Literacy 2020: The High School Literacy Classroom of the Future

Louisiana Department of Education and Odell Education
Our Vision
Louisiana Leads the Way

Louisiana is in the news for its efforts around curriculum:

• “Louisiana Offers its Homegrown Standards-Based Lessons to Teachers Nationwide,” Education Week
• “Louisiana Threads the Needle on Ed Reform,” EducationNEXT
• “How to Get Your Mind to Read,” The New York Times
• “The One Big Mistake People Make about Common Core,” Forbes
Louisiana Leads the Way

- ELA FRAMEWORK and Text Sets 2013
- GUIDEBOOKS Edition 1.0 (Units) 2014
- GUIDEBOOKS Edition 2.0 (Lessons) 2016
- GUIDEBOOKS HS Edition (Supports) 2020
Why does curriculum matter?

• Read “Failing by Design: How We Make Teaching too Hard for Mere Mortals”
• Then discuss with a partner:
  • What does the author assume you already know?
  • What challenged, changed, or confirmed your thinking?

https://edexcellence.net/articles/failing-by-design-how-we-make-teaching-too-hard-for-mere-mortals
Why does curriculum matter?

- Scale: Curriculum provides an equitable baseline of rigor presented to students (strong books, tasks, and questions in front of students regularly)

- Results: Research suggests training alone has very little impact

- Support: Direct access to high-quality curriculum provides teachers with more time to focus on teaching students to meet anticipated outcomes
What are we trying to accomplish?

• Establish, build, and expand a powerful learning community
• Build student knowledge and perspectives about substantive topics and meaningful texts
• Provide a suite of optional supports to help students of varying abilities access a challenging curriculum
• Provide information about how to adjust lessons for timing and student needs
• Create a coherent system of instruction and assessment
What are we trying to accomplish?

• Read “Text at the Center” from Student Achievement Partners
• Then discuss with a partner:
  • What challenged, changed, or confirmed your thinking?
  • Identify at least two curriculum design features which would make what is proposed in this text a reality. Why?
What does this mean?

Legacy design features
- Build knowledge (text sets, compelling questions, integrated reading and writing)
- Provide digital and print classroom-ready materials

New design features
- Focus on diversity and coherence to increase relevance
- Focus on choice and flexibility to improve engagement
- Provide evidence-based supports for diverse learners
## Content Preview: Year-at-a-Glance

<table>
<thead>
<tr>
<th><strong>Foundation Guidebook</strong></th>
<th><strong>Development Guidebooks</strong></th>
<th><strong>Application Guidebook</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish a community</td>
<td>• Build the community</td>
<td>• Expand the community</td>
</tr>
<tr>
<td>• Work in cooperative</td>
<td>• Explore additional</td>
<td>• Choose a topic or text</td>
</tr>
<tr>
<td>groups to explore</td>
<td>questions through</td>
<td>• Explore questions of</td>
</tr>
<tr>
<td>different aspects of a</td>
<td>reading, discussions, and</td>
<td>relevance and significance</td>
</tr>
<tr>
<td>question</td>
<td>writing</td>
<td></td>
</tr>
<tr>
<td>• Share findings with the</td>
<td>• Build knowledge of</td>
<td>• Present knowledge to</td>
</tr>
<tr>
<td>class</td>
<td>significant texts, topics</td>
<td>the larger community</td>
</tr>
<tr>
<td></td>
<td>and perspectives</td>
<td></td>
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</tbody>
</table>
Content Preview: Unit-at-a-Glance

Guidebooks are organized into Guidebook Units > Sections > Lessons > Activities. Each guidebook unit focuses on a central question.

Students explore the central question in the context of an anchor text or topic and related texts that represent a variety of voices and perspectives. Students express their understanding at the end of the unit through a culminating task.

Teachers monitor daily, diagnose in each section, and evaluate at the end.
Content Preview: Lesson-at-a-Glance

Lessons include core and optional activities.

- **Core activities** must be taught to achieve the objective of the lesson.

- **Optional activities** help meet the needs of all students in the lesson.
  - Optional support: Help all students achieve the objective of the lesson
  - Optional extension: Help students move beyond the objective of the lesson
We need you!

General pilot timeline

• August 2018: Secure piloting schools
• September 2018: Pilot teachers can access pilot materials
• October 2018: Pilot begins
• November and December 2018: Provide feedback through observations, focus groups, and surveys
We need you!

Exit ticket: Complete the curriculum survey.

http://tiny.cc/hsguidebooks
Appendix

- Professional development research
- High school assessment pilot overview
- Curriculum research
Appendix: Professional Development Research

- TNTP conducted a study of teacher development and published “The Mirage” detailing their results.
- They discovered that while schools and districts are investing large amounts of money into improving teachers, teachers are still not improving in ways that reflect the amount of time and money being invested.
- Even so, the report suggests that time and money should continue to be invested, and the conversations should be shifted to focus on “what great teaching means and how to achieve it.”
Louisiana High School Assessment Pilot Talking Points

- This is a true pilot--the Louisiana Department of Education (LDOE) wants to learn from teachers and students what works and scale from there.
- Whatever results from the pilot will always be an option; LDOE will not be mandating this assessment.
- LDOE stills need to receive permission from the federal government to pursue the pilot. If LDOE does not receive permission, the pilot will not happen.
Appendix: High School Assessment Pilot Overview

“Background knowledge is the main driver of language comprehension, whether written or spoken.”

“Disadvantaged students are disproportionately dependent on schools to provide the background information that will make them effective readers because wealthy students have greater opportunity to gain this knowledge at home.”

-Daniel Willingham
States historically have built reading and writing tests that do not always value the background knowledge students bring to them, including students’ deep understanding of books and texts they have studied previously.

Instead, state tests preference reading and writing skills over the content that renders them rich and meaningful.
The new assessment format will measure student understanding of pre-identified knowledge and texts by:

- Combining English and social studies tests to streamline state testing;
- Including passages on the test from books that students have read in class, rather than from books that students have not read before;
- Having students complete brief reading and writing assessments over the course of the year, rather than conducting only one test at the end of the year, to give educators real-time updates on students' progress; and
- Offering school systems choices as to which books and which assessments their students will take.
Appendix: High School Assessment Pilot Overview

The five initial school systems are: Ouachita Parish, St. John the Baptist Parish, and St. Tammany Parish, and KIPP Public Charter Schools and Collegiate Academies in Orleans Parish.

<table>
<thead>
<tr>
<th></th>
<th>Y1 (18-19)</th>
<th>Y2 (19-20)</th>
<th>Y3 (20-21)</th>
<th>Y4 (21-22)</th>
<th>Y5 (22-23)</th>
</tr>
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<tbody>
<tr>
<td><strong>Design process</strong></td>
<td>Overall framework</td>
<td>High school Form building</td>
<td>High school Form building</td>
<td>All districts can administer</td>
<td>All districts can administer</td>
</tr>
<tr>
<td></td>
<td>High school item design</td>
<td>Middle school item design</td>
<td>Middle school item design</td>
<td></td>
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<tr>
<td><strong>Test administration in schools</strong></td>
<td>High School item field test</td>
<td>High school admin (pilot) Middle school item field test</td>
<td>High school admin (potential scale) Middle school admin (pilot) Elementary field test</td>
<td>High school admin (potential scale) Middle school admin (potential scale) Elementary admin (pilot)</td>
<td>3-12 potential scaled assessment admin</td>
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Appendix: Curriculum Research

- Instructional materials for ELA
- Almost all teachers develop or choose their own instructional materials.

### Appendix: Curriculum Research

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>4%</td>
<td>Tasks push student thinking to higher levels</td>
</tr>
<tr>
<td>5%</td>
<td>Tasks are highly aligned to the standards</td>
</tr>
<tr>
<td>16%</td>
<td>Tasks require citing evidence from text</td>
</tr>
<tr>
<td>38%</td>
<td>Tasks are aligned to the appropriate grade-level standard</td>
</tr>
</tbody>
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Appendix: Curriculum Research

-0.15
Un-aligned math text book

Moderately-aligned math text book
0.10

75th percentile teacher vs. average, math
0.11

75th percentile teacher vs. average, reading
0.08
## Appendix: Curriculum Research

Comparison of classrooms with novice teachers across 72 schools in 18 districts:

<table>
<thead>
<tr>
<th>Student skill/ practice</th>
<th>Novice teachers using aligned curriculum (EL)</th>
<th>Novice teachers using other curricula</th>
</tr>
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<tbody>
<tr>
<td>Students did close readings of text to look for answers to specific questions</td>
<td>70%</td>
<td>47%</td>
</tr>
<tr>
<td>The observed lesson involved developing students’ content knowledge</td>
<td>37%</td>
<td>16%</td>
</tr>
<tr>
<td>Teacher had students make inferences, analyze, synthesize, draw conclusions, evaluate, and/or critique</td>
<td>83%</td>
<td>51%</td>
</tr>
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</table>
Polokoff and Koedel (2017)
• Positive impact of one textbook compared to the other three.
• Effect appears in the first year after adoption and persists through year four.
• Effect is in the range of .05 to .10 standard deviations of student achievement.

Jackson and Makarin (2016)
• Students of teachers in full treatment group scored 0.09 standard deviations higher than students of teachers in control group.
• Effect equal to replacing an average teacher with a teacher in the 80th percentile or reducing class size by 15%.