



GOVERNING BOARD AGENDA ITEM AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: August 8, 2023

TITLE: Presentation on K-12 Core Content and Program Curriculum Work

BACKGROUND:

The Office of Learning and Instruction will bring a continuation of the study items that were presented on June 13, and June 27, 2023. These study items focused on K-12 core curriculum and work that was accomplished during the 2022-2023 school year. During the first presentation, we focused on the overarching goal to fully implement a guaranteed and viable curriculum through strengthening our core, Tier 1 instruction and to provide personalized learning opportunities for all students. The next study item provided a continued explanation of the collaborative work between the K-12 Coordinators and Amphitheater teachers that has moved the Office of Learning and Instruction closer to our goal and has supported our District's vision of the Portrait of a Graduate.

In addition to presentations about English Language Arts, Mathematics, and Science, we also learned about the personalized supports that have been implemented through REACH for students across our K-12 spectrum. Our presentation at the upcoming Governing Board meeting will include information from the English Language Acquisition Department. EL District Coordinator, Shannon Langley will describe changes in requirements for the English Language Development program in Amphitheater Schools. The Governing Board will learn about the implementation plan for new State mandated Structured English Immersion models, planning and instruction aligned to new English Language Proficiency standards and a new state assessment of English Learners.

The upcoming presentation will also focus on the curriculum work that will prepare our teachers and instructional leaders to implement core curriculum and build solid foundational knowledge about the Arizona Standards for History and Social Sciences. This is the work that will prepare us for a K-12 Social Studies curriculum adoption in the Spring of 2024. Elizabeth Jacome, Director of Curriculum and Assessment will explain the creation of standards-based resources that support consistent implementation of adopted curricula throughout Amphitheater schools, including:

- Resources that provide guidance and resources to support 3rd grade teachers through new instructional expectations
- 6th-12th grade curricular resources that align the written, taught and assessed curriculum in Social Studies
- Tools that provide measurable criteria for determining mastery of grade-level standards
- Two-way communication channels that were used to support collaboration across Amphitheater schools and the Office of Learning and Instruction
- Professional learning to support teachers and schools

Third and Fourth Grade Social Studies:

During the 2023-2024 school year, the Office of Learning and Instruction will lead a curriculum adoption process and make a recommendation to the Governing Board for approval of core instructional materials for grades K-12. During this transitional year, grades K, 1st, 2nd, and 5th will continue to use surplus instructional materials from the current curriculum. Fourth grade teachers will continue to use the adopted textbook, "The Arizona Story" as they have done throughout this adoption cycle. Third grade teachers have a need for instructional materials that are appropriate for their students and are aligned to the 3rd grade AZ standards. To meet that need, the Office of Learning and Instruction brought together third and fourth grade teachers from across the District to create access to instructional resources for their colleagues.

This team of teachers began their work by taking a deep dive into the AZ History Standards, studying the intent of the standards to foster inquiry and understanding of how events of the past can shape us and can shape our world. They then sorted the standards by topic to create 4 units, following the same process that has been presented to you for other major content areas. The team completed a scope and sequence, essential questions, vocabulary, and instructional targets for each of the 4 units, as well as a resource bank for teachers to draw from when planning instruction (exhibits A & B).

These resources were shared with principals, and all third and fourth grade teachers during professional learning sessions scheduled prior to the beginning of school. During the current school year, feedback from teachers and stakeholders will be gathered to inform our needs assessment related to the elementary social studies adoption.

Secondary Social Studies Courses:

During previous presentations, our team presented a multi-year plan that supports standards-based teaching, consistent implementation of the adopted curriculum, common formative assessment that drives evidence-based instruction, and competency-based, personalized learning. Department Heads from the four major contents (ELA, Math, Science, Social Studies) at every middle and high school met throughout the year to work toward the goals for year 1. They will continue to meet and communicate back to their colleagues about the progress toward the annual goals of this team. The Secondary Department Heads collaborated to accomplish this work by:

- Establishing a strong understanding of the grade 6-12 AZ History and Social Science Standards, including the arch of inquiry which incorporates critical factors that support rigor, relevance and promote college and career readiness
- Identification of priority standards (those that require the most time and attention, are high leverage and allow crossover to other contents and interdisciplinary connections and include concepts that endure over time, (exhibits C & D)
- Developed scope and sequence documents that align with 6-12 AZ History and Social Science Standards, include the essential learning that all students must master by the end of each course, and provide guidance on the key ideas and vocabulary that students must learn to demonstrate proficiency in each subject (exhibit E & F)
- Developed proficiency scales that include clear descriptors of what the progression of learning looks like. These proficiency scales will assist teachers as they transition to secondary grading practices (exhibit G & H)

Instructional Materials Adoptions: Elementary and Secondary Social Studies

During the Spring of 2024 the Office of Learning and Instruction will lead a curriculum adoption process for Tier 1 Social Studies instructional materials. This process will align with Amphitheater Governing Board policies IGD: Curriculum Adoption, IGE and IGE-R. Curriculum Guides and Course Outlines will follow all District procurement rules. The adoption committee will include stakeholders from all Amphi schools as well as parents and students where appropriate. All materials presented for approval to the Amphitheater Governing Board will be vetted to verify alignment to the Arizona History and Social Sciences Standards.

English Language Development (ELD):

Since school year 2020-2021, there have been many changes in the English Language Development (ELD) program. These changes include new Structured English Immersion (SEI) Models based on Arizona's Language Development Approach (LDA), new English Language Proficiency (ELP) Standards, and a new AZELLA (Arizona English Language Learner Assessment) which is used for the placement and reassessment of our English learners (ELs). The English Language Acquisition Department has supported our teachers and staff through these changes and has worked closely with other departments throughout this process.

- Implementation of the new SEI Models based on Arizona's Language Development Approach
 - LDA (exhibit I) – This is the foundation the English Language Development program. At the core is the understanding that all educators share the responsibility of promoting the success of our ELs. The four principles of the LDA are the non-negotiable components of a comprehensive instructional program for ELs.
 - Principle 1: Asset-Based Behaviors and Expectations
 - Principle 2: Integrated Instruction in Disciplinary Language and Content
 - Principle 3: Targeted and Explicit Language Instruction
 - Principle 4: Assessment, Monitoring, and Feedback
 - SEI Models Implemented in Amphitheater (exhibit J) – all teachers who provide any portion of the Targeted or Integrated ELD instruction must have their SEI endorsement (or an equivalent).

- Two-Hour SEI Model
 - *Targeted ELD Instruction*: ELs receive 600 minutes (elementary)/500 minutes (secondary) per week of instruction aligned to the ELP Standards and supported by Content Area Standards. ELs must be the only students receiving this instruction.
 - *Integrated ELD Instruction*: ELs receive one content area per day of instruction aligned to the Content Area Standards and supported by ELP Standards. ELs must be in classrooms with their English-speaking peers for this instruction.
 - Pull-Out SEI Model:
 - *Targeted ELD Instruction*: ELs receive 300 minutes (elementary)/250 minutes (secondary) per week of instruction aligned to the ELP Standards and supported by Content Area Standards. ELs must be the only students receiving this instruction.
 - *Integrated ELD Instruction*: ELs receive 300 minutes (elementary)/250 minutes (secondary) per week of instruction aligned to the Content Area Standards and supported by ELP Standards. ELs must be in classrooms with their English-speaking peers for this instruction.
 - Supports for our teachers
 - Targeted ELD teachers have been included in the HMH and Foundations adoptions. They have had the opportunity to attend trainings and have these materials in their classrooms for use. Including Target ELD teachers has allowed us to ensure that all students receive grade level tier one instruction throughout their day. Additionally, supplemental materials which align to the HMH curriculum have been purchased specifically for our Targeted ELD teachers. These materials support tier one instruction while providing access to increased opportunities for language development.
 - Integrated teacher training was conducted during the 2022 and 2023 Summer Institute sessions and at the 2023 Effective Teaching Conference. During these trainings, teachers learn about Arizona’s LDA, the SEI models implemented in Amphitheater, and the ELP Standards. This information helps prepare teachers for their role in the education of ELs. This training will continue throughout the upcoming school year.
 - Shannon Langley and Polly Kimminau are working on an Integrated ELD Math project for elementary. At each grade level, the Mathematics Standards are being aligned to ELP standards. Language functions and forms are being identified and sample learning targets are being provided. This living document will serve as a resource to aid teachers in the Integrated ELD component required by our SEI models.
 - Shannon Langley is approved by the State Board of Education to offer the 45 Hour SEI Endorsement Course for teachers who need this endorsement. Over the course of five sessions participants are given the opportunity to learn about the legal/historical background of teaching ELs, Arizona’s Language Development Approach (LDA), approved research-based SEI Models, identification and assessment of ELs, elements of language development, and instructional practices to promote the success of all ELs. Since March of 2022, thirty-five teachers have completed this course and met the requirements to have the SEI Endorsement added to their teaching certificates.

RECOMMENDATION:

This is presented to the Governing Board as a study item. No action is required.

INITIATED BY:

Elizabeth A. Jacome
Elizabeth Jacome
Director of Curriculum and Assessment

Date: August 1, 2023

Todd A. Jaeger
Todd A. Jaeger, J.D., Superintendent