



Standards INSTITUTE

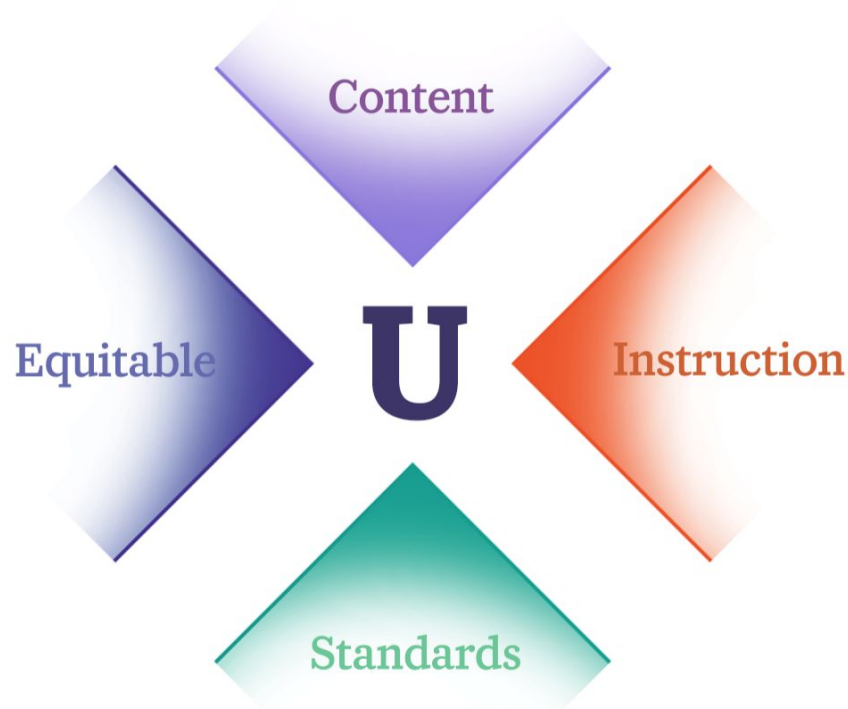
**Putting New
Knowledge to Work
for Our Students**

**ELA II
Grades K–12
Day 5**

UNBOUNDED

Our Approach

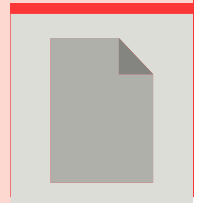
Our learning is grounded in the intersection of the standards, content, aligned curriculum, and the equitable instructional practices that are essential for closing the opportunity gap caused by systemic bias and racism.



Objectives and Agenda

- Begin to integrate the week's learnings into PD plan, a unit, or a lesson sequence.
- Develop an accountability plan to ensure that the work lives on past today.

- I. Integrate learning from the week into ongoing or new lesson-plan sequences or units.
- II. Engage in check-ins with peers to praise and polish.
- III. Accountability to self and students: maintaining momentum



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 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?

For 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?

Keynote Debrief

- We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.
- We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from our own.
- 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.

Find a partner with whom you haven't spoken much this week.

Select one of the charges from the *Principles for Language Equity and Learners*.

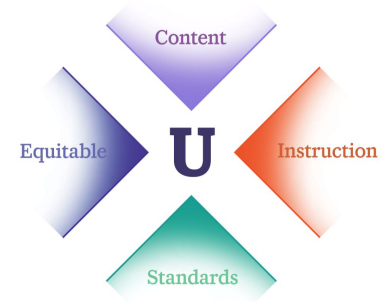
Answer the following questions:

- How did the keynote expand upon or clarify how this principle plays out in your educational role?
- What new ideas did the keynote introduce?
- What new questions do you have?

After two minutes, find another partner, and discuss the keynote's theme as it relates to the work of the week.

Processing Feedback

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.



| Plus | Delta |
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WHERE ARE WE?

The Week at a Glance

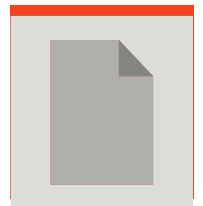
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|--|--|
| Day 1: Understanding Language | <ul style="list-style-type: none">• Navigating language complexity that lives in the text requires thoughtful support.• What can it look like in instruction? |
| Day 2: Scaffolding Up to Standards-Aligned Tasks | <ul style="list-style-type: none">• 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 and Processing Knowledge and Language | <ul style="list-style-type: none">• Unpacking the structure of the text (K-5).• We write from models (6-12)• What is the connection between being able to unpack the complex structure of a text and equitable reading and writing outcomes? |
| Day 4: Academic Language Supports and Standards-Aligned Writing Instruction | <ul style="list-style-type: none">• Building structured standards-aligned writing opportunities solidifies knowledge and learning.• How do you scaffold understanding and expression of understanding through standards-aligned tasks? |
| Day 5: Planning for Action | <ul style="list-style-type: none">• To be agents of change, we need to construct a new story.• How do we ensure equitable outcomes for all our students? |

REMEMBERING THE LEARNING

The Week in Review



- At your table, use your handout to brainstorm a list of the key learning from each day relevant to your work. Feel free to look back through your notes.
- Be prepared to share with the community.

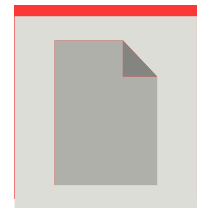


Taking What Works



Answer the following questions at your table, and prepare to share:

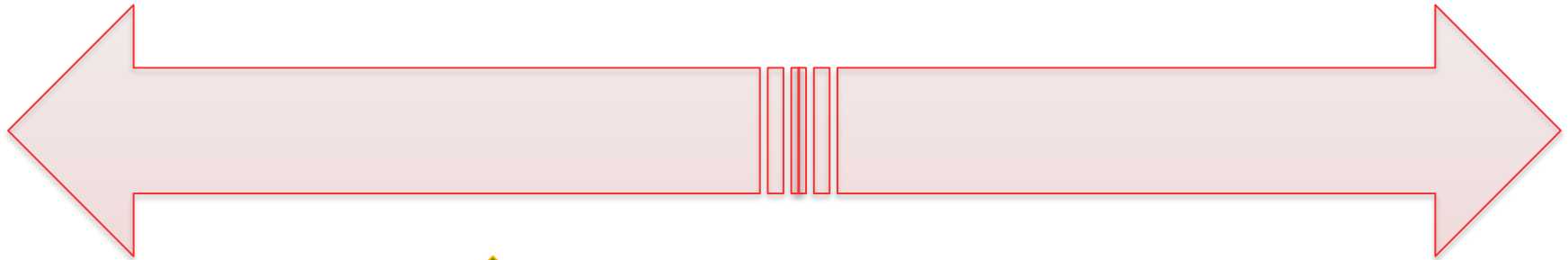
- What learning from this week can I use immediately?
- What learning or changes must I be strategic about in implementing?
- What learning or changes do I want to use or implement in the long term?
- Whom do I need in my corner to help make my plans a reality?



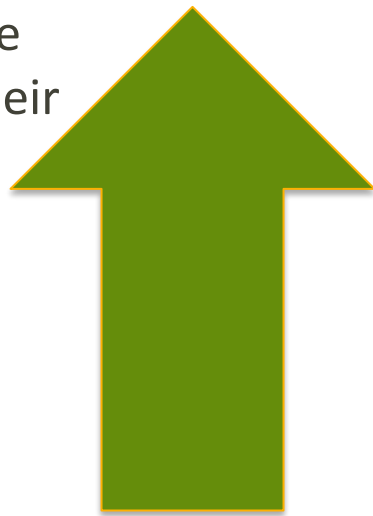
Locus of Control Continuum

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.

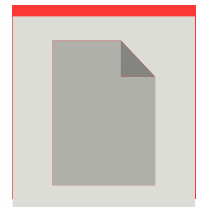
NEXT STEPS

Track Your Work

- By the end of the session today, my goal is ...
- My plan is to have this work completed by ...
- I would like to roll this out in the classroom/school/district in ...

SMART

- Specific
- Measurable
- Attainable
- Realistic
- Time-Based



Praise-Polish Protocol



Guidelines:

- 30 minutes working independently or with partners
- 15 minutes sharing and discussing in table groups
 - – What looks great
 - – What needs polishing
- 5 minutes whole group for questions

Revisit daily goals, and set a timeline for completion.



Lunch

Revisiting and Polishing Goals

- By the end of the session today, my goal is ...
- My plan is to have this work completed by ...
 - How much more time will you need?
 - When will you do the work?
- I would like to roll this out in the classroom/school/district in ...



Consultation, Problem Solving, and Planning

Use the remaining time:

- To work on and apply your learning.
- To collaborate with peers and network.
- To consult with the facilitator on next steps and possibilities.
- To plan on how to roll out specific pieces of this training in your home districts.



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 5, and continue to new window

Closing the Session: Plus/Delta

What went well ...

Even better if ...