



Waterbury Public Schools

Curriculum Committee
10/29/2020



Agenda

1. Seal of Biliteracy Update
2. African American/Black and Puerto Rican/Latino Course of Studies

Seal of Biliteracy Update

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to “Intermediate Mid” on the ACTFL Proficiency Guidelines as demonstrated through methods listed in the Assessment of Evidence Table (next slide).

Assessment of Evidence

Assessment or Evidence

Assessment of Performance toward Proficiency in Languages (AAPPL) Measure

Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)

International Baccalaureate (IB) World Language Exam

Advanced Placement (AP) World Language Exam

ASL Proficiency Interview

Sign Language Proficiency

Avant STAMP (STAndards-based Measurement of Proficiency)

ALIRA Latin Interpretive Reading Assessment

DELE (Diplomas of Spanish as a Foreign Language)

DELF (Diplomas of French as a Foreign Language)

Comparable to ACTFL “Intermediate Mid”

1-3 in all 4 domains

Intermediate Mid

4 or higher

3 or higher

3

Intermediate

Intermediate Mid

1-3

B1

B1

Primary Language-Not English

For a student whose primary language is not English and proficiency cannot be established by any of the assessments listed in the Assessment of Evidence Table, the following steps must be taken:

1. District determines a plan for measuring each student's level of proficiency. This plan, to the extent practicable, includes assessment of interpersonal "face-to-face" communication as well as interpretive listening, presentational speaking, and reading and writing where a written code exists.
2. The principal, or designee, certifies that a low incidence language plan was completed.

Next Steps

1. Committee to establish standards and protocols
2. Communicate and gather feedback from teachers, counselors and administrators
3. Inform and communicate the opportunity for the Seal of Biliteracy to students and parents/guardians. Ensure schools are prepared to answer questions and to assist in guiding students
4. Work with colleges/universities for credit
5. Finalize a structure for the seal on the diploma and transcript
6. Celebrate!

Questions/Comments

African American/Black and Puerto Rican/ Latino Course of Studies Update

Next Steps	Timeline
<ul style="list-style-type: none">•Advisory Group Meetings•Draft Course Objectives•Draft Scope and Sequence•Draft Units of Study•Completed Course and Report•Presentation to SBOE Committee•Submission to SBOE•Public Comment•Presentation to SBOE•Final Revision to SDE	<p>Nov, Jan, May, July, Sept, Nov</p> <p>March 27</p> <p>June 5</p> <p>July 24</p> <p>Units by 10/16/ Nov 16</p> <p>Nov 18</p> <p>Nov 18 – Dec 2</p> <p>Dec 2</p> <p>Dec 18</p>

Expert Review Panel Members

George Coleman, Chair, SERC Board of Directors

Dr. Terrell Hill, Founder/President, Black Leaders and Adm. Consortium (BLAC)

Dr. Jason Irizarry, Associate Dean for Academic Affairs, UCONN

Sandra Lamb, Co-Founder/Director, The Institute of Black Inventions and Tech.

Ana Ortiz, President, Association of Latino Admin. and Supt. (ALAS)

Dr. Paul Ortiz, Professor of History, University of Florida

Dr. Raquel Ortiz, Curriculum Developer, Center for Puerto Rican Studies

Glenn Singleton, Founder/President, Pacific Educational Group (PEG)

Dr. Blanca Silvestrini, Professor Emerita of History, UCONN

Stefanie Wager, President, National Council for Social Studies

Outline of Curriculum Document

- Preface, including history of legislation
- Curriculum Development Process (i.e., organization by committee,summary of research, proposed plans for dissemination and professional learning, link to documentary)
- Course Description and Pedagogy
- Curriculum Framework (i.e., learning objectives, essential questions, infographics)
- Units of Study
- Sample Lessons (as examples of what will be included in repository)
- Appendix
- Advisory Group Listing (full, by committee, curriculum developers)
- Expert Review Panel
- Infrastructure Supports/District Guidance
- Professional Learning Plan
- Complete Reference List (i.e., books, articles, websites, materials, speakers bureau, etc.)
- Letters of Support

Draft African American/Black Units of Study

- Unit 1 - African Origins of Humanity and the Dispersal
- Unit 2 - Black Literacy, Organizations, and Liberation
- Unit 3 - Long, Long History for Equality
- Unit 4 - Black Movement for Equality
- Unit 5 - Protest, Politics, and Power

Draft Puerto Rican/Latino Units of Study

- Unit 1 - Introduction: Early Beginnings
- Unit 2 - Blood
- Unit 3 - Sweat
- Unit 4 - Defiance
- Unit 5 - Conclusion: Contributions of Puerto Ricans/Latin in CT (3 weeks)

Final Touches

- Suggested duration of units and lessons (i.e., lessons in terms of minutes vs. days as some schools have 45 minute periods and others have 90)
- Use 2021-2022 school year as opportunity for field study to inform reality of curriculum implementation and strengthen lesson development
- Need for greater differentiation/scaffolding particularly in relation to reading level/access to primary source documents, this should include teacher direction regarding “close reads of text”
- Utilization of UBD framework and alignment with learning objectives and essential questions
- Knowing how students will be expected to demonstrate application of knowledge and skills can assist with prioritizing volume of content
- May want to consider offering to 9-12 keeping graduation requirements in mind
- Planned for 16 weeks; may want to give guidance so that both semesters are afforded time needed; make note of pacing realities in field study

Questions/Comments
