


ELA Visiting Team Presentation to the Bedford School Committee



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Communication



with Parents



Multiple Portals

- Email
- Portfolio collections
- Presentations to Parents
- Parent conferences
- Open House nights

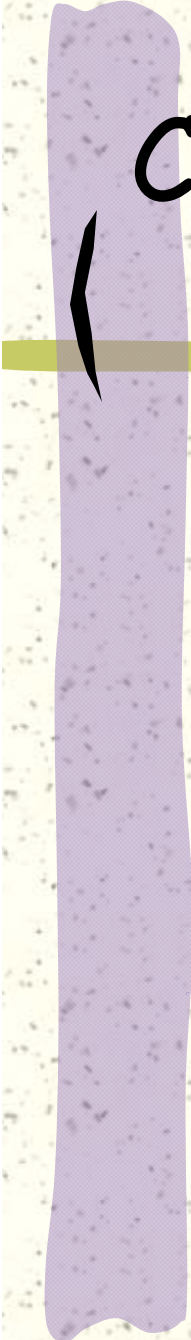
with Students

- # Commitment
- # Care for individual's well being
- # Clear purpose and focus
- # Scaffolding for success
- # Supportive tools
 - Writing handbooks
 - Teacher made materials

Clarity of Expectations

- # Department expectations
 - Strong leadership
- # Class expectations
- # Homework posting
 - BHS Web pages
- # Leveling rubrics for placement
 - Add levels 2 and 3 to guidelines

Classroom Climate

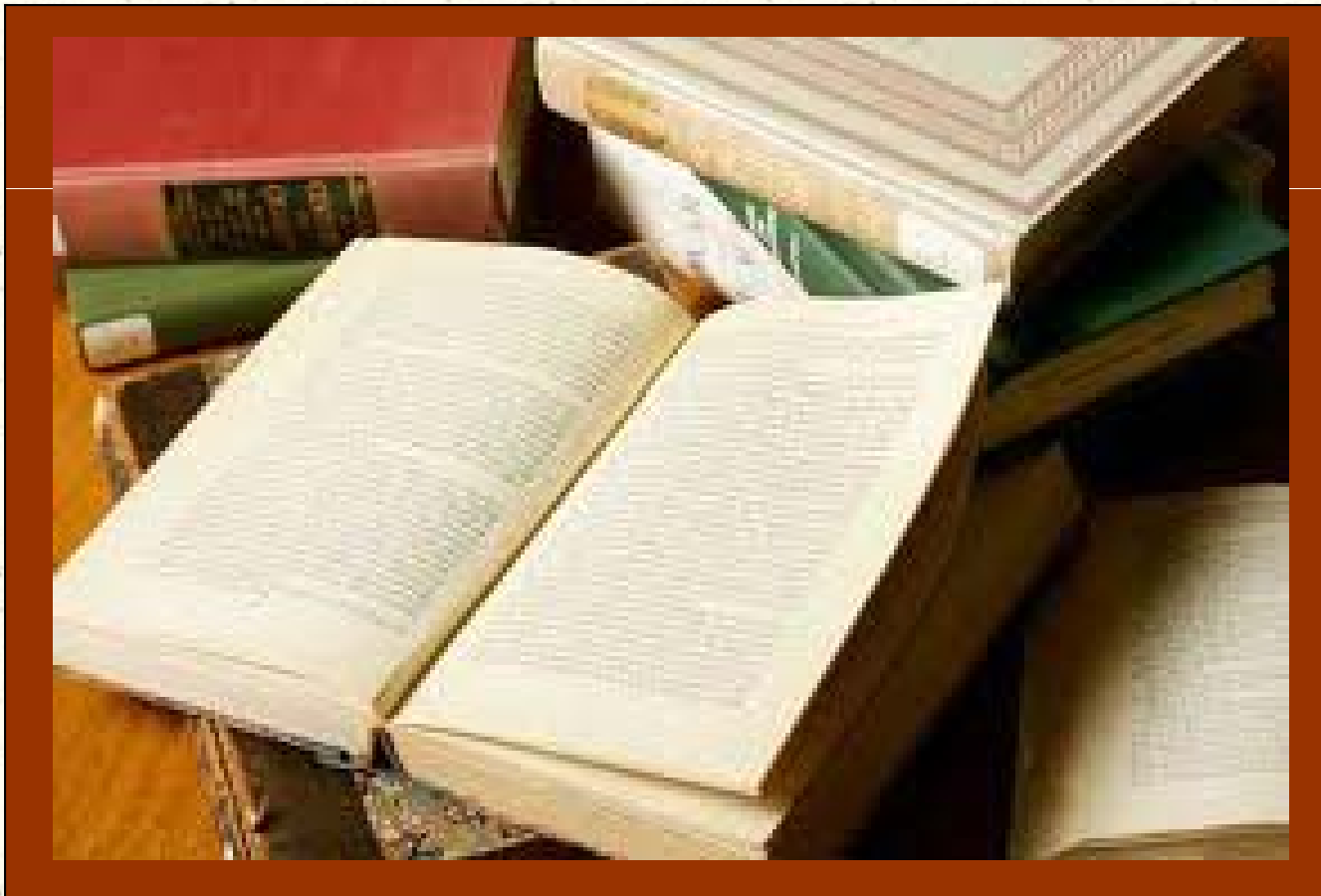


Comfort level balanced with high expectations

Strong participation in discussions

Respectful interactions with teachers and among students

Literacy Instruction 6-12



Curriculum Highlights

- # Heterogeneous 6th grade
- # Core reading instruction for 6th grade
- # Focus on diverse perspectives
- # Senior elective choices

Activities and Techniques

- # Teachers make connections fostering:
 - ▣ Literary appreciation
 - ▣ Real life application
- # Wide variety of approaches using:
 - ▣ SMARTBoards
 - ▣ Journals
 - ▣ High tech presentations
 - ▣ Collaborative learning

Commendations

- # Collaboration among teachers
- # Well defined purpose with challenging texts
- # Accessible high interest literature and materials
- # Oral skills are valued and developed

Recommendations (literacy)

- # Identify key reading strategies and post throughout the school
- # Consider design of a required summer reading program
- # Continue to diversify literary offerings

Recommendations (research)

- # Articulate learning goals at each grade
- # Teach concept of source citation (5)
- # Develop a clear sequence
- # Develop a more definitive sequence of oral presentation skills including rubrics
- # More consistently reinforce MLA format

Writing Instruction K-12



Davis & Lane Commendations

- # Focused learning goals with consistency of purpose
- # Excellent use of traditional classroom resources and teacher made materials
- # Skillful integration of technology

Davis & Lane Recommendations

- # Develop specific grade level learning goals
- # Establish routines that invite students to develop ideas with more supporting detail
- # Ensure that writing workshops occur 3 times/week for 45 minutes

Davis Recommendation

- # Develop a more cohesive writing program with strong links between Kindergarten, Grade One and Grade Two
- # Allot greater time for K-5 Language Arts Coordinator to equalize presence at Davis

JGMS Commendations

- # High level of student engagement
- # Variety of models as exemplars
- # Writing portfolios
- # Respect for student voice
- # Appealing and accessible teacher-designed materials
 - For structure
 - For idea development

JGMS Recommendations

- # Increase consistency in rubrics and grading
- # Provide collaborative time to review student work
- # Align to the Common Core

BHS Commendations

- # Teachers incorporate a wide variety of writing strategies and activities
 - Thesis development
 - Writing skills
 - Extemporaneous writing
- # Writing folders contain a variety samples

BHS Recommendations

- # Continue to work at every grade level to develop consistency in the number and type of writing assignments
- # Further scaffold the writing process through more effective use of:
 - rubrics
 - checklists
 - focus areas for correction

Assessment & Rubrics



Assessments and Rubrics

Davis & Lane

- # Continue development of writing rubrics (K-5)
- # Develop common learning experiences for oral language and presentation skills at every level (K-5)

Assessments and Rubrics

JGMS

- # Optimize by integrating into the writing process during the formative stages of composition
- # Continue implementation of school-wide writing expectations

Assessments and Rubrics

BHS

- # Continue to build consistency using school-wide expectations and common core
- # Continue to unite the 3 Senior electives through shared essential questions and some common assessments

Meeting the Needs of all Learners



Meeting the Needs of all learners - Commendations

- # Consistently high expectations at each grade level serve the needs of the spectrum of ability levels with marked success
- # Especially at the secondary level, multiple programs provide support for learners: METCO, EXCEL, Skill Center, Special Education, Writing Lab, and reading support

Meeting the Needs of all Learners - Recommendations

- # Continue efforts to encourage and increase racial diversity in the higher level courses
- # JGMS - Provide flexible time in the school day to offer greater opportunity for individual help and for teachers to meet with special needs support staff
- # BHS - Develop greater consistency in expectations for higher order thinking in Level 4 instruction and assessments

Professional Development



Professional Development - Commendations

- # Strong desire to collaborate with each other and the support staff
- # Grade level ELA teachers especially at JGMS demonstrate a strong partnership in coordinating units, lessons and assessments.
- # District wide commitment to vertical integration

Professional Development - Recommendations

- # Articulate clear learning goals at each grade level to align with Common Core Frameworks
- # Find ways for teachers to have more time to collaborate about student writing
- # Provide opportunity to develop a scope and sequence for presentation skills

Lasting impressions



- # Extraordinary level of dedication and commitment
- # High morale and goodwill
- # Good faith among all constituencies working toward a shared vision of balancing excellence in education and attention to the whole child
- # True sense of collaboration