
Contract with GST BOCES for Literacy Curriculum Projects at Horseheads Central School District

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Horseheads Central School District

ALIGNMENT OF CORE LANGUAGE ARTS CURRICULUM, GRADES 1-6

The purpose of this proposal is to establish a set of student expectations for Grades 1-6 in Horseheads CSD, so that the core reading program, assessments, and reporting can be aligned to the expectations. These expectations will articulate what students in Grades 1-6 *need to know, be able to do, and have experienced* in (English) language arts. (reading, writing, speaking, listening viewing representing)

In the five full-day workshops in June and July 2010 (June 1-2, 30; July 1-2), Dr. Sean Walmsley will lead a group of Horseheads educators (representing all five elementary schools, all grade levels 1-6, including administrators, classroom teachers and specialists). The goal will be to create a working set of clear and simple expectations that tie in with NY State Learning Standards, 21st Century Skills, professional organization Standards (e.g., International Reading Association, National Council of Teachers of English) as well as what Horseheads educators and the community deem appropriate.

In turn, these expectations can guide the selection of appropriate instructional activities from the proposed core English Language Arts program, as well as assessments and report cards. Ultimately, these steps will provide the alignment of expectations, curriculum, assessment and reporting that is needed for a successful language arts program.

I have worked with several districts in New York State to articulate clear, simple, and sensible expectations, so we won't have to start from scratch. Thus, five days over the summer should suffice for creating a working set of expectations for review by all elementary Horseheads teachers, administrators and the Board of Education.

The deliverables, for which I will be responsible, will comprise this working set of expectations, and provides a rationale for each of the expectations. It will also provide some examples of instructional activities, assessment evidence, and items for report cards, so that it can be seen how alignment can be made between the expectations, curriculum, assessment and reporting. However, the full set of instructional activities, assessments, and report cards are for work beyond the summer. Not only is there insufficient time to accomplish this in 5 days, but also the core reading program has yet to be chosen.

I also anticipate that the expectations can be linked to Pre-K and Kindergarten expectations, which will be articulated as part of the implementation of the Pre-K and Kindergarten review currently in progress.

Schedule and Budget for Dr Walmsley

Dates	Activity	Fee
May, 2010 Complete self-study	Educators in Grades 1-6 complete self-study of current practices related to language arts	Professional Fee: 1 day @ 800.00
June 1 (8:00 - 3:30); June 2 (8:00 -2:40); June 30 (8:30 - 2:30); July 1 (8:30-2:30); July 2 (8:30 -12:00)	<p>1. Present Overall Framework for creating student expectations (and aligning them to curriculum, assessment and reporting)</p> <p>2. Lead participants in a review of existing student expectations (NYSESED Learning Standards, 21st Century Skills, Professional organization Standards, Expectations from other NY School Districts)</p> <p>3. Create a Working Set of Expectations for students in Grades 1-6 that reflects existing standards, but also incorporates the expectations of Horseheads educators and community</p>	<p>Professional Fee: 5 days @ 1500.00 per day= \$7500.00</p> <p>Travel Expenses: --Overnight accommodation (Hilton Garden Inn, Govt Rate) --Meals --Auto Travel @ .55¢ per mile (or prevailing BOCES rate)</p>

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