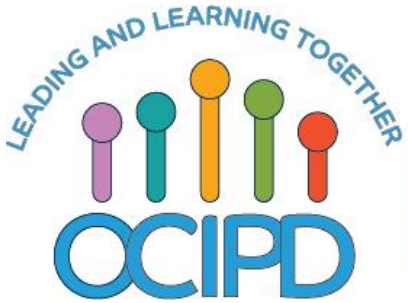

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MS and K8 Instructional Leadership Team

Fall 2019

Google Classroom Code: hymeiyq

Today's Agenda

8:45 - 9:15	Setting the Stage
9:15 - 10:15	Establishing Purpose: Instructional Excellence
10:30 - 11:30	Specialization of Literacy
11:30 - 12:15	High Leverage Team Actions
12:15 - 1:15	Lunch
1:15 - 3:00	Team Time
3:00 - 3:30	Closure

Norms

- We are respectful and present
- We are solutions-oriented
- We assume positive intentions
- We engage
- We have fun
- We encourage “testing” of new ideas

Instructional Leadership Teams

Building Collective Efficacy for Literacy Instruction

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How will we build on last year's learning?

LBUSD Understandings & Guiding Questions

Fall 2018

Spring 2019

High Leverage Team Actions supporting Collective Efficacy & Literacy Plan

High Leverage Team Actions, Literacy & Equity

Fall 2019

Spring 2020

Deeper Learning through Literacy

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Equity Defined

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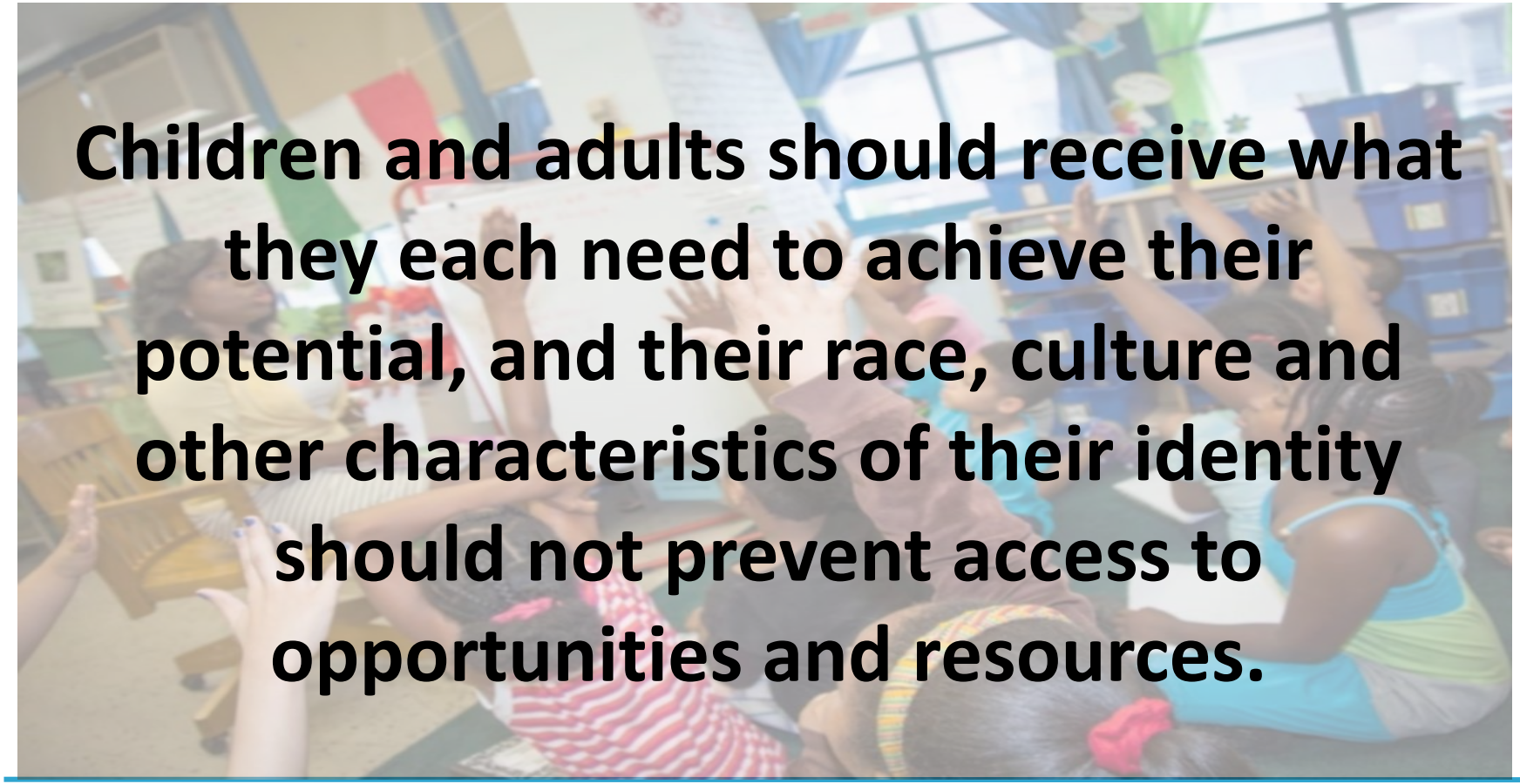
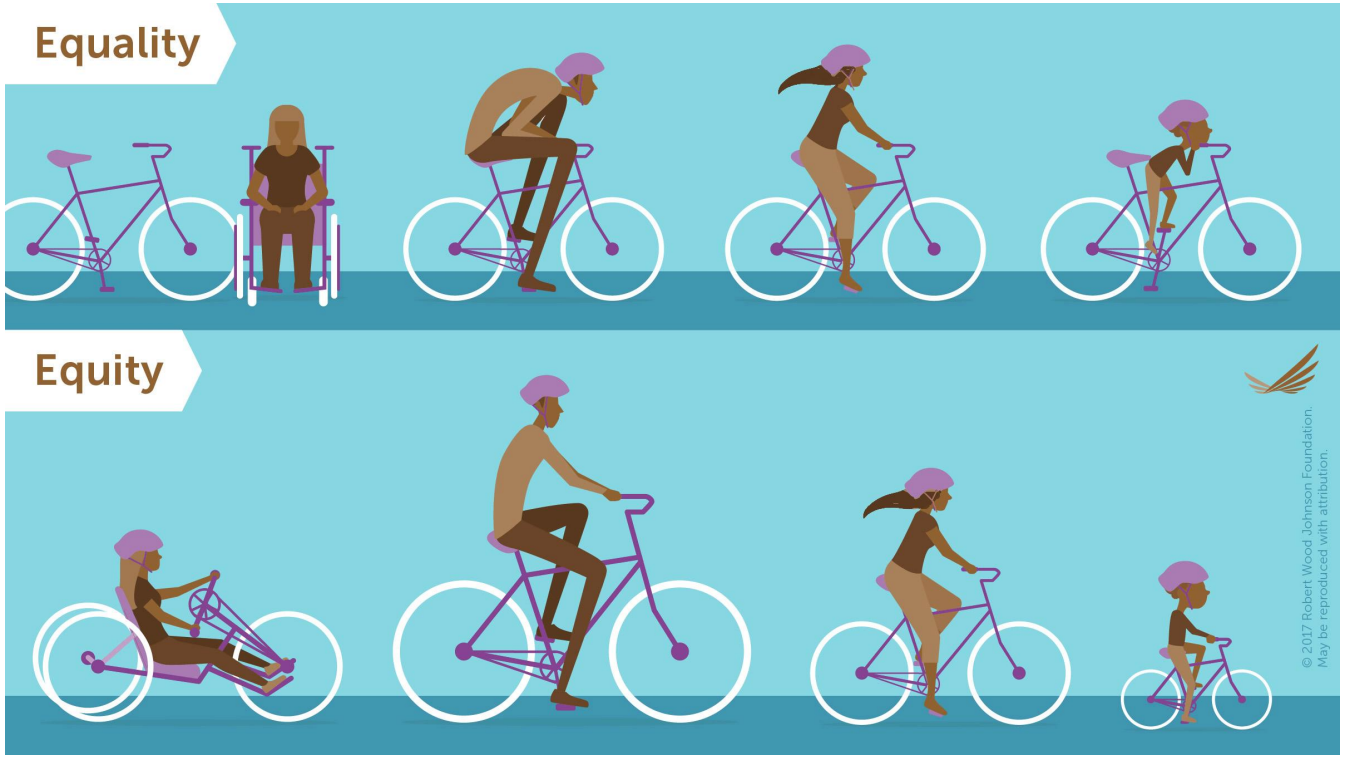
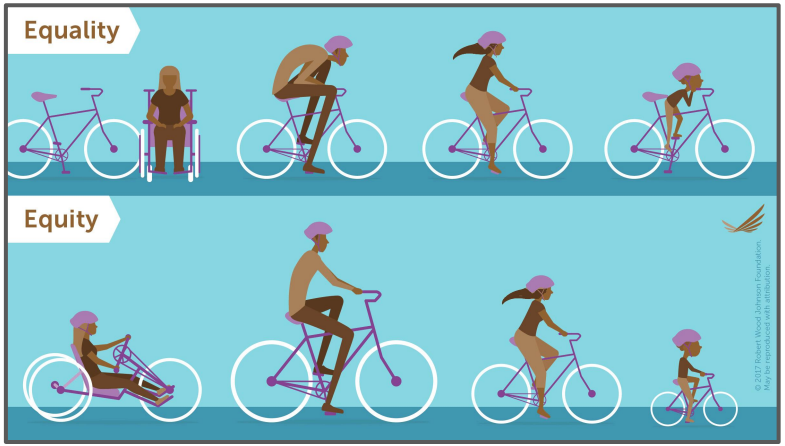
Definition of Equity:



What is the image trying to communicate?



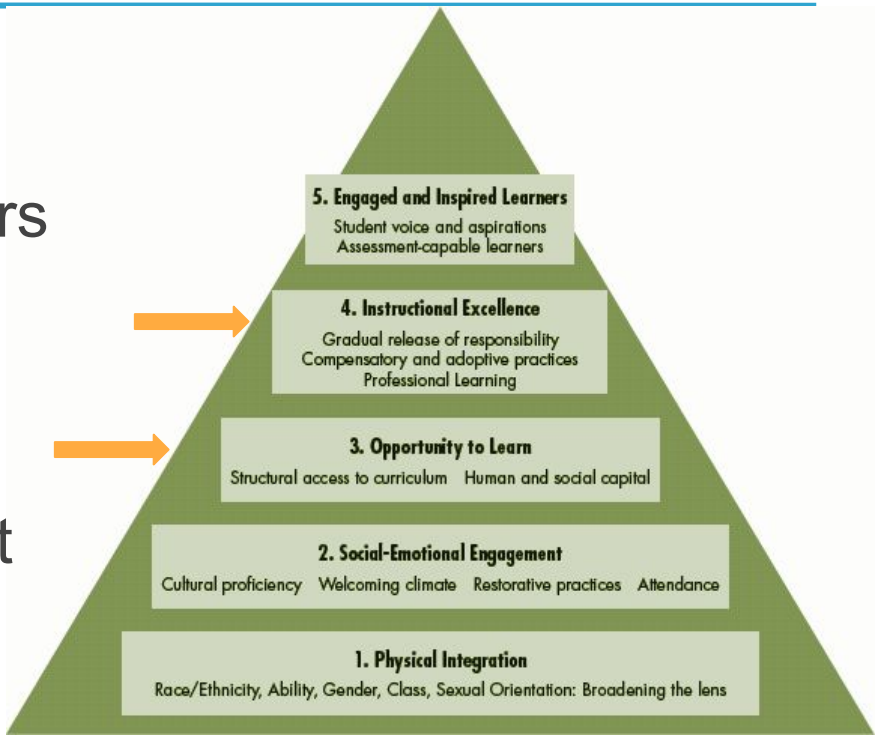
Quick Chat



1. What does the image convey about equity and equality?
2. What might equity look like in the classroom? What are the differentiated “bikes” in your classroom?
3. How might literacy and equity be related?

Equity Taxonomy

- Engaged and Inspired Learners
- Instructional Excellence
- Opportunity to Learn
- Social-Emotional Engagement
- Physical Integration



Smith, Pumpian, Frey, & Fisher. (2017) *Building Equity: Policies and Practices to Empower All Learners*. pp. 2-3.

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Establishing Purpose: Instructional Excellence

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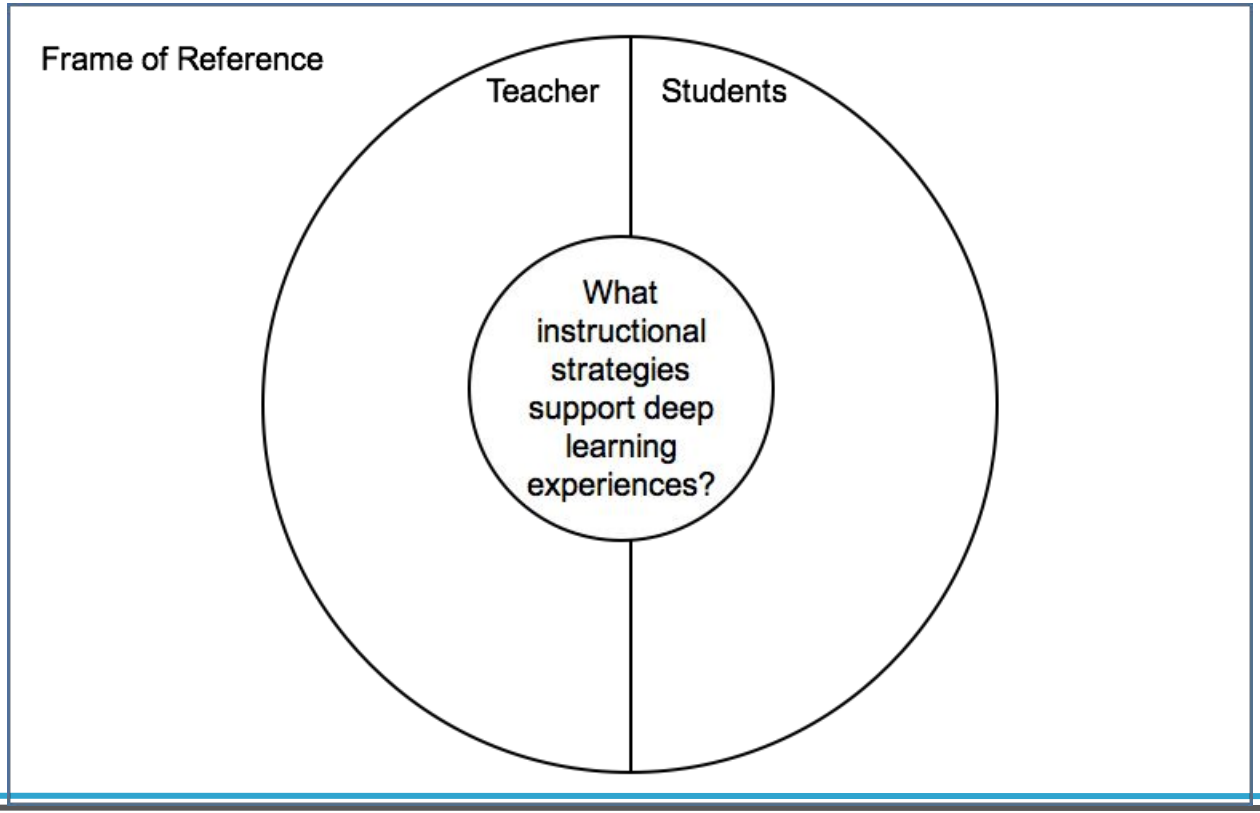
Instructional Excellence - Deeper Learning



Connection to the Understandings

LONG BEACH
UNIFIED SCHOOL DISTRICT

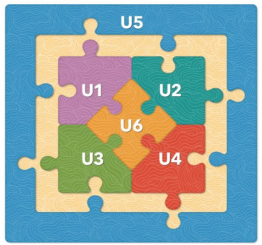
Understandings Continuum 2018

Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms. The *Understandings Continuum* is a tool that helps further define these Understandings. While it is not a tool that captures every classroom practice in an LBUSD teacher's toolkit, it is an overarching vision of what we want classroom instruction to look like across our schools.

In their first iteration, the Understandings were presented in an evidence guide format, engaging teachers and leaders in the process of describing both continuing and new methodologies for helping students to meet the standards. As LBUSD teachers' and leaders' knowledge of high quality classroom practices and pedagogy increased, there was a need for the Understandings to evolve. The current Understandings reflect knowledge that is worth understanding: enduring, at the heart of instruction, cause reflection and promote engagement for all who interact with learning and teaching.

The 2018 *Understandings Continuum* is intended to provide teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, promote caring relationships with students and to inspire reflection throughout the instructional process. Specifically, it provides a starting point and outlines a progression of the implementation of these key practices. This *Continuum* was developed with teachers and leaders, for teachers and leaders.

Acknowledgements: Building upon prior versions, the 2018 LBUSD Understandings Continuum was developed under the direction and leadership of Dr. Jill Baker, Deputy Superintendent of Schools and Pamela Seki, Assistant Superintendent - Office of Curriculum, Instruction & Professional Development. Development teams included staff from the Office of Curriculum, Instruction and Professional Development, the Deputy Superintendent's Office, Office of the Assistant Superintendent - Elementary Schools, Middle & K-8 Schools, High Schools and Research who were instrumental in ensuring that the Continuum reflects our commitment to continuous improvement anchored in research and the incorporation of the voices of our teachers, leaders and students.



What the *Continuum* is…

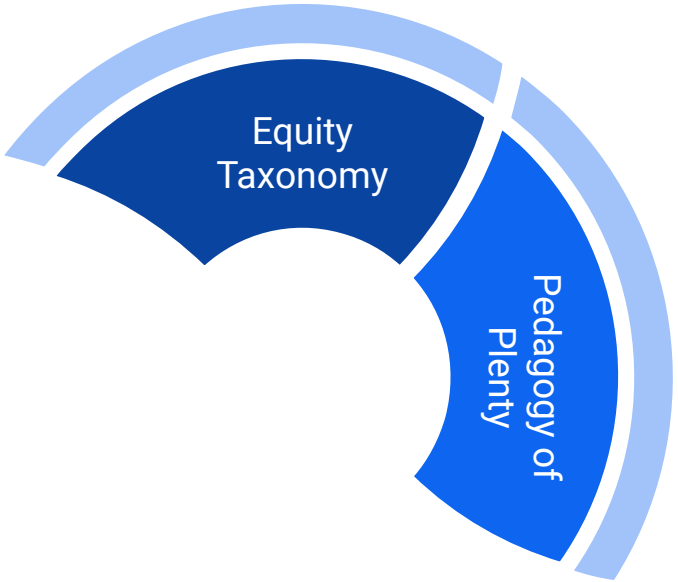
- a planning and reflection tool
- a tool for use across content areas
- a source for informing feedback and professional development
- a tool to engage students in thinking about themselves as learners (as age appropriate)

What the *Continuum* is not…

- a checklist
- an exhaustive list of effective instructional practice
- a tool for evaluating each Understanding in isolation
- an evaluation document

What the *Continuum* is…

- a planning and reflection tool
- a tool for use across content areas
- a source for informing feedback and professional development
- a tool to engage students in thinking about themselves as learners (as age appropriate)



Literacy and Instructional Excellence

Building Collective Efficacy for Literacy Instruction

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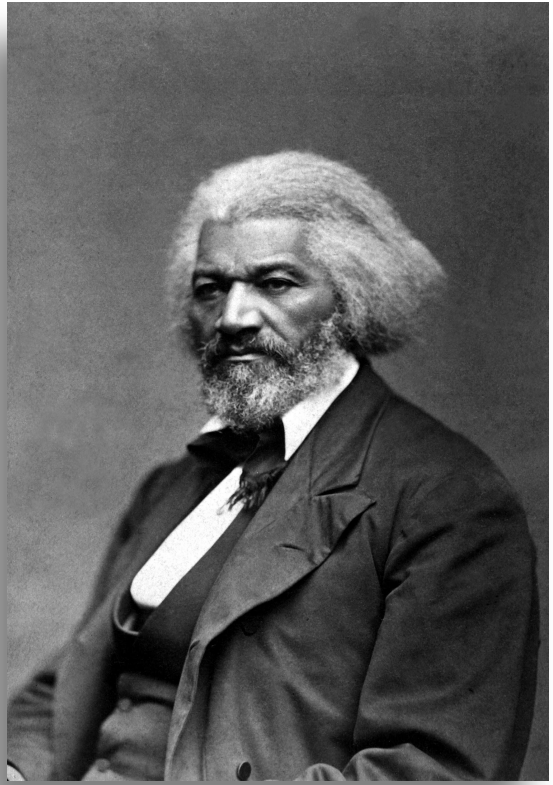
Frederick Douglass

“Once you learn to read, you are forever free.”

What is your interpretation of this? What does this mean to you?



How has literacy been used to promote equity?

Harriet Jacobs

Escaped slavery and wrote *Incidents in the Life of a Slave Girl*

How has literacy been used to promote equity?
(A/B/C/D Talking partners)

Susan B. Anthony

Chanrithy Him

W.E.B Du Bois

Sonia Sotomayor

Excerpt

3 minutes to read.

Share your thoughts.

What Does It Take to Teach for Deeper Learning and Equity?

Adapted from Riordan and Klein
EL Education and Montclair State University
Unboxed, Issue 17, Spring 2017

In classrooms across the United States, many of our most struggling learners experience instruction best described as what Martin Haberman (1991) calls, “the pedagogy of poverty,” where pedagogical practices tend more towards giving information and controlling behavior than creating spaces where students identify questions, make meaning, and solve problems in their communities and the world.

As a result of this “pedagogy of poverty,” learners that are most underserved—students of color, immigrants and English Language Learners, low-income students, and those receiving Special Education services—often spend class time filling out worksheets, which promotes high compliance but low engagement, inquiry, critical thinking, or creation of new ideas (Noguera, Darling-Hammond, & Friedlaender, 2015; Friedlaender et. al., 2007; Kohn, 2011). They are denied deeper learning opportunities, which we define as those that provide support in not only mastery of rich skills and content, but also the ability to think critically, collaborate, communicate effectively, self-direct learning, and believe in oneself. Instead, our students of color and others marginalized by income, language, or ability experience diminished opportunities anchored in illiteracy, lack of self-efficacy, low engagement, hopelessness, and criminalization (National Center on Education and the Economy; 2007; Children’s Defense Fund; 2007; Noguera, Darling-Hammond, & Friedlaender, 2015). At a time in our world when college and deeper learning skills are critical for participation in society and the global economy, far too many underserved students struggle within classrooms and schools that reinforce low-expectations and inequity.

What, then, can educators do to dismantle inequity and the “pedagogy of poverty” in classrooms and schools? How can leaders and teachers support deeper learning and equity for all learners? If, to paraphrase Maya Angelou, “when we know better, we must do better,” what do educators need to know in order to “do better?”

“Pedagogy of Plenty” - Examples

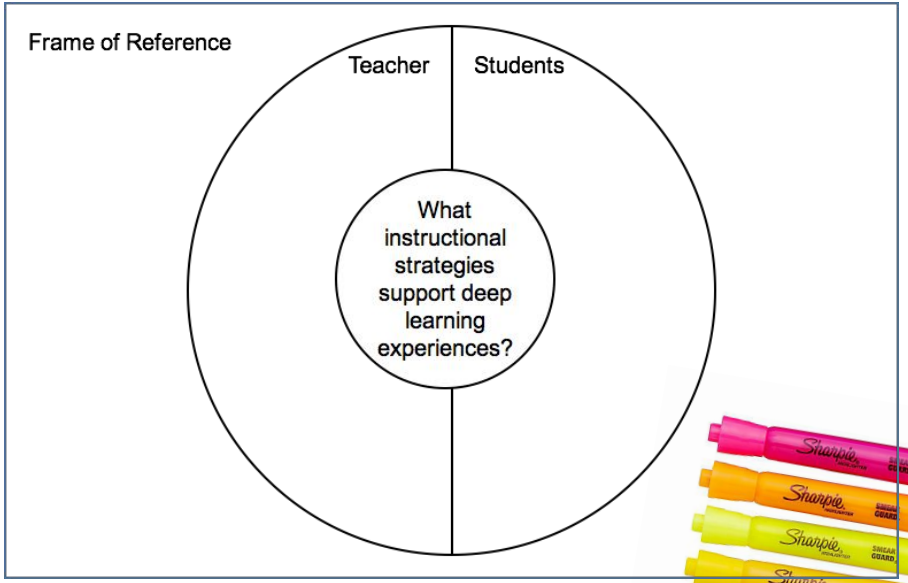
- Authentic Tasks
- Meaning-driven environment
- Quality resources
- Literacy-rich environment
- Connecting school with home, culture and community
- Problem-focused learning
- Cognitive and metacognitive problems in the context of purposeful activities
- Collaborative work on issues of deep concern to the students
- Varied social configuration
- Engagement in substantive dialogue, discussion, debate about the substance of the content
- Making meaning

What are some non-examples?

Return to your Circle Map and be prepared to share out

With your new understanding:

Add to and highlight practices that maximize the Pedagogy of Plenty, and promote literacy.

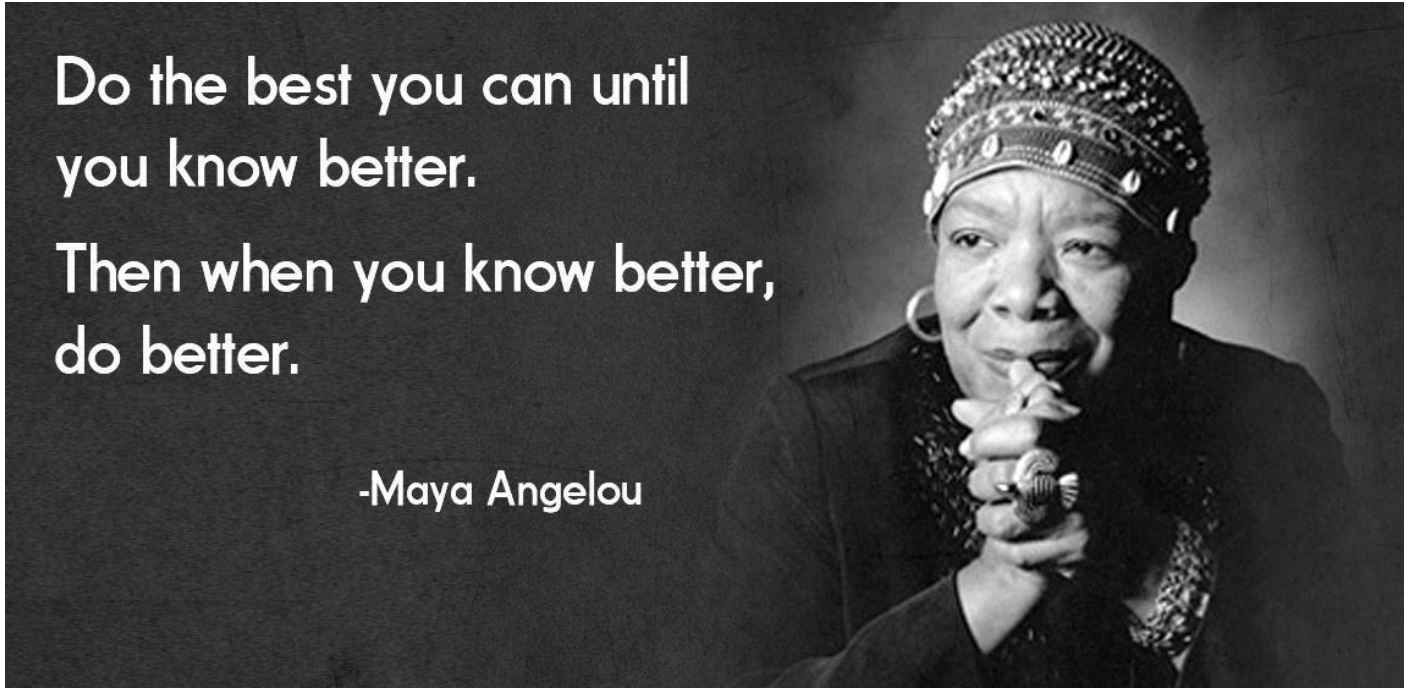


Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.

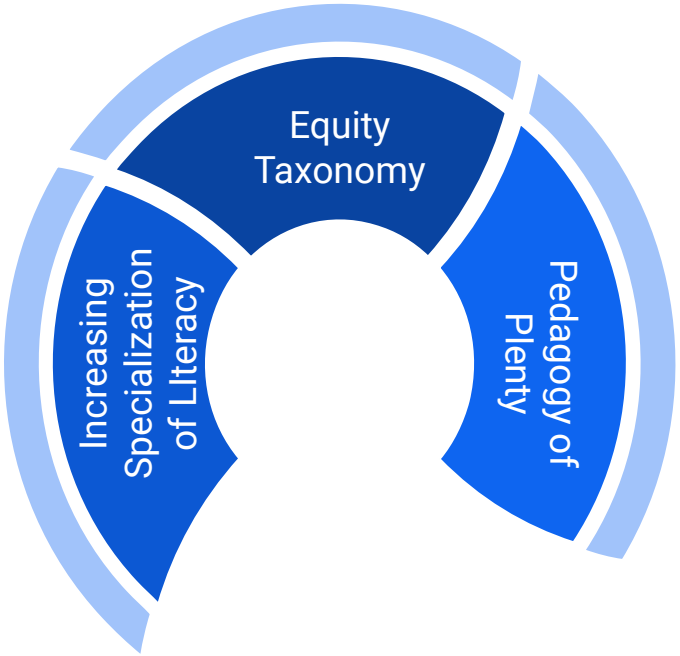
Kofi Annan

Secretary-General of the United Nations (1997–2006)

Break


Do the best you can until you know better.
Then when you know better, do better.
-Maya Angelou

10:00



Increasing Specialization of Literacy Instruction

Building Collective Efficacy for Literacy Instruction

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Call to Action

“Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.”

Common Core State Standards, June 2, 2010

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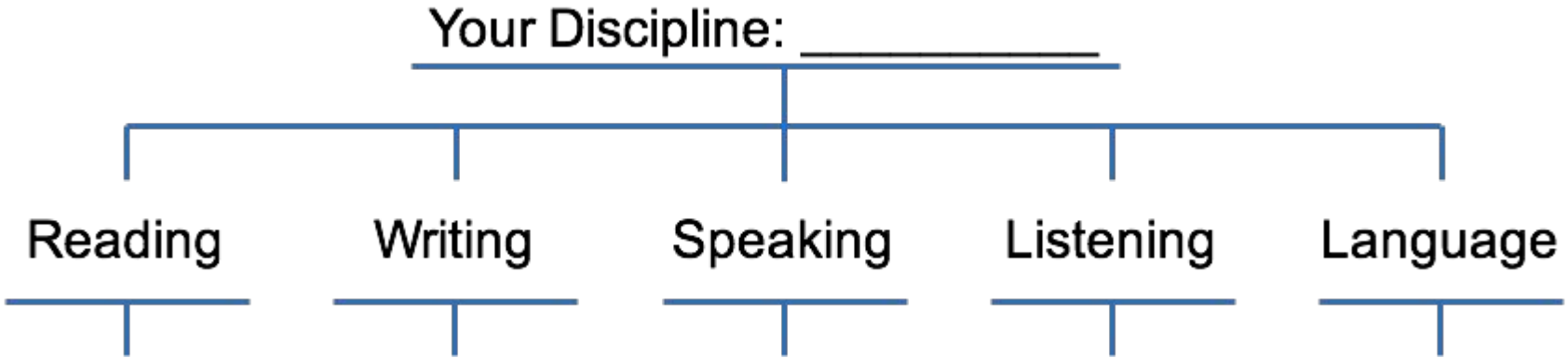
How are you already supporting literacy in your classroom?



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Content Area Literacy and Disciplinary Literacy

Share with a colleague who teaches a different subject:

- Which instructional practices do you share? **(content area literacy)**
- Which instructional practices were only called out by a specific discipline? **(disciplinary literacy)**

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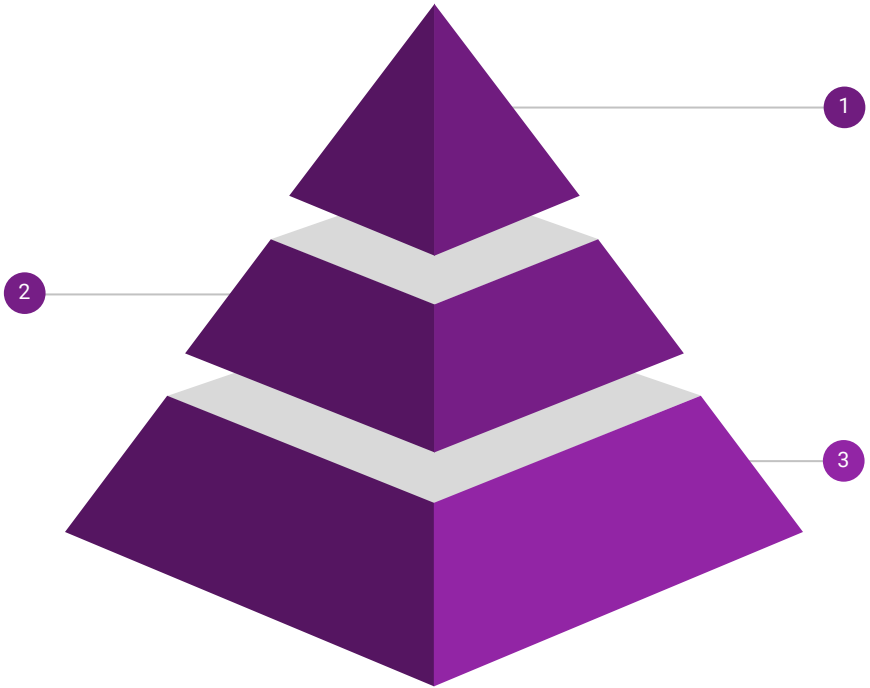
Increasing Specialization of Literacy

Content-Area Literacy

Reading and writing for the acquisition of new content in a given discipline



Disciplinary Literacy

Developing expertise in the discipline in reading, writing, speaking and reasoning

Basic Literacy

Learning letters, sounding out words, sight words

Shanahan & Shanahan 2008

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More on Content Area and Disciplinary Literacy

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Teacher as a disciplinary insider

"It takes time to learn a new language or new culture."

"Specialized literacy learning is like entering new cultures."

What provoked your thinking?

"All people are always learning to read and reading to learn."

"Literacy learning requires an apprenticeship."

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Content Area Literacy Strategies - Common to All (Signature Practices)

- Complex Text/Task (U2)
- Multiple reads of text
- Annotation
- Argumentation (CIEvR, CER, ACE) to demonstrate understanding

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Pedagogy of Plenty: **Content Area Literacy** Signature Practices

Complex Text(s)/Task(s) within Content Area **Text = multiple print materials, diagram, graphic, video, audio**	**Multiple Reads** **To develop conceptual understanding**	**Annotation** **"Having a conversation with the text to support meaning making"**	**Argumentation or Argue from Evidence (CIEvR)**
Focused on inquiry & creates productive struggle Builds conceptual understanding Provides time and opportunities for transfer learning to new contexts	Read for gist/initial understanding Read for meaning with annotation Read analytically through a discipline-specific lens with annotation	Mark up to make meaning Use symbols and text Notice & Wonder with a disciplinary lens Questioning with a disciplinary lens	Claim Evidence Reasoning

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Break

Stand
and
Stretch

Common Reading Experience:
Content Area and Disciplinary Literacy pages 2-5

Multiple reads:

- **1st read**: Gist or initial understanding
- **2nd read**: Meaning Making as Instructional Leaders (annotate)
- **3rd read**: Analytical disciplinary lens (annotate)

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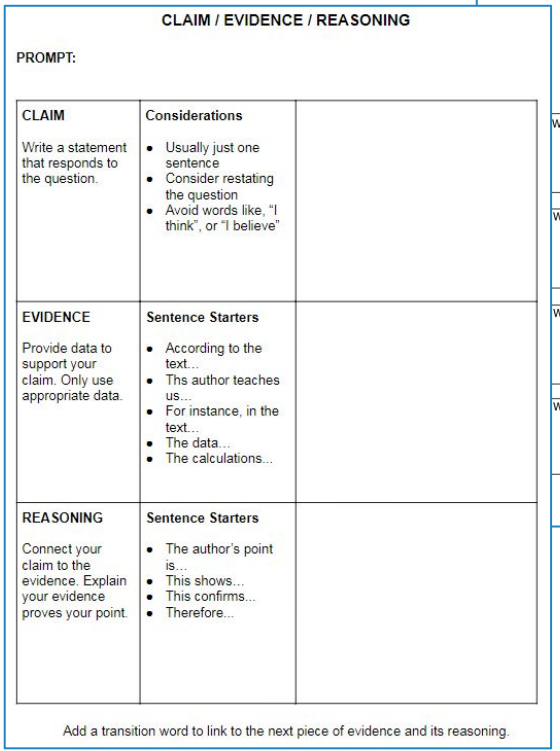
Argue from Evidence

Using the resources we have shared thus far, **construct an argument** supporting the importance of developing literacy in your classroom.

Use the template provided.

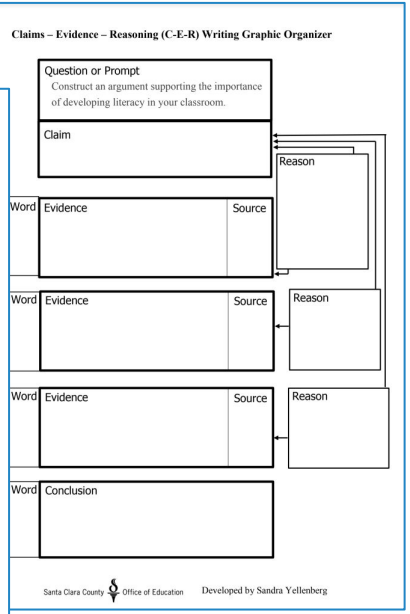


CLAIM / EVIDENCE / REASONING

PROMPT:

CLAIM Write a statement that responds to the question.	**Considerations** • Usually just one sentence • Consider restating the question • Avoid words like, "I think", or "I believe"	
EVIDENCE Provide data to support your claim. Only use appropriate data.	**Sentence Starters** • According to the text… • Ths author teaches us… • For instance, in the text… • The data… • The calculations…	
REASONING Connect your claim to the evidence. Explain your evidence proves your point.	**Sentence Starters** • The author's point is… • This shows… • This confirms… • Therefore…	

Add a transition word to link to the next piece of evidence and its reasoning.



Claims – Evidence – Reasoning (C-E-R) Writing Graphic Organizer

Question or Prompt
Construct an argument supporting the importance of developing literacy in your classroom.

Claim

Reason

Word | Evidence | Source

Word | Evidence | Source | Reason

Word | Evidence | Source | Reason

Word | Conclusion

Santa Clara County Office of Education — Developed by Sandra Yellenberg

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Stand and Talk

Argue your claim with evidence to support your reasoning.

Provide feedback to your colleague.

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Pedagogy of Plenty: **Content Area Literacy** Signature Practices

Complex Text(s)/Task(s) within Content Area **Text = multiple print materials, diagram, graphic, video, audio**	**Multiple Reads**	**Annotation** **"Conversation with text"**	**Argumentation or Argue from Evidence (CIEvR)**
Focused on inquiry & creates productive struggle Builds conceptual understanding Provides time and opportunities for transfer learning to new contexts	Read for gist/initial understanding Read for meaning (annotation) Read analytically through a discipline-specific lens (annotation)	Mark up to make meaning Use symbols and text Questioning (with a disciplinary lens) Wondering with a disciplinary lens)	Claim Evidence Reasoning

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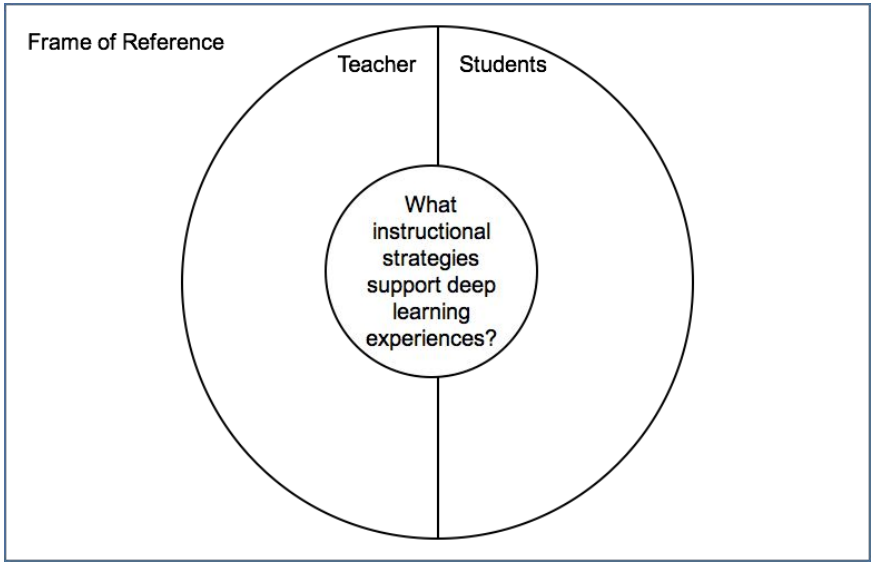
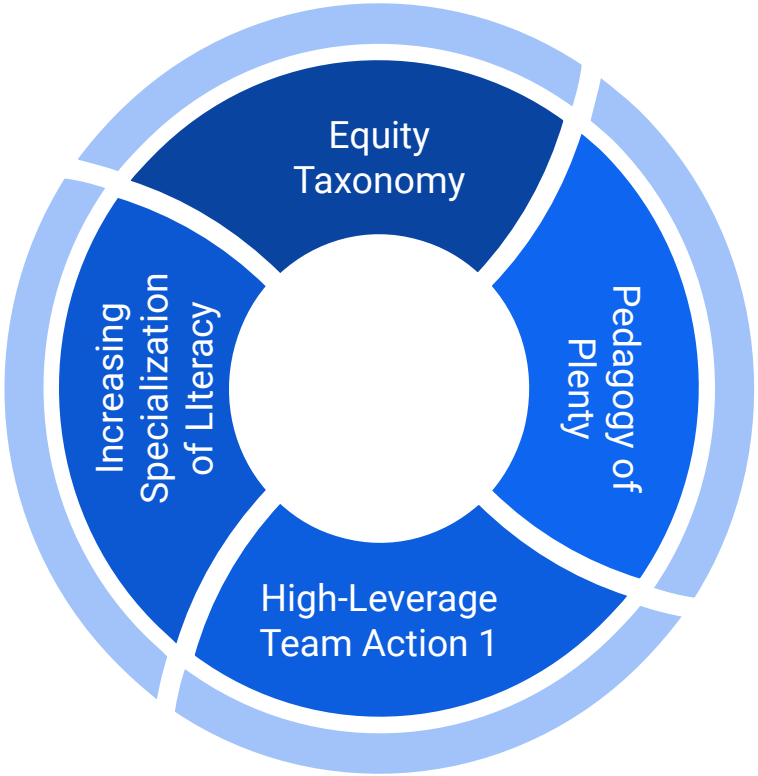
Return to your Circle Map and be prepared to share out

With your new understanding

- Circle and add practices that promote **content area literacy**
- Star and add practices that promote **disciplinary literacy**





High-Leverage Team Actions

Building Collective Efficacy for Literacy Instruction

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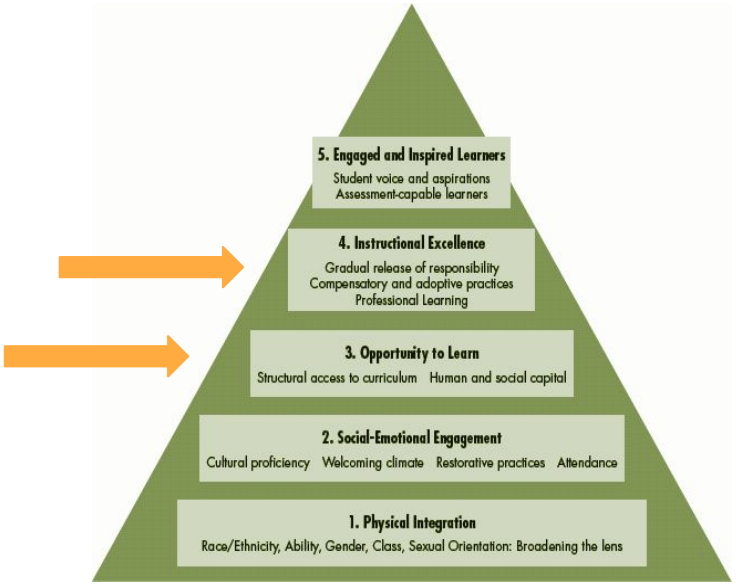
High-Leverage Team Actions

- Grounded in Professional Learning Community (PLC) research
- Deepen instructional excellence by facilitating common practice and expectations



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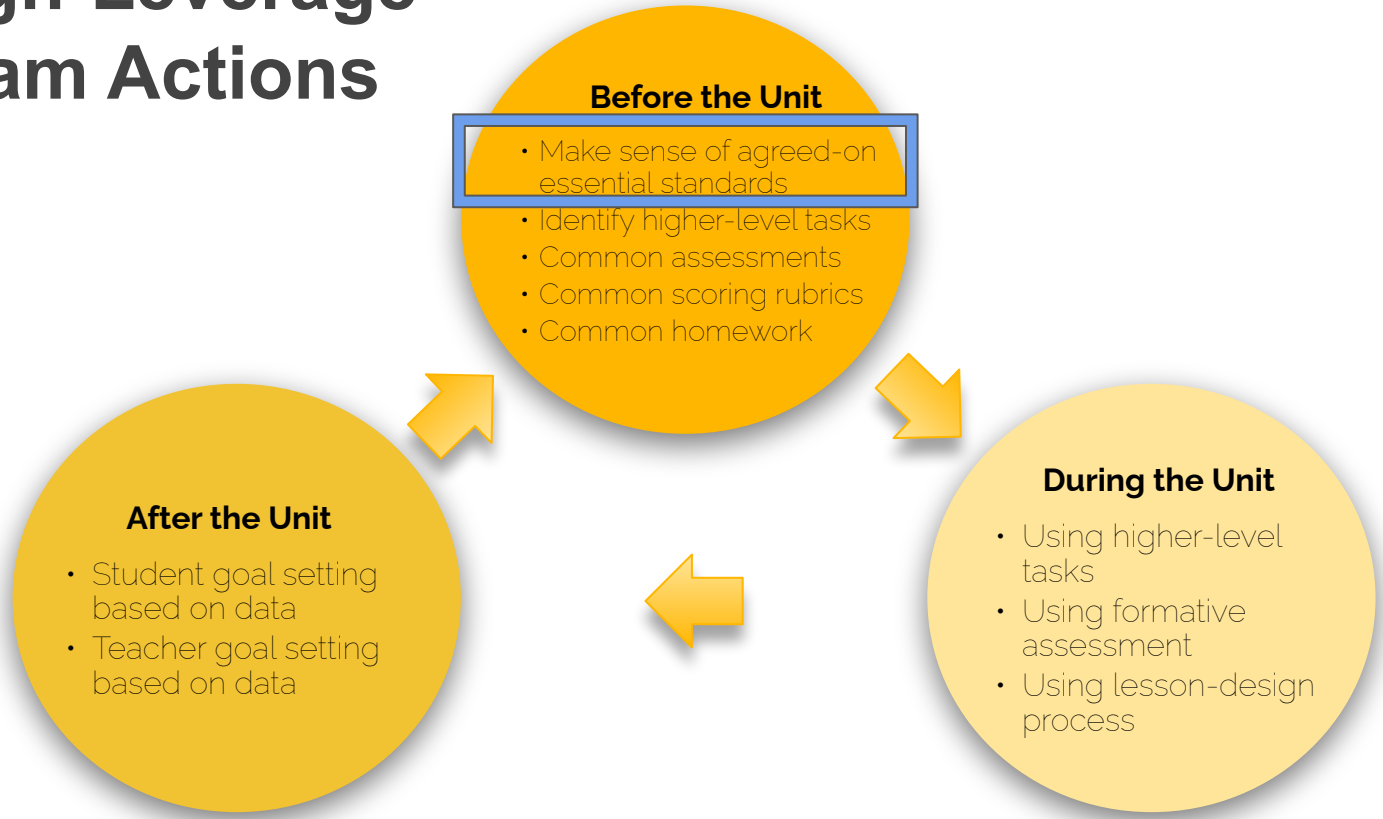
High-Leverage Team Actions



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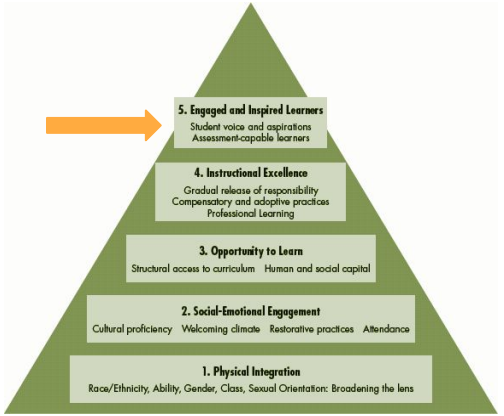
"*Collective teacher efficacy refers to a staff's* ***shared belief*** *that through their* ***collective action****, they can positively* ***influence student outcomes,*** *particularly for those students who are* ***disengaged and/or disadvantaged.***"



Donohoo, Jenni (2016) Collective Efficacy: *How Educators' Beliefs Impact Student Learning.* Thousand Oaks, CA: Corwin.

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U5 Cycles of Team Learning

Team Practice: Engages in cycles of team learning (analyze data, develop shared goals, learn, implement, reflect)

Step 1

- Analyzes one form of data to create a learning goal for both students and teachers that somewhat aligns to site and/or district priorities
- Acquires new knowledge or skills tied to the learning goal, with varied levels of participation from team members
- Experiments with new knowledge and skills through planning of instruction and assessment for own classroom
- Reflects on initial attempts to incorporate new knowledge and skills to identify further learning needed to reach goals

Step 2

- Begins to use multiple forms of student data to develop learning goals for both students and teachers that align to site and district priorities
- Practices, individually and collaboratively, new knowledge and skills that are tied to learning goals, with all team members taking some part in the learning process
- Shares individual plans for instruction and assessment based on new knowledge and skills; invites support and feedback to refine new practices
- Reflects on both successful practices and/or further learning needs aligned to goals, using one or more pieces of evidence

Step 3

- Uses multiple forms of student data to analyze trends and prioritizes common learning goals for students, as well as personalized learning goals for teachers, all aligned to site and district priorities
- Implements, both individually and collaboratively, the learning of new knowledge and skills, tied directly to learning goals
- Co-constructs plans for common instruction and assessment based on implementation of acquired learnings; provides support and feedback regularly
- Monitors and adjusts implementation, using several forms of evidence, to advance to the next stage of the learning cycle or revisit previous stages, with successful practices being scaled school-wide and beyond

Where in Team Practice 2 do you see opportunities for collective team learning?

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High-Leverage Team Action 1

Make sense of the agreed-on essential standards *(content and **practices**) *across content areas and within the disciplines.*

Let's try!

**Added to clarify Content Area Literacy to Disciplinary Literacy*

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High-Leverage Team Action 1 (Making Sense of Standard): Literacy Standard

Text Types and Purposes (CCSS)

Writing Anchor Standard 1: (HSS, Sci, Technical Subjects, ELA)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standards for Mathematical Practice *Construct viable arguments and critique the reasoning of others.*

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Meaning Making (High-Leverage Team Action 1)

Text Types and Purposes (CCSS)

Writing Anchor Standard 1: (HSS, Sci, Technical Subjects, ELA)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Highlight practices (verbs), underline concepts (nouns), circle descriptors (adjectives)
- What concepts and practices need to be explicitly taught for ALL students to attain mastery of the standard?

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As partners, discuss “In order for students to argue from evidence…”

1. What trans-disciplinary practices and concepts need to be explicitly taught across classrooms? A
2. What discipline-specific practices and concepts need to be taught to build apprenticeship? B
3. Consider the descriptors given in the anchor standard: What does success criteria for evaluating claims, evidence and reasoning look like across classrooms? In your discipline? A, B

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Team Reflection

1. Refer back to the Building Equity Taxonomy. Where do you see relationships between the content we just discussed and the Equity Taxonomy?
2. How does promoting common literacy practices across the content areas influence High-Leverage Team Actions in departments?
3. What does your ILT need to continue to learn together about?

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Team Time

Building Collective Efficacy for Literacy Instruction

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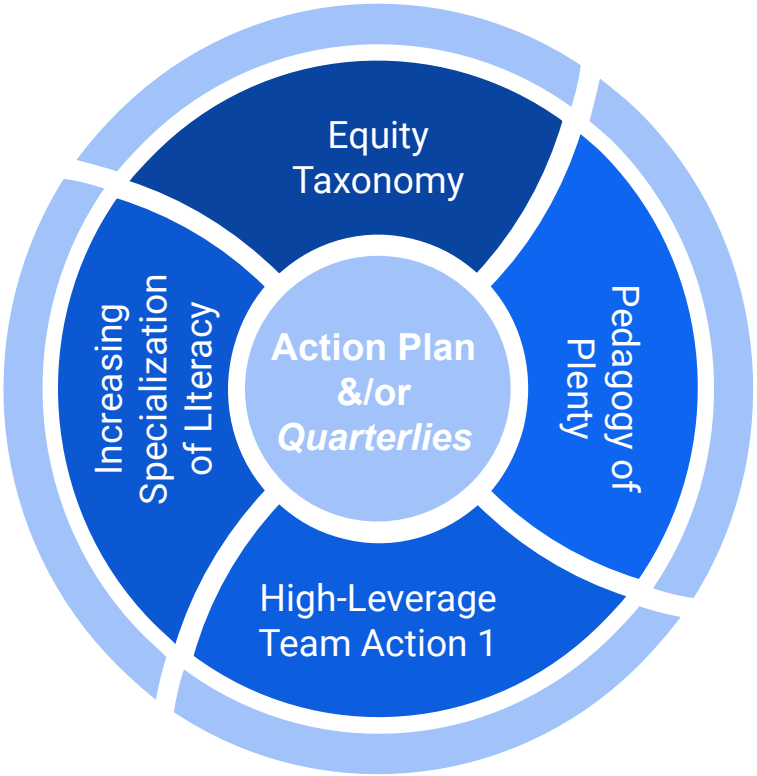
Team Time Set Up



What is your team inspired to do based on your learning?

What does your team need to learn more about?

What are the implications for your school's action plan?

Document your thinking.

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Rooms 1, 4 and B17 are available in addition to this room.

Be back by 3:00
ready to share out.

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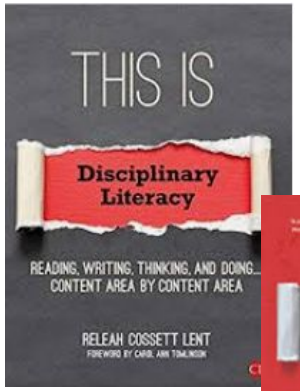
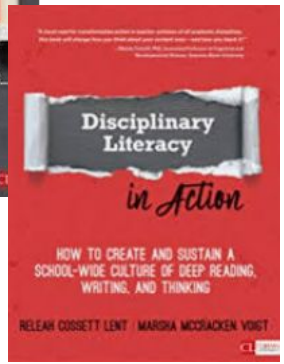
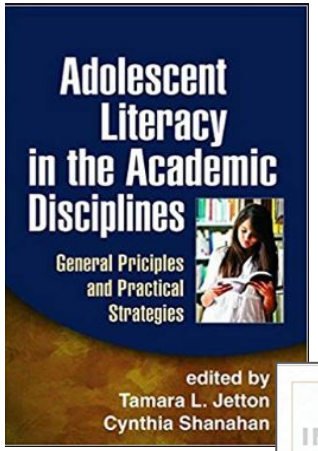
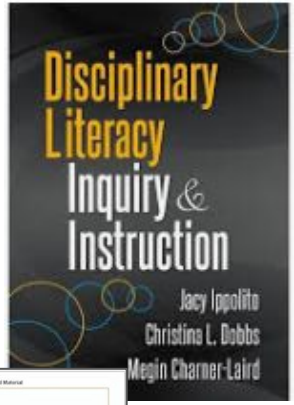
Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy
Shanahan, Timothy;Shanahan, Cynthia
Harvard Educational Review; Spring 2008; 78, 1; PsycINFO

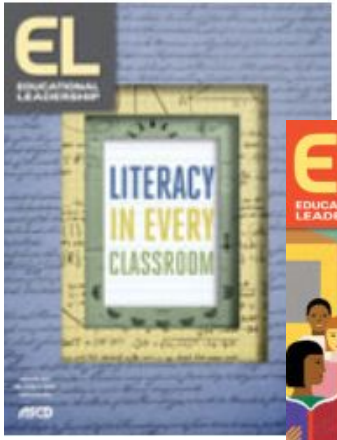
SHANAHAN ON LITERACY

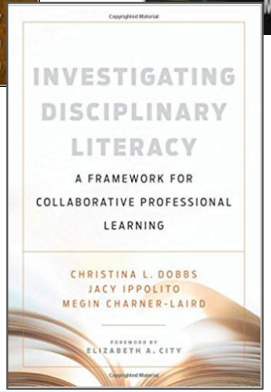












INTERNATIONAL LITERACY ASSOCIATION

ANNENBERG LEARNER
Teacher resources and professional development across the curriculum

UNESCO
United Nations Educational, Scientific and Cultural Organization

ASCD

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"Literacy is the gatekeeper to a better life. Those equipped with high levels of literacy form the cornerstone of an engaged and accomplished society. But we must teach and lead with a sense of urgency. Identify high-impact approaches that accelerate student literacy learning and amplify teacher collaboration, and then apply them with a degree of frequency, intensity, and duration such that they can deliver on their promise (Fisher, Frey, & Hattie, 2016). By doing so, we deliver on our promise for more equitable schools."

"Literacy Equals Equity" from Corwin Connect Blog,
APRIL 21, 2017 Authors: Douglas B. Fisher And Nancy Frey

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Whole Group Share Out

What is your take-away from today?

What are the implications for your school's action plan?

Exit Slip

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Reminders for after slide deck is planned

Sign Ins
Name Plates (Table Tents)
Posters
Copies
Supply Boxes
Exit Survey/Slip
School Seat Assignments?
Google Classroom?
Assign slide times and presenters