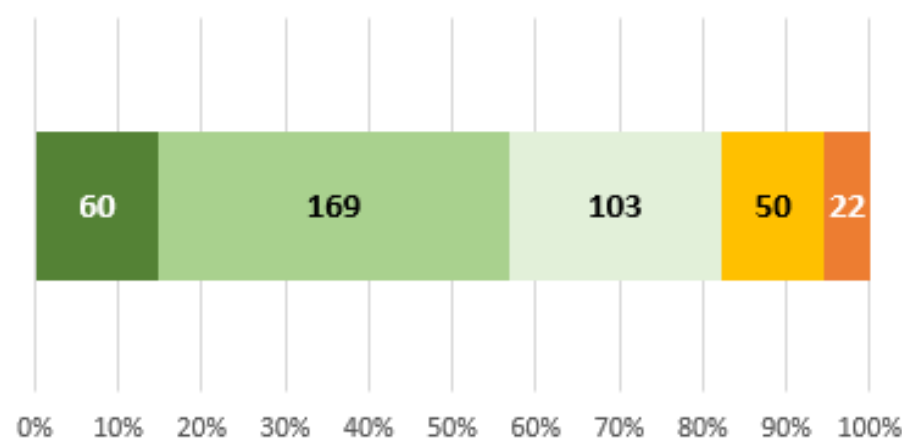
Grades K-2 recorded by educators and grade 3-5 student responses demonstrate similar favorable percentages for the Benchmark curriculum, though many more K-2 students rated Benchmark a 5. **56% of grade K-2 students** rated this curriculum a 4 or 5 out of 5, while **57% of grade 3-5 students** rated this curriculum 4 or 5 stars out of 5.

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Grades K-2



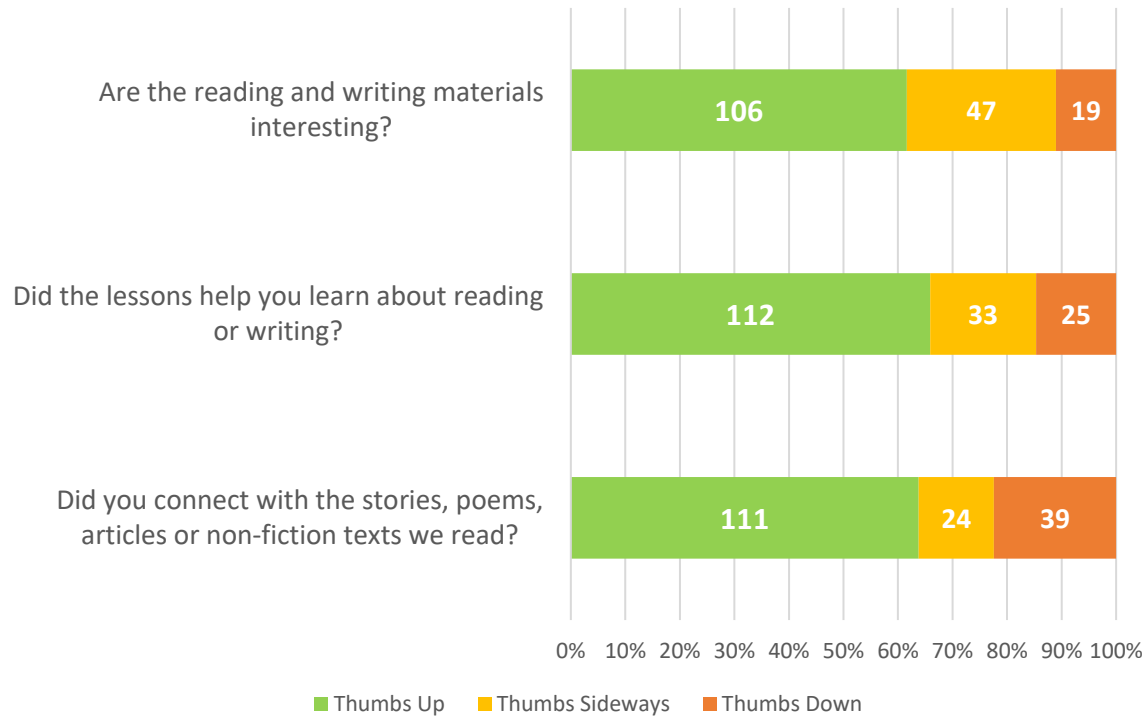
Grades 3-5



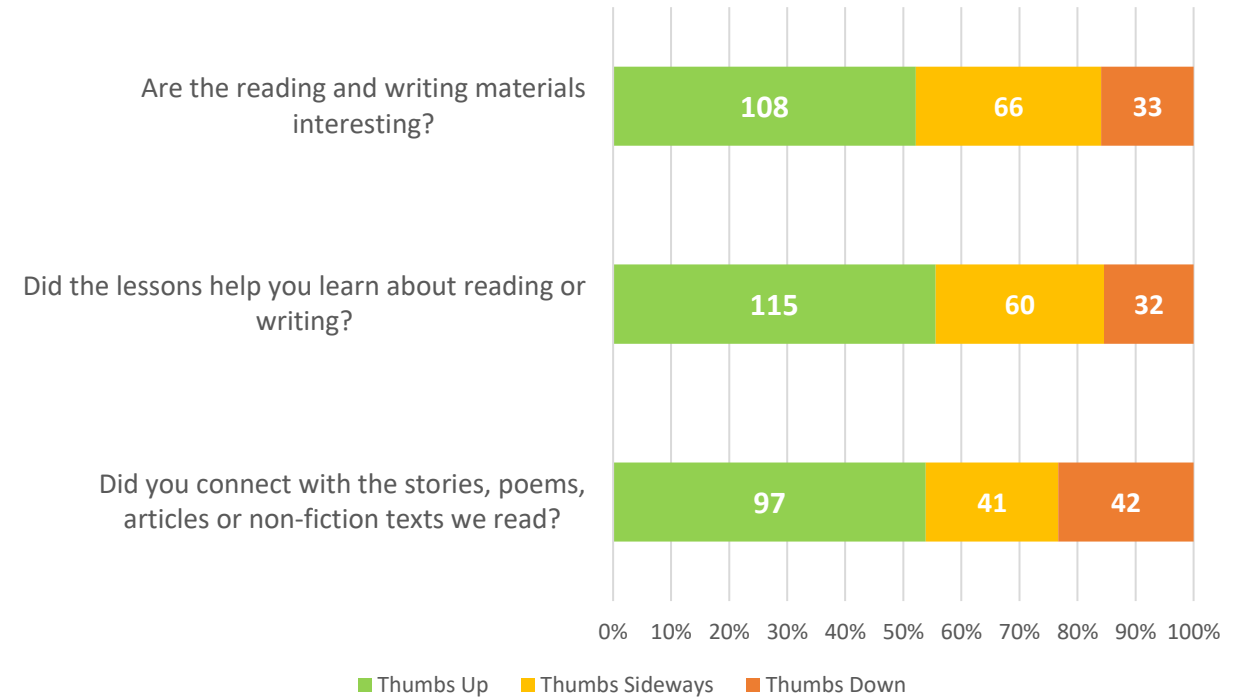


Grades K-2 Survey Feedback for ARC & Benchmark

ARC K-2 Responses (Recorded by Educators)



Benchmark K-2 Responses (Recorded by Educators)

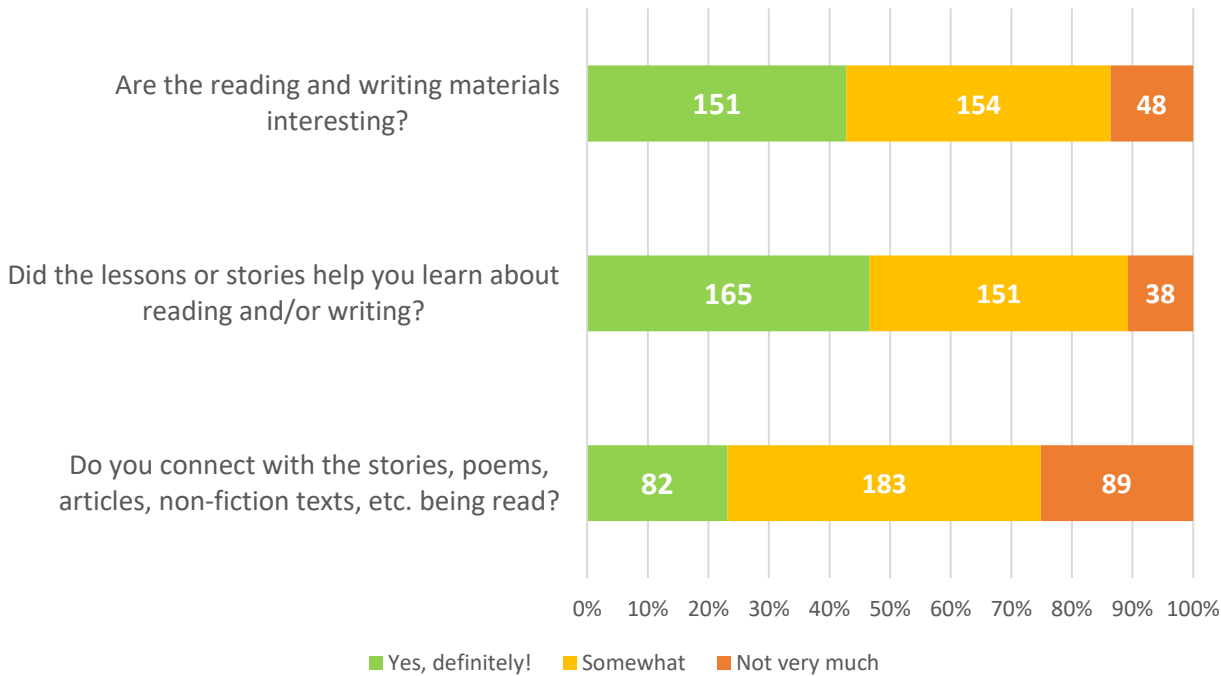


To affirm and inspire each and every student to learn and thrive as creators of their future world.

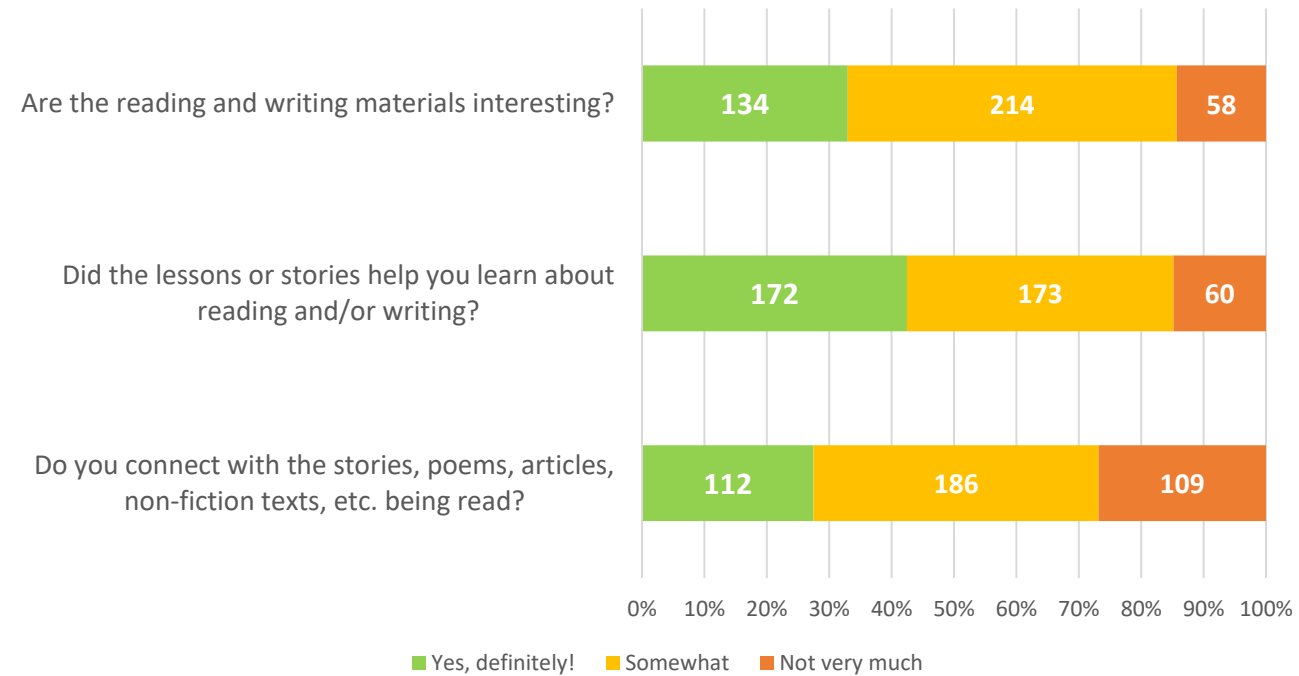


Grades 3-5 Survey Feedback for ARC & Benchmark

ARC 3-5 Responses



Benchmark 3-5 Responses



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Student Empathy Interview Quotes

ARC:

"I liked both programs and the stories in them. However, I really liked ARC because it got me into nonfiction reading. My mom always wants me to read nonfiction and I tell her I only want fiction books. But after ARC, I actually check out nonfiction and my mom is so happy. I think Benchmark has great stories too especially the myths unit we're doing now."

"I liked ARC more. I got to learn about sharks and how they are going extinct. I do not like the one we are doing now."

"I liked the Arc curriculum. We learned a lot about nature and how to structure non-fiction writing. We got to learn more interesting things."

"I like researching and making PowerPoints and presenting them."

"I like the small projects and the 1 big project over 10 weeks."

Benchmark:

"Writing – we always write different things. Right now we are in the middle of opinion thing. We get to pick a technology thing and decide if they are good or bad. I like [the writing] because the reading is a little boring and I don't really like annotating, so the writing is the best part."

"I think learning how to annotate is good because it shows that you understand the text."

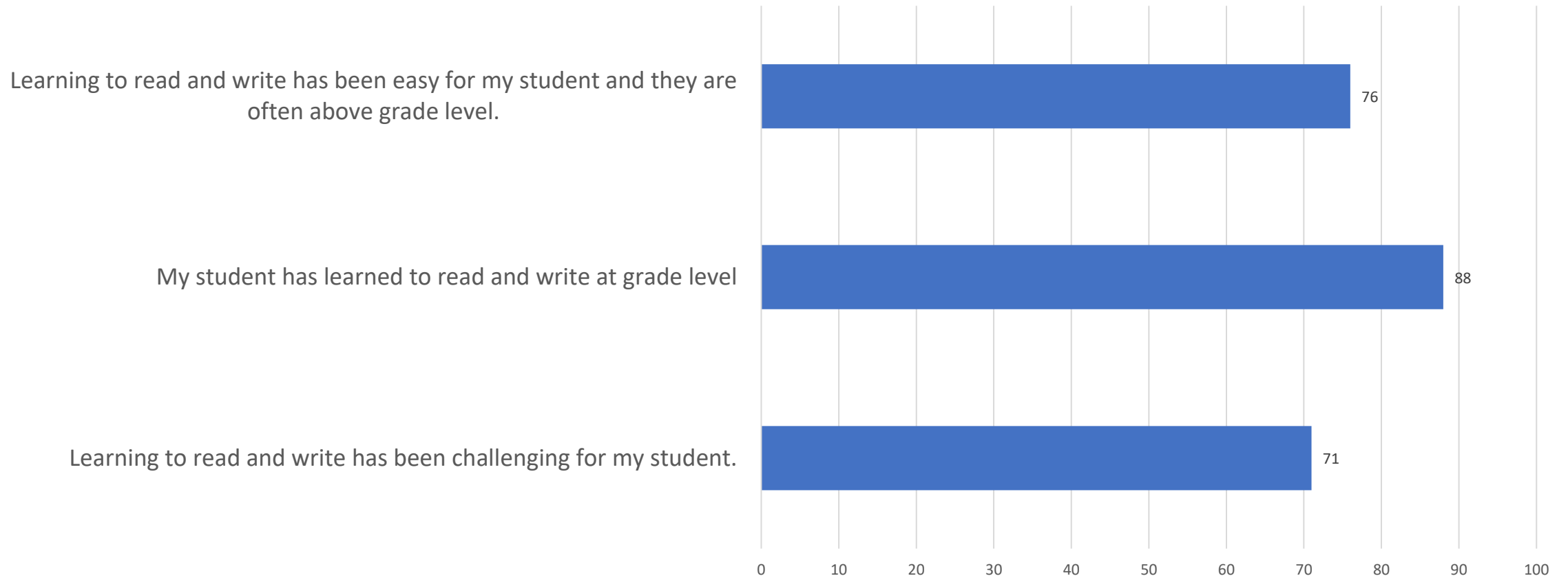
"The annotating is boring."

"I like the reading part because I like reading. It's fun. Sometimes it's stories. For example, there was this part of this book called "Here Boy" and it was really fun. Now we are reading about self driving cars. That's not that fun, I don't really like that, but I have to do it."



Family and Community Survey Feedback

My Student's Experience Learning to Read and Write



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Process of Protocol for Data Review

Steps

- Personally Engage in data
- Review Student Data
- **Review Staff Data**
- Review Overall Summary

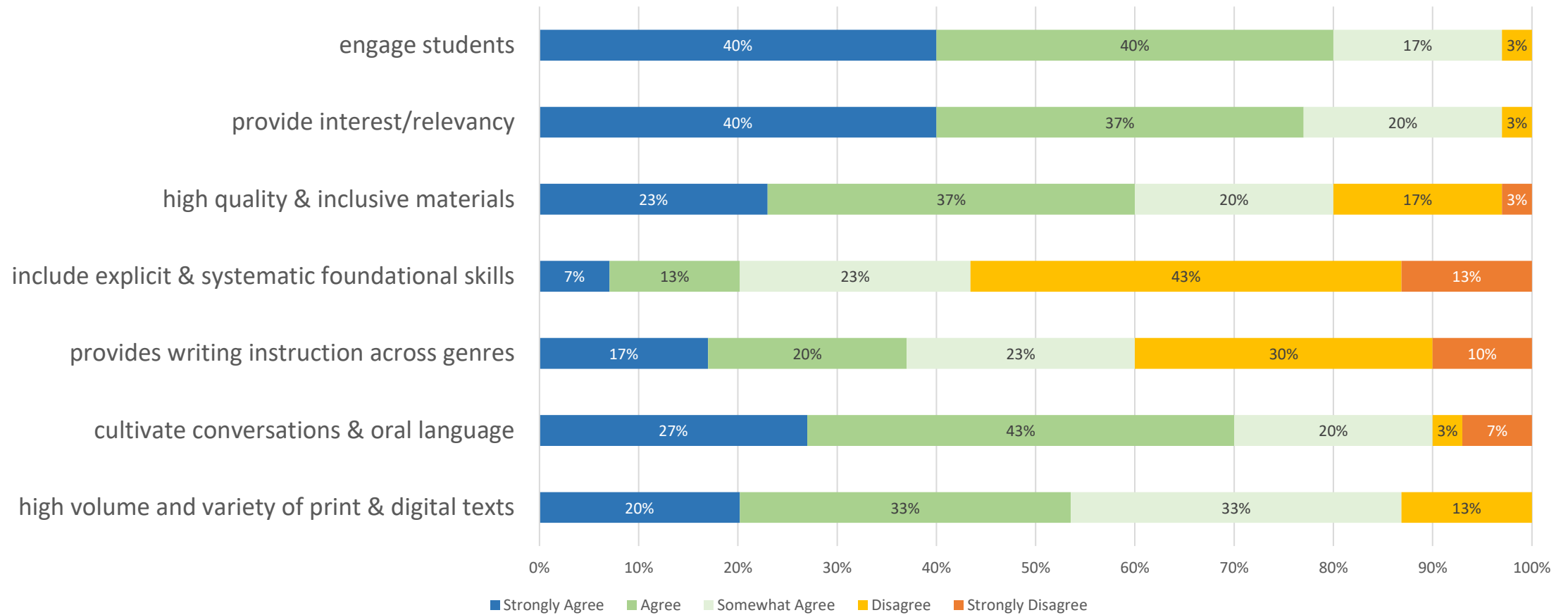
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Experimental Use Educator Survey Feedback: ARC

To what extent do the materials: (n=30)

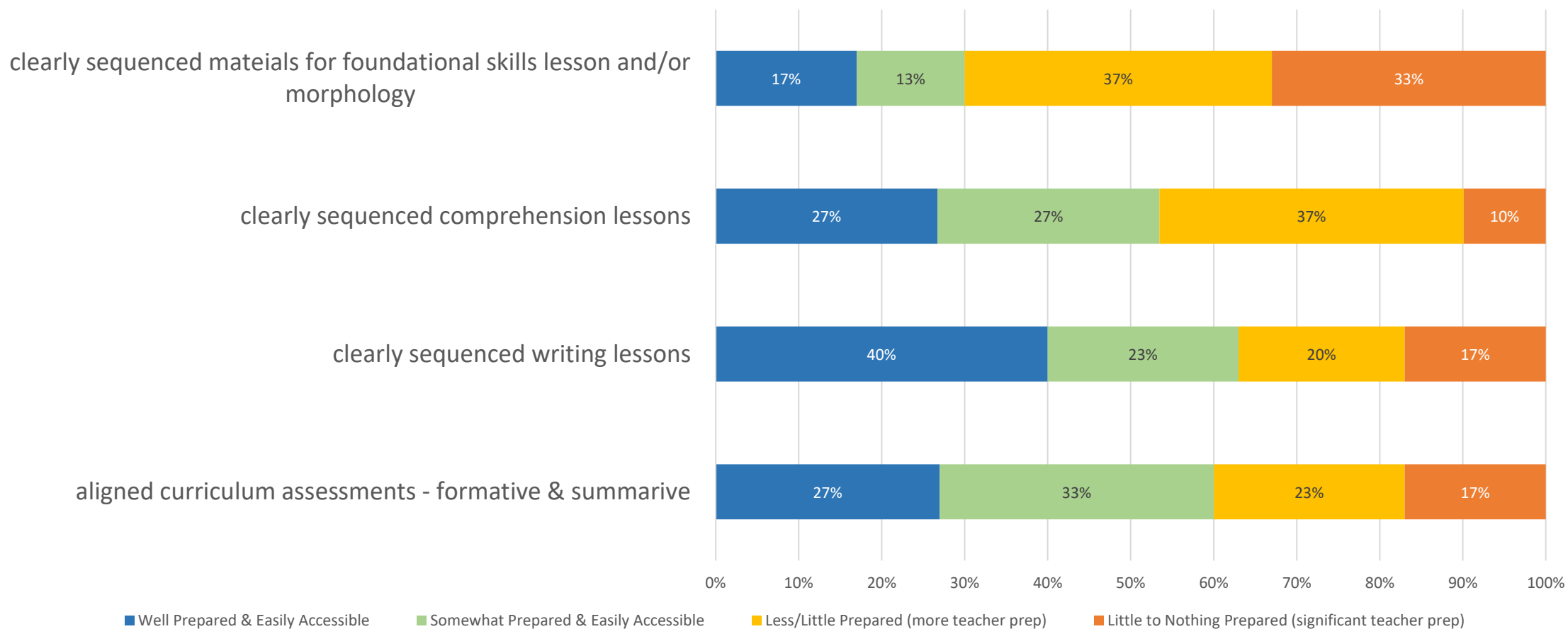


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Experimental Use Educator Survey Feedback: ARC

Indicate your experience with accessing and implementing the materials: (n=30)

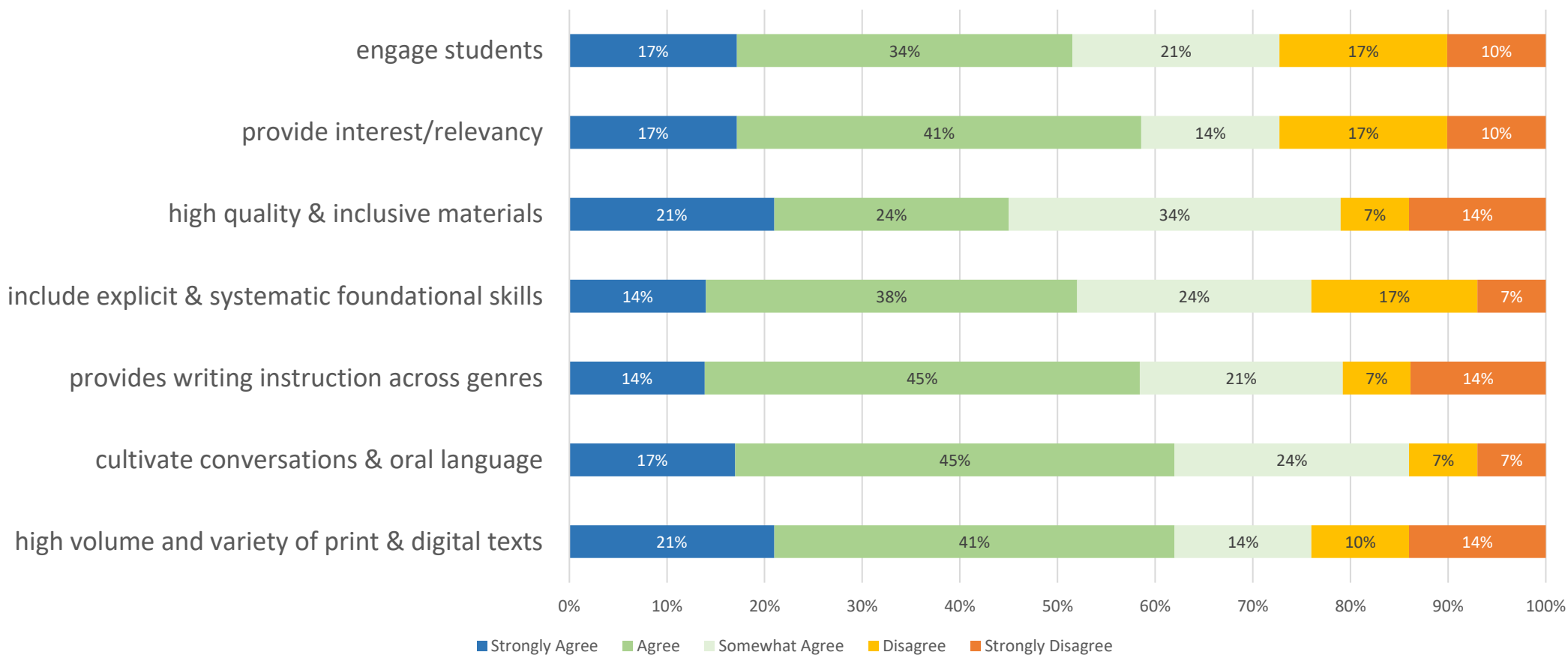


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Experimental Use Educator Survey Feedback: Benchmark

To what extent do the materials: (n=29)

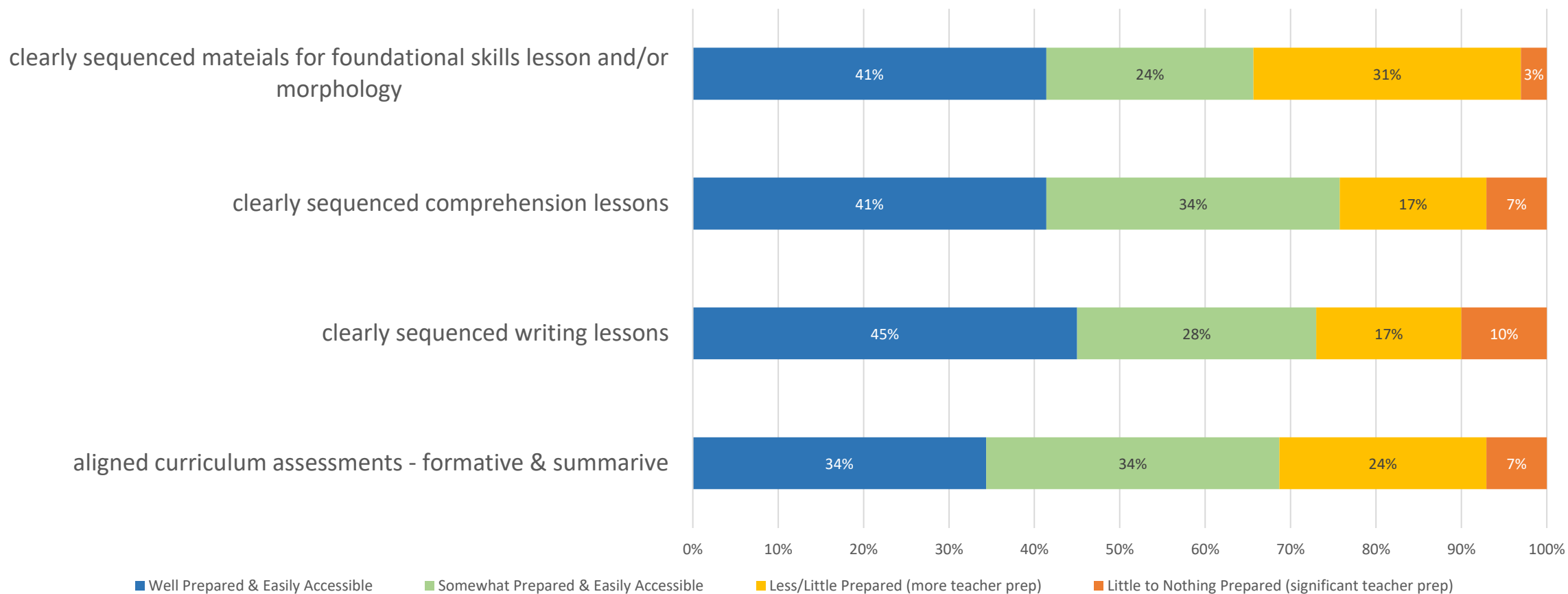


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Experimental Use Educator Survey Feedback: Benchmark

Indicate your experience with accessing and implementing the materials: (n=29)



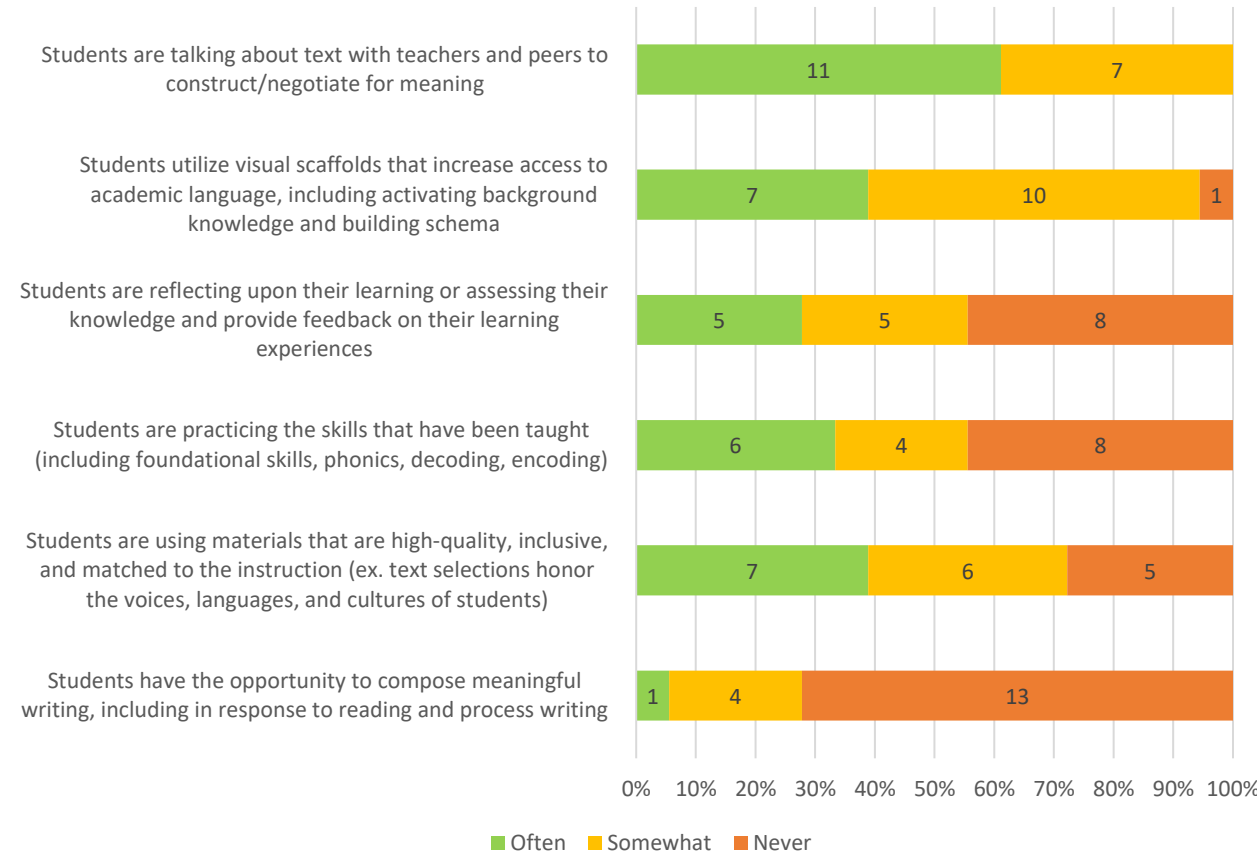
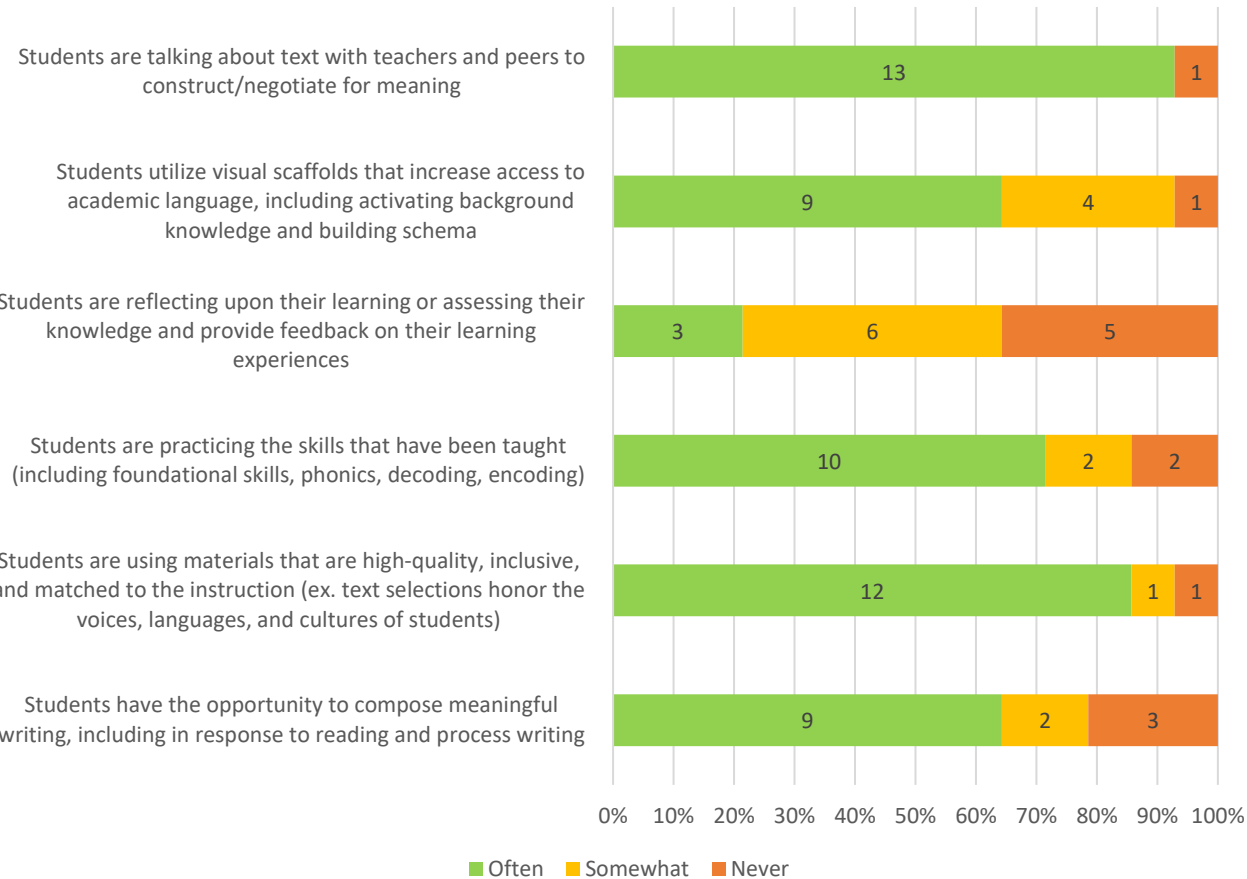
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Experimental Use Lesson Observation: Tallies of Observed Student Actions

ARC Tallies of Observed Actions (14 observations)

Benchmark Tallies of Observed Actions (18 observations)

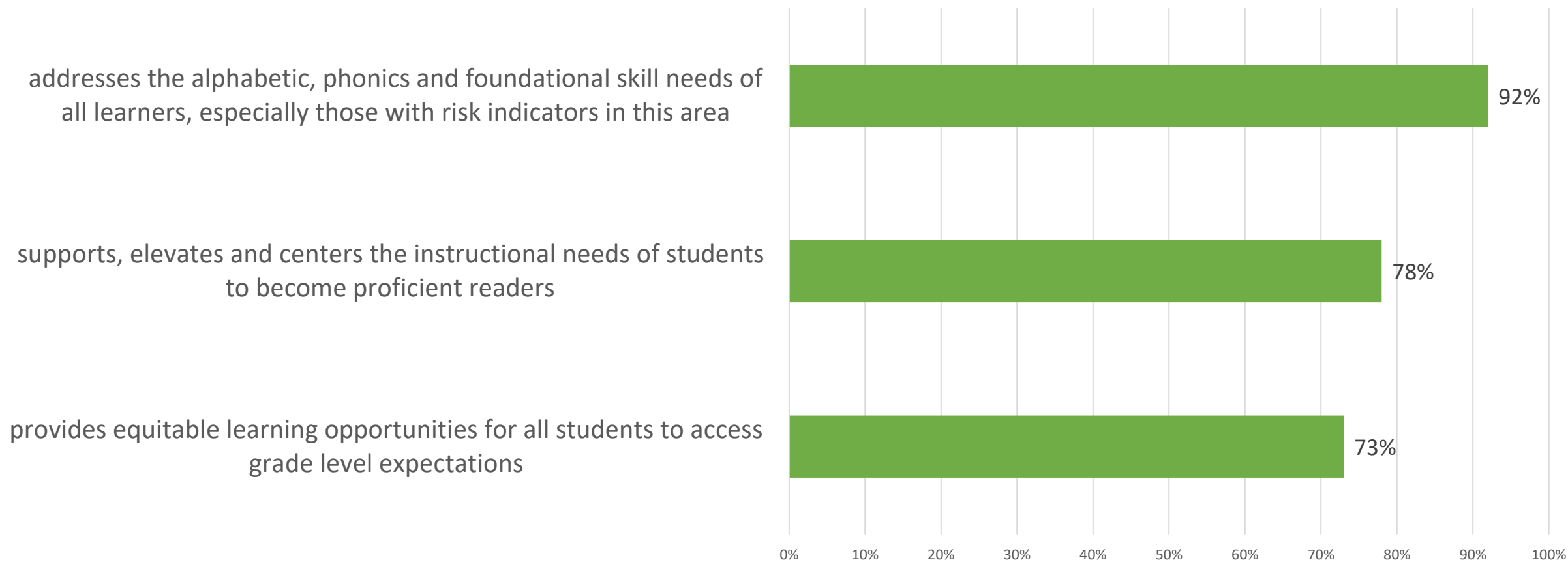


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UFLI: K-2 Educator Feedback

Observed benefits of UFLI for foundational skills



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Collegial Staff Survey Feedback

4. Rank Priority the following components of a literacy curriculum that you believe would be most beneficial for the students you serve:

[More Details](#)



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Personal Intention for Today:

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Staff Data		



Experimental Use Educator Recommendations

27 of 34 educators, or 79%, recommended ARC in support of students.

ARC:

- High interest level and engagement.
- Lacks systemic phonics.
- Feels like a GLAD unit.
- More student talk, student-centered.
- Interesting, authentic learning opportunities for comprehension and writing.
- Intensive support needed for below level readers.
- Educators can differentiate to meet the needs of all students.
- Connected learning across all subjects.
- Provides access to all students including MLL/Special Education.
- More planning time needed.

"I recommend ARC in support of students because: the reading materials provided are highly engaging, culturally responsive, allow flexibility for differentiation, and allow opportunities for thematic teaching/making connections to social studies and science units."

Benchmark:

- Large number of resources, easy to follow manual, good digital platform.
- Texts not engaging or culturally relevant.
- More teacher talk, teacher-centered.
- Annotation practice.
- Lessons very structured and scripted, didn't feel authentic.
- Easy to deliver lessons, good for first year teachers.

"I recommend Benchmark in support of students because it has the flexibility and available resources both in print and digitally with audio. The biliteracy component is more developed and explicit."



Literacy Adoption Overall Feedback

Students:

- Both K-2 and 3-5 students rated the ARC curriculum more highly than Benchmark.
- 79% of grade K-2 students rated ARC a 4 or 5, while 56% rated Benchmark 4 or 5.
- 65% of grade 3-5 students rated ARC a 4 or 5 (average rating 3.67), while 57% rated Benchmark 4 or 5 (average rating 3.48).

Staff:

- Experimental use (EU) staff generally rated ARC more positively than Benchmark, while noting the need to supplement foundational skills.
- EU staff overall found Benchmark's materials easier to access and implement.
- Of the collegial staff who expressed a preference, 63% preferred the Benchmark curriculum, though some of the concerns would be addressed by the inclusion of UFLI.
- Collegial staff working with MLL and/or IEP services thought ARC would be good for MLL students and differentiation.

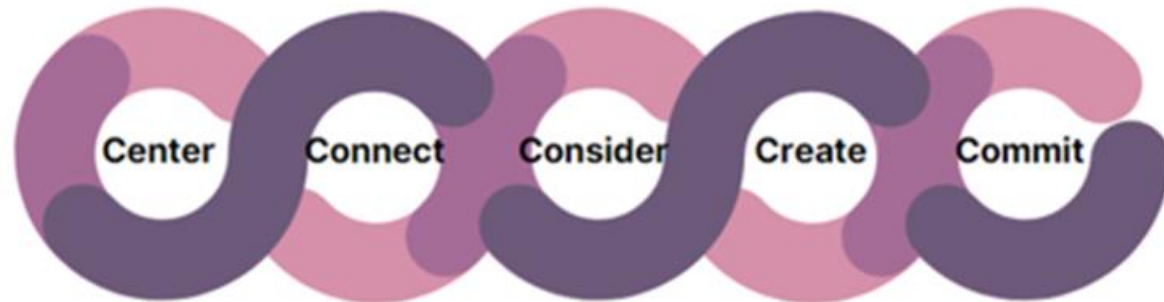
Families:

- Many families noted they did not have enough information about each curriculum to offer insightful feedback.
- Families were interested in at home resources and strategies to support their students.
- Families of struggling readers and writers were generally attracted to the Benchmark curriculum, with shorter units and colorful packaging.

Acknowledgements Before Recommendation

No curriculum is perfect

- We will need to review where the scaffolds/supports are needed for the resources chosen
- Continue pedagogy work with the Language and Literacy Framework and how the resources fit together



Critical Criteria

- Benefits, harms, mitigation (or supplementals)

Critical Criteria Review		What is the original intent or purpose of this program/initiative/policy?		
Name (of program/initiative/policy):				
POTENTIAL IMPACTS AND RISKS How does this program / initiative / policy benefit and harm each group below? <ul style="list-style-type: none"> • Consider student well-being and equitable learning opportunities and experiences. • Consider the history and current realities of those students farthest from educational justice: Consider students of color, multilingual learners, students with disabilities, students in advanced learning, students receiving free/reduced lunch, students identifying as LGBTQ+, etc.. • Consider how this supports, elevates, and centers the needs of students farthest from educational justice and avoids unintended consequences. • Consider how this promotes opportunities and access for those who have been historically excluded. How does this benefit all students equitably? • Consider both intentional and unintentional impacts. 		STAKEHOLDER INVOLVEMENT How will you engage each stakeholder group in planning, designing, implementing, and supporting the program / policy / initiative? What engagement, understanding, involvement, communication, and training / professional development are needed for this program to be successful and fully accessible? Remember to plan with stakeholder groups who will be impacted.	RISK MITIGATION How will you mitigate potential impacts/risks? Mitigation strategies are the things you do to minimize the risk from happening and if it does, to lessen the impact. Be sure to mitigate not only the things that interfere with the purpose, but also address unintended consequences that may occur.	PROGRESS MONITORING How will you know you've addressed the potential impacts/risks and minimized or avoided potential negative impacts? <ul style="list-style-type: none"> • Identify measurable outcomes that will be monitored. • Include timeline for progress monitoring. • Consider how to integrate with annual goals progress monitoring.
	Benefit	Harm		
Students				
Families				
Educators and Staff				
Other Stakeholders				
System				
REFLECTION Based on what was learned from completing this Critical Criteria Review, what revisions or changes have been made? How were implementation and monitoring plans adjusted to ensure key relevant issues will not be missed?				

Two Potential Options

Adopt Benchmark

Basic Instruction:

- Heggerty PreK-1 (*already adopted*)
- Benchmark Reading and Writing



Supplemental Instruction:

- UFLI is a co-educative resource for teachers and students
- mCLASS Instruction & Intervention
- Heggerty Bridge the Gap

Adopt ARC

Basic Instruction:

- Heggerty PreK-1 (*already adopted*)
- UFLI K-2
- ARC Reading Comprehension & Writing
- Pacific Learning El Camino (DLIS only)



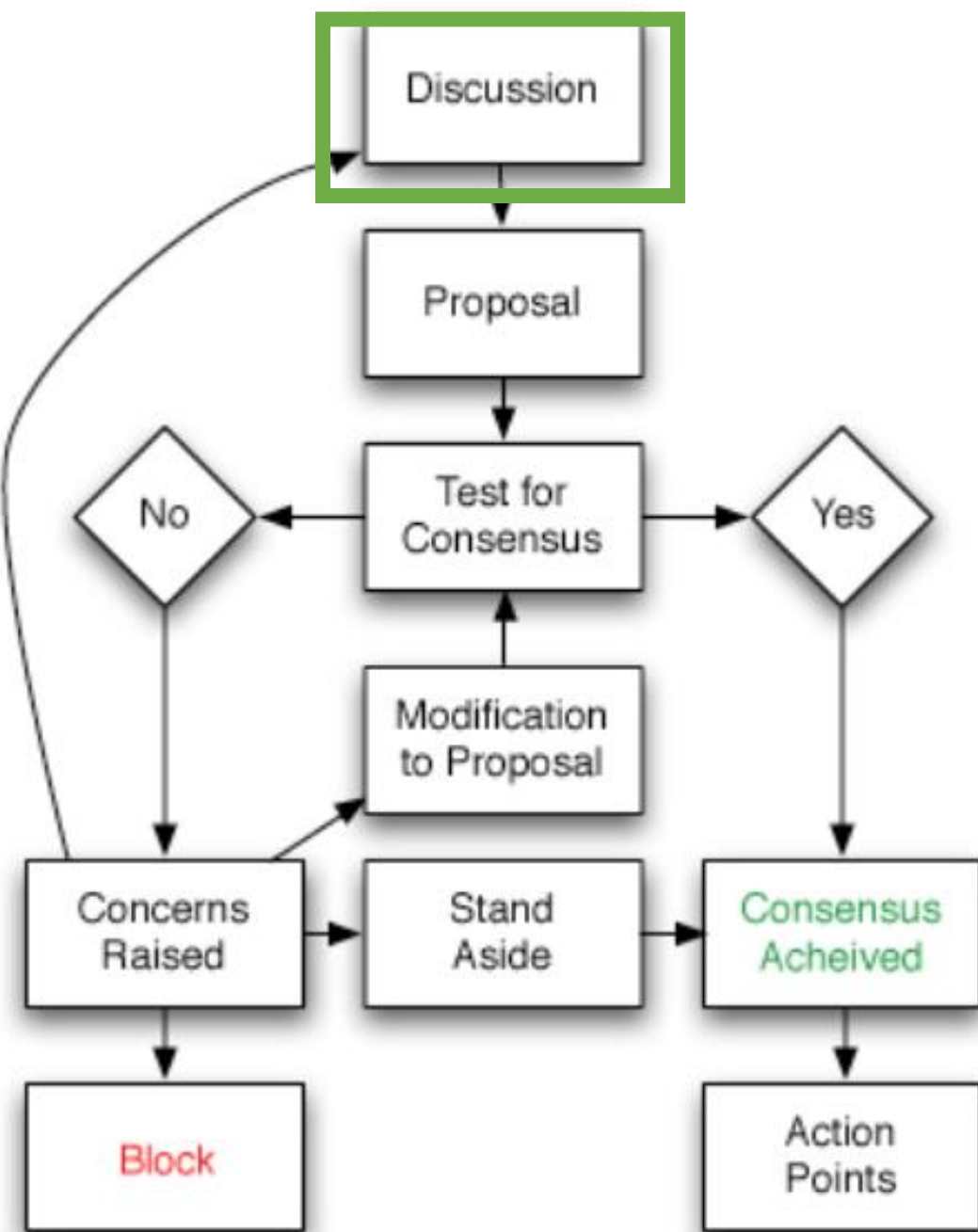
Supplemental Instruction:

- Heggerty Bridge the Gap
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Let's Review our Consensus Process!

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The committee comes to a consensus and publicly supports the curriculum recommendation.



Open Discussion

Based on data, what **student-centered conclusions** are rising to the top?

1. Families/Guardians and Community Members

- Ardmore: 0
- Bellevue Digital Discovery: 2
- Bennett: 2

3. If your student is in elementary school, please select the school. If you have more than one student in elementary school, please select all that apply.

2. Student Surveys: K-5

Is there anything you would like to share?

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Is there anything you would like to share?

- I like the books because they have
- I was not very into nonfiction read on ecosystems change that for me
- I thought the lessons were more in
- I really liked researching and making

Experimental Use Educator Recommendations

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- Lessons very structured and scripted, didn't feel authentic.
- Easy to deliver lessons, good for first year teachers.

Experimental Use Lesson Observation: Tallies of Observed Student Actions

Action	Often	Somewhat	Never
Students are talking about text with teachers and peers to construct/negotiate for meaning	13	0	0
Students utilize visual scaffolds that increase access to academic language, including activating background knowledge and building schema	9	0	0
Students are reflecting upon their learning or assessing their knowledge and provide feedback on their learning experiences	3	6	0
Students are practicing the skills that have been taught (including foundational skills, phonics, decoding, encoding)	10	0	0
Students are using materials that are high-quality, inclusive, and matched to the instruction (ex. text selections honor the voices, languages, and cultures of students)	12	0	0
Students have the opportunity to compose meaningful writing, including in response to reading and process writing	8	0	0

To affirm and inspire each

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Families:

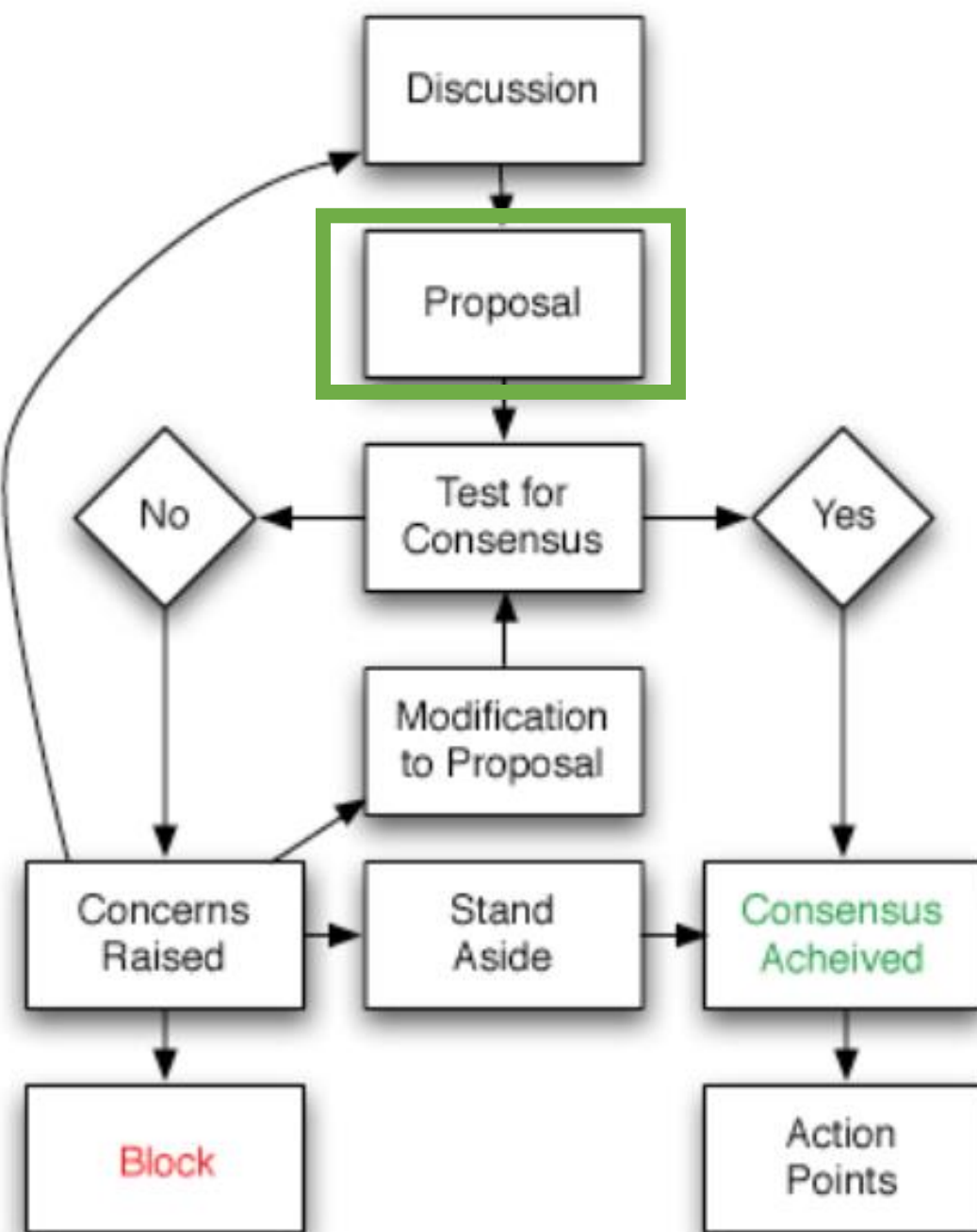
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Proposal

Basic Instruction

- Heggerty PreK-1 (*adopted Spring of 2023*)
- UFLI K-2
- ARC Reading Comprehension & Writing

Experimental Use

- Pacific Learning El Camino (DLIS only)
- Morphology program for grades 3-5

Supplemental Instruction:

- Heggerty Bridge the Gap
- mCLASS Instruction & Intervention
- UFLI grades 3-5

Clarifying Questions



Do you have questions about the proposal?



I am ready to make a decision.



I have questions but can proceed.

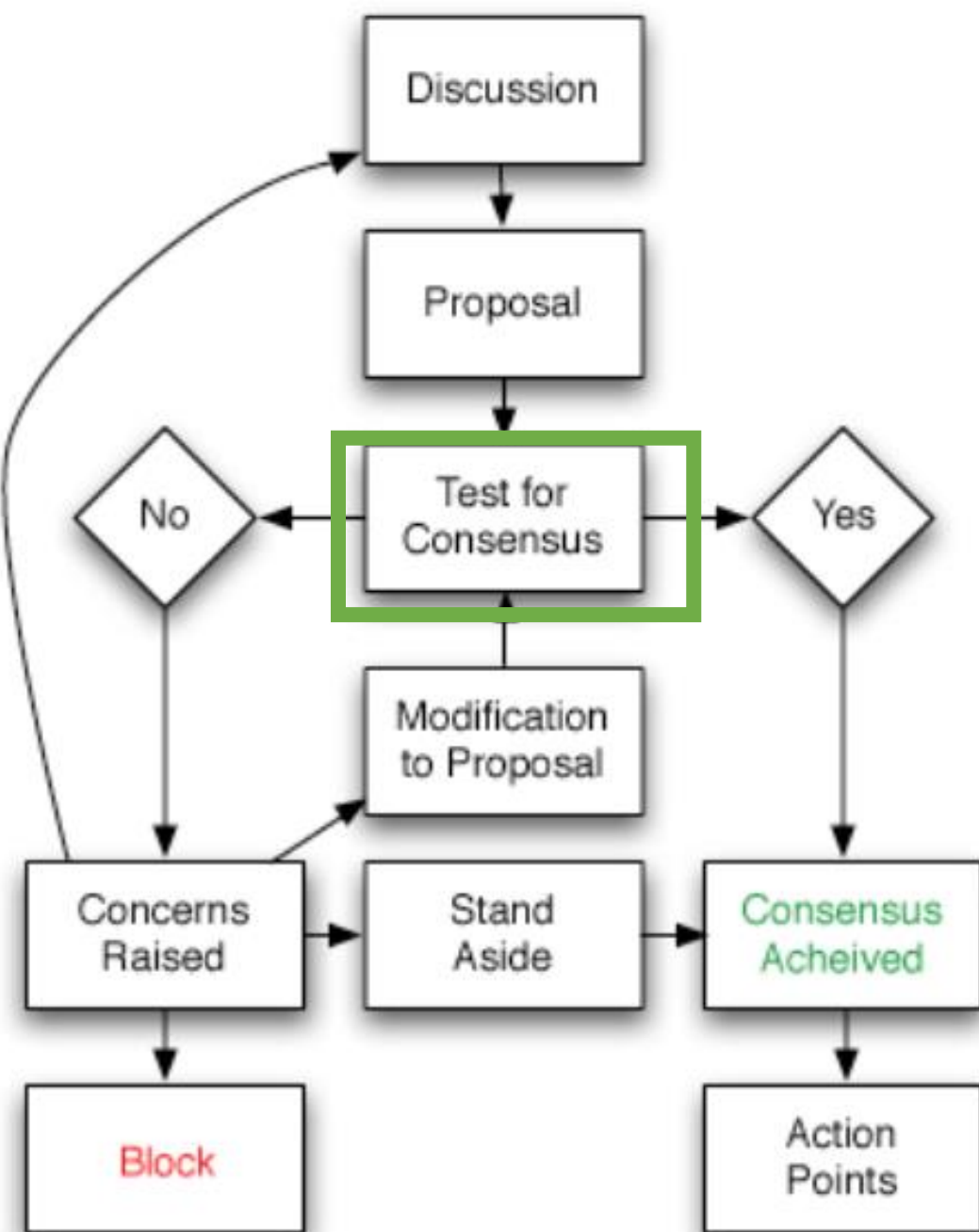


I have questions to address before proceeding.

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Test for Consensus



Do we agree with the proposal?



Yes.



I have questions and I am willing to stand aside.

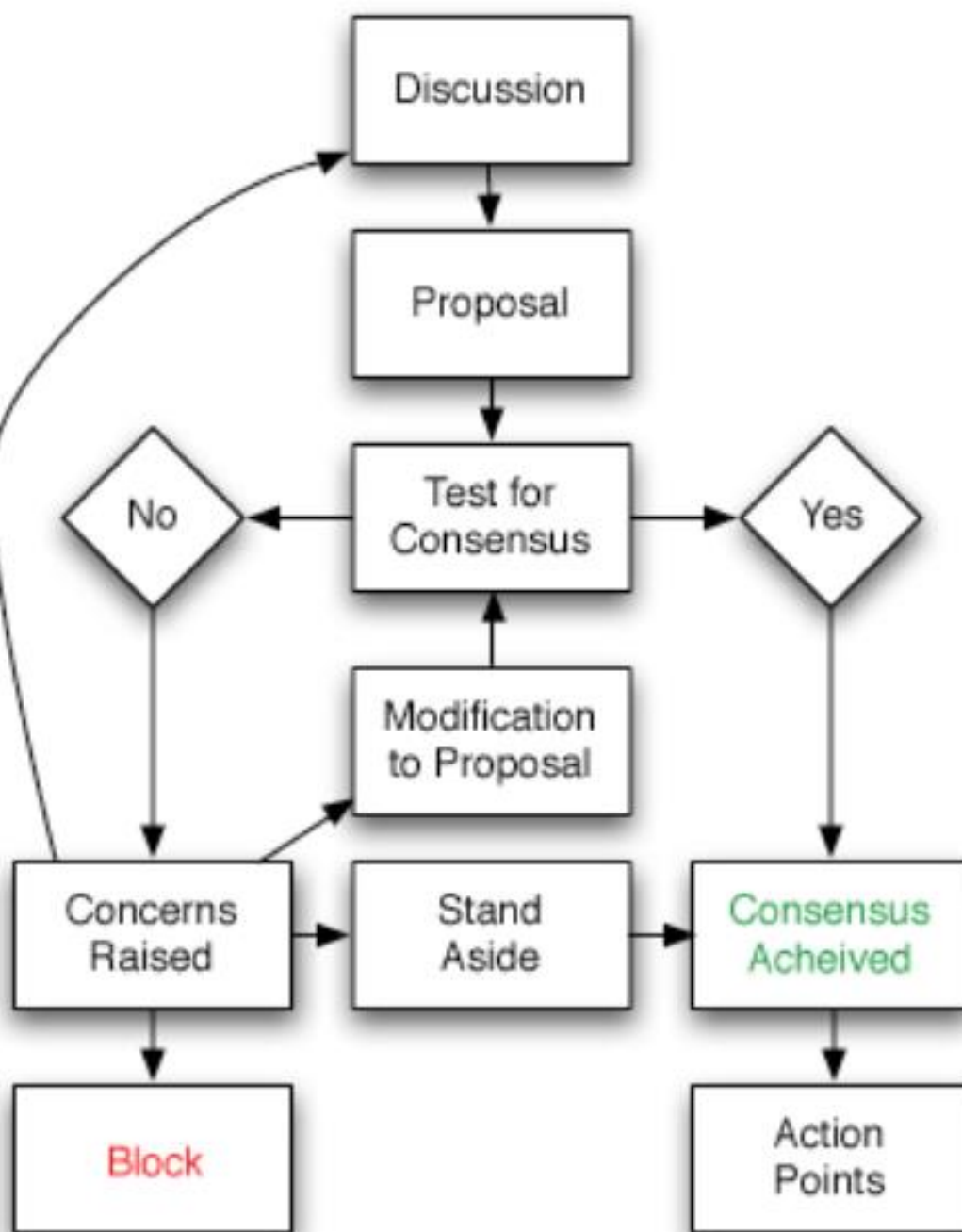


I disagree with proposal with concerns and block moving forward.

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Next Steps



Adoption Process:

- Spring Instructional Materials Committee Meeting: May 21
- School Board Meeting: June 6
- Purchasing & Distribution of Materials

Professional Development:

- April 2024 District Directed Professional Development
- School coaches: June 11
- Spanish Dual Language/Immersion Biliteracy staff: August 19 and 20
- All Staff: Starting in August
- District Directed Professional Development: 2024-25 school year

