

# Oklahoma Academic Standards for English Language Arts

## Year One Implementation Matrix and Implementation Collaborative

The desire for a structure to implement the Oklahoma Academic Standards (OAS) for English Language Arts (ELA) and the products developed by the 2016 ELA Task Force was identified by feedback from participants of EngageOK, the Oklahoma State Department of Education's Annual Summer Conference (July 18<sup>th</sup>-28<sup>th</sup>, 2016). This resulted in the following proposal developed through the ongoing collaboration between the Oklahoma State Department of Education's (OSDE) Directors of ELA in the Office of Curriculum and Instruction and the 2016 ELA Task Force.

The ELA Task Force is composed of Oklahoma teachers collaborating over the 2016 Summer to (1) develop tools, resources, and guidance documents intended to support Oklahoma teachers/schools/districts to successfully implement the OAS for ELA and (2) inform strategic standards implementation plans carried out by OSDE Directors of ELA.

The sum of this collaboration is the *Implementation Matrix* for districts to adopt and refine to the needs of students and a qualitative research effort to produce an analysis of the OAS for ELA during the first semester (Fall 2016) of full implementation into classroom curriculum and instructional practices, the *Implementation Collaborative*. The OSDE will be utilizing this Matrix to conduct an Implementation Study during the Fall 2016 semester.

Implementation Matrix	Implementation Collaborative
The Implementation Matrix is intended to provide Oklahoma districts/schools with pathways of guidance and support during the first year of standards implementation.	The Implementation Collaborative consists of Oklahoma classroom teachers committed to participating in a pathway outlined in the Implementation Matrix for the purpose of conducting active research of the OAS for ELA and its impact on classroom instruction.

### Implementation Matrix

The Implementation Plan provides flexible pathways to align instruction and curriculum to the OAS for ELA. Each pathway provides (1) an opportunity to implement the OAS for ELA with fidelity and (2) promote reflective practices intended to support growth as a professional educator. The ELA Task Force recommends districts offer Professional Development (PD) Credit to teachers following the protocols outlined in this draft. PD Credit will be offered to participants of the Implementation Collaborative (see below).

Multiple pathways are provided to allow ample accessibility to districts and teachers. The ELA Task Force recognizes the multiple variables, both planned and unexpected, that take precedence over the course of a single school day, week, month, semester, and year. The ELA Task Force also recognizes the importance of actively engaging in learning designs that provide the opportunity to develop new skills necessary to teach the academic standards. The OAS for ELA is designed to prioritize instructional practices and time. This Matrix respects this intent and teachers' time and expertise by providing choice and supporting growth as a professional.

### Implementation Collaborative

Participating teachers will serve as collaborative researchers with the OSDE Directors to study the OAS for ELA during the first semester of implementation. Participants will reflect and provide ongoing feedback as outlined in the Implementation Matrix. Feedback will be compiled into a Summary Report for the 2017 Spring semester. The Summary Report intends to provide guidance regarding future standards-aligned work in Oklahoma. Feedback will focus on teachers' experiences applying the OAS for ELA to instruction and curriculum - including reflections on the strengths,

obstacles/challenges and solutions, and student outcomes. Feedback will be collected using a combination a 4-point scale system and anecdotal reports following, but not limited to, the questions outlined in the Implementation Matrix.

Accepted applicants for the Implementation Collaborative will function as a research community throughout the project and receive on-going support via online forums, conference calls, and virtual meetings. Participation in this study is a contribution to the education community in Oklahoma and will inform future research programs and projects initiated by the Oklahoma State Department of Education. Lessons developed as a result of participation will be eligible for submission to future drafts of the ELA Curriculum Frameworks. The voluntary contribution of student sample work resulting from the use of current ELA Curriculum Frameworks will be included in future editions to better train and support teachers' understanding of the OAS for ELA. Professional Development Credit will be presented to participants upon completion. Participants will also receive recognition for their contributions to the Oklahoma education community in the final summary report (unless specifically requested to participate as anonymous).

## Implementation Matrix: Pathways

The Implementation Matrix is organized by Pathways and Tasks. **Pathways** represent a storyline with the teacher as the protagonist driving the plot. **Tasks** are reflective checkpoints occurring over the course of the storyline. Teachers participating in the Implementation Collaborative can choose the Pathway that best balances the needs of their district and the objectives outlined in the Implementation Matrix. Likewise, the reflections associated with each Task are intended to promote increased understanding of the OAS for ELA and professional growth. The Pathways and Tasks are presented in the overview below and further outlined in the [Pathways x Tasks](#) section.

### Pathways Overview

**Pathway A** is the most ambitious choice. It is designed to support professional growth by starting in familiar territory, progressing outside the comfort zone, and return to equilibrium with a new skill - designing curriculum aligned to the OAS for ELA.

**Pathway B** is the most structured. It is designed to incorporate the ELA Curriculum Frameworks as the primary tool to support successfully implementing the OAS for ELA into instruction and curriculum.

**Pathway C** adheres to a sandbox structure and is recommended for teachers with experience designing lesson plans and curriculum. It is designed to encourage applying the OAS to ELA in experimental lessons.

**Pathway D** allows for teachers to utilize vetted lessons revised to be aligned with the OAS for ELA. Vetted lessons include, but are not limited to, original work or lessons from a pre-determined curriculum.

**Pathway E** is designed to function with the implementation plans already set by a district or school.

### Tasks Overview

Each pathway contains a trilogy of tailored tasks. Tasks are reflection points over the course of the study to be fulfilled after teaching an OAS-aligned lesson. Tasks can be accomplished in a variety of timeframes; an ideal timeframe is represented in the right column. Details and suggested lesson types are outlined in [Pathways x Tasks](#) on the following page.

**Task A** September

**Task B** October

**Task C** November

# PATHWAYS x TASKS

*\*Reflection questions provided are drafts and subject to change.*

	Task A	Task B	Task C
Pathway A	<p><b>Vetted Lesson</b></p> <p>This task entails teaching a lesson you've successfully taught in the past and have revised to be aligned with the OAS for ELA.</p> <ol style="list-style-type: none"> <li>1. What lesson/ standards did you choose to teach?</li> <li>2. What are the strengths of the lesson?</li> <li>3. What weaknesses did you find in the lesson?</li> <li>4. How did you assess student growth?</li> <li>5. Personal Reflection</li> </ol>	<p><b>Curriculum Framework Lesson</b></p> <p>This task entails teaching a unit or part of a lesson included in the ELA Curriculum Frameworks.</p> <ol style="list-style-type: none"> <li>1. What lesson/ standards did you choose to teach?</li> <li>2. What are the strengths of the lesson?</li> <li>3. What weaknesses did you find in the lesson?</li> <li>4. Provide examples of student work/growth.</li> <li>5. Personal reflection</li> </ol>	<p><b>Experimental Lesson</b></p> <p>This task entails developing and teaching an OAS-aligned lesson using the provided Curriculum Frameworks Template.</p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. How did the template influence lesson planning?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>
Pathway B	<p><b>Curriculum Framework Lesson</b></p> <p>This task entails teaching a unit or part of a lesson included in the ELA Curriculum Frameworks.</p> <ol style="list-style-type: none"> <li>1. What lesson/ standards did you choose to teach?</li> <li>2. Strengths?</li> <li>3. Weaknesses?</li> <li>4. Provide an example of student work/growth.</li> <li>5. Personal reflection</li> </ol>	<p><b>Experimental Lesson 1</b></p> <p>This task entails developing and teaching an OAS-aligned lesson using the provided Curriculum Frameworks Template.</p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. How did the template influence lesson planning?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>	<p><b>Experimental Lesson 2</b></p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What are the greatest strengths of the template? What are the weaknesses?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>

<p>Pathway C</p>	<p><b>Experimental Lesson 1</b></p> <p>This task entails developing and teaching an OAS-aligned lesson using the provided Curriculum Frameworks Template.</p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. How did the template influence lesson planning?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>	<p><b>Experimental Lesson 2</b></p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What are the greatest strengths of the template? What are the weaknesses?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>	<p><b>Experimental Lesson 3</b></p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What are the greatest strengths of the template? What are the weaknesses?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>
<p>Pathway D</p>	<p><b>Vetted Lesson 1</b></p> <p>This task entails teaching a lesson you've successfully taught in the past and have revised to be aligned with the OAS for ELA.</p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What organizational structure did you use to write the lesson plan?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>	<p><b>Vetted Lesson 2</b></p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What organizational structure did you use to write the lesson plan?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>	<p><b>Vetted Lesson 3</b></p> <ol style="list-style-type: none"> <li>1. What lesson/standards did you choose to teach?</li> <li>2. What organizational structure did you use to write the lesson plan?</li> <li>3. What strategies did you use to bundle both reading and writing standards?</li> <li>4. Did student examples show growth in standards taught? How does growth compare to that under previous standards? Provide examples if possible.</li> <li>5. Personal Reflection</li> </ol>
<p>Pathway E</p>	<p><b>District Implementation Plan</b></p> <p>This task entails providing a summary of a district's implementation plans and reflections applying the OAS for ELA.</p>	<p><b>District Implementation Plan</b></p>	<p><b>District Implementation Plan</b></p>

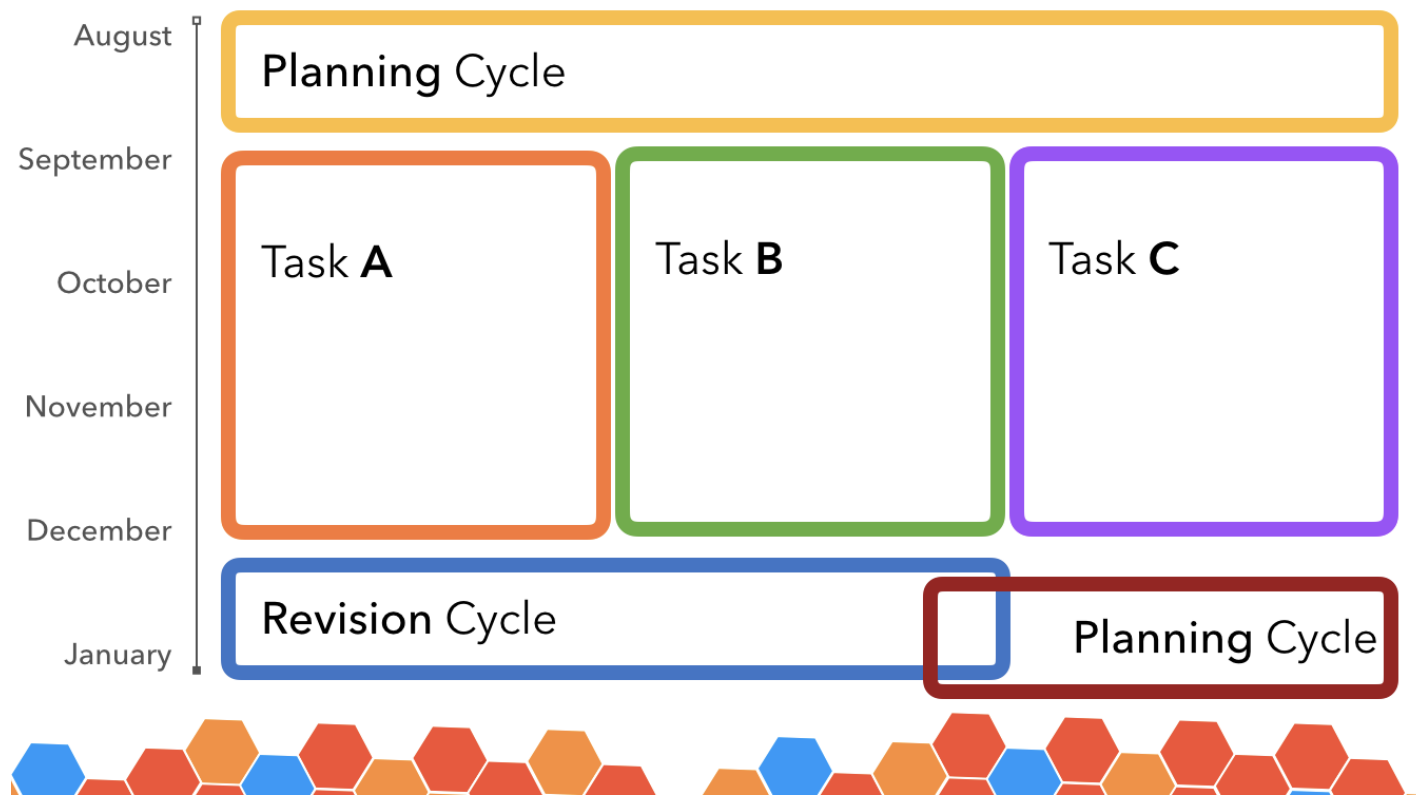
## Implementation Timeline

The following outlines the proposed timeline for this preliminary implementation study.

This study is designed to take place during a single semester. The study will take place during the inaugural semester of implementation of the OAS for ELA, the 2016 Fall semester, to effectively inform work aligned to the standards in the Spring 2017 semester.

In the visual below, the timeline is set for August 2016 through January 2017. During August 2016, it is assumed districts will be engaging in an annual Planning Cycle (represented by the yellow belt), however, the ELA Task Force recognizes that most districts have been working in this mode since May 2016.

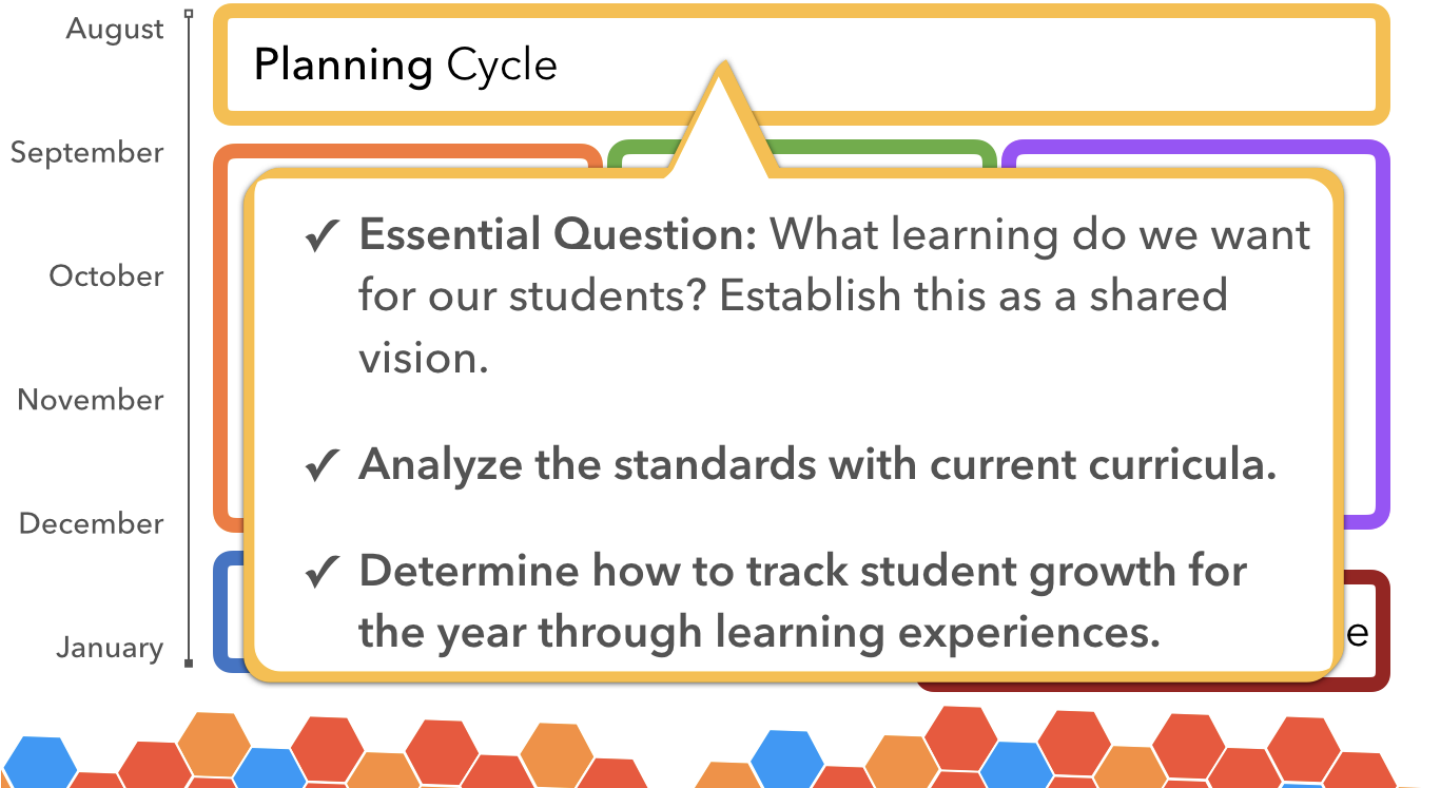
The Tasks detailed in the preceding pages will occur between September and December 2016 (represented by the orange, green, and purple belts). Feedback will be collected via a combination of surveys, audio, and video recordings depending on the accessibility of technology. Providing multiple avenues of collecting feedback and strategically leveraging technology is intended to (1) streamline the process for teachers to participate without negatively consuming time from daily professional commitments and (2) ensure the most authentic representation of teachers' voice is represented in the Summary Report.



Compiling the Summary Report is the primary objective for the Revision Cycle, taking place during December 2016 and January 2017 (represented by the blue belt). The Summary Report will reflect teachers' experiences applying the OAS for ELA and inform work in the subsequent Planning Cycle (represented by the red belt).

The slides on the following page provide an at-a-glance explanation of the cycles detailed in the previous paragraphs.

## Planning Cycle



## Revision Cycle

