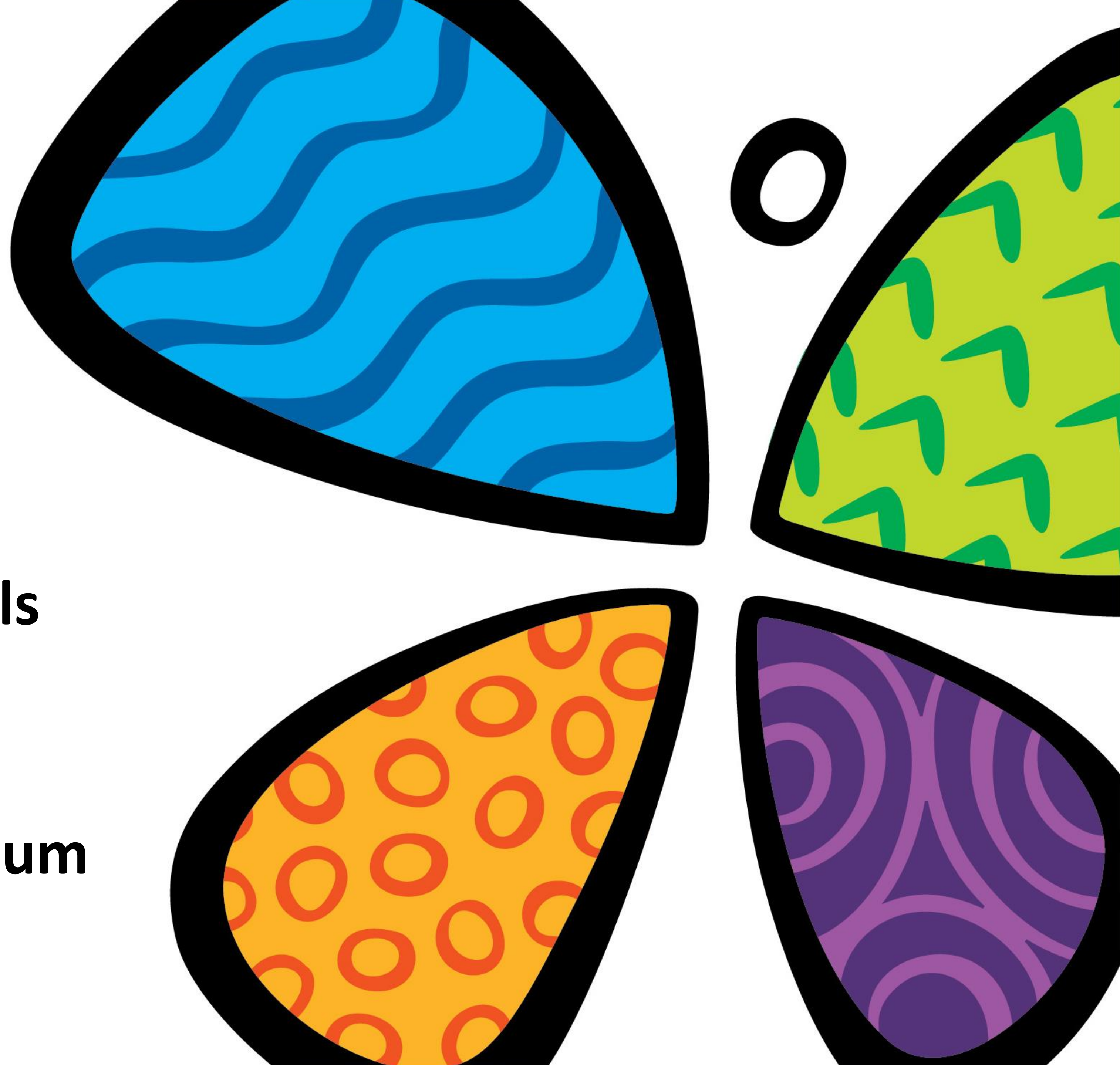




**Cincinnati Public Schools**

**K-6 Literacy**

**Wit and Wisdom Curriculum  
Adoption**



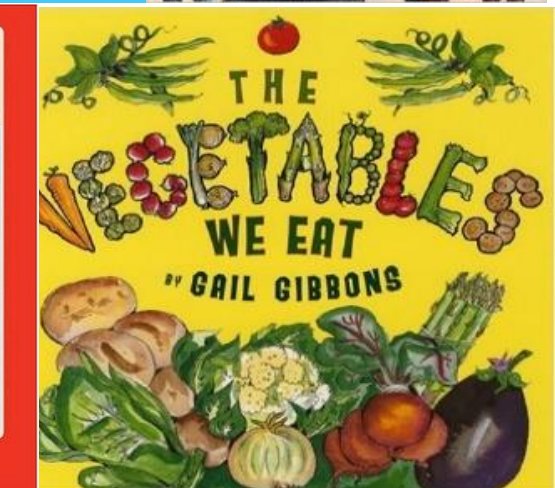
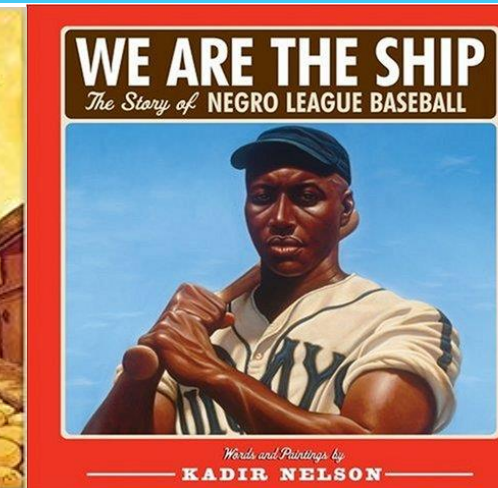
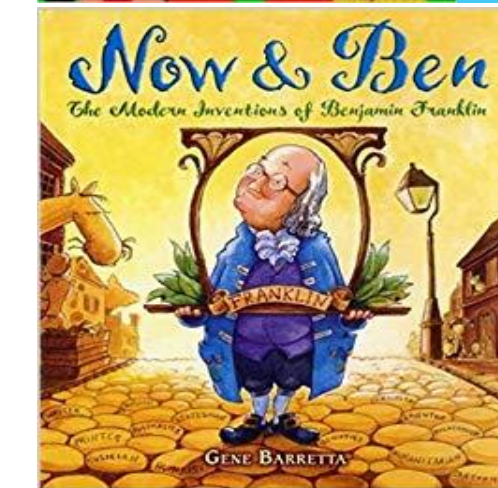
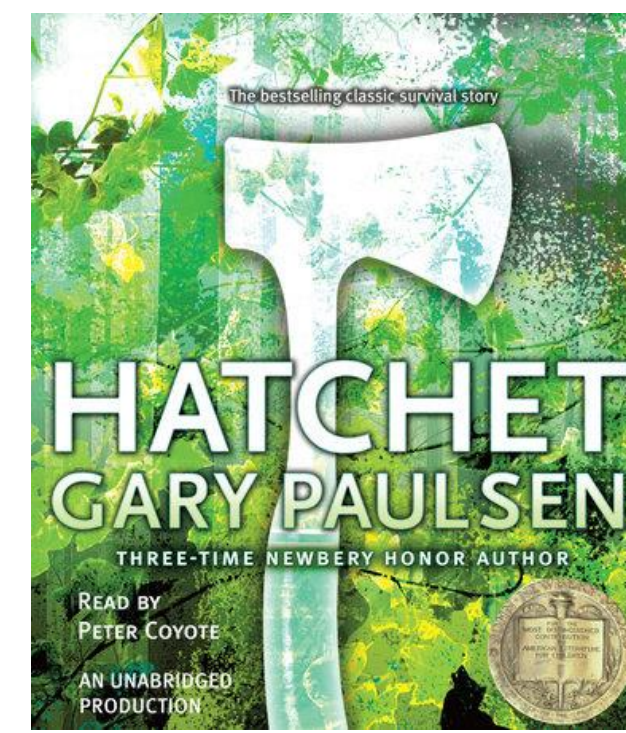
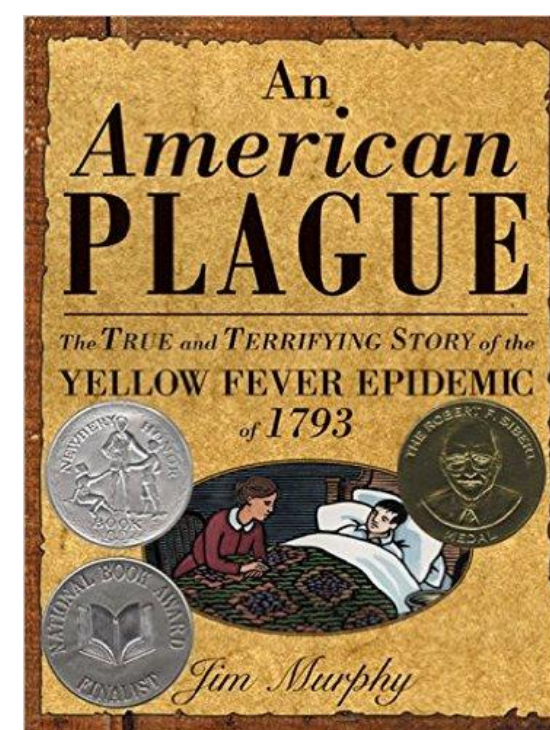
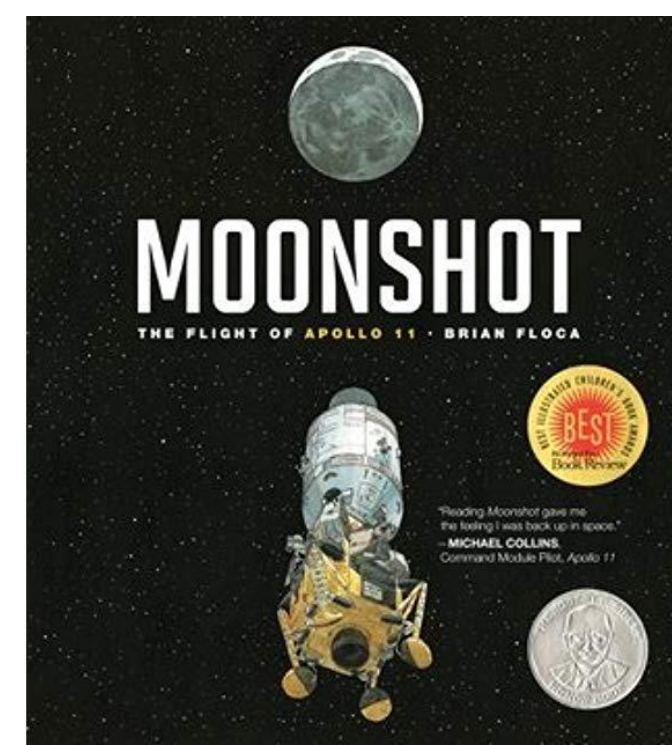
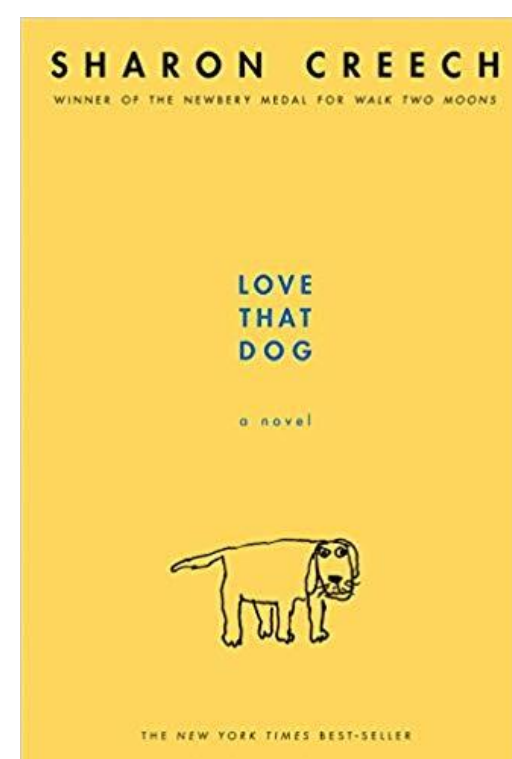
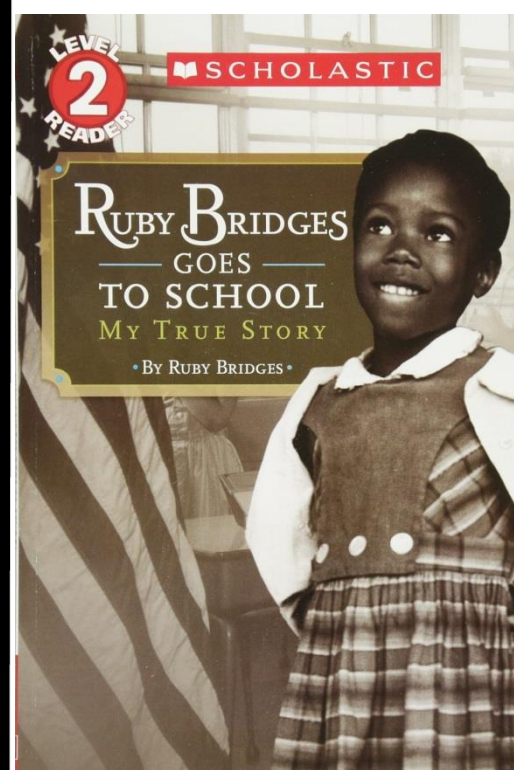


# BACKGROUND



Cincinnati Public Schools had been relying on an outdated adopted resource for ELA Instruction for 10 years that no longer matched current Ohio Learning Standards or the needs of teachers and students.

With staff support, a new Curriculum resource, *Wit and Wisdom* by Great Minds, was selected as the new Core ELA curriculum for students in grades K-6 at 41 Cincinnati Public elementary schools starting in the Fall of 2019.

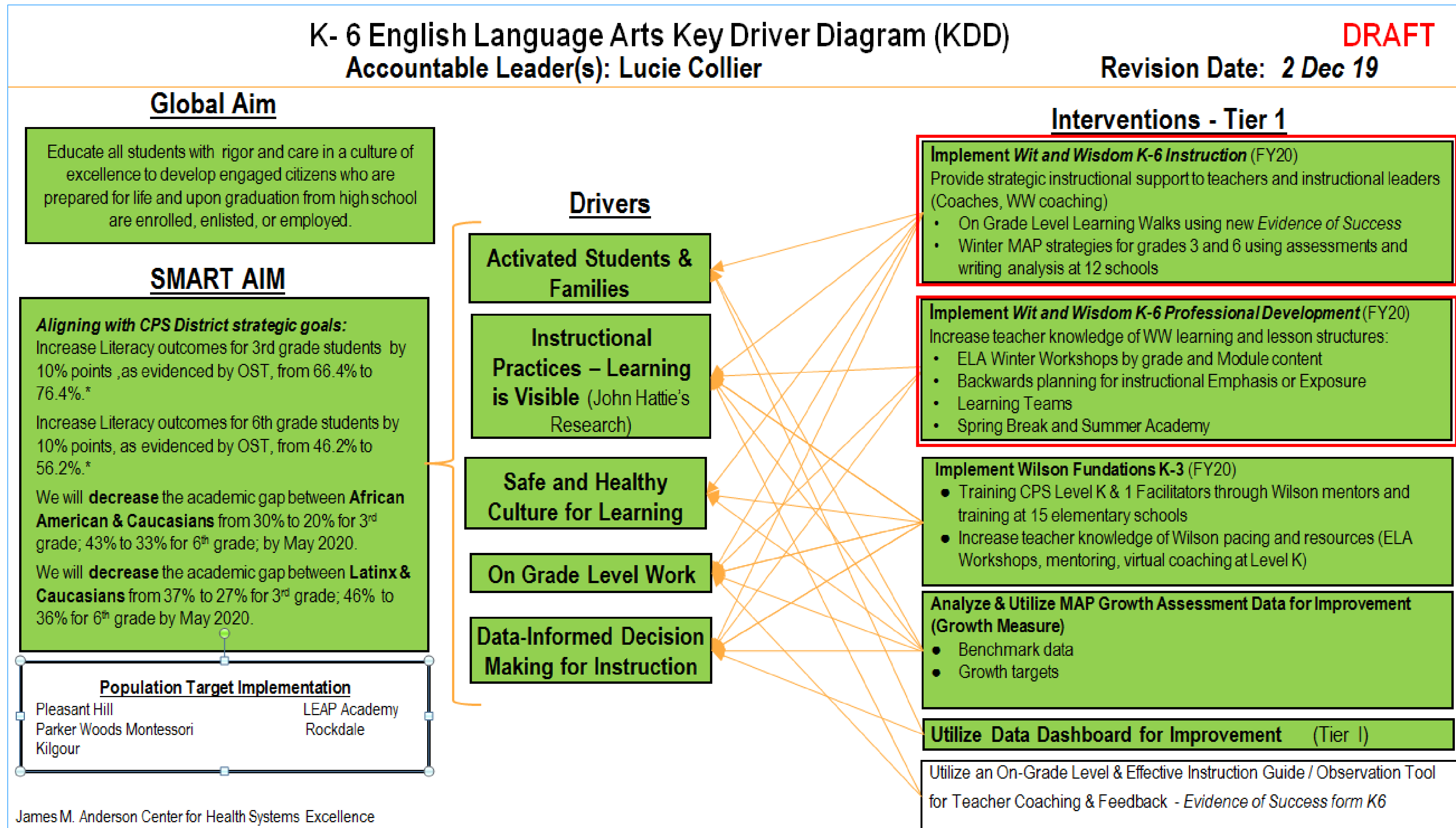




# THEORY



In order for the new implementation to be successful, staff would need targeted support.



# LEARNING CYCLES



The PDSA included five “focus” schools that represented the diversity of schools in the district. The goal was to learn what strategies and support were needed to improve the implementation and instructional delivery of Wit and Wisdom, and then spread the learning to other schools. The two ELA coaches ran the tests of change. Results were based on Learning Walks with the coaches, K6 ELA Manager, school principal, and Wit and Wisdom coaches using the Wit and Wisdom Year One Implementation Rubric.

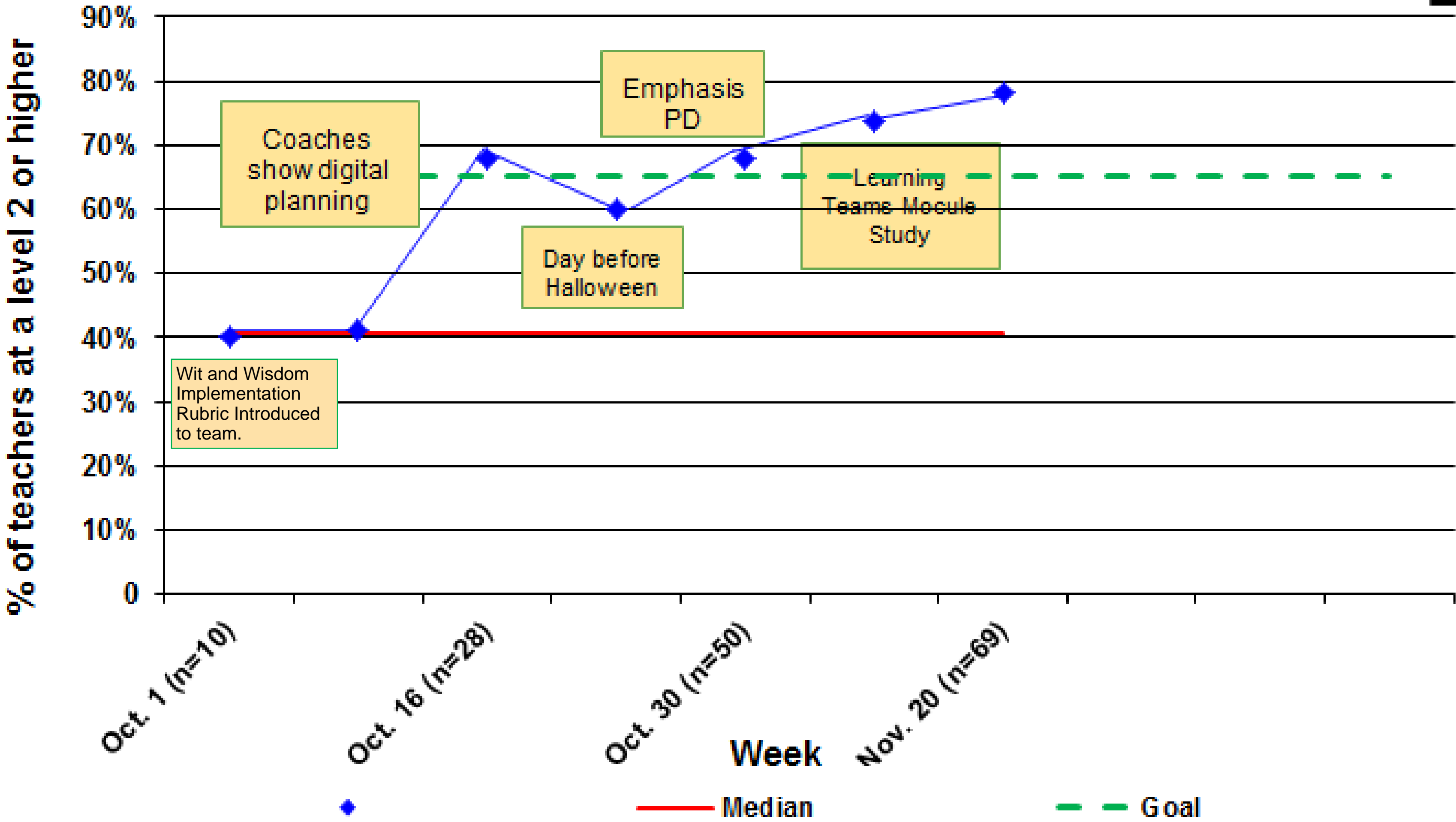
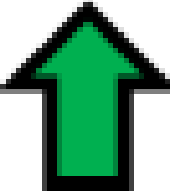
Tested	Learned
Sent out a survey to teachers in the five focus schools asking them to rate their comfort level with Wit and Wisdom implementation of a scale of 1 – 10 with feedback.	While the teacher feedback was helpful, the survey did not end up being a good measure for improvement. We abandoned the use of the survey.
Wit and Wisdom coaches shared their Implementation Rubric for Year 1 – 3 of a new adoption to use as part of our Learning Walks and discussions at the five schools.	Tried the Wit and Wisdom Year One Implementation Rubric at a school and all involved felt it was the tool needed to chart improvement and next steps. Adopted it for use as part of the PDSA.
Teachers reported confusion for lesson planning, especially around gathering all the needed resources. Coaches worked with teachers on planning lessons using the digital Wit and Wisdom site.	Teachers had to be shown the drop down features in the digital site and the purpose of each. Once they had those they found lesson planning and support much easier to do and reported it improved their lesson delivery.
Teachers reported that they felt the lessons went on too long and their pacing needed improvement. Backwards planning from the Analyze section in the lesson plans was used to help teacher know what to “Emphasis” in the lesson, and what needed “Exposure.”	Teacher focus and pacing improved dramatically, and they reported feeling more confident in their planning and instruction. During school visits it was noted that the level of student engagement in the lessons was notably higher, as was the level of discussion and productive struggle, a key piece for student success.
District Learning Teams for K-6 ELA focused on the backwards planning for Emphasis and Exposure, as well as a Module Study for the next set of lessons to better understand what students would be learning and the expected outcomes.	Teachers in the focus schools are feeling far better prepared as they start Module 2 following learning teams, and the Learning Walks confirmed this as all teachers were at the expected 2, some now at the highest score of 3. Feedback also indicates that this was helpful, but next steps should include more information about productive struggle, assessments and writing.

*The team has already started to spread what we have tested and learned, and we are prepared to support all schools with our learnings from this PDSA*

# RESULTS



## % of teachers meeting the 2 or higher on the Year One Implementation Rubric

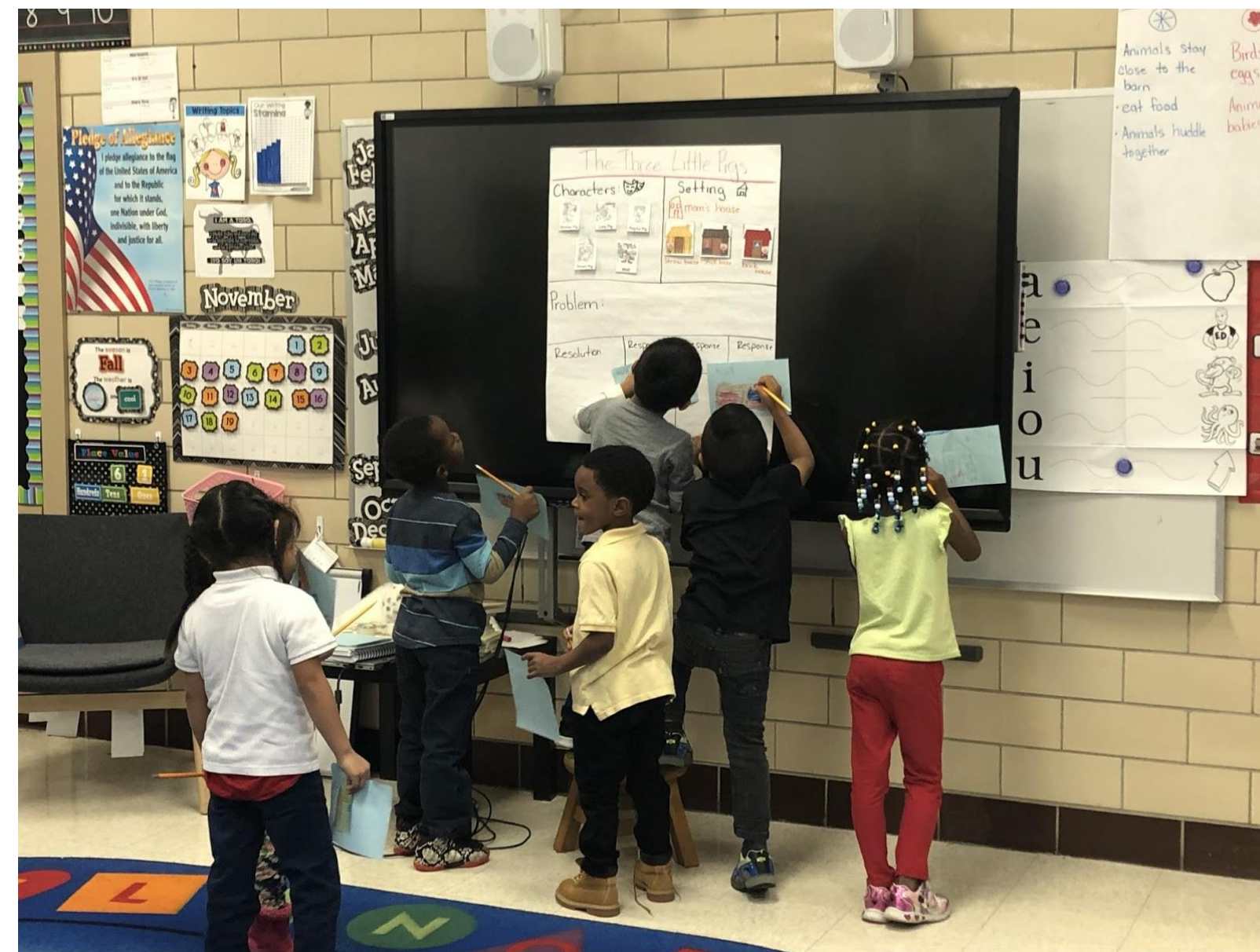
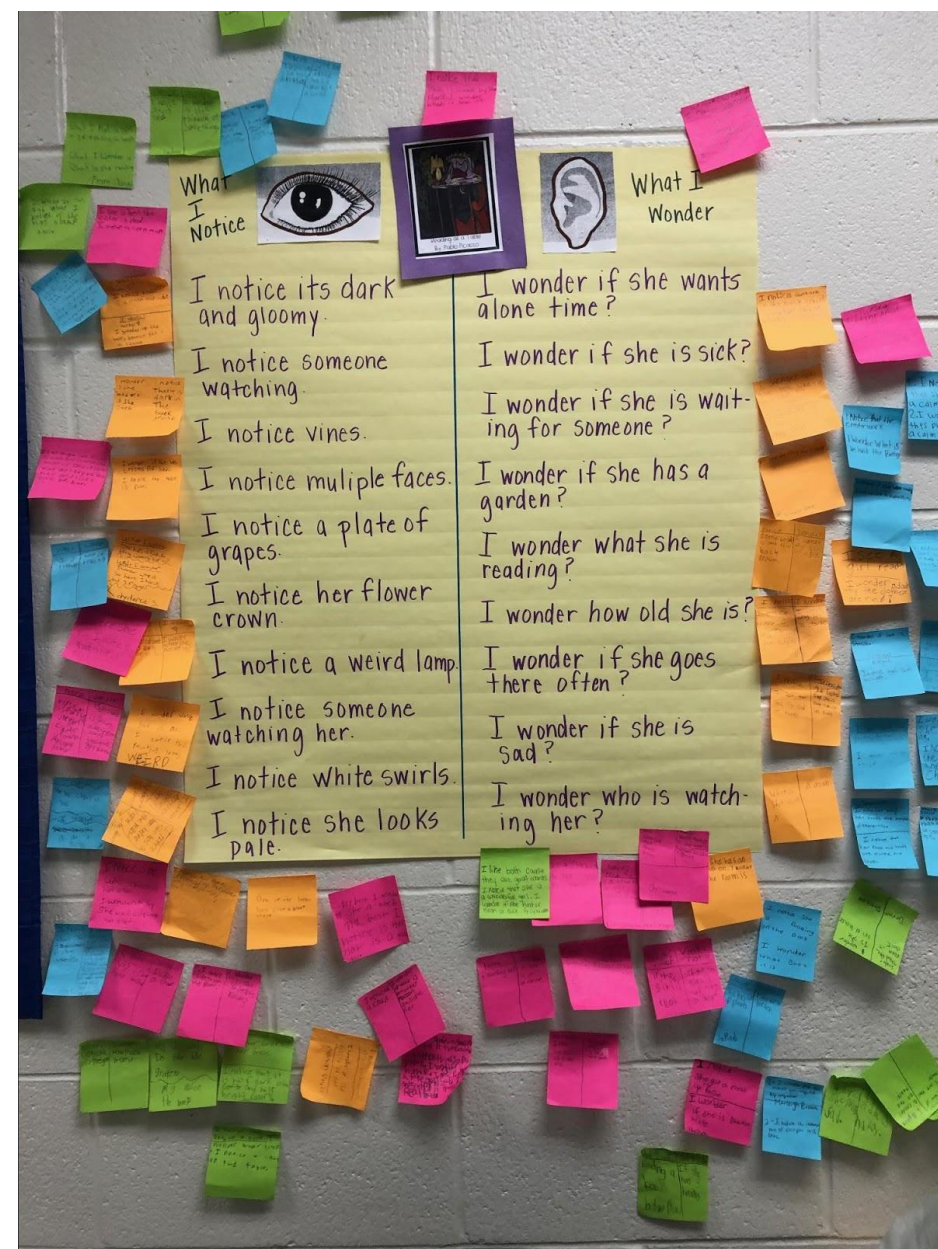




# MOST PROUD & WHY



The coaches for both CPS and Wit and Wisdom, and the teachers and principals at the five focus schools. Implementing a new resource that is vastly different from what is known is a lot of work and scary. Their willingness to try together, share honestly, allow us to be in their classrooms, and celebrate the success both big and small allowed us to learn and improve faster together.

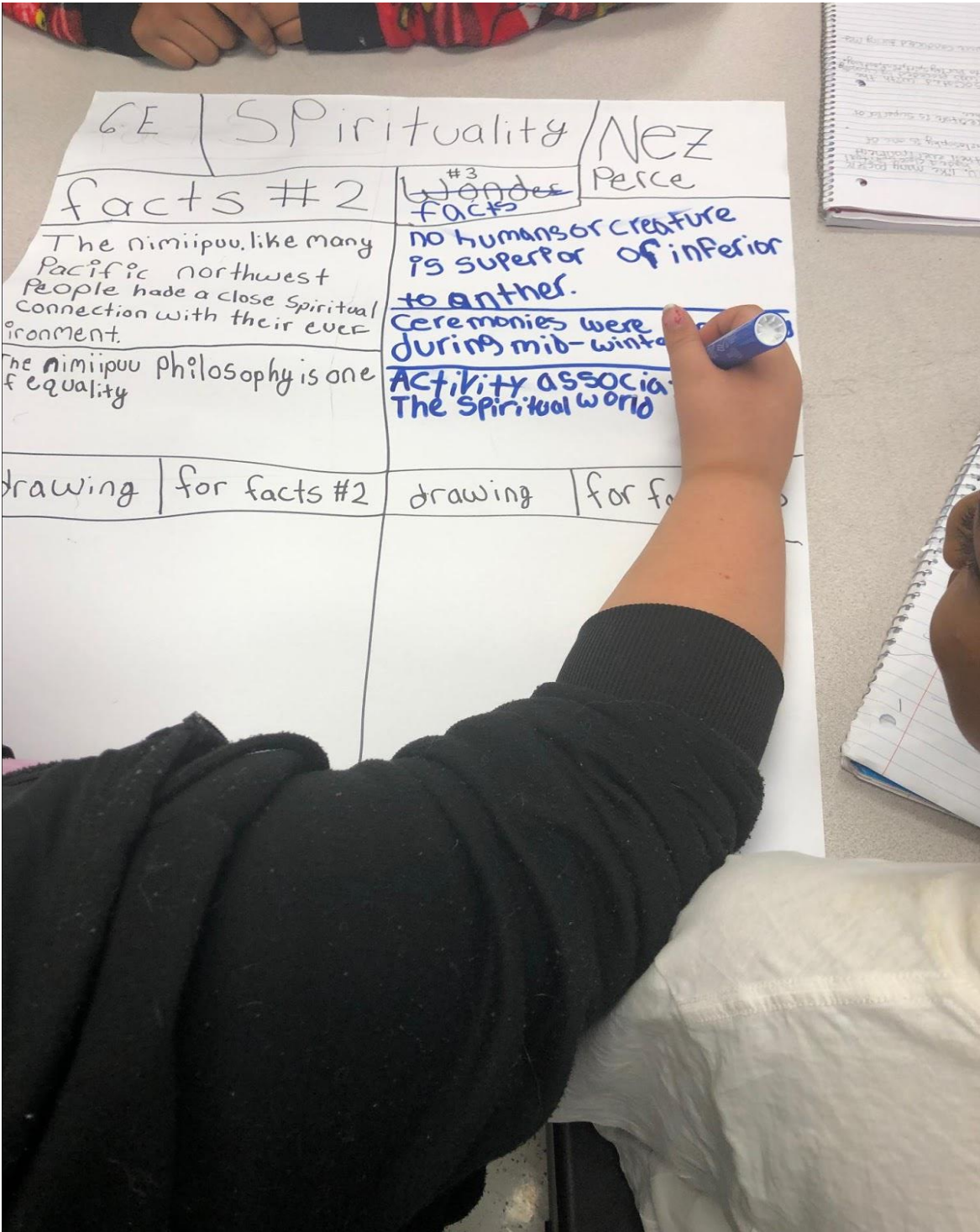
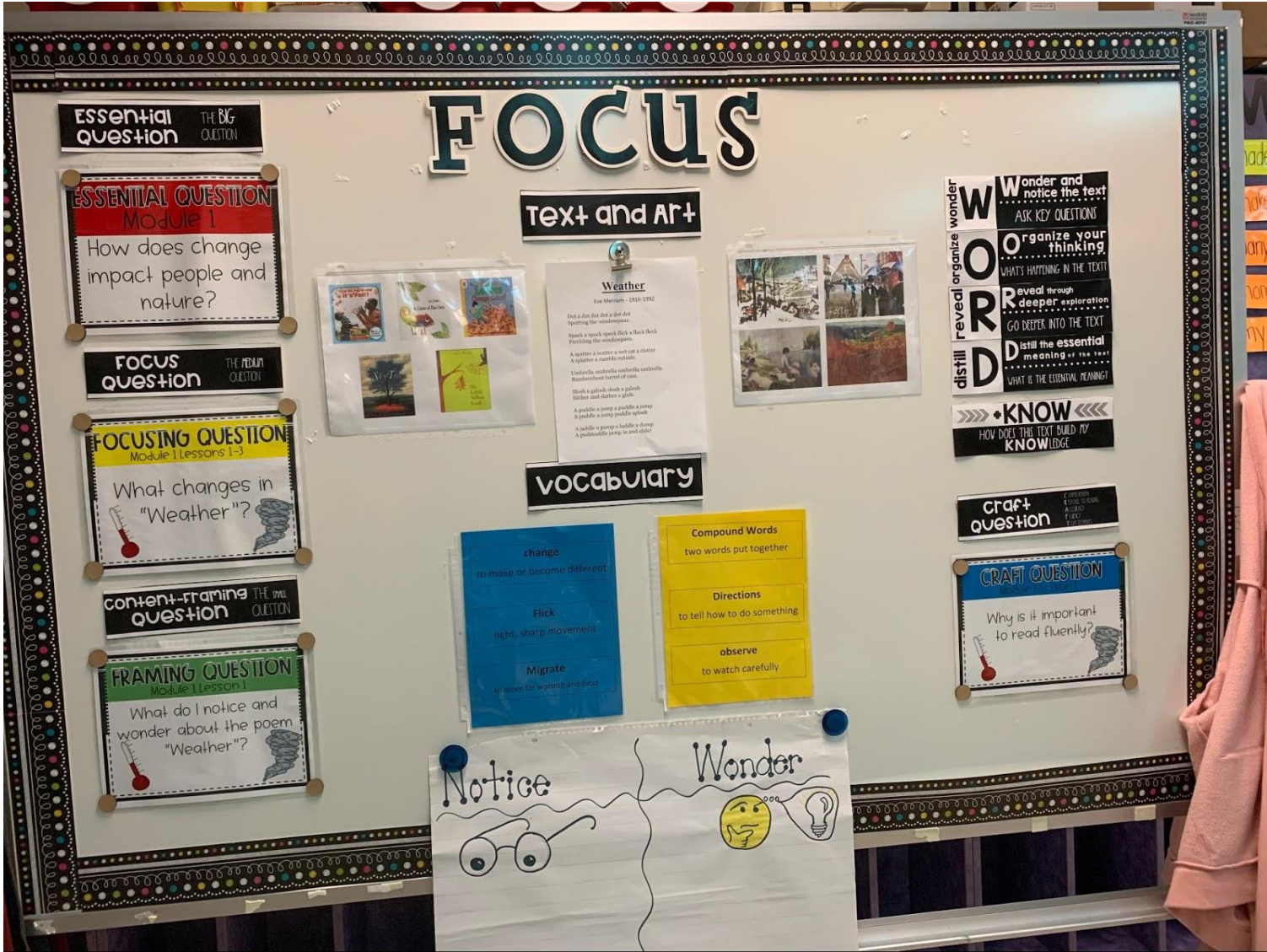




# GREATEST CHALLENGE



Time and number of schools. The year speeds by and we want to assist all schools in successful implementation that benefits all K6 CPS students.







## TEAM MEMBERS

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*Kaye, ELA Coach*

*Elizabeth*

