



PORTLAND PUBLIC SCHOOLS
OFFICE OF TEACHING AND LEARNING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-5394

Date: Aug 10, 2021
To: School Board
From: Dr. Shawn Bird, Deputy Superintendent
Dr. Tania McKey, Senior Director of Humanities
Michael Bacon, Director of Dual Language, Humanities
Subject: K-5 Spanish Dual Language Immersion Biliteracy Instructional Resources :
Adoption: Benchmark Adelante and Advanced

BACKGROUND

In our ongoing effort to provide high-quality, aligned instructional resources in our partner languages, the Department of Dual Language collaborated with professional educators and PAT to research possible biliteracy instructional resources starting in January 2021. To ensure students and educators in Dual Language classrooms have instructional resources in their hands at the start of the 2021/2022 school year, the Humanities department expedited the review process to adopt a set of K-5 Spanish Immersion biliteracy instructional resources. This process included convening a diverse group of 29 PPS K-5 Spanish DLI educators, instructional coaches and school administrators representing all ten Spanish DLI programs.

Based on feedback and input from the committee, **Benchmark Adelante/Advanced K-5 biliteracy instructional resources** are recommended for purchase. With these resources K-5 Spanish DLI teachers can better provide effective and responsive biliterate instruction for all students to meet the three pillars of DLI: 1) Academic Achievement, 2) Biliteracy & Bilingualism, and 3) Cross Cultural Competence, and most importantly close the opportunity gap for Emergent Bilinguals. These instructional resources are aligned to the Common Core State Standards in both English and Spanish, along with Social Sciences and the Next Generation Science Standards. As such they facilitate K-5 Spanish DLI teachers to teach to the current prioritized standards, concepts and skills identified in our PPS Guaranteed and Viable Curriculum over the course of the academic year in a bilingual and biliterate way.

RELATED POLICIES/BEST PRACTICES

Closing the opportunity gap for our Emergent Bilinguals is the primary driver for implementing Dual Language Immersion (DLI) programs in PPS. Knowing that the development of an Emergent Bilinguals' L1 (first language) is the best predictor of academic success, it is absolutely critical that the quality of the curriculum and instruction for literacy be as relevant and rigorous as possible in a 90:10 DLI program. To this end, providing students and teachers with

high-quality, aligned partner language instructional resources is essential to closing the gap. Beyond the fact that PPS Spanish DLI programs prioritize the needs of our historically underserved Spanish speaking, Emergent Bilinguals, the review process included an explicit set of criteria for social justice, equity and cultural relevance. In particular the review team looked for authentic literature, representation of the diversity in the US as well as Spanish speaking countries from which many of our students' families come from, and how the resources also represent and value the various Spanish dialects.

ANALYSIS OF SITUATION

This past school year, DLI school leaders and Humanities DLI staff identified these major system shifts that continue to impact the ability of K-5 Spanish DLI teachers to meet the bilingual and biliterate needs of K-5 Spanish DLI students: 1) recent major revisions and alignment of instructional resources in the K-5 Language Arts GVC, 2) the integration of Language Arts and Social Studies, 3) designated foundational skills time with alignment to the science of reading, 4) new adoptions in other content areas (i.e. math), and 5) adoption of instructional resources, not "the curriculum". (*Further analysis of the system shifts in PPS impacting K-5 Spanish DLI can be found in the linked attachment below*). In essence, K-5 Spanish DLI teachers do not currently have adequate and appropriate instructional resources to align to these important systemic shifts and meet the intended goals of DLI and the district. With the return to in-person instruction, bond funding, and advancements in the field of Spanish DLI specific biliteracy instructional resources, the Humanities Department recognized and acted on the opportunity to provide much needed and better aligned biliteracy instructional resources for K-5 Spanish DLI teachers and students.

Given the immediate need this fall of teachers and students to have comprehensive and well designed bilingual and biliterate instructional resources and the challenge of implementing a pilot during CDL and Hybrid this past spring, a spring 2021 piloting of these instructional resources was deemed impractical. Unlike most comprehensive programs, these instructional resources are designed to be flexible and even customized in collaboration with the vendor, making it an ideal program to acquire now as we continue to develop and refine a DLI inclusive GVC.

The following served as major guidelines for this review process:

- Current resources will remain as part of educator toolkits to provide professional latitude to meet the unique needs of their students
- New Instructional Resources incorporate the following:
 - Integration LA & SS (alignment to PPS GVC shifts)
 - Intentional and Explicit Bridging between the two languages (Transferrables)
 - Alignment to the science of reading with a critical biliteracy lens
 - Design is specifically for Spanish DLI and teaching biliteracy, not a "parallel" or mere translation of English
- Will not directly align to the English GVC resources, but will facilitate following the same

- prioritized standards and concepts & skills in the GVC per grade level
- Will be adaptable to add units in collaboration with publisher to meet specific PPS needs and alignment to the GVC (i.e. ODE required Tribal History unit)

These instructional resources support K-5 Spanish DLI teachers in the following ways:

- Provide a structured and strong scope and sequence and instructional resources for biliterate foundational skills, language, grammar, Reading, Writing, and Social Studies across K-5 in a 90:10 model
- Supports K-5 students in DLI with interruptions and gaps in learning language and content, especially coming out of the pandemic and remote learning environment.
- Provides differentiated materials that guide and assess progress based on the PPS prioritized standards
- Provides year long biliterate resources tested, completed, and ready for implementation in both digital and analog format
- Allows teachers to focus on the craft of teaching for biliteracy rather than creating and translating instructional resources.

FISCAL IMPACT

\$566,803.90- General Funds (Professional Development/Consumable Supplies for 4 years)-
Non Compensable
\$678,785.64- 2020 School Bond (Textbooks/Digital Subscriptions)

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Given the urgent need to identify and purchase these instructional resources in a short timeline, community engagement in the selection process was not feasible.

Communication and engagement will occur as we implement the new resources, which includes information shared and gathered through:

- Quarterly memos on adoption activities, shared with schools to be distributed to families (translated).
- Back to school night slides (translated)
- Virtual curriculum engagement evenings where families, students, educators and community members will learn more about the Curriculum and have a chance to ask questions (translated).
- Digital resources that allow families to explore the curriculum, ask questions and provide feedback (translated).

TIMELINE FOR IMPLEMENTATION / EVALUATION

August 10th - 13th: Final board approval and contract signing

August 13th: Full digital access to both Spanish and English materials (all student and teacher materials) provided to all K-5 Spanish DLI teachers, bilingual instructional specialists, and school admin.

August 16th-18th: Professional Development designed specifically for PPS K-5 SDLI teachers for Benchmark Adelante & Advanced Program Orientation and Training in both asynchronous and synchronous formats. (Additional release days during Quarter 1 will support K-5 SDLI teachers not attending this initial offering.)

Week of August 30th - September 3rd - Student print materials will be delivered directly to schools and full rostering of students will be completed through Classlink.

Ongoing PD and PLCs: Benchmark and PPS are collaborating to provide relevant PD to support K-5 SDLI teachers implementing Adelante and Advanced on an ongoing basis throughout the school year in conjunction with school based PLCs. Spanish DLI schools will dedicate two of their monthly PLCs to Biliteracy for SDLI teachers specifically and then grade level PLCs for math. PD by Benchmark will be ongoing for 4 years.

Evaluation: The Humanities Department will work closely with the Office of Systems Planning and Performance to develop and implement an evaluation process of the implementation and PD for Benchmark Adelante and Advanced based on student academic performance in both Spanish and English and teacher feedback over the course of each year. The annual evaluation results will be utilized to adjust professional development and adapt instructional resources.

BOARD OPTIONS WITH ANALYSIS

Option A: Approve the purchase of Benchmark Adelante and Advanced instructional resources for all K-5 Spanish DLI programs in PPS to serve as core instructional resources for teaching students to become proficient readers and writers in both Spanish and English and closing the opportunity gap for Emergent Bilinguals.

Analysis for Option A: With 5 of the 7 CSI schools in PPS being schools with Spanish DLI, providing a comprehensive and well designed set of biliteracy instructional resources facilitates instructional focus and professional collaboration to improve linguistic and academic outcomes for K-5 Spanish DLI students and in particular our historically underserved Emergent Bilinguals.

New instructional resources alone will not change outcomes. The aligning and ongoing PD, PLC work and DLI school instructional leadership development will serve as the underpinning of this endeavor. These instructional resources, however, are critical to allow teachers to focus on the craft of teaching and meeting the needs of students rather than spending hours creating, finding and translating instructional resources.

Option B: Not approve the purchase of Benchmark Adelante and Advanced instructional resources for all K-5 Spanish DLI programs in PPS to serve as core instructional resources for teaching teaching students to become proficient readers and writers in both Spanish and English and closing the opportunity gap for Emergent Bilinguals.

Analysis for Option B: PPS does have some core biliteracy instructional resources for K-5 Spanish DLI adopted in the previous literacy adoption process. They include four components for foundational skills (Spanish Haggerty, Estrellita, Canción y Cuentos, and Palabras a su paso) and the Lucy Calkins' *Units of Study* with accompanying classroom libraries and school bookrooms. The four components of the foundational skills were not originally designed to work

together and continue to require additional work to align and support effective Spanish foundational skills instruction. However, these instructional resources do not support intentional and explicit bridging between the Spanish and English as the Benchmark resources do and therefore are not in alignment with best practices. The current instructional resources also do not facilitate the integration of Language Arts and Social Studies in Spanish so Humanities would need to invest significant time identifying, developing, translating and/or purchasing those resources for Spanish. This work will require significant time and effort that current staff would need the next year or two to complete.

CONNECTION TO BOARD GOALS

The approval of these core biliteracy instructional resources directly supports the PPS School Board Goal as follows for 3rd Grade Reading with MAP assessments happening in both Spanish and English and as stated above the best educational program to close the gap for Emergent Bilinguals being Dual Language Immersion (Thomas and Collier 2012)

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.^{1, 2}

Furthermore, the approval of these core biliteracy instructional resources supports the PPS School Board Goal as follows for Career and College Readiness by providing the foundational language and literacy skills needed for achieving on the AP Spanish Language and Literacy exams as well as earning the Oregon Seal of Biliteracy:

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.⁴

STAFF RECOMMENDATION

The Office of Teaching and Learning supports the recommendation of the K-5 Spanish DLI instructional review committee to approve the purchasing of Benchmark Adelante and Advanced instructional resources for all K-5 Spanish Dual Language Immersion programs in PPS.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

- A. [Adoption Instructional Resource Decision Document](#)