**Session 4: Quality of Implementation (Teachers)**

Sequence of Sessions

PRINCIPALS

This one-day training is designed for principals leading the adoption of CKLA. The training will be focused on building a deeper understanding of CKLA quality implementation and why this focus (i.e., quality implementation) is critical to supporting student and teacher growth within the program. Time will also be given to communication around CKLA and tools that are available for supporting outreach efforts around CKLA.

TEACHERS

This one-day training is designed for teachers using CKLA. The training will build teachers’ capacity to take a ‘continuous improvement’ approach to implementation of CKLA. The focus is on gathering evidence for formative (rather than evaluative) purposes (teachers own learning and learning about students in ways that shape instruction). Research suggests this mindset, and these protocols, are supportive of schools and classrooms engaging in successful change, such as engaging in a new curricular adoption.

**Overarching Objectives of this February 2014 Network Team Institute:**

**PRINCIPALS**

1. Support principals in understanding the sources of data present in CKLA and how to complement these data with added types of assessments, depending on the questions that need to be answered regarding student performance.
2. Support principals in understanding the importance of building collaborative conversations around CKLA to support teachers’ own learning within the curricular adoption.
3. To expose principals to a specific protocol called Looking at Student, which is designed to structure teachers’ collaborative conversations around their teaching/CKLA and illustrate this protocol as a means of enhancing the quality of their curricular implementation.
4. To support principals in observing curricular implementation and considering quality versus fidelity of implementation within these exemplars.

**TEACHERS**

1. Support teachers in understanding the sources of data present in CKLA and how to complement these data with added types of assessments, depending on the questions that need to be answered regarding student performance.
2. Support teachers in understanding, using, and sharing the Looking at Student work protocol as a means to enhance students learning within CKLA and teachers own knowledge and skill in using the CKLA curricula.
3. To support teachers in understanding, using, and sharing a process for building rubrics within CKLA.

**High-Level Purpose of this Session:**

**PRINCIPALS and TEACHERS**

Session Description: This session will define the sources of data that are available within CKLA to understand student performance. This session will work to help participants match their question (or the question of parents, administrators, outsiders, etc.) to the appropriate data source and understand the strengths and limits of the assessments in CKLA (as well as the ways to complement these data).

**Related Learning Experiences**

This training assumes general prior knowledge about CKLA. For schools, teachers, or administrators who are interested in knowing more about Core Knowledge, there are prior training modules posted on EngageNY.org that provide this general support (see . <http://www.engageny.org/resource/professional-development-turnkey-kit-ela-p-2-overview> for modules of training, on-demand webinars, etc.). It is recommended that anyone new to Core Knowledge look over the material on the program prior to attending this training.

Key Points

* This session will provide participants an opportunity to consider and discuss enhancements and modifications to CKLA instruction through video examples.

**Session Outcomes**

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| **What do we want participants to be able to do as a result of this session?** | **How will we know that they are able to do this?** |
| In this session teachers will:   1. Be able to recognize adaptations, adoptions, and omissions that enhance a lesson 2. Be able to describe a variety of criteria that might inform enhancements to a lesson | In-session activities and debrief discussion |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator Preparation** |
| Framing the relationship between the CCSS Instructional Practices Guide (IPG) indicators and CKLA | 5 | This slice will frame the discussion around how understanding the evidence indicators of the IPG can *guide adjustments and adoptions in CKLA implementation for the sake of quality.* | Session 4: What is the relationship between the IPG and CKLA?  *slide 3*  Handouts: CCSSInstructionalPracticeGuide.PDF | Ensure video access, projection capability, and sound amplification |
| Review of the CCSS IPG | 5 | This section will provide an opportunity for participants to review / familiarize themselves with the reading comprehension indicators of the IPG | Session 4: Review of the CCSS IPG  *slide 4*  Handouts:  CCSSInstructionalPracticeGuide.PDF |  |
| Lesson Review | 10 | This section will provide an opportunity for participants to read the lesson that will be modeled in the video clip | Session 4: The Student Profile PPT, *slide 5*  Handouts:  GK\_D3\_Tug-o-War.PDF |  |
| Watch and Annotate | 40 | This section will provide an opportunity for participants to watch a lesson video and annotate a print copy of the lesson to indicate adaptations, adoptions, and omissions | Session 4: Watch and Annotate  *slide 6-7*  Handouts:  GK\_D3\_Tug-o-War.PDF |  |
| Debrief | 20 | This section will help participants identify the manner in which the materials support the IPG, the extent to which the model teacher adhered to the lesson, and how the adaptations, adoptions, and omissions do or don’t support quality. | Session 1: Debrief  *slides 8*  Handouts:  GK\_D3\_Tug-o-War.PDF  MVI 0027 (Tug of War read aloud)  <http://vimeo.com/coreknowledge/review/83786307/bfcce335a1>  CCSSInstructionalPracticeGuide.PDF |  |
| Another Example (if time permits) | 30 | This section will provide an opportunity for participants to watch a lesson video and annotate a print copy of the lesson to indicate adaptations, adoptions, and omissions, with a follow-up debrief regarding elements of quality. | Session 4: Watch and Annotate  *slide 9*  Handouts:  G2\_D2\_NewYear.PDF  MVI\_0045 (Chinese New Year read-aloud): <http://vimeo.com/coreknowledge/review/83769471/6a14f2c24e> |  |

Session Roadmap

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| Section 1: Framing the relationship between the CCSS Instructional Practices Guide (IPG) indicators and CKLA | Time: 5 |
| [5 minutes] This section will frame the discussion around how understanding the evidence indicators of the IPG can guide adjustments and adoptions in CKLA implementation for the sake of quality. | Materials used (in slides) |
| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/ Pic of Slide*** | ***Script/ Activity directions*** | ***GROUP*** | | 5 | Slide 1 | Key Point:   1. Administrators will be using IPG to assess quality of implementation 2. Spending time to understand the relationship between IPG indicators and CKLA materials will help teachers to refine their craft and improve their quality of implementation. |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Section 2: Review of the CCSS IPG | | | | Time: | | | | [5-7 minutes] This section will provide an opportunity for participants to review / familiarize themselves with the reading comprehension indicators of the IPG | | | | Materials used include: | | | | 5 | Slide 2 | Key Points:   1. We are going to review some video of a CKLA lesson in action. 2. Before we do, it will be helpful to frame what we see in the context of the practices outlined in the CCSS Instructional Practices Guide for K-2 – in particular, the reading comprehension practices. 3. Take a few minutes, before we look at a lesson to review the RC practices as outlined on the IPG   Handouts:   1. CCSSInstructionalPracticeGuide.PDF | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Section 3: Lesson Review | | | | Time: | | | | This section will provide an opportunity for participants to read the lesson that will be modeled in the video clip | | | | Materials used include: | | | | 10 | Slide 3 | Key Point:   1. Now, before we see the lesson in action, let’s read the lesson in its entirety. 2. As you read, you may want to consider how the lesson, as structured in CKLA supports the RC indicators.   Handouts:  GK\_D3\_Tug-o-War.PDF | |  |  |  |  |  |  | | --- | --- | --- | --- | | Section 4: Watch and Annotate | | |  | | [40 minutes] This section will provide an opportunity for participants to watch a lesson video and annotate a print copy of the lesson to indicate adaptations, adoptions, and omissions | | |  | | 40 | Slide 4 | Key Point:   1. You may have noticed that the lesson structure lends itself well to the RC indicators. 2. It is important to remember that fidelity is comprised of more than just adherence to the structure of the lesson and materials. Another of the key factors associated with fidelity is quality. 3. Let’s watch a teacher in action, paying particular attention to where structure and quality come together in the lesson. 4. As we watch, it will be helpful for you to annotate the lesson:    1. Place a check mark next to elements of the lesson that the teacher implements    2. Place an “X” next to elements of the lesson that the teacher omits.    3. Take notes to document any additions or modifications to the lesson made by the teacher.   Demonstrate the method by watching a small clip and sharing your annotations with participants.  Handouts:  GK\_D3\_Tug-o-War.PDF  Video |  | |  | Slide 5 | Key Point:   1. Show start to 00:01:11 2. Pause, use slide animation to review the portions of the lesson followed, omitted, or modified by the teacher. 3. Tell participants to annotate the remainder of the lesson in the same fashion. 4. Show remainder of the video.   Handouts:  GK\_D3\_Tug-o-War.PDF  Video |  |  |  |  |  | | --- | --- | --- | | Section 5: Debrief | | | | [20 minutes] This section will help participants identify the manner in which the materials support the IPG, the extent to which the model teacher adhered to the lesson, and how the adaptations, adoptions, and omissions do or don’t support quality. | | | | 20 | Slide 6 | Key Points:   1. What evidence of the RC indicators did you see? 2. How closely did the teacher follow the lesson plan? 3. How consistent were the modifications in keeping with the objectives of the lesson? 4. Quality focuses on maintaining the integrity and spirit of the lessons and is more about the moment-by-moment instruction. 5. What was the quality of the lesson?   Handouts  GK\_D3\_Tug-o-War.PDF  Video | | 30 | Slide 7 | Key Points:   1. If time permits, show a second video example. 2. In this example, the teacher:    1. Adds context and meaning to predictions but basically follows plan.    2. Inserts a key important idea that she will use to guide her reading, which is the importance of creating mental ‘pictures’ when we read. You will see that be a focus for her in this text. It is an important focus in this text which is designed to create a rich sense of a holiday in China.    3. Focuses on imagery as listening. That is critical to her and you see she spends time there.    4. Adapts GLSs as written to emphasize the visual picture being created by the words of the text.    5. Demonstrates the presence of adaption and fidelity.    6. Sticks to the text but changes pausing and phrasing to help children unpack it. But she rarely deletes anything- it stays complex.    7. Spends time on concept of the moon. She is deciding this is a critical piece for understanding similarities and differences between American and Chinese New Year’s- the reading focus.    8. Recognizes, based on her focus, that some GLS’s are closely related and worth more time and others are less closely related and therefore she doesn’t allow as many opportunities for guessing. 3. DEBRIEF using same questions (previous slide)   Handouts:  G2\_D2\_NewYear.PDF  Video | | 10 |  | Key Points:   1. Knowing your students and your focus    1. What context will guide your “focus” of GLS, vocabulary, and content?    2. Where might your students need additional support for understanding 2. Knowing which vocabulary and concepts are most worthy of elaboration    1. Which need full attention?    2. Which are most closely aligned with your focus?    3. Which need only passing attention?    4. Which are not, or are tangentially, aligned with your focus?    5. What might need to be added?    6. How does this understanding of focus change the way in which students participate? 3. Knowing what is needed to enhance delivery (for understanding not entertainment)?    1. How and where might the pacing be changed?    2. What might you emphasize to help students unpack the text?    3. When might you spend more time on the images or add additional images? | |  |

Use the following icons in the script to indicate different learning modes.

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| Video | Reflect on a prompt | Active learning | Turn and talk |