

**Grades 11-12 English Language Arts/English
Language Development Instructional
Materials Adoption Recommendation
(Phase 3)**

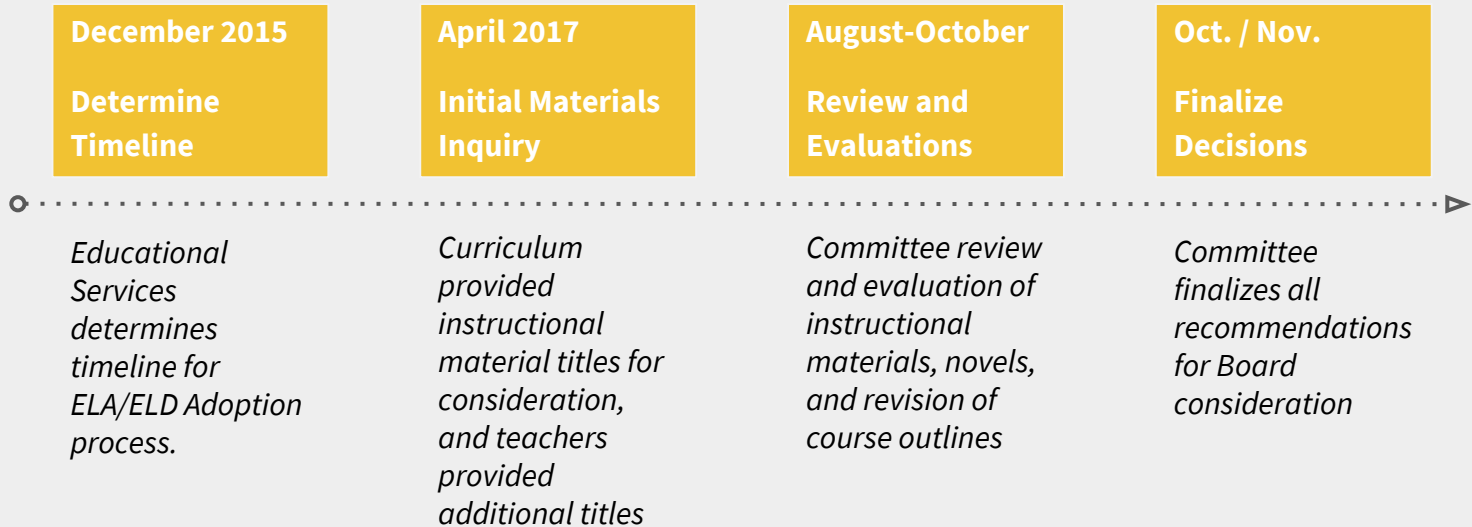
1st Reading

**Board of Education Meeting
November 14, 2017**



Our Timeline

- i** From April 2017 - November 2017, our PUSD Pilot Committee evaluated English Language Arts/English Language Development curriculum.



Summary of Courses

i Recommendations for the following courses of instructional materials through 2025

Grade Level	Course Title
9-12	Debate
12	Advanced Composition
12	Advanced Placement (AP) English Language and Composition
12	Advanced Placement (AP) English Literature and Composition
12	Exploring Knowledge 1 and 2
12	World Literature

Debate

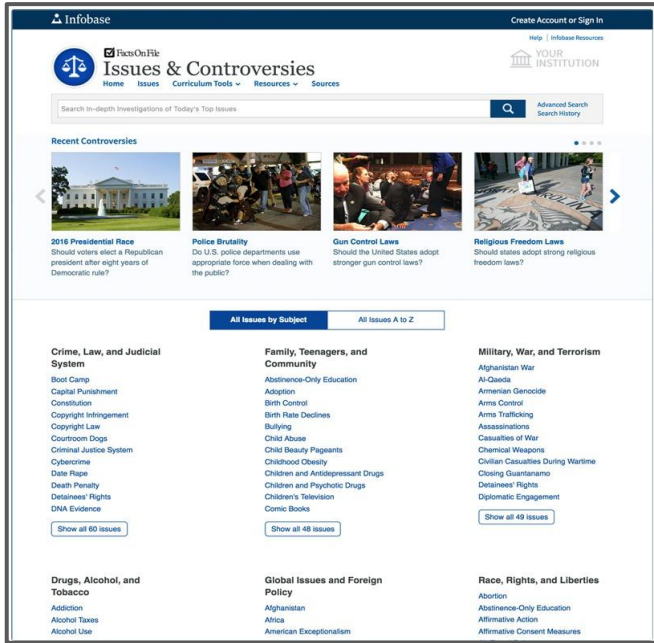
Issues & Controversies Online by infobase

- Recommended for Core instruction
- Digital subscription

”

*Issues and Controversies provides students with materials to understand the history of a complex issue as well as the pros and cons to an idea under discussion. The curriculum strives to provide students with a **wide variety** of perspectives, issues, voices, and experts on many diverse contemporary issues.*

RECOMMENDATION



[Learn More](#)

DATA COUNT 1

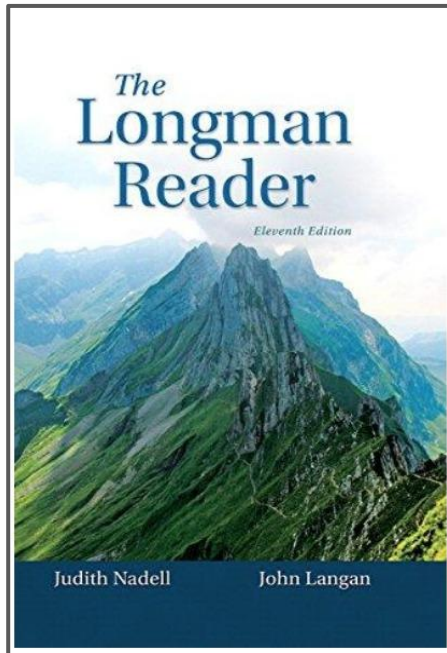
> Support for Assessment As/Of/For Learning	3.0
> Support for CCSS Non-Negotiables	3.3
> Cultural Relevance	3.5
> Support for 21st Century Learning	3.8

12.3

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Advanced Composition

- Recommended for Core instruction
- Hard bound textbook
- Digital Access: MyWritingLab



*The range of authors and topics found in The Longman Reader is impressive in terms of both **diversity and relevance**. Also, the descriptions of each article are so compelling that an average reader would be motivated to start reading right away.*

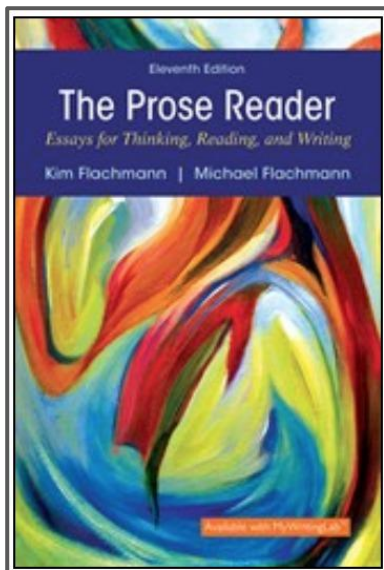
The digital access for The Prose Reader: Essays for Thinking, Reading, and Writing (11th Edition) and The Longman Reader (11th Edition) is only available on a annual subscription basis. Therefore, we anticipate an additional \$60,000 budgeted that is not included in these proposals (\$10,000 per year).

	All	[Advanced Comp] Prose Reader	[Advanced Comp] Longman Reader
.....COUNT	2	1	1
> Support for Assessment As/Of/For Learning	3.3	3.3	
> Support for CCSS Non-Negotiables	3.4	3.4	3.3
> Support for 21st Century Learning	3.7	3.8	3.6
> Cultural Relevance	3.9	3.8	4.0

12.3

Advanced Composition

- Recommended for Supplemental instruction
- Hard bound textbook
- Digital Access: MyWritingLab



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The **diverse** authors of contemporary works help to ensure that the texts are relevant and reflect many themes.

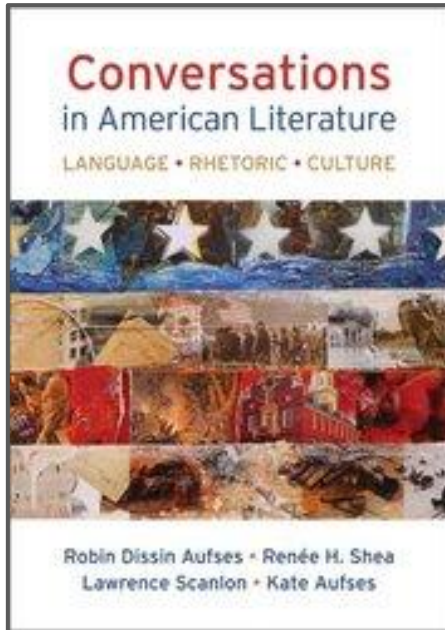
	DATA COUNT	All	[Advanced Comp] Prose Reader	[Advanced Comp] Longman Reader
> Support for Assessment As/Of/For Learning		2	1	1
> Support for CCSS Non-Negotiables		3.3	3.3	
> Support for 21st Century Learning		3.4	3.4	3.3
> Support for 21st Century Learning		3.7	3.8	3.6
> Cultural Relevance		3.9	3.8	4.0

AP English Language and Composition

- Recommended for Core instruction
- Hard bound textbook
- Digital Access: LaunchPad

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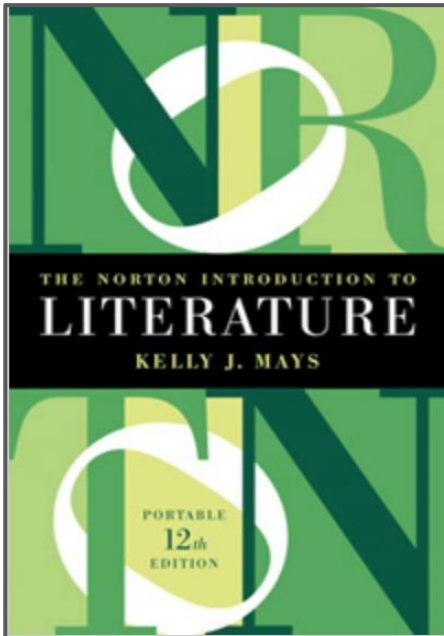
*The Bedford text has enough depth to meet the needs of a college-level course. It has many rigorous readings that will **build students' critical thinking skills**, and also offers **scaffolding tools** to prepare students of all levels for the AP exam. Its blend of American Literature texts and questions/prompts designed specifically for the AP curriculum make it an ideal source.*



	DATA COUNT	All	BEDFORD ST. MARTIN: Conversations in American Literature: Language, Rhetoric, Culture
> Support for 21st Century Learning	2	3.5	3.5
> Support for Assessment As/Of/For Learning		3.5	3.5
> Cultural Relevance		4.0	4.0
> Support for CCSS Non-Negotiables		4.0	4.0

AP English Literature and Composition

- Recommended for Core instruction
- Hard bound textbook
- Digital Access: LitWeb



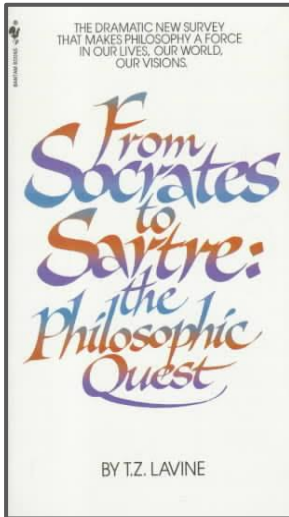
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*The Norton Anthology marks a sea change in its adoption of a **wide range of multicultural and multigenerational voices**, with narratives, poetry and nonfiction featuring a balanced representation of gender, ethnic and historical experiences, while retaining classic authors and literature that helps prepare students for Advanced Placement English Literature curriculum and test. This program offers a comprehensive and deep package.*

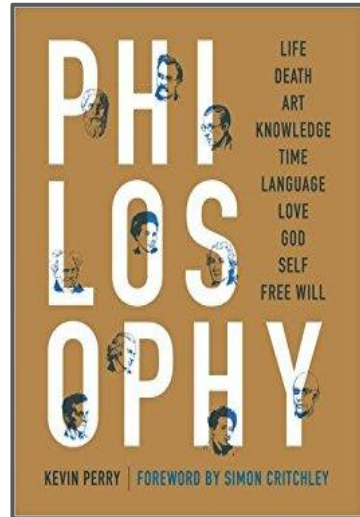
	DATA COUNT	1	Literature, 12th Edition
> Support for 21st Century Learning		3.8	3.8
> Support for CCSS Non-Negotiables		3.9	3.9
> Cultural Relevance		4.0	4.0
> Support for Assessment As/Of/For Learning		4.0	4.0

Exploring Knowledge

- Recommended for Core instruction
- Hard bound textbook



Already Board
Approved



New
Recommendation

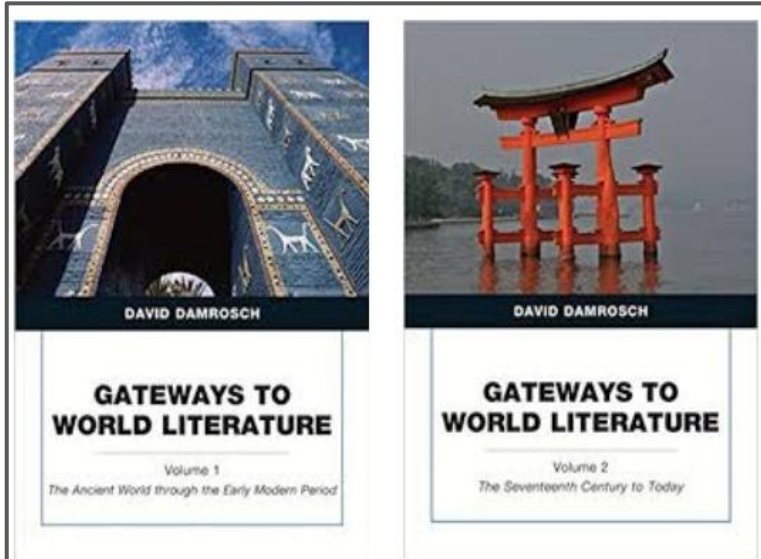
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Philosophy: Program offers multiple ways to explore and demonstrate learning, including verbal dialogue/dialectic, various writing modes and a strong emphasis on epistemology--on personal exploration of knowledge and meaning, supported by a broad range of thought systems and approaches to classical and modern philosophical questions.

	DATA COUNT	All	[Exploring Knowledge] Philosophy by Kevin Perry	[Exploring Knowledge] From Socrates to Sartre: The Philosophic Quest
> Support for Assessment As/Of/For Learning	2	3.5	3.0	4.0
> Cultural Relevance		4.0	4.0	4.0
> Support for 21st Century Learning		4.0		4.0
> Support for CCSS Non-Negotiables		4.0	4.0	4.0

World Literature

- Recommended for Core instruction
- Hard bound provided by Valley Bindery
- Digital Access: MyLiteratureLab



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The Gateways to World Literature text covers the time span from the ancient world through the early modern period for volume 1 through the seventeenth century to today for volume 2.

	All	[World Literature] Gateways to World Literature
DATA COUNT	2	2
> Support for CCSS Non-Negotiables	2.1	2.1
> Support for Assessment As/Of/For Learning	2.5	2.5
> Support for 21st Century Learning	2.9	2.9
> Cultural Relevance	4.0	4.0

Adoption Committee Feedback

i Committee members were asked to provide feedback on their overall experience with our adoption committee. A ranking of a five is the highest level.. **About our Process:**

	DATA COUNT
Committee Experience	All 10
My role in our Committee is clear.	100.0%
My next steps after this meeting are clear.	80.0%
My opinion was heard and valued.	90.0%
Email and video communication leading up to today was useful and informative.	80.0%
The content we covered today was helpful.	100.0%
Communication of expectations around purpose, tasks and timelines were clear.	100.0%
I am personally invested in our team/committee's collective work.	90.0%
	100.0%



“Great collaboration in our meetings and back at our schools”

“I felt like other teachers listened to my perspective”

“I liked having my voice and professional opinion valued in the process”

“Collaborating with other sites in Pleasanton Unified”

“Facilitators trusted us to have useful conversations”

“Thoughtful process”

“Conversations with colleagues about novels”

“Time to discuss and make decisions”

Upcoming Related Board Reports

11/12th Grade English Language Arts (ELA) and English Language Development (ELD)

November 14, 2017

- Recommendation (1st Reading)

December 11, 2017

- Recommendation (2nd Reading)
- Obsolete Instructional Materials
- Contracts (To Be Determined)

January 16, 2017

- Contracts (To Be Determined)
 - Ratification and Consent Items
- Revised ELA/ELD Course Outlines for Grades 6-12



Additional Information:

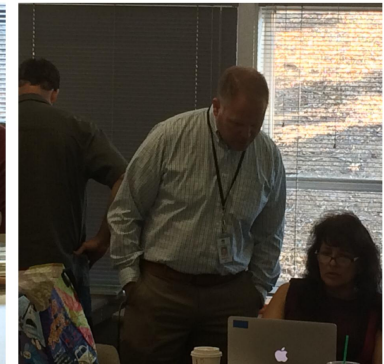
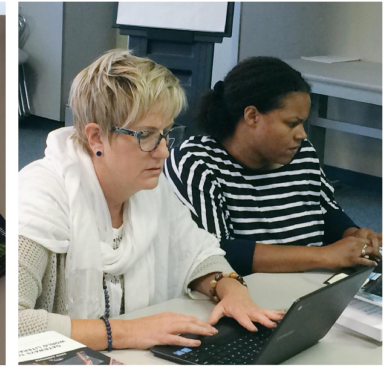
1. [Public Notice for Procedures for Disposal of Obsolete Textbooks and Instructional Materials](#)
2. [Summary of OLD and Newly Recommended Instructional Materials](#)
3. [Our Timeline of Next Steps](#)

Thank You For This Opportunity!

APPENDIX

11/12th Grade ELA Adoption Committee

Teacher Name	School
John Benbenek	Amador
Sean Brennan	Amador
Sebastian Bull	Foothill
Terry Conde	Amador
Paige Dagen	Foothill
Heather Fleming	Foothill
Ellen Gray	Amador
Danielle Hubbard	Amador
Kyra Pervere	Curriculum
Ken Rocha	Curriculum



What feedback was captured?

- ① During the review, teachers evaluated each curriculum based on its level of support for four key goals (each of which was broken down into specific sub-goals). A rating of a four is the highest ranking.

Committee Teachers Evaluated:

1. Support for CCSS-Aligned Instruction
2. Support for 21st Century Learning
3. Support for Assessment As/Of/For Learning
4. Cultural Relevance

How was feedback captured?

- i** Detailed rubrics were adapted from the following sources and translated into digital forms for teachers, students, community members, and site leaders.

Main Sources:

- [2015 Adoption Toolkit for English Language Arts/Literacy and English Language Development](#), Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association
- [ELA/Literacy Grade-Level Instructional Materials Evaluation Tool](#), Council of the Great City Schools
- [Equity and Diversity Resolution](#), Pleasanton Unified School District
- [A Tool For Selecting Diverse Texts](#), Teaching Tolerance
- [Building Your Roadmap for a 21st Century Learning Environment](#), Cable Impacts Foundation, the Partnership for 21st Century Learning (P21) and the State Educational Technology Directors Association (SETDA)

Supporting Sources:

- [Key Shifts in Common Core Standards for ELA \(here\)](#)
- [Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12 by David Coleman and Susan Pimentel](#)
- [Instructional Materials Evaluation Tool \(IMET\)](#), Achieve the Core
- [Knowledge and Practice Standards for Teachers of Reading](#), International Dyslexia Association, 2010
- [Assessing Alignment to the Common Core State Standards, A Curriculum Review Tool for English Language Arts](#), American Federation of Teachers, 2012
- [ISTE Standards](#), International Society for Technology in Education
- [Proficiency Level Descriptors for the California English Language Development Standards](#)
- [California Department of Education English Language Development \(Rationale, etc\)](#)
- [Proficiency Level Descriptors for the California English Language Development Standards](#)

Public Preview for Proposed Curriculum

i Public Preview: October 23 - November 27, 2017

PLEASANTON UNIFIED SCHOOL DISTRICT
English Language Arts and English Language Development Adoption
Public Notice

October 23 - November 27, 2017

PUBLIC PREVIEW FOR PROPOSED NEW ENGLISH LANGUAGE ARTS AND
ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL MATERIALS

Materials for Course Preview

English Language Arts/English Language Development			
Grade Level	Course Title	Instructional Material	Core or Supplemental
12	Advanced Composition	The Longman Reader (11th Edition)	Core
12	Advanced Composition	The Prose Reader: Essays for Thinking, Reading, and Writing (11th Edition)	Supplemental
11	AP English Language and Composition	Conversations in American Literature (14th Edition)	Core
12	AP English Literature and Composition	Norton Introduction to Literature, 12th Edition	Core
9-12	Debate	Issues and Controversies Online by Infobase	Core
12	Exploring Knowledge	From Socrates to Sartre: The Philosophic Quest by T.Z. Lavine	Core
12	Exploring Knowledge	Philosophy by Kevin Perry	Core
12	World Literature	David Damrosch's Gateways to World Literature 2 (volume set)	Core
12	World Literature	The Prose Reader: Essays for Thinking, Reading, and Writing (11th Edition)	Supplemental

Provide feedback using the following online link at <http://bit.ly/PUSDhsELA>

Beginning October 23, 2017, and continuing until November 27, 2017, parents/guardians, staff, and community members will have an opportunity to preview new instructional materials proposed for District adoption.