Program of Excellence

English Language Arts

OKLAHOMA STATE DEPARTMENT OF EDUCATION
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Champion Excellence

Fundamental to the role of a champion is the capacity to envision potential. It is the belief in one's potential, the potential of our students and our colleagues, and the potential of our educational system that gives us cause to act with intentionality and to persevere when we are faced with challenges. In order to cast a shared vision that drives collective action that embraces and the collective wisdom of the education community across Oklahoma, the Oklahoma State Department of Education has collaborated with educators and school leaders to develop Programs of Excellence rubrics that envision and describe the characteristics of excellent disciplinary programs within a school.

The Programs of Excellence rubrics are **emergent**, in that they are co-designed with input from educators across the state and always in draft form; **aspirational**, in that they speak to an idealized, holistic vision of each program that may be impossible for one school to fully embody; and **flexible**, in that they respect the unique contexts of Oklahoma's schools whether that be in size, geography, or demography.

> **"Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."**
>
> **— Rita Pierson**

Across disciplines, there are variations that bring perspective from the unique communities who shaped their contents, capturing real experiences, shared values, and a hope for well-rounded learning opportunities for all children in a safe and healthy school. Throughout the remainder of this year and the 2019-2020 school year, the Programs of Excellence rubrics will continue to change and grow as the best attributes across the disciplines are shared and insights from stakeholders are taken into account.

Please help shape this vision for excellent programs that all children deserve by sharing your input at http://sde.ok.gov/ChampionExcellence.

Using the Program of Excellence Rubric

The responsibility of identifying a school disciplinary program as bronze, silver, or gold is placed on the school and its community. Through local evaluation and verification, a school can celebrate efforts and create strategic initiatives to improve. The OSDE will not verify each identification claim, but the school is expected to utilize the following process for reviewing and identifying its level of distinction.

1. **Review:** A school-based advisory committee involving external stakeholders as appropriate, will make recommendations for bronze, silver, or gold status. It *is not appropriate to assign the review process to an individual. The review process should be inclusive and transparent.*
2. **Verification:** The recommendation of the advisory committee must be signed off by each member of the committee and reviewed by the school principal. Upon verification by the principal, the recommendation will be submitted to the district school board and superintendent for review and verification.
3. **Submission (beginning summer 2020):** Only when each layer of review and verification is complete, the final self-identification will be submitted to the OSDE. Levels of distinction for Programs of Excellence will be valid for three years and will be visible on the school's accountability dashboard. *The remainder of this school year and the 2019-2020 school year provides schools with the opportunity to select priority areas for which they will work to be ready to identify as bronze, silver, or gold in 2020.*

In this Program of Excellence rubric, each element of the rubric is provided as a characteristic of a bronze, silver, or gold program. **In order to be a bronze ELA program, every bronze element, or characteristic, must be true of the school's ELA program.** A school's ELA program may only be considered silver only when every bronze element **AND** every silver element is true. Likewise, a school's ELA program may only be considered gold when every bronze, silver, **AND** gold element is true.

The fidelity of the Programs of Excellence process hinges on the fair and honest local review. Please help protect this ambitious effort to celebrate the great work happening across Oklahoma.

Category 1 Instruction and Curriculum

Equitable learning experiences for all students must be based on a coherent system where instruction, curriculum, and assessments are aligned to the same goals.

A BRONZE program…
A. Uses a comprehensive scope and sequence aligned to the Oklahoma Academic Standards for English Language Arts PreK-grade 12.
B. Ensures school schedules are structured so that all areas of the language arts—speaking and listening, foundational skills, reading and writing processes, critical reading and writing, vocabulary, language, research, multimodal literacies, and independent reading and writing—are taught in a recursive, integrated setting.
A SILVER program has all the elements of a BRONZE program and…
C. Ensures coherence among instructional strategies, curriculum choices, and classroom assessments that reflect the Oklahoma Academic Standards for English Language Arts PreK-grade 12.
D. Monitors implementation of Oklahoma Academic Standards for English Language Arts PreK-grade 12.
A GOLD program has all the elements of a BRONZE and SILVER program and…
E. Works with families and caregivers to ensure they are utilizing the Early Childhood Guidelines birth to age 5, when appropriate.
F. Uses rubrics or scales determining level of student growth throughout the school year in the Oklahoma Academic Standards for English Language Arts PreK-grade 12.

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Category 2 Multi-Tiered System of Supports

Comprehensive literacy instruction for all students and programs is centered on a multi-tiered system of supports with frequent monitoring of student progress and provides quality interventions to students where needed. Literacy instruction that includes a multi-tiered system of supports ensures equitable learning opportunities for all students, resulting in closing achievement gaps.

A BRONZE program…
A. Utilizes effective tier 1 instruction for all students based on the Oklahoma Academic Standards for English Language Arts.
B. Utilizes effective tier 2 and tier 3 interventions addressing individual needs of students and their growth in the Oklahoma Academic Standards for English Language Arts.
C. Uses individual literacy plans to meet instructional needs of all struggling students including English Learners, students with Individual Education Plans, and under-served, under-resourced students.
A SILVER program has all the elements of a BRONZE program and…
D. Implements high-quality instructional practices, including • providing differentiated and age-appropriate small group and individualized instruction in order to maximize student learning, • providing instruction that is systematic and explicit in whole group and small group settings, and • providing instruction that actively engages students in literacy processes.
E. Monitors student progress, ensuring ongoing appropriate placement in and among the tiers.

A GOLD program has all the elements of a BRONZE and SILVER program and…
F. Collaborates with parents, teachers, and administrators to identify children in need of intervention services in their current school setting and when they transition from one literacy setting to the next.
G. Integrates literacy skills where appropriate across curricular areas to support content learning.

Category 3 Professional Learning

Effective educators and leaders are essential to meeting the literacy needs of Oklahoma's children. Ensuring that there are effective educators and leaders for all of Oklahoma's schools and districts requires a systematic approach addressing ongoing, job-embedded, professional development.

A BRONZE program…
A. Structures ongoing and job-embedded professional development with consideration to the Professional Learning standards.
B. Ensures all content-oriented professional development aims to strengthen coherence among standards, instruction, curriculum, and assessments.

A SILVER program has all the elements of a BRONZE program and…
C. Uses multiple sources of student and teacher data, including teacher content and strategy knowledge, when choosing, planning, and implementing professional development to support literacy achievement.
D. Implements a support structure for professional learning such as PLCs, modeling, workshop/inservice, and job-embedded opportunities.

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A GOLD program has all the elements of a BRONZE and SILVER program and…
E. Provides common learning opportunities for all literacy stakeholders to ensure a smooth transition as students move from one literacy setting to the next.

Category 4 Assessment System

Assessment is the ongoing process of collecting, monitoring, and interpreting data to inform instruction and address the educational needs of individual students. A comprehensive assessment system uses a variety of assessments to provide a continuum of evaluations, providing timely data for educators to implement interventions needed to improve student learning.

A BRONZE program…
A. Implements a comprehensive assessment system that includes formative, interim, and summative assessments aligned to Oklahoma Academic Standards for English Language Arts.
B. Communicates assessment results in a timely and differentiated manner in formats that are easily understandable by students, parents, teachers, and community members.
C. Ensures assessment results follow students as they transition from one literacy setting to the next.
A SILVER program has all the elements of a BRONZE program and…
D. Implements opportunities for data analysis and discussions to increase teacher capacity to assess learning.
E. Disaggregates and analyzes data for instructional decision-making to support student learning.

A GOLD program has all the elements of a BRONZE and SILVER program and…
F.   Assesses the effectiveness of the assessment system and guides adjustments for improvement.

Category 5 Collaborative Leadership

Effective leaders promote shared responsibility and commitment for a mission and vision supporting literacy development for all children. Additionally, successful leaders work to establish organizational structures that lead to positive learning environments for all students and build strong partnerships with families and communities.

A BRONZE program…
A.   Analyzes school and student data to inform decisions about professional learning, instruction, and intervention.

A SILVER program has all the elements of a BRONZE program and…
B.   Leads the development of the School or District Literacy Plan.
C.   Communicates literacy goals and expectations of the School or District Literacy Plan to school, families, and communities.

A GOLD program has all the elements of a BRONZE and SILVER program and…
D.   Nurtures a culture of literacy in the school, district, and community.

Category 6 Teaming with Families and Communities

Everyone in a student's life contributes to the development and learning of that student from birth through adulthood. For Oklahoma to reach its literacy goals, educators must work together with families and communities to ensure all students have access to important supports that will ensure their literacy development. Research shows that collaboration with families and communities correlates to increased academic performance and success for students.

A BRONZE program…
A. Provides families with the tools to support the literacy achievement of all children.
B. Collaborates with families to provide opportunities to celebrate literacy achievement of all students.
A SILVER program has all the elements of a BRONZE program and…
C. Assesses community needs for literacy services and identifies gaps where needs are not being met.
D. Identifies and/or leverages resources in support of local literacy activities.
A GOLD program has all the elements of a BRONZE and SILVER program and…
E. Maintains a literacy coalition to enhance literacy support in the community.
F. Supports literacy through public and private partnerships.

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