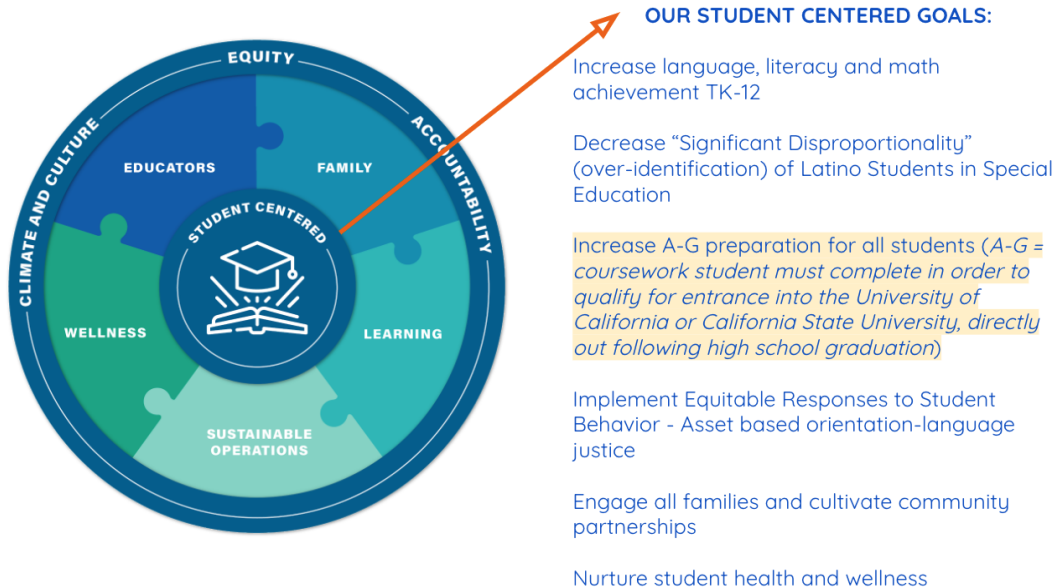


Board Meeting: 8-10-21

Topic/Agenda Title Request for Approval of LeMaster EDU Quotes for Professional Learning Workshops at Dos Pueblos and Santa Barbara High Schools During the 2021-22 School Year



Background:

Aligned with our District's and School Site's student-centered goals (1) increasing language, literacy, and math achievement, (2) decreasing 'significant disproportionality' of Latino students in Special Education, and (3) increasing A-G preparation for all students, DPHS and SBHS are proposing to partner with LeMaster EDU for the school year 2021-22. The

partnership will include a year-long, robust professional learning experience for all teachers.

We have selected to work with LeMaster EDU for a few reasons. First and foremost, his expertise and knowledge in the field of literacy and language arts. In particular, his experience and expertise in working with and supporting EMLs, will be of great benefit to our staff. As the current EML teacher on special assignment for the Poway Unified School District, he will be able to provide up-to-date and research-based training. Secondly, our staff have worked with Jonathan LeMaster in the past and have appreciated his trainings for their relevance, practicality, and 'next-day' implementation of strategies. Lastly, Jonathan continues to be a practitioner as well as a leader in his district allowing him to speak 'like a teacher' and understand the larger picture of schoolwide reform at the same time.

Jonathan LeMaster Bio

Jonathan LeMaster teaches English Language Arts at Oak Valley Middle School in Poway Unified School District. Jonathan is the EL Coordinator at his site and the EL TOSA for secondary schools. Before becoming a middle school teacher, Jonathan taught for 11 years at El Cajon Valley High School--an inner city school with more than 1,000 emerging multilingual learners. Jonathan has also taught in the Department of Rhetoric and Writing Studies at San Diego State University.

Jonathan authored AVID's *Critical Reading: Deep Reading Strategies for Expository Texts*, developed and wrote for AVID Weekly for five years, and co-founded LiteracyTA and Quindew--an adaptive online

reading program designed to improve reading comprehension for English language learners and struggling readers.

Jonathan has consulted with schools across the country for over a decade. He facilitates workshops that are explicit and practical for classroom teachers. He prides himself on making all learning accessible so that his participants can use what they are learning the very next day in their classrooms. His experience as a current classroom teacher allows him to connect with his audience and engage them with relevant and practical skill-based pedagogy.

Jonathan has dedicated his career to helping elementary, secondary, and post-secondary students develop the reading, speaking, and writing skills they need to succeed in college and at work. His education and 18 years of teaching experience (in secondary and post-secondary) has led him to develop tools and resources for students, teachers, and parents. His motivation stems from the potential that he sees in every student and from the work of inspired educators who make a difference in students' lives every day.

Jonathan holds a Bachelor of Arts degree in English and a Master of Arts degree in Rhetoric and Writing Studies.

Format of Workshops:

In-person workshops deliver (1) a significant amount of learning time; (2) explicit and modeled instruction with practice so teachers feel comfortable and confident when teaching students; (3) hands-on, collaborative learning experiences with plenty of time for sharing, reflecting, and developing ideas together; (5) specific examples relevant to the subject area teachers in the room; and (6) coaching, demonstrations, and learning walks.

There will be a series of workshops that include all staff and department level trainings. Between workshops, teachers will apply new learning and reflect on strategy effectiveness.

SBHS

- 4 hours of kick-off and foundational training on Friday, Aug. 13th - all certificated teachers.
- October, December, February, and April - small group (20-25 teachers), one-hour workshops during teacher release time. LeMaster will facilitate 4 workshops throughout the day (one each period) to ensure that all certificated teachers will receive the same experience and training.
- During staff and PLC meeting time, teachers will work together on their cycles of inquiry related to the strategies they are learning during the LeMaster led workshops.

DPHS

- 1 hour of refresher training on Friday, Aug. 13th - all certificated teachers.
- October, December, February, and April - small group (20-25 teachers), one-hour workshops during teacher release time. LeMaster will facilitate 4 workshops throughout the day (one each period) to ensure that all certificated teachers will receive the same experience and training.
- During staff and PLC meeting time, teachers will work together on their cycles of inquiry related to the strategies they are learning during the LeMaster led workshops.

Focus on Students Groups

Universal Designed Learning (UDL) will be the foundation that will meet the needs of all students, with a specific focus on our student groups that need the most support.

The following UDL strategies will be taught:

- Predetermined scaffolds
- Multimodal lessons (mix of inputs)
- Diverse outputs (student choice)
- Distributive practice (routines and practice)
- Achievement-based outcomes
- Debrief

The trainings will also focus specifically on our Emerging Multilingual Learners and Students with Disabilities:

- Emerging Multilingual Learners (EML)
 - Workshops will focus on intentional teaching practices that support EMLs which includes predetermined scaffolds, academic talk across disciplines, routines for speaking and collaboration, and
 - Scaffolds
 - Collaboration for skills and support
 - Reading and Writing process (+ explicit skills)
 - Lecture isn't pedagogy, it's an input like a text or video
 - Standards based grading
 - Packet of skills
 - All professionals learn and grow to stay relevant and effective
- SWD
 - All of the above and...
 - How to modify learning experiences re: IEP
- Plan for culturally responsive texts/pedagogies
 - One of the best ways to support our most vulnerable populations is to understand what disciplinary literacy skills are needed to be successful in college and the world of work.
 - These skills should be taught through a culturally responsive lens; that is, texts, writing tasks, and projects should reflect and broaden experiences and cultures in the room for the purpose of strengthening agency. The goal is to expose students to positive figures, innovators, and characters.

Analysis of Data:

The need for focused professional development in the area of schoolwide literacy instruction is based on our ongoing analysis of student performance data. At both high schools, our ELA CAASPP achievement is well above the standard for all students, however, there our student groups (Hispanic, EML, SWD, SED) continue to perform below the standard. In fact, our SWD and EML student groups are close to 100 points below the standard as compared to all students being 19-30 points above the standard.

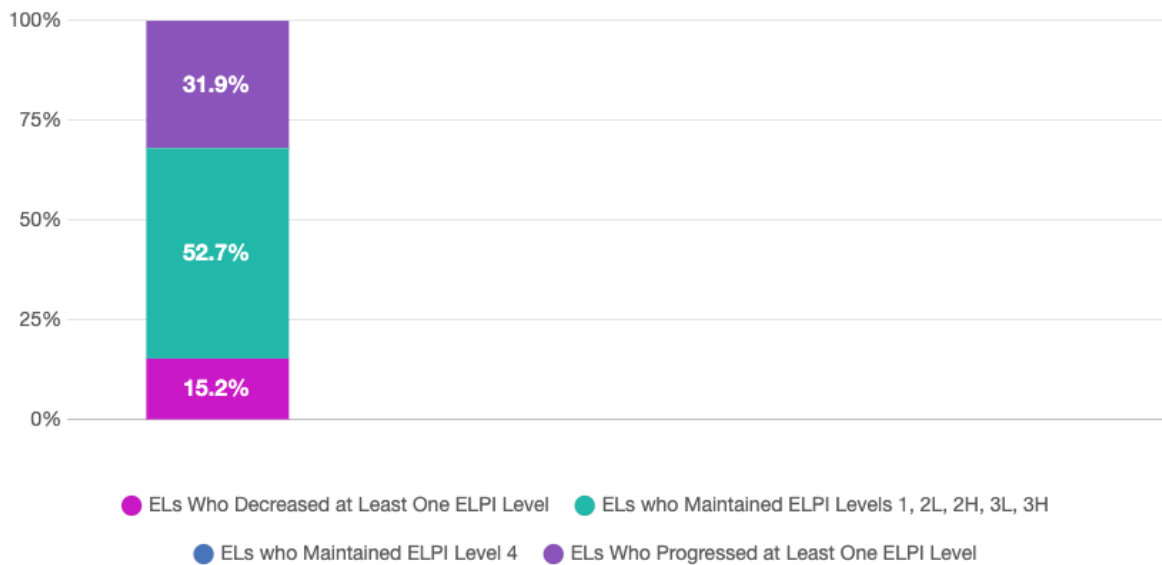
SBHS - ELA	2017-2018	2018-2019
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CAASPP		
All Students	Green (1.8 pts above; 14.8 increased)	Blue (30 pts above; 28.4 increased)
Hispanic	Orange (40.5 pts below; 2.8 maintained)	Yellow (8.3 pts below; 32 increased)
EML	Red (106.5 pts below; 24.9 declined)	Red (110.5 pt below; 6.2 below)
SWD	Red (148 pts below; 21.4 declined)	Orange (95.6 below; 44.4 increased)
SED	Red (52.2 pts below; 12.2 declined)	Yellow (11.8 below; 39.2 increased)

SBHS 2018-2019

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



DPHS - ELA	2017-2018	2018-2019
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CAASPP		
All Students	Yellow (27.7 pts above; 20.8 declined)	Yellow (19 pts above; 8.3 declined)
Hispanic	Orange (41.4 pts below; 27.8 declined)	Yellow (38.4 pts below; 3 increased)
EML	Red (122.5 pts below; 36.6 declined)	Orange (107 pts below; 13.4 increased)
SWD	Red (138.5 pts below; 34 declined)	Orange (139.1 pts below; 9.1 increased)
SED	Orange (41.5 pts below; 27 declined)	Orange (39.2 pts below; 2.4 maintained)

DPHS 2018-2019

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

