

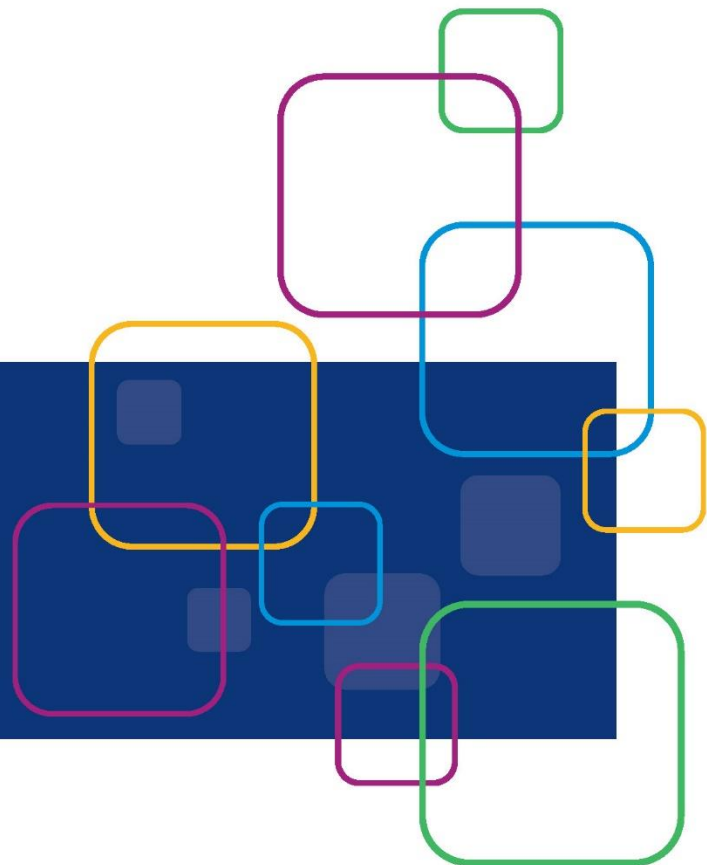
Florida Paths to College and Career

English Language Arts Curriculum
Implementation and Training Overview

2020-2021

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Implementation Plan

Customizing Implementation

In each of our engagements, our team works collaboratively with our clients to create custom initiatives that meet their needs. We develop an understanding of the client's capacities, priorities, and systems. With our collective expertise and experience, we can develop solutions that effectively meet the specific needs of the client.

For the 2021 adoption, we will engage with districts to implement a Grades 6–12 English Language Arts curriculum that is fully aligned to the B.E.S.T Standards. Through conversation with district leadership, we will develop a shared understanding of district priorities and document a plan for program implementation that addresses those priorities. The plan will include the following:

- Goals and success metrics for the implementation.
- Cultural, structural, or other district- and school-level factors that may affect implementation.
- Roles and responsibilities for the implementation among stakeholders.
- Recommendations for communication with stakeholders.

Customization of the *Florida Paths to College and Career* English Language Arts curriculum can take on a variety of forms. The following is an overview of the types of customizations and specific projects that our team has completed.

Option 1: Selection of Modules

Our team may work with school districts to select a subset of the *Florida Paths to College and Career* modules to implement. Several factors will inform our recommendations, including district preference of texts based on a review of the content and qualitative and quantitative complexity. In providing recommendations, we will also ensure full coverage of the standards and alignment with the district and state testing calendars.

Option 2: Custom Implementation

Our team may work with school districts to determine which course(s) to leverage the curriculum in. Our previously published *Paths to College and Career (Paths)* curriculum has been used in districts across Florida as both core and intervention curriculum. Districts have seen successes in both scenarios. For example:

- **Lake County Schools:** Since the 2017–2018 school year, Lake County Schools has implemented the *Paths to College and Career* curriculum in grades 6–10 in six schools. Two additional schools were added to the implementation cohort in fall 2018. The district has seen positive results, including **growth in percentage of students scoring proficient or above on the FSA in ELA in Paths schools that exceed state gains** and **growth in Paths schools that exceed other district schools**.
- **Hillsborough County Public Schools:** Since 2018–2019, Hillsborough County Public Schools (HCPS) has implemented the *Paths to College and Career* curriculum in grades 6, 7, 8, and 10 for use in intensive, developmental, and advanced reading. At the end of the first year of implementation, HCPS demonstrated encouraging results, including an **increase in the**

percentage of students scoring proficient or above on the state assessment in ELA from the baseline year in grades 6, 7, and 10.

- **Miami-Dade County Public Schools:** Within a two-year window, *Paths* students in Miami-Dade County Public Schools made important advances. In 2016–2017, Miami-Dade County Public Schools selected the *Paths to College and Career* curriculum for its Grade 11 intensive reading classes, and for Grade 12 intensive reading the following year. District-wide, the **graduation rate has increased 5 percentage points** and the **number of students retaking the state assessment in 12th grade has decreased**.

Option 3: Custom Development

Our team may work with school districts to develop a custom solution leveraging the *Florida Paths to College and Career* curriculum as a base for customization. Our approach to custom curriculum development, which we have successfully leveraged with **New York State Education Department** and **Chicago Public Schools**, is provided below. The development of a custom curriculum offers several benefits, including the following:

- **Developing a curriculum that is reflective of the student and teacher populations:** A curriculum developed in partnership with a school district ensures that the curriculum will leverage district strengths and target specific areas in need of improvement. A custom product also ensures inclusion of texts that are culturally positive and relevant, contemporary and canon, and texts that are representative of the student population.
- **Providing the opportunity for the teacher voice to be represented:** A curriculum developed in partnership with a school district ensures that the curriculum represents the voice of district stakeholders. Our curriculum development process includes a requirement gathering phase, which is focused on actualizing district priorities, documenting district- and school-level factors, and articulating the components that need to be present in the curriculum product. In addition to this initial phase, there are regular opportunities for teachers to engage in the development process, via text selection, curriculum and assessment map development, and unit development. Local teachers may also have the opportunity to participate in the writing process.
- **Creating high-quality curriculum and resources:** A curriculum developed in partnership with a school district ensures that the product is fully aligned with district requirements, including designated rubrics selected in coordination with the district. A custom development process would leverage our highly successful procedures and ensure that the product is developed by and for the students and teachers in the school district.
- **Supporting Comprehensive Learner Record (CLR) Initiatives:** A curriculum developed in partnership with a school district supports the Florida B.E.S.T. Standards and aligns with the goals of any CLR initiative. PCG will work with the Curriculum and Technology Teams to collect the results of *Florida Path's* curriculum embedded performance tasks in existing learning technology tools such as the Canvas Rubric Tool. PCG will generate achievement assertions from the collected data to fully integrate with the CLR initiative. Teachers benefit from using an integrated curriculum that requires no new steps on their part to support the creation of data and assertions for the CLR and the establishment of a student wallet.

Phase 1:	Curriculum and Assessment Mapping
Description:	<p>Prior to lesson development, our writing teams engage in curriculum and assessment mapping. Content from the mapping is reviewed and approved by the client. The curriculum map for each module summarizes the key features of each module, and assessment maps summarize the assessments that are part of every module. This phase is repeated for each quarter of instruction.</p>
Activities:	<ul style="list-style-type: none"> <li data-bbox="459 415 1427 877">• Developing curriculum and assessment maps: Our team develops curriculum and assessment maps prior to lesson development. In collaboration with the client, we specify key design elements for the curriculum and curriculum-based assessments, including anchor texts for each module, how standards and skills will roll out over the course of the curriculum, and the overall approach of each module. Establishing these key design criteria from the outset helps ensure grade band content progression, vertical alignment, and coherence and consistency across curriculum and assessments. Curriculum maps include the title of each module; specification of anchor texts for each unit in a module; number of lessons; literacy skills and habits that will be addressed; standards that will be addressed and assessed in each unit; and formal, summative unit assessments. <li data-bbox="459 888 1427 1014">• Reviewing curriculum and assessment maps: After the development of the maps, we engage the client in discussion around the maps, and requests that the client review and approve the curriculum maps. Client feedback is incorporated prior to lesson development.

Phase 2:	Curriculum and Assessment Design
Description:	<p>Using the curriculum and assessment maps as guides, our writing teams develop curriculum, instructional materials, lesson-level assessment content, and unit assessment content. Each grade-level writing team is guided by an overall grade 6–12 content team lead and grade-band leads, who will work closely to ensure vertical alignment of learning and assessment across grade levels, as well as provide review and feedback. Upon development, the client has an opportunity to review and provide feedback on module development to inform revision and finalization. This phase is repeated for each quarter of instruction.</p>
Activities:	<ul style="list-style-type: none"> <li data-bbox="459 1449 1427 1764">• Developing units: Writing teams develop their units, with guidance from grade-band and grade-level leads. Leveraging the detailed module and unit maps, overview, and outlines, lesson writing commences. Lessons include a narrative introduction; addressed and assessed standards; suggested academic vocabulary; pacing recommendations; instructional materials; suggested learning sequences; suggestions for differentiated support; and formative assessments. Lesson writing is an iterative process that includes peer review and revision, grade-level lead review and revision, and finalization for client review. <li data-bbox="459 1774 1427 1866">• Reviewing units: Modules are submitted to the client for review prior to finalization. To facilitate a clear review process that enables the writing teams to incorporate feedback, our team coordinates with the client to

<p>Phase 2:</p>	<p>Curriculum and Assessment Design</p>
	<p>identify timelines, focus items for reviewers, and expectations for actionable and synthesized feedback. The client reviews modules using designated rubrics and UDL principles, providing specific and actionable feedback to inform content finalization.</p>
	<ul style="list-style-type: none"> • Finalizing units: Writing teams revise and finalize their units based on feedback from client reviewers, clarifying feedback with client reviewers as needed. They review each lesson against a final checklist to ensure that all conventions and design principles are represented.
<p>Phase 3:</p> <p>Description:</p> <p>Activities:</p>	<p>Production and Delivery</p>
	<p>After content finalization, our operations and technical team coordinate all production and delivery activities to ensure the delivery of a high-quality product.</p>
	<ul style="list-style-type: none"> • Copyediting, formatting, and proofing of materials: Production is coordinated by our operations and technical team, including copyediting, proofing, formatting, and translation of student materials (as needed). Production also includes permissions, differentiation and intervention options, UDL best practices, technical reviews for output formatting, parent communications, metadata elements, accessibility, and content integration testing.
	<ul style="list-style-type: none"> • Delivery of content: Delivery occurs after final content review and approval by the client. At the end of the production process, our operations and technical team delivers content via common cartridges or another agreed upon delivery mechanism.
	<ul style="list-style-type: none"> • Creation of stakeholder content: Final production and delivery includes the creation of stakeholder content to support implementation of the curriculum, including parent communication describing the features of the curriculum, and parent support of student learning.

Implementation Monitoring

In addition to working closely with our clients to create custom initiatives, we coordinate with clients to regularly monitor implementation of these initiatives. As part of every curriculum implementation, our services include implementation monitoring and evaluation to:

1. Document **participant learning** from professional development and coaching activities.
2. Record changes in **teacher practice** that can be associated with implementation support.
3. Record changes in **student behaviors** that can be associated with *Florida Paths to College and Career* implementation.
4. Record changes in **achievement** that can be associated with changes in teachers' practice.

These services will provide your district with feedback on the roll-out, professional development and coaching support, challenges, and successes. This feedback will be regularly shared with senior district leaders to assess the effectiveness of current strategies, provide input and advice, and course correct implementation and support services.

Upon request, we will collect data from the following sources:

- **Documents:** We will collect program documents including sign-in sheets, professional development materials, coaching agendas, and session summaries.
- **Surveys:**
 - **Professional Development Feedback Surveys:** We will collect survey responses for all professional development sessions. Data will be immediately and proactively used to make adjustments.
 - **Mid-Year Survey:** Teachers and administrators will be asked to complete a survey to assess implementation thus far.
 - **End-of-Year Survey:** Teachers and administrators will be asked to complete a short, annual survey about implementation. Questions will include whether using *Florida Paths* has impacted their practice and student learning, as well as challenges and successes related to implementing *Florida Paths*.
- **Focus Groups and Interviews:**
 - **Teacher and Administrator Focus Groups:** Teachers and administrators in a subset of schools will be asked to participate. Questions will be about roll out, support, challenges, and successes.
 - **Student Focus Groups:** Following all district and state protocols to ensure student safety and confidentiality, we will conduct one or two focus groups with 6–10 students in the subset of schools. Questions focus on independent learning, learning from peers, effective strategies for comprehending difficult text, writing and research strategies, and classroom discussion and activities.
- **Student Outcomes:** The evaluation team will review benchmark assessment and state assessment data to calculate changes in achievement that can be associated with changes in teacher practice.

Training Plan

Our team brings a wealth of experience in curriculum professional development and support services. These implementation support services are integral to the efficacy of implementation, as school and district leaders, coaches, and classroom teachers become experts on the design principles, features, and adaptability of the curriculum. Successful implementation and gains in student learning require effective professional development and ongoing support. As the authors of the curriculum, PCG is uniquely positioned to share this depth of knowledge with school districts to build capacity in the district.

Options for professional learning are provided below. Based on these options, a training plan will be developed in consultation with the district, depending on district need and adaptations necessitated by the Covid-19 virus. We have the capacity to offer virtual professional learning options as required, and we will partner with the district to design and deliver a combination of asynchronous and synchronous learning experiences.

Year 1

1. *Florida Paths to College and Career Introductory Institute*

Our team will provide an introductory institute for coaches, leaders, and teachers to launch their implementation of the curriculum. The institute is provided as part of the purchase of *Florida Paths to College and Career* materials and will help set up the district for successful implementation.

The three-day institute collectively has three purposes:

- Build teachers', leaders', and coaches' understanding of how to teach and support the *Florida Paths to College and Career* curriculum.
- Ensure that the priorities of the district are effectively communicated across all stakeholders to increase buy-in.
- Develop trust and rapport between PCG implementation experts and district teachers and coaches to support implementation walkthroughs and monitoring.

Day 1: Leadership Strand	Supporting the Implementation of <i>Florida Paths to College and Career</i>
Audience:	School- and district-based coaches, instructional leaders, and administrators.
Description:	An exciting and intensive overview of the curriculum, leadership, and coaching moves that will ensure the program's success is designed for coaches and leaders.
Topics:	<ul style="list-style-type: none"> • Helping Teachers Use the <i>Florida Paths to College and Career</i> Curriculum. Participants will engage with and learn about both the macro- and microstructure and instructional design principles of the <i>Paths to College and Career</i> curriculum through the lens of leadership and coaching, providing them with a strong foundation upon which to begin to support instructional planning. Topics include the following: <ul style="list-style-type: none"> ○ Overview of the <i>Florida Paths to College and Career</i> Curriculum and Core Skills ○ Principles of <i>Florida Paths to College and Career</i> Curriculum Design ○ Planning with and for <i>Florida Paths to College and Career</i> • Effective Coaching and Instructional Support around <i>Florida Paths to College and Career</i>. Participants will learn the instructional moves most critical for success with the <i>Florida Paths to College and Career</i> curriculum, how to spot them in practice, and coaching moves associated with improved instructional <i>Florida Paths</i> practice. Topics include the following: <ul style="list-style-type: none"> ○ Key Implementation Supports ○ Conducting <i>Florida Paths to College and Career</i> Walkthroughs ○ Instructional Practices that Improve <i>Florida Paths to College and Career</i> Implementation ○ The <i>Florida Paths to College and Career</i> Coaching Model
Day 2 and Day 3: Instructional Strand	Teaching the <i>Florida Paths to College and Career</i> Curriculum
Audience:	Coaches and teachers, including ELA teachers, reading teachers, paraprofessionals, special educators, teachers of English Language Learners who regularly support literacy instruction.
Description:	The two-day institute provides an overview of the curriculum and the instructional moves that support an effective implementation.

<p>Topics:</p>	<ul style="list-style-type: none"> • Using the <i>Florida Paths to College and Career Curriculum</i>: Participants will engage with and learn about both the macro- and microstructure and instructional design principles of the <i>Florida Paths to College and Career</i> curriculum, providing them with a strong foundation upon which to begin instructional planning. Topics include the following: <ul style="list-style-type: none"> ○ Overview of the <i>Florida Paths to College and Career Curriculum</i> ○ Principles of <i>Florida Paths to College and Career Curriculum Design</i> ○ Planning with and for <i>Florida Paths to College and Career</i> • Skill Development with <i>Florida Paths to College and Career</i>: Participants will learn about the most effective instructional strategies to use with <i>Florida Paths to College and Career</i> in order to guide students to become powerful readers, writers, and researchers. Topics include the following: <ul style="list-style-type: none"> ○ Best Practices in Reading Instruction in <i>Florida Paths to College and Career</i> ○ Developing College and Career Level Writers: Instructional Best Practices ○ Developing Powerful Academic Language ○ Alignment to Florida’s B.E.S.T. Standards • <i>Florida Paths to College and Career Module 1</i>: All participants will examine in depth the first module in the curriculum and will create their plan for teaching this module. Topics include the following: <ul style="list-style-type: none"> ○ Understanding Module 1 ○ Supports, Scaffolds, and Methods for Accelerating Striving Students ○ Adapting the Curriculum for Your Classroom ○ Getting Ready to teach
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2. *Florida Paths Playbook*

To supplement the institute, we will provide school districts with access to virtual coaching and resources via *Florida Paths Playbook*. Access to *Playbook* for district and school leaders and teachers is made available as part of the purchase of *Florida Paths to College and Career* materials, in order to provide the district with continued support around implementation.

<p>Annual Subscription:</p>	<p><i>Florida Paths Playbook</i></p>
<p>Audience:</p>	<p>Teachers, coaches, and school administrators.</p>
<p>Description:</p>	<p>Our team will provide all coaches and teacher leaders using <i>Florida Paths to College and Career</i> with access to the <i>Paths Playbook</i>, a personalized professional learning and coaching platform for coaches and teacher leaders who are supporting teacher implementation of the curriculum. The <i>Playbook</i> delivers just-in-time support and learning through sequenced actions (termed <i>Plays</i>) that focus on educators’ specific needs, while providing expert-curated resources, professional development, follow-up tools, and self-paced professional learning courses.</p>
<p>Topics:</p>	<p>Attributes of <i>Florida Paths Playbook</i> include:</p> <ul style="list-style-type: none"> • Content-Focused and Data-Driven: The plays align to all aspects of the curriculum. Plays are designed to support personalized learning of classroom teachers and build capacity through school-or district-based coaches.

Annual Subscription:	Florida Paths Playbook
	<ul style="list-style-type: none"> • Incorporates Reflection and Active Learning: Every play incorporates action and/or reflection, which ensures that teachers build reflective practices and can go back and practice what they have learned. • Supports Collaboration: Teachers are part of an active learning community for the sustained duration of implementation. • Uses Model of Effective Practice: Community resources provide access to videos and other content collateral that appeal to visual learners who need time to process the tools and strategies as modeled by master teachers and professional developers. • Provides Coaching and Expert Support: Educators are provided coaching and expertise around curriculum implementation; coaches are provided guidance around their support of the curriculum and its instructional strategies. • Offers Feedback and Reflection: Coaches and educators are able to share feedback and support upon completion of a play.

3. Follow-Up Seminars on Subsequent Modules

If this service is selected from our menu of additional priced professional learning opportunities, PCG will provide follow-up professional learning sessions prior to implementation of each subsequent module. The seminars provide participants with an opportunity to:

- Discuss effective usage and support practices.
- Learn from their peers.
- Receive just-in-time guidance for their implementation and support of subsequent modules where appropriate.

Quarterly	Follow-Up Seminars on Subsequent Modules
Audience:	Coaches and teachers, including ELA teachers, reading teachers, paraprofessionals, special educators, teachers of English Language Learners who regularly support literacy instruction.
Description:	Each professional learning seminar provides instructional moves that support effective curriculum implementation of subsequent modules.
Topics:	<ul style="list-style-type: none"> • An overview of the core skill sets embedded in the upcoming module where appropriate. • Training in planning and instructional practices that deepen implementation based on walkthrough and other progress monitoring data. • Opportunities to discuss and learn best practices in reading and writing instruction and to learn high-leverage instructional moves that support student learning of the material.

4. Classroom Walkthroughs and Leadership Consulting Calls

If this service is selected from our menu of additional priced professional learning opportunities, our team will conduct classroom walkthroughs with school and district leadership at each school. These walkthroughs will provide leadership with the tools necessary to regularly monitor progress, as well as identify areas of strength and areas in need of support. Regular support to leadership will also be provided via consulting calls.

Quarterly	Classroom Walkthroughs and Leadership Consulting Calls
Audience:	School and district leadership and coaches.
Description:	We will work with school and district leaders and coaches to conduct and debrief classroom walkthroughs using our <i>Florida Paths to College and Career</i> walkthrough protocol. Each walkthrough will result in the compilation and analysis of the walkthrough data, which will be provided to the district in implementation reports. Each report will include trends from the walkthroughs and recommendations for improving implementation. In addition to walkthroughs, our team will facilitate a series of leadership consulting calls for school leadership. These calls will provide opportunities for leadership to ask questions and engage in shared problem-solving with PCG and peers.

5. School-Based Coaching

If this service is selected from our menu of additional priced professional learning opportunities, we will provide coaching for teachers implementing the *Florida Paths* curriculum to provide additional support. Our approach to coaching includes a combination of face-to-face and virtual coaching, the mix of which will be determined in consultation with the district.

Five Days per School	Face-to-Face Coaching
Audience:	Teachers and Coaches.
Description:	Our team will work with district leaders to determine which schools would benefit the most from coaching and provide an agreed upon number of days of coaching for each school (five days per selected school are recommended). These days can be leveraged flexibly by each school to include individual or group coaching experiences. The coach will work directly with classroom teachers to perform side-by-side lesson planning, conduct demonstration lessons, and provide reflective feedback to support classroom practices. These visits will strengthen program implementation and provide opportunities for ongoing coaching to support program sustainability.
Topics:	Each visit will consist of a short meeting with the administrator/instructional leader to discuss the status of implementation; informal implementation observations; and debrief to identify high leverage practices and ascertain the need for additional support. Typical coaching activities include: <ul style="list-style-type: none"> • Observation: the facilitator observes an instance of instruction with a group of other teachers and debriefs the process with the group. • Lesson Study: the facilitator conducts a lesson study protocol using an observed lesson by a participating teacher with a small group of teachers for 60 minutes. • Instructional Modeling: the facilitator models a specific instructional skill with a group of teachers and debriefs the process.

Years 2–5

Professional learning for subsequent years will be designed and developed in consultation with district leadership based on the demonstrated needs of each school district, as well as the desire to build internal district capacity to support implementation.

We offer the following on our menu of additional priced professional learning opportunities for consideration by the district:

- **Florida Paths to College and Career Introductory Institute:** PCG may provide the introductory institute offered in Year 1 in subsequent years for new teachers, as well as the one-day session to coaches in order to build their capacity to co-facilitate the training and provide overall support in the district. Additionally, we are able to provide a one-day professional development session for returning teachers to deepen understanding of the curriculum and engage in shared discussion of areas of success and areas in need of continued improvement.
- **Follow-Up Seminars on Subsequent Modules:** Prior to the launch of subsequent modules, we may offer follow-up professional learning sessions for new teachers, focused on discussing effective usage, engaging in shared problem-solving, and receiving just-in-time guidance. Returning teachers and coaches are also encouraged to engage in collaboration with their colleagues and deepen their expertise.
- **Classroom Walkthroughs:** Our team may continue to work with district leaders and coaches to conduct and debrief classroom walkthroughs, in order to continue to build an understanding of curriculum implementation, identify areas of success and in need of targeted support, and to develop the capacity of district and school leadership to regularly engage in this level of progress monitoring.
- **Coaching:** We will continue to offer virtual coaching via *Florida Paths Playbook*, in order to provide just-in-time support to coaches and teachers. Additionally, we may provide face-to-face coaching to a subset of schools, the selection of which will be driven by district need.

Our team is well equipped to help your district build capacity to effectively implement the curriculum. By carrying out a professional learning plan that prioritizes knowledge building and sustainability, we will ensure that educators are fully equipped to implement the B.E.S.T. Standards, engage all students in rigorous learning, and attain the district's goal of graduating students who are prepared for college and career.