

# Upper St. Clair School District Fast Track Curriculum Recommendations 2018-2019

All approved recommendations are subject to budget constraints. <u>Administrative approval of any recommendation should not be considered as tacit approval for the related expenditures or summer workshops.</u> Workshop could include Flex time, Act 48 hours, and/or paid workshop hours.

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| Name:          | Amy Pfender, Lauren Madia, Jennifer Kirk   | Level:              | K-12  |
|----------------|--|---------------------|---|
| Area:          | Student Support Services   | Date:               | November 2018   |
| Curricu        | lum Recommendation   |                     |   |
| 1.<br>2.<br>3. | Evaluate existing K to 12 USC curriculum and programs which focus on positive Identify effective curriculum and programs, which will contribute to developin Implement level-specific plans which incorporate identified programs/curriculum and programs. | g positive school c | climate/culture, student connectivity, and social emotional learning. |

| Reason(s) for Recommendation |   | _  | Implementation Steps  | Cost  | Administrative<br>Reaction     |
|------------------------------|---|----|---|---|--------------------------------|
| 1.                           | Since 2009, positive student programming has been included as part of the District's strategic plan. In the   | 1. | Administrative Approval   | To include purchase of                          | Approved. Continuing to        |
|                              | 2015-2020 strategic plan, Goal #3 of the plan for Safety  | 2. | Develop two sets of committees:  a. District level which includes district  | programs/cur                                    | update and                     |
|                              | and Security states: Enhance the implementation of programming and services that prevent and respond to   |    | a. District level which includes district administrators, counselors, school  | riculum,<br>workshop                            | improve programming            |
|                              | students' personal well-being and safety concerns, as   |    | psychologists, teachers, curriculum   | rate for  | that addresses a               |
|                              | well as those that enhance student relationships and connectivity to the school.  |    | leaders/department chairs and students. b. Building level which includes principals,  | teacher work<br>during the                      | positive and inclusive culture |
| 2.                           | The District has incorporated the Olweus Bullying   |    | counselors and teachers.  | 18-19 SY,<br>and summer                         | is a paramount<br>value of our |
| 2.                           | Prevention Program and Project ACHIEVE, evidence-<br>based school improvement models, which included a<br>focus on positive school and classroom climate.                 | 3. | Using the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, evaluate existing curriculum and programs to identify current needs and key areas to be addressed. | of 19-20 SY,<br>and substitute<br>teacher costs | District.                      |
| 3.                           | Currently, each building includes a component of positive action planning which promotes positive school climate and culture.   | 4. | Identify specific curriculum and programs for review and analysis.  | Up to \$25,000 total                            |                                |
| 4.                           | In the fall of 2017, students in grades 6, 8, 10, and 12 participated in the Pennsylvania Youth Survey (PAYS). Results indicated that a large percentage of students feel | 5. | Create a timeline for program review and essential components of effective curriculum and programming.  |   |                                |
|                              | safe at school and that bullying is addressed by staff;<br>however, students still report being bullied for a variety<br>of reasons.                                      | 6. | Organize a community input group to provide feedback on Steps #3 through #5.  |   |                                |
|                              |   |    |   |   |                                |



| Name           | e: Amy Ptender, Lauren Madia, Jennifer Kirk  |                              | _ Level:   | K-12  |                     |                         |
|----------------|--|------------------------------|--|---|---------------------|-------------------------|
| Area:          | Student Support Services   |                              | _ Date:  | November 2018   |                     | _                       |
| Curri          | Curriculum Recommendation  |                              |  | 1,0,0,0,0   |                     |                         |
| 1.<br>2.<br>3. | Evaluate existing K to 12 USC curriculum and programs will Identify effective curriculum and programs, which will con Implement level-specific plans which incorporate identified  | tribute to developi          | ng positive school cl  | limate/culture, student connectiv   | ity, and social emo | otional learning.       |
| Reas           | on(s) for Recommendation   |                              | Implementatio  | n Steps   | Cost                | Administrative Reaction |
| 5.             | Despite the District's ongoing focus on positive school climate/culture, student connectivity, and social-emotional learning, additional work needs to be completed in this area. Based on input from students, staff, and community, the USCSD has identified the need to review current practices, which contribute to positive school climate and culture. Areas for review should include the following: bullying and cyberbullying prevention, social media education, student and staff connectivity, educating students on bias, developing messages of unification and language matters. | 2018/1<br>to have<br>that bu | FastTrack 2019 to in<br>more coordinated<br>ilds positive school | mmendations in Spring incorporate findings in order positive action programming climate/culture, student social emotional learning. |                     |                         |



| Name                 | e: Amy Pfender and Lauren Madia  |                      | Level:  | Grades 1 and 2                               |   |   |
|----------------------|--|----------------------|---|--|---|---|
| Area                 | Student Support Services   |                      | Date:   | November 2018                                |   |   |
| Curri                | culum Recommendation   |                      |   |  |   |   |
| Adopt a              | an updated program of standardized testing in grades 1 and 2 a   | and cont             | inue to study standardized asso   | essment options at grade 5.                  |   |   |
| Reas                 | on(s) for Recommendation   |                      | Implementation  | Steps  | Cost  | Administrative<br>Reaction  |
| 1.<br>2.<br>3.<br>4. | In November 2017, a curriculum recommendation was approved for student standardized assessment options in grades 1 and 2.  During the spring of 2018, Grade 2 continued with the current assessment practices in order to have consistent assessment data from the student's previous first grade year. Grade 1 students participated in the OLSAT only.  A committee of administrators, curriculum leaders, and resource teachers met during the summer of 2018 to review options and discuss next steps.  After reviewing current curriculum based measures, the overall use and functionality of the Terra Nova Complete Battery test results, and upcoming progress monitoring practices, the committee recommends that the Otis-Lennon School Ability Test (OLSAT) provide the necessary standardized data at grades 1 and 2. | 1.<br>2.<br>3.<br>4. | Administrative approval  Students in grades 1 and 2 v the OLSAT only.  Continue to review and inve administration of the OLSA 2019.  Review elementary handbox program information. | estigate a pilot T at Grade 5 in the fall of | Costs for the 18-19 SY assessments are in the current budget at \$15,000  Costs for additional assessment implementati on will be included in the 19-20 SY budget | Approved. Streamlining assessments to provide essential data while maximizing instructional time will be helpful in assuring student growth and progress. |



| Nam   | e: Amy Pfender and Lauren Madia  | Level:                               | Grades 1 and 2                |             |                            |
|-------|--|--------------------------------------|-------------------------------|-------------|----------------------------|
| Area  | : Student Support Services   | Date:                                | November 2018                 |             |                            |
| Curri | iculum Recommendation  |                                      |                               |             |                            |
| Adopt | an updated program of standardized testing in grades 1 and 2 $$  | and continue to study standardized a | ssessment options at grade 5. | (continued) |                            |
| Reas  | son(s) for Recommendation  | Implementatio                        | n Steps                       | Cost        | Administrative<br>Reaction |
| 5.    | The reduction in testing days will provide more instructional time for students.   |                                      |                               |             |                            |
| 6.    | Additional committee input identified that a group assessment measure is also necessary later in a student's educational career. |                                      |                               |             |                            |



|      |  |  | Level:<br>Date:   | Middle School  November 2018 |      |   |
|------|--|--|---|------------------------------|------|---|
| Reas | on(s) for Recommendation   |  | Implementation  | Steps                        | Cost | Administrative<br>Reaction  |
| 2.   | The current middle school report was last revised over a decade ago. Since that time, there have been many changes to middle school programming, including the significant shift to the PA Common Core Standards, strategic planning initiatives, one-to-one technology for students, electronic gradebooks, and the Canvas learning management system.  Communication of performance and grades has been impacted by the use of an online gradebook and the Canvas learning management system. Students and parents are provided with significantly more information than when the current report card was developed. The formative and summative assessment information that is provided on a daily and weekly-basis will be considered in determining needed revisions. | <ol> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> | Administrative approval.  Form a report card leadership team that consists of curriculum leaders and teacher representation from all content areas. Make determinations regarding the purpose of the report card and examine a variety of report card types. Begin to draft some preliminary ideas related to types of revisions that may be needed.  Convene a parent input committee to review ideas related to purpose and types of reporting possibilities. Gather data on parent opinions related to desired report card information and categories  Form a Comprehensive Team that includes wider staff representation to begin the formal revision process |                              |      | Approved. The District's middle school philosophy should play a strong role in determinations related to a revised report card. |
| 3.   | A revised elementary report card was implemented in the 2015-16 school year and provides detailed information on skills in each subject area. This change creates the need to examine the ways in which the middle school report card can provide the needed reporting progression from the elementary years to high school grade reporting.   | 5.   | Create a first draft of a new<br>Make use of curriculum tin<br>teachers. Reconvene a par-<br>on the potential revisions.  | •                            |      |   |



|                                    |  |                      | Level:<br>Date:   | Middle School  November 2018   |      |                         |
|------------------------------------|--|----------------------|---|--|------|-------------------------|
| Reas                               | on(s) for Recommendation   |                      | Implementation  | ı Steps  | Cost | Administrative Reaction |
| <ol> <li>4.</li> <li>5.</li> </ol> | The middle school report card currently lists very general skills for each subject area, but these skills are only addressed if a student is struggling. Taking a more positive approach to skill reporting is more strongly aligned with the philosophy of the school district and would provide more meaningful information to students and parents.  The current formatting of the report card is not as streamlined and succinct as desired. | 6.<br>7.<br>8.<br>9. | Make revisions based on in to be presented as a part of panel for a pilot in 2019-20. Seek administrative and Bow Work with the technology electronic formatting of the Create training for teachers related documentation to faunderstanding of the new related to | the spring 2019 curriculum ).  pard approval.  department on the ereport card.  s and parents as well as acilitate a sound |      |                         |



| Name:   | Tim W            | agner and Giulia Gouker   |       | Lev  | ⁄el:          | High School                                     |  |                                   |
|---------|------------------|---|-------|--|---------------|---|--|-----------------------------------|
| Area:   | HSLT             | Interdisciplinary Studies   |       | Date   | ):            | November 26, 2018                               |  |                                   |
| Curricu | ılum Recomm      | endation  |       |  |               |   |  |                                   |
| Pilot a | year-long, credi | t-bearing course integrating service learning   | ng an | d social entrepreneursh                        | ip in the 201 | 19-2020 school year.                            |  |                                   |
| Reasor  | n(s) for Recom   | nmendation  |       | Implem   | entation S    | Steps   | Cost   | dministrative<br>Reaction         |
| 1.      | This recomme     | endation follows a study conducted in the   | 1.    | Seek administrative a                          | pproval.      |   | One teacher; up                                  | Approved.                         |
|         |                  | 18 to research the potential for a service e at the secondary level.                  | 2.    | Finalize course frame                          | work.         |   | to 30 hours in<br>summer<br>workshop (30hrs      | This course captures the growing  |
| 2.      |                  | endation supports the approved HSLT an entrepreneurial spirit of innovation,          | 3.    | Establish community which students might       |               | s with organizations with ervice-learning work. | x \$30.20 = \$906)                               | interest of<br>young              |
|         | collaboration,   | and problem-solving in student uding leadership academies, STEAM,                     | 4.    | Secure funding for au                          | xiliary cour  | rse costs.                                      | Workshop/<br>Conference fees<br>for professional | adults in<br>finding<br>ways that |
|         | and more."       |   | 5.    | Seek professional dev<br>in a service-learning |               | round teacher instruction                       | development                                      | they can<br>design                |
| 3.      | school initiativ | endation coincides with the current high we to incorporate Project-Based Learning     | 6.    | Provide future recommendation resources.       | mendation fo  | or course texts and                             |  | careers<br>related to<br>their    |
|         |                  | n curriculum. High-quality, project-based bles students to master academic content    | 7.    | Update Program of S                            | tudios to rof | loat the  |  | interests<br>and their            |
|         | and skills, dev  | relop skills necessary for future success,<br>onal agency needed to tackle life's and | /.    | course offering for th                         |               |   |  | desires to have a                 |
|         |                  | allenges." The course framework would   |       |  |               |   |  | positive impact on                |
|         |                  | round the six elements of successful  |       |  |               |   |  | the world.                        |
|         | 1 0              | learning: intellectual challenge and  |       |  |               |   |  |                                   |
|         |                  | ent, authenticity, public product, project management, and reflection                 |       |  |               |   |  |                                   |
|         |                  | a for Education 2018)   |       |  |               |   |  |                                   |



| Name:  | Tim Wagner and Giulia Gouker   | Level:                             | High School                    |      |                            |
|--|--|------------------------------------|--------------------------------|------|----------------------------|
| Area:  | HSLT Interdisciplinary Studies   | Date:                              | November 26, 2018              |      |                            |
| Curriculun   | n Recommendation   |                                    |                                |      |                            |
| Pilot a year-lo  | ong, credit-bearing course integrating service learning and so   | ocial entrepreneurship in the 2019 | 0-2020 school year. (continued | )    |                            |
|  |  |                                    |                                |      |                            |
| Reason(s)  | for Recommendation   | Implementation                     | Steps                          | Cost | Administrative<br>Reaction |
| service learnistudent outcomes sudent outcomes are high school energaged stude school" (If the school | reasing focus on college-, career-, and life-readiness, ng as an instructional strategy fosters positive mes. "When students' interests and career e explored and connected through curriculum, their experience is elevated Additionally, civically ents make greater scholastic progress during high redefining Ready).  Learning experiences provide students with unique to develop skills in problem-solving, leadership, ng, self-direction, and reflection. Furthermore, participate in direct-service hone interpersonal e empathy, consider equity, promote activism, and sense of belonging to both school and community ersity 2017). |                                    |                                |      |                            |



| Name                               | : Tim Wagner, Carolyn Cusick, Miranda Gray  | Level:   |                      | High School  |   |  |
|------------------------------------|---|--|----------------------|--|---|--|
| Area:                              | Family & Consumer Science   | Date:  |                      | November 14, 2018  |   |  |
| Curric                             | culum Recommendation  | _  |                      |  |   |  |
|                                    | introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates for cessary to cook independently.   | ındamental   | knowle               | dge for cooking equipment, safe  | e food prepar   | ation, and the   |
| Reaso                              | on(s) for Recommendation  | Implem   | entatio              | on Steps   | Cost  | Administrative<br>Reaction   |
| <ol> <li>2.</li> <li>3.</li> </ol> | The previous structure of the food program included four semester long courses (II, III, and IV). Given the strategic goal of creating customized pathways for stuthis recommendation replaces the introductory Foods I with an introductory self-p choice driven course called Introduction to Culinary Skill that student could take for semester, 1 year, or two separate semesters.  All previous curriculum taught in Foods I will continue to be a part of the required modules that students must learn, making up about 23% of the curriculum. All new choice based curriculum will make up an additional 77% of the curriculum. Required modules (Modules 1-7) must be completed by the student during the first semester completing the required Modules, students may choose the Module(s) they would study.  According to a study done by the USDA, people between the ages of 18-21 spend average just 21 minutes a day preparing meals, and buy more frozen and pre-preparels than people of any other age. Students who have a foundational knowledge culinary skill are more likely to engage in cooking meals at home. | lents, aced, or 1  I v, red After like to  on ared | 1.<br>2.<br>3.<br>4. | Seek administrative approval.  Update program of study.  Create course description, course unit plans and update previously written curriculum in rubicon atlas.  Inform counselors, students, and parents about the new course offering.  Provide additional workshop time for teacher to develop curriculum, course materials, and study | Up to 2 day with substitut e x 1 teacher = \$200  Up to 12 hours of flex time x 1 teacher | Approved. A self-paced, self-directed course is in alignment with the District's philosophy of customizing learning. |
| 4.                                 | This replacement course would provide students the opportunity to gain those foundational culinary skills at their own pace, while also providing them with an opportunity to learn about food topics that interest them. This course would study food preparation, small meal cooking, convenience food, dorm room cooking, and variety of typical meals eaten by the majority of the American population. By the the required Module 7, each student would have had the opportunity to cook at least meals individually or in pairs.  | a<br>end of  |                      | possible project connections with STEAM.   |   |  |



| Name:    | Tim Wagner, Carolyn Cusick, Miranda Gray  | Level:        | High School                            |                |                            |
|----------|---|---------------|--|----------------|----------------------------|
| ivallie. | Tim wagner, Carolyn Cusick, Miranda Gray  | Level.        |  |                |                            |
| Area:    | Family & Consumer Science   | Date:         | November 14, 2018                      |                |                            |
| Curricu  | ulum Recommendation   |               |  |                |                            |
|          | stroductory cooking course (Introduction to Culinary Skill 1 & 2) that integrate essary to cook independently. <i>(continued)</i>   | es fundamenta | al knowledge for cooking equipment, sa | fe food prepar | ation, and the             |
| Reason   | n(s) for Recommendation   | Implei        | mentation Steps                        | Cost           | Administrative<br>Reaction |
| 1        | Creating a self-paced Introduction to Culinary Skill will further customize stude arning by allowing students to learn at their own pace, providing them with comost assignments, and allowing them to choose their modules of study after the completed the required foundational modules. | choice in     |  |                |                            |



| Name   | : Tim Wagner, Carolyn Cusick, Miranda Gray  | Level:        | High School   |   |   |
|--------|---|---------------|---|---|---|
| Area:  | Family & Consumer Science   | _<br>_ Date:  | November 14, 2018   |   |   |
| Currio | culum Recommendation  |               |   |   |   |
| Add an | advanced semester food elective course (Personal Nutrition) that integrates fur   | ndamental kno | owledge for independent living and life   | elong wellness.                                   |   |
| Reaso  | on(s) for Recommendation  | Implemen      | tation Steps  | Cost  | Administrative<br>Reaction  |
| 3.     | The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation creates an advanced elective course that would follow a prerequisite Intro to Culinary Skills.  According to the FDA, long-term health and well-being are directly related to the preparation and consumption of nutrient-dense foods on daily basis. Delicious and nutritious recipes can be prepared by careful adaptation of recipes.  This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic meals. The course would study the relationship between nutrition and food, giving students the opportunity to build a foundation of nutritional understanding and learn how to create food alternatives that meet their nutritional needs.  Creating a new Nutrition and Wellness class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of knowledge that could be used in any medical, nutritional, or health related field. | 4.<br>5.      | Seek administrative approval.  Update program of study.  Create course description, course unit plans and update previously written curriculum in rubicon atlas.  Inform counselors, students, and parents about the new course offering  Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM.  Explore opportunities to engage the community | \$200<br>Up to 12<br>hours of<br>flex time<br>x 1 | Approved. This course supports the District's efforts to promote students' current and lifelong wellness. |



| Name:    | Tim Wagner, Carolyn Cusick, Miranda Gray   | Level: | High School       |  |  |  |  |  |  |  |
|----------|--|--------|-------------------|--|--|--|--|--|--|--|
| Area:    | Family & Consumer Science  | Date:  | November 14, 2018 |  |  |  |  |  |  |  |
| Curricul | Curriculum Recommendation  |        |                   |  |  |  |  |  |  |  |
|          | add an advanced semester food elective course (Global Foods) that integrates food preparation, culture, geography, climate, and world history to build fundamental |        |                   |  |  |  |  |  |  |  |

knowledge of international education.

| Reaso | n(s) for Recommendation   | Impleme | entation Steps   | Cost                 | Administrative Reaction             |
|-------|---|---------|--|----------------------|-------------------------------------|
| 1.    | The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating   | 1.      | Seek administrative approval.  | Up to 2<br>days with | Approved. The interdisciplinary     |
|       | customized pathways for students, this recommendation creates an advanced elective course course that would follow a prerequisite Intro to  | 2.      | Update program of study.   | substitute<br>x 1    | nature of this course will          |
|       | Culinary Skills.  | 3.      | Create course description, course unit plans and update previously   | teacher = \$200      | benefit students<br>in a variety of |
| 2.    | International education can be a primary means in which we are able to bridge the cultural and linguistic divide that not only exists within our  |         | written curriculum in rubicon atlas.   |                      | ways.                               |
|       | country, but also globally. According to a study done by Oxford, international education of our youth is one of the fundamental pillars   | 4.      | Inform counselors, students, and parents about the new course  | Up to 12<br>hours of |                                     |
|       | needed to address social inequalities in the United States. Through the lens of Global foods, students will have to opportunity <i>learn to</i>   |         | offering.  | flex time            |                                     |
|       | appreciate other cultures, languages, national histories, and global problems in order to become effective leaders and members of society.  | 5.      | Provide additional workshop time for<br>teacher to develop curriculum,<br>course materials, and study possible | teacher              |                                     |
| 3.    | This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic   |         | project connections with STEAM.  |                      |                                     |
|       | meals. The course would study the relationship between food and culture, geography, and world history, giving students the opportunity to build perspective and remain open-minded and understanding of others. | 6.      | Explore opportunities to engage the communityinvite outside experts?   |                      |                                     |
| 4.    | Creating a new Global Foods class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of international education.         |         |  |                      |                                     |
|       |   |         |  |                      |                                     |



| Name                               | 9: Jennifer Kirk  |                      | Level:  | High School   |      |  |
|------------------------------------|---|----------------------|---|---|------|--|
| Area                               | Counseling  |                      | <br>Date:   | November 26, 2018   |      |  |
| Curri                              | culum Recommendation  |                      |   | 1107011001 20, 2010   |      |  |
| Further                            | develop the Career Exploration Opportunity to ensure career   | decision             | making processing skills in st  | tudents.  |      |  |
| Reason(s) for Recommendation       |   |                      | Implementation  | Steps   | Cost | Administrative<br>Reaction   |
| <ol> <li>2.</li> <li>4.</li> </ol> | Career Education and Work – in accordance with 22 Pa. Code §4.12(5), career education and work – is defined as "understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers.  The CEW standards address four areas of knowledge:  • Career Awareness and Preparation (Section 13.1);  • Career Acquisition (Getting a Job) (Section 13.2);  • Career Retention and Advancement (Section 13.3);  • Entrepreneurship (Section 13.4).  Job shadowing and internships are considered a best practice and a critical component of any career development program. It will provide students the opportunity to experience, first hand, the current career demands and future market expectations.  USCHS students have continued to express interest in exploring career interests outside of the school setting. A more formal program will give them greater access and more choices of potential sites. | 1.<br>2.<br>3.<br>4. | Seek administrative approval Identify which students alrea Community Based Learning Parkway. Ensure that these appropriately reflect these expropriately reflect these expressions are suppropriately reflect these five of the total 16 of a cohort model for career expressions are suppropriately and alumnial lunch shadowing experience.  Replicate these five cohort grefine the process. By the 2 establish a responsive numb total number of juniors, min Community Based Learning Parkway. | ady participate in g, Apprenticeships, and students' transcripts experiences.  ips with five organizations en business partnerships  career clusters to prototype exploration. For each of the class of 2020 will cheon and a one-day job  groups in 2019-2020 to 020-2021 school year, er of cohorts based the us those who participate in |      | Approved. Students will gain great experiences to enhance their ability to select a well-matched career. |



| Area: Counseling  Curriculum Recommendation  Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. (continued)  Reason(s) for Recommendation  Supplementation Steps  Cost  Administrative Reaction  6. Explore graduation requirements related to career exploration.  6. Explore graduation requirements related to career exploration.  6. Expanding students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students.  6. Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community Based Learning Program beyond the school day and | Nam    | ne: Jennifer Kirk  | Level:                                  | High School              |    |
|--|--------|--|---|--------------------------|----|
| Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. (continued)  Reason(s) for Recommendation  Implementation Steps  Cost  Administrative Reaction  Steps  Cost  Administrative Reaction  6. Explore graduation requirements related to career exploration.  Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students.  Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community Based Learning Program beyond the school day and                                       | Area   | Counseling   | Date:                                   | November 26, 2018        |    |
| Reason(s) for Recommendation  Steps  Cost  Administrative Reaction  Meacuremently offer Career Exploration Opportunities to students who express interest. Additionally, internship opportunities through the Gifted Program and Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students.  Explore graduation requirements related to career exploration.  6. Explore graduation requirements related to career exploration.   | Curr   | riculum Recommendation   |   |                          |    |
| Solution   Implementation Steps   Cost   Reaction  | Furthe | er develop the Career Exploration Opportunity to ensure care   | er decision making processing skills in | students. (continued)    |    |
| students who express interest. Additionally, internship opportunities through the Gifted Program and Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students.  6. Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community Based Learning Program beyond the school day and   | Reas   | son(s) for Recommendation  | Implementation                          | n Steps Co               | of |
| cohool yeer to cultivate atudanta' career decision malaina   |        | students who express interest. Additionally, internship opportunities through the Gifted Program and Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students.  Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community |   | ements related to career |    |



| Name   | 9: Jennifer Kirk   | Level:                                 | High School           |      |                            |
|--|--|--|-----------------------|------|----------------------------|
| Area:  | Counseling   | Date:                                  | November 26, 2018     |      |                            |
| Curriculum Recommendation  |  |  |                       |      |                            |
| Further develop the Career Exploration Opportunity to ensure career decision m |  | decision making processing skills in s | students. (continued) |      |                            |
|  |  |  |                       |      |                            |
| Reason(s) for Recommendation   |  | Implementation                         | Steps                 | Cost | Administrative<br>Reaction |
| 7.   | The US Bureau of Labor Statistics suggests "If job shadowing gives you a taste of what an occupation is like, imagine how helpful getting experience could be. Students can begin getting career-related experiences in high school through internships, employment, and other activities. Taking part in different experiences is another step toward helping you to figure out what you like—and what you don't." Torpey, E. (2015). Career planning for high schoolers. Career Outlook, US Bureau of Labor Statistics. Retrieved from https://www.bls.gov/careeroutlook/2015/article/career-planningfor-high-schoolers.html |  |                       |      |                            |



| Nam            | e: Kate Ruth and Marissa Dyer   |                | Level:  | Grades 5 and 6  |                                       |  |
|----------------|---|----------------|---|---|---------------------------------------|--|
| Area           | : English Language Arts   |                | Date:   | November 8, 2018  |                                       |  |
| Curr           | iculum Recommendation   |                |   |   |                                       |  |
| Pilot th       | ne Leveled Literacy Intervention, a research-based reading inte   | rvention       | program, in grades 5 and 6.   |   |                                       |  |
| Reas           | son(s) for Recommendation   |                | Implementation  | ո Steps   | Cost                                  | Administrative<br>Reaction   |
| 1.<br>2.<br>3. | Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards.  While previous years' work has included differentiating support students receive, no formal intervention program has been used in order to support struggling readers.  With the availability of flexible intervention time and the data indicating that there are students reading below benchmark, Boyce is piloting the use of Leveled Literacy Intervention during the remainder of the 2018-2019 school year.  Leveled Literacy Intervention was designed by Fountas & Pinnell and supplements the elementary's core guided reading instruction. It is a short-term intervention. It is implemented multiple times a week within a small group setting. | 1.<br>2.<br>3. | Seek administrative approved Provide professional devel teachers involved in imple Leveled Literacy Intervent Continue to monitor data used Reading assessment to assist the program. | dopment for resource mentation and instruction of tion. | \$5,400 from<br>the 2018-19<br>budget | Approved. Matching interventions and related materials to student needs will provide the opportunity for maximum student growth improvement. |



| Name: Melissa Tungate  Area: English Language Arts  Curriculum Recommendation  Offer AP Literature and Language as two separate yearlong courses in |  | in the se            | Level: Date:   | High School<br>November 26, 2018                                |      |   |
|---|--|----------------------|--|---|------|---|
| Reas  | on(s) for Recommendation   |                      | Implementation   | Steps   | Cost | Administrative<br>Reaction  |
| 2.  | The AP Literature and Language courses have historically been combined into one course offering with a focus on Literature in the first semester and Language in the second semester. However, AP recognizes them as two separate courses. A study of local school districts reveals that USC is the only district that offers these courses combined as one.  The curriculum for these courses is demanding, and by dividing the courses into two separate offerings, students will be able to move at a more comfortable pace, allowing for more in-depth reflection.  By offering these courses as two separate options for students, they may be able to make a course selection that more closely aligns with their needs and interests. The AP Language course is nonfiction, and the AP Literature course centers on fiction. | 1.<br>2.<br>3.<br>4. | Seek administrative approvation Update Program of Studies offerings for the 2019-2020 Continue to work to divide for both courses.  Draft a follow-up curriculum spring process. | to reflect the change for school year. and/or create curriculum |      | Approved. This change increases students' opportunities to make interest-based choices in a required area of study. |
|   | Entranale source content on nouter.  |                      |  |   |      |   |



| Name:<br>_<br>Area: | Shannon Dominick and Andrew Lucas  Mathematics   | _ Level: | Elementary October 10, 2018 |  |  |  |  |  |  |  |
|---------------------|--|----------|-----------------------------|--|--|--|--|--|--|--|
| Update the          | Curriculum Recommendation  Update the Guidelines for Meeting Individual Needs document to synthesize information about the accelerated math testing guidelines, process, and criteria at the elementary level. |          |                             |  |  |  |  |  |  |  |
|                     |  |          | Administrative              |  |  |  |  |  |  |  |

#### Administrative Reason(s) for Recommendation Implementation Steps Cost Reaction Since the current accelerated placement criteria was Administrative approval. No cost Approved. originally written, both the USC elementary math Assuring curriculum and the placement tests have shifted in Update all documents related to the elementary math appropriate curriculum that may contain information about math response to the increased demands of the Pennsylvania student Core Standards. acceleration. These will now include a reference to the placement is Guidelines for Meeting Individual Needs. essential to In addition to identifying the mathematical skills optimizing expected at each grade level, the PA Core Standards Notify teachers at the elementary level about the student learning. strongly emphasize 8 Mathematical Practices. These newest procedures and criteria. Make the principle practices focus on student development of process skills document available to teachers within Canvas. such as problem solving, critical thinking, attending to precision, and critiquing the reasoning of others. As a Implement and follow the procedures and criteria result, the acceleration assessments needed to embed beginning the fall of 2018. these skills as well, rather than just assess procedural knowledge.



| Name  | e: Shannon Dominick and Andrew Lucas  | Level:                              | Elementary                      |                      |                            |
|-------|---|-------------------------------------|---------------------------------|----------------------|----------------------------|
| Area  | Mathematics   |                                     | October 10, 2018                |                      |                            |
| Curri | culum Recommendation  |                                     |                                 |                      |                            |
|       | the Guidelines for Meeting Individual Needs document to syntary level. (continued)  | thesizes information about the acce | lerated math testing guidelines | s, process, and crit | eria at the                |
| Reas  | on(s) for Recommendation  | Implementation                      | on Steps                        | Cost                 | Administrative<br>Reaction |
| 3.    | The process and criteria for math acceleration at the elementary level should be clearly articulated and uniform across all three elementary buildings. The section on accelerated math testing in a document titled <i>Guidelines for Meeting Individual Needs</i> has been updated and revised by the Elementary Math Curriculum Leader and the Elementary Gifted Resource teachers to reflect current practices. The document was then reviewed, edited, and approved by members of the Elementary Curriculum Leaders Team (ECLT). |                                     |                                 |                      |                            |
| 4.    | The updated process and criteria for math acceleration at<br>the elementary level is outlined in Appendix A:<br>Elementary School Mathematics - Accelerated Placement<br>Process and Criteria.  |                                     |                                 |                      |                            |
| 5.    | The Guidelines for Meeting Individual Needs (rev. 2018) will be provided to administration and faculty to assist in all inquiries and testing of potential students.  |                                     |                                 |                      |                            |

### Appendix A: Elementary School Mathematics Accelerated Placement Process and Criteria

#### **Accelerated Math Instruction**

A few students (2% - 4% of students at a grade) may demonstrate a need for instruction that is one grade level above the current grade level. These students show a high aptitude for mathematics, are cognitively sophisticated, and conceptually advanced. Below is an overview of the screening process for identifying these students and implementing their advanced instruction.

#### <u>Guidelines for Accelerated Instruction – Grades 1, 2, 3</u>

- Screening will occur only in May and June of the year prior to acceleration.
- Students in first, second, third, and fourth grade are eligible.
- Kindergarten students are not eligible for the acceleration screening.
- All gifted students will be tested for acceleration unless there is a parental request to decline the testing process or other extenuating circumstances.
- New second through fourth grade students, whose school records indicate they were accelerated in their previous school, will be considered for the USC acceleration screening process and will be assessed in the same manner outlined below.
- Students will only be allowed one opportunity to take each test. If a student does not qualify for acceleration in the May-June window, they may not be reassessed in the fall. However, students are eligible to go through the screening process again during the following year's May-June window.
- Two-year acceleration opportunities will begin at the middle school level.

#### **Identification Procedure - Grade 4**

Students demonstrate mastery (80%) on the Boyce Middle School 5<sup>th</sup> Grade End of Level Assessment.

#### Implementation Procedure for Accelerated Instruction, Fourth Level

Refer to Boyce Middle School Math Acceleration Procedures.

### Appendix A: Elementary School Mathematics Accelerated Placement Process and Criteria

#### **Two-Year Acceleration**

The screening process for two-year acceleration opportunities begin at the middle school level.

#### Implementation Procedure/Accelerated Instruction - Grades 1, 2, and 3

The above grade level classroom teachers provide instruction.

#### Implementation Procedure/Accelerated Instruction - Grade 4

The Enrichment Resource Teacher provides fifth grade above level instruction.

#### <u>Identification, Procedures, and Criteria for Acceleration – Grades 1, 2, and 3</u>

The Enrichment Resource Teacher (ERT) collects student information, makes necessary contacts, and administers assessments.

#### 1. Identification of Potential Students

- The ERT will meet with PLC teams to determine potential student candidates. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the accelerated class. Learner traits may also include:
  - quantitative reasoning ability
  - fluid use of complex problem-solving strategies
  - strong computation/mental math skills
  - rapid rate of acquisition of new material
  - social maturity
  - independent work habits
- A parent may also submit a written request that their child be included in the acceleration screening process that takes place in May June window of each school year.

#### 2. Parent Contact

- The ERT will send parents the accelerated math permission form that asks for written permission to opt their child in or out of the accelerated screening process.

### Appendix A: Elementary School Mathematics Accelerated Placement Process and Criteria

#### 3. Gather achievement data from all prior years

- Data can include, but is not limited to, achievement tests, standardized tests, and current curriculum-based pretests and posttests.

#### 4. Administer School and College Ability Test (SCAT)

- SCAT will be administered with fidelity as the first tier of acceleration screening.
- The Johns Hopkins SCAT Administration Manual scoring guidelines will be used, with a passing score of 90<sup>th</sup> percentile. (John Hopkins University Center for Talented Youth)
- If a student meets or exceeds SCAT requirement, then the student may move on to the next phase of the screening process.
- If a student does not meet or exceed the SCAT requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Students may go through the screening process in the following year's May-June window.

#### 5. Curriculum Based Assessment:

- The second tier of the screening process is to take the Curriculum Based Assessment (CBA) for the grade level trying to be skipped.
- The CBA is a 100-question assessment that proportionally measures the content standards in each of the math domains of the grade level to be skipped.
- Students who meet or exceed a cumulative score of 85% on the CBA will be considered passing.
- If a student does not meet or exceed the CBA requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Parents may request a subtest (by domain) score breakdown.
- For students new to the district, the CBA will comprise all of the posttests of topics that will be skipped. A cumulative score of 85% is considered passing.

#### 6. Determination of Eligibility

- The final decision for placement in the accelerated program will be made by the Enrichment Resource Teacher and the Elementary School Principal.
- Parents of those students who meet all requirements and are to be recommended for acceleration will be notified and must sign a consent form stating that they approve of their child's placement in the accelerated program. If a student score is below mastery on a subtest, independent work will be provided and should be completed over the summer.



|  | Mathematics  |  | Level:<br>Date:  | Elementary and Middl<br>December 11, 2018  | e  |  |
|--|--|--|--|--|--|--|
| Researc  | ch core mathematics programs at the elementary and middle s  | chool lev  | el.  |  |  |  |
| Reas   | on(s) for Recommendation   |  | Implementatio  | on Steps   | Cost   | Administrative<br>Reaction   |
| <ol> <li>2.</li> <li>3.</li> <li>4.</li> </ol> | enVisionMATH 2012 Common Core edition (Pearson) is the core mathematics program used in grades 2 through 6. When the program was purchased in 2012 it was done so with a 6-year license. The license expired during the 2018-2019 school year resulting in the need to explore renewal of this series or explore other viable options.  Beginning in the fall of 2018, Pearson discontinued supporting their software platform, SuccessNet. The eventual termination of this platform will prevent teachers and students to access math resource materials, online interactive features, and online assessments.  An elementary and middle school work study group will be formed to research the current enVisionMATH 2020 Common Core edition as well as other potential math programs.  The work study groups will research program features including, but not limited to, alignment to the PA Core Standards, focus and coherence, level of rigor and application of math skills, integration of the Mathematical Practices, and usability. | <ol> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> | limited to, the following pa. enVisionMATH b. Bridges; The Ma Edition c. Eureka Math; Gd. My Math; McGr Work study groups at eacrecommendation of adoptommittees. The work study group an Committee will determinadoption. | ese may include, but are not programs: 2020, Pearson, 2020 Edition ath Learning Center, 2015 reat Minds, 2015 Edition aw-Hill, 2017 Edition the level will put forth a tion to their respective math | Potential teachers substitute costs to pull teachers for study and review. | Approved. It is critical to give careful consideration to finding the most relevant and adaptable resources that strongly align with our curriculum. |



| Name: Shannon Dominick and Andrew Lucas  Area: Mathematics  Curriculum Recommendation  Research core mathematics programs at the elementary and middle school level. (co |  | Date:          | Elementary and Middle December 11, 2018 |      |                            |
|--|--|----------------|---|------|----------------------------|
| Reaso  | on(s) for Recommendation   | Implementation | Steps                                   | Cost | Administrative<br>Reaction |
| 5.   | Since the current math series will no longer be available for use during the 2019-2020 school year, the math committees in collaboration with the work study groups will recommend a series adoption to begin in 2019. |                |   |      |                            |



| Nam  | e: Steve Miller   |                            | Level:   | High School  |   |  |
|------|---|----------------------------|--|--|---|--|
| Area | Mathematics   |                            | Date:  | November 26, 2018  |   |  |
| Curr | iculum Recommendation   |                            |  |  |   |  |
|      | nd develop the new IB Mathematics: Analysis and Approache<br>ced Math Topics.   | es SL and                  | d HL courses over the next two   | o school years, eliminating t  | he current IB Ma  | th courses and   |
| Reas | on(s) for Recommendation  |                            | Implementation   | Steps  | Cost  | Administrative<br>Reaction   |
| 2.   | IB is finalizing the development of their new mathematics courses to be taught beginning in the fall of 2019. This development will complete in February 2019. IB will be eliminating all current math courses after next year.  The curriculum for Advanced Math Topics was specifically designed to fulfill the IB curriculum requirements for the current IB Mathematics Higher Level course. The requirements for the new courses are not compatible with Advanced Math Topics, so the purpose for this course as it is written will no longer apply after the 2019-20 school year.  In anticipation of the changes to the IB curriculum, we added a College in High School Linear Algebra course through the University of Pittsburgh to serve those non-IB students who would typically enroll in Advanced Math Topics. | 1.<br>2.<br>3.<br>4.<br>5. | Update the Program of StudisL and HL courses and elimicourses.  Provide IB training for two to Develop the year 1 SL and HU Update the Program of Studinew year 2 SL and HL courscurrent year 2 courses as we Topics.  Develop the year 2 SL and H | ties to add the new year 1 sinate the current year 1 steachers.  HL courses for Fall 2019.  He next year to add the sees and eliminate th | Conference costs for two teachers  30 hours x 2 teachers x  \$30.20 = \$1812  30 hours x 2 teachers x  \$30.20 = \$1812 | Approved. The series of changes represented in this recommendation are well-coordinated and will result in enhanced mathematics programming. |



| Name   | e: Doug Kirchner and Josh Tobin   |                            | Level:  | High School  |  |   |  |  |  |
|--------|---|----------------------------|---|--|--|---|--|--|--|
| Area:  | Social Studies  |                            | Date:   | November 26, 2018  |  |   |  |  |  |
| Currio | culum Recommendation  |                            |   |  |  |   |  |  |  |
| 1      | Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called Shaping the Modern World 1: Regions/Systems during the 2019-2020 school year.   |                            |   |  |  |   |  |  |  |
| Reaso  | on(s) for Recommendation  |                            | Implementation  | Steps  | Cost   | Administrative Reaction   |  |  |  |
| 2.     | As a component of previous curriculum recommendations (beginning in the spring of 2016) to "Design and implement a skill and competency-based social studies framework" for USCSD students in grades 5-11, this course is the first in a planned roll out of three new core social studies courses at the high school level. The long-term goal is to pilot "Shaping the Modern World 2: Waves of Global Change" for 10th grade students in 2020-2021 and "Civic Engagement Capstone" for 11th grade students in 2021-2022.  Shaping the Modern World 1 reimagines our current one-semester 9th grade World Geography course by providing students with a more in-depth, year-long exploration of major world regions and interconnected systems. | 1.<br>2.<br>3.<br>4.<br>5. | Seek administrative approval.  Update the Program of Studies to offering for the 2019-2020 school Present a recommendation in the core text and supplemental resource text and supplemental resource PLC/department meeting with summer workshop time for Collaborate with colleagues from ELA and World Language) to deand potential interdisciplinary least Plan for additional curriculum resubsequent "redesign" courses in | e spring for the course's arces.  In g time this spring, along teachers.  In other disciplines (e.g. etermine areas of overlap arning experiences. | \$2,718* (3 teachers X 30 Change of Assignment hours at \$30.20) | Approved. This recommend- ation represents significant research and development and will allow for the provision of important, relevant, and practical content while promoting lifelong civic engagement. |  |  |  |



| Name:  | Doug Kirchner and Josh Tobin   | Level:                          | High School                   |                  |                         |
|--------|--|---------------------------------|-------------------------------|------------------|-------------------------|
| Area:  | Social Studies   | Date:                           | November 26, 2018             |                  |                         |
| Curric | ulum Recommendation  |                                 |                               |                  |                         |
|        | ourse for all 9th grade social studies students (enrolled in academ -2020 school year. <i>(continued)</i>  | ic, MYP, honors, MYP honors) ca | alled "Shaping the Modern Wor | rld 1: Regions/S | Systems" during         |
| Reaso  | n(s) for Recommendation  | Implementation                  | Steps                         | Cost             | Administrative Reaction |
| 3.     | In order to reach the mission of our USCSD social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed:  • Who are the people of each region?  • Why are the people of each region who they are?  • How is each region interconnected?  • What are the modern challenges of this region? |                                 |                               |                  |                         |
| 4.     | Shaping the Modern World 1 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS). Students will explore the culture, physical geography, politics, and economics of each world region.   |                                 |                               |                  |                         |



| Name                 | e: Doug Kirchner and Josh Tobin  |                                   |                             |                   |                            |
|----------------------|--|-----------------------------------|-----------------------------|-------------------|----------------------------|
|                      |  | Level:                            | High School                 |                   |                            |
| Area: Social Studies |  | Date:                             | November 26, 2018           |                   |                            |
| Curri                | iculum Recommendation  |                                   |                             |                   |                            |
|                      | course for all 9th grade social studies students (enrolled in acad 9-2020 school year. <i>(continued)</i>  | demic, MYP, honors, MYP honors) c | alled "Shaping the Modern V | World 1: Regions/ | Systems" during            |
| Reas                 | on(s) for Recommendation   | Implementation                    | Steps                       | Cost              | Administrative<br>Reaction |
| 5.                   | This course intentionally builds on the content and skills USCSD students learn in 8th grade, providing for a more seamless transition to the high school. During their first unit in 9th grade, students will continue their prior investigation of U.S. history through an integrated study of the U.S. post-1945, literally picking up where they left off. In addition, the newly designed approach in the 8th grade course will compare and contrast events through an international lens, providing students with more focused practice in perspective-taking, which is the essence of Shaping the Modern World 1. |                                   |                             |                   |                            |
| 6.                   | The course will also act as a prerequisite for Shaping the Modern World 2: Waves of Global Change (10th grade) in 2020-2021 by equipping students with an understanding of the unique modern issues facing each region of the world. This understanding will enable them to develop a deeper knowledge of human history and the enduring issues of civilizations.  |                                   |                             |                   |                            |



| Name     | Doug Kirchner and Josh Tobin   | Level:                             | High School                   | High School      |                         |  |  |  |
|----------|--|------------------------------------|-------------------------------|------------------|-------------------------|--|--|--|
| Area     | Social Studies   | Date:                              | November 26, 2018             |                  |                         |  |  |  |
| Curri    | culum Recommendation   |                                    |                               |                  |                         |  |  |  |
|          | course for all 9th grade social studies students (enrolled in aca 9-2020 school year. <i>(continued)</i>   | demic, MYP, honors, MYP honors) ca | alled "Shaping the Modern Wor | rld 1: Regions/S | ystems" during          |  |  |  |
| Reas     | on(s) for Recommendation   | Implementation                     | Steps                         | Cost             | Administrative Reaction |  |  |  |
| 7.<br>8. | Creating a year-long, inquiry-based course will open up opportunities for new and improved cross-curricular collaboration among social studies, ELA, World Language, and other disciplines.  Project-based learning (PBL) will thus serve as a focal point of the course. For instance, when studying Europe, students will confront the driving question, "How might we make the European Union (EU) a sustainable institution?" This PBL will culminate in a public product requiring students to present their proposals at a mock-European Parliament. |                                    |                               |                  |                         |  |  |  |



| Nam  | e: Angela Tena   |  | Level:   | Middle School  |  |   |
|------|--|--|--|--|--|---|
| Area | : World Languages  |  | Date:  | November 8, 2018   |  |   |
| Curr | iculum Recommendation  |  |  |  |  |   |
|      | and implement a middle school World Language curriculum behensible Input practices.  | ased on  | current models of proficier  | ncy-based instruction and langu  | age acquisition t  | hrough the use of   |
| Reas | son(s) for Recommendation  |  | Implementatio  | on Steps   | Cost   | Administrative<br>Reaction  |
| 2.   | In order to keep pace with the most current pedagogy and best practices in World Language education, the Middle School curriculum should be revisited to ensure a path to second language proficiency.  Our nation recognizes that it needs to develop multilingual speakers to remain competitive through the next generation. The Commission on Language Learning, requested by a bipartisan group of congressmen, concludes in part that:  • 'Proficiency in English is not sufficient to meet the nation's needs in a shrinking world'  • The nation is in need of 'a goal of valuing language education as a persistent national need similar to education in math or English, and to ensure reaching proficiency is within every student's reach.'  • 'The Commission recommends ways to organize existing resources so that we can teach more Americans to speak more languages at an earlier age.' | <ol> <li>2.</li> <li>3.</li> <li>4.</li> </ol> | b. Discussed exam c. Determined that d. Determined that but could be a g proficiency-base e. Acknowledged opinion in makin f. Agreed that we second language in each language Continue to research and Discuss/recommend pilot year. a. Determine who b. Structure the pil transitions between | one so far: esented extensive research ples of the theory in practice we are proficiency based this would be a big change reat change in terms of a ed model concerns and differences of ng this change are all about promoting good e acquisition over 'numbers' e area | Substitute Days, 1 per semester for teachers to determine pilot details  Conference cost (varied) for pilot teachers | Approved. Exploring instructional approaches that can enhance students' abilities to deeply learn and retain a second language at high proficiency levels is commendable. |

purchase that can be adapted for use in the

USC programs.



| Nam   | e: Angela Tena   |                                 | Level:  | Middle School   |                            |  |  |  |  |
|---|--|---------------------------------|---|---|----------------------------|--|--|--|--|
| Area  | : World Languages  |                                 | <br>Date:   | November 8, 2018  |                            |  |  |  |  |
| Curr  | Curriculum Recommendation  |                                 |   |   |                            |  |  |  |  |
| Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices. (continued) |  |                                 |   |   |                            |  |  |  |  |
| Reas  | on(s) for Recommendation   | Implementation                  | Steps   | Cost  | Administrative<br>Reaction |  |  |  |  |
| 3.  | Effective instruction for lasting acquisition uses rich language that students can understand from the first day (Comprehensible Input) for meaningful, engaging communication. Traditional models have not been shown to produce lasting language proficiency for the majority of learners. CI methodology promotes speaking IN the language rather than ABOUT it, also supported in ACTFL's recommendation that 'educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time'. | <ul><li>5.</li><li>6.</li></ul> | Provide professional develo<br>attendance either online or i<br>department meetings and sta<br>Provide professional develo<br>collaboration and developm<br>Recognize that this will be a<br>which the department will<br>implementation. | n person and/or during aff development days. pment time as needed for ent of program model. |                            |  |  |  |  |
| 4.  | The American Council on the Teaching of Foreign Languages (ACTFL) has updated National Standards, grounded in Performance Descriptors for Language Learners, and organized according to:  • Three Ranges of Performance (Novice Range, Intermediate Range, Advanced Range)  • 3 Modes of Communication (Interpersonal, Interpretive and Presentational)  • Performance Domains (How well the learner is able to understand and be understood within various parameters)  |                                 |   |   |                            |  |  |  |  |

Angie Tena

Name:



| Nam  | e: Angie I ena   | Level:                           | Middle School                 |                    |                            |
|------|--|----------------------------------|-------------------------------|--------------------|----------------------------|
| Area | : World Languages  | Date:                            | November 8, 2018              |                    |                            |
| Curr | iculum Recommendation  |                                  |                               |                    |                            |
|      | and implement a middle school World Language curriculum based ehensible Input practices. (continued)   | on current models of proficiency | y-based instruction and langu | age acquisition th | rough the use of           |
| Reas | son(s) for Recommendation  | Implementation                   | Steps                         | Cost               | Administrative<br>Reaction |
| 5.   | ACTFL standards focus on proficiency-based instruction rather than explicit grammar instruction and encourage maximum use of the target language through comprehensible input and the development of spontaneous use of the language rather than rote memorization. A model grounded in proficiency-based assessments and comprehensible listening/reading input will allow for a unique and customized curriculum that more specifically meets the needs of USC students. |                                  |                               |                    |                            |
| 6.   | AP Exams were redesigned in 2011 to reflect the ACTFL Modes of Communication and themes. IB Diploma testing is also grounded in proficiency models. A focus on proficiency in the middle years will guide students to higher levels of success at the high school level.   |                                  |                               |                    |                            |
| 7.   | There is agreement in the District that this is an approach to be considered, studied, piloted, and potentially adopted.   |                                  |                               |                    |                            |



| Name:      | Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchionna   | Level: | Middle School    |  |  |  |  |
|------------|---|--------|------------------|--|--|--|--|
| Area:      | World Languages   | Date:  | November 8, 2018 |  |  |  |  |
| Curricu    | lum Recommendation  |        |                  |  |  |  |  |
| Revise the | Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment (Can Do Café). |        |                  |  |  |  |  |

#### Administrative Reason(s) for Recommendation Implementation Steps Cost Reaction Administrative Approval. Our national professional organization, ACTFL Substitute Approved. (American Council for the Teaching of Foreign Measuring day for Languages), identifies three modes of communication: Further examination and evaluation of current additional language interpersonal, interpretive, and presentational. In order proficiency-based assessments and activities to align development acquisition in an to deliver proficiency-based instruction and assessments, with curricular thematic units. authentic and all three modes should be practiced and tested in the proficiency world language classroom. Research-based best based manner Further research and development of appropriate practices emphasize understanding and communicating a interpersonal proficiency-based rubrics, guidelines, will provide Substitute message, regardless of whether or not grammatical errors and prompts, based on the findings of 2018 summer day for valuable are present. This is contrary to previous methods of workshop reflection and information on language instruction that stressed grammar exercises and Can Do Café Teacher Rubric revision student learning memorization of vocabulary, phrases, and grammar rules. Can Do Café Student Evaluator Rubric and will be ACTFL has developed "Can Do" Proficiency useful in Thematic Prompts & Images Benchmarks as a tool for teachers and students to assess informing and monitor progress along the proficiency scale Determination of logistics (location, student:student District (Novice, Intermediate, Advanced). ratio, scheduling, necessary supplies, etc.) of the Can programming. Do Café If approved, reflection upon and revision of the event, rubrics, and/or prompts to meet the needs of students more effectively



| Nam               | Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchion   | <u>na</u> Level:        | Middle School               |      |                            |
|-------------------|---|-------------------------|-----------------------------|------|----------------------------|
| Area              | a: World Languages  | Date:                   | November 8, 2018            |      |                            |
| Curi              | riculum Recommendation  |                         |                             |      |                            |
| Revise<br>(contin | the current eighth grade cumulative proficiency test to an authentic interper ued)  | sonal proficiency-based | l assessment (Can Do Café). |      |                            |
| Rea               | son(s) for Recommendation   | Implementati            | ion Steps                   | Cost | Administrative<br>Reaction |
| 2.                | The summer workshop yielded findings that the current test relied heavily on rote memorization, which is not best practice for language learning, and that proficiency-based assessments are more authentic and produce better language speakers. In addition, a proficiency-based rubric that focuses on comprehension and speaking lowers the affective filter in students, so that they feel more comfortable using the target language. The prior assessment focused on memorization and accuracy of the language, rather than communication.   |                         |                             |      |                            |
| 3.                | The "Can Do Café" serves as a lower-stress, interpersonal, proficiency-based evaluation, which focuses on the student's ability to communicate with peer sympathetic listeners from the high school. This format was chosen to mimic an authentic conversational experience. In addition to assessing students' current proficiency level, peer evaluators will provide meaningful feedback. The high school world language department measures student progress through the advancement of proficiency. It is vital that students have an opportunity to practice their interpersonal communication and informally know where they stand on the proficiency scale. |                         |                             |      |                            |