

Putting New Knowledge to Work for Our Students

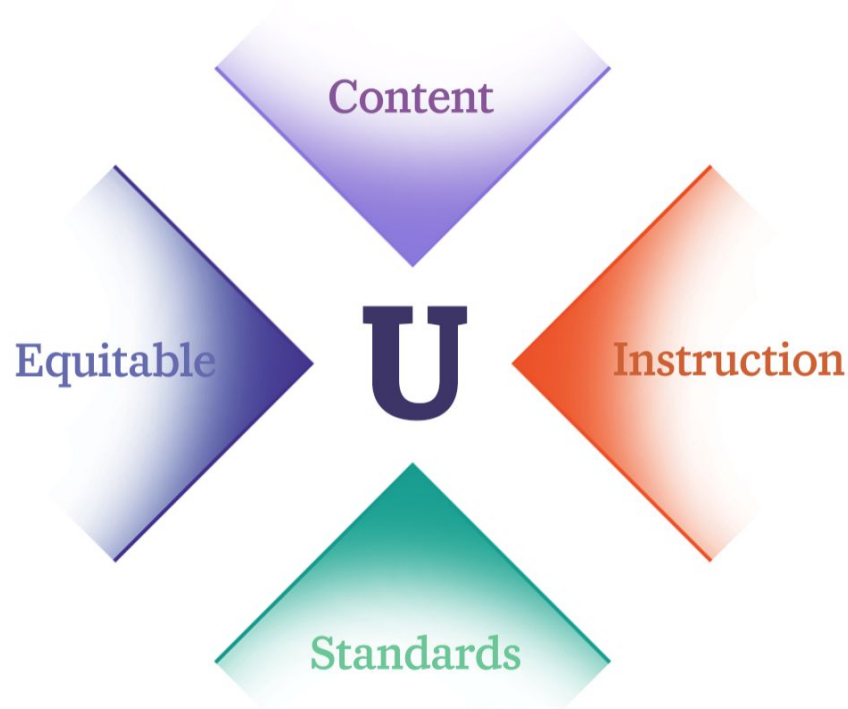
ELA II Grades K–12

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.



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.

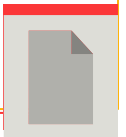
Find a partner with whom you haven't spoken much this week.

Select one of these charges from the *Principles of 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.



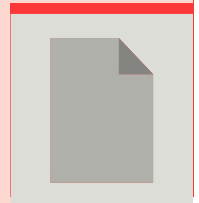
Processing Feedback

Plus	Delta

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



LOOKING BACK

The Week at a Glance: K-5

Day 1: Understanding Language

- 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

- 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

- Unpacking the structure of the text
- 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

- 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

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

The Week at a Glance 6-12

Day 1: Understanding Language

- Navigating language complexity that lives in the text requires thoughtful support.
- What can it look like in instruction?

Day 2: Adapting Writing Planning and Implementation for Better Student Outcomes

- 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: Using the Right Writing Tasks to Promote Student Achievement

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

Day 4: Linking Text Sets, Equity and Writing

- 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: Planning for Action

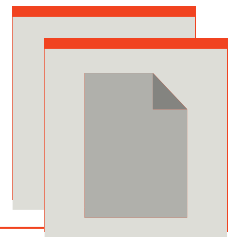
- **Writing our story.**
 - **How do we ensure equitable outcomes for all our students?**
-

REMEMBERING THE LEARNING

The Week in Review



- At your table, 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.

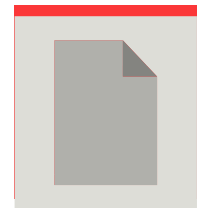


Taking What Works



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

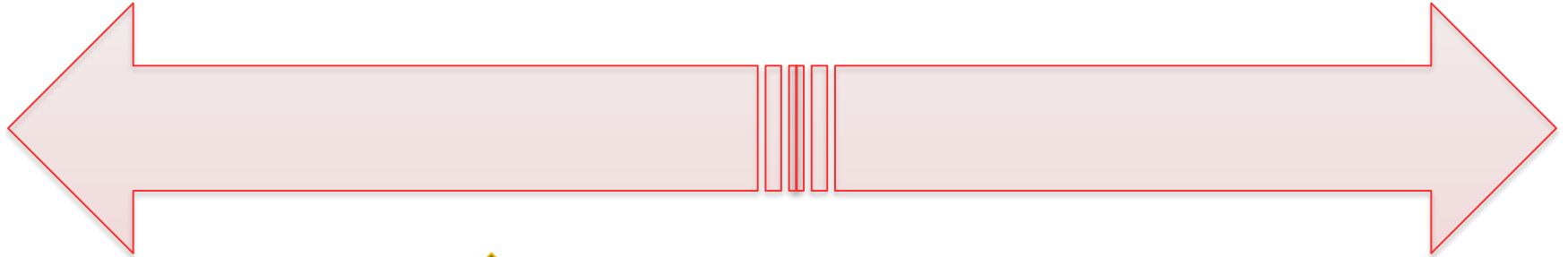
- What learning from this week can I use immediately?
- What learning or changes must I be strategic about in implementing?
- What learning or changes do I want to use or implement in the long term?
- Whom do I need in my corner to help make my plans a reality?



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.

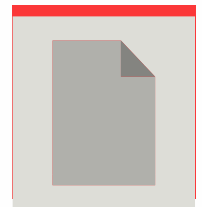
NEXT STEPS

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

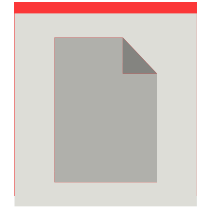
Revisit daily goals, and set a timeline for completion.



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:

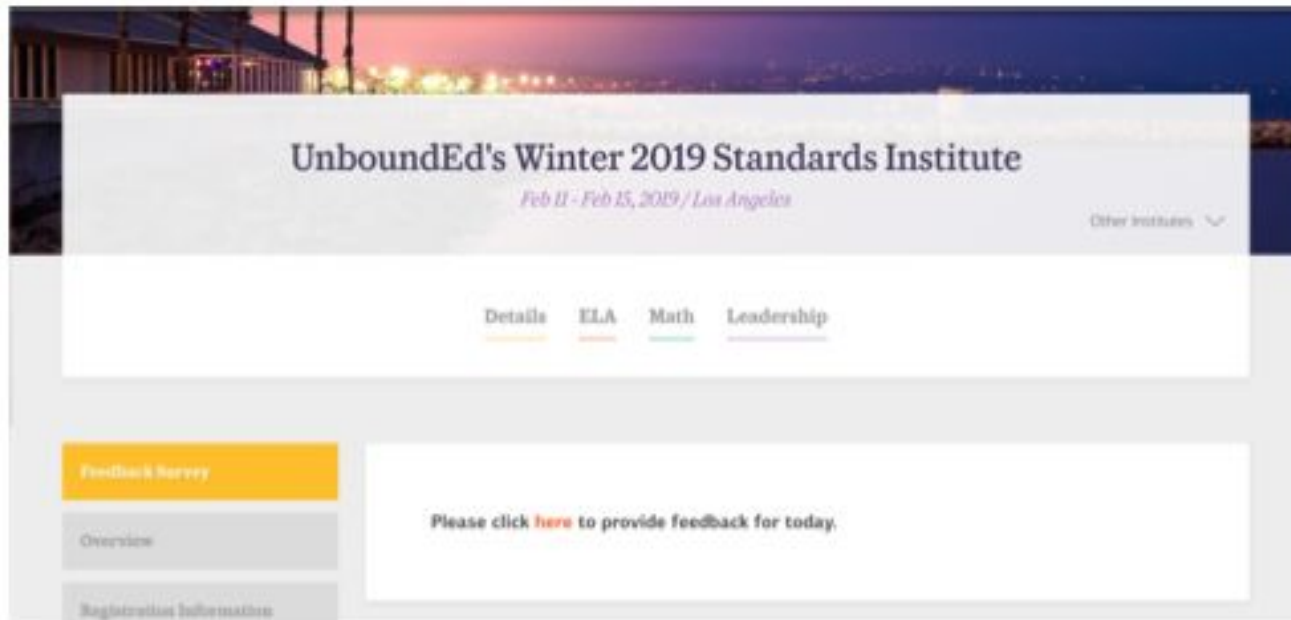
- To work on and apply your learning.
- To collaborate with peers and network.
- To consult with the facilitator on next steps and possibilities.
- To plan on how to roll out specific pieces of this training in your home districts.



CONTINUOUS IMPROVEMENT

Feedback

- Please fill out the survey located here:
www.standardsinstitutes.org
- Click “WINTER 2019” at the top of the page.
- Click “Details” in the center of the page.



Closing the Session: Plus/Delta

What went well ...

Even better if ...