



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Balanced Literacy TASK FORCE

Staff Lead: Sarah Breed

Alignment with District Vision

OUSD MISSION/VISION

All students will graduate. As a result, they are caring, competent, and critical thinkers, fully-informed, engaged, and contributing citizens, and prepared to succeed in college and career.



OUSD GOAL

To create a FULL SERVICE COMMUNITY DISTRICT that serves the whole child, eliminates inequity, and provides each child with an excellent teacher every day.



HIGH QUALITY EFFECTIVE INSTRUCTION GOAL

To ensure that every day, every year, every child in Oakland has high quality effective instruction delivered by the best and brightest professional in the Bay Area.

Balanced Literacy Task Force (Sarah Breed)

TASK FORCE GOALS

Instruction

- Significantly improve student literacy outcomes over the next three years.
- Develop a systemic approach to literacy instruction k-12. Align classroom, network, and community resources to best support highly effective literacy instruction.

Engaging Stakeholders

- Engage stakeholders to define a Balanced Literacy Framework that is aligned to college and career readiness literacies.

Curriculum

- Develop a k-12 Balanced Literacy Framework to guide the implementation of the Common Core Curriculum.
- Research the effectiveness of Balanced Literacy Frameworks on outcomes for students
- Propose recommendations to align Balanced Literacy outcomes with network and region priorities for a PD focus on Academic Language and Literacy.
- Develop a systematic plan for PD on Balanced Literacy which includes community engagement and an observation and feedback cycle for teachers.

TASK FORCE DELIVERABLES

- Balanced Literacy Framework- February, 2011

Task Force Membership

NAME	TITLE	ORGANIZATION	TASK FORCE ROLE
Mary Pippiti Cervantes	Coordinator, Elementary ELA	LCI	Lead
Sarah Breed	Manager, Humanities	LCI	Lead
Elizabeth Macias	Manager, Instruction	LCI	Lead
Brett Tankersly	ELA Specialist	LCI	Core
Veronica Valerio	ELA Specialist	LCI	Core
Erin Cogan	ELA Specialist	LCI	Core
Anita Comelo	ELA Specialist	LCI	Core
Nancy Midlin	GATE, History TSA	LCI	Core
Alexis Alexander	AED Specialist	LCI	Core
TBD	Principals	OUSD	Core
TBD	Parents	OUSD	Core
TBD	NEXO/REXOs	OUSD	Core
TBD	Students	OUSD	Core
Tom Schao	RAD	OUSD	Core
Renee Bullie	SPED	OUSD	Core
Zaretta Hammond	Literacy Advocate	Community Partner	Core
Troy Flint	Writer	OUSD	Core

Operating Norms & Work Structure

OPERATING NORMS

- Attendance- Members Commit to attend every scheduled meeting- follow-up with designated professional partner if unable to attend
- Notes- notes from meetings will be sent within 48 hours of each meeting
- Agendas- agendas will be sent two days in advance of every meeting
- Facilitation-Facilitation of the core group will rotate each meeting, leads will set the agenda
- Meeting calendar for the year is set by end of September
- Decision Making

WORK STRUCTURE

- Leads meet with the core team monthly to guide the work and ensure common protocols and processes.
- Core team researches Balanced Literacy models, develops a process to solicit input on a Balanced Literacy framework from Literacy coaches, and develops the Balanced Literacy Framework.
- After the development of the Balanced Literacy Framework, the Core team works with the Common Core Curriculum task force to design core curriculum units and assessments based on the principles of the Balanced Literacy framework.

Key Dates & Project Plan Overview

KEY DATES

- Core Team meets to research Balanced Literacy- October 2010
- Core Team selects Reading Diagnostic to implement District-wide
- Core Team develops a Balanced Literacy Framework for OUSD – November, December 2010
- OUSD Literacy Summit- January, 2011
- Core Team reviews and revises current OUSD units and assessments to align with a Balanced Literacy Framework-

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Core Team Meetings	[Green bar spanning SEP to JUN]										
Core Team Meetings			[Green bar spanning NOV to FEB]								
Research Balanced Literacy		[Green bar spanning OCT to FEB]									
Develop Balanced Literacy Framework						[Green bar in FEB]					
Align units to Balanced Literacy							[Green bar spanning MAR to JUN]				

Interdependencies with Other Task Forces

- HQEI-Share the pool of subject matter leadership
May share teacher representatives from some sites
Evidence of HQEI should be aligned with Balanced Literacy Framework
- Common Core Standards
Share membership. Balanced Literacy Framework must be designed in alignment with the vision of Common Core Standards and Core Curriculum.
- High School Readiness
May share teacher representatives
Implementation of Balanced Literacy Framework has implications for High School Readiness
- Effective Principals and Leadership Task Force
Principals need to understand the implications of a Balanced Literacy Framework for curriculum and instruction at their schools.
Principals need to be represented on the BL Task Force

Guiding Effective Practices & Research

- Frey, Bruce. "Balanced Literacy in an Urban School District." *The Journal of Educational Research* 98.5 (2005): 272-80. Print.
- Nelsen, Marjorie R., and Jan Nelsen-Parish. *Peak with Books: an Early Childhood Resource for Balanced Literacy*. Albany, NY: Delmar/Thomson Learning, 2002. Print.
- Rief, Sandra F., and Julie A. Heimburge. *How to Reach and Teach All Children through Balanced Literacy: User-friendly Strategies, Tools, Activities, and Ready-to-use Materials*. San Francisco: Jossey-Bass, 2007. Print.
- Skidmore, Sharon, Jill Graber, and Jacqueline K. Minor. *Balanced Literacy: through Cooperative Learning & Active Engagement*. San Clemente, CA: Kagan, 2009. Print.
- "What Is Balanced Literacy Instruction?: Best Teaching Practices & Classroom Techniques in Literacy Programs." *Suite101.com: Online Magazine and Writers' Network*. Web. 21 Sept. 2010. <<http://www.suite101.com/content/what-is-balanced-literacy-a83718>>.
- Wilson, Melissa K. *Balanced Literacy: a Case Study of the Implementation of Balanced Literacy at an Elementary School in Grades Three through Five*. 2007. xxx