Leadership Orange 2023

Curriculum and Digital Learning

K-12 Literacy for 2023-2024

- David Gorham - Director, Elementary Curriculum and Instruction
- Sara Venezia - Senior Administrator, Secondary Literacy

Digital Learning

- Marcie Wheeler - Senior Director, Digital Learning

Library Media

- Allison Kibbey - Director, Instructional Technology & Library Media

1

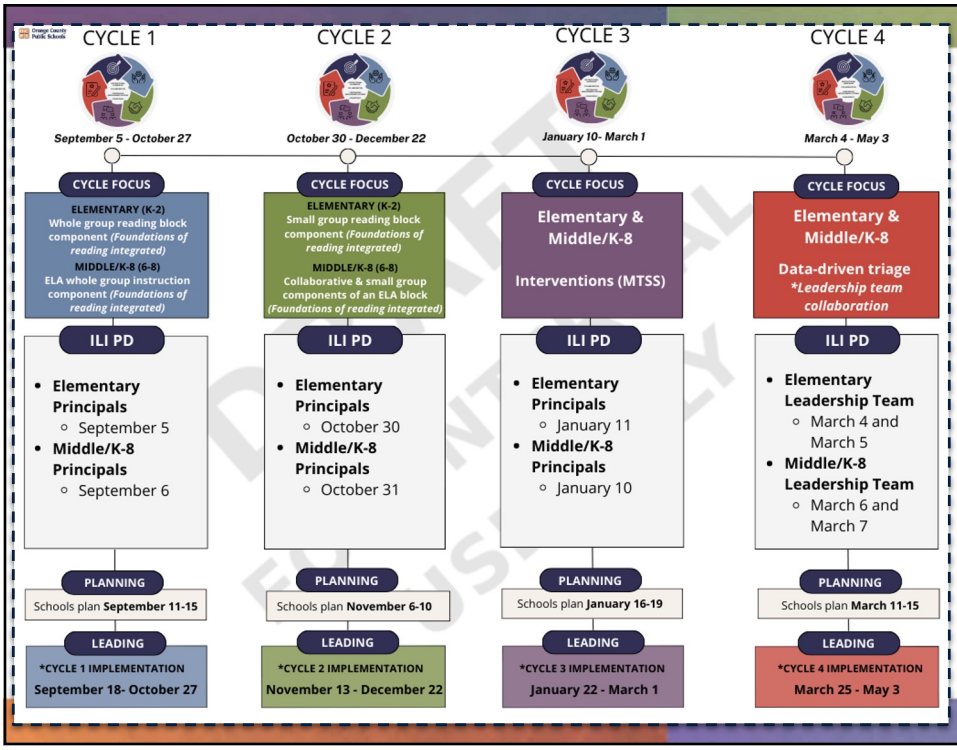
2023-2024 INSTRUCTIONAL LEADERSHIP INSTITUTE (ILI)
LEARNING AND LEADING CYCLES
OCPS DIVISION OF LEARNING

What is ILI?

A partnership structure to build capacity and increase instructional excellence.

- *Executive Leadership*
- *Principal Leaders*
- *Principals*
- *Assistant Principals*
- *Coaches*

3



Cycle Focus

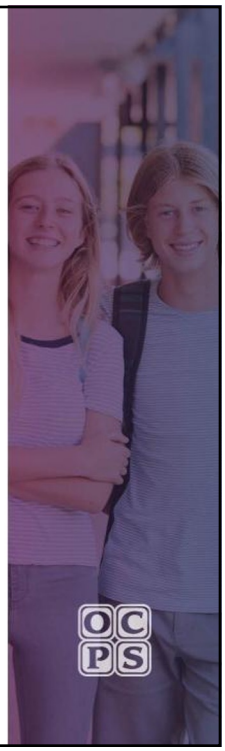
Cycle 1: Whole Group
Cycle 2: Small Group
Cycle 3: MTSS/Intervention
Cycle 4: Data-driven Triage

4

Reflecting on our Purpose

"...the fundamental purpose of school is **learning**, not teaching."

DuFour (2006)



5

Reflecting on Past Practices

6

Elementary Literacy Block

Orange County Public Schools

7

VPK and Third Grade Proficiency in OCPS

K Readiness (FLKRS) Data		
Year	**OCPS Average**	**State Average**
16-17	59%	54%
17-18	57%	53%
18-19	55%	53%
20-21	56%	57%
21-22	51%	50%
3rd Grade Proficiency		
Year	**OCPS Average**	**State Average**
16-17	57%	58%
17-18	55%	57%
18-19	55%	58%
20-21	55%	54%
21-22	54%	53%

8

Why is Third Grade Proficiency Important

- Prior to 3rd grade, literacy instruction allows multiple opportunities for students to learn how to read. In 3rd grade, the focus shifts from learning to read, to reading to learn.
- **A student who can't read on grade level by 3rd grade is 4x less likely to graduate by age 19** than a child who does read proficiently by that time. (American Educational Research Association, 2003)
- According to the National Adult Literacy Survey (2003), **70% of all incarcerated adults cannot read at a fourth-grade level**, "meaning they lack the reading skills to navigate many everyday tasks or hold down anything but lower (paying) jobs."

9

Prior Approach to Reading Instruction

- Varying approaches to Literacy
  - Whole Language
  - Balanced Literacy
- Phonics skills taught, but not explicitly emphasized or systematic in nature
- Inconsistent focus on early literacy skill development (phonological awareness, phonemic awareness, and phonics) in favor of comprehension
- Variance in implementation of resources across the district

10

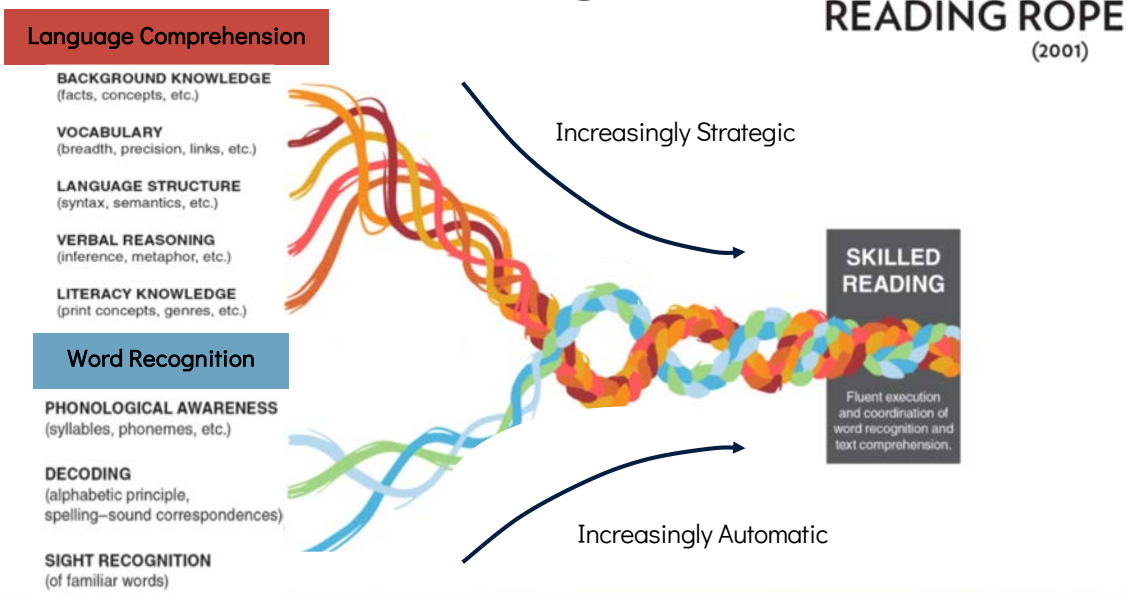
Science of Reading

The science of reading is a vast, interdisciplinary body of **scientifically-based research** about reading and issues related to reading and writing.

-The Reading League (2022)

11

The Science of Reading



12

Structured Literacy

International DYSLEXIA Association®

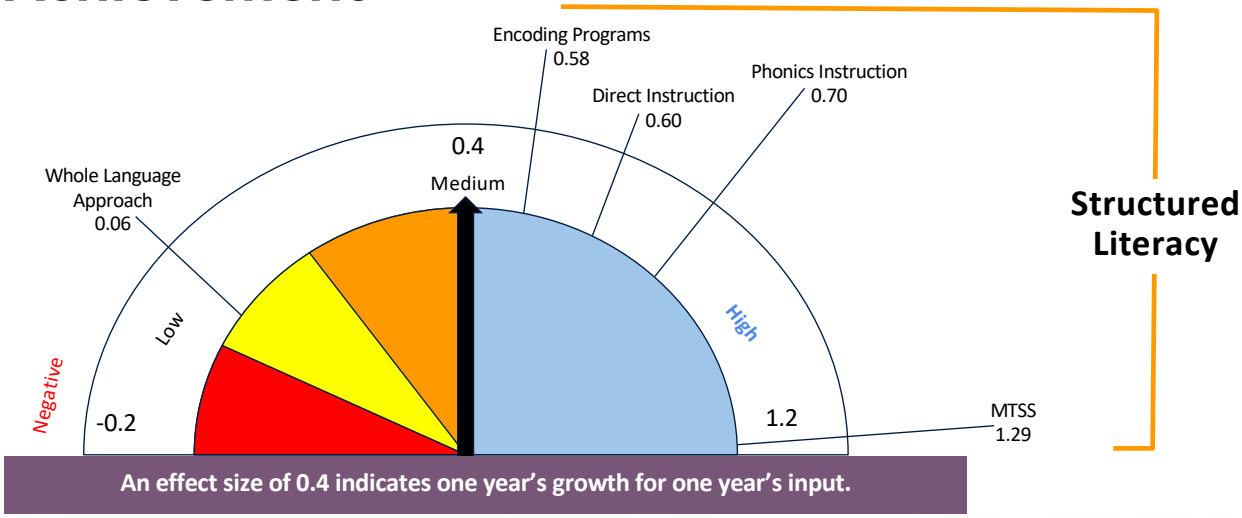
"Structured literacy (SL) approaches emphasize highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression)."

- *Louise Spear-Swerling, PhD (2019)*

Source: International Dyslexia Association

13

Visible Learning: Influences on Student Achievement



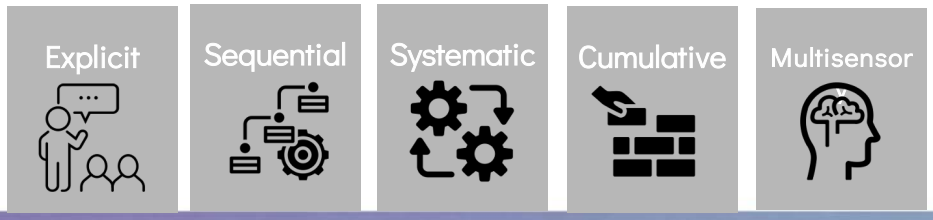
John Hattie (2011) Visible Learning

14

Instructional Considerations

In alignment to the Science of Reading, B.E.S.T. standards state:

In the early grades, the standards emphasize explicit, systematic phonics instruction as the foundation of literacy. Decoding and fluency are essential to creating proficient readers. "Readers who have strong decoding skills can figure out unfamiliar words so quickly that the process requires no conscious effort," says Dr. Holly Lane, Director, University of Florida Literacy Institute. When decoding is effortless, a reader's limited working memory is freed up so the reader can focus on meaning.



15

Reading Instruction: Six Essential Components

Phonemic and Phonological Awareness	Phonics	Fluency	Comprehension	Vocabulary	Oral Language
Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words.	Phonics refers to the acquisition of letter-sound correspondences and their use to read and spell words.	Fluency is the act of reading with expression, automaticity, prosody, and appropriate reading rate.	Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.	Vocabulary is the knowledge of the meaning of words and is strongly correlated with reading comprehension.	Oral language is the system through which we use spoken words to express knowledge, ideas, and feelings.

K-5 B.E.S.T. ELA

6-12 Foundational Reading Intervention Standards

6-12 B.E.S.T. ELA

16

Science of Reading:

interdisciplinary body of **scientifically-based research** about reading and issues related to reading and writing

Structured Literacy:

an approach to reading instruction where teachers carefully structure important literacy skills, concepts, and the sequence of instruction, to facilitate literacy learning and progress

Systematic Professional Development to Address Structured Literacy

Orange County Public Schools

- IMPACT
- 40 Hour Reading Course
- Multisensory Instruction
- Heggerty, SIPPS, Being a Reader
- Coach/MTSS Meetings
- Wonders, Raz-Plus
- Read2Succeed

AIM Pathways

- Pathways to Structured Literacy
- Pathways to Literacy Leadership
- Pathways to Proficient Reading
- Pathways to Proficient Writing

1,170 Trained participants

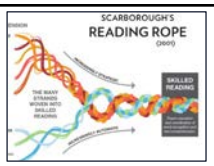
The REED Charitable Foundation

- Orton-Gillingham: Classroom Level Educator Training

525 Trained participants

20

Resources



Word Recognition			Language Comprehension		
Heggerty • Provides daily, explicit, systematic, sequential, cumulative and multisensory phonemic awareness lessons.	**Being A Reader** • A comprehensive K–3 reading program, that integrates foundational skills instruction, reading comprehension strategies, and rich literacy with activities that foster students' growth as collaborative people • Aligned with Orton-Gillingham	**SIPPS** • A research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia. • Aligned with Orton-Gillingham	**Daily Lessons in CRMs** • Opportunities for explicit instruction • Structured and cumulative Scope and Sequence • Opportunities for Systematic review • Opportunities for multisensory instruction	**Wonders (K-5)** • Paired with CRM Resources- B.E.S.T. Standards Questioning Support Dashboard, Literature Library Resources, Small Group Resources.	**Scholastic Book Room/Club (K-5)** • Paired with CRM Resources- B.E.S.T. Standards Questioning Support Dashboard.

21

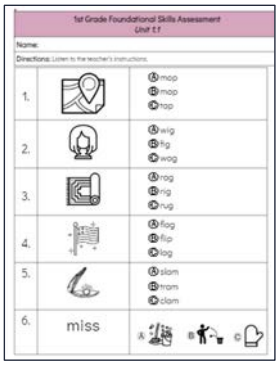
Accountability

Universal Screener
For ALL students K-1

DIBELS® 8TH EDITION
UNIVERSITY OF OREGON | College of Education

Star Early Literacy/
Star Reading

Foundational Skills
Assessments



22

"There is no comprehension strategy powerful enough to compensate if a student cannot read the words."
-Dr. Anita Archer

23

23

Secondary Literacy Instruction

Instructional Leadership Institute

Orange County Public Schools

24

Secondary ELA Proficiency

Year	Grade Band	OCPS Average	State Average
17-18	6-8	50	53
	9-10	49	53
18-19	6-8	51	54
	9-10	51	54
20-21	6-8	50	51
	9-10	50	50
21-22	6-8	48	50
	9-10	48	50

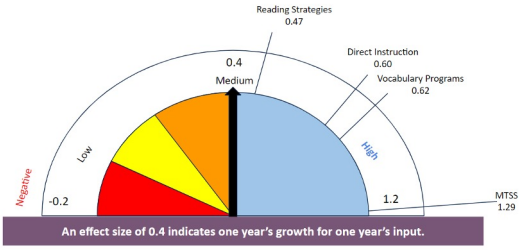
Secondary ELA Proficiency - Subgroups

Year	SWD	Non-SWD	ELL	Non-ELL	ED	Non-ED
17-18	14	53	11	55	40	67
18-19	15	55	13	56	40	63
20-21	12	53	13	54	37	[illegible]
21-22	13	52	10	52	36	[illegible]

Discussed **STAGNANT** Data

How to **DISRUPT** the Data

Visible Learning: Influences on Student Achievement



Hattie's Barometer of Influence

Review Summer ILI Critical Content

25

Improving Adolescent Literacy: Effective Classroom and Intervention Practices

1. Provide **explicit vocabulary** instruction. — STRONG EVIDENCE
2. Provide **direct and explicit comprehension strategy** instruction. — STRONG EVIDENCE
3. Provide opportunities for **extended discussion** of text meaning and interpretation. — MODERATE EVIDENCE
4. Increase **student motivation and engagement** in literacy learning. — MODERATE EVIDENCE
5. Make available **intensive and individualized interventions** for struggling readers that can be provided by **trained specialists**. — STRONG EVIDENCE

Explicit Vocabulary Instruction
Direct and **Explicit** Comprehension Strategy Instruction

Explored during teacher IMPACT Session 1

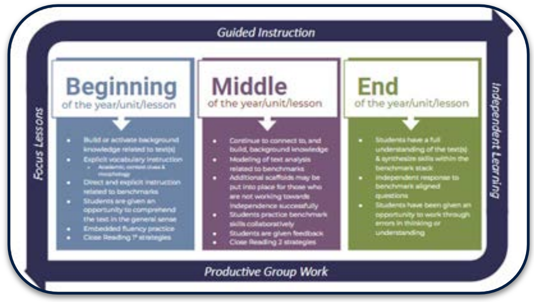
Comprehension Strategies

Instructional Strategy	Description	Text Type: Narrative	Text Type: Informational
Plotting the Plot	Students can use this graphic representation to determine various narrative components and how they work together throughout the text. This allows students to form a course of the narrative and trace characters and actions in a story while using their analytical skills to determine an author's message. Encourage students to make predictions about what might happen next along with making connections within the text or to other texts that have similarities.	X	
Text says, I know, And so	Student should read each segment of the text to determine what the author is suggesting by using the information from the text and what they already know about the content to make an inference. Helping kids see that they already know how to make inferences can build their confidence and introduce them to the concepts and vocabulary they need to talk about making inferences in their reading.	X	X
Background Check	To comprehend a text, readers will need a threshold of knowledge about the topic. Find out what students already know about the topic of the text from their personal or learning experiences? Students write the topic in the center of the grid and then write words, ideas, or phrases associated with the topic in the box that matches the first letter of word or phrase. This strategy helps construct a meaningful mental model of what the text is about.	X	X
S2 Summary	S2 Summary shows students how to discern the central ideas in a text, ignoring irrelevant information, and how to integrate additional ideas in a meaningful way in order to create a retelling of the most important parts of a text in their own words.	X	X
Monitor and Mend	Good readers monitor what they understand while reading and what they do not understand by using appropriate strategies to improve their understanding when it is blocked. The strategies employed by good readers to improve understanding are called "repair" or "fix-up" strategies.	X	X

Review Summer ILI Critical Content

26

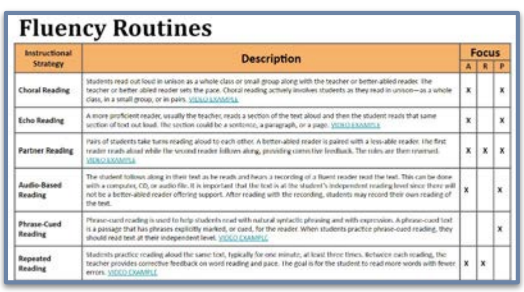
Shift to a **Focus** on **Learning**



Remember: *Even though the components are presented in a sequential order, they are* ***fluid*** *and can be used in any order, as long as every lesson contains all* ***four*** *of them.*

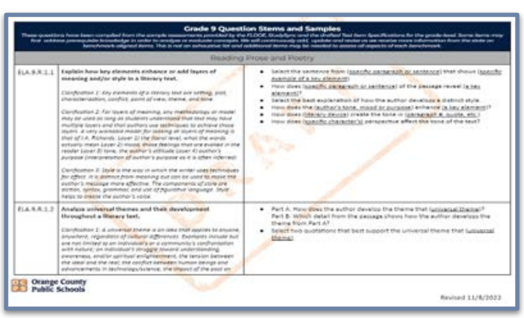
Review Summer ILI Critical Content

27



Fluency Routines

Instructional Strategy	Description	Focus A	Focus R	Focus P
Choral Reading	Students read out loud in unison as a whole class or small group along with the teacher or better-abled reader. The teacher or better abled reader sets the pace. Choral reading actively involves students as they read in unison—as a whole class, in a small group, or in pairs. VIDEO EXAMPLE	X		X
Echo Reading	A more proficient reader, usually the teacher, reads a section of the text aloud and then the student reads that same section of text out loud. The section could be a sentence, a paragraph, or a page. VIDEO EXAMPLE	X		X
Partner Reading	Pairs of students take turns reading aloud to each other. A better-abled reader is paired with a less-able reader. The first reader reads aloud while the second reader follows along, providing corrective feedback. The roles are then reversed. VIDEO EXAMPLE	X	X	X
Audio-Based Reading	The student follows along in their text as he reads and hears a recording of a fluent reader read the text. This can be done with a computer, CD, or audio file. It is important that the text is at the student's independent reading level since there will not be a better-abled reader offering support. After reading with the recording, students may record their own reading of the text.	X		X
Phrase-Cued Reading	Phrase-cued reading is used to help students read with natural syntactic phrasing and with expression. A phrase-cued text is a passage that has phrases explicitly marked, or cued, for the reader. When students practice phrase-cued reading, they should read text at their independent level. VIDEO EXAMPLE			X
Repeated Reading	Students practice reading aloud the same text, typically for one minute, at least three times. Between each reading, the teacher provides corrective feedback on word reading and pace. The goal is for the student to read more words with fewer errors. VIDEO EXAMPLE	X	X	



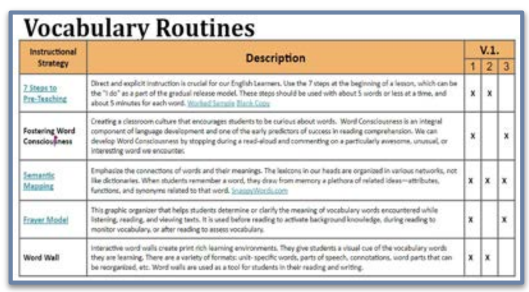
Grade 9 Question Stems and Samples

These questions have been compiled from the sample assessments provided by the FLDOE, Studylync and the drafted Test Item Specifications for the grade level. Some items may first address prerequisite knowledge in order to analyze or evaluate concepts. We will continuously add, update and revise as we receive more information from the state on benchmark aligned items. This is not an exhaustive list and additional items may be needed to assess all aspects of each benchmark.

Reading Prose and Poetry		
ELA.9.R.1.1	**Explain how key elements enhance or add layers of meaning and/or style in a literary text.** *Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.* *Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very accessible model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).* *Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.*	• Select the sentence from (specific paragraph or sentence) that shows (specific example of a key element). • How does (specific paragraph or sentence) of the passage reveal (a key element)? • Select the best explanation of how the author develops a distinct style. • How does the (author's tone, mood or purpose) enhance (a key element)? • How does (literary device) create the tone in (paragraph #, quote, etc.)? • How does (specific character's) perspective affect the tone of the text?
ELA.9.R.1.2	**Analyze universal themes and their development throughout a literary text.** *Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on*	• Part A. How does the author develop the theme that (universal theme)? Part B. Which detail from the passage shows how the author develops the theme from Part A? • Select two quotations that best support the universal theme that (universal theme).

Orange County Public Schools

Revised 11/8/2022



Vocabulary Routines

Instructional Strategy	Description	V.1. 1	V.1. 2	V.1. 3
7 Steps to Pre-Teaching	Direct and explicit instruction is crucial for our English Learners. Use the 7 steps at the beginning of a lesson, which can be the "I do" as a part of the gradual release model. These steps should be used with about 5 words or less at a time, and about 5 minutes for each word. Worked Sample Blank Copy	X	X	
Fostering Word Consciousness	Creating a classroom culture that encourages students to be curious about words. Word Consciousness is an integral component of language development and one of the early predictors of success in reading comprehension. We can develop Word Consciousness by stopping during a read-aloud and commenting on a particularly awesome, unusual, or interesting word we encounter.	X		X
Semantic Mapping	Emphasize the connections of words and their meanings. The lexicons in our heads are organized in various networks, not like dictionaries. When students remember a word, they draw from memory a plethora of related ideas—attributes, functions, and synonyms related to that word. SnappyWords.com	X	X	X
Frayer Model	This graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary.	X		X
Word Wall	Interactive word walls create print rich learning environments. They give students a visual cue of the vocabulary words they are learning. There are a variety of formats: unit- specific words, parts of speech, connotations, word parts that can be reorganized, etc. Word walls are used as a tool for students in their reading and writing.	X	X	

Comprehension Strategies

Instructional Strategy	Description	Text Type: Narrative	Text Type: Informational
Plotting the Plot	Students can use this graphic representation to determine various narrative components and how they work together throughout the text. This allows students to form a course of the narrative and trace characters and actions in a story while using their analytical skills to determine an author's message. Encourage students to make predictions about what might happen next along with making connections within the text or to other texts that have similarities.	X	
Text says, I know, And so	Student should read each segment of the text to determine what the author is suggesting by using the information from the text and what they already know about the content to make an inference. Helping kids see that they already know how to make inferences can build their confidence and introduce them to the concepts and vocabulary they need to talk about making inferences in their reading.	X	X
Background Check	To comprehend a text, readers will need a threshold of knowledge about the topic. Find out what students already know about the topic of the text from their personal or learning experiences? Students write the topic in the center of the grid and then write words, ideas, or phrases associated with the topic in the box that matches the first letter of word or phrase. This strategy helps construct a meaningful mental model of what the text is about.	X	X
$2 Summary	$2 Summary shows students how to discern the central ideas in a text, ignoring irrelevant information, and how to integrate additional ideas in a meaningful way in order to create a retelling of the most important parts of a text in their own words.	X	X
Monitor and Mend	Good readers monitor what they understand while reading and what they do not understand by using appropriate strategies to improve their understanding when it is blocked. The strategies employed by good readers to improve understanding are called "repair" or "fix-up" strategies.	X	X

28

Lesson Decks

Gradual Release Icons included throughout instruction

- Slide decks to support the Gradual Release instructional model
- Revised unit and text lengths
- Vocabulary routines
- Additional benchmark "checkpoints"
- Additional processing resources for students

Writing Instruction

- Additional writing units and lessons will be available for expository and argumentative writing.
  - Quarters 1 & 2 expository writing skills, argumentative skills such as counterclaims and rebuttal will be practiced when opportunities arise.
- Regular writing routines will be embedded throughout reading and writing units.

29

Orange County Public Schools

VISION FOR EFFECTIVE INSTRUCTION ALIGNMENT

INSTRUCTIONAL LEADERSHIP INSTITUTE: 6-8 PRINCIPALS

- 4 Cycles
- Focused on 6-8 Literacy
- Whole Group
- Differentiation
- MTSS/Intervention
- Data

AP MEETINGS

- Quarterly
- How to support the vision
- Look-fors to support research based practices

LITERACY LEADS

- 4 Sessions
- Strategies to support teachers with vision for effective instructions
- Planning structures
- Using appropriate data

IMPACT SERIES

- 3 Sessions
- Developing content knowledge
- Growing pedagogical practices aligned to vision for effective instruction

30

Digital Learning

Orange County Public Schools

31

Digital Learning Team

Instructional Technology & Library Media

- Purchase Digital Instructional and Supplemental Materials
- Professional Development
- Media Specialists
- School Support

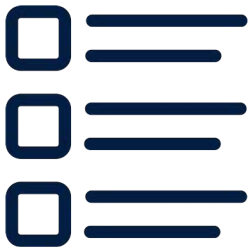
Instructional Systems

- Systems Access
- Systems PD and Resource Development
- District PD and Events Support
- School Support
- Instructional Materials Adoption

32

32

Florida Standards



&

Technology

Do they relate?

33

C.5.2 Technology in Communication	
ELA.12.C.5.2	Create, **publish**, and share **multimedia texts through a variety of digital formats.**
ELA.11.C.5.2	Create and export quality writing tailored to a specific audience, integrating multimedia elements, **publishing to an online or LAN site.**
ELA.10.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, **integrating multimedia elements.**
ELA.9.C.5.2	**Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.**
ELA.8.C.5.2	Use **a variety of** digital tools **to collaborate with others to produce writing**.
ELA.7.C.5.2	Use digital tools to produce **and share writing**.
ELA.6.C.5.2	Use digital tools **to produce writing.**
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
ELA.3.C.5.2	Use digital writing tools individually **or collaboratively to plan, draft, and revise writing.**
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.C.5.2	**Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.**

34

C.5.1 Multimedia	
ELA.12.C.5.1	**Design and evaluate digital presentations for effectiveness.**
ELA.11.C.5.1	Create digital presentations **to improve the experience of the audience.**
ELA.10.C.5.1	Create digital presentations **to improve understanding of findings, reasoning, and evidence.**
ELA.9.C.5.1	**Create digital presentations with coherent ideas and a clear perspective.**
ELA.8.C.5.1	Integrate diverse digital media **to emphasize the relevance of a topic or idea** in oral or written tasks.
ELA.7.C.5.1	Integrate diverse digital media **to build cohesion** in oral or written tasks.
ELA.6.C.5.1	**Integrate diverse** digital media to enhance audience **engagement** in oral or written tasks.
ELA.5.C.5.1	Arrange multimedia elements to create emphasis **and/or clarity** in oral or written tasks.
ELA.4.C.5.1	**Arrange** multimedia elements **to create emphasis** in oral or written tasks.
ELA.3.C.5.1	Use **two or more** multimedia elements to enhance oral or written tasks.
ELA.2.C.5.1	Use **one or more** multimedia element(s) to enhance oral or written tasks.
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
ELA.K.C.5.1	**Use a multimedia element to enhance oral or written tasks.**

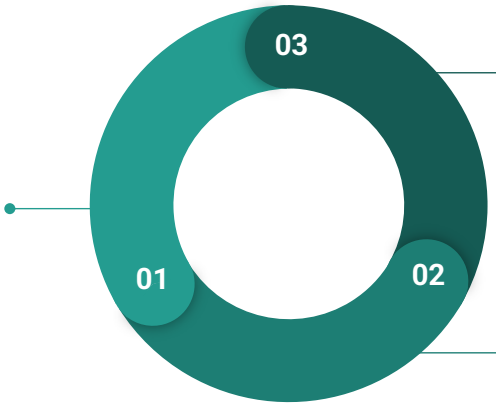
35

25+

The number of times the use of “digital”, “multimedia”, “online editing” is referenced in the Florida B.E.S.T. Language Arts standards for grades K-12

36

Making Connections



Core Instructional Materials

Adopted textbooks selected by committees following the FLDOE adoption cycle.

Intervention

Digital intervention support resources provided to students as needed in K-12.

Supplemental Resources

Resources that support instruction that may include monitoring and presentation resources.

37

Digital Access

38

Turn and Talk

Describe the process you used to create a report when you attended school.

What skills did you need?

39

40

OCPS Digital Device Distribution

43,000 iPads for K-1 Students

198,000 Windows Devices for 2-12 Students

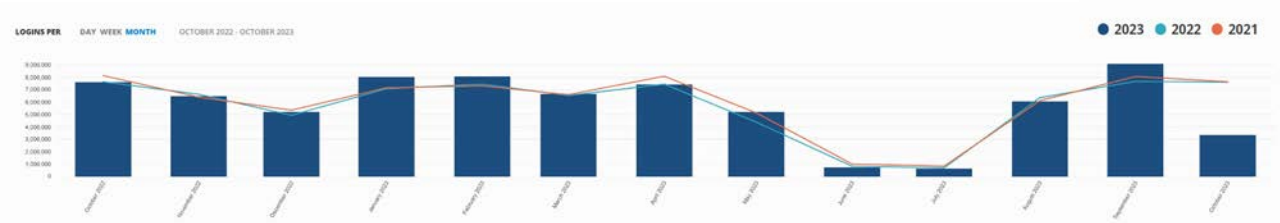
22,000 Hotspots for K-12 Students

41

42

42

LaunchPad Logins 2021 - 2023



43

Digital Support

44

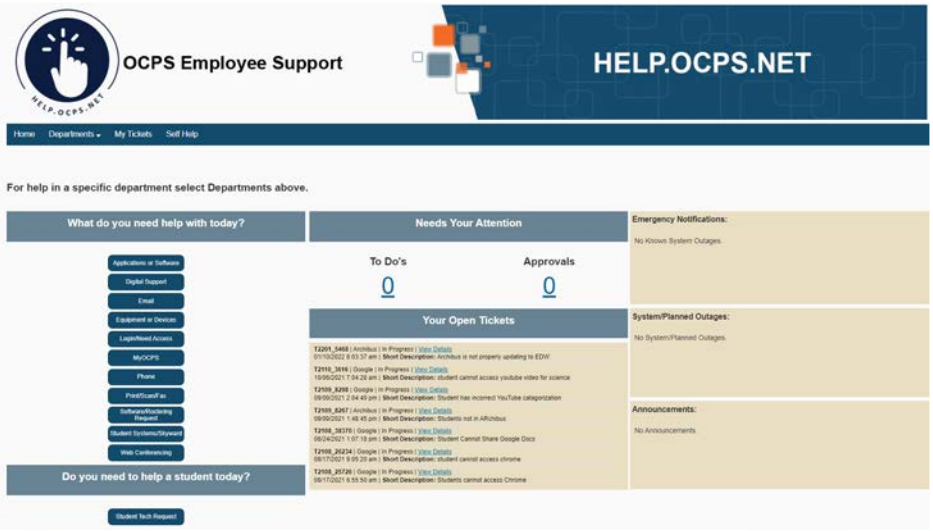
Digital Learning Team Support

- Respond to digital support tickets that can be submitted by any staff member in the district
- Maintain and update the CDL Support Site to provide up-to-date resources to the entire district
- Provide School Support to Media Specialists and teachers as needed

45

Digital Learning Team Support

1300



46

46

Professional Learning and Support

47

47

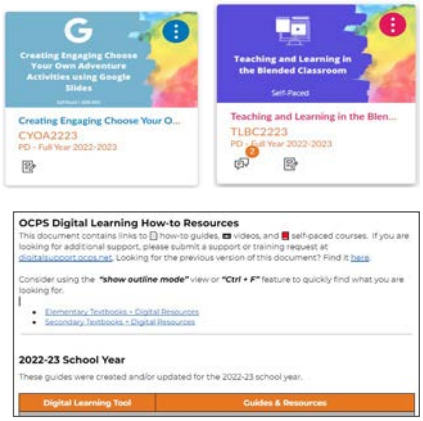
Professional Learning and Support

Teacher Access	Student Access
OCPS Laptops 1. Log into LaunchPad 2. Click on the **Beanstack** icon **Personal Mobile** 1. To download the Beanstack Tracker mobile app, visit the Apple App Store or Google Play Store and search for 'Beanstack'. 2. Once you're in the app, click "Yup!" when asked if your school already uses Beanstack, then search for your school name. 3. Sign-in using your district username and ***beanstackreads*** as the password.	**OCPS Laptops** 1. Log into LaunchPad 2. Click on the **Beanstack** icon **Personal Mobile** 1. To download the Beanstack app, visit the Apple App Store or Google Play Store and search for 'Beanstack'. 2. Once you're in the app, click "Yup!" when asked if your school already uses Beanstack, then search for your school name. 3. Sign-in using your student number as the username and your last name (lowercase) as the password.
User Guides	**Additional Resources**
Student Guides • Student Experience (Summer Reading 2022) • Beanstack 101 Guide • School Flyer (customizable) **Teacher Guides** • Teacher Quick Start Guide • Teacher Experience • Teacher HT View Top Readers using Reports **Media Specialist Guides** • Quick Start Guide • HT use Reports & Insights • Helping a Student or Class • Gaining Data and Insights	• Back to School Webinar Series -- starting in September • Beanstack Explainer Video • Beanstack Helpdesk • Classlink Public Portal • Submit an OCPS Digital Support Ticket or request PD • How to Link the OCPS account to OC Library System account

48

48

Digital Learning Team Support



In addition the Help and CDL support the team provides additional options to all of our schools:

- Live trainings - F2F and virtual
- Self Paced Courses
- How-To Guides
- 1:1 Sessions
- School Visits

49

49

CONNECT SUPPORT

CYCLE OF PROFESSIONAL LEARNING

During the second and third quarters the Instructional Systems team will focus on cycles of learning at our elementary schools. This provides schools the opportunity to dig into technology and connections to lessons that they will be sharing in upcoming classes.

50

Library Media

Leadership Orange

Orange County Public Schools

51

Introductions

Allison Kibbey
Director, Instructional Technology & Library Media

Allison.Kibbey@ocps.net

52

Agenda

- Florida Statutes impacting School Media Centers
  - House Bill 1467 (2022)
  - House Bill 1069 (2023)
- OCPS School Board Policy IJL
- Media Center Collections
- Classroom Libraries
- Challenge Process

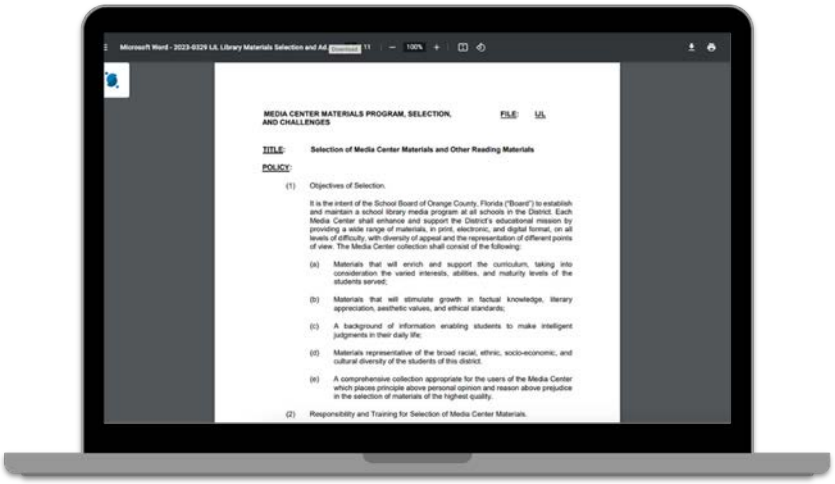
53

Florida Statutes

- Guiding Statutes include:
  - **1006.28:** Duties of district school board, district school superintendent; and school principal regarding K-12 instructional materials.
  - **1006.40:** Purchase of instructional materials.
- Updated based on:
  - House Bill 1467 (2022)
  - House Bill 1069 (2023)

54

School Board Policy IJL



MEDIA CENTER MATERIALS PROGRAM, SELECTION, AND CHALLENGES

FILE: IJL

TITLE: Selection of Media Center Materials and Other Reading Materials

POLICY:

(1) Objectives of Selection.

It is the intent of the School Board of Orange County, Florida ("Board") to establish and maintain a school library media program at all schools in the District. Each Media Center shall enhance and support the District's educational mission by providing a wide range of materials, in print, electronic, and digital format, on all levels of difficulty, with diversity of appeal and the representation of different points of view. The Media Center collection shall consist of the following:

(a) Materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;

(b) Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

(c) A background of information enabling students to make intelligent judgments in their daily life;

(d) Materials representative of the broad racial, ethnic, socio-economic, and cultural diversity of the students of this district.

(e) A comprehensive collection appropriate for the users of the Media Center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

(2) Responsibility and Training for Selection of Media Center Materials.

55

OCPS Media Centers and Staff

213

OCPS Media Centers

201

School-Based Certified Media Specialists

11

Florida Power Library School Award Winners

56

OCPS Media Center Collections

9,994	Average Size of ***Elementary School*** Media Center Collection
10,737	Average Size of ***Middle School*** Media Center Collection
13,817	Average Size of ***High School*** Media Center Collection

57

Collection Development

- Based on student needs and interests
- Goal is to have a collection that is rich and diverse in content and representation
- Collection development involves purchasing new books and removing books that are no longer circulating, are outdated, or no longer meet the law

58

Purchasing New Books

- While curating orders, media specialists pay attention to:
  - Book summaries
  - Descriptions
  - Professional reviews
  - Professional expertise
  - "Erring on the side of caution"
- Before ordering, media specialists must seek input from stakeholders, including parents, regarding their order.

59

Classroom Libraries

Florida Statute 1006.28: Each book made available to students through a school district library media center or included in a recommended or assigned school or grade-level reading list must be selected by a school district employee who holds a valid educational media specialist certificate, regardless of whether the book is purchased, donated, or otherwise made available to students.

60

Summer Committee

- 80 trained and certified OCPS media specialists reviewed and submitted decisions
- Ensured compliance with Florida Statutes and followed all Library Media Materials Selection criteria
- Decisions were made by OCPS media specialists, not an algorithm or AI

61

Review Process

- Book summaries
- Descriptions
- Professional reviews
- Crowdsourced information
- Professional expertise
- “Erring on the side of caution”

Books were reviewed based on content, not reading level.

62

Classroom Library Connector

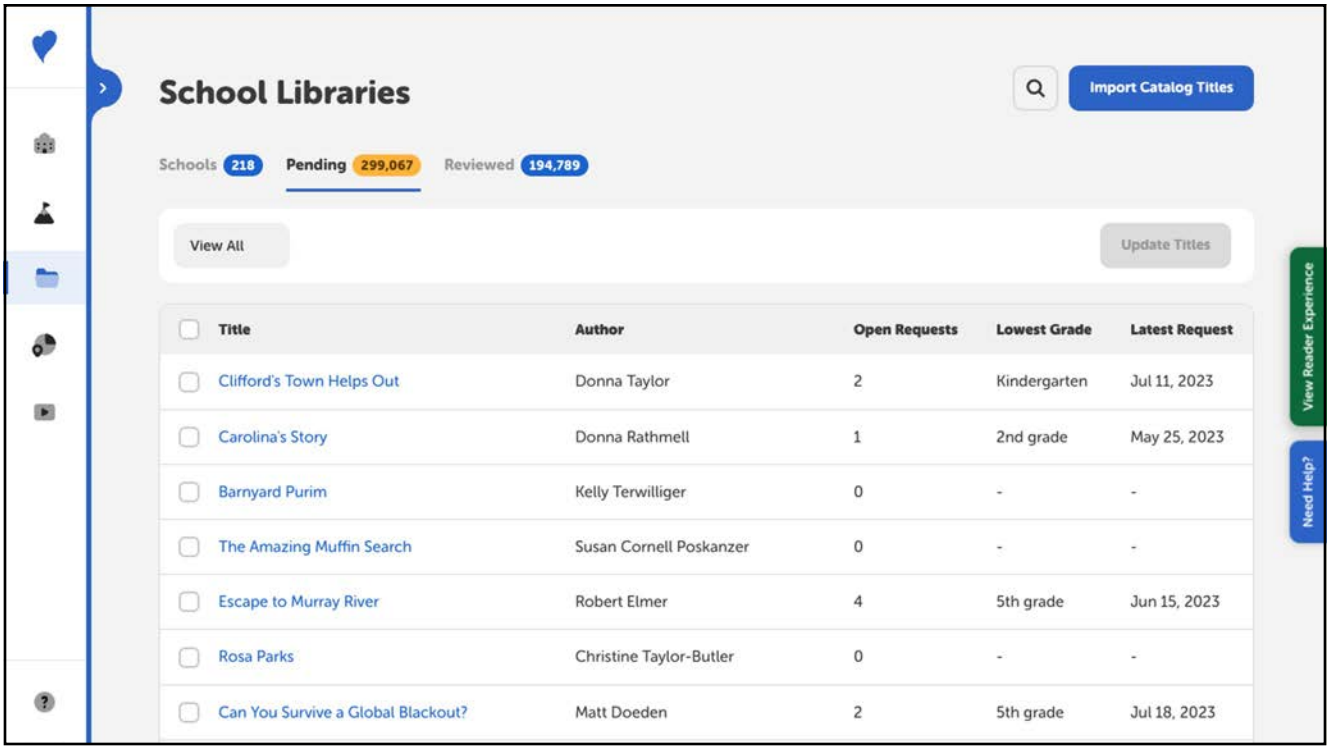
- Provides a transparent, forward facing link to all books in a classroom library
- Provides opportunities for families to engage in classroom libraries
- Allows teachers to keep the greatest number of books in their classroom libraries

63

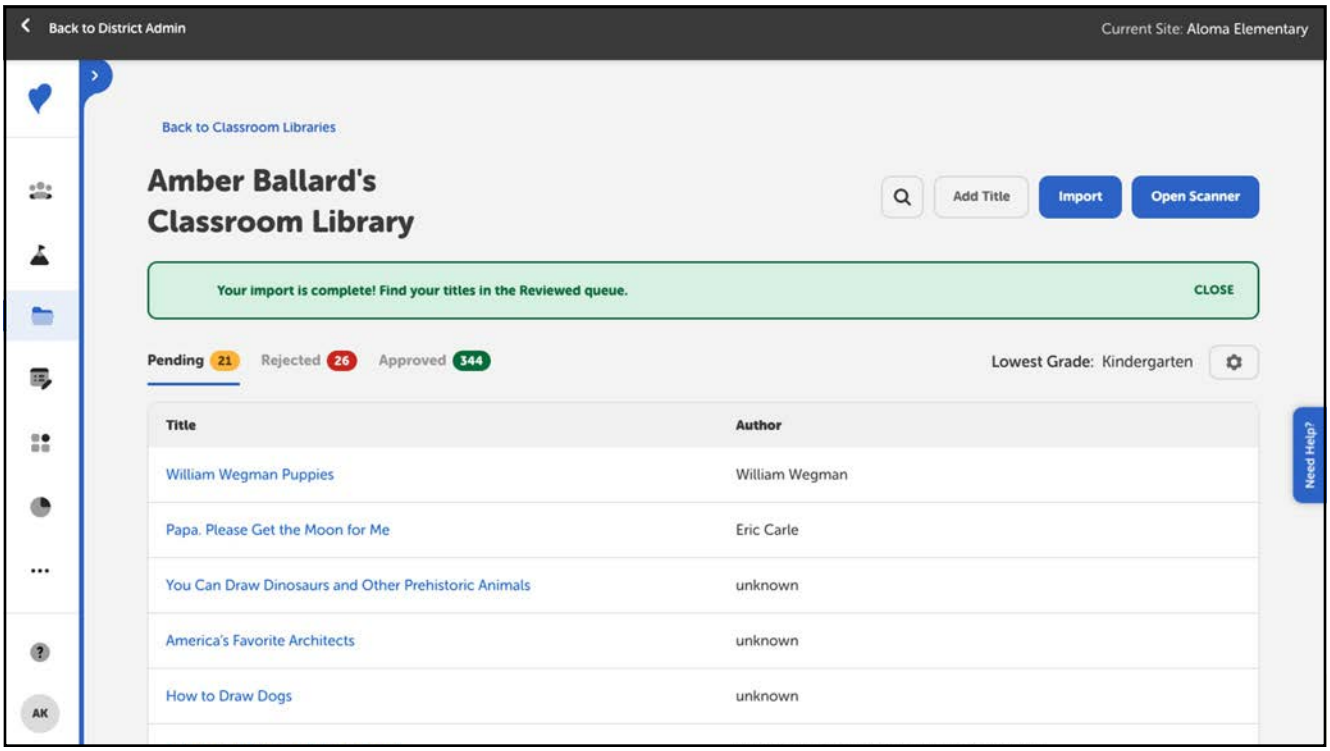
Beanstack Classroom Library Connector

218	Schools with at least ONE classroom library submitted to Beanstack CLC
299,062	Unique titles pending review in the Beanstack CLC
194,789	Unique titles that have been reviewed in the Beanstack CLC

64


School Libraries
Import Catalog Titles
Schools 218
Pending 299,067
Reviewed 194,789
View All
Update Titles
Title
Author
Open Requests
Lowest Grade
Latest Request
Clifford's Town Helps Out
Donna Taylor
2
Kindergarten
Jul 11, 2023
Carolina's Story
Donna Rathmell
1
2nd grade
May 25, 2023
Barnyard Purim
Kelly Terwilliger
0
-
-
The Amazing Muffin Search
Susan Cornell Poskanzer
0
-
-
Escape to Murray River
Robert Elmer
4
5th grade
Jun 15, 2023
Rosa Parks
Christine Taylor-Butler
0
-
-
Can You Survive a Global Blackout?
Matt Doeden
2
5th grade
Jul 18, 2023
View Reader Experience
Need Help?

65


Back to District Admin
Current Site: Aloma Elementary
Back to Classroom Libraries
Amber Ballard's Classroom Library
Add Title
Import
Open Scanner
Your import is complete! Find your titles in the Reviewed queue.
CLOSE
Pending 21
Rejected 26
Approved 344
Lowest Grade: Kindergarten
Title
Author
William Wegman Puppies
William Wegman
Papa, Please Get the Moon for Me
Eric Carle
You Can Draw Dinosaurs and Other Prehistoric Animals
unknown
America's Favorite Architects
unknown
How to Draw Dogs
unknown
AK
Need Help?

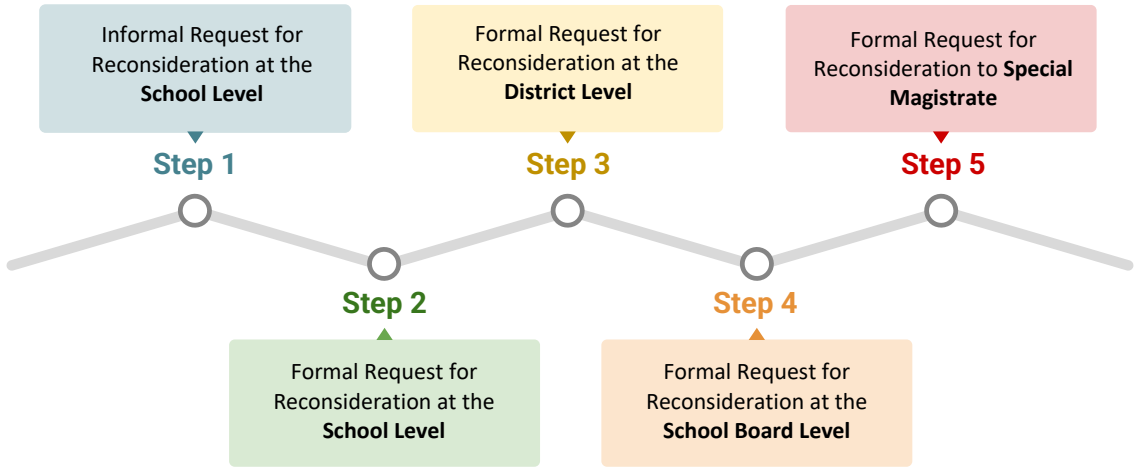
66

Challenge Process

Florida Statute 1006.28(2)(a)(2):
Each district school board must adopt a policy regarding an objection by a parent or a resident of the county to the use of a specific material, which clearly describes a process to handle all objections and provides for resolution.

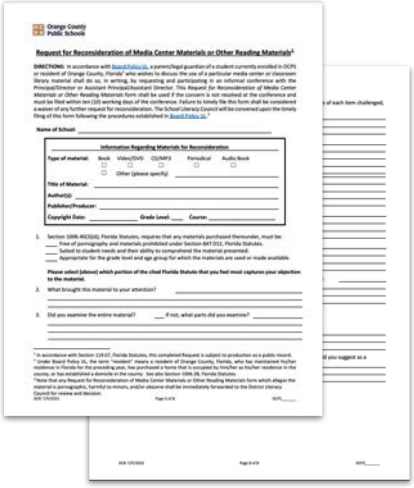
67

OCPS Challenge Process



68

Request for Reconsideration Form



- Must be submitted as part of the Formal Request for Reconsideration step
- Includes fields for identifying information about the book
- Includes fields for person submitting to present evidence about the content of the book for the basis of their challenge

69

Literacy Council Responsibilities

Members of the School or District Literacy Council are responsible for:

- Reviewing and understanding the entire challenged material based on the provided resources.
- Considering written input from students, when available.
- Maintaining written minutes, containing the start time, end time, location, and names and titles of council members.
- Adhering to established timelines and norms.

70

Literacy Council Meetings

- Members of the School or District Literacy Council meet in the Sunshine.
- Discuss the appropriateness of library media material based on evidence found within the provided resources.
- Render a written decision regarding the library media material.
- At the district level, conversation is facilitated and documented by members of the Curriculum and Digital Learning department.

71

Literacy Council Representation

District Literacy Council members represent their preferred grade level as a either a:

- School Administrator
- Media Specialist
- Teacher
- School counselor
- Parent or guardian

72

OCPS Requests for Reconsideration

14

Requests for Reconsideration received since 2021-22

3

Unique stakeholders who have submitted Requests for Reconsideration

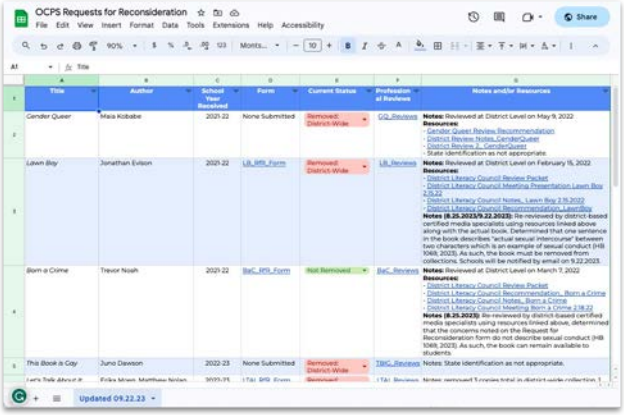
5

District Literacy Councils convened since 2021-22

73

OCPS Requests for Reconsideration

- OCPS must annually submit any challenges received and the outcome of them to the FDOE.
- OCPS has a public-facing record of all challenges.
- Search “OCPS Library Media Challenges” → Click “Requests for Reconsideration” link.



74

Continued Efforts

- Ensure Classroom Libraries are as age and grade level appropriate as possible by continuing classroom library reviews
- Ensure Media Center collections are as age and grade band appropriate as possible by taking a strategic approach to evaluating items in the collection

75

Thank You!

76

76