

For Facilitators Only: Story of the Day

Today, wraps up the week: first with an activity where participants provide feedback on each other's lessons, and then where they identify the kinds of scaffolds that can be used to support students in accessing grade level curriculum and text.

The afternoon is primarily a work session where you as the facilitator can meet with participants one-on-one for problem solving and consultation.

WHAT'S CHANGED?

Elevator Speech

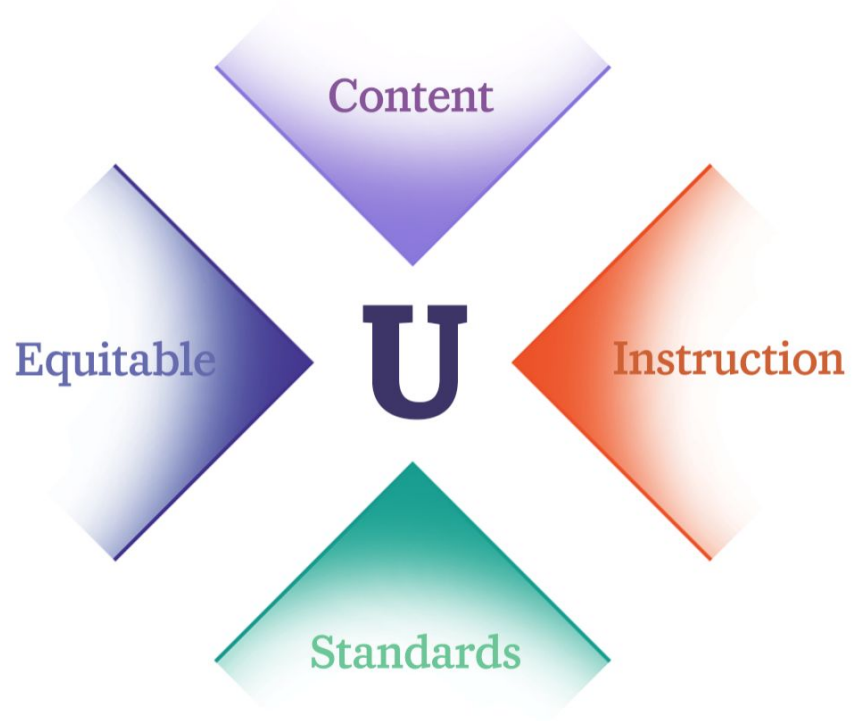
Bringing it All Together With A Focus on Equity

ELA I Grades 9–12
Day 5

UNBOUNDED

Our Approach

Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism.



Processing Feedback

Plus	Delta

WHERE ARE WE?

The Week at a Glance

Day 1: The Foundation

- Equity *is* the Standards and Shifts.
- What can it look like in instruction?

Day 2: Close Reading and Complex Text

- The text that we put in front of students shows them what we think about them.
- How do we make sure all students can access complex text?

Day 3: Building Knowledge with a Volume of Reading: Selecting and Scaffolding Text

- Knowledge begets knowledge.
- How is building knowledge an equity move?

Day 4: Attending to Language, Craft, and Structure

- Unpacking the structure of text
- What is the connection between being able to unpack the complex structure of a text and equitable reading and writing outcomes?

Day 5: Bringing It Together with a Focus on Equity

- Writing our story.
- How do we ensure equitable outcomes for all our students?



Objectives and Agenda: Day 5

Participants will ...

- Review the scaffolds to support student access to grade-level curriculum and complex text
- Engage in planning for personal next steps based on the work of the week.

- I. Keynote
- II. Scaffolding Carousel
- III. Lunch
- IV. Debrief
- V. Planning for Next Steps

Debriefing the Keynote

“All these self-serving efforts by powerful factions to define their racist rhetoric as nonracist has left Americans thoroughly divided over, and ignorant of, what racist ideas truly are. It has all allowed Americans who think something is wrong with Black people to believe, somehow, that they are not racists. But to say something is wrong with a group is to say something is inferior about that group. These sayings are interlocked logically whether Americans realize it or not, whether Americans are willing to admit it or not. Any comprehensive history of racist ideas must grapple with the ongoing manipulation and confusion, must set the record straight on those who are espousing racist ideas and those who are not. My definition of a racist idea is a simple one: it is any concept that regards one racial group as inferior or superior to another racial group in any way. — **Ibram X. Kendi, Stamped from the Beginning: The Definitive History of Racist Ideas in America**

For our white participants: In what ways have you confronted the racism inside of you this week? In what ways has your thinking changed regarding students and what they are capable of? In what you are capable of?

For our participants of color: In what ways have you confronted some of the internal conflicts regarding racism and education this week? To what extent has your thinking changed regarding students and what they are capable of? In what you are capable of?

Debriefing the Keynote

To dismantle the beliefs and practices that favor the culture of power, it is important for leaders to understand how power and bias impact classrooms and students.

Question: In your journal, take 5 minutes to reflect on how the keynote connects to the points from Unpacking Equity and the Principles for Language Equity and Learners.

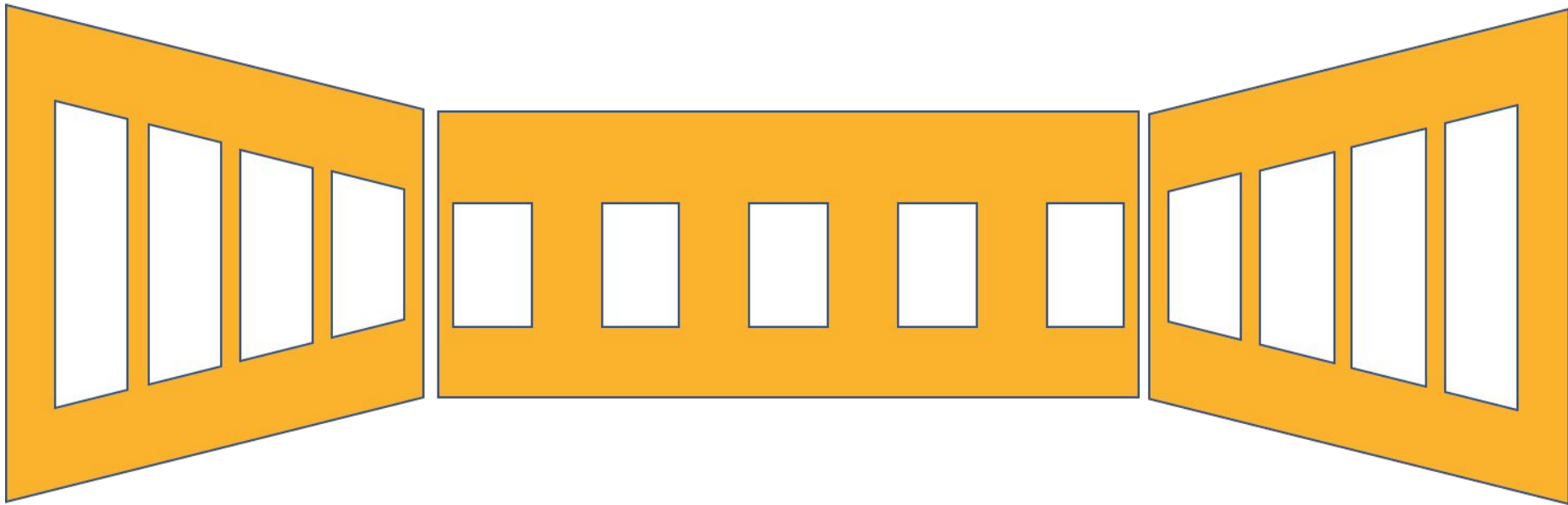
Norms that Support Our Learning

- Take responsibility for yourself as a learner.
- Honor time frames (when we start, break, end, and during activities).
- Be an active and hands-on learner.
- Use technology to enhance learning.
- Strive for equity of voice.
- Contribute to a learning environment in which it is “safe to not know.”
- Identify and reframe deficit thinking and speaking.

Principles for Language Equity and Learners

- We must provide students with well structured, intentional opportunities for collaboration that amplifies academic language.
- We must hold space for academic English, while also making the classroom a safe space for students to use variants of English and languages other than English.
- We must model academic language, provide instruction using grade-level complex text, and ensure opportunities for students to practice academic language in an academic context.
- We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.

Setup Directions - Do Not Display



COMPLEX TEXT

Supporting All Students



Supporting All Students



Locus of Control Continuum

Internal

External



- I can influence events and their outcomes.

- There are forces beyond my control that prevent me from being successful in influencing events and outcomes.

NEXT STEPS

Choose Your Adventure: Track Your Work

My next steps for applying what I have learned this week include:

- Long-term goal
- Short-term goal

My plan is to have this work completed by...

I would like to roll this out in the classroom/school in...

SMART

- Specific
- Measurable
- Attainable
- Realistic
- Time-based

Praise-Question-Suggest

- Share your plan(s) with your partner, pointing out where your thinking about the standards and shifts are evident. What specific standards do you intend for your students to practice? How is your plan reflective of the shifts?
- Partners should offer each other:
 - Praise: Where are the strengths in the plan(s)?
 - Question(s): Where are things unclear or not yet aligned?
 - Suggestion(s): What additional ideas would strengthen the plan(s)?

Morning Takeaways

Objectives

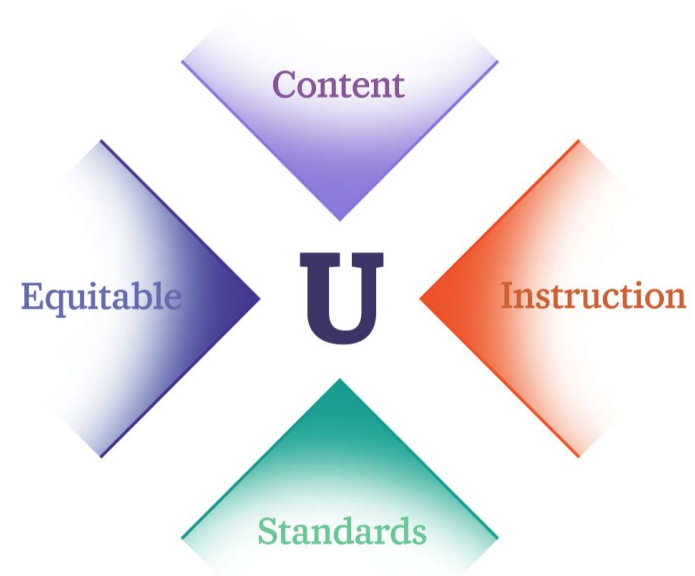
- Reflecting on the morning's keynote:
 - **Equity Connection:** Equity systematically promotes fair and impartial access to rights and opportunities.
- Evaluating Instructional Practices:
 - **Equity Connection:** Educational Equity ensures that all children – regardless of circumstances – are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.
- Scaffolding All Readers:
 - **Equity Connection:** Equity may look like adding supports and scaffolds that result in fair access to opportunities, or creating opportunities for all voices to be heard.

A stack of sandwiches on a white plate. The sandwiches are made with dark, seeded bread. The top sandwich is cut diagonally, showing a filling of sliced meat, lettuce, and tomato. The stack is on a white plate, which is placed on a colorful, patterned tablecloth. A semi-transparent white box with dark blue text is overlaid on the left side of the image.

LUNCH
60 MINUTES

Elevator Speech

You return to your school/role next week and colleagues want to know what you learned at Standards Institute. How do you describe the week? What changes do you want to advocate for within your sphere of influence? What do you say? Who do you say it to?



Practicing the Speech



10 minutes

Participants will independently craft a two minute “Elevator Speech” in which they use key ideas from the week to explain, advocate, or share.



6 minutes

Participants will practice delivering their speech to a partner and receive feedback.



3 minutes

Whole-Group Debrief.

WRAP-UP

Revisiting Goals

Are there additional changes or upgrades necessary for your goals?

- Long-term goal
- Short-term goal

SMART

- Specific
- Measurable
- Attainable
- Realistic
- Time-based

ACTIVITY PREPARATION

Synthesizing Learning to Improve Product

The goal for the next 45 minutes is to apply the learning from the week to your current role or practice

Teachers:

- *Use the Lesson Study Protocol with one of your own lessons*
- *If you don't have a lesson, return to the lesson from Day 4 and review to identify where students would possibly struggle, then develop scaffolding questions to support accessing the text and meeting the lesson's assessed standard*

Coaches:

- *Use the Lesson Study Protocol with one of your own lessons*
- *Develop a PD plan to address how you would roll out learning from this Institute (Lesson Study Protocol, Juicy Sentences, Text deconstruction, etc)*

Administrators:

- *Use the Lesson Study Protocol with one of your own lessons*
- *Identify the types of supports you would need or decisions you would have to make to implement the protocol process*

Partners: What resources do you currently have that you may need to update based on the Learning of the Week? How can you apply this in your work?

WHERE HAVE WE BEEN? WHERE ARE WE GOING?

The Week at a Glance

Day 1: The Foundation: What does Equity Look Like In Instruction?

Day 2: Building Knowledge with a Volume of Reading: How is building knowledge and equity move?

Day 3: Close Reading and Complex Text: How do we make sure all students access complex grade-level texts?

Day 4: Attending to Language, Craft, and Structure: How can the ability to unpack the structure of a text lead to equitable reading and writing outcomes?

Day 5: Bringing It Together with a Focus on Equity: What is your story?

Feedback

- Please fill out the survey located here:
www.standardsinstitutes.org
- Click “Explore the Agenda” on the top of the page.
- Click “Details” on the center of the page.

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