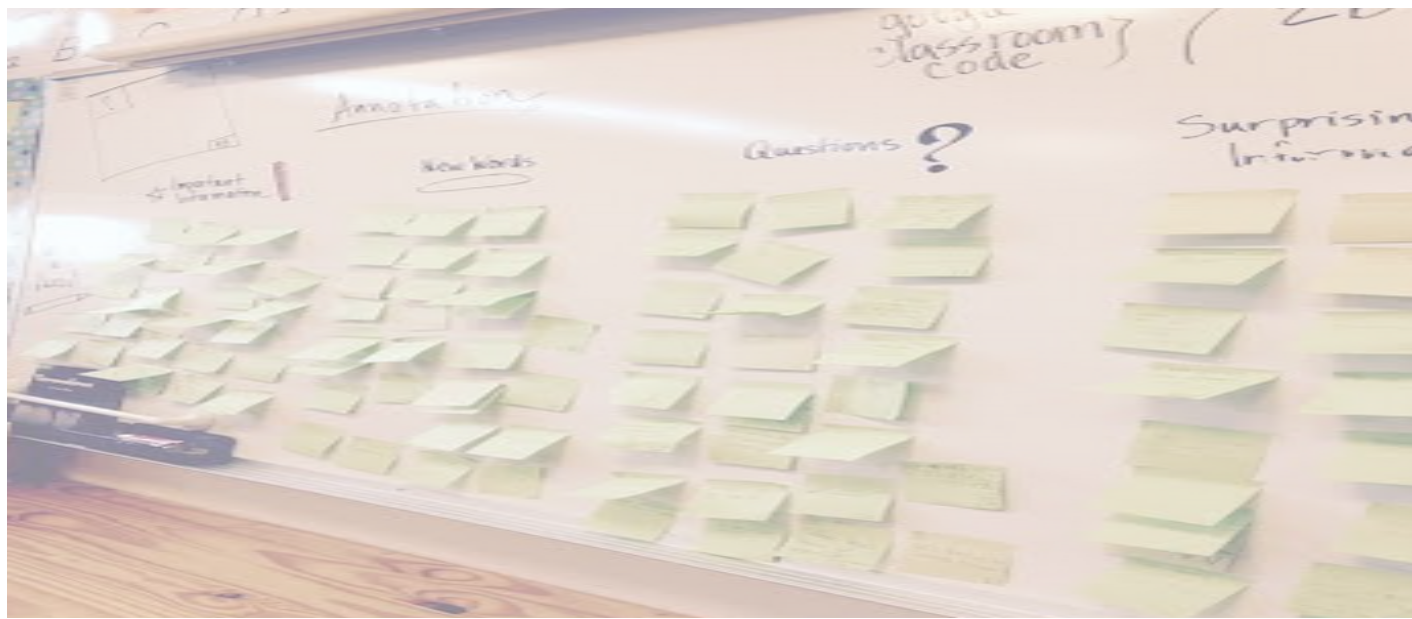


Putting It All Together:



Literacy, Equity,
and Assessment



"Reading is like being a detective. You are trying to solve these mysteries you have. You have to dig deep into the text to get the answers!"

~Grant

Student in NCS



Objectives

- Share a district elementary PD model that incorporated:
 - Teacher leaders
 - Integrated Unit development - SS/ELA/ELP
 - Close reading
 - Assessment (performance task)
 - Culturally responsive practices
 - Digital Learning

Some history...

- Transitioning to CCSS
- Treasures 2007
- Enhancing the Basal Reader
- ODE PLT - Identifying a teacher

How do I empower teacher leaders?

How do we create meaningful assessment experiences for our teachers and students?

How do we infuse the district's equity work in the classroom?

Elementary District PD Model

K-5 Elementary District Professional Development March 19, 2015 7:30-11:00

Who	Facilitators	Where	What
Kindergarten	Misty Cooke Donna Butuso	Linwood Elementary	FULL-DAY KINDY Focus <ul style="list-style-type: none"> I can provide input on the structures of full-day kindergarten I can discuss the philosophy of full-day kindergarten I can understand how language plays a role in full-day kindergarten (ELP/Walk to Language)
First-Grade	Carol Dissen	Scouters Mountain Elementary	READING Focus <ul style="list-style-type: none"> I can understand the comprehension components of ECRI I collaborate with peers about strategies that work for all students in reading comprehension (hear from colleagues)
Second and Third Grade	Linda Vanderford	Clackamas ESD * Please carpool	ELA Focus <ul style="list-style-type: none"> I can identify components of the SBAC writing scoring guide I can calibrate my scoring of performance tasks I can discuss strengths, challenges, and plan next steps in instruction for reading, writing, and language. I can identify ELP standards that will support next steps in instruction. <p><i>*Teachers should make sure their performance tasks have been turned in to their administrator by the 17th</i></p>
Fourth and Fifth Grade	Alyssa Engle Diane Bishop Jonathan Fost Leah Riedel Tim Hays	New Location! Duncan Gym + 2 breakout classrooms	MATH Focus <ul style="list-style-type: none"> I can understand how the Standards for Mathematical Practices align with the English Language Proficiency (ELP) standards I can extend my understanding of posing purposeful questions to include differentiating instruction to meet the needs of each student I can use my prior learning to create or revise a performance task
ELD Specialists	Priority choice: 4th and 5th grade session on math and ELP integration	ELD Specialists: Please attend the 4th and 5th grade session at Duncan Elementary along with your school 4th and 5th grade team.	
SPED Specialists	Louise Dawson, Sarah <u>Makar</u> chek, Annemarie Polignano	Bilquist Library	<ul style="list-style-type: none"> I can identify resources to teach & support students with executive functioning differences I can write and implement IEP goals and objectives aligned to Common Core State Standards I can use STAR assessment data to aid in eligibility decision making
SPED Assistants	Student Support Services	Campbell	
Instructional Assistants- ECRI	Carol Dissen	Scouters Mountain 12:00-3:00	<ul style="list-style-type: none"> Learn about comprehension components of ECRI in small groups

3.5 hours

- Oct
- Jan
- March

Timeline



Aug/September	Introduce Close Reading and Enhancing the Basal Reader
October	ODE PLT Session I - Google Classroom, Close Reading Intro, Model Read Aloud
November	Unit Planning
December	Unit Planning
January	Session II - SBAC, Close Reading, Text-Dependent Questions, Unit
February	Teach Unit
March	Performance Task - Administration and Scoring
April	Session III? - Feedback from teachers
May	Revision of unit

Session I

- Close Reading
- Google Classroom
- Backchannel
- Modeled close reading
 - Video and Live
- Depth of Knowledge
- Exit slip



Teacher Google Classroom



2nd & 3rd PD ELA
2014-2015

STREAM

CLASSMATES

ABOUT

brownaud@nclack.k12.or.us

ASSIGNMENTS VIEW ALL
No upcoming assignments

ASSIGNMENT Amy Gertenrich-Dwyer – Jan 26

LATE

Your Close Read for Today- January 26, 2015 - Creating Effective Close Reading Lessons

OPEN

Please use the annotation guidelines in the header of this document and TURN in, when completed

ASSIGNMENT Amy Gertenrich-Dwyer – Oct 6

DUE AUG 31

CLOSE Reading Article

OPEN

You will divide into groups of four and read the document with annotation.

ASSIGNMENT Amy Gertenrich-Dwyer – Oct 6

DUE AUG 29

2nd & 3rd Grade Close Reading Activities

OPEN

You will be using the following documents for our professional development.



Close Reading GROUP Responses - Oct. 8, 2014
Google Docs



Google Classroom

☰ Welcome to Mrs. Brown's Class 2014-2015

STREAM STUDENTS ABOUT

brownaud@nclack.k12.or.us ▾

ASSIGNMENT Audra Brown – Feb 25 DUE MAR 18 ⋮

Who? Did What? Why?

Add a picture of each person listed. Then, explain how each person STOOD UP FOR WHAT THEY BELIEVE IN and why. Finally, explain the barriers that each person faced while working for equality. Use the web at the bottom of the page to help you determine barriers faced by each person.

20 DONE	16 NOT DONE
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Who? Did What? Why?
Google Docs Each student will get a copy

Add comment...

ASSIGNMENT Audra Brown – Feb 25 DUE MAR 18 ⋮

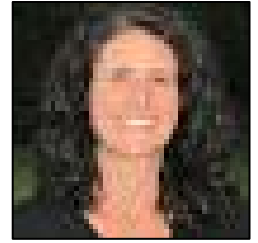
Jackie Robinson Vocabulary Study

Be sure to find definitions and images that make sense with the biography of Jackie Robinson.

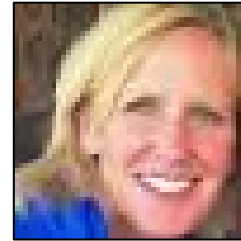
24 DONE	12 NOT DONE
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?

The Team



**Alexa
Pearson**



**Amy
Gertenrich-
Dwyer**



**Melinda
Ryan**



**Kelli
Johnson**



**Audra
Brown**



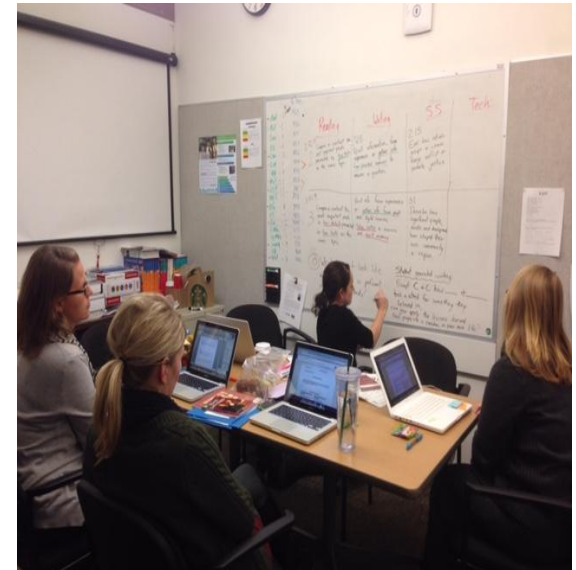
**Rachel
Lucken**



**Carolyn
Kirschmann**

Next steps:

Began unit planning - Integrated
Essential Question - Equity
Focus
Piloted



ELP

Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading and viewing (ELP1)

Speak and write about grade appropriate complex literary and informational texts and topics (ELP 3)

Identify individuals who had an impact on the local community and explain how people and events of the past influence the present (SS 2.1)

**Social
Studies**

Compare and contrast the most important points and key details presented in two texts on the same topic (RI. 3.9)

Read and comprehend informational texts (RI 2.10)

Describe how significant people, events, and developments shaped their own community and region (SS 3.1)

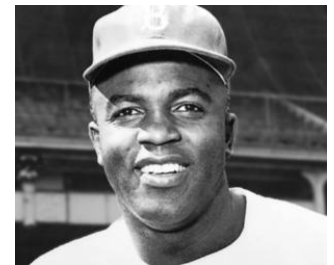
ELA

Determine the main idea of a text; recount the key details and explain how they support the main idea (RI 3.2)

The student can use supporting evidence, facts, definitions, reasons and details (actions, thoughts, feelings and dialogue) to support their topic (W.3.1, W.3.2)

Planning the Unit on Courage

- Overview
- Goal: Classroom-embedded task
- Google
- Struggle
 - Topic/Essential question
 - Resources
 - Who to highlight
 - Finding 2nd grade text
 - Creating the task - electronic version/Spanish

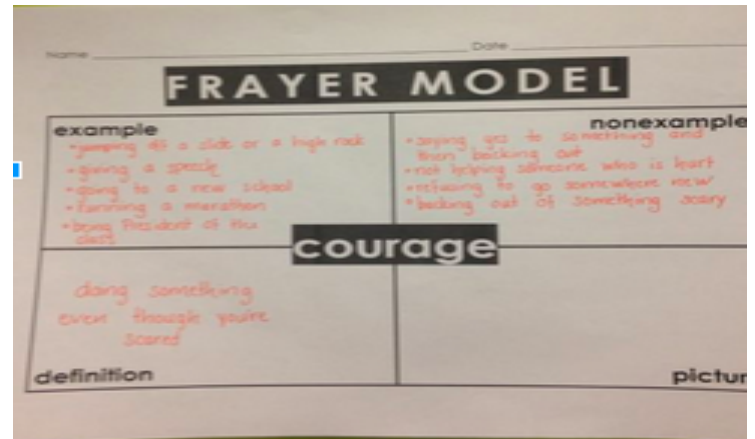




Unit on Courage

ELA PD INTEGRATED UNIT

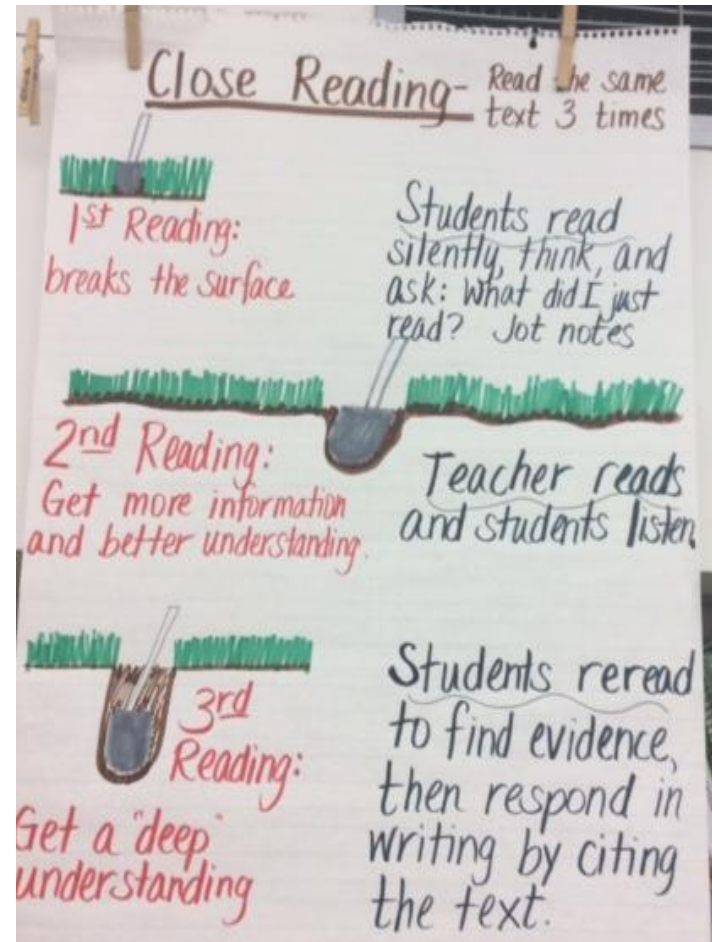
Resources Page



Revised Unit Overview

Take a look:

[Integrated Unit Plan](#)






Session II



SBAC Performance Task Exploration

What do students need to know to be successful on this assessment (columns 1 and 2)?

Technology	Content (knowledge and skills)	Instructional Implications

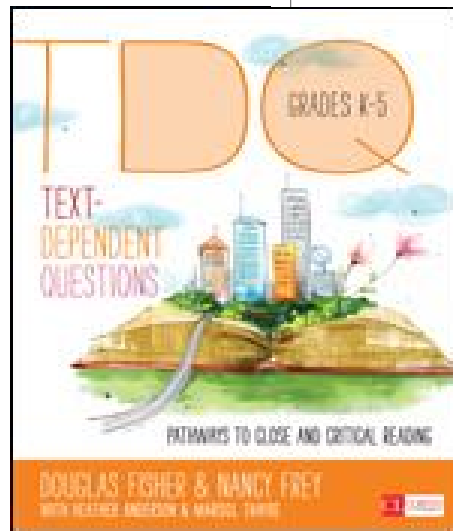
Close Read


**Annotate
(Think) While
You Read**

<u>text</u> or 	highlight or underline important information
	circle unfamiliar or new words
?	sentences or phrases you do not understand
!	sentences or phrases you think are surprising
margin notes	words, ideas, connections, thoughts

NCSd CLOSE READING PLANNING TEMPLATE

Teacher:	Grade/Subject:	Date:
CLOSE READING GUIDE		NOTES
First Read - Focus on the most important elements of a text (Key Ideas & Details) Second Read - Focus on how the text works (Craft & Structure) Third Read - Focus on what the text means to the reader and how it connects to other experiences (Integration of Knowledge & Ideas)		<ul style="list-style-type: none"> REMEMBER on first read try not to over scaffold - let students get the gist on their own REMEMBER to provide sentence frames when having students discuss in small or whole group
Grade Specific CCSS: List standards you will address		
Selected Text (worthy of a close read): <ul style="list-style-type: none"> complex ideas rich vocabulary grade-level text level or above 		
Text-Dependent Question(s): Select 2 or 3 high cognitive level (DOK) questions that will require students to use evidence from the text.		
1. Question or Prompt (Key Ideas & Details)		



Annotation in Action

Formative
Assessment



Models

1st read: (I) get the gist D.R. pg. 255

- underline/identify main idea
 - 👁️👁️ title, topic sentence, 1st paragraph
- summarize: "This text is mostly about... I know this because it says... (a couple important details)

2nd read: dig deeper (I) or (P) P.I.E.?

- text features, author's purpose

3rd read: put it all together

- make inferences, connect! my life texts

Signal Word:
annotate

☺️ jot down notes, comments, connections, questions, ideas, etc. as you read ♥️

🌟 !

👉 explain → review → your un

W

neuro

Math | Science

EVERYONE
does
EVERYTHING



Big Question

How have people throughout history shown bravery by taking a stand for something they believed in?

How is that happening today?

How do you take a stand on what you believe is important?



Who?	Did what?	Why?
Jack Robinson	played baseball	He was the first American to join the all-white Major Leagues
Martin Luther King Jr	made speeches and led marches	to change unfair laws
George Washington	was the first President	believed the US should be its own country
Billie Holiday	sang popular music, used jazz	made people feel differently



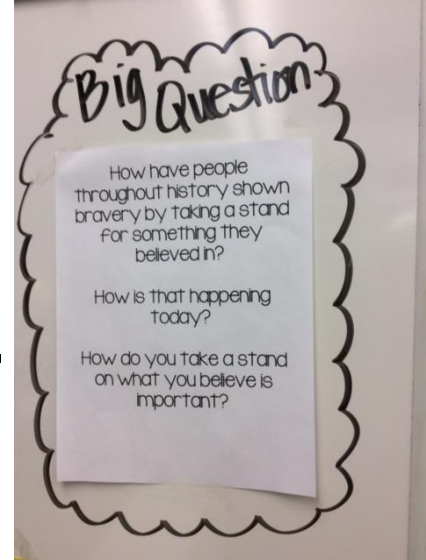
Close Reading Model



Gradual Release and Application

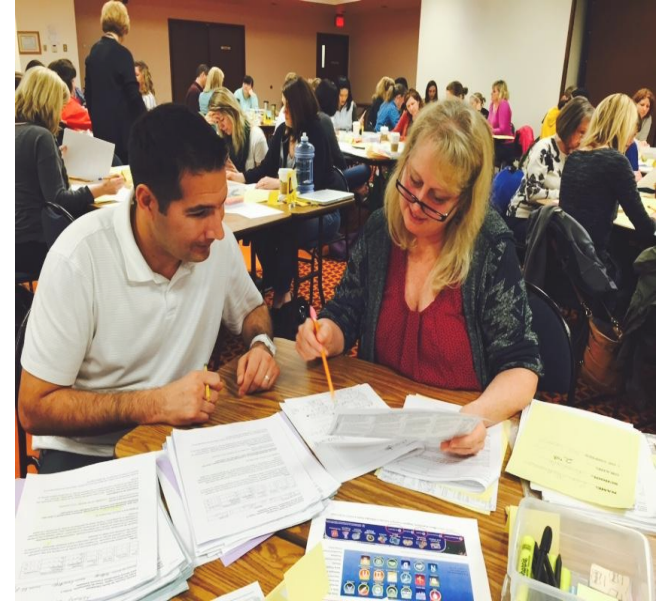
During the unit

- Not all teachers embraced the unit ..
- Translating to Spanish
- Calls from principals
- Technology (positives and negatives)
- Collecting/organizing
- Anchor papers



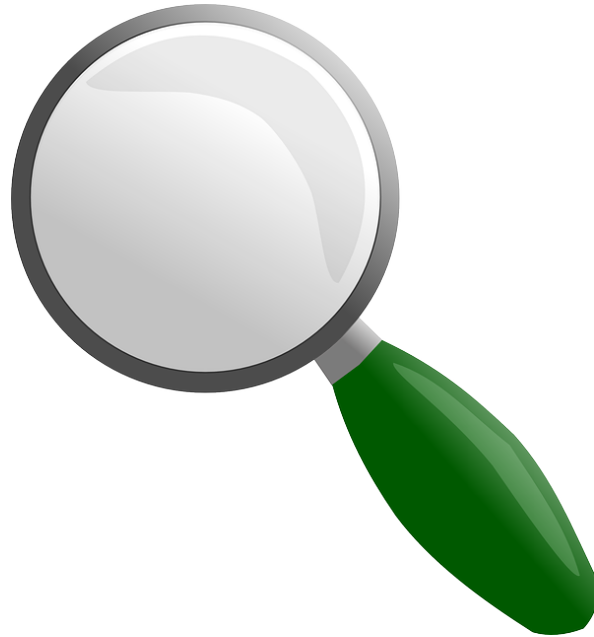
Session III

- ESD - Linda Vanderford
 - Report cards - day after
 - Not enough time- rubrics
 - Seeing other schools teachers
- Sharing most successful from unit



Gallery Walk

What do you notice about student writing?



What we learned...

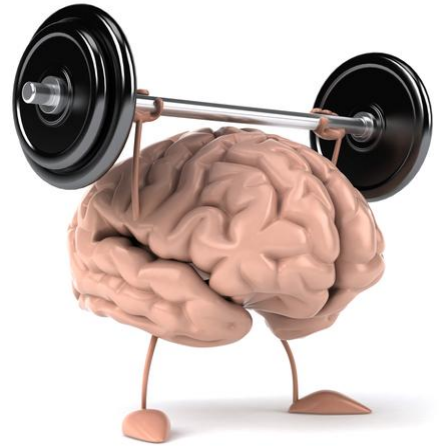
- Misconceptions
- Over-scaffolding
- Technology
- Note taking and Paraphrasing
- Citing more than one source
- Responding to the prompt (not summarizing)



Sharing our failures

FAIL = First Attempt In Learning

- Earlier notice for teachers
- More modeling of the unit, more resources
- Video for performance task
- Electronic Version (Ed Cite!)
- More time for teachers to plan



Teacher Feedback

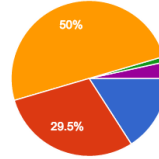
One suggestion we found though was that the first story from lesson one, I think Paper Bag Princess, was really hard for 2nd graders to make the jump to standing up to what she believed in. We retaught the lesson again the next day with the story with Imogene's Last Stand ([link here](#)) and the kids totally got it.

The deep things my 2nd graders are coming up with are amazing. We will see how well the writing piece goes. I love that the growth mindset has really hit with my students because even my lowest kids worked hard on the first independent Bessie read today.

Students continue to bring up what we learned during that unit throughout the year!

Positives

I feel confident that I can implement close reading of a complex text in my classroom



Confidence Level	Count	Percentage
Very confident; I am already implementing close reading	14	15.9%
Confident; I am ready to implement close reading	26	29.5%
Somewhat confident; I am willing to try this out in my classroom	44	50%
I need more support with implementing this in my classroom	1	1.1%
Other	3	3.4%

- Teachers empowered
- 31% to 45% Confident
- Embedded assessment
- Resources
- Culture- Brave
- Relevant - own courage stories
- Kids engaged
- Brought weeks together for them. Memorable for them.





Closure

Teacher empowerment

