



Blackstone Millville Regional School District English Language Arts Vision for Instruction

In Blackstone Millville School District, we seek for **students'** ELA experience to be...

Collaborative and Engaging

Students feel excited for, care about, and are interested in their ELA classes. Classrooms are inviting and instruction is interactive. There is a sense of collaboration as students learn together and from one another. Collaboration is facilitated by other students, staff, and community members. Students feel empowered through risk-taking activities that creates a life-long love of learning and reading.

Rigorous

Students spend their time reading, writing, and speaking about texts that are complex and on grade-level. They are taking ownership of their learning and doing the cognitive lift. Students are building knowledge in their reading class, but also across classrooms, subjects, and grades. There is choice in how students show their knowledge through authentic assessment. There is a clear connection for students to “the why” and how their ELA classes connect to college and career readiness.

Accessible to ALL Students

The content is challenging for all students, yet empowering. We see students persevering through challenging and difficult texts and topics. Everyone is focused, participating, and engaging in the topic. All levels of learners are motivated to read and engage through a variety of rigorous, high-interest texts.

In order to achieve this vision with students, we seek for **ELA teachers** to be...

Collaboratively Developing

Teachers are interacting with other teachers to plan and prepare to teach. Teachers are supportive of one another professionally and eager to develop their skills in a sustained way - especially in meaningful professional learning communities. They also feel support, value, and appreciation by being given the time, materials, and training to implement



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the ELA curriculum successfully. In turn, teachers feel confident to teach the ELA program/curriculum. There is a focus on supports for new teachers. Teachers are encouraging to students, staff, and the community to bring ELA instruction alive.

Flexible Risk-takers

There is a growth mindset among teachers and a willingness to “get comfortable with the uncomfortable.” Teachers feel empowered to model risk-taking, be flexible, and to expand and experiment with new instructional practices. Teachers allow students to do the bulk of the work in the classroom.

Providing Rigorous ELA Instruction for all students

Teachers are prioritizing and supporting rigorous instruction in their classrooms through the use of complex, grade-level texts. Their instruction and student tasks are standards-based and aligned to grade-level expectations. There is a commitment to a ELA curriculum/program and that is used with fidelity across grade levels to build vertical alignment and background knowledge for students. There are equitable materials and resources across the district and provided to all teachers.

We see the following nuances in elementary, middle, and high school ELA instruction as important differentiators in student learning...

Elementary	Middle	High
<p>Instruction should be developmentally appropriate AND rigorous. In ELA instruction, there should also be a focus on foundational skills, such as phonics and decoding, to support students in developing reading skills. There is also a need for a social-emotional focus as students are developing real-world habits and skills.</p>	<p>Middle school students need support engaging with one another and self-regulatory strategies. We need time to interact with each other to build social skills. Students can reflect on how they learn and what they learn. Social and developmental aspects of learning are apparent in the classroom.</p>	<p>Students receive specialized course content and electives. Groups are heterogenous in 11th and 12th grade and CP/honors. We seek to maintain teacher input, options, autonomy and voice. We incorporate variety.</p>



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The following aspects of the curriculum/program are important to pay special attention for teacher usability/use...

- Visually and cognitively stimulating for teacher use (3A) with adequate teacher and adult-level explanations (3E)
- Technology use, particularly in MS and HS where there is one-to-one (3STU)
- Pacing and ability to cover the material over the course of the year (3B)
- How students are assessed in genuine ways (3K)
- Student independent reading and choice (3N)
- How materials are differentiated and provide scaffolding for all learners (3 OQR)