



CURRICULUM,
INSTRUCTION, AND
DIGITAL LEARNING

Curriculum Collaborative Steering Committee Summary Report

CCSC Cycle #2: ALE (SLA) **Focus:** *Feedback on Prototype #1* *Brainstorming 2 additional prototypes*

Resources

- [Curriculum Guidebook](#)
- [PreK-12 ALE/SLA CPS Rubric](#)
- [Instructional Equity Rubric](#)
- [UDL Guidelines in Spanish](#)

Background

The Skyline Curriculum Collaborative Steering Committee (CCSC) involves 200 + teachers and students in feedback cycles throughout the school year. The CCSC offers input on acceleration and differentiation, interdisciplinary units, and culturally responsive and equitable practices (CHRE), as well as assessments. This feedback process involves generating ideas for prototypes, testing these prototypes in a pilot phase, and then offering thorough reflections and feedback involving students throughout the process.

CCSC members also participate in classroom visits and student focus groups. The Skyline Curriculum Designers facilitate feedback sessions, student focus groups, and classroom visits as part of the CCSC. The teacher and student feedback collected from CCSC will inform curricular revisions by way of continuous improvement including 2023 - 2024 and beyond.


Methods

- **3** (90 minutes) synchronous sessions (cycle #2).
- Asynchronous communications on an as needed basis via:
 - CPS email.
 - Safari Montage feedback tool.
 - ALE CCSC Google Classroom.
- Synchronous one on one communications on an as needed basis via Google Meet.
- Feedback collected via:
 - Google forms during synchronous sessions and asynchronous communications.
 - Synchronous recorded group conversations.

- Non evaluative classroom visits.
- Student focus groups.
- Community boards (synchronous and asynchronous)
- Number of curriculum designers facilitating: **1**
- Number of teachers: **16 (bilingual)**
 - K-2: **7**
 - 3-5: **4**
 - 6-8: **2**
 - 10-12: **3**

Data

Quantitative

- Per [Resultados de la encuesta sobre prioridades en las revisiones iniciales](#) teachers provided feedback on Prototype #1 :  ALE_Drafting a quick guide
- Teachers feedback on prototype #1 will be applied towards the final draft to be launched on ALE CCSC Session 8.

Qualitative

- Via synchronous recorded conversations and community board contributions, the following prototype requests were shared:
 - Agnostic applied reading strategies guidance documents.
 - Agnostic applied reading strategies through book extensions activities.
 - Curated independent reading lists for 9-12.
 - UDL enhancements to replace current guidance available on TFGs.

Current strengths:

1. The ALE/SLA curricular materials continue to celebrate, encourage and foster cultural and linguistic diversity of all CPS students, with an emphasis in equity towards the Spanish speaking cultural heritage present in the district. (Reference: [Instructional Equity Rubric](#))
2. Remarkable advance in equity within the district reflected in the supply of resources to access authentic Spanish speaking literature and a variety of high quality resources in Spanish. (Reference: [PreK-12 ALE/SLA CPS Rubric](#))
3. Pioneer effort to provide SLA materials that can compete with ELA in quality within a district that registers a growing number of heritage Spanish speakers and newcomers. (Reference: [PreK-12 ALE/SLA CPS Rubric](#))
4. Spanish language book selection provides a high level of engagement in K-8 * (*currently we have no formal data from ALE high school adoptions).
5. **NEW SHOUT OUT:** Teachers have multiple opportunities to voice both their concerns and their celebrations with their Central Office peers.
6. **NEW SHOUT OUT:** Involved ISLs and principals.
7. **NEW SHOUT OUT:** Prosser Career Academy pioneers high school participation in ALE CCSC.

Needs Improvement:

1. Need for prioritization of reading strategies applicable to ALE versus SLA.

2. More books originally written in Spanish for 9-12.
3. Paths to make ALE compatible with high school requirements per ISBE.

What do you wish we had:

1. Opportunities for in-depth study of the most engaging texts, including pacing alternatives and supplemental materials.
2. Supplemental resources to facilitate the writing process (before, during and after).
3. Unit quick guides to facilitate day to day planning and comply with expectations of school administration.
4. Improvement of existing writing templates.
5. Models of exemplary work/keys for different levels of performance present in contemporary classrooms.
6. **NEW:** Reading strategies applicable to ALE versus SLA.
7. **NEW:** More books originally written in Spanish for 9-12.
8. **NEW:** Paths to make ALE compatible with high school requirements per ISBE.

Scale: level of priority that CCSC should place on:

1. Unit quick guides to facilitate day to day planning and comply with expectations of school administration.
2. Supplemental resources to facilitate the writing process (before, during and after).
3. Opportunities for in-depth study of the most engaging texts, including pacing alternatives and supplemental materials.
 - a. Agnostic applied reading strategies guidance documents.
 - b. Agnostic applied reading strategies through book extensions activities.
4. Models of exemplary work/keys for different levels of performance present in contemporary classrooms.

Source: [Priority items for sustainable short term revisions.](#)

Data Analysis

- **Are there additional questions to further explore based on feedback?**
 - We still don't have enough formal hard data pertaining to High School. We need to continue reaching out to other adopting high schools.
 - We are currently in conversations with a teacher and administration at a volunteer ALE adopting high school (*Prosser Career Academy*). At an informal level, concerns have been raised over text selection (some of the titles are translations instead of authentic text and an excessive emphasis on the immigrant/struggle experience in the early units).
 - **NEW:** CIDL will recruit a qualify high school teacher to curate an independent reading list for 9-12
 - CD designer and manager will conduct conversations about how to incorporate ALE components into WL to address the demand to serve heritage Spanish speakers in high school.

- Inter-departmental conversations need to be scheduled to discuss the relevance of the HS ELA model applied to HS ALE.
- **How were students part of the creation/feedback process?**
 - ALE CCSC teachers report to base their feedback in both observational data and student voice.
 - Student focus groups have been scheduled/additional ones are in the process of being scheduled.
 - **NEW:** Classroom visits and student focus groups were temporarily cancelled due to the delay in the delivery of Unit 5.

Conclusions

- **How does this feedback cycle inform curriculum development?**
 - It aligns with the CPS ALE team prioritized feedback.
 - It reinforces unified messaging addressed to vendor partners.
 - It guides short term and long term ALE curricular revisions.
 - It builds capacity among professionals dedicated to different modalities of bilingual education to develop prototypes.
 - It promotes leadership development among bilingual teachers to support curricular co-creation.
 - It promotes leadership development among bilingual teachers to foster student voice and pave the way for curricular co-creation by students.
 - It promotes collaboration with ALE adopting school administrations, providing an opportunity for school leaders to have a voice in curriculum development.