Bringing It All Together: Equitable Instructional Practices and Supporting Learners with Complex Text

ELA 1 Grades P – 3
Day 5
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.
Feedback on Feedback

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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.
WHERE ARE WE?

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: Phonics and Fluency
- Standards-aligned Foundational Skills.
- Systematic Phonics Instruction is an Equity Move.

Day 4: The Read-Aloud Project
- The Role of Read-Aloud.
- How do we provide equitable access to complex text as children learn to read?

Day 5: Bringing It Together with a Focus on Equity
- Applying the work of the week.
- How do we ensure equitable outcomes for all our students?
Objectives and Agenda

Participants will be able to …

• accurately identify equitable instruction that aligns to the Shifts and standards.
• apply and identify the Shifts in the classroom using the Instructional Practice Guide (IPG) Coaching Tool.
• identify scaffolding strategies to support readers before, during, and after reading a complex text.
• Determine how to talk about Institute

I. Reflecting on Equity
II. Evaluating Instructional Practices
III. Scaffolding All Readers
IV. Lunch
V. Elevator Speech
VI. Work Time: Read Aloud Project
BUILDING THE CONTAINER

Norms that Support Our Learning

- Take responsibility for yourself as a learner.
- Honor time frames (start, end, and activity).
- 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.
VIDEO VIEWING

Knowing What You Are Seeing

A. The teacher keeps all students persevering with challenging tasks.

B. The teacher expects evidence and precision from students and probes students’ answers accordingly.

C. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

E. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills.
VIDEO VIEWING

Grade 3: Who Stole the Mona Lisa?
DEBRIEF

Table Discussion

• Review your notes.
• Be prepared to share with the larger group.
• Discuss the following:
  o How has your observation and understanding of the video changed since the beginning of the week?
  o What did you notice today that stands out as excellent practice?
The Instructional Practice Guide (IPG):

Instructional Practice Guides
Daily Lessons for Grades K-2 and 3-12

Core Actions
Key Practices
Indicators
Observable (lettered details under each Core Action)
IMPLICATIONS

Instructional Practice Guide

What are the implications for teachers?
Setup Directions - Do Not Display
Supporting All Students
GALLERY WALK
Supporting All Students

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HOW ARE WE DOING?

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.
LUNCH
GALLERY WALK / DEBRIEF

Supporting All Students

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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

Participants will independently finish the scenario then write a two-minute “Elevator Speech” in which they use key ideas from the week to respond to the teacher in this scenario.

10 minutes

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

6 minutes

Whole-Group Debrief.

3 minutes
READ ALOUD PROJECT

Work Time
Day 5: Have we met the Objectives?

Participants will be able to …

• accurately identify equitable instructional practices that aligns to the Shifts and standards.
• identify scaffolding strategies to support readers before, during, and after reading a complex text.
We Take Data Seriously

Please fill out the survey located here: standardsinstitutes.org/institute/summer-2019

1. Click on the grey ‘Daily Survey’ link
2. Choose the appropriate link for today’s survey, i.e. Day 1, and continue to new window
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