**Session 8: The first 60 days of Instruction: Role Play and Observation**

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**

Teachers will work in small group, grade-level teams to independently engage in a role play, involving lesson implementation and observation using CKLA-designed observational tools. Multiple rounds of implementation and observation will occur to allow participants to play various roles and to include structured debrief and conversation among the working group.

**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:   * Be able to demonstrate behaviors central to high-quality implementation of a Skills lesson. * Be able to develop specific feedback based on critical behaviors associated with a specific lesson type. | Completion of role play activities and discussions around providing specific feedback. |

Session Overview

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| **Section** | **Time** | **Overview** | **Prepared Resources** | **Facilitator’s Preparation** |
| Section 1  Prepare for Role Play | **8**  **min** | Participants will prepare for a Role Play activity by forming a team of teachers and administrators to implement the components of Spelling Alternative Lesson. | * August2014\_Session8\_RolePlayObservation\_Protocol |  |
| Section 2  Role Play:  Round1 | **8**  **min** | Role Play Round 1: A teacher will demonstrate a designated component of the lesson.  Following the demonstration, teachers will reflect on refinements to support implementation. | * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLessonK * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson1 * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson2 |
| Section 3  Role Play: Round 2 | **8**  **min** | Role Play Round 2: A different teacher will demonstrate a designated component of the lesson.  Following the demonstration, teachers will reflect on refinements to support implementation. | * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLessonK * August2014\_Teachers\_SkillsLessonTypes\_SpellingAlternativeLesson1 * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson2 |
| Section 4  Role Play: Round 3 | **8**  **min** | Role Play Round 3: A different teacher will demonstrate a designated component of the lesson..  Following the demonstration, teachers will reflect on refinements to support implementation. | * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLessonK * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson1 * August2014\_Session7\_SkillsLessonTypes\_SpellingAlternativeLesson2 |  |
| Section 5  Debrief & Reflect | **10**  **min** | DEBRIEF as a table opportunities for refinement and a discussion around providing feedback. | * August2014\_Session8\_RolePlayObservation\_Reflection |  |

Session Roadmap

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| **Section 1: Prepare For Role Play** | **Time: 8 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | | 10:55-11:03 | Slide 2 |  | WG, S | |  | Slide 3 | **Key Point:**  The main objective for this session is to practice and identify behaviors and instructional techniques central to high-quality implementation of a CKLA Skills lesson |  | |  | Slide 4 | **Key Points:**   * Practice exhibiting the critical behaviors associated with the lesson component * Opportunity to consider ideas for refining, adding to, or building upon the lesson implementation of each component. |  | |  | Slide 5 | **Key Points:**   * Assemble in triads with same members of the group from the activity in session 7. * Review the checklist for a spelling alternative lesson as a team. * Determine who will demonstrate teaching specific components of the lesson. * Encourage participants to look at a different section than what they focused on during session 7. |  | |  | Slide6 | **Key Point:**  This chart assists participants with finding their section. |  | | |

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| **Section 2: Role Play: Round 1** | **Time: 8 minutes** |
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| |  |  |  |  | | --- | --- | --- | --- | | ***Time*** | ***Slide #/Pic of Slide*** | ***Script/Activity directions*** | ***Grouping*** | | 11:03-11:11 | Slide 7 | **Key Points:**   * Role Play Round 1: Person 1 will demonstrate their lesson component. * Persons 2 and 3will take note of critical behaviors and techniques exhibited. | S, I | |  | Slide8 | **Key Points:**   * Participants record how to refine or build upon the component of the lesson that was just demonstrated. * Participants make note of how they would provide feedback based on the evidence observed. |  | | |

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| **Section 3: Role Play: Round 2** | **Time: 8 minutes** |
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| **Section 4: Role Play: Round 3** | **Time: 8 minutes** |
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| **Section 5: Debrief** | **Time: 3 minutes** |
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Turnkey Materials Provided

August2014\_Session8\_RolePlayObservation\_PPT