

School District of River Falls
Educational Program Committee meeting

Monday, August 7, 2023 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at

<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 p.m. in the District Office Conference Room.

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. Standards Based Grading Practices at Meyer Middle School

2

Description: Mark Chapin, Meyer Middle School Principal, will provide an update on Standard Based Grading and Reporting work being conducted at Meyer Middle School.

Recommended Action: None, Informational only.

5. English Language Arts Resource Adoption Update

47

Description: Nate Schurman, Director of Academic Services, will provide an update on English Language Arts resource adoption.

Recommended Action: None, informational only.

6. High Quality Teaching and Learning Presentation

65

Description: Nate Schurman, Director of Academic Services, will present information on district-level work related to High Quality Teaching and Learning.

Recommended Action: None, informational only.

7. Summer School Update

72

Description: Nate Schurman, Director of Academic Services, will provide an update on the recently concluded summer school session.

Recommended Action: None, informational only.

8. Proposed/suggested items for the next regular and future Educational Program meeting agenda(s)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

Recommended Action: As needed.

9. Schedule next Educational Program Committee meetings

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, October 2, 2023, 6:00 p.m.

The meeting will be held at the District Office conference room, 852 E Division Street.

10. ADJOURN

Meyer Middle School

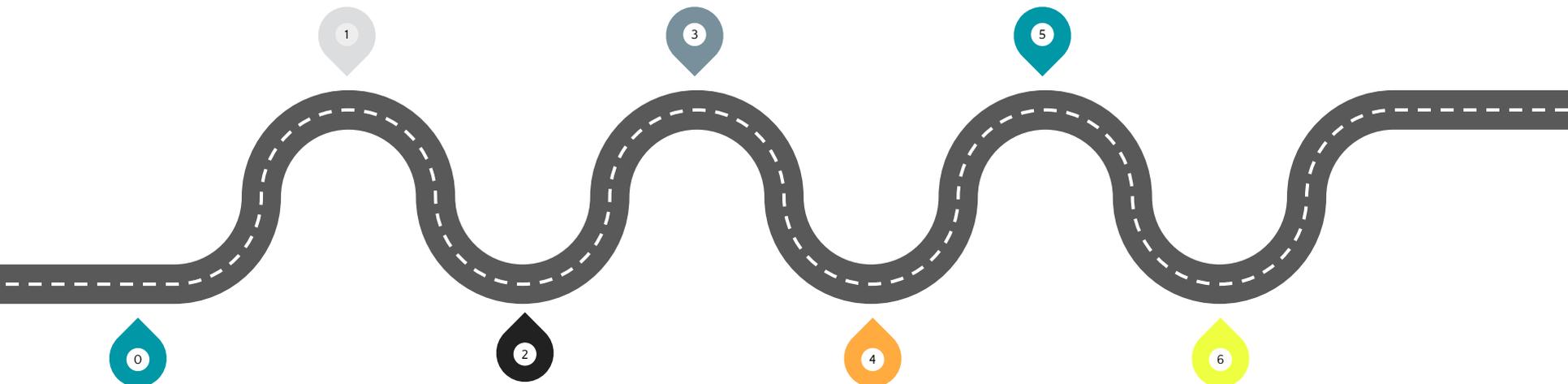
Standards Based Grading



Our Journey



Where have we been & where are we headed? Standards Based Grading Roadmap



Step 0: Knowing the
“why” & building
capacity



OUR MISSION

We are collectively committed to the academic growth, character development, and well-being of every student, every day.

OUR VISION

We will operate as a high performing professional learning community in a caring environment where students and staff feel safe, connected and engaged.



Our Collective Commitments

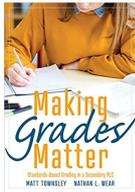
In order to advance our shared vision, the staff at Meyer Middle School have made the following collective commitments:

- We will build and maintain meaningful relationships with our students, staff, families, and community.
- We will intentionally teach and support our students' character development and their social emotional learning.



We will use evidence of student learning and effective practices to teach, assess, and reteach the essential standards through common formative and summative assessments.

- We will promote a wide variety of extracurricular opportunities to meet our students' interests.
- We will continue to grow professionally by learning from each other and by implementing effective practices to support students.
- We will be positive and solution focused contributing members of our collaborative teams.
- We will hire and retain the best employees who value our mission and vision.



Standards Based Grading & Professional Learning Communities

“As authors and educators, we believe that secondary schools cannot accomplish standards-based grading practices without a strong foundation in the PLC process.”
(P.3)



STEP 0: Understanding the “WHY” & Building Capacity

- ❑ **The connection between standards based grading and a high functioning Professional Learning Community**
 - ★ **What is it we want our students to know and be able to do?**
 - ★ **How will we know if each student has learned it?**
 - ★ **How will respond when some students do not learn it?**
 - ★ **How will we extend the learning for students who have demonstrated proficiency?**
 - ★ **Which students?**

What is SBG?

Traditional Grading

- Meant to sort students.
- Often includes measures outside of student learning.
- Uses percentages to assess student learning
- No research that indicates it supports student learning.

SBG

- Meant to ensure all students learn what's most important.
- SBG is only about what students know and can do.
 - Grades have meaning due to their alignment with specific priority standards.
- Uses rubrics and proficiency scales typically on a 3-5 pt scale to assess student learning
- Research indicates SBG teaching practices leads to higher achievement.

What is SBG?

Traditional Grading

7th Grade Science: B+ (88%)

SBG:

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Level 3.0- Target Content

- I can use a model to:
 - describe that gravity is an inward-pulling force that keeps smaller/less massive objects in orbit around larger/more massive objects in a continuous pattern
 - causes smaller objects (e.g., moons) to orbit around planets.
 - causes the planets and other bodies to orbit around the Sun, holding the solar system together.
 - causes stars and stellar systems to orbit around the center of the Milky Way galaxy.
 - caused a disk of dust and gas to form our solar system and other galaxies
- I can describe that objects too far away from the sun do not orbit it because the sun's gravitational force on those objects is too weak to pull them into orbit.
- I can describe what a given phenomenon might look like without gravity (e.g., smaller planets would move in straight paths through space, rather than orbiting a more massive body).

Benefits and Challenges of SBC

Benefits

- Clarity
 - What to teach.
 - What to assess.
 - Where students need re-teaching or extensions.
- Consistency
 - What to teach.
 - What to assess.
 - Reporting.
- Teacher confidence.
- Alignment with external exams.

Challenges

- Consistency in determining report card/summative “grades.”
- Which scale? (3,2,1 or 4,3,2,1, or 4, 3.5, 3, 2.5...)
- Rubrics and Proficiency Scales.
- Always a degree of subjectivity.
- Variance between levels.
- Parent understanding.

Why Standards Based Grading?

- Standards based grading is a starting point for professional learning communities
 - allow us to focus on student learning rather than focusing on points or a letter grade.
- Our current reporting/recording practices (gradebook & report card) do not allow us to meet our mission.
 - Our reporting of grades are not specific enough (by standard/by student)
 - Nor in many cases accurately reflect our students' true level of understanding to achieve our mission at MMS.



STEP 0: Understanding the “WHY”

- ★ What is the purpose of a grade?
- To Accurately Reflect and Communicate Our Students’ True Level of Understanding
- To establish, sustain and grow student confidence.

Do our current grading practices accurately reflect our students' true level of understanding?

	Blue Advance	Blue Prof	Blue Basic	Blue BB	% Grade	Gold Advance	Gold Prof	Gold Basic	Gold BB	% Grade
A- to A+	15	26	13	1	47.4%=As	9	35	34	6	71%=As
B- to B+	2	12	15	6	21.5%=Bs	0	3	13	6	18.6%=Bs
C- to C+	0	3	6	8	14.6%=Cs	0	1	4	2	5.9%=Cs
D- to D+	0	0	3	1	3.4%=Ds	0	1	2	2	4.2%=Ds
F	1	0	3	1	4.3%=Fs	0	0	0	1	.8%=Fs
Total	18	41	40	17	116	9	40	53	16	118
%	15.5%	35.3%	34.4%	14.6%		7.6%	33.8%	44.9%	13.5%	13

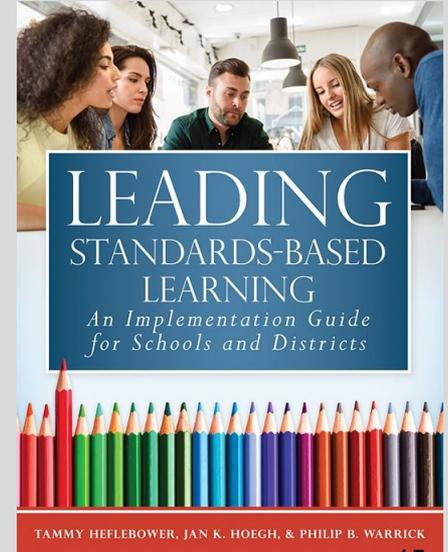
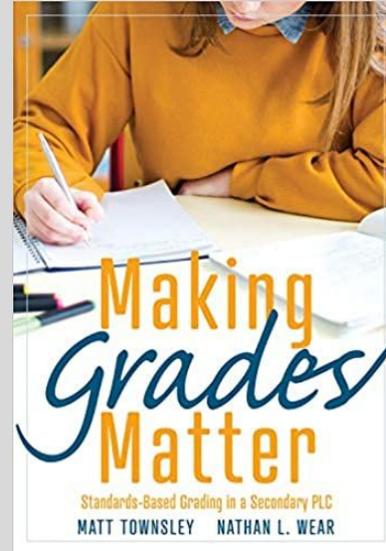
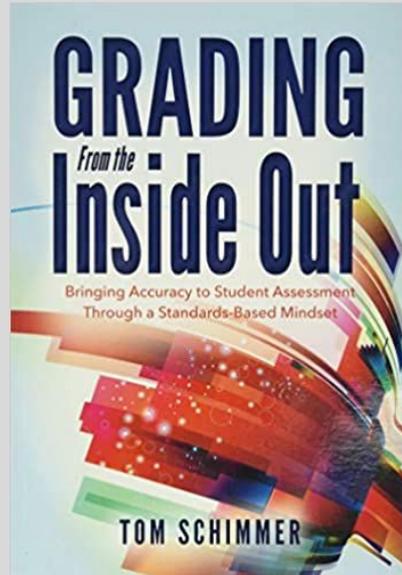
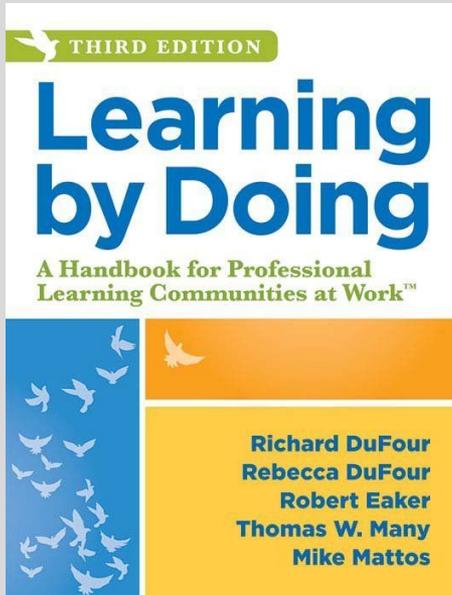


STEP 0: Building Capacity

- ★ PD to build capacity during team time, inservice time and collaboration time



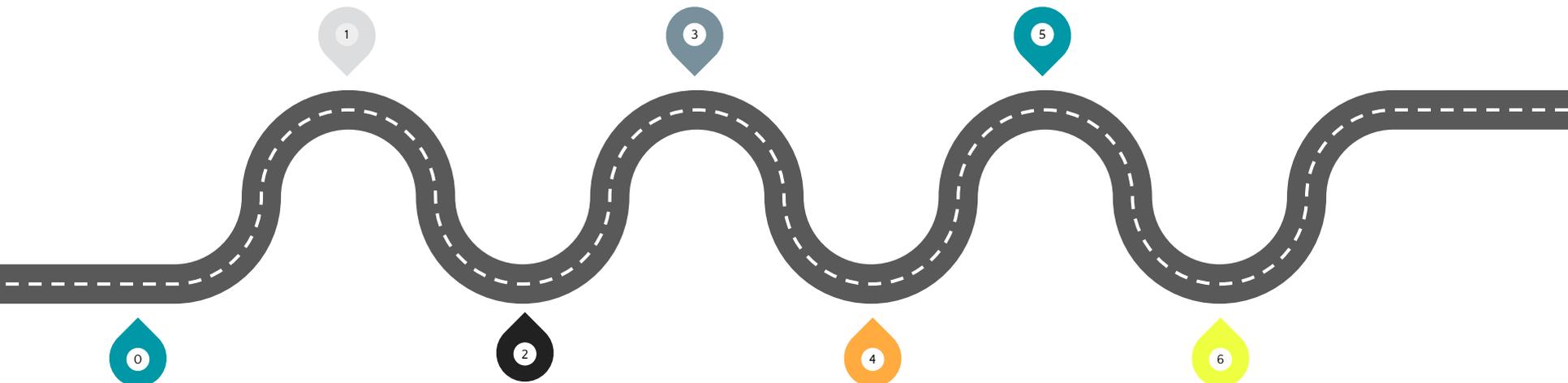
STEP 0: Understanding the “WHY” & Building Capacity





Where have we been & where are we headed? Standards Based Grading Roadmap

Step 1: Establish
Power Standards



Step 0: Knowing the
“why” & building
capacity



Step 1: Establish Power Standards

HOW?

How to Establish Power Standards

Directions: Select a standard, and use each column to assess whether the standard meets or does not meet the priority standard criteria found in the column heading. A yes in more than three columns indicates this is a priority standard. If there is a no in three or more columns, it is likely not a priority standard. Results in between indicate a need to further review and assess the standard's importance.

Standard: _____

Teacher Input: Is this standard important to know? Can a student learn the content-the big concept-without having this information? (Circle yes or no.)		Endurance: Do we really expect our students to retain the knowledge and skills over time, as opposed to merely learning them for a test (Circle yes or no.)		Readiness: Is the standard essential for success in the next unit, course, or grade level? (Circle yes or no.)		Leverage: Will proficiency in this standard help our students in other areas of the curriculum and in other academic disciplines? (Circle yes or no.)		State or National Testing: Is the standard tested? (Circle yes or no.)	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
My reasoning:		My reasoning:		My reasoning:		My reasoning:		# of related questions on the test:	



Step 1: Establish Power Standards

ENGLISH LANGUAGE ARTS EXAMPLE

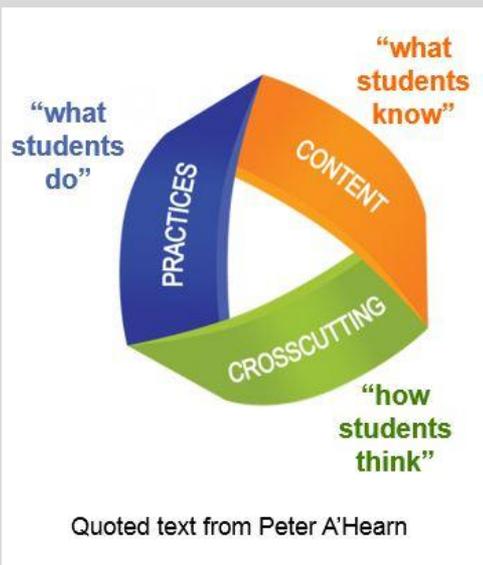
Standard: **W.8.4 Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)**

<p>Teacher Input: Is this standard important to know? Can a student learn the content-the big concept-without having this information? (Circle yes or no.)</p>	<p>Endurance: Do we really expect our students to retain the knowledge and skills over time, as opposed to merely learning them for a test (Circle yes or no.)</p>	<p>Readiness: Is the standard essential for success in the next unit, course, or grade level? (Circle yes or no.)</p>	<p>Leverage: Will proficiency in this standard help our students in other areas of the curriculum and in other academic disciplines? (Circle yes or no.)</p>	<p>State or National Testing: Is the standard tested? (Circle yes or no.)</p>					
<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>No</p>	<p>Yes</p>	<p>No</p>
<p>My reasoning: Students should always think about task, purpose, and audience when writing to capture & retain the audience's engagement, etc.</p>	<p>My reasoning: This standard is practiced and built upon across grade levels.</p>	<p>My reasoning: This standard is practiced and built upon across grade levels.</p>	<p>My reasoning: This standard is practiced across content areas.</p>	<p># of related questions on the test:</p>					



Step 1: Establish Power Standards

SCIENCE EXAMPLE



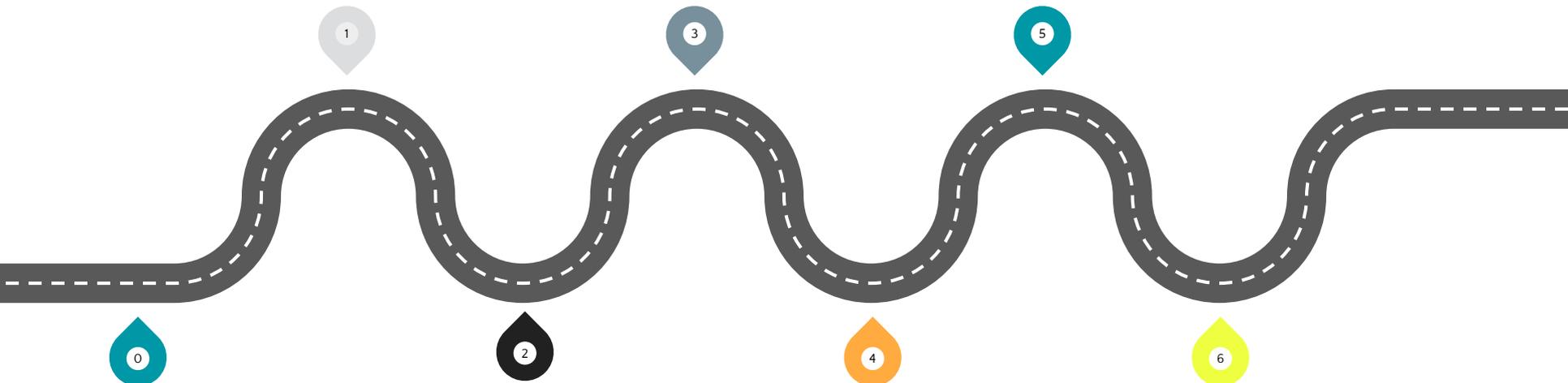
Solar System Unit

Power	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-2)
Supplemental	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects . (MS-PS2-4)
Supplemental	Analyze and interpret data to determine scale properties of objects in the solar system. (MS-ESS1-3)



Where have we been & where are we headed? Standards Based Grading Roadmap

Step 1: Establish
Power Standards



Step 0: Knowing the
“why” & building
capacity

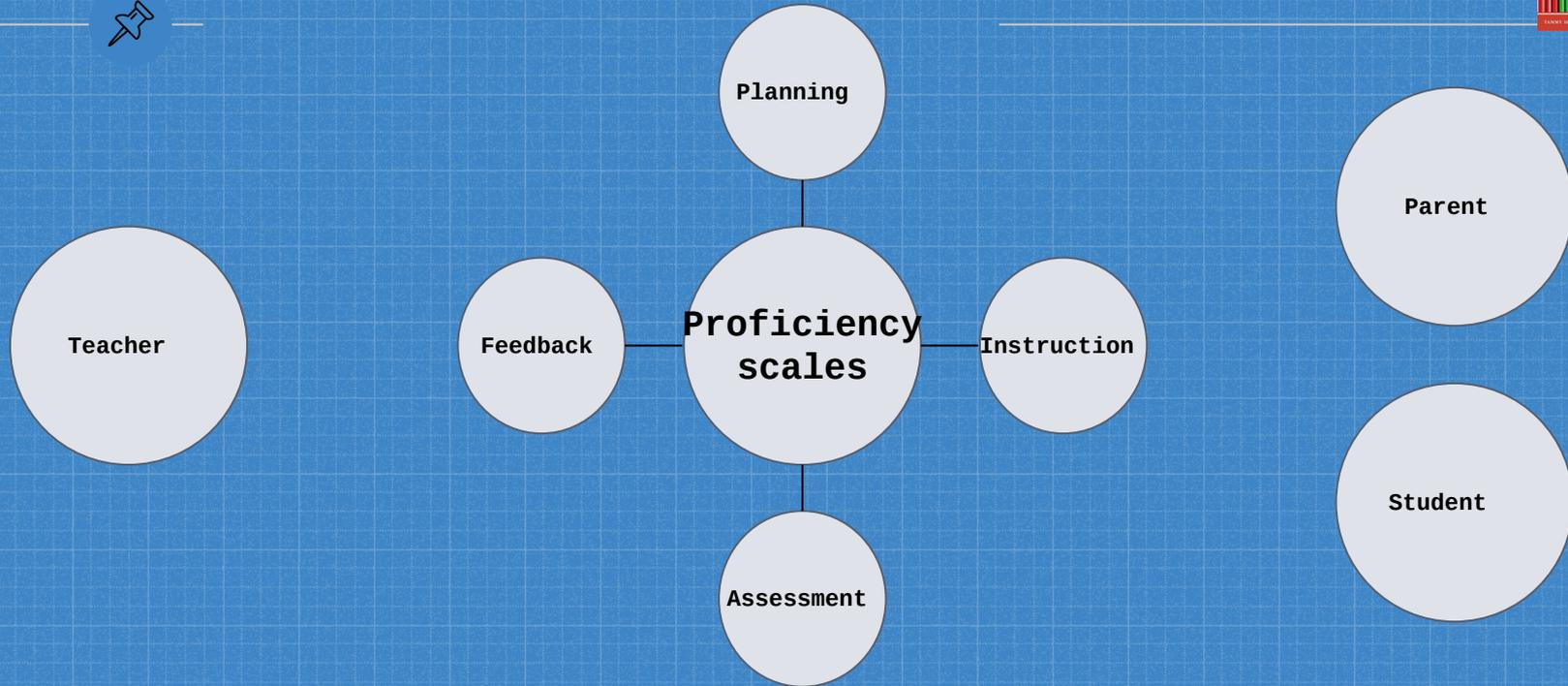
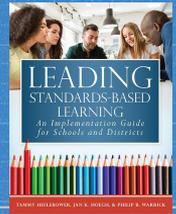
Step 2: Establish
Proficiency Levels and
Clear Performance
Criteria



What is a proficiency scale?

- A progression of knowledge that clearly articulates the simple, target and complex knowledge and skills within a standard.
- The levels are matched to a numeric scores to create a proficiency scale.
- Proficiency scales serve as the hub for teaching and learning in a standards based system.

Proficiency Scales as the Hub of the Teaching and Learning Process



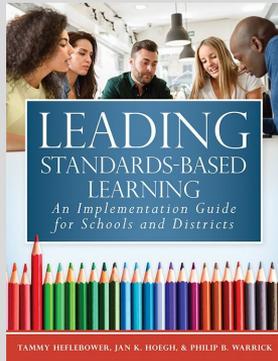
<p>Score 3.5 Exceeding</p>	<p><i>A 3.5 indicates the student demonstrates mastery of the grade level standard with relative <u>ease</u> and <u>consistency</u>, and often <u>exceeds the cognitive level of the standard</u>. The student demonstrates in-depth inferences and applications that go beyond what was taught.</i></p>
<p>Score 3.0 Meeting</p> 	<p>A 3.0 indicates the student demonstrates mastery of grade-level standard at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes, and skills with no major errors or omissions.</p>
<p>Score 2.5</p>	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>
<p>Score 2.0 Approaching</p>	<p>A 2.0 indicates the student does not have any major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
<p>Score 1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>Score 1.0 Still Developing</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>



Step 2: Establish Proficiency Scales and Clear Performance Criteria

Levels on the Proficiency Scale

“Without the option for students to demonstrate deeper learning, we may inadvertently hold back higher-achieving students, and thus refrain from differentiating our teaching and learning experiences for students.”





Step 2: Establish Proficiency Scales and Clear Performance Criteria

ENGLISH LANGUAGE ARTS EXAMPLE

<p style="text-align: center;">Level 3.0 Meeting Target Content</p>  <p>I can:</p> <ul style="list-style-type: none"> • The paper is written with the audience in mind and it is relevant to the reader. <ul style="list-style-type: none"> o you specifically think about the demographics of your audience (gender, race, age, experiences, geographic location, religion/beliefs, heritage/culture, etc) o provide relevant context/background information that your audience should know before jumping into the main points/body paragraphs o the audience should be able to connect/relate to various aspects of your writing • The writing does a good job at reflecting the purpose of the prompt through the development of their main points. (entertain, argue, inform) <ul style="list-style-type: none"> o If the purpose of the writing is to entertain, writers need to include narrative elements such as: character development, dialogue, description, mood, plot, conflict, etc. o If the purpose of the writing is to argue, writers need to include elements such as: rebuttals, counter arguments, claims, evidence, reasoning, pathos, logos, ethos, etc. o If the purpose of the writing is to inform, writers need to include elements such as: a thesis statement, claims, analysis, inquiry, etc. • The writer demonstrates an understanding of the task and it's reflected through the organization and style of their writing. <ul style="list-style-type: none"> o The final written product reflects the written directions/expectations of the assignment 	<p>Unit 1 Rubric Unit 1 Prompt</p> <p>Unit 2 Rubric Unit 2 Prompt</p> <p>Unit 3 Rubric Unit 3 Prompt</p> <p>Unit 4 Rubric Unit 4 Prompt</p>
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Step 2: Establish Proficiency Scales and Clear Performance Criteria

SCIENCE EXAMPLE

Solar System Unit Power Standard MS-ESS1-2

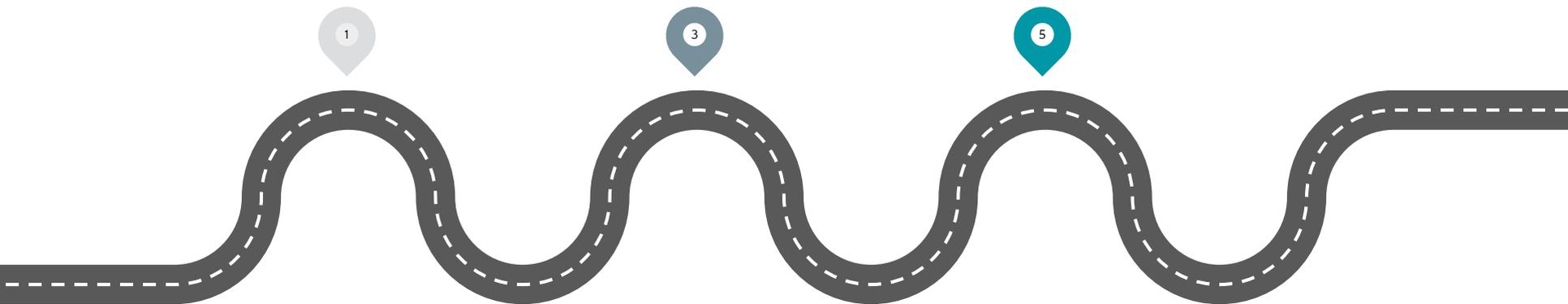
1. Look at [Performance Expectations](#)
2. Use PEs to write [Teacher Proficiency Scale](#)
3. Convert to student/parent friendly [Proficiency Scale](#)



Where have we been & where are we headed? Standards Based Grading Roadmap

Step 1: Establish Power Standards

Step 3: Build Common Formative & Summative Assessments



Step 0: Knowing the “why” & building capacity

Step 2: Establish Proficiency Levels and Clear Performance Criteria



3

Step 3: Build Common Formative & Summative Assessments

English Language Arts Example

(Formative)

Response Day (E) (R)

(Formative)

(Summative) Rubric



3

Step 3: Build Common Formative & Summative Assessments

Science Example: *Sun-Earth-Moon Unit*

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

- Common Formatives used throughout the unit in the form of [Exit Slips](#).
- Exit Slips used to determine need for and grouping of students in Response Days.
- Common Summative assesses all 3 dimensions of the power standard. ([Content](#), [Practices](#))



Where have we been & where are we headed? Standards Based Grading Roadmap

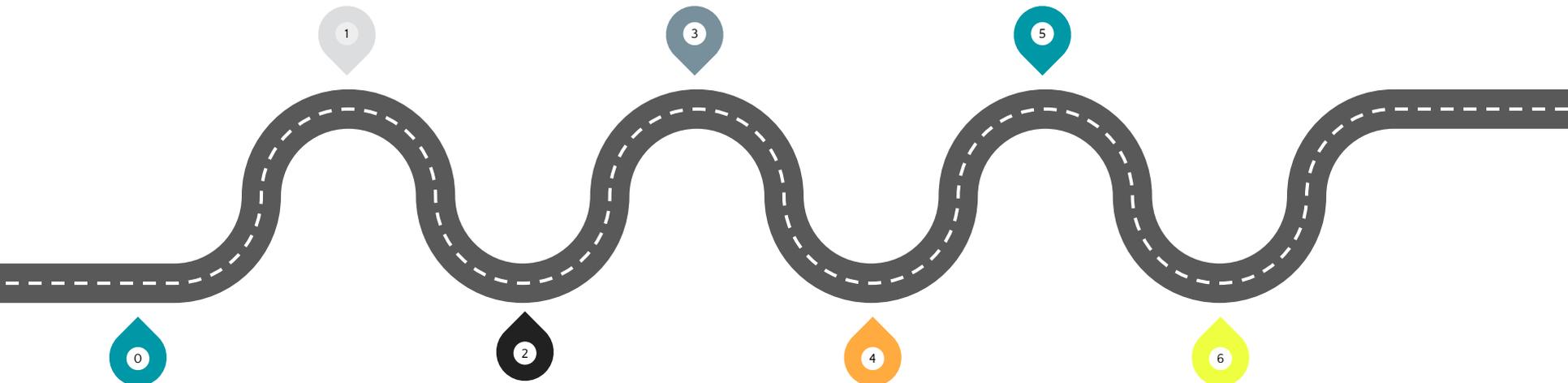
Step 1: Establish Power Standards

Step 3: Build Common Formative & Summative Assessments

Step 0: Knowing the “why” & building capacity

Step 2: Establish Proficiency Levels and Clear Performance Criteria

Step 4: Set up Gradebook/Determining a final “score”





Setting up the Gradebook

- 1.) Schoology = gradebook for standards based grading.
Final “scores” will be entered into Infinite Campus report card.



Determining a Final Score

How will the final summative score be determined?

(Method of Mounting Evidence): [Stevenson High School: Grade Determination](#)

How many data points or pieces of evidence will teachers use to determine final scores?

Wichita Public Schools (from Leading Standards-Based Learning p. 194): A: Teachers will collect data that becomes part of a body of evidence for evaluation student progress and growth. The amount of data collected and needed will depend on the student and standard.



Where have we been & where are we headed? Standards Based Grading Roadmap

Step 1: Establish Power Standards

Step 3: Build Common Formative & Summative Assessments

Step 5: Set Up Report Card

Step 0:
KWL--Accuracy & Confidence-- the “why” behind SBG

Step 2: Establish Proficiency Levels and Clear Performance Criteria

Step 4: Set up Gradebook



Building the Report Card

We are working with Brittany Kaufer to build our report card in Infinite Campus



Learning Skills and Work Habits/Behavioral Expectations

Grades can become confusing when they represent behaviors and academics. Standards-based grading is about being more clear when reporting behaviors and academics by reporting them separately. Learning skills, work habits, and behaviors are designated as, 'EXPECTATIONS' on the report card. On the report card, these expectations are separated into four categories. BE RESPONSIBLE, BE RESPECTFUL, BE ENGAGED, and BE SAFE, are the categories that are described in our Behavior Rubric. In each of these categories, your child will receive a '3,' '2,' or '1' as a score on the report card. The learning skills, work habits, and behaviors also reflect the shared values in Orland School District 135's touchstones.

Be Responsible

Submits assignments on time

Submits assignments following directions

Demonstrates being prepared with materials

Learns from mistakes and accepts responsibility

Be Respectful

Speaks with appropriate timing and tone

Demonstrates politeness and kindness to others

Reciprocates respect with adults and peers

Demonstrates Honesty

Shows appreciation for themselves and others

Be Engaged

Attends class

Participates in class discussion and/or activities

Participates in setting and monitoring goals

Responds to feedback and guidance

Participates well in small and/or large group activities

Be Safe

Demonstrates self control with hands, feet, objects and personal space

Takes responsibility for own actions

Uses technology in accordance with District policy

Respects the personal property of others

STUDENT SUCCESS INDICATORS SCORING MARKS

Students are given marks or scores to show how they are meeting the expectations for learning skills, work habits, and behaviors.

Consistently Successful

3

Sometimes Successful

2

Rarely Successful

1

Characteristics of Successful Learners

Demonstrate effort & initiative

Organizes work materials & personal time

Respects rights, feelings, and property of self & others

Completes assignments

Uses time wisely

Demonstrates self-control

Works and plays cooperatively

Works Independently



Where have we been & where are we headed?

Standards Based Grading Roadmap

Step 1: Establish Power Standards

Step 3: Build Common Formative & Summative Assessments

Step 5: Set Up Report Card

Step 0: Knowing the “why” & building capacity

Step 2: Establish Proficiency Levels and Clear Performance Criteria

Step 4: Set up Gradebook

Step 6: Parent Communication



Plan for Parent Communication

- Parents are familiar with standards based grading at the elementary level.
- Communication on our website (exemplars from other districts)
 - Osceola Middle School Website (standards based grading)
 - Stevenson High School (Illinois)
- Design a Standards Based Grading Handbook for staff, students and parents (sample)
- Grading From the Inside Out: Each chapter has a section on how to bring parents on board
- Parent communication beginning late fall

Thank You!

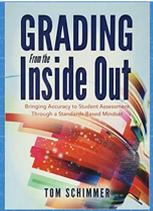


What questions do you have?



RESOURCES & PD

School Board Members: If you would like to view any of the videos on the next few slides, please let me know and I will get you access to the videos you would like to view. These resources were part of our PD plan over the past two years.



5 Myths of Standards Based Grading



Myth 1: Standards-Based Grading Makes It Easier For Students

(A collective movement to standards based instruction has nothing to do with making school easier for students; it's about more students reaching proficiency through authentic demonstrations of learning. Rather than simply accumulating points to receive a passing grade, students must now reach a minimal level of proficiency on a maximum number of subject-specific standards.)

Myth 2: Standards-Based Grading Is More Work for the Teacher

(Once the dust settles on the implementation of standards-based grading, many teachers find it's no more or less work; it's just a different routine. It's important to recognize that best interests of students and the best interest of teachers' workloads can, at times, be at odds; what is most efficient for teachers is sometimes not most effective for students.)

Myth 3: There Is Only One Way to Implement Standards-Based Grading

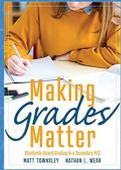
(Our goal is to accurately report student proficiency while maintaining students' confidence in their continued growth. Beyond that, the decisions about grading practices are more local than universal.)

Myth 4: Students Are No Longer Held Accountable

(The focus on learning shifts teachers from a task completion paradigm to a learning paradigm. Real accountability means teachers deem no essential evidence or demonstrations optional and that students are responsible for all of the learning.)

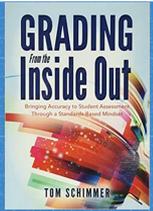
Myth 5: Students Will Be Unprepared for the Real World

(If we are going to proclaim the importance of life lessons, habits and characteristics that ensure students are ready for life after high school, then we need to assess them with accuracy and develop them through support and instruction.)



— Developing a Standards Based Mindset

[Video Resource: Developing a Standards Based Mindset \(5:45\)](#)



Video Resources



[Video Resource: Misconceptions about SBG](#)

[Video Resource: The Issue with Traditional Grading Methods](#)

[Video Resource: Developing a Standards Based Mindset](#)

[Video Resource: Standards Based Grading--Systems of Thought](#)

[Video Resource: Standards Based Learning--Criterion Based Thought \(how many standards & why\)](#)

[Video Resource: Standards Based Learning--Prioritizing Standards](#)

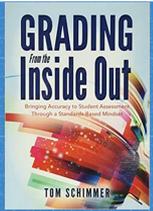
[Video Resource: Standards Based Learning--Establishing a Proficiency Scale](#)

[Video Resource: Standards Based Learning--Establishing a Full Proficiency Scale](#)

[Video Resource: Standards Based Learning--Real World Examples of Proficiency Scales](#)

[Marzano Guaranteed and Viable CUrriculum Powerpoint](#)

[Kansas City Kansas: Guaranteed and Viable CUrriculum](#)



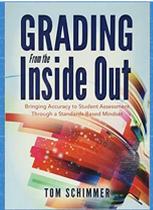
STEP 1: Identify Power Standards

- 1.) Video Resource: Standards Based Learning--Criterion Based Thought (how many standards & why)
- 2.) Video Resource: Standards Based Learning--Prioritizing Standards
- 3.) Use the template and directions to guide your work
- 4.) Power Standard Examples from other Middle Schools

STEP 2: Establish Proficiency Levels and Clear Performance Criteria



- 1.) [Video Resource: Standards Based Learning--Establishing a Proficiency Scale](#)
- 2.) [Video Resource: Standards Based Learning--Establishing a Full Proficiency Scale](#)
- 3.) [Video Resource: Standards Based Learning--Real World Examples of Proficiency Scales](#)
- 4.) [Marzano: Building Proficiency Scales](#)



Assessing Student Attributes & Competencies

SAMPLE RUBRIC: [Orland School District Standards Based Grading Handbook](#)
P. 20-21

English Language Arts Adoption Process Update



August 7, 2023



ELA Curriculum Review Committee

Kindergarten	First Grade	Second Grade
Carrie Brittain - GW Amy Mitchell - Mont Lauren Thomforde - RB Helen LaRoue - WS	Brenda Lund - GW Caitlyn Severson - RB Kristy Wickboldt - WS	Anna Clark - GW Rachelle Schroeder - RB Lori Sather - WS
Third Grade	Fourth Grade	Fifth Grade
Brooke McMillan - GW Tessa Amundson - RB Lori Rosenow - WS	Larissa Lueck - GW Anna Zalusky - RB Nancy Lindquist - WS	Jamie Follstad - GW Maddie Morgan - RB Jessica McQuade - WS
Specialists:		
Middle School - 6th Grade: Chelsea Cartier, Jennifer Wolf GT: SPED: (SLP) Ashleigh Olson, Cliff Johnson Title I: Ruthie Jilk EL: McKenna Cook Psychologists: Sonja Kamrath		

Stage 1: Desired Results

- Assess Current Program Effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan

Stage 2: Evidence and Assessment of Learning

- To define evidence of student understanding, knowledge and skills
- Vertically align assessments and skills (K-5 & 6-12)

Stage 3: Learning Experiences

- Identify best practices
- Identify high quality instruction materials and learning
- Consider instructional strategies and learning experiences needed to achieve the desired results
- Vertically align content and courses to resource selection

Assess Program Effectiveness: Data Review Focus Areas

Big Picture Focus

All students

- Schoolwide
- By grade level

Equity Gap Focus

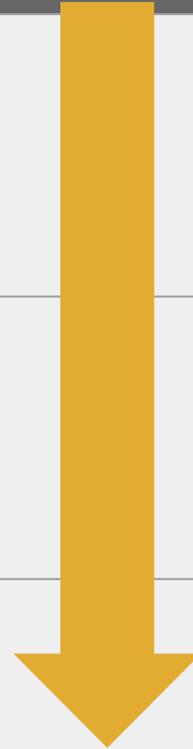
Comparisons between student groups

- Schoolwide

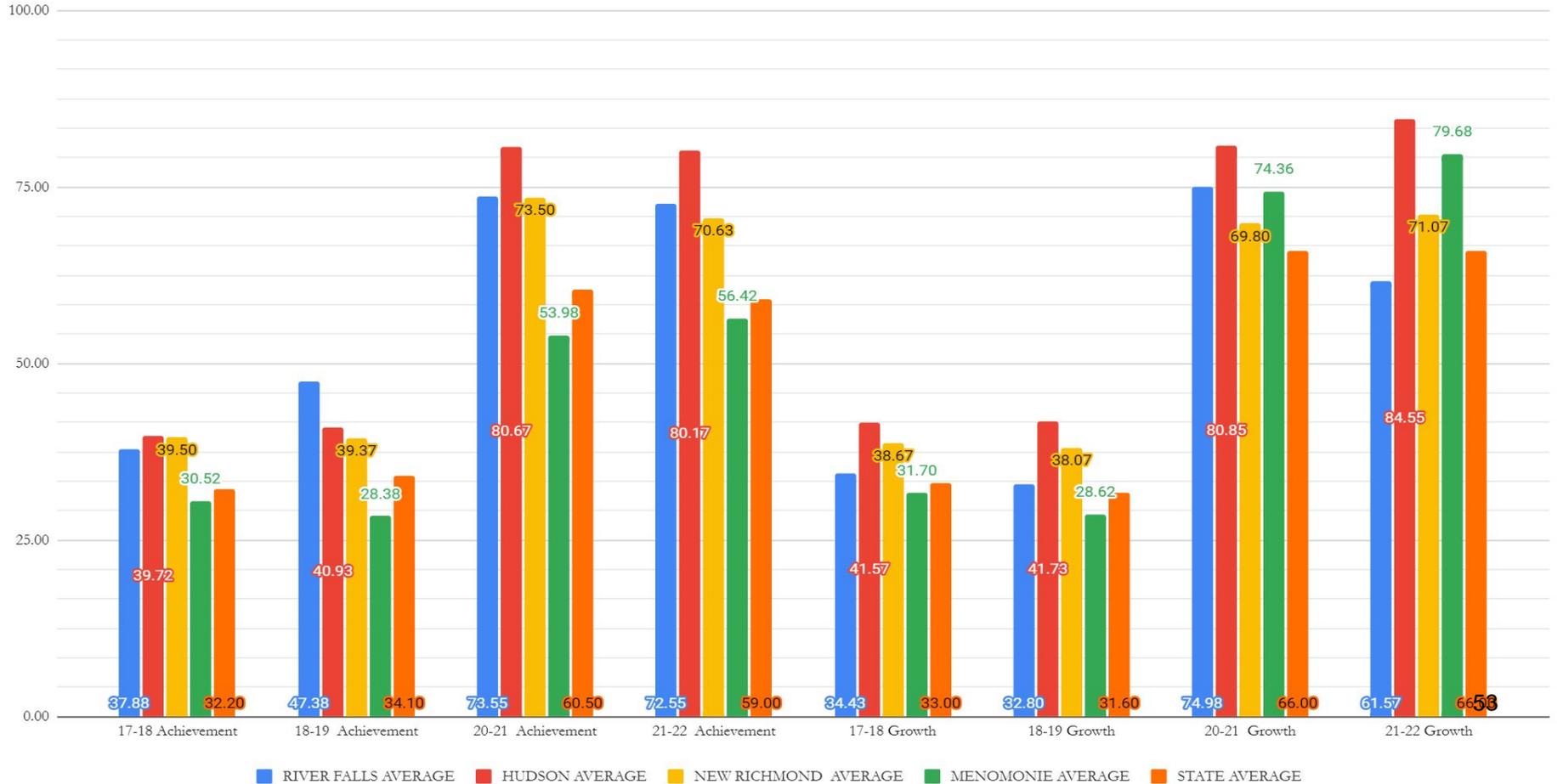
Content Focus

Comparisons among content skills

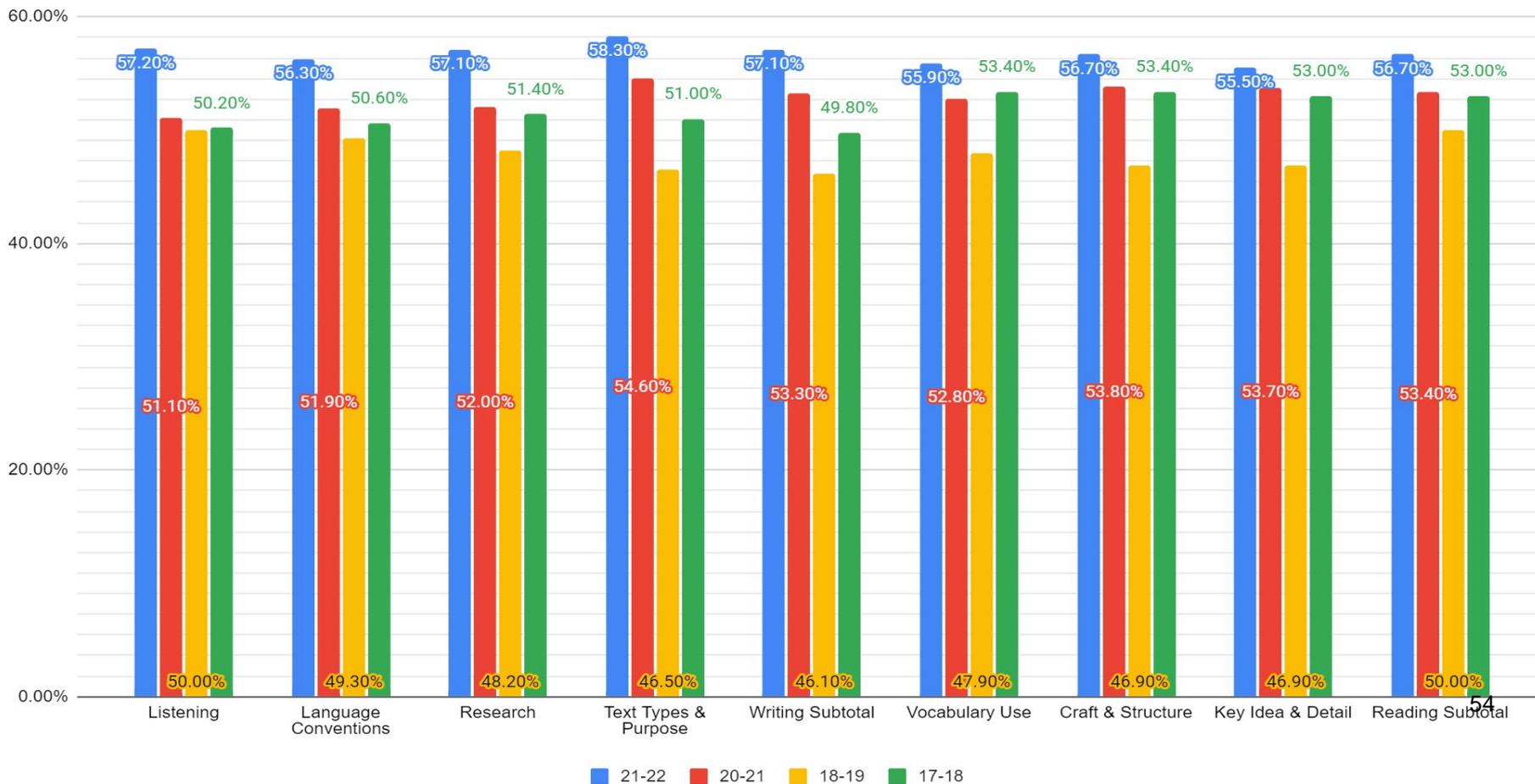
- Schoolwide
- By grade level



School Report Card State Achievement & Growth



Grade 5 Forward Advanced & Proficient



VISION STATEMENT

WHERE WOULD YOU LIKE OUR DISTRICT TO BE IN THE NEXT 3-5 YEARS?
USE THESE 5 CORE PRACTICES/FOCUS AREAS TO DEVELOP THE “BIG PICTURE”

High Quality Core Instruction	Growth mindset/life long learning	Collaboration	Rigor	Student Engagement
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Elementary school educators in the School District of River Falls utilize high quality resources and instructional practices to deliver intentional and organized English Language Arts instruction that includes reading, writing, speaking, listening, and language skills so that students are successful in school and beyond. We will achieve this vision by committing to the following values:

Use explicit and systematic instruction to:

- Build strong foundational skills: oral language, phonological & phonemic awareness, phonics, and fluency.
- Expand knowledge of linguistics
- Comprehend a variety of complex texts
- Develop writing skills and processes to communicate appropriately considering audience, purpose, and task.

As well as:

- Cultivate the ability to think critically and flexibly, communicate effectively, and collaborate respectfully.
- Utilize authentic texts that have the power to inform, transport, validate, and make connections.
- Engage all learners through equitable practices and high expectations in an inclusive classroom environment.
- Establish a culture among educators that is student-centered and data-driven, committed to continuous professional learning and collaboration.

Define Selection Parameters: “Non-negotiables”

- Which instructional values must be reflected in a curriculum? What in our instructional vision do we want to see reflected in the curriculum?
- What should student resources include?
- What should teacher resources include?
- What should assessment tools include?
- What should family resources include?
- What role should technology play in a curriculum?
- What factors about our student population should be considered? (student representation)
- What do our teachers need in a curriculum to support a variety of learning needs?
- How will we evaluate alignment to our state standards and assessment(s)?
- What is unique about our community that we want to consider in selecting curriculum?
- What supports do our teachers need for a variety of learner needs (i.e. English learners, students with disabilities, students behind grade level, gifted students, etc.)?

ELA Sample Rubrics/Tools

EdReports ELA, Math & Science Rubrics	Local Samples:
EQUIP Rubrics for Lessons & Units	Rubric A
Instruction Partners Online Options	Rubric B
Louisiana Believes	Rubric C - K-2 Rubric C2 - 3-5
EdReports K-5 ELA Review Tools	Rubric D
IMET ELA K-2 Rubric	Rubric E
IMET ELA Gr 3-12 Rubric	others?
Louisiana's Version of IMET Rubric	
Reading League Curriculum Evaluation Tool	

River Falls K-5 ELA Resource Selection Rubric

- Reading
 - Phonological awareness, phonics, word study, fluency, background knowledge, engaging texts, vocabulary, comprehension and critical thinking,
- Writing
 - Writing process, modes of writing, writing types and purposes of writing, conventions, handwriting.
- Speaking and Listening
 - Comprehension and collaboration, discussion, presentation of knowledge and ideas
- Language
 - Knowledge of language, conventions
- Other Considerations
 - Family engagement, assessment, scaffolding and support, technology, instructional design, teacher needs, integration of science and social studies concepts.

ELA Curriculum Review and Adoption Timeline

Phase 1

- June
 - ELA Committee develops vision.
- June
 - DAS contacts and meets virtually with vendors
 - Materials ordered and displayed at GW.
- June
 - ELA Committee provides input on selection criteria and format.

ELA Resources Under Review

	Alignment (edreports)	Usability (edreports)	CESA Schools Using Resource/Year Adopted
Wonders - McGraw Hill	Meets Expectations	Meets Expectations	Colfax (2018)
Core Knowledge Language Arts (CKLA) - Amplify	Meets Expectations	Meets Expectations	Grantsburg (2021), Rice Lake K-1 (2023), Shell Lake (2021), Webster (2021), Elk Mound, Zumbrota-Mazeppa
Into Reading - Houghton Mifflin Harcourt	Meets Expectations	Meets Expectations	Amery (2022), Boyceville (2022) Elmwood (2021), Frederic (2021), Rice Lake Grades 2-4 (2023), Unity (2021)
My View Literacy - Savvas Learning Company	Meets Expectations	Meets Expectations	
American Reading Company - American Reading Company	Meets Expectations	Meets Expectations	Lake Holcomb, Owen-Withee, Salem, Ladysmith, Greenwood, Sothern Door
Fishtank Plus ELA - Fishtank Learning (online platform only)	Meets Expectations	Partially Meets	
Fountas and Pinnell Classroom	Does Not Meet	Unavailable	Hudson (2020), New Richmond (2019)
Units of Study - Heinemen	Does Not Meet	Unavailable	Menomonie (2022, 3-5), Cameron (2018, Reading), Osceola (2018), Pepin (2018)
Collaborative Literacy			Octonto Falls, Paririe Farm, Baldwin Woodville, Eden Prairie, Edina, Hopkins, West St. Paul
Benchmark Advance	Meets Expectations	Partially Meets	River Falls (2018), Menomonie K-2 (2022), 3-5 (2023), Superior (2023), Mineral Point (2023)
Savvas Essentials: Foundational Reading (K-2) -	Meets Expectations	Unavailable	
From Phonics to Reading (K-2) - William H. Sadlier	Meets Expectations	Unavailable	Elk Mound (2019)

ELA Curriculum Review and Adoption Timeline

Phase 1

- July
 - Instructional Coaches develop rubric from ELA committee selection criteria and format input.
- July/August
 - Coaches, principals, and interested staff review materials and submit rubrics to DAS.
- September
 - Instructional Coaches and elementary Principals, with consideration of rubrics submitted by teaching staff, will narrow scope of resource review to 5 or 6.

ELA Curriculum Review and Adoption Timeline

Phase 2

- September/October
 - ELA Committee and teachers review resources and narrows scope from 6 resources to 4 or less resources
- September/October
 - Remaining resources available for all instructional staff and community members to review and evaluate.
- September/October - Instructional Coaches consider rubric revisions for final decision.
- October/November
 - Vendor presentations to review resources

ELA Curriculum Review and Adoption Timeline

Phase 3

- November/ December
 - K-5 Teacher input/feedback
 - Plan pilot experience
- January/ February
 - Possible pilot or early implementation
 - Develop supporting documents: Collective Commitments, Pacing and Implementation guides
- March
 - Resource recommendations
- April
 - Deadline to order materials
- May
 - Develop 2024 - 25 ELA year one implementation PD

ELA Curriculum Review and Adoption Timeline

Phase 4

- Professional Development/Training
 - June - training
 - July - optional training
 - August - training
 - Ongoing throughout initial implementation year (stage 4)

High Quality Teaching and Learning



August 7, 2023

High Quality Teaching and Learning (HQTL)

Is there an understanding of what HQTL is within the educational community?

Does the SDRF have a common understanding of what represents HQTL?

Can we create an understanding of HQTL that fits all levels and will leverage results?

Does having a common understanding of, and collective commitment towards, HQTL fit within our strategic plan?

Teacher & Student Efficacy

- Staff will grow their credibility by becoming masters of their craft through commitment to continuous growth.
- Teachers will provide clarity of objectives to students by posting, discussing, and assessing progress toward the mastery of learning targets.
- Teachers and students will engage in focused collaboration.
- We will collect, analyze, and engage in honest and transparent data discussions.

Research-Based Practices

- Scaffolding
- Classroom discussion
- Transfer strategies
- Interventions and enrichment opportunities
- Integration of prior knowledge
- New practices as they are unveiled

High Expectations

- Assignments are developed to create a deep understanding of priority grade level standards.
- Students do the thinking and the work: Productive struggle is encouraged..
- Grades measure student learning.



Engaging Lessons

- Lessons create deep cognitive and emotional engagement.
- Work given to students is meaningful and intentional; they understand the rationale in expected work/tasks.
- Lessons promote the making of meaning and transfer of learning across domains, as opposed to acquisition of information.
- Students are provided with concrete applications of concepts.

Relationships

- Teacher-student relationships are the foundation for student learning.
- Connections with students to build trust.
- Staff will teach in a culturally responsive way by validating and affirming, then building and bridging behaviors and conversations with students.

Feedback

- We will regularly conduct formative assessment of our students' learning and adjust instruction based on data.
- Timely and specific feedback will be provided to students.

High Quality Teaching and Learning (HQTL)

- HQTL will become a guiding light for what we expect in our classrooms.
- HQTL will create high leverage learning opportunities for our students.
- The SDRF will make a collective commitment to reinforce, develop, and monitor HQTL within our schools.
 - Teachers will become aware, develop focus, and grow in their ability to provide HQTL opportunities for our students.
 - District professional development can be connected to HQTL.
 - HQTL will be utilized within school Professional Learning Communities (PLC) and teacher collaboration.
 - Principals will “look for” HQTL within the Danielson Framework, and offer feedback to teachers..
 - New teachers will learn what HQTL looks like in the SDRF before they stand in front of their students.
 - We will avoid spending excessive amounts of time on strategies, techniques, or philosophies that are not part of HQTL.
 - HQTL connects to the SDRF Strategic Plan:
 - **Mission Statement**
Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.
 - **Our Vision**
In partnership with families and the community, the School District of River Falls is an innovative PK-12 grade educational leader committed to the academic, social, emotional, and physical well-being of every student. 68

High Quality Teaching and Learning (HQTL)

- HQTL connects to the SDRF Strategic Plan:

- **Our Values**

STUDENTS FIRST - We center our policies, practices, and actions on doing what is best for all students.

PEOPLE MATTER - We value and respect our staff, and will find success by supporting their participation in collaborative learning communities.

EQUITY - We ensure the individual personal needs of every child are supported by high quality education/resources to pursue their unique potential.

RESPECT - We affirm the worth and dignity of all students, employees and community members. We foster a climate of civility, acceptance, and reasoned debate, embracing our diversity as a strength.

High Quality Teaching and Learning (HQTL)

- HQTL connects to SDRF Strategic Plan
 - **Our Values**
 - INTEGRITY - We ground our actions in character, honesty, responsibility, service, and compassion toward others.
 - EXCELLENCE - We embrace the continuous pursuit of improvement in school operations, services, and programs.
 - INNOVATION - We inspire and empower innovative thought and practice.
 - COMMUNICATIONS - We are accountable and transparent in order to maintain public trust.
 - **Goal 1: Hold High Expectations for Student Learning**
 - 1.1 Support collaborative teaching culture focused on student learning.
 - 1.3 Implement equitable systems of support & resources for every learner.
 - **Goal 3: Attract, Retain, and Develop High Quality Staff**
 - 3.2 Strengthen staff collaboration to align curriculum, common assessments, & share effective instructional practices (PLC).
 - 3.4 Organize comprehensive professional development plans aligned to our mission, vision, goals.
 - 3.5 Enhance mentoring & coaching support for new certified teaching staff.

High Quality Teaching and Learning (HQTL)

- HQTL is steeped in research from:
 - The Wisconsin Department of Public Instruction
 - *Visible Learning*, John Hattie
 - The Opportunity Myth, The New Teacher Project (TNTP)
 - Educator Effectiveness, Charlotte Danielson

- HQTL was developed by:
 - The SDRF Administrative Team
 - The SDRF Instructional Coaches

Summer School Recap



August 7, 2023

Summer School Course Offerings

- Elementary
 - Grades 1-2: 20
 - Grades 3-5: 25
- Middle School
 - Band (6th grade and 8th grade marching band)
 - ELA, Literature, Math, Social Studies (enrichment)
- High School -
 - ETS
 - Band/Musical Boot Camp
 - Health, CTE
 - Credit Recovery

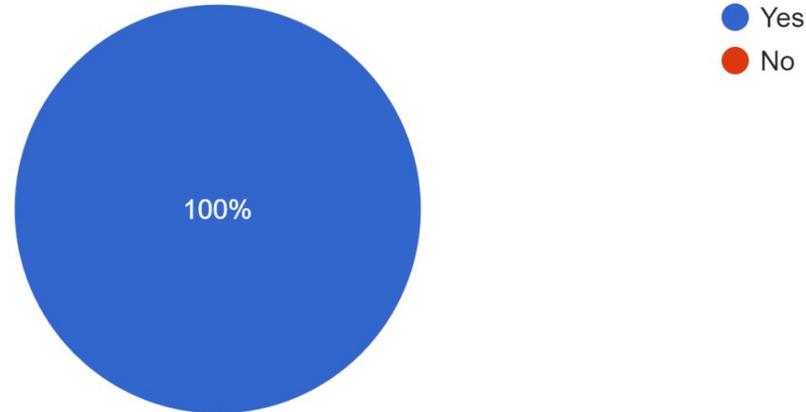
Summer School Course Offerings

- Elementary
 - Session I - 356 students
 - Session II - 330 students
- Middle School
 - Band (6th grade and 8th grade marching band) - 156 + students
 - ELA, Literature, Math, Social Studies (enrichment) - 54 Students
- High School -
 - ETS - 222 students
 - Band - 114 students (Musical Boot Camp - 53 students)
 - Health 32 students, CTE - 45 Students
 - Credit Recovery - 22 Students

Summer School Elementary Feedback

Did you have a positive experience during summer school this year

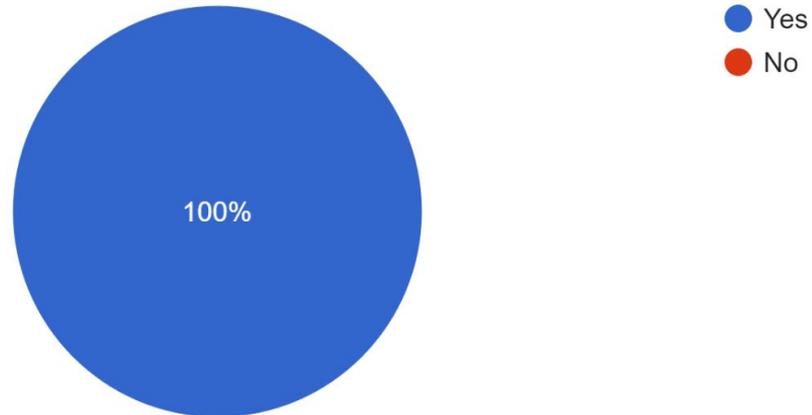
17 responses



Summer School Elementary Feedback

Do you feel your students had a positive experience at summer school this year?

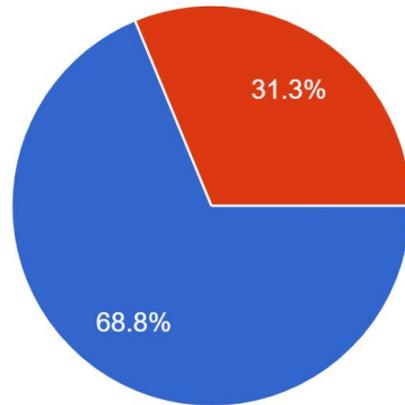
17 responses



Summer School Elementary Feedback

Do two 10 day sessions provide students who are behind what they need to be ready for the next school year?

16 responses

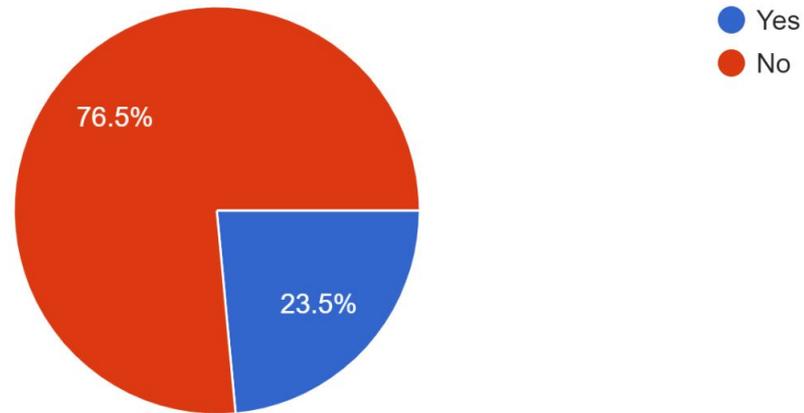


- Yes
- More days would be better

Summer School Elementary Feedback

Would you be willing to teach summer school if the two 10 day sessions were extended to two 15 day sessions?

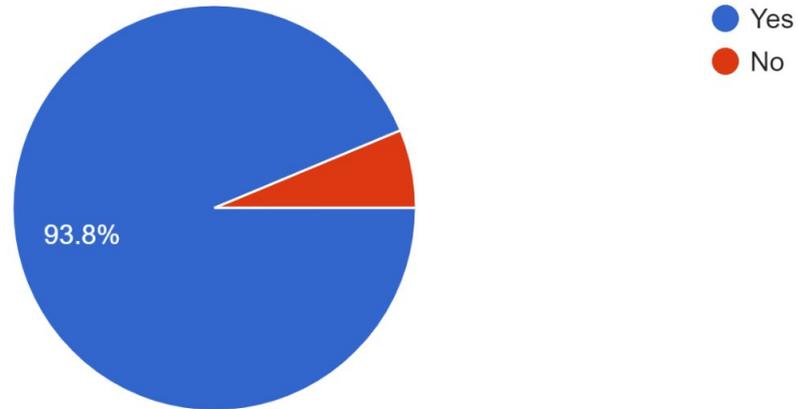
17 responses



Summer School Elementary Feedback

Does the format in which classes were built support learners who are behind to make progress in catching up?

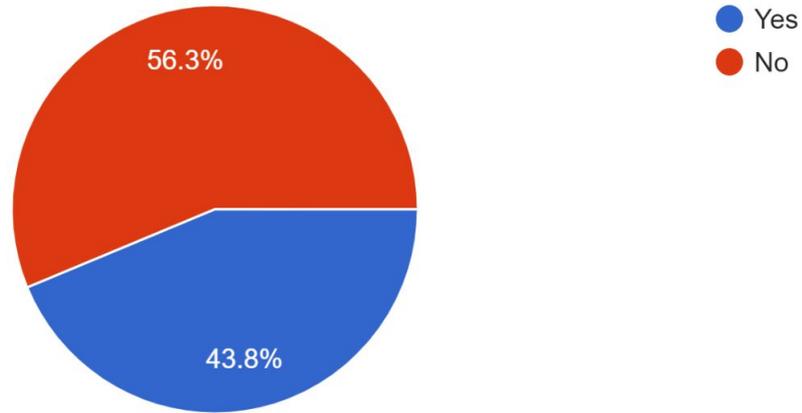
16 responses



Summer School Elementary Feedback

Would summer school be more impactful for students if it occurred closer to the start of the next school year?

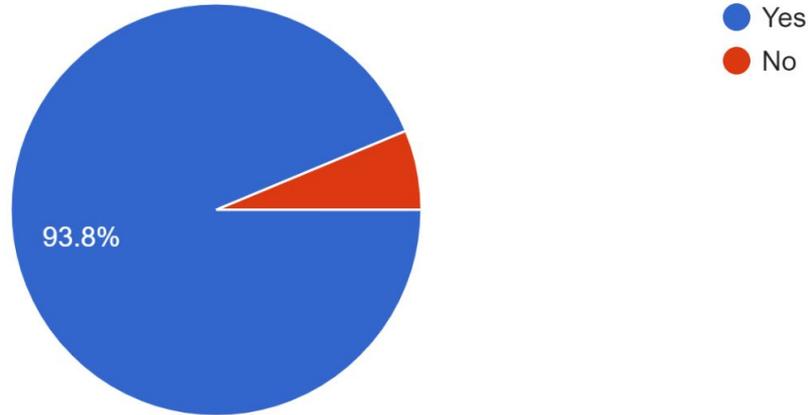
16 responses



Summer School Elementary Feedback

Does the current format provide enough enrichment opportunities for learners?

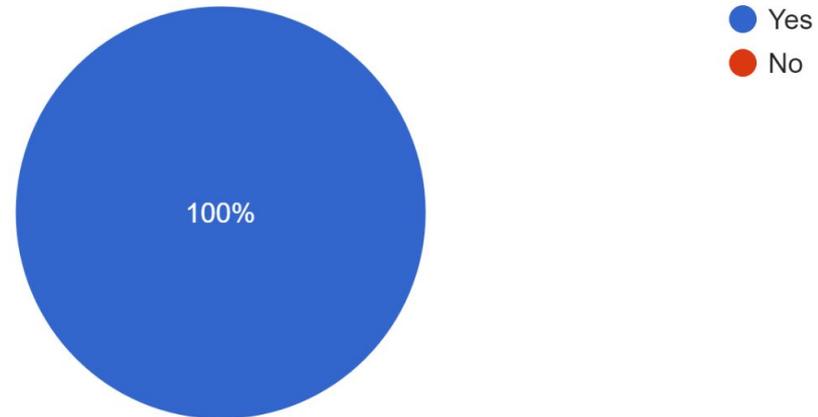
16 responses



Summer School Elementary Feedback

Was the 10 day plan helpful for you as a summer school teacher?

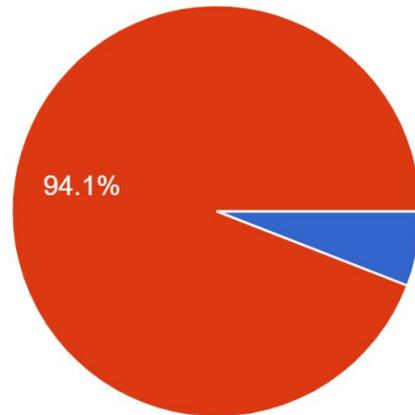
17 responses



Summer School Elementary Feedback

Was 60 minute class periods the right amount of time?

17 responses



- More would have been better
- 60 minutes was a good fit
- Shorter class period would be better

Summer School Elementary Feedback

IEP at a glance

Information from school-year teacher regarding student abilities and behaviors.