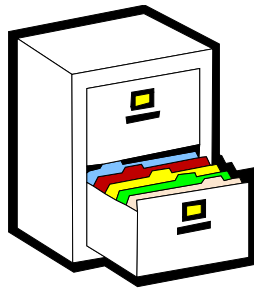


Bernards Township School District
Office of Curriculum and Instruction

FIVE YEAR CURRICULUM CYCLE



K-5 Language Arts Program Evaluation

June 2001

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I.

INTRODUCTION

**K-5 LANGUAGE ARTS EVALUATION
STEERING COMMITTEE**

Janet M. Ankiel, District Language Arts Supervisor (Chair)
Sandra Russo (Co-chair)

Kristie Arnold

Shannon Ayers

Lisa Barr

Clare Baverstock

Lanie Bilenker

Bob Colavita

Mary Deschenes

Vivian Fentress (parent)

Jennifer Hughes

Maryann Jones

Danielle Lynch

Carol Macbride

Linda Mann (parent)

Kathleen Murphy

Colleen Nicolella

Sandy Novak

Rebecca Palmer

Lindy Richelo (parent)

Linda Saalfield

Gabriella Stabile

Debby West (parent)

K-5 LANGUAGE ARTS EVALUATION SUB-COMMITTEES

Assessment & Evaluation

Lanie Bilenker, Chair
Jane Costa, Co-chair

Maryanne Climes
Cindy Esposito
Janet Grossarth
Marge Hansen

Ellen Haulenbeek
Sharon Licari
Carla Parry
Judy Slutzky

Core Books & Thematic Units

Carol Macbride, Chair
Nancy Cahill, Co-chair

Mary Bennet
Dawn Bruhn
Dawn Bruhn
Lisa Brouillard
Collette Clark
Jenn Hunko
Barbary Kwityn

Michelle Major
Maureen Mealia
Linda Nollkamper
Carla Parry
Carolyn Sena
Barbara Scammell
Tracy Underhill

Instructional Strategies

Maryann Jones, Chair
Lisa Lozak, Co-chair

Erica Henderson
Joanne Hozeny
Michael Orr
Denise Pecoraro

Michele Petrie
Melia Romano
Connie Semler
Terry Vena

Text & Materials

Shannon Ayers, Chair
Elizabeth McAfee, Co-chair

Karen Biglin
Tami Bivaletz
Jennifer Cerra

Kim McElroy
Kathy O'Connor
Christina Ondik
Dana Prokopiak

AN OVERVIEW OF THE EVALUATION PROCESS

The K-5 Language Arts Program Evaluation is a process that covers a lengthy period and involves many K-5 teachers and special education teachers directly and all K-5 teachers and special education teachers indirectly.

The Steering Committee began meeting on a regular basis in October, 2000. Sub-committees, chaired by the reading specialists, were created and began meeting shortly thereafter.

The first task of the Steering Committee involved assessing the existing Philosophy, the K-12 Exit Goals and the K-12 Program Goals. After discussions and input from many stakeholders, some revisions were suggested and acted upon. Most of the changes occurred for two reasons:

- 1) Since writing the philosophy in 1993-1994, the district's understanding of effective language arts instruction has matured and evolved to reflect current research, and;
- 2) The district began to experience considerable growth and an influx of new teaching personnel. With so many new players and in some instances "brand new teachers," the Steering Committee acknowledges the need to provide clearly-defined support and direction.

The Steering Committee also began to gather data and information to help make decisions. The original plan to visit other school districts was abandoned due to the increasing shortage of substitutes. However, phone conversations with various districts did provide some important insights. The Language Arts Steering Committee (LASC) examined all the K-12 Program Goals in light of the New Jersey Core Curriculum Content Standards. Appropriate recommendations and adjustments will be made during Summer Curriculum Writing. Areas of special note include the Viewing, Listening and Speaking standards as well as the Workplace Readiness standards.

Examination of NJDOE Assessments and Standardized test scores attest to strong student performance in reading comprehension at the informational level. The scores also suggest additional emphasis on developing higher order thinking skills in relation to reading comprehension, a deeper appreciation of literature/critical thinking skills and reinforcement in the area of vocabulary and word study.

The examination and realignment of existing thematic units, learning objectives and core materials list has involved all classroom teachers. During Elementary Staff Development sessions, the language arts supervisor, along with the reading specialists, reviewed themes and materials with each grade level. Teachers were invited to evaluate the themes, examine existing book titles and suggest new texts. This activity facilitated several in-depth discussions about language arts instruction and has provided each grade level with a newly honed and refined focus for instruction.

Simultaneously, with all of the above events, the teaching professionals were examining and exploring materials provided by seven different vendors. After much discussion and careful consideration, grades 2-5 agreed to adopt the Houghton-Mifflin literature anthology. Grades K-1 decided to maintain most of the existing tradebooks and “big books” while supplementing with some newer publications.

The four sub-committees continued to meet over the many months. The reports of the Assessment and Evaluation, Instructional Strategies, Core Books & Thematic Units and Text & Materials Sub-committees follow this general summary.

The evaluation portion of the Five-Year Curriculum Cycle will conclude with Summer Curriculum Writing. Implementation will begin in September, 2001.

Respectfully submitted,

Janet M. Ankiel

Chair of the Language Arts Steering Committee

Sandy Russo

Co-chair of the Language Arts Steering Committee



II.

REVIEW OF

CURRENT PROGRAM

WHO? Sub-Committee Members:

Lanie Bilenker, Liberty Corner School, Reading Specialist (Chair)
Maryanne Climes, Liberty Corner School, Second Grade
Jane Costa, Liberty Corner School, Assistant Principal (Co-chair)
Cindy Esposito, Cedar Hill School, Fifth Grade
Janet Grossarth, Liberty Corner School, Third Grade
Marge Hansen, Liberty Corner School, Second Grade
Ellen Haulenbeek, Cedar Hill School, Kindergarten
Sharon Licari, Oak Street School, Fourth Grade
Carla Parry, Mount Prospect School, First Grade
Judy Slutzky, Mount Prospect School, Principal

WHAT? Our sub-committee surveyed each grade level to determine the status of the core book, thematic unit and district assessments in the Curriculum. The following questions/topics were addressed at each grade level:

- Do the assessments represent a variety of strategies?
- Does each core book have an assessment?
- Do any assessments need revision?
- Comments on “district assessments”

WHERE? Surveys were completed and/or discussed at grade level meetings within buildings, at Elementary Staff Development Sessions, at a District Language Arts Curriculum Meeting and at our Sub-Committee Meetings.

WHEN? Grade level teams met as needed to complete the surveys. Our subcommittee scheduled four ninety minute meetings after school to complete our work beginning in December and ending in May.

WHY? To make recommendations for revisions of core book, thematic unit, and district assessments at each grade level in the Curriculum Guide.* It is suggested that these recommendations be worked on by grade level members during Summer 2001 Curriculum Writing and, if necessary, continue work into the 2001-2002 school year during Grade Level, Curriculum and/or ESD meetings.

- (See Appendix “A”)

WHO? Sub-Committee Members:

Maryann Jones, Cedar Hill School, Reading Specialist (Chair)

Erica Henderson, Cedar Hill School, First Grade

Joanne Hozeny, Mount Prospect School, Second Grade

Lisa Lozak, Cedar Hill, Fourth Grade (Co-chair)

Michael Orr, Cedar Hill School, Fifth Grade

Denise Pecoraro, Oak Street School, Second Grade

Michele Petrie, Cedar Hill School, Fourth Grade

Malia Romano, Cedar Hill School, Special Education

Connie Semler, Liberty Corner School, Third Grade

Terry Vena, Mount Prospect School, Kindergarten

WHAT? The following questions were addressed at each grade level:

- Examine and organize strategies according to primary and intermediate levels.
- Review the list of strategies in the back of the guide and decide additional ways to display it as a reader-friendly chart.
- Inventory which strategies are most frequently used and why they are considered effective.
- Discuss strategies that teachers have heard about in graduate classes or in workshops and evaluate their effectiveness.

HOW? Committee members examined the strategies that are currently in the curriculum guide and discussed which of those are considered to be most effective in the delivery of Language Arts instruction. Each member was asked to take a questionnaire back to their grade level teams and to inventory which ones were used most frequently and how they are infused into daily lessons. In addition, teachers examined the list of alphabetically organized strategies. Discussion followed as to whether grouping strategies according to grade appropriateness would be an educationally-wise decision. A chart was created that illustrates what a Balanced Language Arts Program should include. In essence, these visual charts would create user-friendly tools for new hires. Members believe that in-depth explanations of specific strategies would make the guide more serviceable. It was suggested that graphic organizers that are germane to specific grades would be housed in the Media Center at each school for easy access. Discussions followed as to new ideas and methods that many teachers have garnered at workshops and graduate school. A survey was disseminated to ascertain the validity and usefulness of these strategies. Any strategy which is considered to enhance critical thinking in or students will be presented to the Board. The Committee considered the Core Curriculum Content Standards as it worked through the process.

WHEN: Committee members met on four different occasions from 3:30-5:00 P.M. In addition, grade level teachers met to collect data pertaining to surveys.

Recommendation Report

WHO? Sub-Committee Members:

Shannon Ayers, Oak Street School, Reading Specialist (Chair)
Elizabeth McAfee Oak Street School, Grade Four (Co-chair)
Karen Biglin, Oak Street School, Kindergarten
Tami Biviletz, Liberty Corner School, Grade Five
Jen Cerra, Liberty Corner School, Grade Four
Kim McElroy, Mount Prospect School, Special Education
Kathy O'Connor, Mount Prospect School, Grade Three
Tina Ondik, Cedaer Hill School, Grade One
Dana Prokopiak, Cedar Hill School, Grade Two

WHEN? This sub-committee met four times after school hours during the school year 2000-2001. In addition, classroom teachers throughout the school district met during scheduled Elementary Staff Development time, as well as on their own time, to complete the tasks put forward by this sub-committee.

WHAT? The work of this committee included the following tasks:

- Inventory of the current language arts instructional materials throughout the district (professional books for teachers, leveled book sets, dictionaries and thesauri, and class libraries);
- Establish consistency in materials across elementary buildings
- Evaluate and recommend the new anthology series.

HOW? Anthology Adoption:

Classroom teachers played a major role in accomplishing the tasks listed above. Teachers first took the time to examine and evaluate sample anthology series sent to each building. The publishing companies that were examined included Silver Burdett Ginn, Harcourt, Houghton Mifflin, Macmillan McGraw Hill, and Scott Foresman. Teachers completed the appropriate evaluation forms for each series. The material was evaluated on content, organization, supplementary materials (including assessment packages), physical characteristics and special considerations. (Please see Appendix "B" for a copy of the evaluation form.)

After each grade level evaluated the material, a cross-district meeting was held to discuss the anthology series and to reach a recommendation for a particular series. The results showed little difference between the Houghton Mifflin publication and the Harcourt Brace publication. The Steering Committee took into consideration the input from teachers and voted to adopt the Houghton Mifflin anthology series for grades 2-5. The anthology series was not recommended for kindergarten and grade 1 based on teacher input.

Materials:

The challenge for this area of the sub-committee's charge was the inventorying of material. An overview of the materials present in the schools revealed many inconsistencies in materials. Although the general overview results collated cannot be stated as complete because of incomplete data, the differences in materials were evident. It is in our best interest to tackle each area (leveled text, classroom libraries, dictionaries and thesauri, and professional materials) individually.

The committee decided to first tackle the dictionary and thesauri inconsistencies. An in-depth inventory was conducted to determine the dictionaries and thesauri present in each classroom. Input was given from the teachers regarding the appropriateness of the material. Reallocation of materials will be considered and purchasing needs will be determined. Similar procedures should be followed with regard to the remaining material areas.



Thematic Units and Related Core Materials Sub-Committee Recommendation Report

WHO? Sub-Committee Members:

Nancy Cahill, Oak Street School, Grade Four (Co-chair)
Carol Macbride, Mount Prospect School, Reading Specialist (Chair)
Mary Bennet, Cedar Hill School, Grade Three
Allyson Blanford, Liberty Corner School, Grade Five
Dawn Bruhn, Cedar Hill School, Grade Two
Lisa Brouillard, Cedar Hill School, Kindergarten
Collette Clark, Liberty Corner School, Grade Two
Jenn Hunko, Oak Street School, Kindergarten
Barbara Kwityn, Mount Prospect School, Kindergarten
Michelle Major, Liberty Corner School, Grade Five
Maureen Mealia, Oak Street School, Grade One
Linda Nollkamper, Cedar Hill School, Grade Three
Carla Parry, Mount Prospect School, Grade One
Barbara Scammell, Mount Prospect School, Grade Four
Tracy Underhill, Cedar Hill School, Special Education

WHAT? The Committee's task was to survey the staff regarding grade level themes and core books. The Committee constructed surveys. They were then distributed and filed out by all grade levels. The thematic unit survey was sent out first, followed by the core book survey. The committee then compiled the surveys. There was a final review of the core books and themes by each grade level at the Elementary Staff Development (ESD) meetings. Reports were shared with the Language Arts Steering Committee at the appropriate meetings. Reports were also shared with the Principals at the elementary level..

WHEN? The committee met monthly for an hour and a half at Liberty Corner School.

WHERE? The meetings began in December and ended in March.

Winter, 2001

The following is a compilation of parent responses (by grade level) to the K-5 Language Arts survey conducted in the winter of 2001.

QUESTION #1: Our family notices that the curriculum for language arts is at the appropriate level of difficulty.

- **Reading** - 83-96% of parents agree in grades K-1, 3-5; 75% agree in grade 2
5-12% of parents disagree in grades K-5
- **Writing** - 90-95% of parents agree in grades K-2, 4; 81-83% agree in grades 3, 5
8-12% of parents disagree in grades K-2, 4; 16-22% disagree in grades 3, 5
- **Listening** - 85-93% of parents agree in grades K-2; 75-81% agree in grades 2-5
3-8% of parents disagree in grades K-5
- **Viewing** - 72-79% of parents agree in grades K, 2, 4; 50-69% agree in grades 3, 5
2-4% of parents disagree in grades K-5
- **Speaking** - 80-91% of parents agree in grades K-2, 4; 74-75% agree in grades 3, 5
2-6% of parents disagree in grades K-2; 9-13% disagree in grades 3-5

QUESTION # 2: Our family notices that our child actively participates in the following language arts activities:

- **Reading** - 90-100% of parents agree in grades K-5
2-7% of parents disagree in grades K-5
- **Writing** - 95-99% of parents agree in grades K-2, 4-5; 86% agree in grade 3
2-7% of parents disagree in grades K-5
- **Listening** - 77-90% of parents agree in grades K-5
1-8% of parents disagree in grades K-5
- **Viewing** - 81-84% of parents agree in grades K-1, 4; 60-77% agree in grades 2-3, 5
1-2% of parents disagree in grades K-5
- **Speaking** - 80-89% of parents agree in grades K-5
2-7% of parents disagree in grades K-5

QUESTION # 3: Our family notices that the reading selections and other language arts materials are current and meet the needs of our child.

90-93% of parents agree in grades K & 5; 80-89% agree in grades 1-4
5-12% of parents disagree in grades K-5

QUESTION #4: Our child has opportunities to refine reading and writing strategies through meaningful homework activities.

71-85% of parents agree in grades K, 3-5; 90% agree in grade 1
20-27% of parents disagree in grades K, 3, 5; 7-15% disagree in grades 1-2, 4

QUESTION #5: Our child has access to appropriate technology (VCR, listening centers, computers).

81-84% of parents agree in grades K, 1, 4; 93-95% agree in grades 2, 5; 77% agree in grade 3
1-3% of parents disagree in grades 1 & 3; 7-10% disagree in grades 1 & 4;

QUESTION #6: The curriculum content satisfies the needs of our child, including vocabulary, phonics (K-2) and spelling.

63-79% of parents agree in grades K-5;
13-29% of parents disagree in grades K-4; 38% disagree in grade 5

QUESTION #7: Our child has opportunities to access, research, interpret, and apply information from a variety of print and non-print sources.

76-81% of parents agree in grades K-4; 90% agree in grade 5
2-10% of parents disagree in grades K-5

QUESTION #8: Our family notices that the library/media center is used to support language arts.

83-90% of parents agree in grades K, 4-5; 70-79% agree in grades 1-3
4-10% of parents disagree in grades K-5

QUESTION #9: Based on survey results, the following are identified as areas of strength of the Language Arts curriculum in the Bernards Township School District.

Kindergarten:

1. Language Arts curriculum is at the appropriate level of instruction
2. Activities and homework are at the appropriate level
3. Themes introduced are reinforced in many cross-curricular activities

Grade 1:

1. Reading and writing program appropriate and comprehensive
2. Individual assessments helpful
3. Variety of assignments foster enthusiasm

Grade 2:

1. Themes are integrated in more than one area
2. Strong emphasis to develop a love of reading
3. Reading and writing are strong and progress nicely

Grade 3:

1. Curriculum fosters a love of reading and writing
2. Variety of materials enhance learning through differentiating instruction
3. Oral presentations enhance speaking skills

Grade 4:

1. Various literature is read on a daily basis to enhance love of reading
2. Creative writing opportunities are encouraged
3. Writing process is well developed

Grade 5:

1. Reading and writing are integrated throughout the curriculum
2. Strong oral speaking program practiced through content areas
3. Strong writing workshop component

QUESTION #10: Based on survey results, the following were identified as areas of concern or areas needing more information.

Kindergarten:

1. Clearly articulate phonics instruction to parents
2. Clarify reading expectations

Grade 1:

1. Examine demands of curriculum
2. Address consistency of spelling/phonics instruction
3. Communicate more information regarding curriculum

Grade 2:

1. Address consistency of spelling/phonics instruction
3. Communicate information regarding language arts curriculum
4. Provide more assessment information

Grade 3:

1. Increase instruction of spelling, grammar and vocabulary
2. Share written work with parents
3. Address handwriting

Grade 4:

1. Enhance the spelling program
2. Increase emphasis on language proficiencies (grammar)
3. Address handwriting

Grade 5:

1. Increase instruction of spelling, grammar and vocabulary
2. Increase listening and viewing
3. Provide smaller class sizes and less homework

IV. K-12 LANGUAGE ARTS PHILOSOPHY

The Bernards Township School District is committed to fostering literacy and communication competency so students can successfully understand and enjoy our complex modern world.

In order to develop effective communication skills, appreciation of the written/spoken word and enthusiasm for the language, the language arts program integrates reading, writing, listening, speaking and viewing. The literature-based, developmentally appropriate, student-centered curriculum provides the essential integration. Acknowledging the student's rehearsals/approximations as indicators of growth and encouraging student decision-making/problem-solving help students become life-long strategic learners. The increasing global scope of society, the dynamic influence of technology in communication, and the evolving research on cognitive development all necessitate the continued implementation of the most effective teaching strategies. These strategies provide creative, unique and authentic language arts experiences to accommodate various learning styles.

The Bernards Township School District is committed to the creation of student-centered classrooms which nurture appreciation for all the language arts, encourage the students' ownership of individual learning and enhance self-esteem through increased interaction with the language's intricacies.

*Bernards Township School District
Basking Ridge, New Jersey*

V.

**LANGUAGE ARTS
DISTRICT EXIT GOALS**

The students will use appropriate and effective reading process strategies to construct meaning from text.

The students will react, respond and apply critical-thinking/problem-solving strategies to language arts experiences through reading, writing, listening, speaking and viewing.

The students will develop as lifelong learners who demonstrate a positive attitude toward reading, writing, listening, speaking and viewing.

The students will take risks as communicators.

The students will apply current and emergent technologies to language arts experiences.

*Bernards Township School District
Basking Ridge, New Jersey*

VI.

**LANGUAGE ARTS
PROGRAM GOALS**

GOAL 1: STUDENTS WILL USE APPROPRIATE READING PROCESS STRATEGIES TO CONSTRUCT MEANING FROM TEXT

A. PRE-READING

1. Activate prior knowledge
2. Determine purpose for reading
3. Use prior knowledge to make

B. READER-TEXT INTERACTION

1. Determine main idea(s)
2. Identify supporting details
3. Use text structure to construct meaning
4. Use semantic, syntactic and graphophonic cueing systems to construct meaning
5. Use context to determine the meaning of vocabulary
6. Identify author's purpose
7. Make inferences
8. Draw conclusions
9. Monitor comprehension and adjust use of reading strategies
10. Critically assess text during reading
11. Identify elements of author's craft (characterization, theme, mood, plot, tone, setting, atmosphere)

C. POST READING

1. Discuss reading
2. Summarize selection
3. React through reading, writing, listening, speaking and viewing

GOAL II: STUDENTS WILL REACT, RESPOND AND APPLY CRITICAL THINKING/ PROBLEM SOLVING STRATEGIES TO LANGUAGE ARTS EXPERIENCES THROUGH READING, WRITING, LISTENING, SPEAKING AND VIEWING.

A. READING

1. Select related materials and resources
2. Seek information in additional reading selections
3. Explore alternative points of view in supplementary texts

B. THE WRITING PROCESS

1. Pre-writing

- a. Write for a variety of purposes
- b. Identify and write for a variety of audiences
- c. Select appropriate strategies that organize the writing
- d. Determine an appropriate form and style for the writing

2. Drafting

- a. Produce a preliminary draft appropriate to the writing

3. Revising

- a. Apply revision process to own writing
- b. Apply revision process to the writing of others
- c. Revise draft for content and organization
- d. Revise for form (essay, letter, poem, paragraph)
- e. Revise for style
- f. Revise for biased language

4. Editing

- a. Edit for sentence structure
- b. Edit for usage
- c. Edit for diction (word choice)
- d. Edit for technical errors
- e. Edit for mechanical errors

5. Publishing

- a. Prepare a final draft

- b. Select alternative modes (author's chair, read aloud, dramatization)

C. WRITING TO LEARN

1. "Free write" response to a writing prompt
2. Extend comprehension through writing (charts, lists, outlines, timelines, note-taking, graphic organizers)
3. Record reactions to reading and listening experiences (journals, logs, diaries, poetry)
4. Clarify thoughts, personal opinions and abstract concepts
5. Pose questions and identify items that need further research
6. Critically evaluate oral messages (lecture note-taking)

D. LISTENING/VIEWING

1. Identify intent of the speaker/media presentation
2. Understand and implement oral instructions
3. Select relevant strategies that facilitate listening/viewing
4. Critically evaluate oral messages

E. SPEAKING

1. Speak for a variety of purposes
2. Adjust speech for different audiences
3. Select relevant strategies that organize speech
4. Monitor speaking effectiveness and adjust strategies

GOAL III: STUDENTS WILL DEVELOP AS LIFELONG LEARNERS WHO DISPLAY A POSITIVE ATTITUDE TOWARD READING, WRITING, LISTENING, SPEAKING AND VIEWING

A. READING

1. Select reading as an activity
2. Read a variety of materials for many purposes
3. Appreciate the purpose of reading
4. Display confidence in reading
5. Share, review and recommend books to others

B. WRITING

1. Select writing as an activity
2. Write in a variety of genre for many purposes
3. Appreciate the purpose of writing
4. Display confidence in writing
5. Share writing

C. LISTENING

1. Select listening as an activity
2. Listen to various auditory forms for many purposes
3. Appreciate the purpose of listening
4. Listen attentively

D. SPEAKING

1. Select speaking as an activity
2. Speak in various situations
3. Appreciate the significance of oral communication
4. Display confidence in speaking

E. VIEWING

1. Select viewing as an activity
2. View a variety of media presentations for many purposes
3. Appreciate the purposes of viewing
4. Share reaction to viewing

GOAL IV: STUDENTS WILL TAKE RISKS AS COMMUNICATORS

A. READING

1. Willingly read aloud for an audience
2. Voluntarily share personal reactions to reading
3. Readily participate in a reading conference
4. Select unfamiliar authors, different topics and a variety of genre

B. WRITING

1. Voluntarily share writing with others
2. Readily participate in a writing conference
3. Willingly write on new topics using a variety of styles

C. SPEAKING

1. Voluntarily speak in a variety of situations
2. Willingly speak on new topics using diverse approaches

D. LISTENING/VIEWING

1. Willingly and objectively listen to and view diverse media presented in a variety of forms
2. Readily share listening and viewing experiences

GOAL V: STUDENTS WILL APPLY CURRENT AND EMERGENT TECHNOLOGIES TO LANGUAGE ARTS EXPERIENCES

1. Use technology to complete research (microfilm/fiche, computer database, CD ROM, VCR segmented-viewing, hypertext)
2. Use computer programs to reinforce the principles of the semantic, syntactic, and graphophonic cueing systems
3. Select various graphics programs to enhance written reports
4. Use outline preparation programs to pre-write
5. Use desktop publishing programs
6. View partial and complete VCR dramatic productions
7. Use laser video disc players to access literature
8. Listen to audio readings of literature
9. Use hyper-media/multi-media production techniques
10. Use integrated curricular software

VII.

RECOMMENDATIONS

**GENERAL RECOMMENDATIONS
K-5 LANGUAGE ARTS EVALUATION COMMITTEE**

#	RECOMMENDATIONS	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS
1.	Dedicate some ESD (Jan.-June, 2001) to grade level discussions re: K-5 L.A. Program	Ask principals to relinquish previously scheduled time. Supervisor & reading specialist will be responsible.	Jan.-June 2001	Need to change previously set schedule	Completed - Twenty sessions of K-5 ESD devoted to the Language Arts Evaluation Feb.-June 2001
2.	Schedule K-5 Curriculum meeting. Prove status report on sub-committees; timeline for implementation	Schedule meeting and agenda	May 30, 2001	None	Completed - K-5 staff met May 2001. Reports from all committees were delivered.
3.	Adopt Houghton-Mifflin Anthology for grades 2-5	Submit to DCC, BOECC and full Board	As soon as possible.	Budget 2002-2003	Completed - Adoption approved June 2001. Student texts have been delivered.
4.	Coordinate Lang. Arts Challenge Goals in four elementary schools	Meet with principals to brainstorm ideas. Examine test results. Identify common concerns. Write goals.	Spring 2001	Needs may be different	As determined by site-based planning committees. Two buildings have similar goals for open-ended questions. Two buildings have math goals.
5.	Stagger timeline for implementation - Gr. 2-5	Materials Instructional Strategies Regular assessments Core book/assessments	2001-2002 2001-2002 2001-2002 2001-2002	ESD time, Summer curriculum writing	In progress.

#	RECOMMENDATION	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS
6.	Plan training sessions for assessment strategies, procedures, etc.	Examine recommendations of Language Arts Steering Comm. Discuss with Professional Develop. Comm. Identify greatest needs Determine training.	Summer 2001 Fall 2001	Lack of time. Scheduling.	Staff college courses are scheduled. ESD will address some needs. Will discuss with PDC at September meeting.
7.	Incorporate learning objectives for viewing, listening, speaking, technology & workplace readiness in thematic units	Main objective of summer Curriculum Writing	Summer 2001	Lack of time	Completed - Listening, speaking and technology addressed during Summer Curriculum Writing. Workplace standard was tabled due to lack of time
8.	Review specific grade level suggestions on surveys regarding revision of core book/thematic unit assessments; prioritize and revise accordingly.	School Year 2001-02 or 2002-03, as completed	Complete work during Summer 2001 and School year 2001-02.	Time during Summer Curriculum Writing and/or at Grade Level, Curriculum and/or ESD meetings during 2001-2002.	Completed - Many suggestions and ideas were incorporated into curriculum revisions during Summer Curriculum Writing.
9.	Consider Retellings as an assessment option. (K: Consider a "Listening Retell".)	School Year 2001-02 or 2002-03, as completed.	Complete work during Summer 2001 and/or School year 2001-02.	Time during Summer Curriculum Writing. Need for teacher training.	Some retellings are present. On-going for 2001-2002.
10.	Grades K, 1 and 2: Create a district grade level Assessment Calendar	School year 2001-02	Create during Summer 2001	Time to complete work during Summer 2001 Curriculum Writing	Completed - Added to Language Arts curriculum binder Appendix

#	RECOMMENDATION	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS
11.	Grades K, 1 and 2: Update District Assessment Folder to include all assessment forms.	School year 2001-02	Update during Summer 2001	Time to complete work during Summer 2001 Curriculum Writing	Memo to staff sent from reading specialists. After inventory, reading specialists will prepare materials.
12.	Redesign Instructional Strategies Chart. Indicate grade appropriateness.	Refine one created during sub-committee meeting and include in our guide; Sub-Committee work.	Summer 2001-2002	Teacher training & familiarity with the strategy	Completed - Grade level specific charts included in Language Arts curriculum binder Appendix.
13.	Present detailed explanations of certain strategies that would facilitate usage; Include diagrams, charts, examples, ideas on how to implement.	Sub-Committee work.. Curriculum Writing. Grade Level meetings. Monthly Curriculum meetings.	Summer 2001-2002	Teachers will need training on the purpose of the strategy and the implementation and assessment procedures.	Completed - Included in new front of Language Arts curriculum binder.
14.	Include a visual aide that displays an overview of an Integrated Language Arts Program	Incorporate into the guide. Train staff	Summer 2001-2002	All Reading and Writing activities need to be examined for completeness.	Partially completed - Some grade levels included this at the beginning of each unit.
15.	Ask PTO groups to schedule meetings to inform members about the Lang. Arts Program.	Contact ISC and make requests	2001 Spring 2001-2002 - Visit Schools	Programs may already be set. Lack of time.	In Progress
16.	Schedule more parent information meetings to be delivered by teaching staff, reading specialists & supervisor/principals.	Schedule AM & PM sessions. Prepare presentations. Deliver to multiple groups.	K-2 and 3-5 2001-02. Ongoing 2002-03.	Lack of time. Scheduling conflicts. Contractual limits.	In Progress

#	RECOMMENDATION	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS
17.	Add new research-based instructional strategies	Sub-Committee work/ curriculum writing. Grade level meetings. Monthly curriculum meetings. Add to Curriculum Guide.	2001-2002		In Progress - Balanced Reading Instruction and Instructional Practices added to Language Arts curriculum binder.
18.	Establish Lang. Arts Oversight Committee to help disseminate info, review new titles and support staff.	Seek members (at least 2 per grade level-represent all schools). Set quarterly meetings with supervisor	Fall 2001 Ongoing	Time constraints	Language Arts Steering Committee Agenda item
19.	Distribute and appropriate dictionaries and thesauri by grade level throughout the district	Spring and Fall 2001	Inventory and re-allocation of material by June 2001. Purchases by school-based PTO to fill holes by December 2001	PTO assistance needed for budgetary reasons	In progress
20.	Level book holdings per the Fountas/Pinnel mode	Provide training in leveling. Form building-based committees.	2001-2001	Lack of time. Contractual limits.	Language Arts Steering Committee October meeting Agenda item
21.	Clean out book closets and re-allocate unused titles to classroom libraries	Reading specialists to work with grade levels.	2001-02 - 3 grades. 2002-03 - 3 more grades	Lack of time	Language Arts Steering Committee October meeting Agenda item
22.	Place a binder in the Media Center to house graphic organizers, rubrics, criteria sheets, etc.	All schools will have similar ones; they will be grouped according to grade level; Sub-Committee work.	2001-2002 Summer or Fall	Committee members will use a checklist to determine appropriateness.	Completed - Reading Specialists to share with staff
#	RECOMMENDATION	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS

23.	Grade K: Pilot a Phonemic Awareness Assessment	Research options, present to staff; Make selections	School Year 2001-02	Time during Summer 2001 and School year 2001-2002	In progress - Reading Specialists are researching
24.	Explore Reading assessment options K-3	School Year 2002-03	Exploration and training 2001-2002	Time to provide training at Grade Level, Curriculum and/or ESD meetings and funds to purchase materials	Language Arts Steering Committee October meeting Agenda item
25.	Fill classroom libraries with district-purchased materials spanning the genres and difficulty levels	Budget for purchase	Identify appropriate number of books and a list of genres needed for each library by Fall 2001. Generate appropriate purchase orders to fill gaps in school libraries		To be done. Completed orders for grade levels requesting materials
26.	Maintain a professional library for each teacher and each school	Budget for purchase	2002-2003	Budgetary, time to inventory	Future concern
27.	Clarify procedures for the Writing Portfolio	School Year 2002-2003	Study portfolio assessment 2001-02	Time to complete study and organization of a committee.	Language Arts Steering Committee October meeting Agenda item
28.	Reinstate the Report Card Committee at the building level so new employees can be trained on using the Report Card	Form committee at each building. Review report card with supervisor. Initiate training sessions, perhaps in a Staff College course	Fall 2001 & ongoing.	Need trained personnel. Lack of time.	Language Arts Steering Committee October meeting Agenda item
#	RECOMMENDATION	IMPLEMENTATION	TIMELINE	CONSTRAINTS	CURRENT STATUS

29	Purchase the Houghton-Mifflin Anthology with appropriate supplemental material (gather teacher input on the purchasing of the supplemental material).	Budget for 2002-2003	Teacher input on supplemental material early 2002. Teacher training Spring 2002. Receive manuals for teachers Spring 2002.	Budgetary concerns.	Publisher provided a variety of supplementary materials. Survey to be completed Spring, 2002
30.	Grades 2-5: Based upon the purchase of a new anthology, develop any new assessments the summer following the purchase year	School year following the purchase year	Develop any new assessments the summer following the purchase year.	Approve funds for Curriculum Writing the summer following the purchase year.	Future concern

VIII.
APPENDICES

LANGUAGE ARTS DISTRICT ASSESSMENTS (K-5)

Kindergarten

Self-Portrait
Concepts About Print
Alphabet Assessment
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments
(including Open-Ended Questions)

Grade One

Self-Portrait
Word Awareness Writing Activity
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments
(including Open-Ended Questions)

Grade Two

Self-Portrait
Retelling
IOWA'S
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments
(including Open-Ended Questions)

Grade Three

IOWA'S
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments

Grade Four

ESPA
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments
(including Open-Ended Questions)

Grade Five

IOWS'S
District Writing Samples
Writing Portfolio
Core Book/Thematic Unit Assessments
(including Open-Ended Questions)