**Session 10: Understanding Your Instructional Pathway**

Goals and Outcomes

Overarching Objectives of the August 2014 Network Team Institute

* Participants will be able to explain the significance of starting instruction with the most frequent or least ambiguous sounds.
* Participants will be able to identify ways the Listening and Learning strand supports children’s comprehension and background knowledge.
* Participants will be able to identify evidence of quality practice within the implementation of the Listening and Learning strand.
* Participants will be able to identify the instructional and support materials (e.g., cards, posters) required for Skills strand implementation.
* Participants will be able to identify evidence of quality practice within the implementation of the Skills Strand.
* Participants will be able to articulate the assessment procedures and the purpose of tools they will encounter in the first 60 days of instruction.
* Participants will identify the factors involved when considering flexible grouping options.

**High-Level Purpose of this Session**

Participants will become familiar with the instructional pathway/pacing of instruction and ways that this pathway is data driven systematic, while also flexible for supporting children’s varied needs.

**Related Learning Experiences**

This two day training is designed as a curricular kick-off to support instructional leadership teams and teachers who plan on implementing Core Knowledge Language Arts (CKLA) in the coming school year. While this training module is a new launch, individuals who have participated in previous CKLA sessions can use this as an opportunity to reground in the content. This module will not extend beyond the content of previous trainings.

During the first day of training, participants will develop a deep understanding of the guiding instructional design principles around which the two strands of CKLA (Listening & Learning and Skills) were created. “Lessons learned” from the field will also be shared, and participants will have an opportunity to reflect as a team on the instructional implications. Participants will also have an opportunity to review materials of the Listening & Learning strand and see implementation in action. The second day will orient participants to the Skills strand of the CKLA. Participants will have an opportunity to use materials, curricular lesson types, and support tools critical to high-quality implementation (including tools for assessment, placement, grouping, and monitoring of students). Finally, participants will be provided resources to facilitate home-to-school connections about CKLA. This includes a turnkey presentation for a back-to-school night, answers to key frequently asked questions, and a highlight of embedded curricular materials to support connections between the home and classroom.

**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 participants will:   * Become familiar with the instructional pathway for their grade, including timing of assessments, recommended points of differentiation (e.g., grouping and regrouping guidelines), and tools available for supporting individualized instructional support. | Participants will demonstrate understanding through discussion and reflection exercises. |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator’s Preparation** |
| Section 1.  The Instructional Pathway | **15-20**  **minutes** | Instructors will present the instructional pathways document for each grade-level, which is a two page graphic that illustrates the key decisions through the first 60 days of instruction, including placement, grouping, ongoing assessment and shows the ‘intersection’ points    This will be framed as the roadmap for the remaining sessions | * August2014\_Session10\_InstructionalPathway\_Kindergarten * August2014\_Session10\_InstructionalPathway\_Grade1 * August2014\_Session10\_InstructionalPathway\_Grade2 * August2014\_Session10\_InstructionalPathway\_Reflection |  |
| Section 2  Reflection | **15**  **minutes** | REFLECTION: (individual). Participants will reflect upon their instructional pathway to note clarifications and questions:  How does this document clarify the ‘route’/pace/ path of instruction? What questions remain? | * August2014\_Session10\_InstructionalPathway\_Reflection * August2014\_Session10\_InstructionalPathway\_ARG\_Overview |

Session Roadmap

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| **Section 1: The Instructional Pathway** | **Time: 15-20 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | |  | Slide 2 |  |  | |  | Slide 3 | **Key Point:**  The focus of this session is to support the procedures and practices that surround use of the materials for high quality/high-fidelity implementation. | WG | |  | Slide 4 | **Key Points:**   * PREPARE participants for the principles that are reflected in their “*Instructional Pathway”* handout*.* * Data-based: Meaning children’s instructional path is determined by data ‘trends’ using curricular based assessments (end of unit assessments) and formal placement tests in 1st and 2nd * Explicit: Meaning the emphasis is on mastery and filling holes explicitly to support successful acquisition * Individualized: Meaning all along the instructional path is an ongoing dialogue about how to support and enrich the experiences so children can use the materials in the ways that are best suited to their skills. | WG | |  | Slide 5 | Key Points:   * INTRODUCE the “Instructional Path” handout: * Help participants orient to this document. * The middle column is the instructional pathway, meaning key decision points are highlighted as you move children through the curricular materials. * The left side reflects the ‘ongoing conversation’ that occurs between the curricular path and the strategies CKLA has built in for added support to struggling or vulnerable students. * The right side reflects the ‘ongoing conversation’ that occurs between the curricular path and the approaches to extension that you may consider for stronger students. * We recommend you start with the middle column and read through, then read the Support column, then read the Enrichment column. * HANDOUTS: August2014\_Session10\_InstructionalPathway\_Kindergarten * August2014\_Session10\_InstructionalPathway\_Grade1 * August2014\_Session10\_InstructionalPathway\_Grade2   We recommend giving participants their own grade’s pathway for examination. Ask administrators to choose a grade. | WG | |  | Slide 6 | **Key Points:**   * Data-based: Describe at least two ways that the Instructional Path represents *data-based instruction.* * Explicit and Systematic: Describe how the instruction is explicit and follows a systematic scope and sequence *and still can be flexible.* * Individualized Support : Describe at least two strategies for supporting children’s varied skill levels. | S | |  | Slide 7 | Key Points:   * Locate your grade-level pathway on the specified pages. * Work with a partner(s) to examine the pathway through your assigned lens. * Answer the reflective questions.   Handouts:   * August2014\_Session10\_InstructionalPathway\_Kindergarten * August2014\_Session10\_InstructionalPathway\_Grade1 * August2014\_Session10\_InstructionalPathway\_Grade2 * August2014\_Session10\_InstructionalPathway\_Reflection | S | |  | Slide 8 | Key Points:   * Starting with the table members who examined (1) data based instruction; share your findings with your table. * Repeat process with table members who examined the (2) systematic scope and sequence and (3) strategies to provide support. | S | | |

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| **Section 2: Reflection** | **Time: 15 minutes** |
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Turnkey Materials Provided

August2014\_ Session10\_InstructionalPathway\_PPT