

In order to participate in all future public meetings in the Esther Howland Chamber, please call 415-655-0001 (Access Code: 735751404) to participate.

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Thursday, May 28, 2020 at 3:00 p.m. in the Esther Howland Chamber at City Hall:

gb #0-169 - Administration (April 29, 2020)

To consider approval of the following textbooks:

- Discovering World Geography (McGraw Hill)-grade 6 Social Studies
- Studysync (McGraw Hill)-grades 7 and 8 ELA

gb #0-175 - Administration (May 12, 2020)

To consider approval of a course entitled Strategic Thinking.

gb #0-176 - Administration (May 12, 2020)

To consider approval of the ARC Core literacy in English and Spanish for elementary students in grades K-6 Dual Language and Transitional Bilingual Education classrooms.

Committee Members

Molly O. McCullough, Chairman
John F. Monfredo, Vice-Chairman
John L. Foley

Administrative
Representative
Susan O'Neil, Ph.D.

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #2

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS
will hold a meeting:

on: Thursday, May 28, 2020
at: 3:00 p.m.
in: the Esther Howland Chamber at City Hall

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

gb #8-356.1 - Administration/Miss McCullough/Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Mr. Foley/Mayor Petty (February 13, 2019)

Response of the Administration to the requests to:

- explore the feasibility of implementing the Orton-Gillingham model for dyslexic students for those students in need of specific services.
- provide a summary of the Orton-Gillingham model program.
- study the feasibility of implementing the cost of this program in the FY20 Budget
- study the feasibility of including students from outside the district, on a tuition basis, if a proposed program is established in the Worcester Public Schools.

gb #9-288 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

Request the establishment of an inclusive and transparent process for selecting and implementing a comprehensive Sex Education Curriculum that is age-appropriate, evidence-based, medically-accurate and LGBTQ inclusive in the Worcester Public Schools.

gb #9-313 -Mr. Monfredo/Miss Biancheria /Mr. Foley/Mr. O'Connell
(September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

gb #9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

gb #9-334 - Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on school health clinics to include the current number of schools and the kind of services that are available to students.

gb #9-349 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)

Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.

gb #9-383 - Mr. Comparetto (November 13, 2019)

Request that the Mayor and School Committee establish Worcester Public Schools' Safe Zones.

gb #9-384 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Superintendent present an annual report on the status of education for Latino students.

gb #9-385 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration incorporate best practices for creating a diverse workforce.

gb #9-386 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration provide an update on current restorative justice practices.

gb #9-387 - Mr. Comparetto (November 13, 2019)

Request a moratorium on suspending K-2 students for non-violent offenses.

gb #9-388 - Mr. Comparetto (November 13, 2019)

Request an "equity audit" of the Worcester Public Schools in accordance to best practices.

gb #9-389 - Mr. Comparetto (November 13, 2019)

Request that the Administration provide an update on the efforts of the Administration to create ethnic studies programming.

gb #9-408 - Mr. Comparetto/Miss McCullough (November 26, 2019)

Request that the Administration consider incorporating real American history into the curriculum.

gb #9-409 - Mr. Comparetto/Miss McCullough (November 26, 2019)

Request that the Administration review recommendations made by the organization Teaching Tolerance for culturally appropriate Thanksgiving programming.

gb #9-416 - Miss McCullough/Mr. Foley/Mr. Monfredo (December 4, 2019)

Request that the Administration consider incorporating the campaign entitled "RESPECTfully" when the Sex Ed Curriculum is established.

gb #0-31 - Mayor Petty/Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick (January 8, 2020)

Request that the Standing Committee on Teaching, Learning and Student Supports recommend a comprehensive, inclusive, evidenced-based sexual and health curriculum and an appropriate level of increased classroom time for health education to the school committee for the FY21 budget.

gb #0-35 Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick (January 8, 2020)

Request that the Administration provide an update on the Dual Language expansion initiative made possible through grants awarded to the Worcester Public Schools.

gb #0-101 - Mr. Monfredo (March 5, 2020)

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

gb #0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

gb #0-169 - Administration (April 29, 2020)

To consider approval of the following textbooks:

- Discovering World Geography (McGraw Hill)-grade 6 Social Studies
- Studysync (McGraw Hill)-grades 7 and 8 ELA

gb #0-175 - Administration
(May 12, 2020)

To consider approval of a course entitled Strategic Thinking.

gb #0-176 - Administration (May 12, 2020)

To consider approval of the ARC Core literacy in English and Spanish for elementary students in grades K-6 Dual Language and Transitional Bilingual Education classrooms.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Administration provide a report on the funding that the Worcester Public Schools receives through Education Access Channel 11 revenues, and provide information on the four positions and refer the report to the Standing Committee on Teaching Learning and Student Supports for discussion with gb #9-207.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Various Grant Program section of the Budget be referred to the Standing Committee on Teaching, Learning and Student Supports.

IV. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Thursday, May 28, 2020

ITEM: Administration (April 29, 2020)

To consider approval of the following textbooks:

- Discovering World Geography (McGraw Hill)-grade 6 Social Studies
- Studysync (McGraw Hill)-grades 7 and 8 ELA

PRIOR ACTION:

5-7-20 - Ms. Novick questioned why the process of referring the item to the Standing Committee on Teaching, Learning and Student Supports was not followed.

Dr. Ganas introduced Dr. Kelly, the Social Studies Liaison and Ms. Dyer, the ELA Liaison. Both liaisons provided an overview of the yearlong pilot programs that took place in these subject areas.

- Mr. Foley questioned whether or not the item could be held for the School Committee Meeting on Thursday, May 21, 2020.

Dr. Ganas stated that the Administration would like the item approved to allow time to train the teachers before the end of the school year. This will also allow the teachers to share what they have learned with their students.

It was moved to approve the following textbooks:

- Discovering World Geography (McGraw Hill)-grade 6 Social Studies
- Studysync (McGraw Hill)-grades 7 and 8 ELA

On a roll call 6-1 (nay Ms. Novick), the textbooks were approved and referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: For perusal of these textbooks, click the following links:

Textbook for Discovering World Geography: my.mheducation.com

Username: WorcesterSS

Password: WorcesterSS

Textbook for Studysync: my.mheducation.com

Username: WorcesterELA

Password: WorcesterELA

ITEM: gb #0-175

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Thursday, May 28, 2020

ITEM: Administration (May 12, 2020)

To consider approval of a course entitled Strategic Thinking.

PRIOR ACTION:

5-21-20 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Annex A (2 pages) contains the backup for the item.

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 1/31/2020 Requesting School/ Office: South High Community School

Proposed Course Name: Strategic Thinking Required Prerequisite Course/s: None

Proposed Course Level (check all that apply)					Proposed Course Credit (check all that apply)				G.P.A.		Honor Roll		
A.P.	<input type="checkbox"/>	Honors	<input type="checkbox"/>	College	<input checked="" type="checkbox"/>	1.0	<input type="checkbox"/>	.5	<input type="checkbox"/>	.25	<input checked="" type="checkbox"/>	Yes	No
												<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposed Course Department					Select one		Is proposed course a Career/Vocational Technical Course						
					Core Course	Core Elective	Yes	No	(if yes check one)				
General						<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chapter 74		Non-Chapter 74	

Proposed Course Description for course:

Through this course, students will learn the rudiments of thought, the most basic structures out of which all thinking is made. They will experience the art of analyzing and evaluating thinking with a view to improving it. Students will learn that a well-cultivated critical thinker:

- raises vital questions and problems, formulating them clearly and precisely;
- gathers and assesses relevant information, using abstract ideas to interpret it effectively;
- comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- thinks open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- communicates effectively with others in figuring out solutions to complex problems.

While most critical thinking concepts are intuitive, to integrate and apply these concepts consistently and rationally takes concerted effort, study, and reflection. During this course students will be provided multiple opportunities to practice strategic thinking skills through their involvement in setting goals, developing long-range plans, anticipating the unexpected, analyzing your environment, and collaborating to problem-solve.

Essential question/s for the course:

- How does the brain work and how do we use the brain for critical thinking?
- What is the analysis and assessment of thought?
- How do you cultivate vital essential questions in the process of thought?
- What is good and bad reasoning?
- What is inductive and deductive reasoning?
- What is fallacious reasoning?
- How do you set goals and create models?
- How do you gather information to identify patterns, trends and possible outcomes?
- How do you determine probable obstacles?
- How do you come to well reasoned conclusions and test them against relevant criteria and standards?
- How do you effectively communicate with others to solve complex problems?

Standards addressed in the course:

MASSACHUSETTS VISUAL ARTS STANDARDS:

* Many visual arts standards align with generating, conceptualizing, organizing, developing and refining artistic ideas in chess (Cluster 1: Practice 1-3; Cluster 2: Practice 5)

MASSACHUSETTS SOCIAL STUDIES STANDARDS:

* Many social studies standards relate to changes in world politics, culture and technology that have changed the world of chess in significant ways (WH 2: T5 #11; WH 2: T5 #12; US 2: T5 #9)

Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas #1: Initiate and participate effectively in a range of collaborative discussions

MASSACHUSETTS MATH STANDARDS:

Standards for Mathematical Practice Grades 9-12: 1-4, 6-8: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

NATIONAL MATH STANDARDS ADDRESSED NM-ALG. 1: Understand patterns, relations, and functions NM-ALG.2:

Represent and analyze mathematical situations and structures using algebraic symbols NM-GEO.1: Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships NM-GEO.2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

NATIONAL READING STANDARDS ADDRESSED NL-ENG K-12.1: Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. NL-ENG.K-12.6: Apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create critique and discuss print and non-print texts. NL-ENG K-12.10:

WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Applying non-English perspectives to develop competency in the English language arts and to develop understanding of content across the curriculum for students where English is not the first language.

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for "hands-on" application and exploration of new areas of knowledge and experiences.

How does this course support the readiness of students for college and career?

This course will align with the mathematics, social studies, ELA and art curriculum to engage students to employ critical thinking skills to effectively problem-solve. It will teach critical and strategic thinking, planning, pattern recognition, problem solving, concentration, creativity, and how to learn collaboratively. Much empirical research supports student achievement and engagement by engaging in strategic thinking as part of the curriculum. Strategic thinking is a powerful and invaluable skill, one that leads to greater chances of success. It involves setting goals, developing long-range plans, anticipating the unexpected, analyzing your environment, and even cooperating with others; its applications go far beyond high school.

Please Note:
All New Course Requests
must come through the
school principal.

For Office Use Only

Approved Date:	_____
S.C. Item Number:	_____
Assigned Course Number:	_____
Dept. Code:	_____
Subject Area Code Number:	_____
Subject Area Course:	_____
Zip Code Number:	_____

ITEM: gb #0-176

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Thursday, May 28, 2020

ITEM: Administration (May 12, 2020)

To consider approval of the ARC Core literacy in English and Spanish for elementary students in grades K-6 Dual Language and Transitional Bilingual Education classrooms

PRIOR ACTION:

5-21-20 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Annex A (7 pages) contains the backup for the item.

Response:

For the past several years, our Dual Language and Transitional Bilingual Education programs have been using Houghton Mifflin’s “Journeys” (English language arts) and “Senderos” (Spanish language arts) curricular materials to support literacy instruction. These materials are outdated and the Spanish component is no longer updated by the publisher. In order to provide high-quality curricular materials that are standards-based and grounded in the most current research on the development of biliteracy and bilingualism, in Spring 2019, we began the process of piloting new curricular materials for literacy instruction designed for both languages. We visited other dual language programs in the region, including Barbieri (Framingham), Amigos (Cambridge), Dos Ríos (Windham,CT), and Nathaniel Greene (Pawtucket, RI), to learn about their programs and approaches to biliteracy instruction. After visiting these dual language programs both in and out of state, reviewing the available bilingual curricular programs, hearing from sales representatives from a number of publishers, and listening to feedback from educators, parents, and community members through our DL/TBE Evaluation and Expansion Committee, the following three sets of curricular materials were selected to pilot in the 2019-2020 school year in each of the district’s elementary schools with DL or TBE programs:

Biliteracy Curricular Materials Pilot Programs			
<i>Publisher</i>	<i>English</i>	<i>Spanish</i>	<i>Piloting Schools</i>
American Reading Company (ARC)	Core	Core	Chandler Magnet School
Benchmark Education Company	Advance	Adelante	Chandler Magnet School, Woodland Academy
Houghton Mifflin Harcourt	Into Reading	Arriba la Lectura	Roosevelt Elementary School

In March 2020, the Curriculum and Instruction Subcommittee of the larger DL/TBE Evaluation and Expansion Committee convened to conduct a robust evaluation process of the three curricular pilots. All participants in the larger committee were invited to join this subcommittee. The final subcommittee was composed of a variety of stakeholders who have worked together to gather and interpret a range of data sources over the past two months in order to inform the best possible decision for our students.

Curriculum and Instruction Subcommittee		
School	Name	Role
Boston College (Consultant)	Dr. Patrick Proctor	Professor - Boston College
District (Facilitator)	Erin Goldstein	Assistant Director of English Learner Programs
Woodland Academy	Jackie Similia	DL Teacher (Gr. K, 1-way)
Roosevelt Elementary School	Jess Yáñez	Bilingual Literacy Specialist
Chandler Magnet School	Nicole Girouard	DL Teacher (Gr. 3-4, 2-way)
	Rachel Cardogno	TBE Teacher (Gr. 4)
	Norma Senior	ESL Teacher
	Tara Dexter	Instructional Coach
	Sandra Lozko	DL Parent

*(*In addition to the subcommittee members listed, our DL/TBE principals and our Manager of English Learner Programs, Carmen Melendez-Quintero, have participated in subcommittee meetings whenever possible.)*

The pilot evaluation work formally commenced on March 10, 2020 in person and continued in subsequent weeks through virtual meetings. Early in the evaluation work, guided by Dr. Patrick Proctor, a Boston College Professor specializing in bilingualism, language learning, and literacy, the Curriculum and Instruction Subcommittee identified key areas of importance in literacy curricular materials designed for biliteracy development. The following areas were identified and particular questions were developed to dive deeply into each area:

- Early Literacy and Reading Instruction
- Oral Language
- Writing
- Quality of Texts
- Cultural Competence
- Assessment

In addition, the subcommittee reviewed the draft literacy values that the district literacy plan committee developed to ensure that these values were integrated into the above criteria and that the biliteracy curricular materials to be adopted would align with the district's literacy vision and values.

These six areas were used as a framework to gather and interpret data from a variety of sources. Through thirteen two-hour meetings and additional work completed beyond each meeting time, the subcommittee engaged in the following activities to evaluate the curricular materials:

- In-depth discussion to establish criteria for high-quality curricular materials for bilingualism and biliteracy
- Presentations and Q&As with publishers
- Four focus groups with teachers who piloted each set of curricular materials
- Survey and emails with educators from other districts with bilingual programs in which these curricular materials are used
- In-depth review of curricular materials
- In-depth review of independent evaluation reports
- In-depth discussion to evaluate each curricular program

During each step of the process, the subcommittee engaged in in-depth discussion to interpret the available data, to stay grounded in the most recent research on bilingualism and biliteracy development, and to keep students at the center of the conversation. The subcommittee also held a future-oriented stance by considering which materials could support the vision of both the district and bilingual programs moving forward.

Below you will find a summary that includes strengths and challenges of each curriculum based on the work of the Curriculum and Instruction Subcommittee. These strengths and challenges have been compiled based on the subcommittee's analysis of several data sources as listed above.

Summary of Each Program's Strengths and Challenge		
<i>Publisher</i>	<i>Strengths</i>	<i>Challenges</i>
American Reading Company (ARC)	<ul style="list-style-type: none"> • Student-centered program • Inquiry-based approach • Engaging, theme-based units with integrated Science and Social Studies • Reading, writing, and oral language development are integrated • High-quality texts that serve as both mirrors and windows for diverse students • Focus on building student independence as learner • 100 Book Challenge and classroom library proven to motivate and engage students • Flexibility in framework with assessment tools in English and Spanish to guide small group instruction • Similarities in view of pedagogy, access, and equity to Fountas and Pinnell • Alignment to district literacy vision and values • Integrated support for multilingual learners 	<ul style="list-style-type: none"> • Requires commitment to professional learning • Requires comprehensive implementation plan • Requires specific planning for 6th grade Spanish and Spanish Toolkit beyond level 2 Red
Benchmark Education Company	<ul style="list-style-type: none"> • Integrated Science and Social Studies themes • Some texts with vibrant images • Useful phonics cards, alphabet cards, and alphabet mats to support foundational skills • Engaging online resources including texts and games 	<ul style="list-style-type: none"> • Spanish phonics instruction based on translation from English • Repetitive tasks do not hold engagement of students • Instruction is teacher-centered • Spanish texts are often translations from English • Assessment does not meet needs of diverse classroom • Leveled readers are not challenging enough for Spanish-speakers • Materials are not physically durable • Teacher's guide is unclear

<p>Houghton Mifflin Harcourt</p>	<ul style="list-style-type: none"> • Systematic support for early literacy development appropriate to both English and Spanish • Thematic units • Some high-quality texts • Range of supplementary materials in print and online (including songs, videos, and visuals) • Kid-friendly anchor charts • Integrated socioemotional work on Growth Mindset • Integrated support for ELs • Dual language implementation guide 	<ul style="list-style-type: none"> • Collaborative conversations structures are repetitive and lack relevance to students • Instruction is teacher-centered • Limited choice for students • Privileges some voices over others in choice of texts • Unrealistic pacing • Vocabulary instruction lacks follow through
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Based on this extensive review, the Curriculum and Instruction Subcommittee recommends the adoption of ARC Core in English and Spanish for all elementary (K-6) Dual Language and Transitional Bilingual Education classrooms in the Worcester Public Schools. This recommendation is based on the following strengths of ARC as identified by the subcommittee:

<p style="text-align: center;">ARC Core Strengths</p>	
<p style="text-align: center;">Area</p>	<p style="text-align: center;">Strengths</p>
<p>General/ Overall</p>	<ul style="list-style-type: none"> • Inquiry-based • Student-centered • Strong research base for program • Focus on equity integrated throughout program • Promotes authentic and independent learning • Promotes higher order thinking • Flexible to meet students’ and teachers’ needs • Trust placed in teachers to use their expertise • Science and Social Studies standards addressed through literacy instruction • Learning framework (identity affirmation, comprehensible input, oracy and literacy development, frontloading, language objectives, differentiation informed through ENIL/IRLA) aligns with district’s literacy values and vision • Parents are viewed as partners in student learning and tools are provided to support this partnership • Proven success in other DL programs regionally
<p>Early Literacy and Reading Instruction</p>	<ul style="list-style-type: none"> • Fundamental reading skills instruction in Spanish and English is appropriate to each language • Reading workshop approach with interactive read alouds and small group instruction informed by formative assessment and power goals • Students articulate their own goals

	<ul style="list-style-type: none"> • Reading instruction is differentiated for diverse student needs
Oral Language	<ul style="list-style-type: none"> • Language learning is integrated in all aspects of the program and specific guidance for multilingual learners is included in the Multilingual Learners Guide • In-depth thematic units promote authentic language learning • Oral language development is fueled by relevant, engaging collaboration on research questions
Writing	<ul style="list-style-type: none"> • Writing integrated into reading and oral language instruction • Writing is based on genre-study • Writing skills cards support focused writing instruction • Writing workshop approach
Quality of Texts	<ul style="list-style-type: none"> • Classroom library and 100 Book Challenge has proven highly engaging for students • High interest books on topic at a range of proficiency levels to meet students where they are • Classroom libraries include a wealth of diverse high-quality texts • Transcreated materials (rather than translations) • Lending libraries and e-libraries for additional reading at home
Cultural Competence	<ul style="list-style-type: none"> • Engages students in exploring relevant research questions • Texts center stories of the US Latinx experience normalizing bilingual life and identity • Representation of diverse, multicultural perspectives
Assessment	<ul style="list-style-type: none"> • Assessment tools (IRLA/ENIL) clearly inform instructional decision-making • Spanish assessment is based on in-depth study of literacy instruction and language arts standards across Spanish-speaking countries as well as current research in US • Assessment guides intentional learning by identifying power goals and supporting students to work on their individual goals • Online system to track student learning and to provide reports for parents in both English and Spanish
Bilingual Implementation	<ul style="list-style-type: none"> • ARC's experience and ability to support implementation in bilingual programs • ARC's commitment to internal professional learning on bilingualism and biliteracy development • Several districts in the region have implemented (e.g., Waltham, MA, Windham, CT, Pawtucket, RI, Central Falls, RI) or are currently planning implementation (e.g., Providence, RI) in dual language programs • Possibility for partnerships with nearby implementing schools • PD customized to meet schools' and district's needs • PD opportunities for teachers and administrators • Through implementation, teachers will deepen their knowledge base on bilingualism and biliteracy development and improve their practice • Tools are provided to support integrated, systematic and explicit ESL instruction

Overall, ARC provides our bilingual teachers and students with high-quality curricular materials to guide and support literacy and language development across both Spanish and English. The adoption of these curricular materials would be accompanied by a significant investment in professional learning tailored to address the unique needs of bilingual programs. This adoption and accompanying professional learning are one component of a more comprehensive approach to strengthening instructional practices in our district's bilingual programs. Now that the Curriculum and Instruction Subcommittee has completed its initial task of evaluating the pilot curricular materials, this subcommittee's next step is to review instructional practices and make recommendations for a framework of instructional practices to be implemented across the curriculum in all content areas. With this multi-faceted approach of high-quality biliteracy materials, a common framework of instructional practices, and professional learning to support the development of bilingualism and biliteracy across the curriculum, we are confident that our bilingual programs will yield high achievement outcomes for our diverse students.

Demo Site	
The website below will provide a closer look at ARC Core.	
Website	https://www.americanreading.com/core-adoption/massachusetts/
Username	arc
Password	2020May!