



# **2018 Rural School Network Integrated Leadership Course Session 2**

# Welcome to Session 2!

**Name**

Title/School and District

Email

**Name**

Title/School and District

Email

# Agenda

- Overview
- Building Reading Proficiency in Rural Tennessee Districts
- Review & Reflect: Bridge to Practice from Core Actions 4 and 5
- Academic Strategy: Building Student Ownership
- Introduction to Core Action 6
  - Evidence of Core Action 6
  - Core Action 6 in Action
- Synthesis and Planning for Successful Literacy Instruction
- After Core Action 6
- Closing

# Outcomes

- Leaders will be **oriented to the content, context, and use** of the Literacy Learning Walkthrough Tool (LLW).
- Leaders will develop a **deeper understanding of three key literacy practices** for pre-K–12 classrooms.
  - *Selection of complex texts*
  - *Creation of aligned and strategically sequenced tasks and questions*
  - **Development of student ownership of learning**
- Leaders will **integrate new learning about text complexity, questions, and tasks into daily observation practices.**

# Norms

- Be present and engaged.
  - Use technology respectfully.
- Stay centered on supporting student success.
- Share, discuss, and reflect with openness, respect, and transparency.

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**Building Reading  
Proficiency in Rural  
Tennessee Districts**

# The Vision: Proficient Readers

*Proficient reading is all about making meaning from texts.*

## **PROFICIENT READERS...**



**Accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts**



**Construct interpretations and arguments through speaking and writing**



**Strategically employ comprehension strategies to analyze key ideas and information**



**Develop vocabulary**

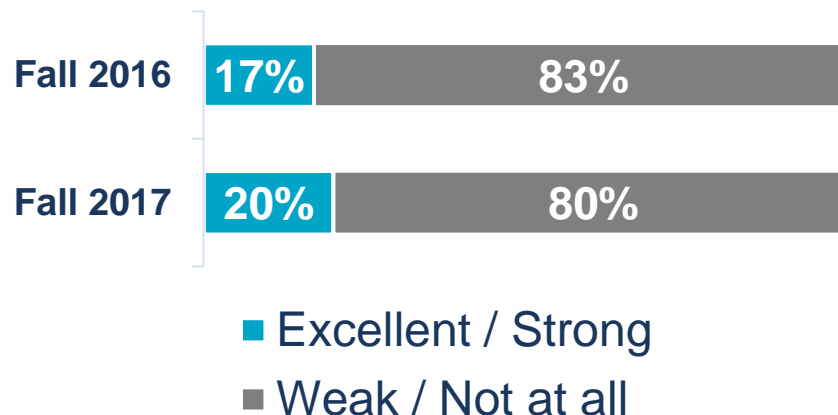
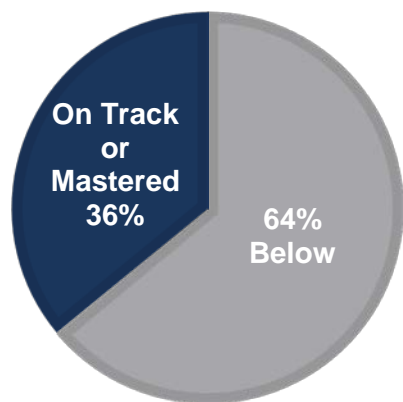


**Build knowledge about the world**

# The Reality: Many rural students lack opportunities to meet the demands of the standards.

- Fewer than half of Tennessee's rural students are meeting grade-level ELA benchmarks in grades 3-8.
- Students rarely engage in tasks that reflect the demands of the standards, limiting their opportunities to meet the ELA benchmarks.

## TNREADY GRADES 3-8 ELA





## **Our shared problem of practice:**

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



# Turn and Talk

- Are we preparing our students for their next steps in life? **Is instruction at your school shifting as fast as the world is shifting for our students?**
- What **specific actions** are being taken with students at grade \_\_\_\_\_ to be sure those **students are ready** for the next grade?
- Do we consider it **catastrophic** when a student **cannot read on grade level**? What **evidence** do you have for this answer?

# The Solution: Key Instructional Shifts in Literacy

## KNOWLEDGE

**Building knowledge** through content-rich non-fiction.

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## COMPLEXITY

Regular practice with **complex text** and its **academic language**.

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## TEXT-FOCUSED

Reading, writing, and speaking grounded in **evidence from text**, both literary and informational.

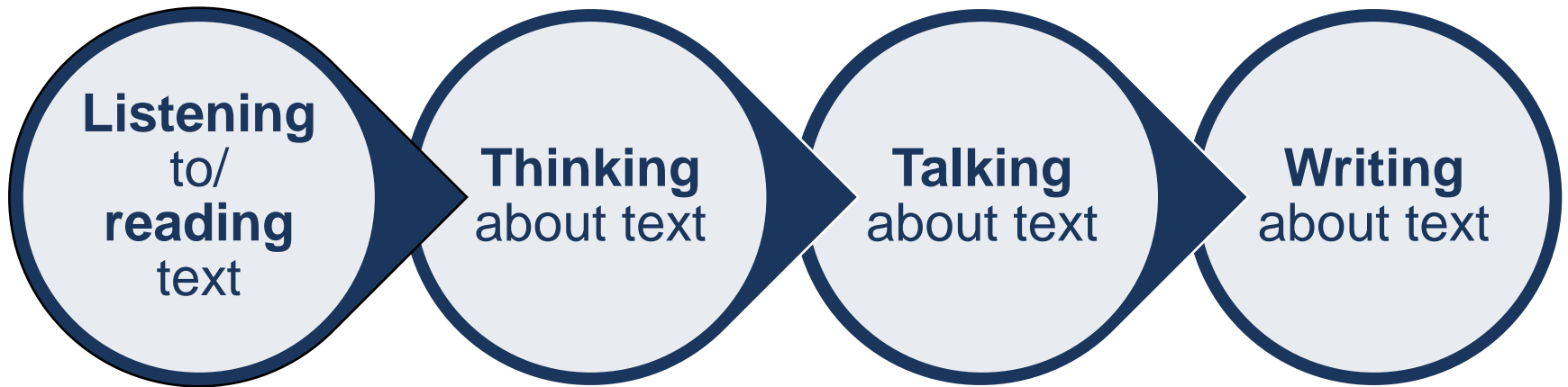
# The Commitment: Dramatically Different Results for Students

If students are:

- engaging in a **high volume** of reading,
- **reading** and **listening** to **complex texts** on or beyond grade level,
- thinking deeply about and responding to text through **speaking and writing**,
- developing the **skill** and **craft of a writer**, and
- practicing **foundational skills** that have been **taught explicitly** and **systematically** and **applied** through reading and writing,

*we will produce dramatically different results for our students.*

# The Commitment: High Expectations for Student Engagement

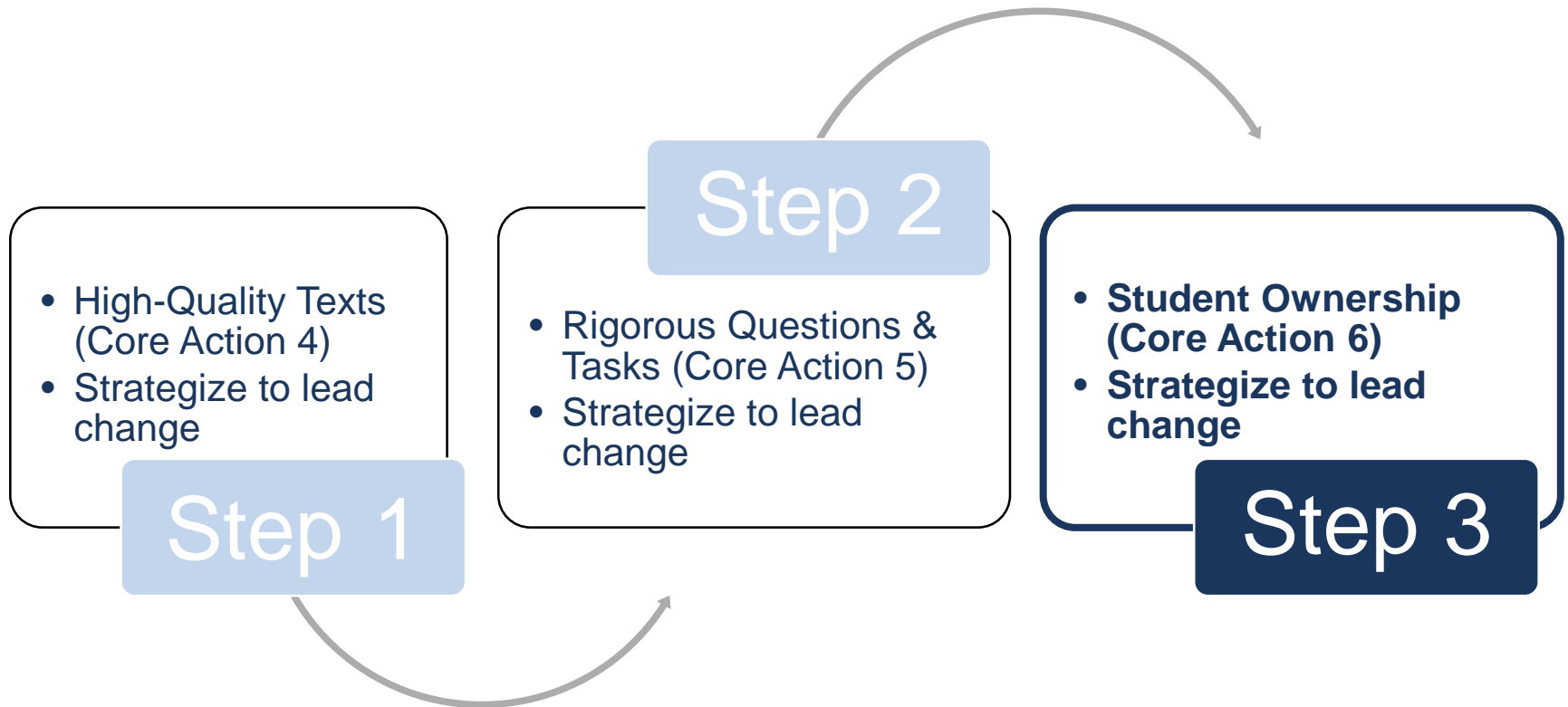


**Our goal for students is that they can clearly and coherently express their understanding of complex texts.**

# School Leaders As Change Agents

- You lead this massive change for students by providing educators with the **time**, **resources**, **support**, and **empowerment** to grow students through high-quality, standards-aligned tasks and instruction.
- As leaders of this massive change, you need a **vision** for change and a **strategy** for how to get there.

# Our Course of Study



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**Review & Reflect:  
Bridge to Practice**



# Review—Group 1: Identifying Worthy Texts

LITERACY LEARNING WALK TOOL											
Tennessee Department of Education											
TEACHER/GRADE: _____											
SCHOOL: _____											
DATE/TIME: _____											
<b>READING/LISTENING COMPREHENSION:</b> Was reading or listening comprehension targeted in this lesson? <i>Yes</i> <input checked="" type="checkbox"/> <i>No</i> <input type="checkbox"/> <i>If yes, rate these Core Actions (Texts, Questions &amp; Tasks, Ownership). If no, skip to next section.</i>											
<b>4. TEXTS:</b> Is the lesson centered on a high-quality text or texts? a. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s). _____ b. The text(s) are at or above the complexity level expected for the grade and time in the school year. <i>Note:</i> Texts read aloud in K-2 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the purpose. _____ c. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated. _____	<b>N</b> No <b>Y</b> Yes										
Text Title(s): _____ <table border="0"><tr><td><input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders.</td><td><input type="checkbox"/> Read aloud</td></tr><tr><td><input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group.</td><td><input type="checkbox"/> Shared reading</td></tr><tr><td></td><td><input type="checkbox"/> Teacher-led guided reading</td></tr><tr><td></td><td><input type="checkbox"/> Independent reading</td></tr><tr><td></td><td><input type="checkbox"/> Other: Please specify _____</td></tr></table>		<input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders.	<input type="checkbox"/> Read aloud	<input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group.	<input type="checkbox"/> Shared reading		<input type="checkbox"/> Teacher-led guided reading		<input type="checkbox"/> Independent reading		<input type="checkbox"/> Other: Please specify _____
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	<input type="checkbox"/> Independent reading										
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<b>5. QUESTIONS AND TASKS:</b> Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning? a. Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics. _____ b. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details. _____ c. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text. _____ d. Questions and tasks attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text. _____ e. Questions are skillfully crafted and sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration. _____ f. Questions and tasks elicit responses in age-appropriate ways (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten). _____ g. Questions and tasks address the varying needs of students in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level). _____	<b>1</b> Not Yet <b>2</b> Somewhat <b>3</b> Mostly <b>4</b> Yes										
<b>6. OWNERSHIP:</b> Are students responsible for doing the thinking in this classroom? a. Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. _____ b. Students provide precise responses. When responses are imprecise, the teacher probes understanding but students do the complex thinking. _____ c. Students share their developing thinking about the content of the lesson. _____ d. Students explain their thinking, orally and/or in writing, using evidence from the text(s). _____ e. Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking. _____ f. Students demonstrate progress toward independence in reading and writing. _____	<b>1</b> Not Yet <b>2</b> Somewhat <b>3</b> Mostly <b>4</b> Yes										

Is the lesson centered on  
**high-quality text** or  
texts?



## Core Action 4 Placement Review

What do you know about high-quality  
texts and how they fit into a vision for  
excellent literacy instruction?

# Review—Group 2: Rigorous Questions & Tasks

LITERACY LEARNING WALK TOOL		TEACHER/GRADE	
Tennessee Department of Education		SCHOOL	
		DATE/TIME	
<b>READING/LISTENING COMPREHENSION:</b> Was reading or listening comprehension targeted in this lesson? (Yes/No) <i>If yes, rate these Core Actions (Tests, Questions &amp; Tasks, Ownership). If no, skip to next section.</i>			
<b>4. TEXTS:</b> Is the lesson centered on a high-quality text or texts?			
a. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).		___	
b. The text(s) are at or above the complexity level expected for the grade and time in the school year. <i>Note: Texts read aloud in K-2 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the purpose.</i>		___ <b>N</b> No ___ <b>Y</b> Yes	
c. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated.		___	
Text Title(s):			
<input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders.		<input type="checkbox"/> Read aloud	
<input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group.		<input type="checkbox"/> Shared reading	
		<input type="checkbox"/> Teacher-led guided reading	
		<input type="checkbox"/> Independent reading	
		<input type="checkbox"/> Other: Please specify _____	
<b>5. QUESTIONS AND TASKS:</b> Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?			
a. Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics.		___	
b. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details.		___	
c. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.		___	
d. Questions and tasks attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text.		___	
e. Questions are skillfully crafted and sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.		___	
f. Questions and tasks elicit responses in age-appropriate ways (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten).		___	
g. Questions and tasks address the varying needs of students in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level).		___	
		1 Not Yet 2 Somewhat 3 Mostly 4 Yes	
<b>6. OWNERSHIP:</b> Are students responsible for doing the thinking in this classroom?			
a. Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.		___	
b. Students provide precise responses. When responses are imprecise, the teacher probes understanding but students do the complex thinking.		___	
c. Students share their developing thinking about the content of the lesson.		___	
d. Students explain their thinking, orally and/or in writing, using evidence from the text(s).		___	
e. Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking.		___	
f. Students demonstrate progress toward independence in reading and writing.		___	
		1 Not Yet 2 Somewhat 3 Mostly 4 Yes	

Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?



## Core Action 5 Placement Review

What do you know about strong questions and tasks and how they fit into a vision for excellent literacy instruction?

# Key Take-Aways

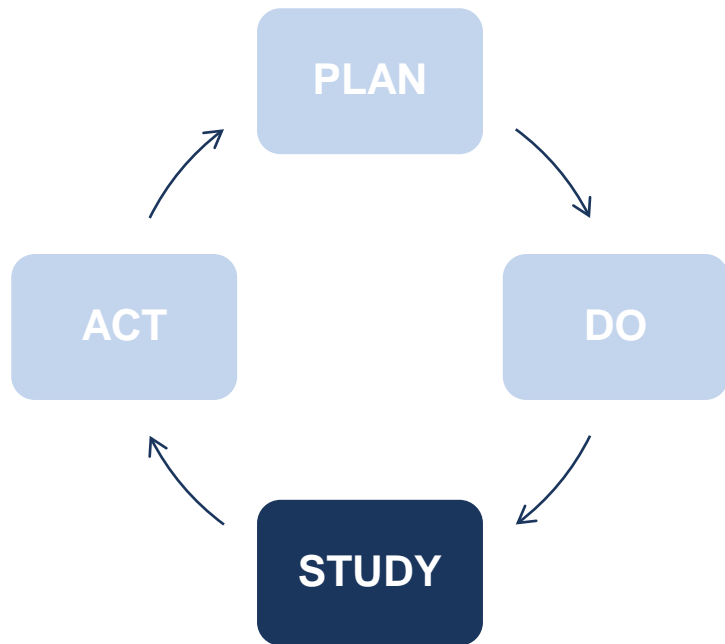
## COMPLEX TEXTS

- Contain dense information, uncommon vocabulary, unfamiliar settings, topics or events
- Lack words, sentences or paragraphs that review or pull things together for the student as well as lack of repetition, overlap, or similarity in words and sentences.
- Include lengthy paragraphs, complex sentence, subtle and/or frequent transitions, multiple and/or subtle themes and purposes
- Are placed appropriately in and within the grade band.
- Are worthy of student time and attention, exceptionally crafted and thoughtful, provide useful information, richly illustrated (where appropriate).

## QUESTIONS AND TASKS

- Reflect deep integration of the strands; reading, writing, and speaking and listening are not taught in isolation
- Focus on making meaning of texts and concepts, not “teaching” standards in isolation
- Answered only after reading texts and require knowledge gained from the texts
- Require students to support ideas with evidence and/or knowledge from the texts
- Address specific language features that make text challenging to allow students to make sense of text
- Employ appropriate vocabulary instructional strategies
- Lead students to enduring understandings for unit
- Sequenced intentionally to lead students toward success on end-of-unit task.

# Improvement Science: *Get Better at Getting Better*



At the close of the Session 2, we asked you to:

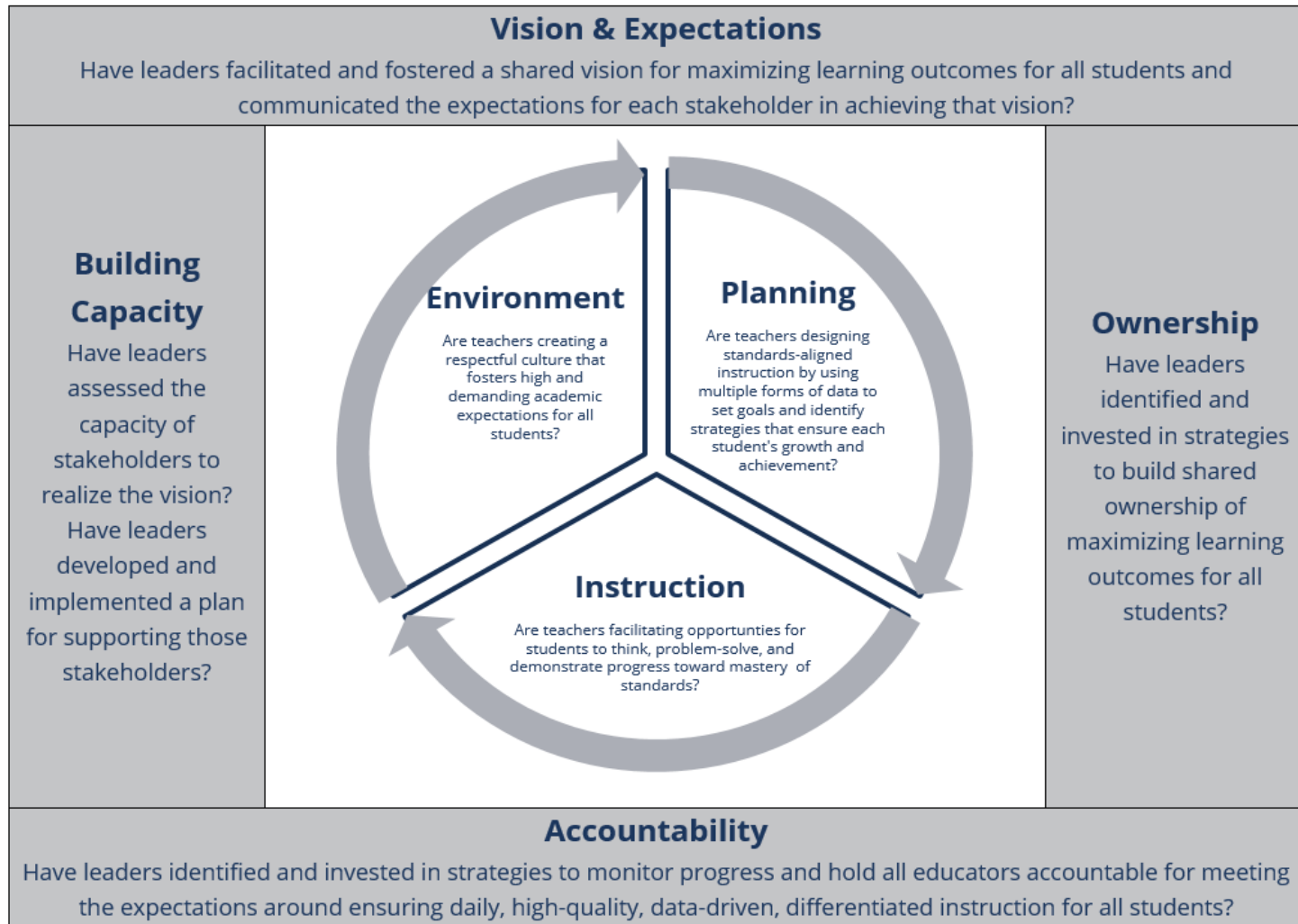
- **Observe instruction** in a minimum of five classrooms using Core Action 4 and 5 of the Literacy Learning Walk Tool.
- **Script** the sequence of **questions and record associated tasks**.
- **Complete a text complexity analysis** (quantitative and qualitative complexity) of at least two of the texts.
- Bring the **question and task sequences**, your **notes** and **ratings** on Core Actions 4 and 5, and your **assessment of the texts' complexities** to session 2.
- Come prepared to **discuss**.

# Stained Glass Reflection

Take the next 5 minutes to **independently reflect** on the following questions, then **share** your reflections with your table:

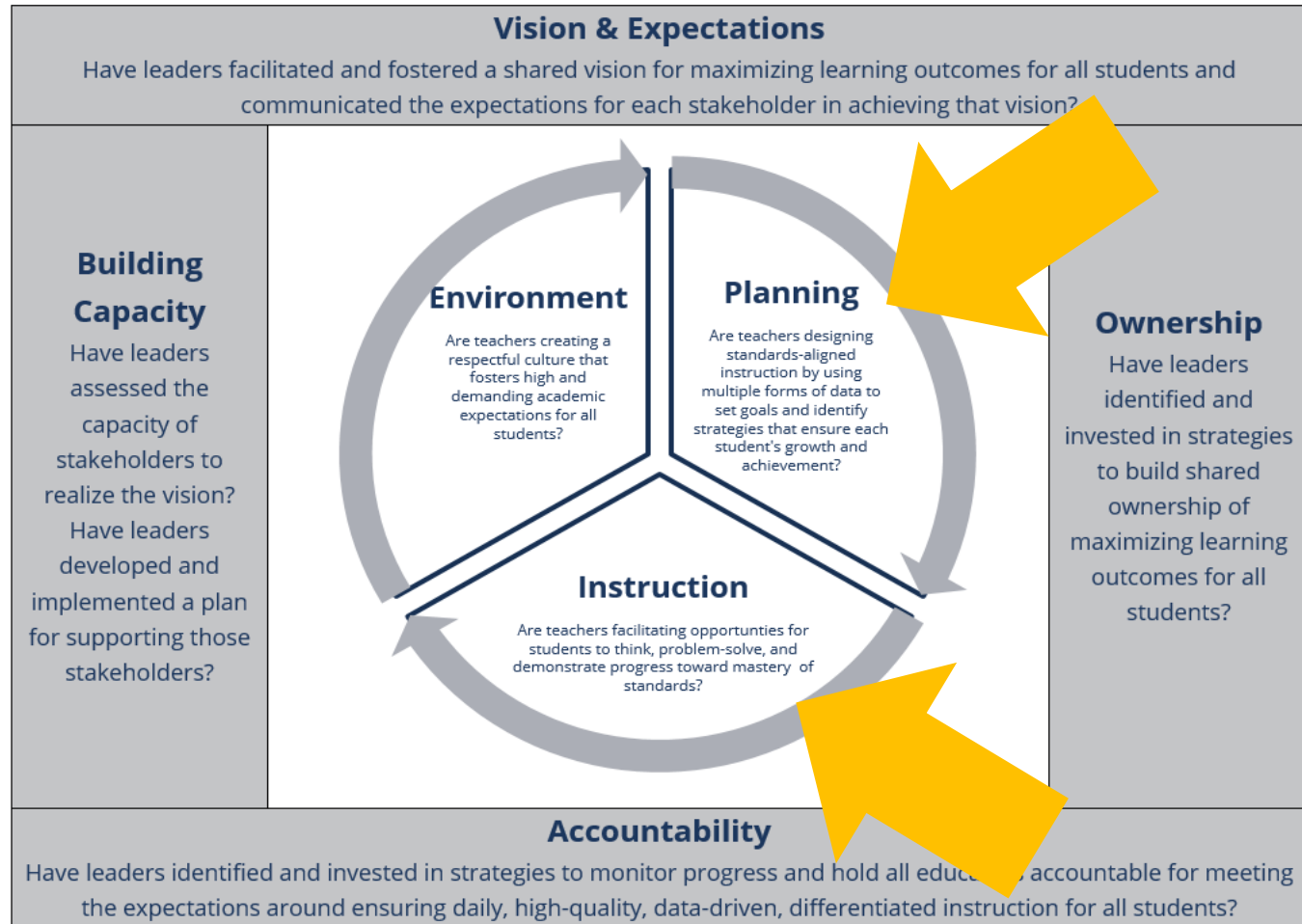
- Looking at the question sequences you scripted and tasks you captured, what **knowledge** were the teachers trying to build with students?
- How do the questions and tasks reflect the grade-level **expectations** of the standards?
- What do you **notice and wonder** about complexity of texts involved?
- How might you **incorporate these questions** into coaching conversations with teachers?

# Expectations for High-Quality Leadership



**What is influencing the current quality of questions and tasks in your building?**

# Expectations of High-Quality Leadership



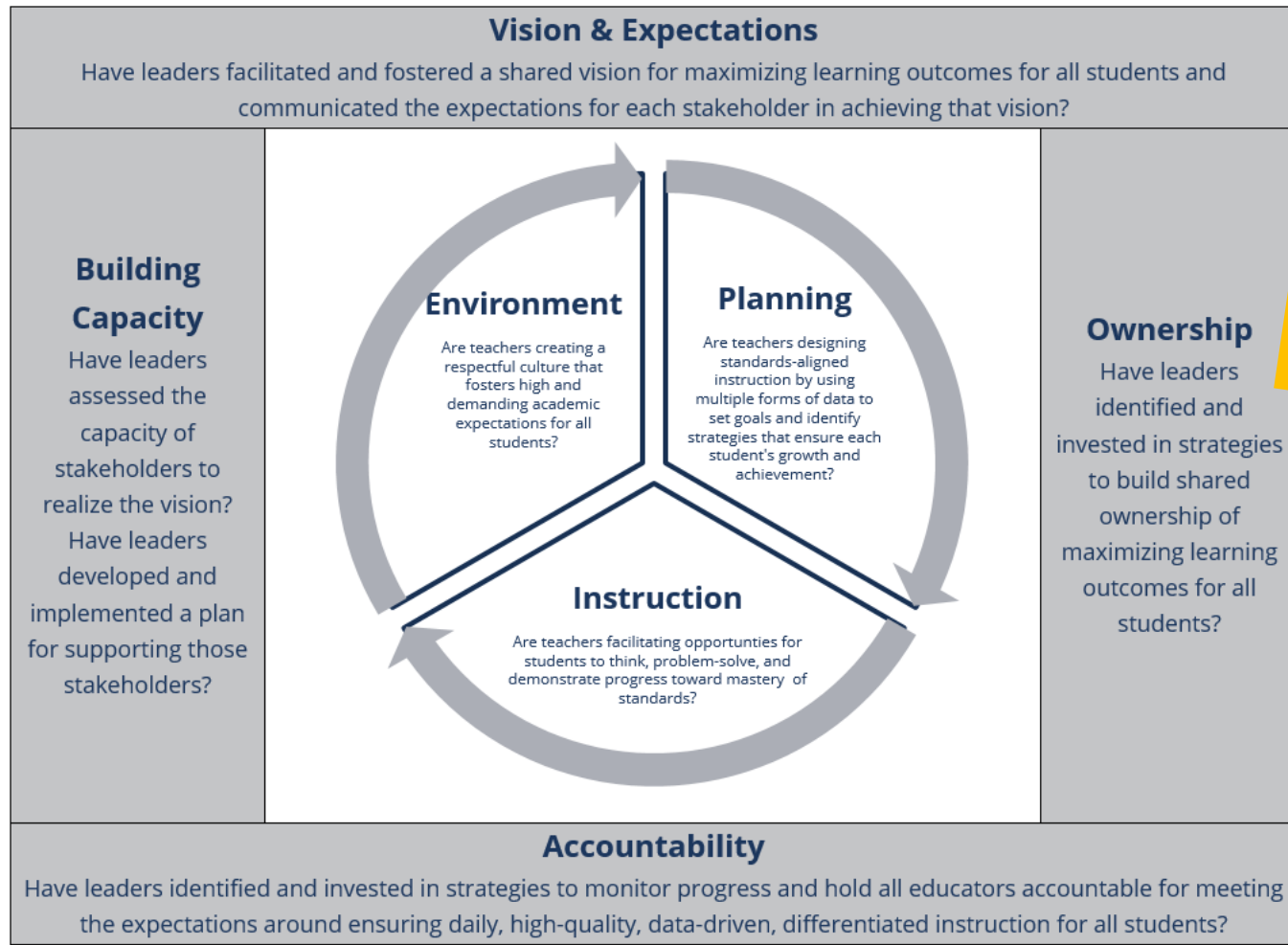
**How are teachers facilitating opportunities for students to think, problem solve, and demonstrate progress towards mastery of standards?**

# Table Discussion: Planning and Instruction

- **REFLECT:** What evidence did you gather on how **instructional materials** in your building **prompt students to think deeply about** and **respond to text** through speaking and writing?
- **STUDY:** Were questions and tasks you observed taken directly from the **instructional materials teachers currently have**, or are there efforts **to adapt and modify** materials?
- **ACT:** Given your thinking, is your next action step to focus on the **quality of materials** or **building teacher capacity** to utilize high-quality materials to build effective questions and tasks?



# Expectations of High-Quality Leadership

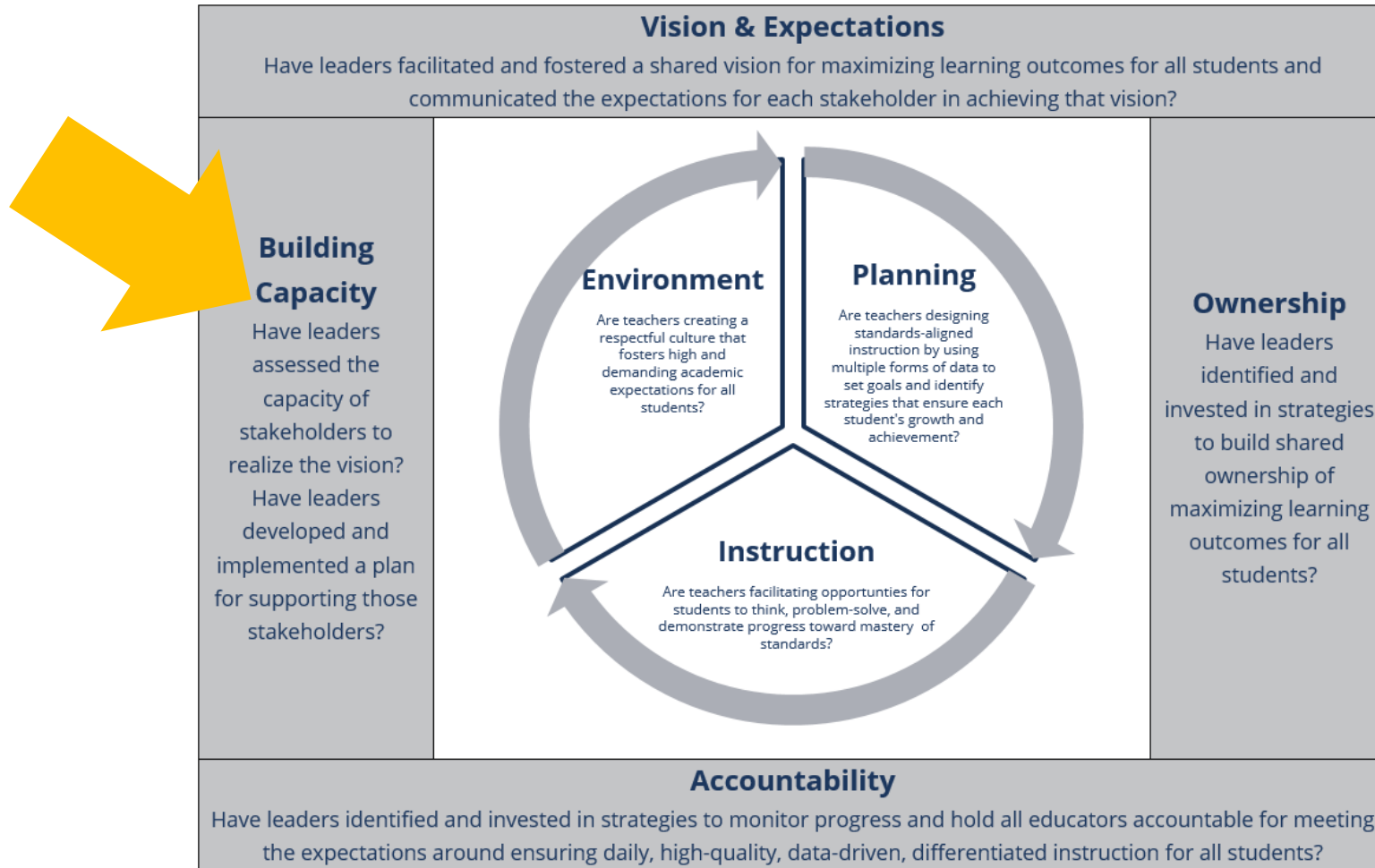


**How are you identifying and investing in strategies to build shared ownership of maximizing learning outcomes for all students?**

# Table Discussion: Ownership

- **REFLECT:** What evidence did your classroom walk-throughs provide for what your teachers **believe** about their **students' ability** to make meaning from complex texts?
- **STUDY:** Do the **majority of questions and tasks** focus students on **making meaning from text**?  
(Comprehension)
- **ACT:** How can you refine your plan to **build educator investment** in the vision and plan for change?

# Expectations of High-Quality Leadership

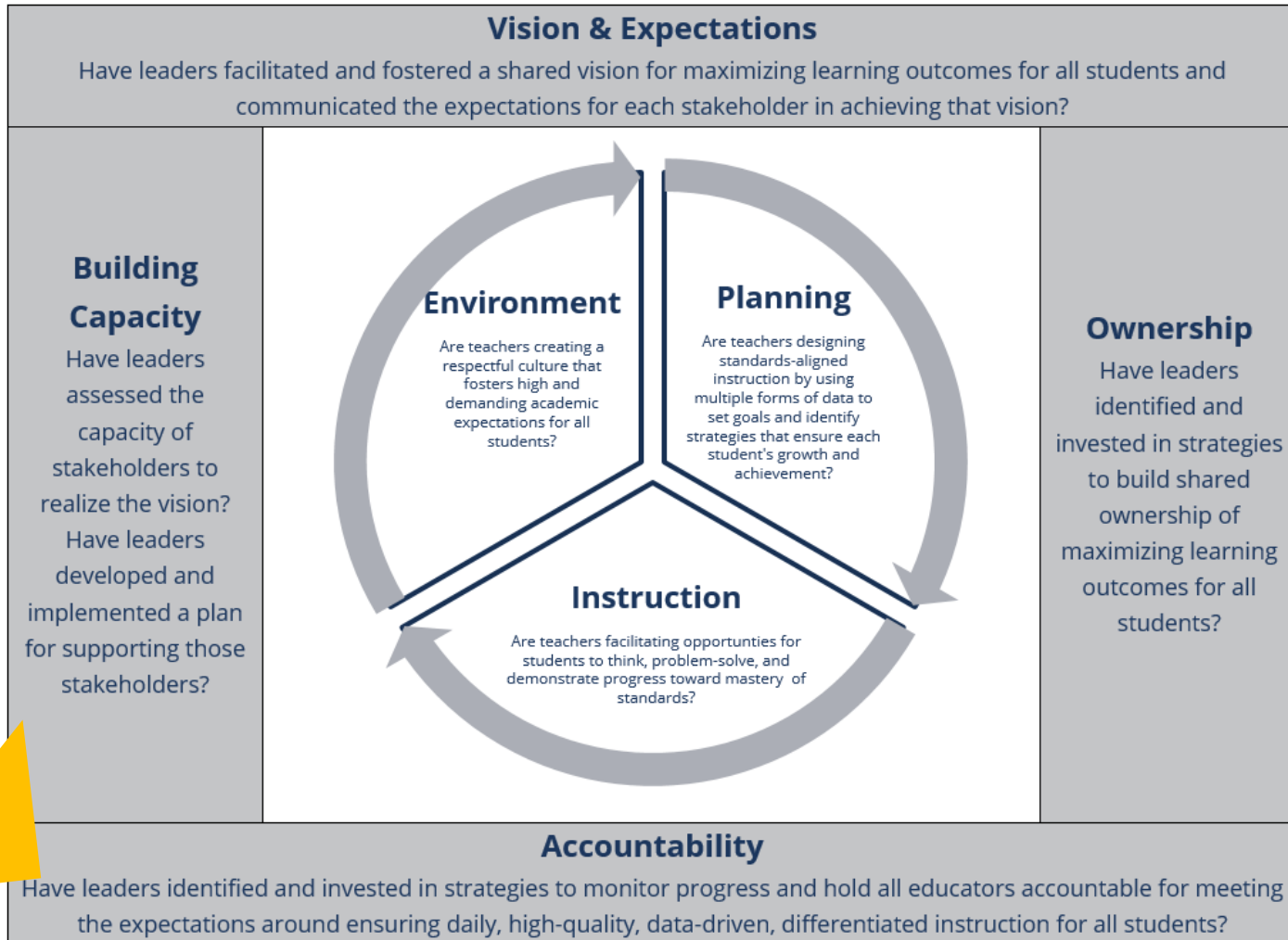


**How are you building the capacity of all stakeholders to understand and implement the vision for high-quality literacy instruction?**

# Table Discussion: Capacity

- **REFLECT:** What evidence do you have on your teachers' ability to **skillfully craft and sequence questions and tasks** that deepen students' understanding of the text, the author's craft, and the concepts under consideration?
- **STUDY:** Do you think **knowledge, skills, time, or resources** are barriers? All of them? **How do you know?**
- **ACT:** How can you refine your plan to ensure **continuous capacity building** for your teachers?

# Expectations of High-Quality Leadership

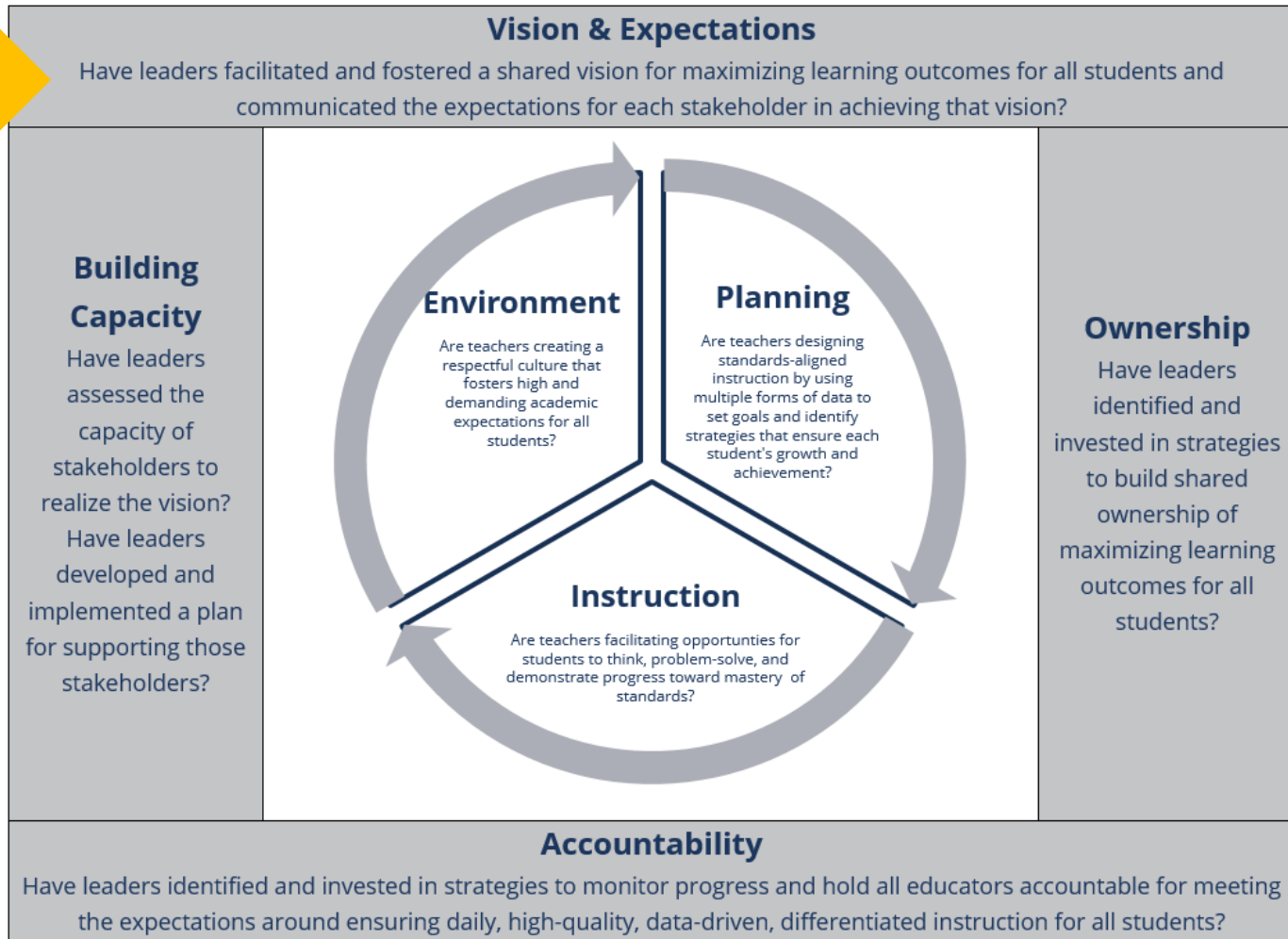


**What structures have you put in place to ensure data is used to provide high-quality literacy instruction for each child every day?**

# Table Discussion: Accountability

- **REFLECT:** In what ways is your leadership team currently connecting **support and accountability** to ensure development and use of strong text-based questions and tasks?
- **STUDY:** How does use of sequenced questions and tasks align to **TEAM**?
- **ACT:** How can you align **your teacher evaluation practices** to support the use of skillfully crafted and sequenced questions and tasks?

# Expectations of High-Quality Leadership



**How have you shared your vision and expectation for high quality literacy instruction for each child and how do you know it is shared by all stakeholders?**

# Table Discussion: Vision and Expectations

- **REFLECT:** What evidence do you have that indicates the **level of understanding educators** in your building have around carefully planned questions and tasks?
- **STUDY:** How can you support their commitment to this work and **why it matters**?
- **ACT:** What steps do you need to take to **share your vision and expectations** for questions and tasks?



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# **Literacy Learning Walk Tool: Core Action 6**

## **Our shared problem of practice:**

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



# Core Action 6: Ownership

LITERACY LEARNING WALK TOOL		TEACHER/GRADE _____	
Tennessee Department of Education		SCHOOL _____	
		DATE/TIME _____	
<b>READING/LISTENING COMPREHENSION:</b> Was reading or listening comprehension targeted in this lesson? (Yes/No) <i>If yes, rate these Core Actions (Texts, Questions &amp; Tasks, Ownership). If no, skip to next section.</i>			
<b>4. TEXTS:</b> Is the lesson centered on a high-quality text or texts?			
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<b>Text Title(s):</b> _____			
<input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders. <input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group.		Indicate for which purpose(s) this text(s) was used: <input type="checkbox"/> Read aloud <input type="checkbox"/> Shared reading <input type="checkbox"/> Teacher-led guided reading <input type="checkbox"/> Independent reading <input type="checkbox"/> Other: Please specify _____	
<b>5. QUESTIONS AND TASKS:</b> Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?			
a. Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics. _____ b. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details. _____ c. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text. _____ d. Questions and tasks attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text. _____ e. Questions are skillfully crafted and sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration. _____ f. Questions and tasks elicit responses in age-appropriate ways (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten). _____ g. Questions and tasks address the varying needs of students in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level). _____		1 Not Yet 2 Somewhat 3 Mostly 4 Yes	
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Are students responsible for doing the thinking in this classroom?

# Core Action 6: Ownership

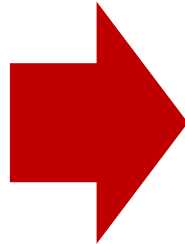
<b>6. OWNERSHIP: Are students responsible for doing the thinking in this classroom?</b>		
<b>a.</b> Students display <b>persistence with challenging tasks</b> , particularly when providing textual evidence to support answers and responses, both orally and in writing.	_____	<b>1 Not Yet</b> <b>2 Somewhat</b> <b>3 Mostly</b> <b>4 Yes</b>
<b>b.</b> Students provide <b>precise responses</b> . When responses are imprecise, the teacher probes understanding but students do the complex thinking.	_____	
<b>c.</b> Students <b>share their developing thinking</b> about the content of the lesson.	_____	
<b>d.</b> Students <b>explain their thinking</b> , orally and/or in writing, using evidence from the text(s).	_____	
<b>e.</b> Students build on or respectfully question each other's responses, using evidence from the text to <b>defend their thinking</b> .	_____	
<b>f.</b> Students demonstrate <b>progress toward independence</b> in reading and writing.	_____	

**Jot down your current thinking of what excellence for this core action would look like in the classroom. Take three minutes to share ideas at your table.**

# Literacy Learning Walk Tool: Building on Itself

**CORE ACTION 4:  
TEXTS**

**CORE ACTION 5:  
QUESTIONS & TASKS**



**CORE ACTION 6:  
OWNERSHIP**

**With strong texts and questioning, teachers can facilitate text-based discussion where students are constantly drawing on their knowledge base, reflecting, and refining their ideas.**

# How can we maximize participation in text-based discussion?

- With your table team, collaboratively chart **structures** that **maximize participation in text-based discussions**.
  - *What do you see teachers attempting?*
  - *What do you see working?*

# Holding Out: Only Accept “All-the-Way” Right Answers

- When teachers respond to answers in class, they need to hold out for answers that are **precise and fully accurate**. There is a real risk to calling “right” that which is not truly and completely right. Likely, **students will stop striving** when they hear the word “right” or “yes.”
- Teachers often round up – response to a partially or nearly correct answer by affirming and repeating it but **then adding a critical detail**. In these cases, the teacher **sets a low standard** for correctness and **misses the opportunity to probe the students' thinking** until they reach a precise answer on their own.

# Scenarios

- In your table team, **review the scenario** on your table.
- **Discuss** what the teacher might have done differently to avoid “rounding up” students’ responses.
- Be prepared to **share out** with the group



# Video Exemplar

6th Grade ELA Classroom – Ms. Emerick

Text: *Names/Nombres* by Julia Alvarez

While we are watching, consider your responses to the questions of Core Actions 4, 5, and 6:

- **TEXTS:** Is the lesson centered on a **high-quality text** or texts?
- **QUESTIONS AND TASKS:** Do questions and tasks, both oral and written, **integrate the standards** and **build students' comprehension of the text(s) and its meaning?**
- **OWNERSHIP:** Are students **responsible for doing the thinking** in this classroom?

# High-Quality Text?

Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures<sup>1</sup>

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid <sup>2</sup>	The Lexile Framework®	Reading Maturity	Text Evaluator
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	890-1360

Quantitative Measure: Lexile 1080

# High-Quality Text?

# Video Exemplar

6th Grade ELA Classroom – Ms. Emerick

Text: Names/Nombres by Julia Alvarez

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- **TEXTS:** Is the lesson centered on a **high-quality text** or texts?
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- **OWNERSHIP:** Are students **responsible for doing the thinking** in this classroom?

# Script: Whole Group Questions

- What was the main struggle that Julia went through throughout the story?
- **What is the cultural self-identify that Julia Alvarez has embraced at the conclusion of her essay?** Then, you need to find relevant evidence and elaborate on or explain how it supports the claim.
- The first part of this task is what is the question asking us to do? What are you supposed to do with this question?
- What do you have to choose? What is the argument you are going to have to make?
- Which one do you think she has chosen? Use evidence.
- Create a claim. Prove with evidence.
- Do you think that is a sufficient explanation?
- What did you come up with?
- Each one finds a piece of evidence from the text that supports your claim.
- Does anyone have any questions?
- Step one is what? Once you find your group leader what are you going to do?
- What is the third step?
- Once you each find a piece of evidence, what is the last step?

# Script: Small Group Questions

- She is proud of her name, but what is the question you are exploring?
- What does that mean...cultural self-identity? What are we learning right now? Which one at the end of the essay did she embrace? What choices did she have? What did she finally begin to accept?
- What did you guys come up with for the claim? Is it just about her name? What is cultural identity? What cultural identity did she decide at the end of the essay? What is that really saying?
- Where is your evidence?
- What's wrong? What are you thinking? How do you know that? How does that support?
- Paraphrase means...not your opinion... but...?
- What have you decided on? What is your claim? What do you have to do next? What were you thinking?
- How are you doing?

# Video Exemplar

6th Grade ELA Classroom – Ms. Emerick

Text: Names/Nombres by Julia Alvarez

While we are watching, consider your responses to the questions of Core Actions 4, 5, and 6:

- **TEXTS:** Is the lesson centered on a **high-quality text** or texts?
- **QUESTIONS AND TASKS:** Do questions and tasks, both oral and written, **integrate the standards** and **build students' comprehension of the text(s) and its meaning?**
- **OWNERSHIP:** Are students **responsible for doing the thinking** in this classroom?

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# **Looking for Evidence of Core Action 6**



# Two Critical Types of Ownership Teachers Must Seek

## THINKING

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**Depth and quality** of the thinking in which students are engaged

Maximizing it requires strong texts and strong questions and tasks that require students to be **thinking at the analytic level** of the standards to facilitate truly productive engagement.

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## PARTICIPATION

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**Variety and frequency** of student participation

Maximizing it means opportunities to get **all students** involved in **speaking, responding to questions, thinking actively, and processing ideas in writing** as often as possible.

---

# Core Action 6 – Looking for Evidence

We will divide into six groups to cover each indicator in Core Action 6.



Your group will:

- **Provide evidence** of what you would see happening or not happening in the classroom. What are students doing? Teachers?
- **Consider connections** to the TEAM rubric – how does the evidence for this indicator **deepen your understanding** of the TEAM rubric?
- **Record your thinking** on chart paper and be **prepared to present** to your colleagues.

# Group A: 6a

## Consider Core Action 6a:

Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing.

- What evidence would you look for in the classroom for this indicator? What would you see students doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?

## Group B: 6b

### Consider Core Action 6b:

Students provide **precise responses**. When responses are imprecise, the teacher probes understanding, but students do the complex thinking.

- What evidence would you look for in the classroom for this indicator? What would you see students and teachers doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?

# Group C: 6c

## Consider Core Action 6c:

Students **share their developing thinking** about the content of the lesson.

- What evidence would you look for in the classroom for this indicator? What would you see students doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?

# Group D: 6d

## Consider Core Action 6d:

Students **explain their thinking**, orally and/or in writing, using evidence from the text(s).

- What evidence would you look for in the classroom for this indicator? What would you see students doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?

# Group E: 6e

## Consider Core Action 6e:

Students build on or respectfully question each other's responses, using evidence from the text to **defend their thinking**.

- What evidence would you look for in the classroom for this indicator? What would you see students doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?

# Group F: 6f




## Consider Core Action 6f:

Students demonstrate **progress toward independence** in reading and writing.

- What evidence would you look for in the classroom for this indicator? What would you see students doing? Not doing?
- How is the evidence you considered for this indicator deepening your understanding of the TEAM rubric?



# TEAM Connections

General Educator Rubric: Instruction			
Standards and Objectives	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	<ul style="list-style-type: none"> <li>All learning objectives are clearly and explicitly communicated, connected to state standards, and referenced throughout lesson.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives are communicated, connected to state standards, and referenced throughout lesson.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>	<ul style="list-style-type: none"> <li>Few learning objectives are communicated, connected to state standards, and referenced throughout lesson.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>There is evidence that few students demonstrate mastery of the daily objective that supports significant progress towards mastery of a standard.</li> </ul>
	<ul style="list-style-type: none"> <li>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>
	<ul style="list-style-type: none"> <li>Presentation of content always includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation of content most of the time includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Presentation of content rarely includes:                             <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li>modeling by the teacher to demonstrate performance expectations;</li> <li>concise communication;</li> <li>logical sequencing and segmenting;</li> <li>all essential information; and</li> <li>relevant, coherent, or essential information.</li> </ul> </li> </ul>

1

How has this look at  
**Core Action 6**  
 deepened your  
 understanding of the  
**TEAM rubric?**  
 What adjustments will  
 you make in your  
 observations? What  
 conversations do you  
 need to have with  
 teachers?

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# **Core Action 6 In Action**

# Rue Ratray on Purposeful Discussions

- You have already read the blog post noting how Rue Ratray fosters **ownership** in his classroom.
- Quickly review to refresh your memory.

## 05.16.14 RUE RATRAY ON PURPOSEFUL DISCUSSIONS- PT. 1



Rue Ratray is an teacher I truly admire. Watching his lessons at Edward Brooke East Boston this year has been a revelation- the craft of teaching intentionally applied with the constant goal of building rigor. He's featured in some previous posts [here](#) and [here](#).

Rue's classroom is particularly noteworthy for the rigor and discipline of his discussions. A few days ago he sent me an email... he'd been working on something about discussions. Would I read it? I would, I did and it was pretty amazing. I asked if I could post it here. Interestingly it aligns closely to the new chapter on discussions from TLAC 2.0- though Rue's version is arguably better written. I find it incredibly useful and insightful... right from the start where he asks start their why discuss things in the first place. I offer part 1 to you here. I'm posting because it's long but absolutely worth the read. Save it for this weekend if you need to, brew up a cup of Sunday morning coffee and ensconce yourself.

### Rue Ratray on Purposeful Discussions--

Back in the day, I was under the very false impression that I was leading some amazing discussions in my class. They were at least amazing in length. It was not uncommon to see me spend FIFTY minutes on some godforsaken discussion of Ralph and Piggy. Kids would ask, politely, "Um, Mr. Ratray, might we be doing *anything* other than talking today?" With the amount of confidence that only be forged from deep reserves of ineptitude and ignorance, I would point my finger at them and say, "Why not?" Those poor children.

It wasn't like I was trying to be a terrible teacher. There was a ton of work being done in those discussions. Unfortunately, most of it was by me. I rephrased every answer, answered every interesting but unrelated question, told anecdotes, did a little stand up, and, and this is the worst part, after we talked and talked and talked about some question, at the end of the discussion, we would do....nothing. All of that talk simply for sake of talking.

### Why are we talking?

I decided to watch other people who had effective discussions, and I started noticing a pattern in effective discussions:

The most effective discussions were based upon a few, simple, powerful ideas.

When I asked teachers how they got their discussions to be so effective, what they told me was, "I have a vision in my head of what the discussion should look like. Then I insist that it happens by doing a few, simple things again, and again. No exceptions." Wait, what, you can *insist* on things? That was a revelation.

So I started with a vision of my perfect discussion. It would only be as long as it needed to be. It would make their work better. It wouldn't be derailed by crazy answers. And the kids would do

# Reflection

With your table team, reflect on the following discussion questions:

- How does Rue Ratray foster **both** types of ownership – thinking and participation – in his classroom?
- What **strategies or techniques** does he use?
- What key **understandings** does Rue Ratray have about student ownership? How do you know this?
- **And most importantly, how do leaders build capacity in teachers to do this?**

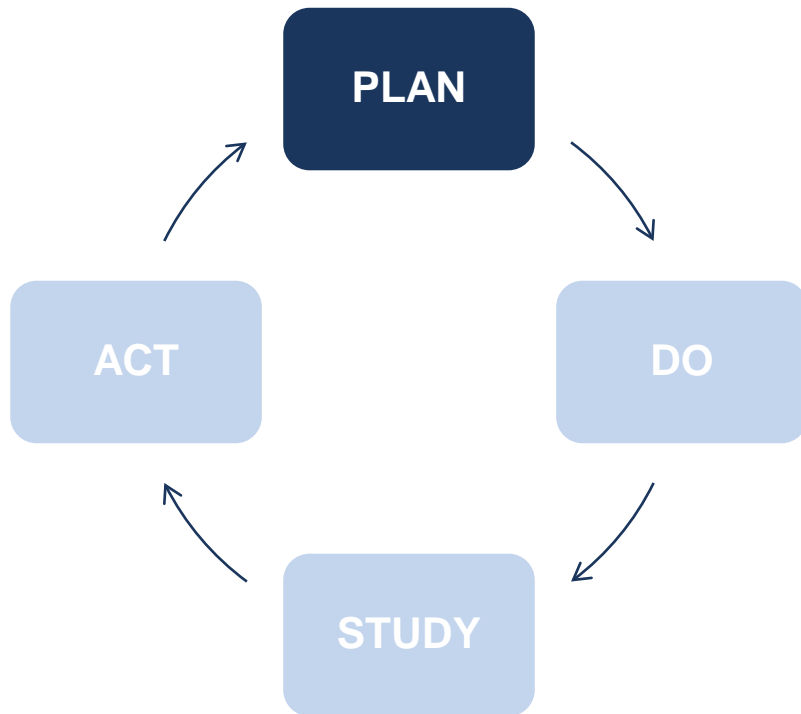
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**Next Steps: Synthesis  
and Planning for  
Successful Literacy  
Instruction**

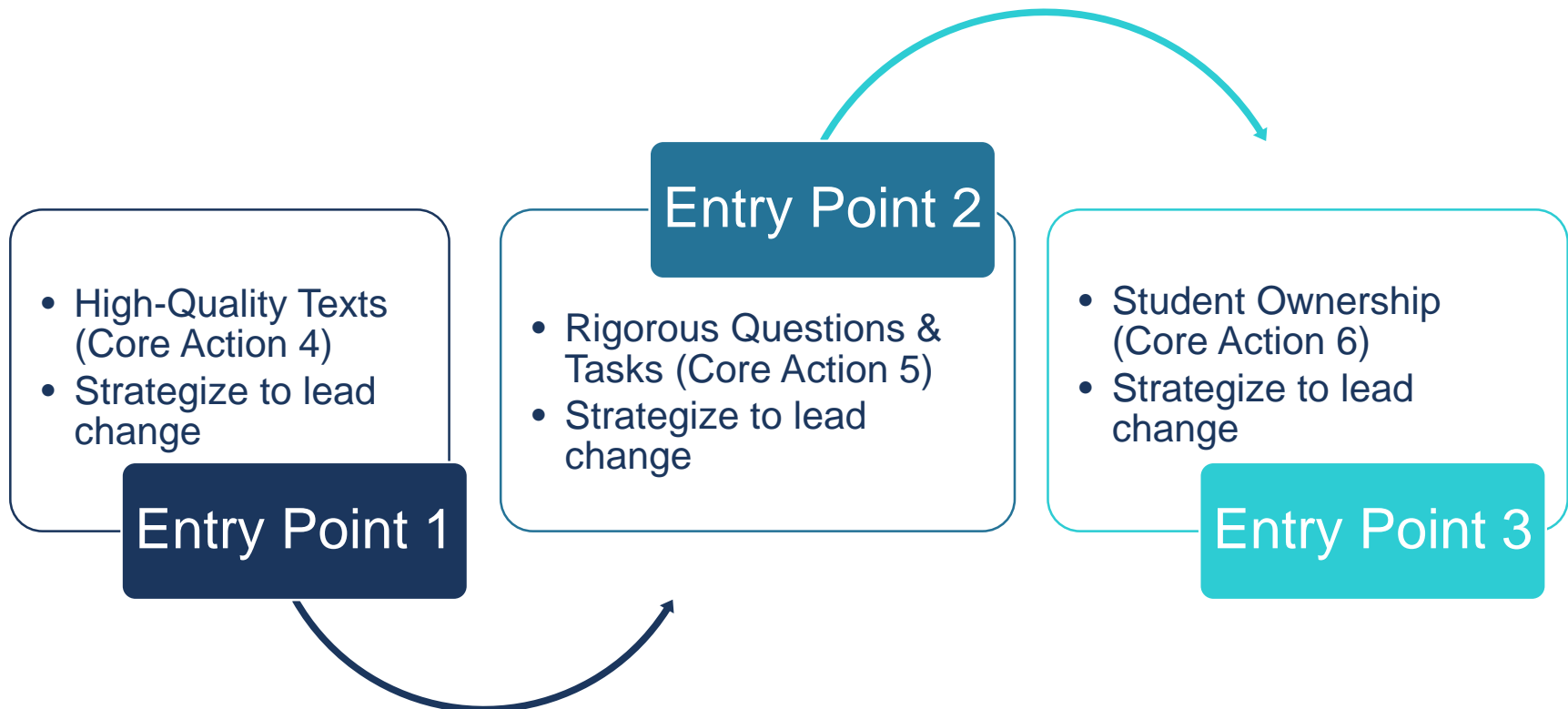
# Improvement Science: *Get Better at Getting Better*



- Start with a **practitioner-driven problem of practice**.
- Develop, test, refine, and **fine-tune solutions** to the problem.
- **Study the impact** of your actions with a community of peers.
- Decide on **next steps** based on what you learned.

# Where will you begin?

- What gaps have you identified in literacy instruction in your building?
- To which core actions do these most align?
- How will you design and implement a plan of support?



# Build Your Plan

- **Select** entry point
- **Identify** team members
- **Pinpoint** action steps
- **Identify and acquire** resources
- **Create** 30-60-90 day benchmarks



# Build Your Plan

## 30-60-90 Day Plan Template

### Entry Point:

*Boxes will expand as you type.*

### 30 Day Plan

- Focus of work:
- Start date:
- End date:

### Team Members

Action Steps	Resources: Management and Allocation	Benchmarks/Measures of Success	Person/Persons Responsible

# Shoulder Partner Protocol

- Choose partner; identify partner A and partner B
- Partner A shares:
  - Entry point
  - Team members
  - Action steps
  - Resources
  - Measures of success
- Partner B asks
  - Questions of clarification
  - Identifies strengths of plan and areas to strengthen
- Partner A makes note of feedback for consideration
- Partners switch roles

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**After Core Action 6**

# What might take your practices to the next level?

- Use **student work samples** to guide planning, coaching, and conferencing.
- Your CORE office **ELA consultants** and **TEAM coaches** can support **instructional** and **leadership** practices by sharing innovative ways to use **student work samples** to help teachers reflect on the following:
  - How might you plan for **student ownership** as a result of this student task?
  - How might these **student work samples** from your class demonstrate the **demands of the standards**?

# Turn and Talk

- How might utilizing **student work**, in conjunction with the **data collected** using the Literacy Learning Walk Tool, increase the impact of a **planning conversation**, an **evaluation conference** or **feedback conversation** with a teacher?
- How might utilizing the same data **increase your capacity as a leader** to support teacher growth?

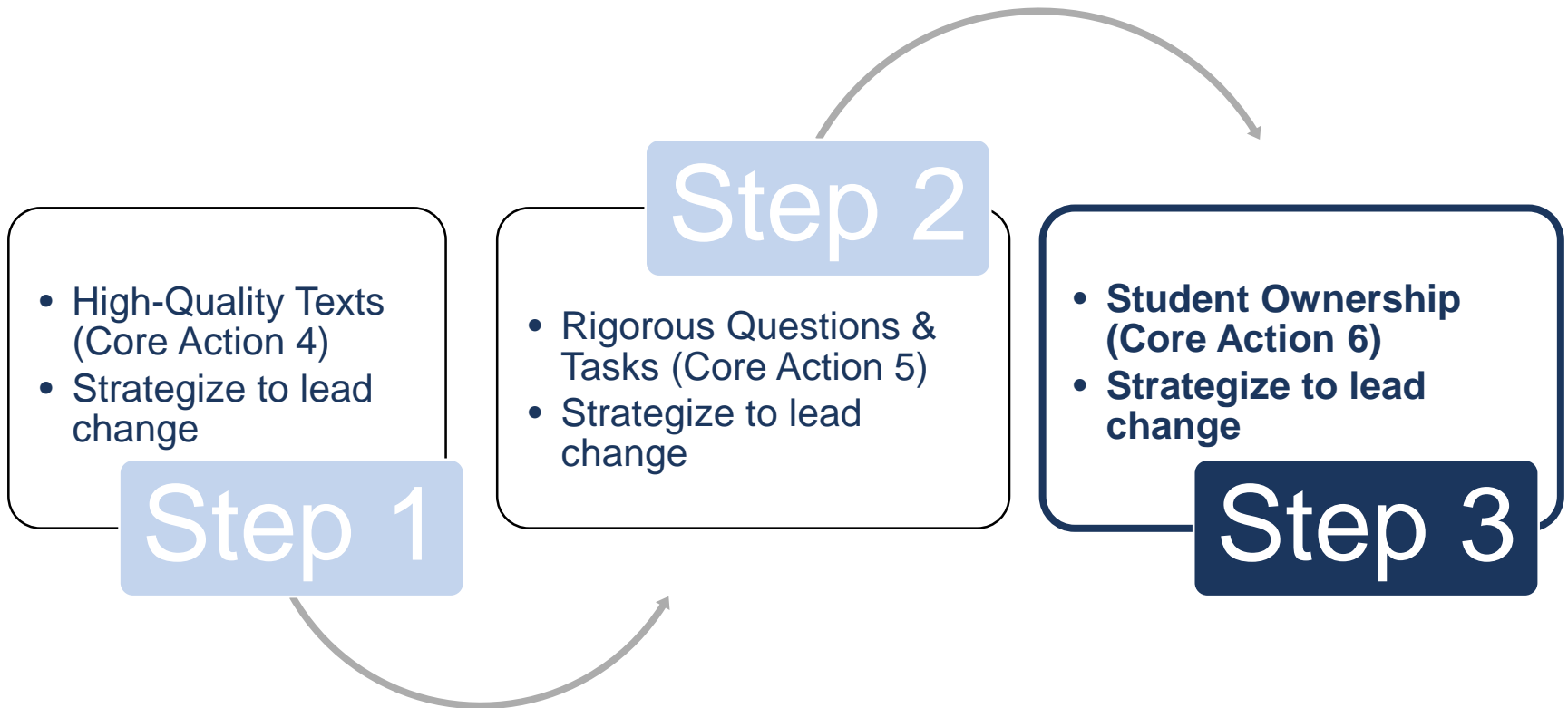
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**Closing**

# Summary



# Reflection: How does it feel to own the thinking?

One of our goals as facilitators today was to model what it looks like to let “students” own the thinking.

- **How did it feel** as a participant to not get quick answers to your questions? How will our students feel?
- **What might hold teachers back** from engaging students in this way?
- **How might we encourage** them to believe that their students can answer the tough questions if given the space to do it?



# Course Objectives



Help you **refine** your **vision** for change in literacy and **improve** your academic **strategy** to realize this vision.



Orient you to an **instructional resource** that can be used to **inform your strategy** and **measure progress** toward your vision.

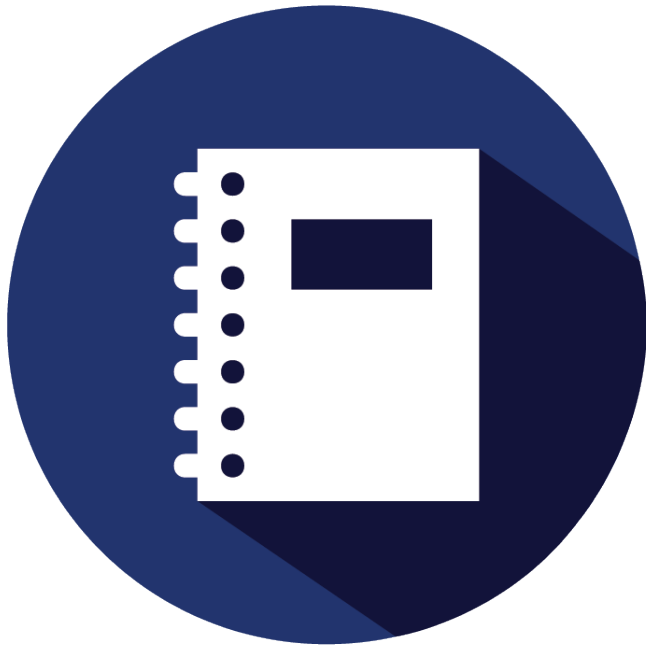
# The Commitment: Dramatically Different Results for Students

If students are:

- engaging in a **high volume** of reading,
- **reading** and **listening** to **complex texts** on or beyond grade level,
- thinking deeply about and responding to text through **speaking and writing**,
- developing the **skill** and **craft of a writer**, and
- practicing **foundational skills** that have been **taught explicitly** and **systematically** and **applied** through reading and writing,

*we will produce dramatically different results for our students.*

# Last Thought



- On a sticky note, share your thoughts on one of the following:
  - How has **your understanding** of excellent literacy instruction **changed** as a result of participating in this course?
  - What **next steps** are you considering for your 30-60-90 day plan?

# Thank you for your participation.

**Name**

Title/School and District

Email

**Name**

Title/School and District

Email



Department of  
**Education**

***Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.***

**Excellence | Optimism | Judgment | Courage | Teamwork**