



English Language Arts...

empowers citizens to interact and connect through clear, confident communication; it grounds us, sparks curiosity, ignites minds, and opens doors to a diverse world.

English Language Arts Department Program Review

Pine-Richland School District

May 2020

The information contained in this report is provided by the Pine-Richland English Language Arts Department for general purposes only. While this report serves as a strategic approach to curriculum planning, recommendations must be considered with respect to all programs provided by Pine-Richland School District.

English Language Arts Department Program Review

Pine-Richland Board of School Directors

PETER LYONS - President
CHRISTINE MISBACK - Vice-President
MARC CASCIANI - Treasurer
BENJAMIN CAMPBELL
GREG DITULLIO
MATTHEW MEHALIK
CARLA MEYER
MATTHEW MOYE
KATARZYNA SWOPE

English Language Arts Department Program Review Report Prepared by:

BRIAN MILLER, Ed.D.
Superintendent
MICHAEL PASQUINELLI, Ed.D.
Assistant Superintendent of Secondary Education and Curriculum
KRISTEN JUSTUS, Ph.D.
Assistant Superintendent of Elementary Education and Curriculum
NOEL HUSTWIT
Director of Student Services & Special Education
MAURA PACZAN, Ph.D.
Lead School Psychologist
NANCY BOWMAN
Principal, Pine-Richland High School
TAYLOUR KIMMEL
Elementary School Psychologist
JACOB MINSINGER
Assistant Principal, Pine-Richland Middle School
GENE NICASTRO, Ed.D.
Principal, Richland Elementary School
REBECCA FICKES
Academic Leadership Council and Kindergarten Teacher, Richland Elementary School
GINA MAHOUSKI
Academic Leadership Council and ELA Teacher, Pine-Richland High School
MICHELE McMAHON-WOODS
Academic Leadership Council and Reading Support, Eden Hall Upper Elementary School
NICOLE MAHSOOB
Academic Leadership Council and 6th Grade ELA/SS Teacher, Eden Hall Upper Elementary School
MELISSA RAMIREZ
Secondary School Psychologist
KRISTY RUSH
Academic Leadership Council and ELA Teacher, Pine-Richland Middle School

English Language Arts Department Program Review Committee

Mrs. Heather Bianco, Elementary Intervention Specialist
Mrs. Shirley Boring, Grade 3 Teacher
Mrs. Rebecca Fickes, Kindergarten Teacher
Mrs. Tara Hillegas, Primary Special Education Teacher
Mrs. Sara Hughes, Primary Reading Specialist
Mrs. Maureen Juliano, Grade 1 Teacher
Mrs. Joanna Firmin, Grade 2 Teacher
Mrs. Lori Lazar, EHUE Special Education Teacher
Mrs. Colleen Raupp, Grade 5 Teacher
Mrs. Christina Strine, Grade 4 Teacher
Mrs. Racheal Zaspel, Grade 4 Teacher
Mrs. Maria Walkowiak, EHUE Reading Enrichment Teacher
Mrs. Megan Kohler, PRMS Reading Specialist
Mrs. Emily Mazzant, Secondary Intervention Specialist
Mrs. Allison Moore, PRMS Reading Specialist
Mr. Jason Prucey, PRMS ELA Teacher
Mr. Jeff Byko, PRHS ELA Teacher
Mrs. Gina Mahouski, PRHS ELA Teacher
Mrs. Niccole McCarthy, PRHS Special Education Teacher
Ms. Elissa Mitchell, PRHS Special Education Teacher
Mrs. Kristin Weber, PRHS ELA Teacher

Table of Contents

Pine-Richland Board of School Directors	1
English Language Arts Department	1
Program Review Report Prepared by:	1
Table of Contents	3
Executive Summary	4
Recommendation Overview	5
Continuum of Improvement	10
Recommendations	11
Works Cited	38

Executive Summary

The mission of the Pine-Richland School District is to *Focus on Learning for Every Student Every Day*. Within the PRSD Strategic Plan, long-term and short-term goals outlined in the Teaching and Learning category form the foundation for continuous improvement. One of the short-term goals for 2016 - 2017 was to design and pilot an in-depth program review process for two of our departments (i.e., Science and Health & Physical Education). That initial work led to a final report and set of recommendations for program improvement. The process itself was refined and used in 2017 - 2018 in the areas of Mathematics and Business & Computer Science. For the 2018 - 2019 school year, we reviewed the Social Studies Department and also modified the process for programming related to gifted and highly achieving students. During the 2019-2020 school year, three departments entered the in-depth program review process (i.e., English Language Arts, Library, and Music).

This report outlines the process, findings, and recommendations from that work related to the K-12 English Language Arts (ELA) Program. For context, there are 155 teachers and 11 paraprofessionals at Pine-Richland that provide direct delivery of ELA. ELA is the largest department with the most significant investment of time and resources. Given this fact, it is understood that the pace and deployment of change is dependent upon the impact of that change on other aspects of the educational program. The committee utilized the action-priority matrix to evaluate each recommendation and established an implementation timeline with associated cost estimates.

One element of the in-depth program review was the establishment of a departmental philosophy and vision (Figure 1). As a result, the vision is captured through the following image and words:



Figure 1

Recommendation Overview

Recommendation #1: Vision/Philosophy

1. Adopt and widely communicate the ELA Department philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.

Recommendation #2: Professional Development

1. Identify and implement professional development opportunities for **reading, interpreting, and analyzing assessment data**.
2. Implement meaningful and appropriate professional development (department-wide) on current ELA **instructional trends/needs** (e.g., Text Dependent Analysis and analytic thinking; flexible grouping; guided reading; formative assessments; science of reading; advanced phonemic awareness skills; incorporating writing in daily instruction; best vocabulary, grammatical, and speaking/listening practices).

Recommendation #3: Speaking & Listening Skills

1. Embed speaking and listening opportunities throughout the K-12 curriculum with developmental benchmarks that require students to communicate their thinking and respond to that of others.

Recommendation #4: Foundational Reading Skills & Instructional Approaches

1. Develop and integrate consistent critical reading strategies including the Big 5 of Reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to help students interact with and understand text.
2. Identify and implement a common, research-based approach to phonics instruction for Grades K-2.

Recommendation #5: Writing Strategies: K-12 Scope & Sequence for Skill Progression & Assessment / Development and Assessment of Metacognition & Critical Thinking

1. Refine a scope and sequence of **K-12 writing qualities** (i.e. structures of writing, types of writing, collaborative writing, writing endurance, common rubric, grammar concepts/benchmarks, style guide).
2. Engage students in development of **metacognitive and reflective thinking skills** to help them utilize self-monitoring strategies for comprehension and writing, identify their own opportunities for growth, and encourage transfer of learned skills across content areas (e.g. not isolated to one class or genre) and ultimately the “real world”.

Recommendation #6: Differentiation / Interventions (MTSS)

1. Explore ways that teachers can provide an increased amount of individual feedback for reading and writing (e.g., professional development, student engagement in goal setting/progress and Tier 1 differentiation strategies).
2. Enhance and refine support systems in ELA at the secondary level and/or modify course content (e.g., replace Critical Reading Strategies course with a Keystone Remediation/intervention course, writing labs or advisory periods).

English Language Arts Department Program Review

...

3. Reaffirm and define our MTSS process to meet the needs of students who struggle without officially meeting the established criteria for Tier II support.
4. Review existing interventions to determine if they are explicit, systematic, and research-based and find programs that cover all areas of reading and writing across all grade levels while also considering the implications of staffing and scheduling the interventions.

Recommendation #7: Resources; Interest and Ownership; Relevance and Application

1. Increase opportunities for **student choice, ownership and agency** in texts that they read and the products that they create when reading, writing, speaking and listening to engage students through motivation.
2. Intentional integration across curricular areas (i.e. Social Studies/ELA or Science/ELA), leveraging paired texts across genres and mediums (e.g. poems, short stories, current events, essays, videos of speeches, etc.), and leveled for the students' Lexile levels where possible.
3. Review K-12 texts to develop a text list that delineates the grade level at which each text will be used based on preset criteria (e.g., cultural relevance, cultural diversity, time-periods, student interest, etc.). Clarify **core and protected texts** by grade-level and department.
4. Research and select a range of novels that are current and diverse, providing opportunities for choices for students. Include a variety of methods for accessing the book or novel (online, paperback) to expose students to different ways of interacting with text.
5. Evaluate and modify the summer reading program.

Recommendation #8: Resources/Technology/Academic Integrity

1. Conduct a review of resources to support coursework in grades 10-12 and to determine K-12 platforms for current events across interest and content areas, offering text level manipulation (e.g. lexile level).
2. Invest in the district-wide use of TurnItIn to reinforce ethical writing practices and evaluation of sources.
3. Expand technology integration to include additional devices (e.g., 1:1 in classroom), online resources, subscriptions, and interventions to accompany and support engaging instructional opportunities.

Recommendation #9: Structure and Scheduling

1. Explore opportunities to increase the amount of time and exposures to reading and writing throughout the day (e.g., block scheduling and coordinating with other content areas).
2. Develop English Language Arts integration strategies across content areas (Reading, English, Social Studies, Science).
3. Integrate English Language Arts structure in grade 7 (Reading and English) and modify grade 8 English course from a traditional English course to English Language Arts.

In-Depth Program Review Process

The process for in-depth program review was developed in the 2016 - 2017 school year and refined annually for increased efficiency and effectiveness. In 2019 - 2020, the study phase was completed for the English Language Arts, Library, and Music Departments. To help ensure a clear understanding of the process elements, a process diagram was developed and reviewed on a regular basis. Major elements of this image are further described below:

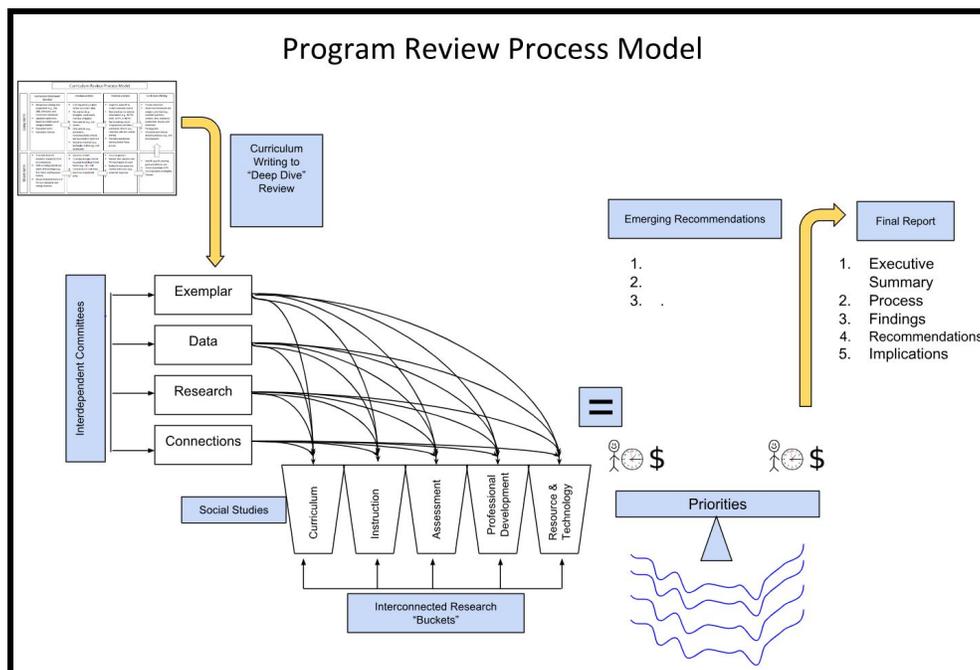


Figure 2

Curriculum Writing to “Deep Dive”

Given the time and effort invested into curriculum writing at Pine-Richland from 2014 - 2016, it is important to understand the relationship of that work to the in-depth program review process. The two-year curriculum writing process was designed to capture the current content in a consistent format through vertical teams (e.g., units, big ideas, and learning goals). That process allowed the department to identify strengths and opportunities for improvement. Most of the attention was directed internally at a review of our district’s current structure and practices.

The **in-depth program review process has a broader focus** on all elements of the department. Importantly, the process was designed to emphasize a balance of internal needs and a review of best practices from external sources. It asks questions, such as, “Are we doing the right things?” or “Do we need to consider more significant changes in program design?” In the image above, the curriculum writing process is like a “springboard” to “dive” more deeply into the content area. The personnel, structure, and work processes are then organized into four major sub-committees.

Committee Composition and Structure

We strongly believe that meaningful and lasting change requires engagement of all key stakeholders. Since the in-depth process was being developed and implemented at the same time, the first organizational decision was the use of a **representative committee**. The committee included several district office administrators, building

English Language Arts Department Program Review

principals/assistant principals based on vertical team assignment, and a small group of academic leadership council members (i.e., department chairs) and teachers. For ELA, the committee also included intervention specialists and psychologists. The composition of the committee ensures that all buildings, levels, and courses are represented. Although this was a larger group, it was still a small representation of the overall ELA Department. A process step was added this year to ensure a written summary of progress was sent to the entire K - 12 department after each meeting.

Within the larger group, members were then organized by **four main subcommittees**: (1) Research; (2) Exemplar K-12 School Districts/Schools/Programs; (3) Connections to Universities, Businesses, and the Community; and (4) Data and Information. While each subcommittee was responsible for specific tasks, two overarching elements were critical. First, the arrows on the left side of the subcommittees indicate that the groups must collaborate and exchange information (i.e., no silos). Second, the arrows on the right side of the subcommittees demonstrate that key findings/learnings were captured and organized by major research buckets.

It is important to note that the subcommittees also used a systematic approach to listen to students and parents. Student focus groups were organized at the high school, middle school, Eden Hall, and the primary buildings. These groups were representative of the student body and a wide range of academic rigor. In addition, parent and community input was gathered during day and evening town hall sessions. Parents who were unable to attend those face-to-face meetings were able to submit comments electronically.

Research “Buckets”

Within each discipline, five key areas of investigation were identified to guide the work of the subcommittees. **As information was gathered by subcommittees, it was organized into five key “buckets”: (1) Assessment for Action; (2) Instructional Strategies; (3) Interventions; (4) Real-World Connections (RWSL); and (5) Resources.** In the early months of the process, the “buckets” were dynamic, meaning that some initial concepts were removed or combined with other key themes. As the expanded team continued to learn, those titles were then finalized. Importantly, the arrows on the bottom of the buckets also demonstrate the relationship between areas (i.e., no silos). The subcommittees’ learning and identification of information for the buckets were interconnected, as information from one area informed others. Based upon the information gathered through the bucket findings, a set of emerging recommendations was developed.

Emerging Recommendations

A systems thinking approach was critical to the in-depth program review process. The transition from “findings” to “emerging recommendations” required skills of synthesis, critical thinking, healthy debate, and communication. The entire expanded team used one set of lenses to review the list of internal strengths and weaknesses. The lenses refer to the four subcommittees. Some emerging recommendations were designed to improve current gaps and weaknesses. Other emerging recommendations were identified in the analysis of exemplary programs, universities, businesses, or in the research literature. The team brainstormed recommendations by identifying recurring themes, ideas, and opportunities for growth. The team then discussed, modified, and edited the recommendations. Emerging recommendations were consolidated into a draft. The expanded team worked with the draft to link the emerging recommendations to data provided by the subcommittees.

Balancing Priorities and Resources

As a system, the “ripple effect” of recommendations was built into the process model. The team then put the emerging recommendations into the action-priority matrix. The action-priority matrix evaluates the impact versus the effort of the emerging recommendations. Examining the use of people, time, and money allows for the identification of which recommendations were quick fixes, major projects, fill-ins, and hard slogs. For example, a

hard slog was used to categorize those recommendations that would require much effort but have little impact on student learning. The team then identified the final emerging recommendations.

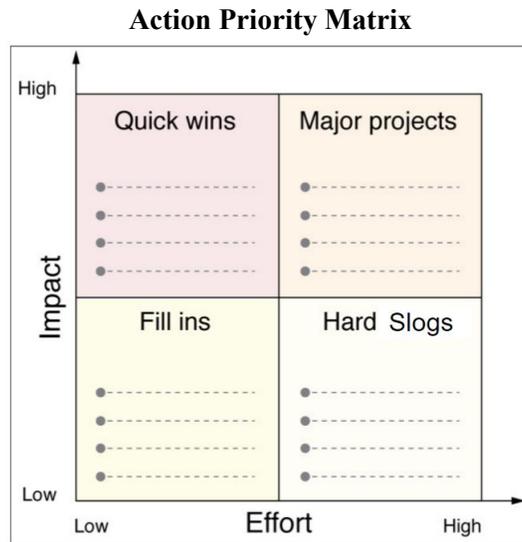


Figure 3: Elmansy, Rafiq. “Time Management Tips for Designers: The Action Priority Matrix.” *Designorate*, 14 June 2016, www.designorate.com/time-management-the-action-priority-matrix/. Accessed 14 Mar. 2017.

Continuum of Improvement

Throughout the in-depth program review process, it was important to maintain perspective on the nature of program improvements. Especially when considering effective elements of exemplary schools or programs, the desire to move from the current program ("Point A") to an ideal future ("Point Z") is natural. However, it is more realistic to recognize that meaningful program improvement within an organizational system will often result from a series of smaller steps ("Points B, C, D, etc."). Although depicted as a straight line in the image below (figure 4), the in-depth program review committee recognizes that continuous improvement is not always a linear process.



Figure 4

Recommendations

Recommendation #1: Vision/Philosophy

1. Adopt and widely communicate the ELA Department philosophy and vision to internal and external stakeholders while ensuring a practical connection to program design and delivery.

FINDINGS:

Internal Analysis

- There is no formal, articulated, and shared philosophy or vision statement for the English Language Arts Department (PRSD Vertical Team, 2020).
- A clear and coherent vision is critical given the scope of the department with approximately 155 teachers and 11 paraprofessionals responsible for direct instruction in some aspect of ELA (PRSD Vertical Team, 2020).
- Develop a district-wide set of “values” related to communication practices (reading, writing, speaking, and listening). The “values” will evolve in complexity of application as students progress within the program of studies (PRSD Vertical Team, 2020).
- Meaningful instruction centers around choice and relevancy; reading materials should prepare students for their future and connect them to the outside world. Analysis and critical thinking have become a part of students' daily lives (Student Voice-High School, 2020).

External Analysis

- “Literacy has always been a collection of communicative and sociocultural practices shared among communities. As society and technology change, so does literacy. The world demands that a literate person possess and intentionally apply a wide range of skills, competencies, and dispositions. These literacies are interconnected, dynamic, and malleable. As in the past, they are inextricably linked with histories, narratives, life possibilities, and social trajectories of all individuals and groups. Active, successful participants in a global society must be able to:
 - Participate effectively and critically in a networked world;
 - Explore and engage critically, thoughtfully, and across a wide variety of inclusive texts and tools/modalities;
 - Consume, curate, and create actively across contexts;
 - Advocate for equitable access to and accessibility of texts, tools, and information;
 - Build and sustain intentional global and cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought;
 - Promote culturally sustaining communication and recognize the bias and privilege present in the interactions;
 - Examine the rights, responsibilities, and ethical implications of the use and creation of information;
 - Determine how and to what extent texts and tools amplify one’s own and others’ narratives as well as counter unproductive narratives;
 - Recognize and honor the multilingual literacy identities and culture experiences individuals bring to learning environments, and provide opportunities to promote, amplify, and encourage these differing variations of language (e.g., dialect, jargon, register)” (NCTE, 2019).

English Language Arts Department Program Review

...

- Carnegie Mellon's English Department offers foundational courses, which provide students with resources to be adaptable communicators and employ rhetorical reasoning in a variety of situations. Pedagogy addresses four broad categories focused on communication as values rather than rules. Communication is: 1) compelling and credible; 2) clear and coherent; 3) considerate and ethical; and 4) a conscientious, mindful process (CMU, 2019).
- "My vision/philosophy is to have students love to read to the point where it is part of their daily routine, and be able to write and express themselves effectively" (Rose - SRU, 2019).
- Reading and writing skills, beyond a predictor of academic success, are prerequisite to successful civic engagement and participation in the global economy (Graham and Perin, 2019).
- "Skilled, academically credentialed English educators... prepare all students as literate individuals with requisite dispositions and capacities for open inquiry, critical thinking, and appreciation for diverse thoughts, values, and modes of expression required within a just democracy" (NCTE, 2019).
- High performing school districts follow a balanced literacy model for reading instruction incorporating both a core reading program and small group instruction (Garnet Valley SD, Unionville-Chadds Ford SD, North Allegheny SD, and Parkland SD, 2019).
- Best practices include a guided reading approach to help differentiate and meet all student needs in K-5 (Unionville-Chadds Ford SD, Radnor Township SD, North Allegheny SD, Parkland SD, Spring-Ford SD, and Garnet Valley SD, 2019).
- Exemplar schools implement a research-based phonemic awareness program such as Heggerty in K-2 daily (North Allegheny SD, 2019).
- Implement a common rubric with consistent criteria for writing in K-6 (Radnor Township SD, Parkland SD, Garnet Valley SD, and North Allegheny SD, 2019).
- Writing continuity and common language assist students to develop writing skills across ELA and all subject areas (York Suburban SD and Parkland SD, 2019).
- Guided Reading approach in grades K-5 provides small group, differentiated instruction with immediate corrective feedback to effectively meet the needs of all learners (Unionville-Chadds Ford SD, Radnor SD, Parkland SD, Garnet Valley SD, and North Allegheny SD, 2019).
- Professional Learning Communities (PLCs) provide opportunities to deliver professional development and teachers' voices in the decision making process (Unionville-Chadds Ford SD and Parkland SD, 2019).

Implementation Timeline (Anticipated Start/Finish): 6/1/20 - 11/10/20

Key Personnel: English Language Arts study team members; ELA academic leadership council members; principals; and director of communications

Major Action Steps: (1) Finalize words and image; (2) Disseminate to all members of the K-12 ELA Department via podcast and vertical team meetings; (3) Publish on district website; (4) Post in classrooms; (5) Discuss with students and parents at the start of the 2020 - 2021 school year via syllabus and open house/curriculum nights; (6) Incorporate into published ELA curriculum documents; (7) Incorporate into programs of studies; and (8) Reference the vision and philosophy during lesson design.

Estimated Budget/Resources: There is a limited cost associated with producing posters. No other costs are anticipated.

Potential Implications (Short-Term and Long Term): The development, understanding, and communication of a clearly articulated English Language Arts Department vision/philosophy should strengthen program delivery for

all stakeholders (i.e., staff, students, and parents). It provides a perspective for future program decisions.

Recommendation #2: Professional Development

1. Identify and implement professional development opportunities for **reading, interpreting, and analyzing assessment data**.
2. Implement professional development on current ELA **instructional trends/needs** (e.g., Text Dependent Analysis and analytic thinking; flexible grouping; guided reading; formative assessments; science of reading; advanced phonemic awareness skills; incorporating writing in daily instruction; best vocabulary, grammatical, and speaking/listening practices).

FINDINGS:

Internal Analysis

- Provide professional development and create a systematic approach to understand how to utilize data (PSSA, STAR, common assessments, PSAT) to guide instruction and support students in ELA classes from day one (PRSD Vertical Team, 2019).
- Partner with local universities and experts to support best practices in our ELA program with continued in-depth professional development opportunities (PRSD Vertical Team, 2019).
- Glossary of terms do not exist in many ELA written curricula (PRSD Data Committee, 2019).
- Common assessments are at a variety of quality levels across ELA courses (PRSD Data Committee, 2019).

External Analysis

- Reader/Writer workshops that include training in the Jane Shaffer writing program allows teachers to establish writing continuity and common language throughout the ELA department (York Suburban SD, 2019).
- Professional development and the focus on best instructional practices is valued over textbook, product or programming. Focused professional development and collaboration across ELA teachers is embedded in the in-service program (Garnet Valley SD, North Allegheny SD, PATOY, and Radnor SD, 2019).
- Partnerships between school districts and local universities strengthen in-depth professional development (Garnet Valley SD, 2019).
- On-going teacher training and professional development through professional learning communities and teacher collaboration days allow for consistency and stay current with research-based practices (Parkland SD, York Suburban SD, PATOY, and North Allegheny SD, 2019).
- Professional development in understanding the neurological basis of reading engages faculty in research-based practices (LETRS - Unionville-Chadds Ford SD, 2019).
- Phonemic Awareness training which is about educating people about the importance of developing proficient and efficient readers. It was conveyed that Advanced Phonemic Awareness training is about educating teachers about the importance of developing proficient and efficient readers (Stuckey - AIU, 2019).
- Coaching with individual teachers to provide exact information and skills that are needed in that moment in time (Rose - SRU, 2019).
- Readers do not automatically engage with the text carefully. They are dependent on prompts (i.e., look for these five things); they cannot “prompt themselves” in critical reading. They skim and scan but are not always good at it. The impact of digital technologies on reading is dramatic. Students look for an excerpt. Students should understand that there is "no magical kernel--you have to read a text in its entirety" in order to effectively distinguish between opinions and research claims. Students are very good at reading

English Language Arts Department Program Review

...

textbook chapters; however, they lack the understanding that "texts are not just information." Instructors should deliberately teach how to distinguish opinions from research claims even in "informational" texts (Ritivoli, Werner, and Wetzel, 2019).

- Seeking assistance from the appropriate people is critical (Accenture, 2019).
- Standards drive everything. Teachers need to think about the meaning of the standard and engage in reading with the text, using reader response, collaborative discussions from student to student, and strong questions at the foundation (NCIEA, 2019).
- Explicit structured teaching for teachers. Devote time for teachers to learn subject matter and coaching in the instructional practices (Morelli - PBIDA, 2019).
- Students' effectiveness in evidence based writing will be directly reflected by the professional development opportunities offered to their teachers (Gere, 2012).
- Educators need to understand the neuroscience behind students becoming readers. This science states that students should be engaged in explicit phonics instruction and explicit comprehension instruction. An understanding of this connection between research and practice is key to a successful ELA program. (Hanford and Long, 2019).

Implementation Timeline (Anticipated Start/Finish): 6/2020 - 6/2022

Key Personnel: English Language Arts study team members; ELA academic leadership council members; principals; and director of communications; university partners; Allegheny Intermediate Unit

Major Action Steps: (1) Identify sequence of professional development opportunities through a prioritized list by department and grade-level; (2) Develop guidelines for assessment analysis through the new student information system over the summer for the start of each school year so teachers are ready to use data from day one; (3) Develop clear measures for how behaviors and instructional strategies changed based on each professional development session.

Estimated Budget/Resources: Resource needs will include time for professional development (i.e., in-service days, substitute coverage, summer training), fees for outside presenters and off-campus training sessions, resources to support professional development sessions (e.g., hardware, software, texts, subscriptions).

Potential Implications (Short-Term and Long Term): Instructional practices will change, vertical teams will collaborate and agree upon instructional strategies and resources needed for ELA instruction, grammar and vocabulary practices will be established across all content areas.

Recommendation #3: Speaking & Listening Skills

1. Embed **speaking and listening** opportunities throughout the K-12 curriculum with developmental benchmarks that require students to communicate their thinking and respond to that of others.

FINDINGS:

Internal Analysis

- Public speaking opportunities should be introduced during the elementary years and embedded throughout as a way to prepare for the extensive public speaking expectations at the high school level (Student Voice-High School, 2020).
- Students enjoy presenting projects to their class and other classes. Opportunities like this help students get more comfortable with public speaking (Student Voice-Grade 6, 2020).
- Mock Trials, Forensics, and Socratic Seminars help strengthen communication and analytical skills (Student Voice-Grade 11, 2020).
- Speaking and listening is being developed with the ability to gain confidence in speaking in front of their classmates. This is a noted area of strength in comparison to parents' own experiences at the time (Town Hall, 2020).

External Analysis

- Young people must express themselves in a way they can be understood - verbal efficiency and emotional intelligence (Pittsburgh Arts and Lecture, 2020).
- Students should be creative with language and have fun and think freely with it - express their feelings, hopes, dreams, imaginations (Pittsburgh Arts and Lecture, 2020).
- Students should feel empowered to make their feelings known - that they are listened to and effective at getting their message across (Pittsburgh Arts and Lecture, 2020).
- Engage in ways to safely share opinions without the worry of being "right" (Pittsburgh Arts and Lecture, 2020).
- Verbal communication is critical, even more important than written communication (Accenture, 2019).
- Eye contact, professional presence, preparation, and interpersonal skills are highly considered (Accenture, 2019).
- Presentation skills are evaluated through a real-life case study/situation. The prospective employee must respond appropriately as this is a way to focus on hires who seek out challenging situations (Accenture, 2019).
- Socializing learning is the most important way to develop speaking and listening skills (Moschetta - AIU, 2020).
- The Common Core State Standards (CCSS) Speaking and Listening suggest that students gather in small groups to discuss their ideas. The tasks should invite them to explain, document, critique, argue, comment on, and challenge their understandings (Petrosky, 2013).
- Speaking and listening skills are often relegated to “soft skills” that are taught after the “core” instruction of ELA. Explicit teaching of listening affects students success in areas beyond their K-12 education (Campbell, 2011).
- Integrating speaking, student to student discussion and listening opportunities in instruction improves student achievement that spans all disciplines (Fisher, 2014).
- The key instructional strategies of speaking/listening covering: working memory/processing speed go hand-in-hand with deficits in listening including: retention, breaking steps down, as well as pairing written and pictorial clues (Morelli - PBIDA, 2019).
- We tend to teach listening and speaking in narrow ways like giving a formal presentation, speaking in a

English Language Arts Department Program Review

...

- class discussion, and listening respectfully (Godley - University of Pittsburgh, 2020).
- It would be great to expand those scenarios (i.e. How do you take notes on a lecture, how do you talk to a professor about an upcoming test). Practicing those types of academic conversations with different types of audiences would be helpful (Godley - University of Pittsburgh, 2020).
- Strong interpersonal communication skills are important to post secondary success, including eye contact, conversational interaction, family communication, and resiliency (AFJROTC, 2019).
- ELA classrooms should provide diverse opportunities for communication including meaningful interactions between students, adults, and authority figures in a variety of real-world scenarios (AFJROTC, 2019).
- Having students assess their performance in group work is necessary to develop collaboration skills (Godley - University of Pittsburgh, 2020).
- Speaking and listening did not emerge as an area of intentional and systematic focus with the exemplary schools and may reflect a blindspot (Exemplar Committee, 2020).

Implementation Timeline (Anticipated Start/Finish): August 20, 2020 - ongoing

Key Personnel: K-12 ELA Teachers, Assistant Superintendents for Elementary and Secondary Education, K-12 Reading Specialists, Academic Leadership Council Members-All Departments

Major Action Steps: (1) Evaluate the current opportunities and instructional strategies for speaking and listening skills grades K-12; (2) Ongoing support for staff through professional development with internal and external personnel; (3) Create a scope and sequence for speaking and listening in ELA grades K-12; (4) Update the written curriculum for ELA and other departmental courses grades K-12 to include research-based, best practices in the instruction of speaking and listening skills.

Estimated Budget/Resources: Costs would include on-going professional development (internal and external), time for collaboration (substitutes), and curriculum materials.

Potential Implications (Short-Term and Long-Term): (1) Members of the K-12 ELA department will need time to develop benchmark competencies; (2) K-12 curriculum will need to be revised; (3) Learning activities will need to be created/revised.

Recommendation #4: Foundational Reading Skills & Instructional Approaches

1. Enhance integration consistent critical reading strategies including the **Big 5 of Reading** to help students interact with and understand text (phonemic awareness, phonics, vocabulary, fluency, and comprehension).
2. Identify and implement a common, research-based approach to phonics instruction for Grades K-2.

FINDINGS:

Internal Analysis

- Develop appropriate instruction related to critical analysis of text as pathway to analysis/TDA (PRSD Vertical Team, 2020).
- Identify a systematic approach to vocabulary instruction K-12 (PRSD Vertical Team, 2020).
- Review the sequence of comprehension instruction (PRSD Vertical Team).
- A variety of approaches are being used to teach early reading skills in grades K-2 (i.e., Wonders vs. Foundations) (PRSD Vertical Team, 2020).
- Foundations is a key component at the primary level (Town Hall, 2020).
- Parents are seeing consistent use of Wonders across elementary grade levels (Town Hall, 2020).
- Few students discussed and understood the Big 5 in ELA classes (Student Voice - Grade 3, 2020).

External Analysis

- High performing school districts follow a balanced literacy model for reading instruction incorporating both a core reading program and small group instruction (Garnet Valley SD, Unionville-Chadds Ford SD, North Allegheny SD, and Parkland SD, 2019).
- Best practices include a guided reading approach to help differentiate and meet all student needs in K-5 (Unionville-Chadds Ford SD, Radnor Township SD, North Allegheny SD, Parkland SD, Spring-Ford SD, and Garnet Valley SD, 2019).
- Exemplar schools implement a research-based phonemic awareness program such as Heggerty in K-2 daily (North Allegheny SD, 2019).
- Exemplar schools focus on using a research-based, daily phonics program, such as Foundations, at the primary level to help support foundational reading skills (Radnor SD, Spring-Ford SD, and Garnet Valley SD, 2019).
- Make the time to reach out and show willingness to teach/include the texts (Pittsburgh Arts and Lecture, 2020).
- It was conveyed that core instruction in reading be aligned to the foundational skills instruction in Wonders, which uses the same phonics patterns and vocabulary words (AIU - Stuckey, 2020).
- It was suggested that the Enhanced Core Reading Instruction (ECRI) program provides high quality, explicit instruction that is aligned to the core program. This program is mainly a Tier 2 resource (AIU - Stuckey, 2020).
- **Five Big Areas of Reading: Phonemic Awareness:** ability to hear, identify and manipulate individual sounds (phonemes) in a spoken word (auditory). **Phonics:** words are composed of letters that represent sounds and being able to use letter/sound correspondence to read or spell an unknown word; **Fluency:** ability to accurately and automatically read words with no conscious attention or effort. **Vocabulary:** words we have to know in order to effectively communicate in listening, speaking, reading and writing. **Comprehension:** meaning of text (National Reading Panel, 2001).
- "... some first-graders benefited from instructional activities with considerable teacher-led focus on

English Language Arts Department Program Review

...

- phonological awareness and phonics, focus on phonics helped children who needed it, but some children benefited more from self-selected reading or writing activities” (Snow and Matthews, 2016).
- Phonological awareness is a precursor to literacy and includes the understanding that speech is composed of phonemes of individual sound segments of speech and alphabet represents those phonemes, which in fact encourages implicit sound-symbol correspondence and the relationship to English word structure (Vesay and Gischlar, 2013).
 - High quality literacy instruction should include explicit direct instruction that incorporates phonological and print structures (Justice, 2008).
 - Vocabulary strategies focused on morphology should begin in early grades (Levesque, et. al., 2018).
 - “Explicit phonics instruction for early grades and with students struggling to read should transition to more of a focus on vocabulary skills as these phonics skills are acquired” (Snow and Matthews, 2016).
 - There should be a clear background of the key strands of reading covering (for ALL students, not just those in an intervention program): phoneme awareness, alphabetic principle, assessment and EI, vocabulary, and oral language (PBIDA - Morelli, 2019).
 - Sequencing the big five of reading K-12: Begin with phonemic awareness then move to phonics instruction (decoding), next move to vocabulary and syntax, (the teacher needs to look at individual students, differentiate as needed in the general education classroom) - Instruction should be systematic (PBIDA - Morelli, 2019).
 - The ELA program will establish relationships with local literacy professionals to support, enhance, and engage literacy instruction (AFJROTC, 2019).
 - The focus on ELA instruction should be on independently comprehending, analyzing, and synthesizing texts (Godley - University of Pittsburgh, 2020).
 - The National Reading Panel Report stated that “the extent of phonemic awareness needed to contribute maximally to children’s reading development does not arise from incidental learning or instruction that is not focused on this objective” (NICHD, 2000).
 - There is a strong link between a student’s reading and spelling, because sound (phoneme)-symbol (grapheme) connections are needed for both (Nag and Snowling, 2013).
 - During first grade the focus needs to be on acquiring the basic skills that lead to success in their early attempts at reading. It may also be beneficial for teachers to employ statements attributing students’ successes or failures in literacy tasks to effort. These internal attributional statements are especially important when working with students who struggle with literacy tasks by helping them to understand their ability to control their performance (Wilson and Trainin, 2007).
 - Struggling readers should participate in early literacy programs that balance instruction supporting language development and comprehension with instruction of basic skills that include phonological awareness, word recognition, spelling and fluency (Bos et al, 2000).
 - “Research supports that independent reading has the most significant impact on student success in reading, but unfortunately it is a practice that is often replaced with other programs and interventions (Lewis & Samuels, 2002)” (NCTE, 2019).
 - “*Independent reading* is a routine, protected instructional practice that occurs across all grade levels. Effective independent reading practices include time for students to read, access to books that represent a wide range of characters and experiences, and support within a reading community that includes teachers and students. Student choice in text is essential because it motivates, engages, and reaches a wide variety of readers. The goal of independent reading as an instructional practice is to build habitual readers with conscious reading identities” (NCTE, 2019).
 - “Independent reading leads to an increased volume of reading. The more one reads, the better one reads. The more one reads, the more knowledge of words and language one acquires. The more one reads, the

English Language Arts Department Program Review

...

more fluent one becomes as a reader. The more one reads, the easier it becomes to sustain the mental effort necessary to comprehend complex texts. The more one reads, the more one learns about the people and happenings of our world. This increased volume of reading is essential (Allington, 2014)” (NCTE, 2019).

- “It is imperative that students develop reading stamina—the ability to sustain mental effort without scaffolds or adult support—that allows them to comprehend increasingly complex texts (Hiebert, 2014). Independent reading offers students abundant opportunities to take responsibility for extracting meaning from text and therefore build this reading stamina. Because reading long passages of writing is important not only for college preparation but for many career skills, it’s important that students have a chance to practice with reading material of their own choosing. Likewise, students should have opportunities to practice that do not initially include summative assessment so that students can authentically develop their reading abilities. All reading communities should contain protected time for the sake of reading. Independent reading practices emphasize the process of making meaning through reading, not an end product. The school culture (teachers, administration, etc.) should affirm this daily practice time as inherently important instructional time for all readers. As much as possible, teachers should support independent reading in a way that is most appropriate for their classroom of readers (e.g., conferring, book talking, modeling reading, etc.) to show that this skill is practiced throughout life” (NCTE, 2019).
- “As English language arts teachers, we: (a) provide protected opportunities within our classrooms that allow students to increase their volume of reading through independent reading of self-selected texts; (b) recognize the importance of access to texts at a wide variety of reading levels, about a plethora of topics and interests, that offer multiple perspectives in classroom libraries and school libraries; (c) support readers through small-group and 1:1 conferences; (d) book-match to ensure students have accessible, high-interest texts; (e) build enthusiasm for reading; (f) cultivate a community of readers through modeling of independent reading and conversations about reading; and (g) “build intercultural understanding” through literature (Short, 2009, p. 2)” (NCTE, 2019).

Implementation Timeline (Anticipated Start/Finish): August 20, 2020 - on-going

Key Personnel: K-12 ELA Teachers, Reading Specialists, School Psychologists, Intervention Specialists, Assistant Superintendents for Elementary and Secondary Education, Intermediate Unit consultants

Major Action Steps: (1) Evaluate the current ELA curriculum and how it aligns to the Big 5 Areas of Foundational skills. (2) Identify the gaps or areas of need within the current ELA curriculum. (3) Bolster K-12 ELA curriculum to include updated resources. (4) Ongoing support for staff through professional development with internal and external personnel. (5) Reflect/Evaluate/Revise the curriculum as vertical teams and grade levels.

Estimated Budget/Resources: Costs would include on-going professional development, consultation, curriculum materials, time for collaboration

Potential Implications (Short-Term and Long-Term): (1) Members of the K-12 ELA department will need time to research and make recommendations for benchmark competencies; (2) K-12 ELA curriculum will need to be revised; (3) Professional Development K-12 based on the science of reading; (4) Student academic achievement and growth; (5) Alignment of the benchmark competencies to the decision tree.

Recommendation #5: Writing Strategies: K-12 Scope & Sequence for Skill Progression & Assessment / Development and Assessment of Metacognition & Critical Thinking

1. Refine a scope and sequence of **K-12 writing qualities** (i.e. structures of writing, types of writing, collaborative writing, writing endurance, common rubric, grammar concepts/benchmarks, style guide).
2. Engage students in development of **metacognitive and reflective thinking skills** to help them utilize self-monitoring strategies for comprehension and writing, identify their own opportunities for growth, and encourage transfer of learned skills across content areas (e.g. not isolated to one class or genre) and ultimately the “real world”.

FINDINGS:

Internal Analysis

- Ensure consistent language and strategies are used for the development of writing and feedback of writing that is developmentally appropriate (rubric) by writing type (narrative, informative, persuasive) (PRSD Vertical Team, 2019; Student Voice-Grade 6/High School, 2020).
- Establish consistent terminology to be used for both reading and writing across K-12 both intra- and inter-departmentally (PRSD Vertical Team, 2019).
- Provide opportunities for writing in a variety of settings and for multiple purposes (PRSD Vertical Team, 2019).
- Develop a way to communicate expectations for grammar and mechanics with students, parents, and all teachers across content areas (PRSD Vertical Team, 2019).
- Utilize portfolio assessments across reading, writing, speaking, and listening to help students engage in reflective practices and set goals around specific competencies, also informed by teachers’ and peers’ specific feedback to them (PRSD Vertical Team, 2019).
- Establish consistent expectations for writing experiences across all grade levels (PRSD Vertical Team, 2019).
- Activities such as journaling, annotating, and intentionally teaching note-taking strategies have helped students grow as writers and readers (Student Voice-Grade 6/High School, 2020).
- Students are having very different writing experiences. There is a need for consistency in amount and types of writing (Town Hall, 2020; Student Voice - Grade 6, 2020).

External Analysis

- “Resolved that the National Council of Teachers of English (2019):
 - promote pedagogy and scholarly curricula in English and related subjects that instruct students in civic and critical literacy, going beyond basic reading comprehension to the thinking skills that enable students to analyze and evaluate sophisticated persuasive techniques in all texts, genres, and types of media, current and yet to be imagined;
 - support classroom practices that examine and question uses of language in order to discern inhumane, misinformative, or dishonest discourse and arguments;
 - prioritize research and pedagogies that encourage students to become “critical thinkers, consumers, and creators who advocate for and actively contribute to a better world” ;
 - provide resources to mitigate the effect of new technologies and platforms that accelerate and destabilize our information environment;
 - support the integration of reliable, balanced, and credible news sources within classroom practices at all levels of education;

English Language Arts Department Program Review

...

- resist attempts to influence civic discussion through falsehoods, unwarranted doubts, prejudicial or stereotypical ideas, attempts to shame or silence, or other techniques that deteriorate the quality of public deliberation; and
- model civic literacy and conversation by creating a supportive environment where students can have an informed discussion and engage with current events and civic issues while staying mindful and critical of the difference between the intent and impact of their language.” (NCTE Vision Statement, 2017).
- “‘Writing’ refers to the act of creating composed knowledge. Composition takes place across a range of contexts and for a variety of purposes” (NCTE, 2018).
- NCTE’s (2018) principles of writing include:
 - “Principle 1.1 Writing is social and rhetorical.”
 - “Principle 1.2 Writing serves a variety of purposes.”
 - “Principle 2.1 Everyone is a writer.”
 - “Principle 2.2 Writers bring multiliteracies, and they bring cultural and linguistic assets to whatever they do.”
 - “Principle 2.3 Writers compose using different modes and technologies.”
 - “Principle 2.4 Writers compose in and outside the classroom.”
 - “Principle 3.1 Writers grow within a context / culture / community of feedback.”
 - “Principle 3.2 Writers grow when they broaden their repertoire, and when they refine their judgement in making choices with their repertoire.”
 - “Principle 3.3 Assessment should be transparent and contextual, and it should provide opportunities for writers to take risks and grow.”
 - “Principle 3.4 Writers grow when they have a range of writing experiences and in-depth writing experiences.” (NCTE, 2018).
- NCTE (2014) advocates that writing assessment should include, “ a period of ungraded work (prior to the completion of graded work) that receives response from multiple readers, including peer reviewers” to create a feedback rich environment and allow for growth and development (NCTE, 2014).
- Develop writing/grammar guidelines departmentally to share with other content areas to assist in writing across the curriculum (York Suburban SD, 2019).
- Students need to write a lot, upwards of 15-20 times throughout their day. Volume of writing is most important (Moschetta - AIU, 2019).
- Implement a common rubric with consistent criteria for writing in K-6 (Radnor Township SD, Parkland).
- Writing continuity and common language assist students to develop writing skills across ELA and all subject areas (York Suburban SD and Parkland SD, 2019).
- Integration of grammar provides relevance and contextualizes its function within writing and speaking to convey meaning accurately to audiences (Graham and Perin, 2019; Moschetta - AIU, 2019).
- Schools should invest in an online plagiarism-checking tool, such as turnitin.com, or a plagiarism committee (York Suburban SD and Unionville-Chadds Ford SD, 2019).
- Instructional strategies should be used to increase/standardize “quantity” or frequency of writing with various purposes, audiences, and degrees of feedback (Pryle - PATOY, 2019).
- Integrate ELA for life into secondary courses through teaching students personal and professional verbal and written communication skills (Pryle - PATOY, 2019).
- Purposeful writing to a meaningful audience provides motivation for students in real-world applications (Pryle - PATOY, 2019).
- The more that grammar can be integrated with authentic writing, the more meaningful it is for kids (Moschetta - AIU, 2019).

English Language Arts Department Program Review

...

- Embed grammar instruction within the context of writing in order to produce strong and positive effects on students' writing (Graham and Perin, D., 2019).
- More multimedia writing and writing that includes audiences outside of the teacher (Godley - University of Pittsburgh, 2019).
- It is important to weave in grammatical concepts with reading and writing. Grammatical concepts can lead to more analytic reading and writing. We often think about grammatical concepts in terms of correctness and a lot of the decontextualized grammar lessons are shown to not affect students' literacy (Godley - University of Pittsburgh, 2019).
- For writing, it's important to remember that scaffolding is where teachers provide a structure that can be taken away. The problem is when the scaffolding never goes away (Godley - University of Pittsburgh, 2019).
- The best thing we can do for writing and struggling writers is to break down the task not in terms of structure but in terms of steps that help a student construct an argument (Godley - University of Pittsburgh, 2019).
- Each grade level should focus on a smaller amount of grammar skills and teach them to mastery. A scope and sequence of grammar would be beneficial (AIU and University of Pittsburgh, 2019).
- Students require advanced-level grammar instruction beyond basic conventions, which promotes ability to reason from different perspectives. ELA teachers need significant additional time to provide detailed feedback on low-stakes, formative assessments in order to foster growth in student writing (Ritivoli, Werner, and Wetzel, 2019).
- Caution students against the dangers of “formulaic” writing, as they develop dependency on the tools and lose the ability to step back, think critically, and communicate their thinking in an organized and logical manner (Wiley, 2019).
- “Despite the real-world need for flexibility in writing skill, classroom instruction sometimes over-emphasizes certain forms of writing over others. For example, many students are taught a specific and quite rigid structure for writing an essay, commonly known as the ‘five-paragraph essay.’ Skilled writers, however, have more than that single structure to draw on when approaching a writing task. They have a variety of forms, strategies, knowledge, and skills at their disposal that they can apply flexibly to achieve their writing goals” (Graham and Perin, 2019).
- Creative writing affords the opportunity for genuine discovery and associates a culture of fun with the writing process. Students are encouraged to change their metacognition and to experiment with different voices and perspectives (Ritivoli, Werner, and Wetzel, 2019).
- Writing portfolios should be adopted to the greatest extent possible as a means to measure student growth and achievement, and as a way to increase student engagement through relevancy (NCTE, 2019).
- Digital writing portfolios allow opportunity for ongoing dialogue about learning, develop higher-order thinking skills that align with the common core and state standards, and require students to reflect on their growth in ways that traditional assessments do not (Yaffe, 2019).
- Writing ability should be assessed using multiple pieces of writing, in various genres, written over time for different audiences and purposes, and evaluated by multiple readers. Portfolios are one way to accomplish this breadth and depth of writing assessment (NCTE, 2019).
- Instruction should focus on building students' confidence about their own writing. Writing is a design process. Experts suggest writing the same assignment two different ways for students to understand that “every move in a communication is linked to some sort of social interaction or problem” (Ritivoli, Werner, and Wetzel, 2019).
- Consider how to share teaching writing and communication with other disciplines. The 5-paragraph essay cannot be “thrown out” but it needs to be taught within other structures and content areas. Richard Coe describes writing as “a social problem that involves interaction” (Carnegie Mellon University, 2019).

English Language Arts Department Program Review

...

- Feedback in writing should occur through various stages of the writing process and not just at the end (Moschetta - AIU, 2019).
- For writing, look at the commonalities that cut across the modes of writing. There are components of writing that exist in all types of writing (NCIEA, 2019).
- Writing should be validated - every child is a writer and students identify with this message (Pittsburgh Arts and Lecture, 2019).
- Students/authors deal with authentic moments to create connections (Pittsburgh Arts and Lecture, 2019).
- Writing is one of the most challenging areas for students to develop. Teachers can foster student's writing skills by incorporating writing into every subject area."The world in which we live requires students to be able to communicate in a variety of ways, one of those being writing. Because of this, it is important to incorporate writing instruction into every class." (McGlynn and Kelly, 2019.)
- Writing tasks (specifically evidence based) should be explicitly modeled in order for students to be able to view and internalize the process (Gere, 2012).
- Writing summaries can be very helpful as a way to articulate to oneself the main point of what was read (Godley - University of Pittsburgh, 2019).
- It is recommended to teach foundational skills by having students read continuous texts and engage in writing activities. Students need to experience reading and application foundational skills in meaningful contexts (Valencia, Sheila, and Wixon, 2013).
- Teachers need to have a comprehensive toolkit of instructional strategies when teaching writing, especially to those students who struggle with writing (McMaster, 2018).
- Peer editing is a successful method to encourage collaboration and interaction between students. However, peer editing needs to be structured carefully and in conjunction with teacher feedback to be effective (Gopferich, 2016).
- "Literacy assessment includes more than cognitive activities; it also includes a range of practices and perceptions, including beliefs about literacy, dispositions toward literacy, and self-efficacy regarding literacy...[it] is varied and includes multiple measures of different domains, including processes, texts, and reflection. Accordingly, no single measure informs literacy instruction" (NCTE, 2018).
- "Writing at home is rooted in the everyday, talk-filled activities of children and their families. When families build a climate for talk and storytelling at home by sharing experiences about the places they go, things they see, and ideas they wonder about, they create a fertile ground for writing. Today, writers compose in a variety of ways using a multitude of tools. From making messages in the sand or dirt to communicating through digital means like making movies on iPads or connecting to websites, our youth communicate their stories in numerous ways....with our help and encouragement, every child can progress" (NCTE, 2018).

English Language Arts Department Program Review

...

Implementation Timeline (Anticipated Start/Finish): August 2020 - On-Going

Key Personnel: K-12 ELA Teachers; Special Education Teachers, Reading Specialists, School Psychologist, Intervention Specialists, Assistant Superintendents for Elementary and Secondary Education; Intermediate Unit consultants, University partners

Major Action Steps: (1) Identify essential expectations (horizontal and vertical) in writing and grammar for all disciplines and deliver instruction using research-based best practices; (2) Develop a style manual, posters, and other print/digital materials to articulate and ensure a common experience for all stakeholders (teachers, students, and parents) across all disciplines; (3) Utilize writing portfolios for writing instruction and assessment across disciplines, and to increase student awareness of their individual strengths and areas for improvement, and to foster a deep understanding of the manner by which clear written communication applies to all aspects of life; (4) Establish internal benchmarks of writing expectations (considering standards and developmental expectations) at each grade level and create an electronic repository of resources (including exemplar responses and common rubrics) to communicate examples; (5) Reflect, evaluate, and continuously revise the curriculum as vertical teams and grade levels.

Estimated Budget/Resources: Costs would include on-going professional development (including travel and training), consultation , local printing costs for possible style guides, posters, and other common planning resources

Potential Implications (Short-Term and Long-Term): (1) Writing expectations will need to be communicated and measurement systems will need to be developed to ensure consistency exists across classrooms; (2) Feedback rubrics for student writing will need to be developed with a focus on age-appropriate common-language across a variety of writing types; (3) Time allocated for frequent student writing and feedback will need to be integrated into the scope and sequence of each course.

Recommendation #6: Differentiation / Interventions (MTSS)

1. Explore ways that teachers can provide an increased amount of **individual feedback** for reading and writing (e.g., professional development, student engagement in goal setting/progress and Tier 1 differentiation strategies).
2. Enhance and refine support systems in ELA at the **secondary level** and/or modify course content (e.g., replace Critical Reading Strategies course with a Keystone Remediation/intervention course, writing labs or advisory periods).
3. Reaffirm and define our MTSS process to meet the needs of students who struggle without officially meeting the established criteria for Tier II support.
4. Re-evaluate existing interventions to determine if they are explicit, systematic, and research-based and find programs that cover all areas of reading and writing across all grade levels while also considering the implications of staffing and scheduling the interventions.

FINDINGS:

Internal Analysis

- Identify a set of best practices, model strategies and resources for increased support within the Tier 1 general education classroom for students who do not yet qualify for Tier 2 with the MTSS decision tree (PRSD Vertical Team, 2020).
- Reaffirm our use of universal screeners, while clarifying and establishing timelines and windows for benchmark assessments and their use for progress monitoring (PRSD Vertical Team, 2020).
- Implement a systematic and timely process for sharing student needs between grade levels - particularly for non-proficient students - to provide feedback, reteaching and practice (PRSD Vertical Team, 2020).
- PRSD currently offers twenty (20) different Tier II and Tier III interventions for students in grades K-12 (PRSD Data Committee, 2019).
- There is a need for an increase in creative writing opportunities, possibly in a lab setting (similar to math lab) for individualized opportunities or clubs. The Writing Lab at the HS is beneficial for individualized support, conferences, and feedback (Student Voice - High School, 2020).
- Provide specific differentiation strategies to intervene with struggling students and enrich high achieving students based on the individual lesson (Data Committee, 2019).
- Students expressed that teachers do not share individual scores on STAR reading assessments but do use the information to set individualized goals for students (Student Voice - Grade 3, 2020).
- A small portion of students knew their PSSA and STAR360 results. Most students expressed interest in seeing their scores and receiving feedback on assessments (Student Voice - Grade 6, 2020).
- Feedback is a critical component in the improvement of writing skills and students value individual feedback from teachers on writing assignments (Student Voice - Grade 6, 2020).
- Students repeatedly referenced the importance of feedback (individual and group) following tests, quizzes, and standardized test practice (Student Voice - High School, 2020).
- Parents find feedback for testing useful. When they are given standardized test results along with reading material that clearly explains the results, they can discuss with their children (Town Hall, 2020).
- Parents of primary students would like to see more enrichment/differentiation opportunities in the classroom (Town Hall, 2020).

External Analysis

- Writing lab/tutorial center in regular English workshops serves as an MTSS Tier 2 intervention (Parkland

English Language Arts Department Program Review

...

SD, 2020).

- Writing workshop and the use of common rubrics in a K-6 setting allow for individual student feedback and consistency (Radnor SD, Garnet Valley SD, and North Allegheny SD, 2019).
- Guided Reading approach in grades K-5 provides small group, differentiated instruction with immediate corrective feedback to effectively meet the needs of all learners (Unionville-Chadds Ford SD, Radnor SD, Parkland SD, Garnet Valley SD, and North Allegheny SD, 2019).
- Professional Learning Communities (PLCs) provide opportunities to deliver professional development and teachers' voices in the decision making process (Unionville-Chadds Ford SD, Parkland SD, 2019).
- An intervention/advisory/activity period within the schedule at the high school level allows for differentiation. (Unionville-Chadds Ford SD, and Radnor Township SD, 2019).
- Tier 2 interventions that provide research-based strategy instruction in all reading domains such as, Leveled Literacy Intervention (LLI), provide more authentic reading experiences in grades K-2 and 3-6 (Garnet Valley SD, North Allegheny SD, and Spring-Ford SD, 2019).
- Less MTSS referrals were documented since the implementation of a research-based phonemic awareness program, Heggerty, in K-2 regular education classrooms (NASD, 2019).
- Multiple data points are utilized to move students between tiered supports (NASD, 2019).
- It was stated that intervention instruction should include explicit, systematic instruction following a sequence (Stuckey - AIU, 2019).
- Use of a phonological screener, such as The Phonological Awareness Screening Inventory (PASI), provides additional diagnostic data to create flexible grouping with progress monitoring (AIU - Stuckey, 2019; PBIDA - Morelli, 2019).
- For struggling learners, it is important to chunk text, gradually increase the length of those chunks and provide a variety of reading scaffolds (Moschetta - AIU, 2020).
- Intervention and enrichment opportunities should be based on more of an individualized approach, both with students and teachers (Rose - SRU, 2020).
- Morphology analysis is an area of consideration for tier 2 intervention at the middle school level and beyond. Many students do not attack words strategically (Levesque, et al. 2018).
- Opportunities for wide reading during and after school to foster fluency and comprehension development. Struggling readers need more time to engage in authentic reading experiences as they have the lowest accumulated word knowledge (Allington, 2014).
- Struggling writers need carefully structured assignments, but formulaic writing as an intervention must not emphasize the mastery of structure at the expense of content and compositional choices (Wiley, 2000).
- Cross-disciplinary vocabulary instruction can help close the reading achievement gap between skilled and less-skilled readers (Kouider and Mokhari, 2015).
- Running Record Assessments improve performance for students. The teacher and student have specific access to their deficits and strengths with these assessments (Ross, 2004).
- "Teaching students strategies for self-regulation while reading text such as setting a purpose for reading, connecting current reading with background knowledge and prior experiences, questioning, and summarizing helps students comprehend the text" (Wanzek, 2012).
- Analytic thinking and original thinking is the biggest stumbling block for students who are new to college (Godley - University of Pittsburgh, 2020).
- Students with growth mindsets tend to demonstrate more adaptive behaviors and psychological traits, such as resiliences in response to failure, which leads to greater academic achievement (Dweck, 2000).
- Reading intervention with a growth approach, explains to parents that they can make a difference and supplement the schools efforts to teach children to read well and express themselves in writing (Anderson

English Language Arts Department Program Review

...

and Nielsen, 2016).

- High quality studies involving providing students with text generation and self-regulation strategies resulted in improvements in writing composition (McMaster, 2018).
- It is beneficial for teachers to employ statements attributing students' successes or failures in literacy tasks to effort. Internal attributional statements are especially important when working with students who struggle with literacy tasks by helping them to understand their ability to control their performance (Wilson and Trainin, 2007).
- The critical components of a tier 2 and 3 intervention are: program fidelity, time dedicated to intervention, Sonday-Wilson (Morelli - PBIDA, 2019).
- Accommodations for dual diagnosed students include the use of technology for written expression (Morelli - PBIDA, 2019).
- Use of universal and secondary screeners are recommended, leveraging technological solutions as the assessment platform, such as Accadience (new DIEBELS), CTOPP, and TOWRE (Morelli - PBIDA, 2019).
- Identify and utilize research-based instructional methods for struggling writers such as the cognitive strategies approach, which addresses both the content of the instruction as well as how it is delivered (Santangelo and Olinghouse, 2009).

Implementation Timeline (Anticipated Start/Finish): August 20, 2020 - on-going

Key Personnel: K-12 ELA Teachers, Special Education Teachers, Reading Specialists, School Psychologist, Intervention Specialists, Assistant Superintendents for Elementary and Secondary Education, Intermediate Unit consultants, University partners

Major Action Steps: (1) Evaluate the current Tier II and III intervention options and explore other resources and evaluate the impact of the recommended interventions on scheduling and staffing; (2) Establish professional development for resource integration and differentiation; (3) Ongoing support for staff through professional development with internal and external personnel; and (4) Modify secondary course and/or develop new intervention course options.

Estimated Budget/Resources: Costs would include on-going professional development (including travel and training), intervention and curriculum program materials, consultation

Potential Implications (Short-Term and Long-Term): (1) Scheduling and staff implications K-12; (2) K-12 MTSS Decision Tree revision; (3) Student academic achievement and growth; (4) Increased training and professional development impacts on personnel and budget; (5) Curriculum revision to middle school and high school courses; (6) Time for teachers and staff to research and make recommendations for curriculum and interventions; (7) Consider revision to Program of Studies (including co-taught classes) and graduation requirements and communicate those changes with parents and students.

Recommendation #7: Resources; Interest and Ownership; Relevance and Application

1. Increase opportunities for **student choice, ownership and agency** in texts that they read and the products that they create when reading, writing, speaking and listening to engage students through motivation.
2. Intentional integration across curricular areas (i.e. Social Studies/ELA or Science/ELA), leveraging paired texts across genres and mediums (e.g. poems, short stories, current events, essays, videos of speeches, etc.), and leveled for the students' Lexile levels where possible.
3. Review K-12 texts to develop a text list that delineates the grade level at which each text will be used based on preset criteria (e.g., cultural relevance, cultural diversity, time-periods, student interest, etc.). Clarify **core and protected texts** by grade-level and department.
4. Research and select a range of novels that are current and diverse, providing opportunities for choices for students. Include a variety of methods for accessing the book or novel (online, paperback) to expose students to different ways of interacting with text.
5. Evaluate and modify the summer reading program.

FINDINGS:

Internal Analysis

- Students overall prefer traditional textbooks when reading for pleasure and information, but some value the option of online resources (Student Voice-Grade 6/High School, 2020).
- Variance in text opportunities occurs across the secondary span (Student Voice-High School, 2020).
- Students want more choices in the classroom. Students have various preferences with respect to genre, topic, and reading level of material. Some felt that the material was not challenging enough (Student Voice-Grade 6, 2020).
- The PR ELA curriculum lacks opportunities for reading about different cultures and diverse people (Student Voice-High School, 2020).
- Students feel the current summer reading program is not effective. Assessments are not productive, novel selections are not appealing to students, the number of books are too many and tend to push students away from reading (Student Voice-High School, 2020).
- Parents would like students participating in the summer reading program to be given choices within a concise, modern selection of books (Town Hall, 2020).

External Analysis

- Add new elective courses such as Public Speaking, Philosophy and Writing, Film Analysis, Battle of the Books, Shakespeare, and other diverse areas of study based on student interest in the high school (Unionville-Chadds Ford SD, Radnor Township SD, PATOY 2019).

English Language Arts Department Program Review

...

- Utilize writing/study labs to help students improve skill levels (York Suburban SD, Parkland SD 2019, and Unionville-Chadds Ford SD 2018).
- Utilize high school summer reading programs in a variety of ways for different classes and purposes (York Suburban SD, Parkland SD, Unionville-Chadds Ford SD, and PATOY 2019).
- Implement literature circles and student-centered text choices in grades 6-12 ELA to promote writing and reading fluency and a life-long love of reading (GarnettValley SD and PATOY 2019) PRSD Student Stakeholder Survey Results (2017 - 2019).
- Incorporate high-interest novels with classics (Unionville-Chadds Ford SD, 2020).
- Utilize real world, authentic writing assignments that leverage the core analytic skills required for Text Dependent Analysis responses and make explicit to students the connection in these common critical-thinking skills (PATOY, 2019).
- Evaluate texts to ensure the incorporation of diverse perspectives with deliberate focus on race, socioeconomic status, religion, gender, etc. (Pittsburgh Arts and Lectures, 2019).
- Curriculum should be diversified in terms of different perspectives. Fiction does not always work and fiction that is not recent does not work because students look at it in the historical context (Godley - University of Pittsburgh, 2019).
- There should be a focus on using non-fiction and current dilemmas around our city and region when it comes to diversifying the text selections in curriculum. Current, nonfiction articles about local issues work the best (Godley - University of Pittsburgh, 2019).
- The focus on ELA instruction should be on independently comprehending, analyzing, and synthesizing texts ((Godley - University of Pittsburgh, 2019)).
- In reference to plagiarism, teach students how to read online and identify biases and points of view ((Godley - University of Pittsburgh, 2019)).
- Research has shown that high percentages of high school students cannot detect fake news and cannot talk about the reliability of a website ((Godley - University of Pittsburgh, 2019)).
- Cultural awareness such as the "We Need Diverse Books" movement. Students should see/be exposed to (diverse) authors who do not look like them. Also, be exposed to diverse perspectives that people want to hear about (Pittsburgh Arts and Lecture, 2019).
- We should look to books to help us make sense of a complicated world. Issues are not going to go away, but we can improve our cultural capacity (Pittsburgh Arts and Lecture, 2019).
- Literature provides a framework to engage in empathy and compassion for people with different experiences. Bullying and compassion toward characters is addressed in literature (Pittsburgh Arts and Lecture, 2019).
- Connections and interactions between readers and authors helps to "provide the mirror" (Pittsburgh Arts and Lecture, 2019).
- Writing needs to occur across all content areas and in multiple forms. The more authentic the audience for a piece of writing, the better (Moschetta - AIU, 2019).
- Students need to have choice in texts within the classroom (Moschetta - AIU, 2019).

English Language Arts Department Program Review

...

- Readers do not automatically engage with the text carefully. They are dependent on prompts (i.e., look for these five things); they cannot “prompt themselves” in critical reading. They skim and scan but are not always good at it. The impact of digital technologies on reading is dramatic. Students look for an excerpt. Students should understand that there is "no magical kernel--you have to read a text in its entirety" in order to effectively distinguish between opinions and research claims. Students are very good at reading textbook chapters; however, they lack the understanding that "texts are not just information." Instructors should deliberately teach how to distinguish opinions from research claims even in "informational" texts (Ritivoli, Werner, and Wetzel, 2019).
- To model authentic reading, teachers should assign a book that he/she has not read in the spirit of collective discovery. Reading is something that happens in real time (Ritivoli, Werner, and Wetzel, 2019).
- Students are motivated intrinsically by perceived control (limited choices) and ownership of their learning. Motivated and engaged learners deliver measurable results in growth and achievement. (Fulk, 1994).
- To help students transfer writing skills across all disciplines, content-area teachers should introduce strategies for reading informational text then focus on expository writing, focusing on a limited number of standards that can be logically incorporated and assessed (Merten, 2015).

Implementation Timeline (Anticipated Start/Finish): August 20, 2020 - July 1, 2021

Key Personnel: K-12 ELA Teachers, School Psychologists, Assistant Superintendents for Elementary and Secondary Education; Intermediate Unit consultants, University partners, Academic Leadership Council Members Across all Departments

Major Action Steps: (1) Evaluate current text choices (summer reading, short stories, novels, cross-curricular pairings) and explore options for incorporating cultural diversity, cultural relevance, time period, and student interest; (2) Establish professional development for resource integration and differentiation; (3) Modify K-12 ELA curriculum to include updated resources; (4) Planning for increased collaboration between departments; (5) Engage all stakeholders (parents, students, staff, community) in the selection of new resources.

Estimated Budget/Resources: Costs would include on-going professional development (time for collaboration, substitutes) and curriculum materials (specifically the possible purchase of new texts). Evaluation committees will consider additional resources for technology integration. Those resources could include hardware (tablets, handheld devices) and software.

Potential Implications (Short-Term and Long-Term): (1) Increased student engagement with text options; (2) Revising scope & sequence of ELA curriculum K-12; (3) Increased student cultural awareness; (4) Time for teachers to compile lists of texts and meet to discuss overlap; (5) Changes to Science and Social Studies curriculum based on discussions; (6) Modifications and communication plans for the summer reading program.

Recommendation #8: Resources/Technology/Academic Integrity

1. Conduct a review of resources to support coursework in grades 10-12 and to determine K-12 platforms for current events across interest and content areas, and offering text level manipulation (e.g. lexile level).
2. Invest in the consistent use of TurnItIn at the secondary level to reinforce ethical writing practices and evaluation of sources.
3. Expand technology integration to include additional devices (e.g., 1:1 in classroom), online resources, subscriptions, and interventions to accompany and support engaging instructional opportunities.

FINDINGS:

Internal Analysis

- Students expressed a need for more consistency in online platforms (Google Classroom, etc.) and more interactive technology for projects/assignments to help prepare students for college (Student Voice - High School, 2020).
- For writing activities, students prefer using technology to type, especially utilizing Google Docs, along with the spell check feature (Student Voice - 6th Grade, 2020).

External Analysis

- Software tools used in conjunction with assessment results help differentiate learning opportunities (North Allegheny SD, 2019).
- Students of all levels struggle with plagiarism and paraphrasing complex information. TurnItIn is a valuable teaching tool for student understanding of plagiarism and effective paraphrase. The software demonstrates to students how drafts of writing have changed and evolved from submission to submission (Ritivoli, Werner, and Wetzel, 2019).
- Experts recommend the "Patchwriting" technique for plagiarism prevention from the Sweetland Center for Writing at the University of Michigan--the philosophy of which encourages students to "integrate sources responsibly...without losing sight of [the student's] own voice" (Ritivoli, Werner, and Wetzel, 2019).
- 1:1 devices or 1 cart per classroom allow for teachers to integrate technology regularly into their lessons. (Unionville-Chadds Ford SD, York Suburban SD, and PATOY, 2019).
- Electronic screening tools should be used to inform our instruction (Rose - SRU, 2019).
- Literacy is expanding the most in the realm of digital literacy. We are expecting students to consume digital text in smarter ways by questioning the reliability and synthesizing what they read (Godley - University of Pittsburgh, 2019).
- In terms of text production, more audiences are more receptive to non-print texts (Godley - University of Pittsburgh, 2019).
- Continue to use cloud-based computing services (such as Google Docs) to support ELA instruction and to address standards including those related to collaboration, text types and purposes, range of writing, focus on language, and use of technology for research, sharing, and publishing (Yim, Soobin, et al, 2014).
- "Literacy means *literacies*. Literacy is more than reading, writing, speaking, listening, and viewing as traditionally defined. It is more useful to think of *literacies*, which are social practices that transcend individual modes of communication.. Consider literacies before technologies. New technologies should be considered only when it is clear how they can enhance, expand, and/or deepen engaging and sound practices related to literacies instruction" (NCTE, 2018).

English Language Arts Department Program Review

...

- “Technologies provide new ways to consume and produce texts. What it means to consume and produce texts is changing as digital technologies offer new opportunities to read, write, listen, view, record, compose, and interact with both the texts themselves and with other people” (NCTE, 2018).

Implementation Timeline (Anticipated Start/Finish): August 20, 2020 - July 1, 2022

Key Personnel: K-12 Teachers, Assistant Superintendents for Elementary and Secondary Education, K-12 Principals, Director of Technology, Technology Department

Major Action Steps: (1) Review resources at the high school level to evaluate platforms for current events across interest and content areas; (2) Establish professional development for K-12 teachers in integration of technology resources, subscriptions, and interventions, including TurnItIn; (3) Consider 1:1 technology integration for students, based on technology integration study; (4) Ongoing support for staff through professional development with internal and external personnel; (5) Communicate new resources and technology integration with stakeholders

Estimated Budget/Resources: Costs would include on-going professional development (time for collaboration, substitutes), curriculum materials (i.e. TurnItIn), technology devices for every student

Potential Implications (Short-Term and Long-Term): (1) Wider use of technology and online curricular resources by teachers and students; (2) Better engagement of High School students; (3) Technology use guidelines for students; (4) Less plagiarism and increased ownership of student work; (5) Time needed to train teachers in how to use TurnItIn.

Recommendation #9: Structure and Scheduling

1. Explore opportunities to increase the amount of time and exposures to reading and writing throughout the day (e.g., block scheduling and coordinating with other content areas).
2. Develop English Language Arts integration strategies across content areas (Reading, English, Social Studies, Science).
3. Integrate English Language Arts structure in grade 7 (Reading and English) and modify grade 8 English course from a traditional English course to English Language Arts.

FINDINGS:

Internal Analysis

- Embed the middle level pilot model success here as a finding for cross-curricular writing/reading and cite the team middle school pilot of flexible grouping across English, Reading, and Social Studies classes in 7th grade yielded positive results with respect to the writing quality of students' Document-Based Questions (DBQs). It also helped team teachers develop common expectations for students reading and writing habits (PRSD Middle School Cross-Curricular Pilot Team [SS IDPR Rec. 5c], 2020).
- Revisit the curriculum with the other English 7 and 8 teachers to make sure everyone understands the learning goals and resources being used (Data Committee, 2019).
- Students feel a high level of rigor and enrichment are provided through the honors and AP courses available. Multiple levels of classes allow students to move between pathways (Student Voice-High School, 2020).
- While 8th grade students expressed a desire for additional enrichment opportunities outside of the classroom, the high school students felt that there were opportunities available for them, such as Mock Trial and Forensics (Student Voice-Grade 8/High School, 2020).
- A Writing Lab at the high school would be beneficial for individualized support, conferences and feedback on writing (Student Voice-High School, 2020).

External Analysis

- "I really believe that most of the problem we have isn't that we aren't teaching the skills effectively, but that reading is really about understanding content and having the background to understand content which comes from reading." It was stated that it is important to integrate reading into the arts, science and history so they get exposure to it at an early age (Slippery Rock University, 2019).
- Class sizes and time dedicated to ELA instruction supports the student's development in reading and writing. Teachers cannot provide meaningful, individualized feedback when classes are too large and/or when the volume of students outweighs reasonable time constraints for the teacher (Ritivoli, Werner, and Wetzel, 2019).
- "I don't think they write enough, and I don't think they're expected to read enough. The more you read, the better you are. The more you write, the better writer you are. Have students use mentor texts to learn how to write" (Slippery Rock University, 2019).
- Reading and writing should not be taught separately (NCIEA, 2019).

English Language Arts Department Program Review

...

- Block scheduling should be considered for ELA. This would involve up to two hours of ELA instruction per day. Even 60 minutes is not enough time to have a deep dive into literacy instruction. 120 minutes is ideal (NCIEA, 2019).
- Co-teaching in ELA classroom recommendations: model should progress along with co-teaching line, speaks to peer modeling, strengths of professional practice, collaboration between two professionals, continued learning (PBIDA, Morelli, 2019).
- Reading and writing skills, beyond a predictor of academic success, are prerequisite to successful civic engagement and participation in the global economy (Graham and Perin, 2007).
- Writing continuity and common language assist students to develop writing skills across ELA and all subject areas (York Suburban SD and Parkland SD, 2019).
- Develop writing/grammar guidelines departmentally to share with other content areas to assist in writing across the curriculum (York Suburban SD, 2019).
- An intervention/advisory/activity period within the schedule at the high school level allows for differentiation (Unionville-Chadds Ford SD, and Radnor Township SD, 2019).
- Cross-disciplinary vocabulary instruction can help close the reading achievement gap between skilled and less-skilled readers (Kouider and Mokhari, 2015).
- Utilize real world, authentic writing assignments that leverage the core analytic skills required for Text Dependent Analysis responses, and make explicit to students the connection in these common critical-thinking skills (PATOY, 2019).
- Writing needs to occur across all content areas and in multiple forms. The more authentic the audience for a piece of writing, the better (Moschetta - AIU, 2019).
- To help students transfer writing skills across all disciplines, content-area teachers should introduce strategies for reading informational text then focus on expository writing, focusing on a limited number of standards that can be logically incorporated and assessed (Merten, 2015).

English Language Arts Department Program Review

...

Implementation Timeline (Anticipated Start/Finish): August 2020-August 2023

Key Personnel: K-12 core content area teachers, Reading Specialists, Principals, Assistant Superintendents for Elementary and Secondary Education, Academic Leadership Council Members

Major Action Steps: (1) By grade level, identify where reading and writing are currently instructed throughout a student's day and determine gaps and focus areas; (2) Provide appropriate professional development for core content area teachers around how to use disciplinary literacy practices in their classrooms and how to integrate the teaching of Reading and English; (3) Identify ways to maximize common planning time for core content area teachers with the goal of integrating reading and writing across a student's day; (4) Identify best practices for integrating reading and writing differentiated by content area; (5) If further support is needed, examine schedules to determine if there is a need to restructure the offered ELA courses at each grade level; (6) Build English Language Arts integration plans into the middle school English and Reading classes.

Estimated Budget/Resources: Costs would include ongoing professional development (time for collaboration, substitutes) and additional curriculum materials to support reading and writing across content areas.

Potential Implications (Short-Term and Long-Term): (1) Changes in the structure of how classes are taught to include more reading and writing; (2) Students will have more exposure to reading and writing across their day; (3) Curriculum may need to be adjusted to address reading and writing needs, which may reduce the content coverage of a class; (4) Time needed to train teachers and provide them with common planning time to support the integrated teaching of reading and writing; (5) Core content area teachers will need training and support in integrating common ELA strategies in their courses (science, mathematics, social studies).

Works Cited

Abington Heights School District (AHSD). December 10, 2019. Pryle, Marilyn (Pennsylvania Teacher of the Year).

Accenture. January 7, 2020. Morse, Anne (Recruiting Specialist).

Allegheny Intermediate Unit (AIU). January 10, 2020. Moschetta, Dr. Heather (Reading Achievement Center).

Allegheny Intermediate Unit (AIU). January 22, 2020. Stuckey, Kate (Literacy Training and Consultation Coordinator).

Carnegie Mellon University (CMU). January 7, 2020. Ritivoi, Andreea (Professor of English, Department Chair); Werner, Necia (Associate Teaching Professor of English, Director of Undergraduate Studies, Director of Undergraduate Professional & Technical Writing); Wetzell, Danielle (Teaching Professor & Director of First-Year Writing).

Fisher, Douglas, and Nancy Frey. "SPEAKING AND LISTENING IN CONTENT AREA LEARNING." *The Reading Teacher*, vol. 68, no. 1, 2014, pp. 64–69., www.jstor.org/stable/24573671.

Garnet Valley School District (GVSD). December 10, 2019. Allen, Tara (Elementary School Principal); Piasecki, Steven (Elementary School Principal); Jones, Caitlin (Elementary School Principal); Gabriele, Anthony (former Supervisor of Literacy and current Director of Learning and Innovation at Centennial School District).

International Dyslexia Association. December 10, 2019. Morelli, Denise.

National Center for the Improvement of Educational Assessment (NCIEA). December 10, 2019. Thompson, Dr. Jeri (Senior Associate).

National Council of Teachers of English. *NCTE Position Statement: Academic Freedom*, NCTE, 7 Nov. 2019, <https://www2.ncte.org/statement/academic-freedom-copy/>.

National Council of Teachers of English. *NCTE Position Statement: Beliefs for Integrating Technology into the English Language Arts Classroom*, NCTE, 25, Oct, 2018, <https://www2.ncte.org/statement/beliefs-technology-preparation-english-teachers/>.

National Council of Teachers of English. *NCTE Position Statement: Definition of Literacy in a Digital Age*, NCTE, 7 Nov. 2019, <https://www2.ncte.org/statement/nctes-definition-literacy-digital-age/>.

National Council of Teachers of English. *NCTE Position Statements: Literacy Assessment - Definitions, Principles, and Practices*, NCTE, Oct. 2018, www2.ncte.org/statement/assessmentframingst/.

English Language Arts Department Program Review

...

National Council of Teachers of English. *NCTE Position Statement: Parents as Partners in Promoting Writing among Children and Youth*, NCTE, 19 Oct. 2018, <https://www2.ncte.org/statement/howtohelpenglish/>.

National Council of Teachers of English. *NCTE Position Statements: Resolution on English Education for Critical Literacy in Politics and Media*, NCTE, 6 Mar. 2019, www2.ncte.org/statement/resolution-english-education-critical-literacy-politics-media/.

National Council of Teachers of English. *NCTE Position Statement: Understanding and Teaching Writing*, NCTE, 14 Nov. 2018, www2.ncte.org/statement/teachingcomposition/.

National Council of Teachers of English. *Position Statements: Writing Assessment*, NCTE, Nov. 2014, www2.ncte.org/statement/writingassessment/.

National Council of Teachers of English. *NCTE Vision Statement*, NCTE, 2019, <https://www2.ncte.org/statement/independent-reading/>.

North Allegheny School District (NASD). November 12, 2019. Hudson, Carla (Assistant Principal: McKnight Elementary).

Parkland School District (PSD). December 10, 2019. Rosario, Kelly (Director of Curriculum, Instruction and Professional Development). Henry, Jason (Supervisor of Secondary Curriculum and Instruction). Bennick, Tammy (High School Assistant Principal for Curriculum and Instruction).

Morelli, Denise. Pennsylvania Branch, International Dyslexia Association (PBIDA). December 10, 2019.

Petrosky, Anthony. "Text-based Writing and Talk for the CCSS." *Institute fo Learning: White Papers*, pp. 1-3, ifl.pitt.edu/documents/white-papers/2013_4_10_Text-based_Writing_and_Talk_for_the_CCSS.pdf. Accessed 8 Oct. 2019.

Pine-Richland High School Air Force Junior Reserve Officer Training Corps (PR-AFJROTC). December 10, 2019. Gasparetto, Michael (Chief); Morrison, Michael (Major)

Pittsburgh Arts and Lectures. January 7, 2020. Flom, Stephanie (Executive Director).

Radnor Township School District (RTSD). November 12, 2019. Kearney, Dr. James (Assistant Director of Teaching and Learning).

Slippery Rock University (SRU). January 7, 2020. Rose, Dr. Suzanne (Professor, Graduate Coordinator).

Spring-Ford School District. December 10, 2019. Gardy, Catherine (K-12 Curriculum Supervisor - ELA)

Student Voice Grades 3, 6, 8 & High School, 2020.

Town Hall Meeting at PRSD, 2020.

English Language Arts Department Program Review

...

Unionville-Chadds Ford School District. November 12, 2019. Hoffman, Tim (Dir. of Curriculum and Instruction)

University of Pittsburgh (Pitt). January 7, 2020. Godley, Dr. Amanda.

York Suburban School District (YSSD). November 12, 2019. Ellis, Dr. Brian (High School Principal); Jackson, Theresa (Assistant Principal); Bedell, Betsy (English Department Chair).

Research Subcommittee

A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers. The National Reading Panel Report, 2000.

Andersen Simon Calmar, and Nielsen Helena Skyt. "Reading Intervention with a Growth Mindset Approach Improves Children's Skills." *Proceedings of the National Academy of Sciences of the United States of America*, vol. 113, no. 43, 2016, p. 12111.

Bos, Candace S., et al. "Learning To Teach Early Literacy Skills Collaboratively." *TEACHING Exceptional Children*, vol. 32, no. 5, Jan. 2000, pp. 38–45.

Campbell, Robyn. "The Power of the Listening Ear." *The English Journal*, vol. 100, no. 5, 2011, pp. 66–70. *JSTOR*, www.jstor.org/stable/23047805.

Dweck, Carol S. *Self-Theories: Their Role in Motivation, Personality, and Development. Essays in Social Psychology.* 2000.

Fulk, Barbara Mushins, and Donna J. Montgomery-Grymes. "Strategies to Improve Student Motivation." *Intervention in School & Clinic*, vol. 30, no. 1, Sept. 1994, p. 28. *EBSCOhost*, doi:10.1177/105345129403000105.

Gere, Anne Ruggles, et al. *Using Evidence in Writing.* National Council of Teachers of English, www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0222-nov2012/CC0222Policy.pdf?_ga=2.96702879.1017677776.1570543958-1786176256.1568126111. Accessed 8 Oct. 2019. A Policy Research Brief produced by the National Council of Teachers of English.

Göpferich, Susanne, and Imke Neumann. *Developing and Assessing Academic and Professional Writing Skills.* Peter Lang ed., New York, Frankfurt am Main, 2016, www.peterlang.com/view/9783653960488/Chapter05.xhtml

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC:Alliance for Excellent Education.

Hanford, Emily. "There Is a Right Way to Teach Reading, and Mississippi Knows It." *New York Times*, New York, 5 Dec. 2019, www.nytimes.com/2019/12/05/opinion/mississippi-schools-naep.html.

English Language Arts Department Program Review

...

Justice, Laura M., et al. "Quality of Language and Literacy Instruction in Preschool Classrooms Serving At-Risk Pupils." *Early Childhood Research Quarterly*, vol. 23, no. 1, Jan. 2008, pp. 51–68.

Levesque, Kyle C., et al. "Inferring Meaning From Meaningful Parts: The Contributions of Morphological Skills to the Development of Children's Reading Comprehension." *Reading Research Quarterly*, vol. 54, no. 1, 9 May 2018, pp. 63-80.

Long, Katherine. "What happened when schools used science to revamp how reading is taught." *Seattle Times, Washington*, 1 Dec. 2019, educationlab ed., www.seattletimes.com/education-lab/what-happened-when-schools-used-science-to-revamp-how-reading-is-taught/.

McGlynn, Kaitlyn, and Janey Kelly. "Evolving students' writing skills: How to improve domain-specific writing." *Science Scope*, Apr.-May 2019, p. 40+. *Gale OneFile: Educator's Reference Complete*, <https://link.gale.com/apps/doc/A581989832/PROF?u=pl2677&sid=PROF&xid=33f3293b>. Accessed 10 Sept. 2019.

McMaster, Kristen L., et al. "Early Writing Intervention: A Best Evidence Synthesis." *Journal of Learning Disabilities*, vol. 51, no. 4, 2018, pp. 365–379. *Hammill Institute on Disabilities*, doi:10.1177/0022219417708169.

Merten, Susan. "Reading and writing alignment across content areas." *Science Scope*, Feb. 2015, p. 12+. *Gale OneFile: Educator's Reference Complete*, <https://link.gale.com/apps/doc/A497178570/PROF?u=pl2677&sid=PROF&xid=eba7ba08>. Accessed 10 Sept. 2019.

Nag, Sonali, and Margaret J. Snowling. "Children's Reading Development: Learning about Sounds, Symbols, and Cross-Modal Mappings." *Cognition and Brain Development: Converging Evidence from Various Methodologies.*, edited by Bhoomika Rastogi Kar, American Psychological Association, 2013, pp. 253–270.

National Council of Teachers of English. *Position Statements: Writing Assessment*, NCTE, Nov. 2014, www2.ncte.org/statement/writingassessment/.

Petrosky, Anthony. "Text-based Writing and Talk for the CCSS." *Institute for Learning: White Papers*, pp. 1-3, ifl.pitt.edu/documents/white-papers/2013_4_10_Text-based_Writing_and_Talk_for_the_CCSS.pdf. Accessed 8 Oct. 2019.

Ross, John. "Effects of Running Records Assessment on Early Literacy Achievement." *Journal of Educational Research*, March 2004, 97(4), p. 186-195. *Research Gate*: https://www.researchgate.net/publication/254345625_Effects_of_Running_Records_Assessment_on_Early_Literacy_Achievement. Accessed 11 Feb. 2020.

Santangelo, Tanya, and Natalie G. Olinghouse. "Effective Writing Instruction for Students Who Have Writing Difficulties." *Focus on Exceptional Children*, vol. 42, no. 4, 2009, doi:10.17161/foec.v42i4.6903.

Snow, Catherine E., and Timothy J. Matthews. "Reading and Language in the Early Grades." *The Future of Children*, vol. 26, no. 2, 2016, pp. 57–74. *JSTOR*, www.jstor.org/stable/43940581.

English Language Arts Department Program Review

...

Valencia, Sheila W., and Karen K. Wixson. "Suggestions and Cautions for Implementing the Reading Standards." *The Reading Teacher*, vol. 67, no. 3, 2013, pp. 181-85.

Vesay, Joanne P., and Karen L. Gishlar. "The Big 5: Teacher Knowledge and Skill Acquisition in Early Literacy." *Reading Horizons*, vol. 52, no. 3, May 2013, pp. 281-303.

Wanzek, Jenna, and Shawn Kent. "Reading Interventions for Students with Learning Disabilities in the Upper Elementary Grades." *Learning Disabilities: A Contemporary Journal*, vol. 10, no. 1, 16 May 2012, pp. 5-16. *Gale OneFile*.

Wiley, Mark. "The Popularity of Formulaic Writing (And Why We Need to Resist)." *The English Journal*, vol. 90, no. 1, 2000, pp. 61–67. *JSTOR*, www.jstor.org/stable/821733.

Wilson, Kathleen, and Trainin, Guy. "First-Grade Students' Motivation and Achievement for Reading, Writing, and Spelling." *Reading Psychology*, 2007, p. 278, doi:10.1080/02702710601186464.

Yaffe, Deborah. "Portfolio promise: new digital tools let teachers, students assess work more comprehensively." *District Administration*, June 2016, p. 45+. *Gale OneFile: Educator's Reference Complete*, <https://link.gale.com/apps/doc/A454730737/PROF?u=pl2677&sid=PROF&xid=2695cbef>. Accessed 10 Dec. 2019.

Yim, Soobin, et al. "Cloud-Based Collaborative Writing and the Common Core Standards." *Journal of Adolescent & Adult Literacy*, vol. 58, no. 3, 2014, pp. 243–254., www.jstor.org/stable/24034734.

Connections and Data Subcommittees

PRSD Data Committee. 2019-2020.

PRSD Exemplar Committee, 2019-2020.

PRSD Middle School Cross-Curricular Pilot Team [SS IDPR Rec. 5c]. 2020.

PRSD Student Voice. 2019-2020. Grades 3, 6, 8, & High School.

PRSD Town Hall. 2019-2020.

PRSD Vertical Team. 2014-2020.