

NWESD Fellows



*November 17, 2014: Sharing Across the State, CSTP
Surveys, Working With Adult Learners, Math and Literacy
Common Work*



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Working With Adult Learners

CSTP Module 2

Objectives



- ✿ *Introduce aspects of adult learning as an element of the Teacher Leadership Framework*
- ✿ *Know and understand yourself as a leader in relation to your Fellows work*
- ✿ *Know and understand groups and group dynamics*

Introduction: Adult Learning

- ✿ *Review the Adult Learning page from the Teacher Leadership Framework*
- ✿ *Review the self-assessment you took at the last meeting. What do you notice about how you assessed yourself in this area?*
- ✿ *Reflect: Where do you need to build capacity when you work with adult learners?*

Adult Learning: Group Dynamics and Knowing Yourself

- *Read “Predictable Dynamics in Groups”*
- *Mark an ‘X’ that represents you on each continuum*
- *Find a partner who is on the opposite end of the first (task/relationship) continuum. Discuss why you placed yourself where you did.*
- *With your partner, consider the implications of these preferences in regards to:*
 - *Your work with adult learners?*
 - *Your efforts to implement the Washington State Learning Standards?*
 - *Your participation when attending professional development?*
- *Move to the second (certainty/ambiguity) continuum with a new partner and repeat the discussion*

Adult Learning: Charting Preferences and Knowing Groups

- ✿ *Work with your group members to study one characteristic of our previous discussion*
- ✿ *Write, draw, chart, graph, etc. your responses to the prompt in each quadrant on the poster*
- ✿ *Share your thinking with the group*

Reflection & Wrap Up

- ✿ *How did engaging in this activity help you think about your work as a Fellow?*
- ✿ *Where does it fit?*
- ✿ *Where doesn't it fit?*
- ✿ *What are you considering about your work with adult learners that you weren't before?*
- ✿ *What concerns do you have that you would like to address?*

Writing

- ✿ *What did you gain from reflecting on adult learning and teacher leadership?*
- ✿ *What is important about this learning?*
- ✿ *How might my actions as a Fellow be impacted by this learning?*
- ✿ *What might change in my planning or practice as a result of this learning experience?*

ELA Fellows

The Three Shifts in Literacy Instruction

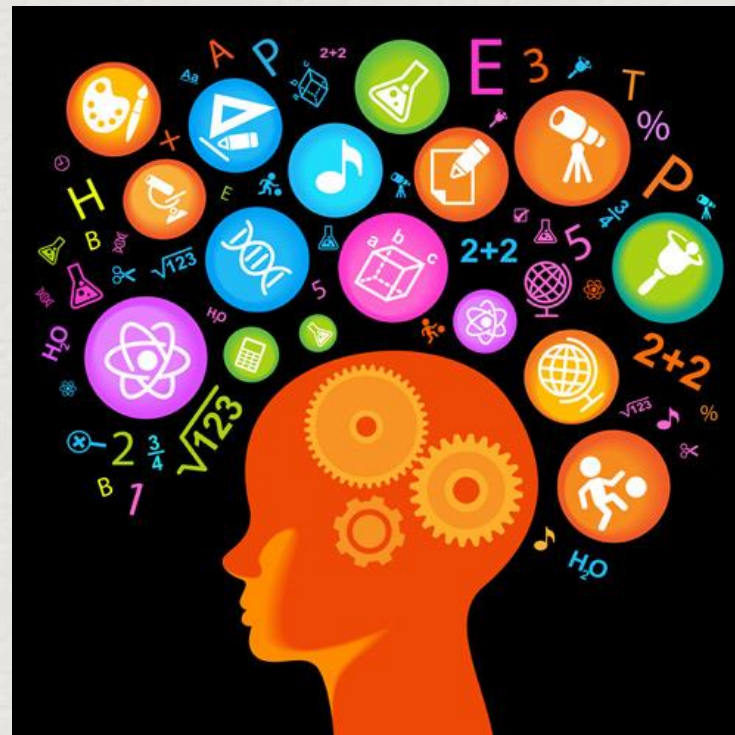
Today's Learning Targets

Be able to Support colleagues :

- ✿ *in understanding connection between shift 1 and SBAC ELA claims*
- ✿ *to be able to identify different genres of informational text as identified by the standards*
- ✿ *in implementation of this shift*

Shift One

*Building knowledge through
content-rich nonfiction and
informational text*

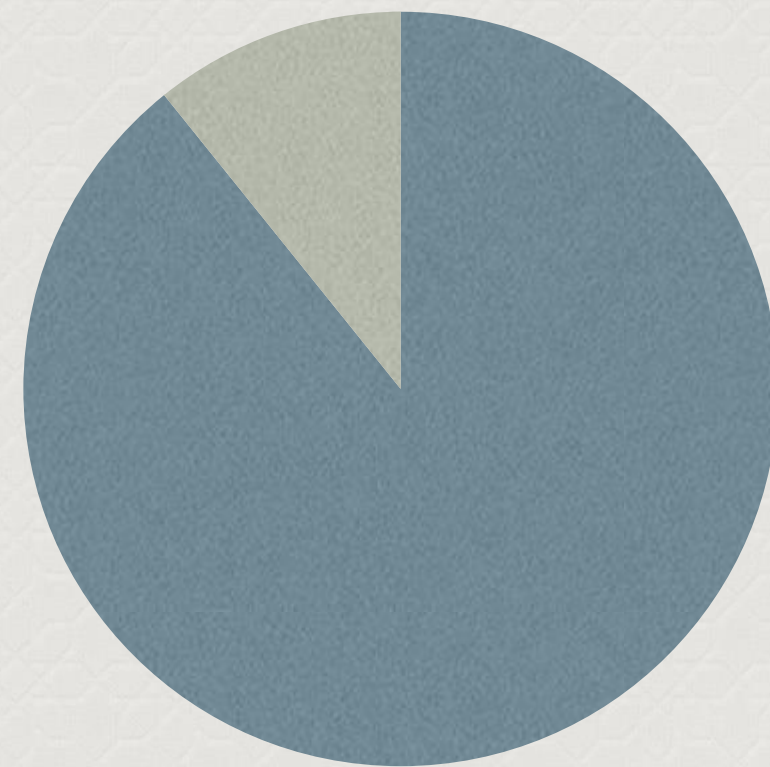


Why is this shift necessary?

- ✦ *Meets a broader range of student needs & interests*
- ✦ *Reflects the balance of text found after high school*
- ✦ *Gives students greater capacity to build content knowledge*

What were we doing before?

- *Before CCSS, elementary and middle school teachers spend 7-15% of instructional time on informational text*



■ literary text
■ informational text

(Berger, R, et al, 2014)

Continuum of Shift Implementation



Building Knowledge Through Content-Rich Non Fiction

*Teachers
“test drive”
using
informational
texts in
conjunction
with
textbook
instruction*

*Teachers
systemically
select
informational/no
fiction texts as
part of their
regular
classroom
routine; students
build skills
around reading
informational
texts*

*The entire
school has a
well-articulated
plan around
informational
and literary text
sets; students
build rich
content
knowledge in all
subject areas*

What connections do you see?

Shift 1	SBAC ELA Claims
Building knowledge through rich nonfiction and informational text <i>*video*</i>	<i>Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts</i>
	<i>Students can produce effective and well-grounded writing for a range of purposes and audiences</i>
	<i>Students can employ effective speaking and listening skills for a range of purposes and audiences</i>

What IS Informational Text?

Sort the exemplars

Literary Text	Informational Text

You Want me to Read

What?!

By Tim Shanahan

- ✿ *Partners read article individually - highlighting key concepts and ideas*
- ✿ *Discuss highlighted selections*
- ✿ *Identify new thinking and ideas - including if you would use this with teachers*



Kinds of Informational Texts

Transformational Literacy, p. 31

Expository	Argumentative	Instructional	Narrative
Textbooks	Editorials	Manuals	(Auto)biographies
Reports	Speeches	Contracts	Histories
Tourism Guides	Advertisements	Documents	Correspondence
Product Specs	Propoganda	Recipes	Curriculum Vitae
News/Magazine Articles	Documents	Product/Service Descriptions	Memoirs
Documents	Reviews	Infographics	Articles
Essays	Memoirs		Essays
Interviews	Journal Articles		Interviews
Correspondence	Infographics		Agendas

Selecting Worthy Texts

Colonial Life in America

Review the two texts - What types of questions would be inspired by them? What types of discussion might each inspire?



Give one, Get one

1. *Fold your paper into sixths.*
2. *In two of the squares write down two sources you have used for finding informational text - try to be specific and unique*
3. *Find a partner, exchange ideas adding your partner's idea to one of your empty boxes*
4. *Repeat with three others*

5 Considerations for Finding Texts that Meet the Standards

- ✦ **Content:** *Is the text aligned to the grade-level content standards?*
- ✦ **Interest:** *Is the text compelling for students?*
- ✦ **Complexity:** *Is the text appropriate in terms of qualitative and quantitative measures?*
- ✦ **Reading Standards:** *Does the text offer opportunities to teach the grade level Literacy Standards?*
- ✦ **Writing Standards:** *Can this text serve as a mentor text and model of author's craft?*

Exploring Narrative Non-Fiction

*How do you see
these 5
considerations
playing out in this
second grade
classroom?*

video



Why is this shift important...

Move to the group of your choice.

- ✿ *if you are working on curriculum adoption?*
- ✿ *if your focus is preparation for the Smarter Balanced assessment*
- ✿ *if you are working to deepen teacher's knowledge of the standards?*

Here's What. Now What, So What

Create a poster to share with the group

Here's What	So What	Now What
Common focus	Connections to Shift 1	Actions you can take

Continuum of Shift Implementation



Building Knowledge Through Content-Rich Non Fiction

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District Plan

- *Complete part B of your district plan*

Mathematics

Doing the Work

Leadership of Self and Others

Connecting to your own context

To deprivatize our practice and take risks in order to facilitate high quality mathematics instruction and experiences students have with the mathematics. –Leadership of Self

To be a part of a community of learners that focuses on putting the shifts into practice to reflect the CCSS vision both around the student making sense of the mathematics and demonstrating that understanding

–Leadership of Others and Self



Implications of the Task

Leadership of Self

At Local ESD

*In grade bands, reflect on the following questions.
Jot down your thoughts.*

- ✿ *What patterns do you see in the students' work?*
- ✿ *What evidence do you have to support your answer?*
- ✿ *What common misconceptions did you notice?*

Implications of the Task

Leadership of Self

Discuss in grade bands:

- ✿ *What patterns do you see in the students' work?*
- ✿ *What evidence do you have to support your answer?*
- ✿ *What common misconceptions did you notice?*
- ✿ *What experiences in mathematics do we need to provide our students?*

Complete Task Reflection form to prepare for virtual Fellows' meeting.

Implications of the Task

Leadership of Self

At State Level

1-2 Fellow(s) per ESD in each virtual room

Discuss task reflections with a focusing on:

- ✳ *What were common themes around the mathematical content and practices that you noticed?*
- ✳ *What are the implications for your math instructional practices?*

At Local ESD

Debrief in grade bands

- ✳ *Share your state level virtual discussion*

Extension of work with Math

Practice 3

Leadership of Self

MP3: Construct viable arguments and critique the reasoning of others.

Choose a task from Illustrative Mathematics in your Grade Band.

How does the task you chose and teacher's actions contribute to student access of MP3.

Principles to Action

pages 7-16

- ✦ *Work together with your group to provide an example of a goal statement of the type described (pg. 12–14, Discussion).*
- ✦ *How does your goal statement connect to TPEP Student Growth Goal critical attributes?*
- ✦ *How can the development of specific math goals support other practices for effective teaching and learning? (pg. 10)*

Principles to Action

Break into pairs to review your Mathematics Teaching Practice

Create a poster addressing the following prompts:

- The name of your practice*
- What behaviors would an observer see in a classroom addressing your practice?*
- What are some steps teachers, coaches, administrators could take to focus on this practice?*

Gallery Walk

- *Choose one of the practices to take back to your building or district*
- *Share with your reading partner how you will incorporate the practice in your classroom or in your work at buildings or in the district*
- *Be ready to share how the work went at the next
Fellows' Meeting, February 23rd*

Leadership of Others- Connecting to your own context

Purpose: To be a part of a community of learners that focuses on putting the shifts into practice to reflect the CCSS vision both around the student making sense of the material and demonstrating that understanding

—Leadership of Others and Self



Leadership of Others-

Connecting to your own context

Briefly share around the table (approximately 1 minute each) what your plans are to support CCSS implementation through your Fellows work in your own context.

Discuss at your table (10 min)

What work have you begun in implementing your plan?

What potential barriers might exist in accomplishing your plan?

What successes have you encountered in developing/implementing your plan?

Leadership of Others-

Connecting to your own context

- ✿ *How does your learnings as a Fellow support your work in your district/building?*
- ✿ *What more do you need to support your work?*

In Closing...

Please fill out your Plus-Delta

Those able and wish to attend The Math Leadership

Network and wish to have a role facilitating a part of the meeting, please let me know.