



2018 Integrated Leadership Course: Session 2

Welcome to Course Two!

Name

Title/School and District

Email

Name

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Title/School and District

Email

Norms

- Be present and engaged.
- Stay centered on supporting student success.
- Share, discuss, and reflect with openness, respect, and transparency.

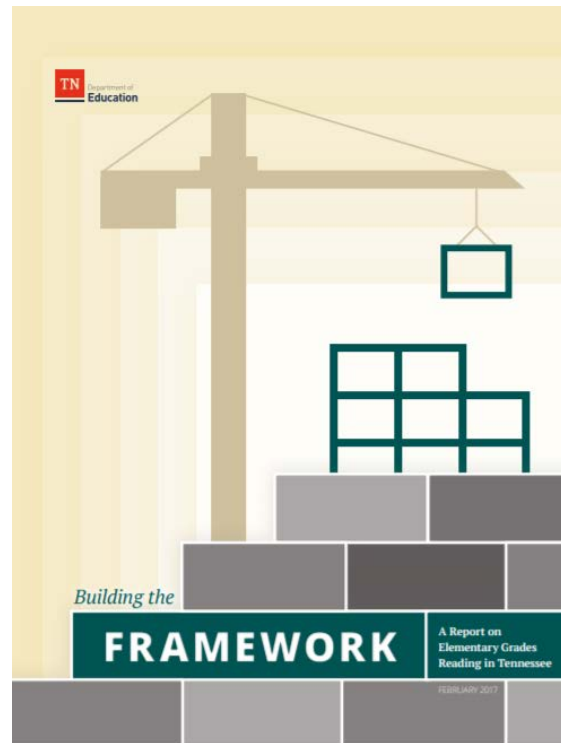
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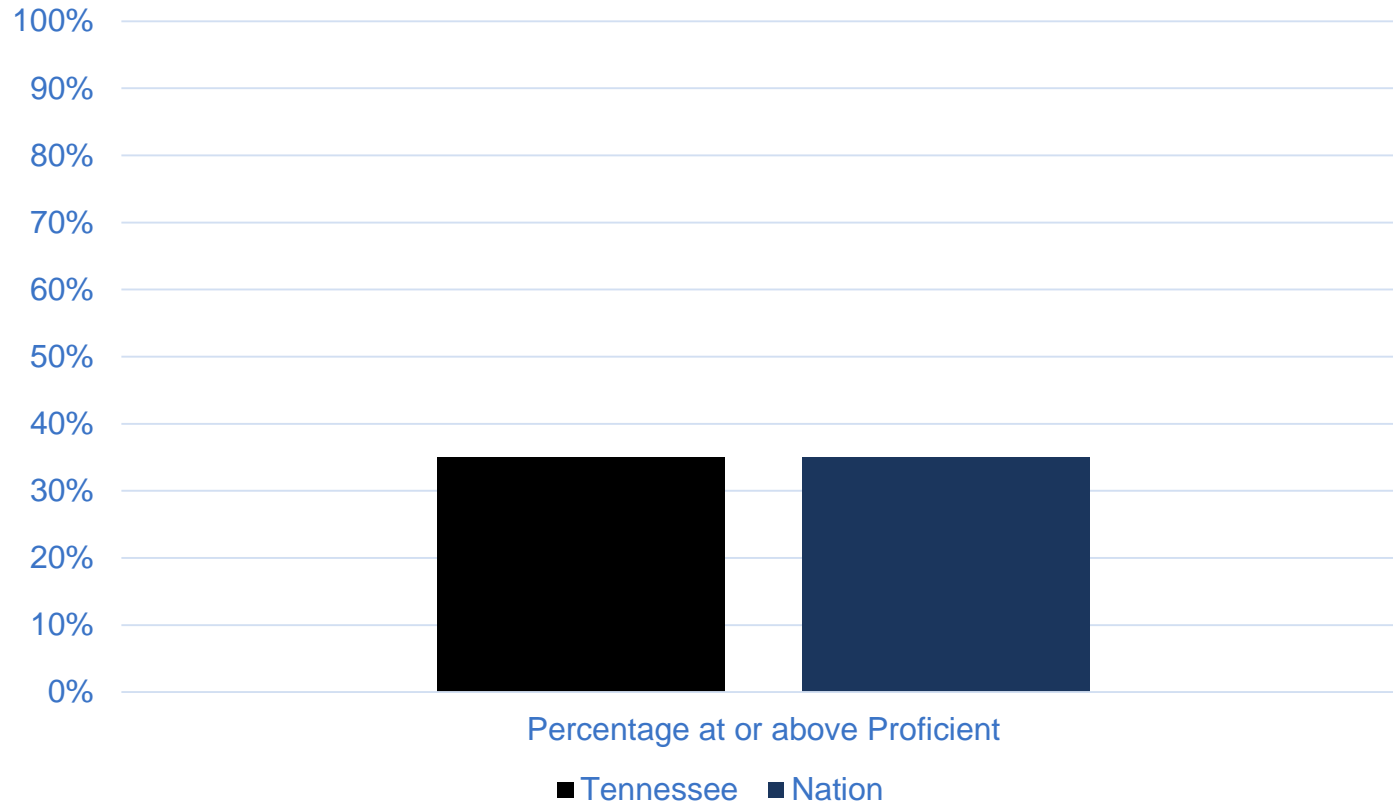
Introduction

Research: The Current State of Tennessee Reading Instruction



Research: The Current State of Tennessee Reading Instruction

2017 NAEP Reading Results – Grade 8



Our shared problem of practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



The Path: Daily Opportunities for ALL students to Build Skills and Knowledge

Both types of competencies work together during reading, writing, speaking and listening opportunities

SKILLS-BASED COMPETENCIES

concepts about print

word reading

fluency

alphabet knowledge

spelling

phonological awareness

KNOWLEDGE-BASED COMPETENCIES

The ability to understand and express complex ideas

vocabulary

oral language skills

concepts about the world

The Commitment: Producing Dramatically Different Results for Students

Our Theory of Action:

- *If our students are...*

- Engaging in a **high volume** of reading
- **Reading** and **listening** to **complex texts** on or beyond grade level



- Thinking deeply about and **responding** to **text** through **speaking** and **writing**
- Developing the **skill** and **craft of a writer**
- Practicing **foundational skills** that have been **taught explicitly** and **systematically** and **applied** through reading and writing

- *...we will produce dramatically different results for our students.*

Students need opportunities to think deeply about and respond to text.

We will focus today on **Core Action 5 – Questions & Tasks**

School Leaders As Change Agents

- Your roles as leaders in this massive change for students is to provide educators with the **time**, **resources**, **support**, and **empowerment** to grow students through high-quality, standards-aligned tasks and instruction.
- To do this, you need a **vision** for change and a **strategy** for how to get there.

As leaders of this massive change, you need a vision for change and a strategy for how to get there.

This course is designed to:

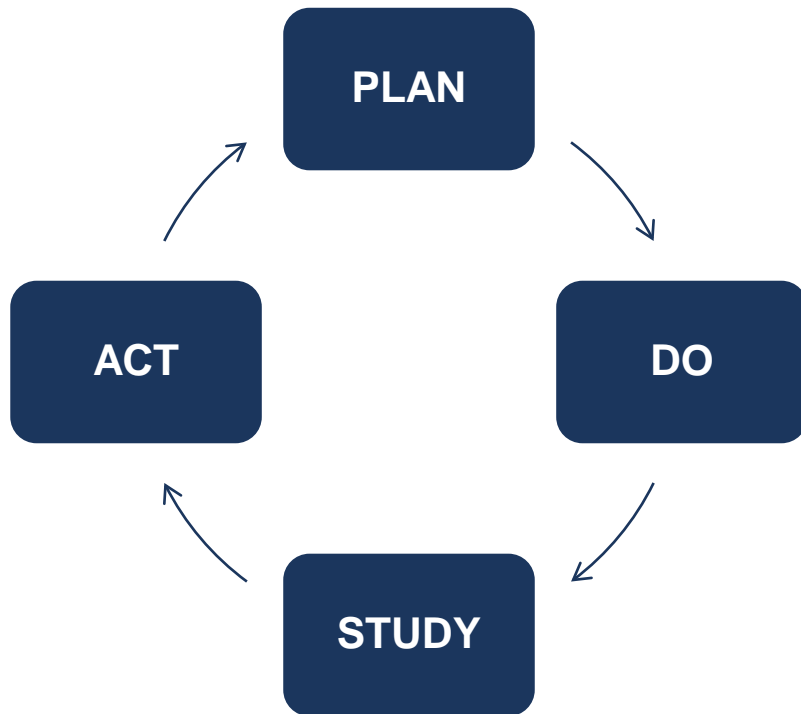


Help you **refine** your **vision** for change in literacy and **improve** your academic **strategy** to realize this vision.



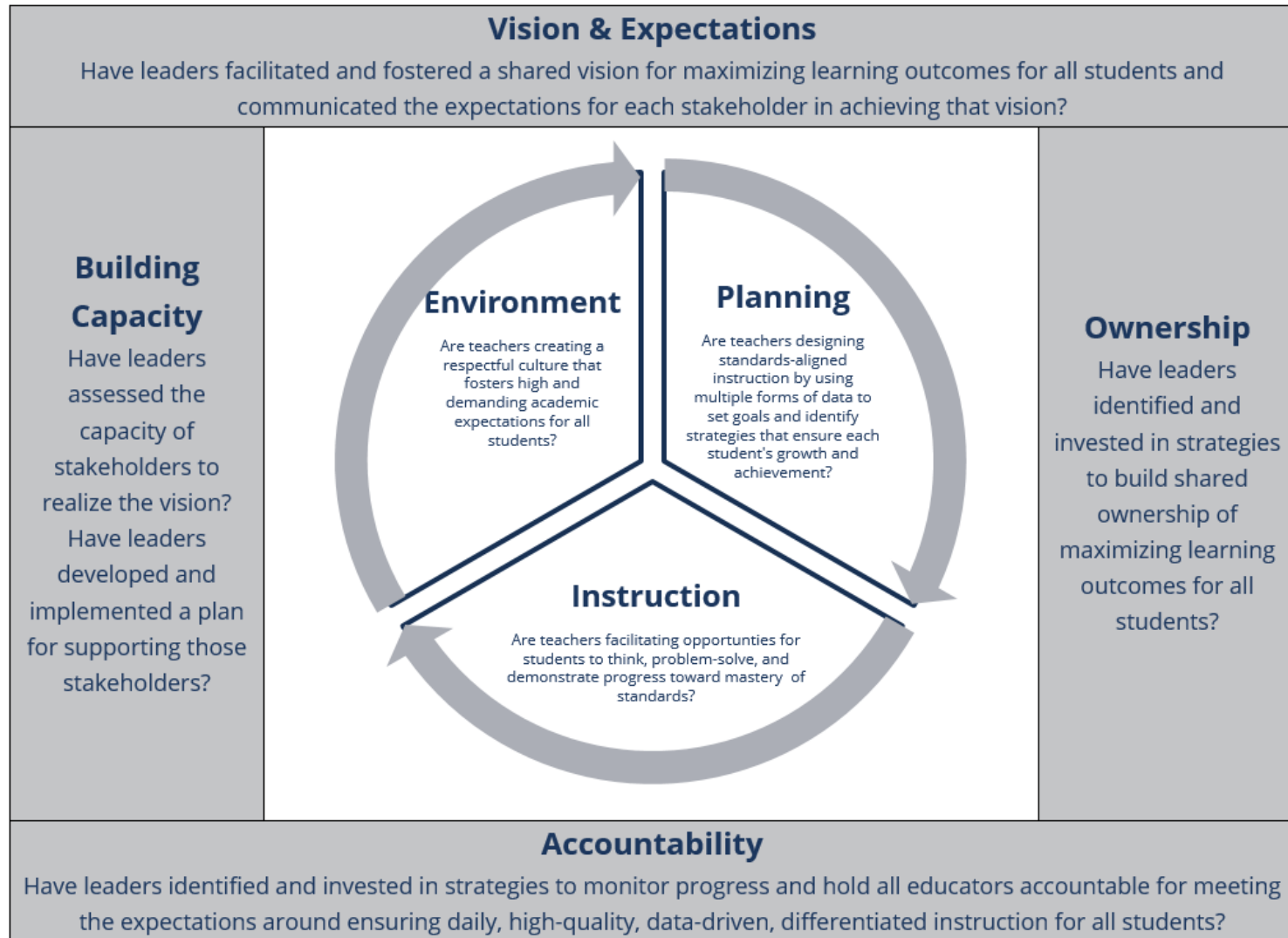
Orient you to an **instructional resource** that can be used to **inform your strategy** and **measure progress** toward your vision.

Improvement Science: *Get Better at Getting Better*



- Start with a **practitioner-driven problem of practice**.
- Develop, test, refine, and **fine-tune solutions** to the problem.
- **Study the impact** of your actions with a community of peers.
- Decide on **next steps** based on what you learned.

Expectations of High-Quality Leadership



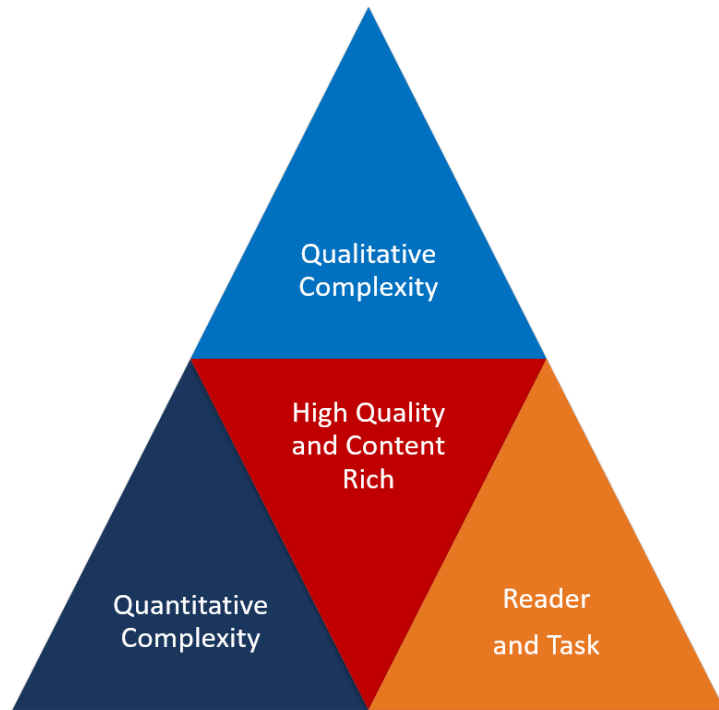
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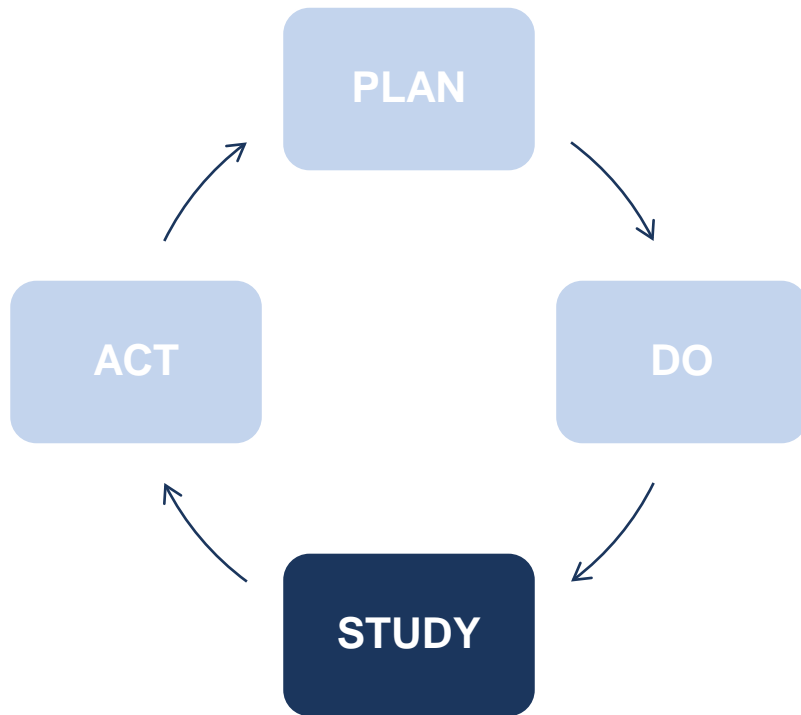
**Reflect & Plan:
Bridge to Practice**

Session 1: Identifying Worthy Texts



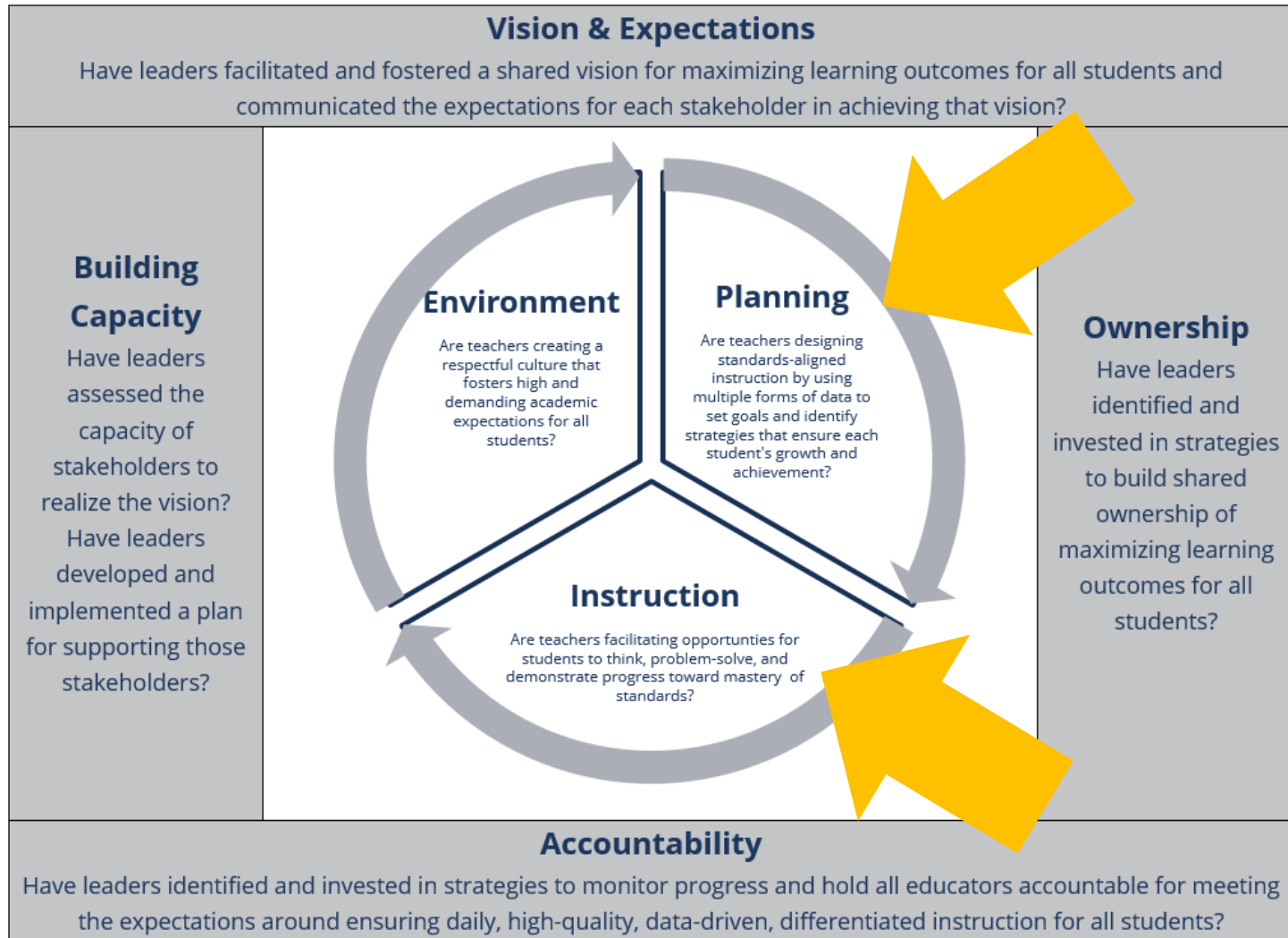
- **Quantitative** measures of **complexity**—like Lexile—are a pretty rough but generally accurate assessment of complexity. **They allow us to place the text in the appropriate grade band.**
- Much more important are the **qualitative complexity** measures that help us **situate the text within the grade band** and plan for instruction.
- Additional information about the **readers** in the room and the **associated tasks** also help **contextualize** the appropriateness of a text.

Improvement Science: *Get Better at Getting Better*



- At the close of session one, we asked you to **analyze the quality and complexity of the texts** in your current instructional materials (one text at each grade level).
- This aligns to the “**study**” step on the PDSA cycle.

Expectations of High-Quality Leadership



Sharing Resources

- What **resources** are you using to help determine the **quality** of the **materials** being used in your building?
- If you don't have this information, **how will you collect it?**



Table Discussion: Planning and Instruction

■ Study

- What **materials** are being used in your building?
- In what ways are the **instructional materials** in your building **meeting complexity demands**?
- Consider **trends** in your building. Do your answers hold true for the **whole building**, specific **grade levels**, and teachers with different **experience** levels?

■ Act

- What materials need to be **adapted**, **supplemented**, or **modified**?



Expectations of High-Quality Leadership

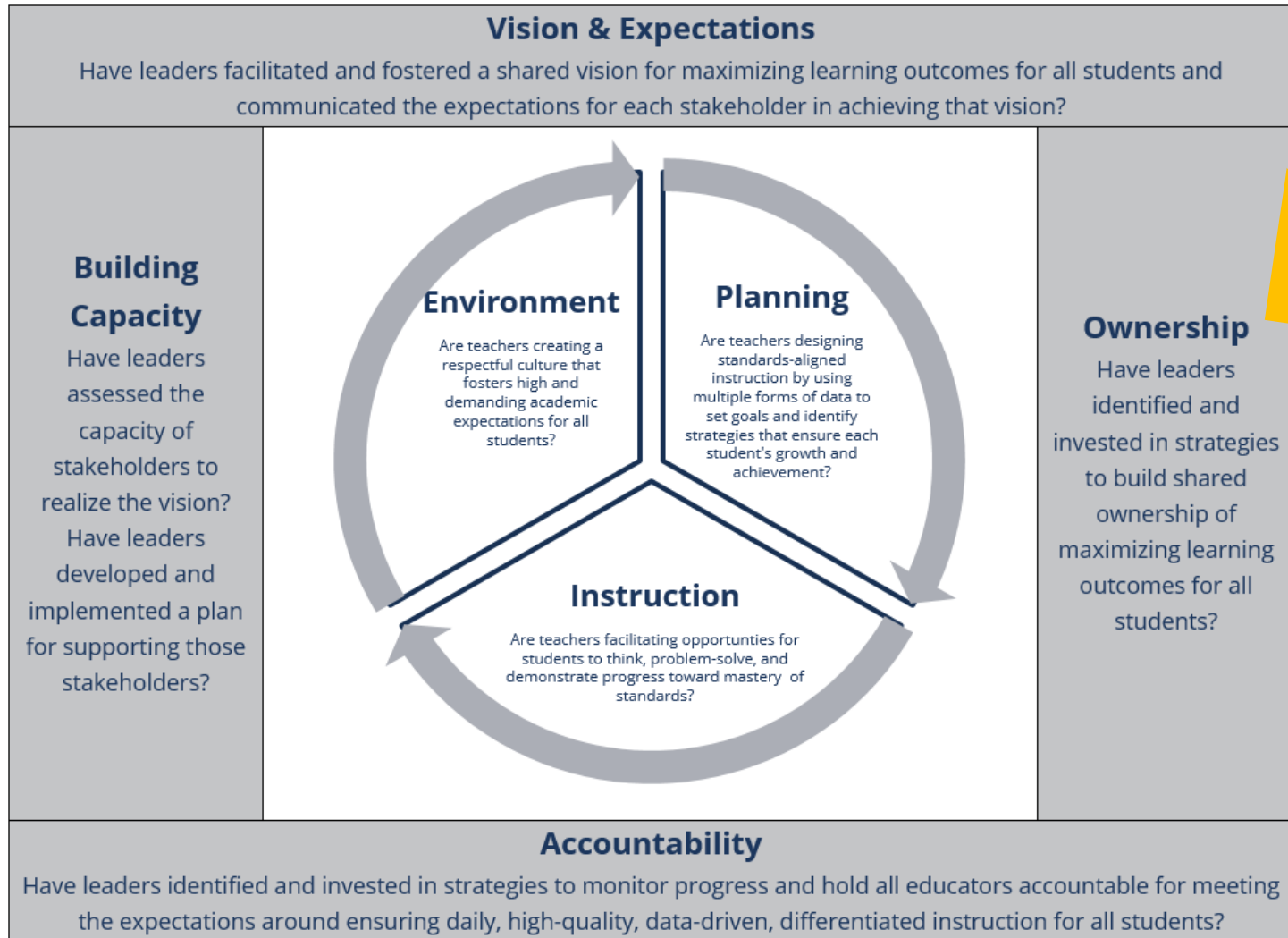


Table Discussion: Ownership

■ Study:

- What do your teachers believe about their students' ability to do **rigorous thinking** about **complex texts**? What **doubts might they harbor**? Why?
- Consider trends in your building. Do your answers hold true for the **whole building**, specific **grade levels**, and teachers with different **experience** levels?

■ Act:

- How can you **refine** your plan to **build educator investment** in the vision and plan for change?

Expectations of High-Quality Leadership

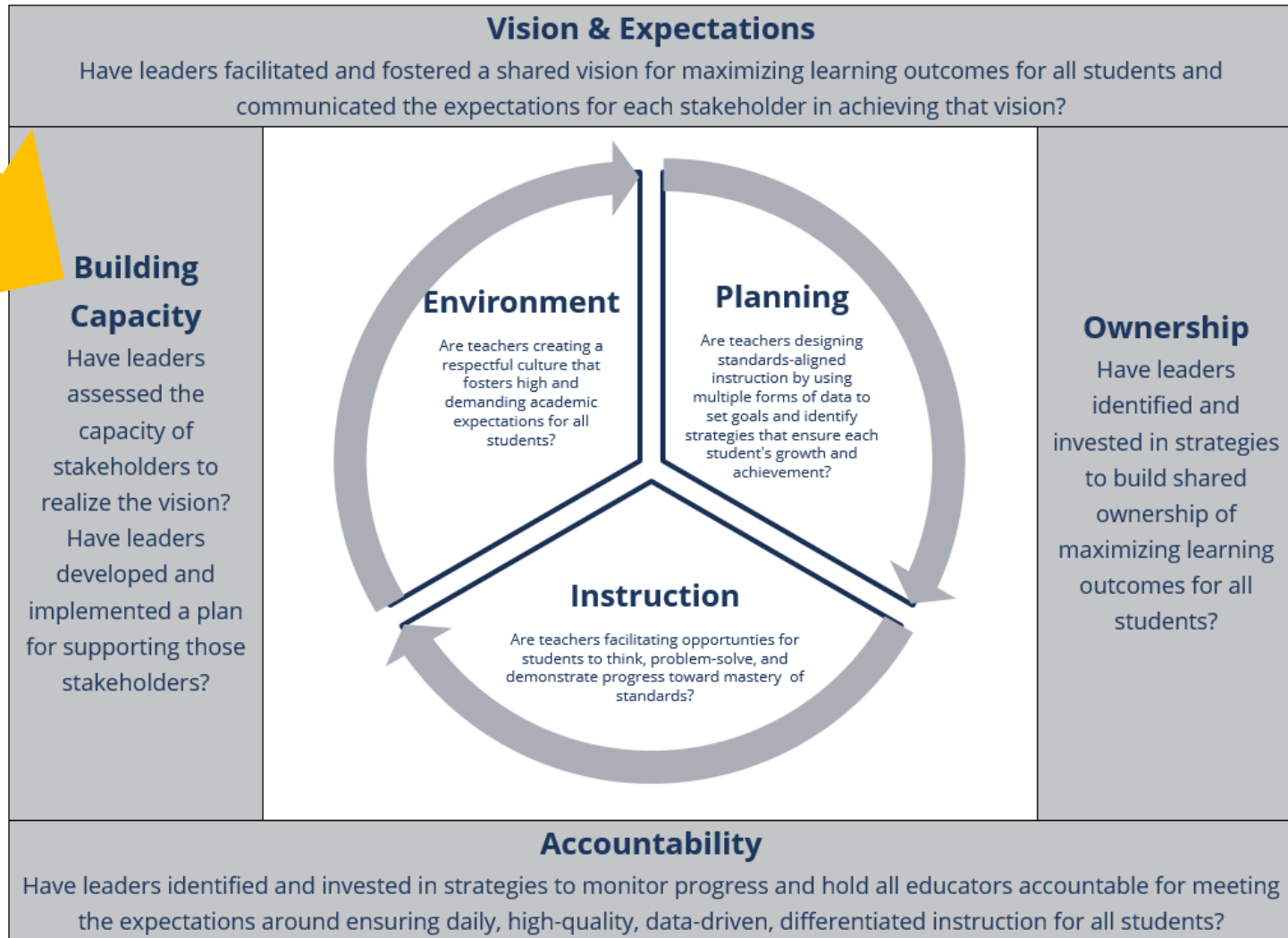


Table Discussion: Capacity

- **Study:**
 - In what ways have you seen your teachers **read, discuss, and analyze** the texts they use with students? Do you think **knowledge, skills, time or resources** is a barrier? All of them?
 - Consider trends in your building. Do your answers hold true for the **whole building**, specific **grade levels**, and teachers with different **experience** levels?
- **Act:**
 - What do you need to do to **build educator capacity to analyze text complexity**?

Expectations of High-Quality Leadership

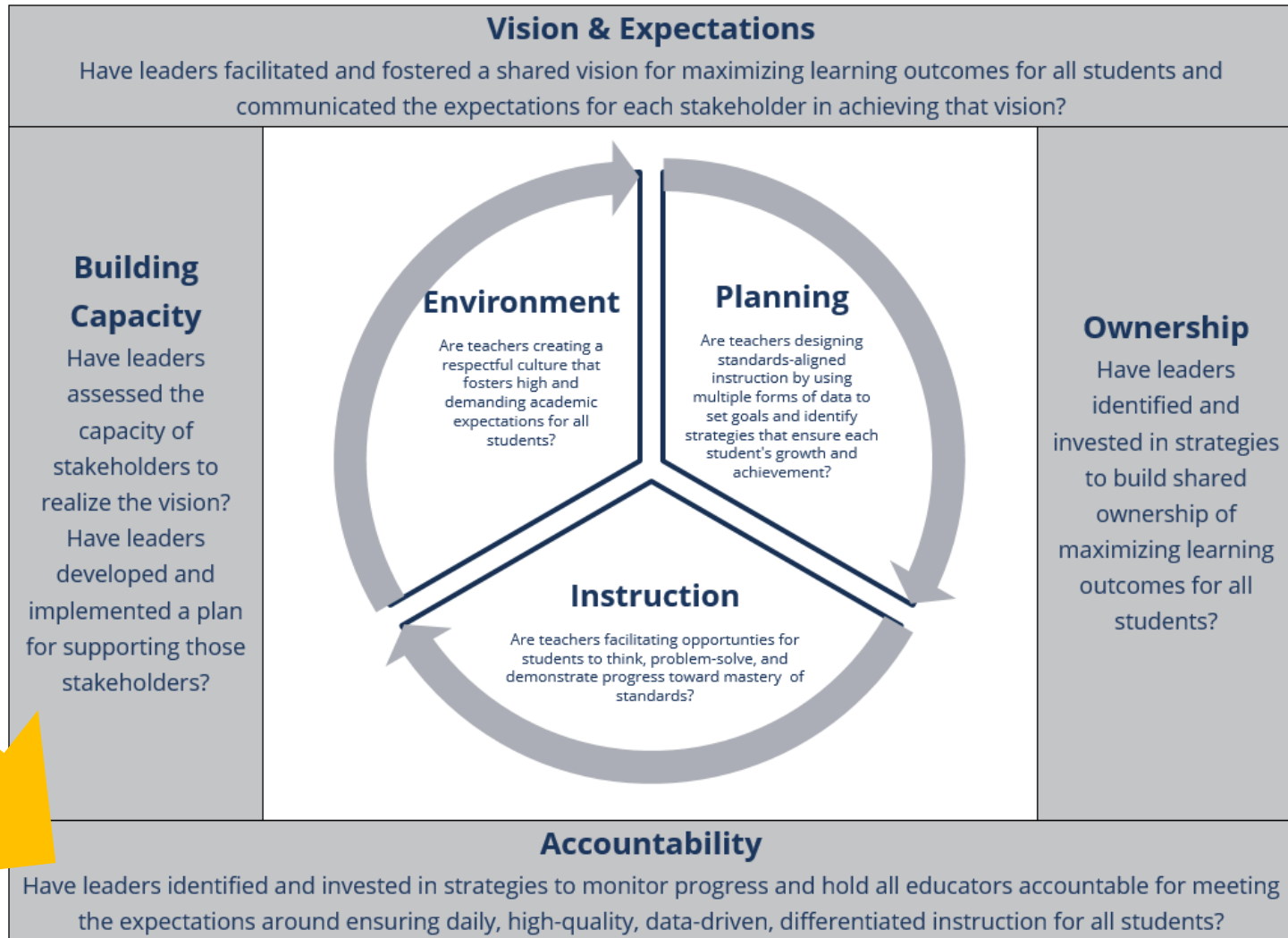


Table Discussion: Accountability

■ Study:

- In what ways are you currently **holding teachers accountable** to this instructional shift?
- Consider trends in your building. Do your answers hold true for the **whole building**, specific **grade levels**, and teachers with different **experience** levels?
- How does use of **complex text align** to **TEAM**?

■ Act:

- How can you **align your teacher evaluation practices** to support the use of compelling and complex text?

Expectations of High-Quality Leadership

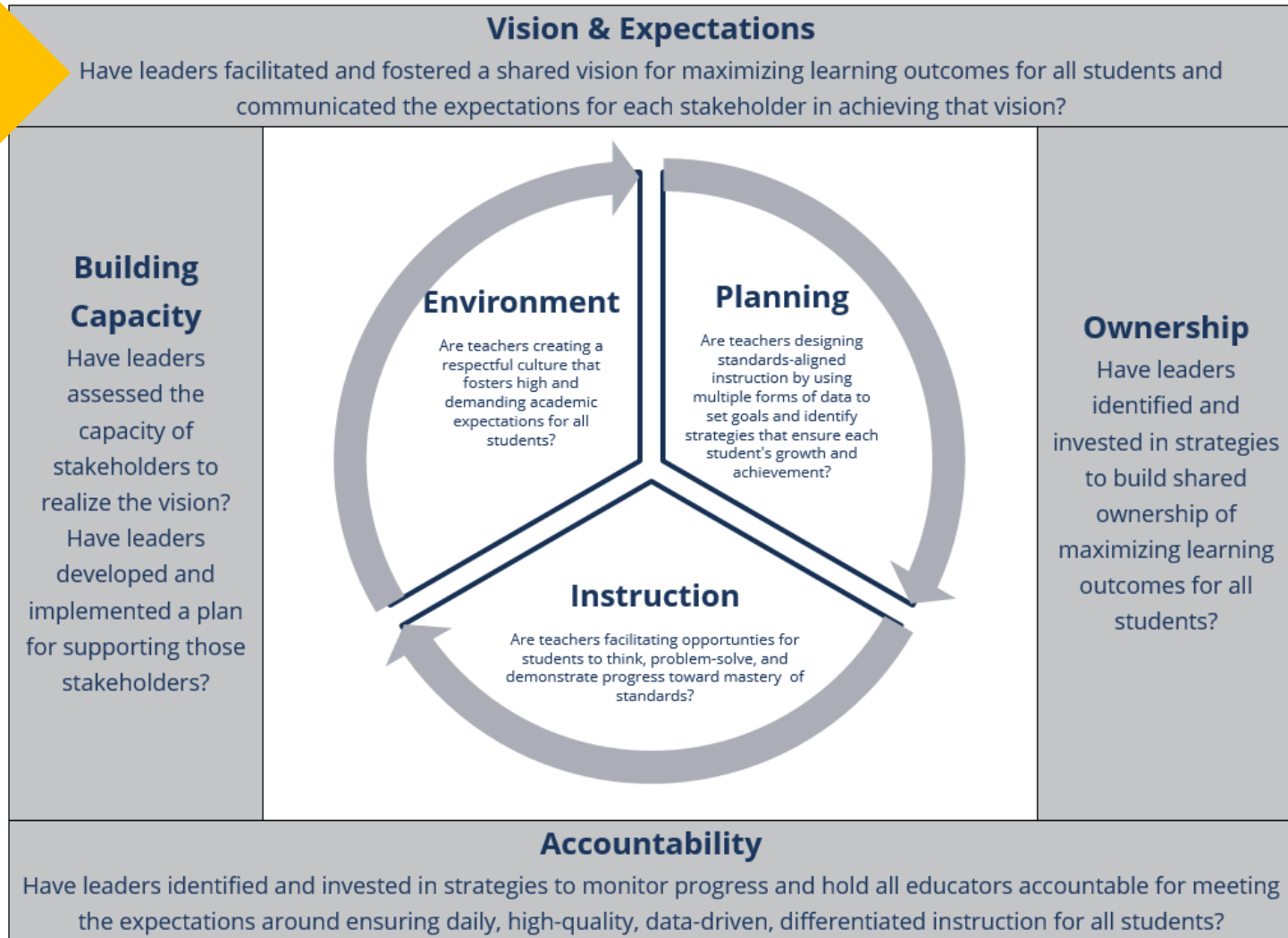


Table Discussion: Vision and Expectations

- **Study:**

- What do educators in your building understand about **complex text** and **why it matters**? How do you know?
- **Consider the trends in your building.** Do your answers hold true for the **whole building**, specific **grade levels**, and teachers with different **experience levels**?

- **Act:**

- What steps do you need to take to **share** your **vision** and **expectations** for complex texts?

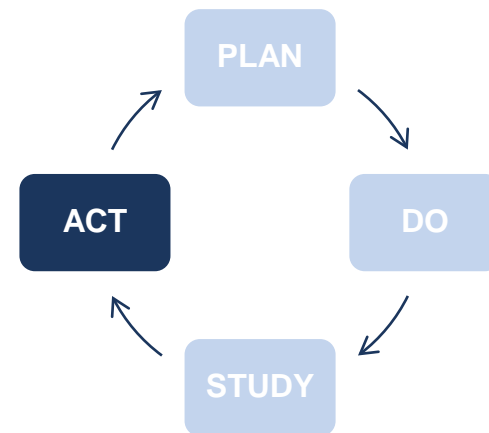
Walk and Talk



What **leader inputs** (systems, resources, support, time) are you considering to **influence** the **quality** and **complexity** of **texts** in your building?

Reflection: Review Your Vision and Strategy Document

- What is your **refined vision** for **complex texts**?
- How will you **overcome curriculum barriers** in your building?
- What can you accomplish by the **end of the year**?
- Draft an **ePlan goal** to address **text complexity** next year.



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Introducing Core Action 5

Our shared problem of practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



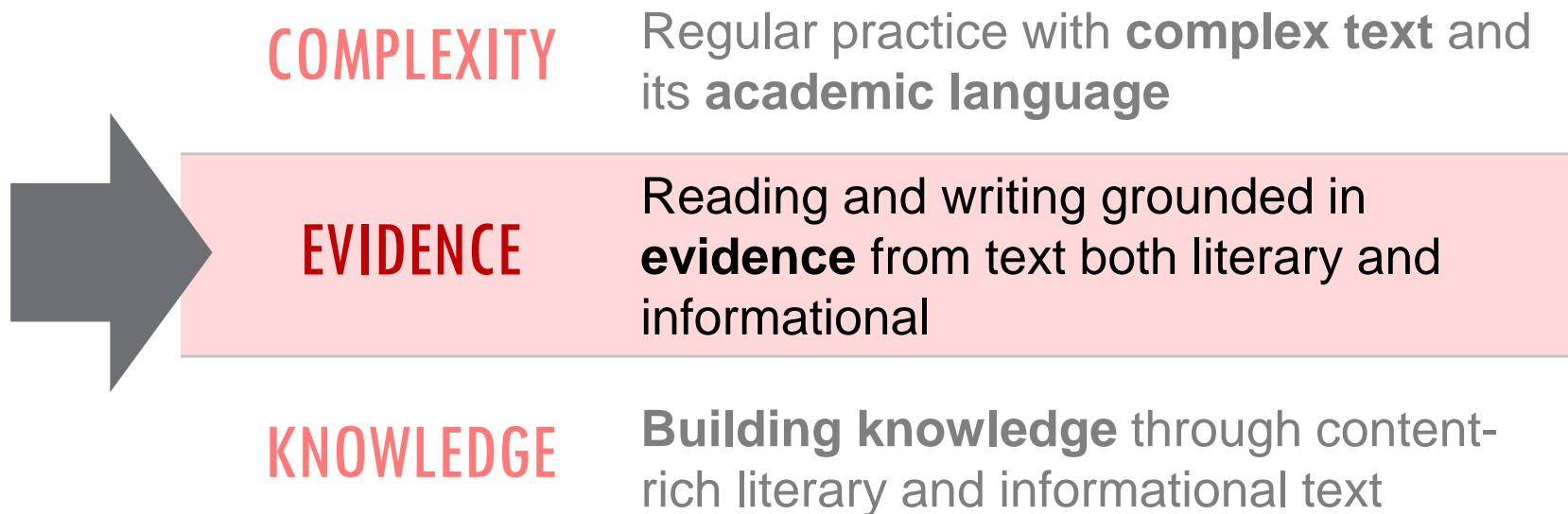
Core Action 5: Questions & Tasks

LITERACY LEARNING WALK TOOL		TEACHER/GRADE
Tennessee Department of Education		SCHOOL
		DATE/TIME
READING/LISTENING COMPREHENSION: Was reading or listening comprehension targeted in this lesson? (Yes/No) <i>If yes, rate these Core Actions (Tests, Questions & Tasks, Ownership). If no, skip to next section.</i>		
4. TEXTS: Is the lesson centered on a high-quality text or texts?		
a. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).	_____	N No Y Yes
b. The text(s) are at or above the complexity level expected for the grade and time in the school year. <i>Note: Texts read aloud in K-2 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the purpose.</i>	_____	
c. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated.	_____	
Text Title(s): _____		
<input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders.	<input type="checkbox"/> Indicate for which purpose(s) this text(s) was used: <input type="checkbox"/> Read aloud <input type="checkbox"/> Shared reading <input type="checkbox"/> Teacher-led guided reading <input type="checkbox"/> Independent reading <input type="checkbox"/> Other: Please specify _____	
<input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group.		
5. QUESTIONS AND TASKS: Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?		
a. Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics.	_____	1 Not Yet 2 Somewhat 3 Mostly
b. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details.	_____	
c. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.	_____	
d. Questions and tasks attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text.	_____	
e. Questions are skillfully crafted and sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.	_____	
f. Questions and tasks elicit responses in age-appropriate ways (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten).	_____	
g. Questions and tasks address the varying needs of students in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level).	_____	
6. OWNERSHIP: Are students responsible for doing the thinking in this classroom?		
a. Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.	_____	1 Not Yet 2 Somewhat 3 Mostly 4 Yes
b. Students provide precise responses. When responses are imprecise, the teacher probes understanding but students do the complex thinking.	_____	
c. Students share their developing thinking about the content of the lesson.	_____	
d. Students explain their thinking, orally and/or in writing, using evidence from the text(s).	_____	
e. Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking.	_____	
f. Students demonstrate progress toward independence in reading and writing.	_____	

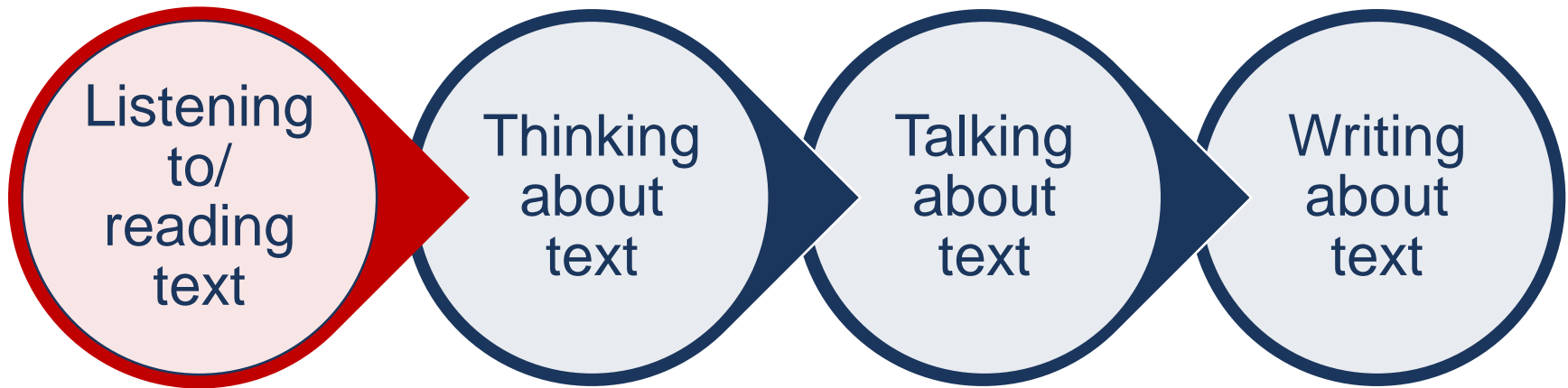
Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?

Instructional Shifts

- The standards require students to **demonstrate understanding** of complex text in **speaking and writing**.



Expectation: Changes in Instruction



Our goal for students is that they can clearly and coherently express their understanding of complex texts.

So, what does this mean in terms of changes to instruction?

Standards Two through Nine:

*Central Ideas & Theme
Interactions*

Words & Phrases

Structure

Point of View

Diverse Content Types

Arguments

Multiple Texts

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**Looking for Evidence
of Core Action 5**

Our shared problem of practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



TEAM Connections

Significantly Above Expectations (5)	
Questioning	<ul style="list-style-type: none"> Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> knowledge and comprehension, application and analysis, and creation and evaluation. Questions require students to regularly cite evidence throughout lesson. Questions are consistently purposeful and coherent. A high frequency of questions is asked. Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. Questions regularly assess and advance student understanding. When text is involved, majority of questions are text-based.

Students need opportunities to think deeply about and respond to text.

We will focus today on Core Action 5 – Questions & Tasks

Unit Design Framework

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in
TN Academic Standards

Enduring Understanding(s)
& Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Core Action 5: Indicator A

*Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of **deep understanding** of text(s) and topics.*

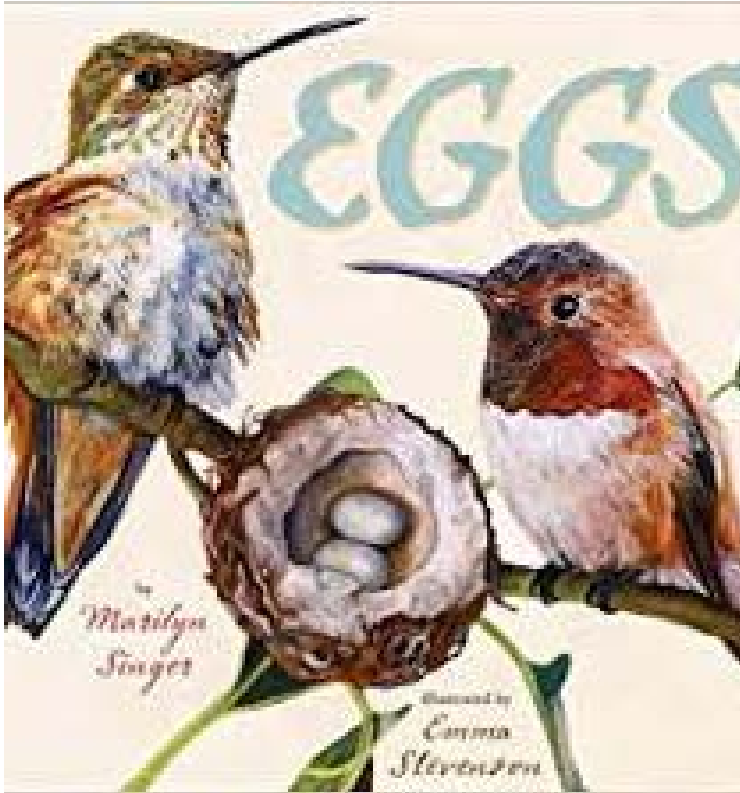


Evidence:

- Questions and tasks reflect **deep integration** of the strands; reading, writing, and speaking and listening are not taught in isolation.
- Questions and tasks focus on **making meaning** of the texts and concepts at hand instead of “teaching” the standards in isolation.

*How does the language and evidence for this indicator deepen your interpretation of the **TEAM rubric**?*

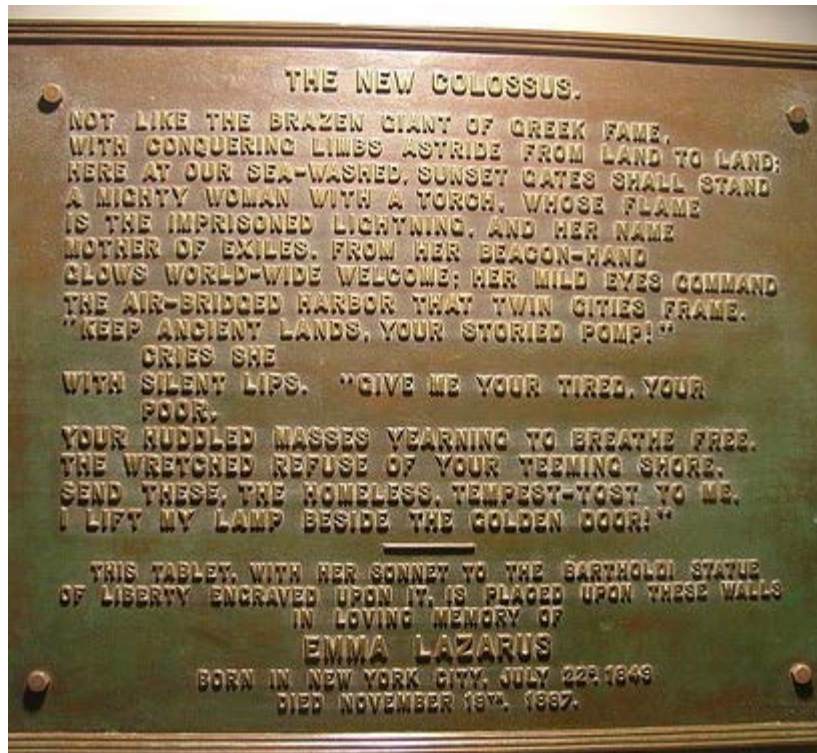
Non-Example (Grade 3)



QUESTION SEQUENCE

- What is our book about?
- What else did it say it [an egg] could be used as?
- Can you find the main idea?
- Where do we look for the main idea?
- Which one is the main idea in this paragraph?

Example (Grade 5)



QUESTION SEQUENCE

- What is the rhyme scheme of the poem? What does that reveal about the structure of the poem?
- Which lines are about the first statue and which the second? What comparisons are made?
- What can we infer about the location of the second statue?
- Who does the second statue welcome to the shores of America? How is the land of the second statue characterized?

Core Action 5: Indicator C

Questions and tasks require students to use details from the text to **demonstrate understanding** and/or support their ideas about the text.

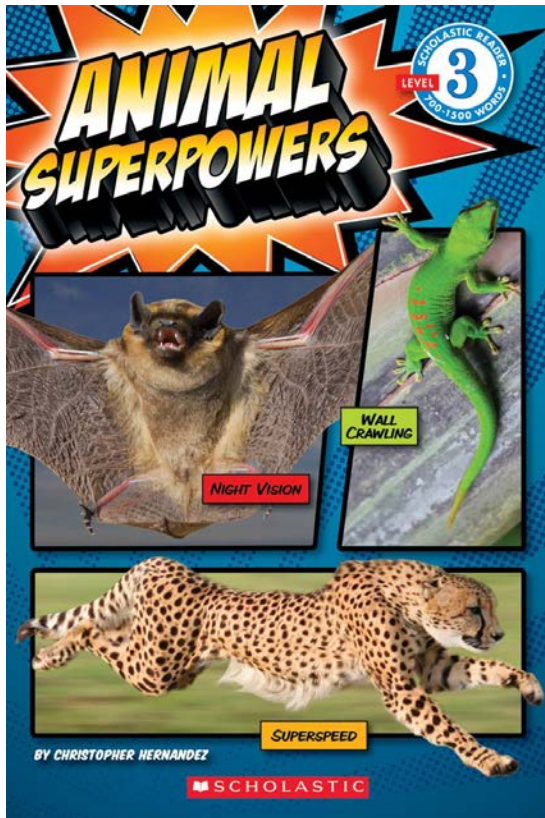


Evidence:

- The **questions** can only be **answered after reading** the texts (TDQs & TSQs).
- Questions require students to **use knowledge** they gained **from the texts** to determine the correct answer.
- Where applicable, students **support** their **ideas** with **evidence** and/or knowledge gained from the texts.

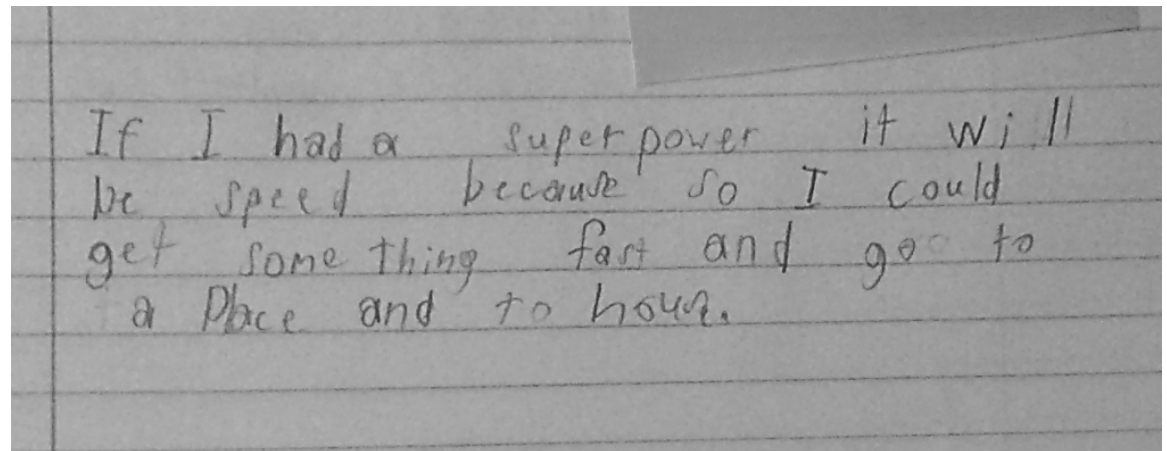
How does the language and evidence for this indicator deepen your interpretation of the TEAM rubric?

Non-Example (Grade 3)



TASK

Writing Prompt: If you had a superpower, what would it be? Why?



Example (Grade 3)

TASK

Writing Prompt: Imagine you are a NASA scientist and the president has asked you if we can relocate people to other planets. You have to prepare a brief for the president on why Earth is ideally suited for life but the other planets are not.

Be sure to do the following when you write your brief:

- Write an introduction.
- Use information from unit texts to explain why earth is ideally suited for life.
- Use information from unit texts to explain why each of the other planets in our solar system is not suitable for life. In your explanations, be sure to talk about the specific characteristics of each planet.
- Use linking words and phrases to connect your ideas.
- Use vocabulary words from our words of study: climate, patterns, distance, atmosphere, surface.
- Write a concluding statement.

Core Action 5: Indicator D

*Questions and tasks that attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and **deepen understanding** of the text.*



Evidence:

- Questions and tasks **address the specific language features** that make this text challenging for students (e.g., complex vocabulary, unconventional language or sentence structure) to help them make sense of the text.
- Questions and tasks employ **appropriate vocabulary instructional strategies**.

How does the language and evidence for this indicator deepen your interpretation of the TEAM rubric?


Non-Example (Grade 9)

TASK

"The Dust Bowl" (9th grade)

Objective: I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.2.4)

Bell Ringer: After examining the Dust Bowl pictures, talk with your neighbor about what life was like for the people involved. Write down the thoughts shared.



It must have been life threatening to live in a storm like the dust bowl.

1. Word Choice Chart

	Figurative Words (not literal)	Connotative Words (suggests another meaning/emotion)	Technical Words (terminology for a specific subject matter)
"The Dust Bowl"	"It is the end of the world". It was not they were just a frail.	"I was sure I was going to die," she was in the black cloud of darkness.	"Organic material that knitted the soil together" Farmer lingo that people outside the farm country may not know
What is the merican			

Example (Grade 6)

QUESTION SEQUENCE

- The author used the word *crept* in paragraph 8 instead of a word like “walked” or “marched.” As used in the story, what does the use of the word *crept* suggest about Skidmore?
- Which detail from the story best supports the same conclusion about Skidmore?

Core Action 5: Indicator E

*Questions and tasks are skillfully crafted and sequenced to **deepen students' understanding** of the text, the author's craft, and/or the topic under consideration.*



Evidence:

- Questions and tasks lead students to the **enduring understandings** for the unit.
- Questions and tasks are **intentionally sequenced** to lead students toward success on the end-of-unit task.

How does the language and evidence for this indicator deepen your interpretation of the TEAM rubric?

Non-Example (Grade 9)



TASK

Lit. Circle Task

9

Describe a scene in the story in which a character was forced to make a choice. Cite **ONE** piece of evidence that proves the choice was a difficult (or easy) decision.

Lit. Circle Task

3

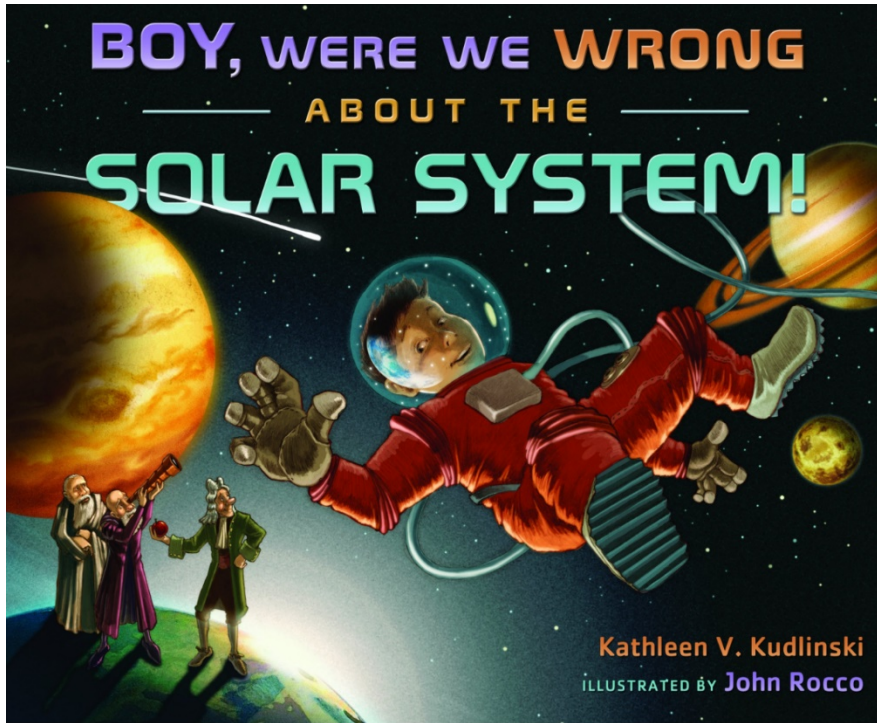
Choose **TWO** characters from the story to compete against each other in the "Olympic Games." Determine who would be the champion. Support your answer by citing evidence from the text.

Lit. Circle Task

20

You just received a degree in psychology and it's your first day at your new job as a psychologist. Your first patient walks in and it's the main character from your book. Counsel him or her on what you think the character needs to do in regard to a specific conflict he or she is facing in the book.

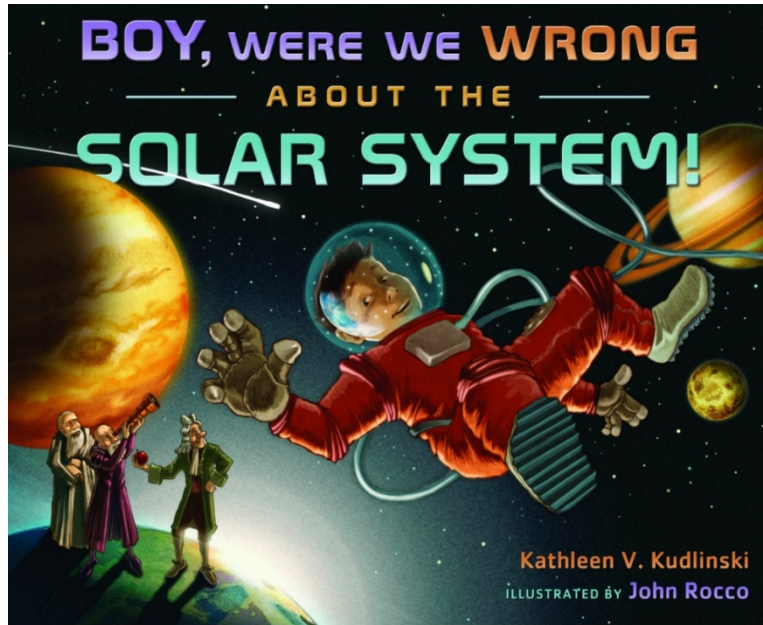
Non-Example (Grade 3)



QUESTION SEQUENCE

- What does the word “heavens” mean in this context?
- What else can “heavens” mean?
- Who helped people realize they were wrong about the Earth being flat?
- What is something you’ve been wrong about before?

Example (Grade 3)



QUESTION SEQUENCE

- What does the word “heavens” mean in this context?
- What did people think was true about the Earth long ago?
- What did people realize about the Earth? What evidence did they have that this was true?
- Do you think we will keep changing our minds about the solar system? Why do you think this?

TASK: Write an opinion piece on why you believe we will keep changing our minds about the solar system based on the history we learned about in our text. Provide examples of the kinds of discoveries that were given in the text to the sorts of scientific work going on in our text from yesterday.

Connecting to Best Instructional Practices

	Significantly Above Expectations (5)
<p data-bbox="506 302 672 331">Questioning</p> <div data-bbox="521 1033 716 1182" style="border: 2px solid black; height: 155px; width: 205px; margin-top: 20px;"></div>	<ul style="list-style-type: none"> • Teacher questions are varied and high quality, providing a balanced mix of question types: <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions require students to regularly cite evidence throughout lesson. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. • Questions regularly assess and advance student understanding. • When text is involved, majority of questions are text-based.

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Core Action 5 In Action

Our shared problem of practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.



Universal Declaration of Human Rights

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

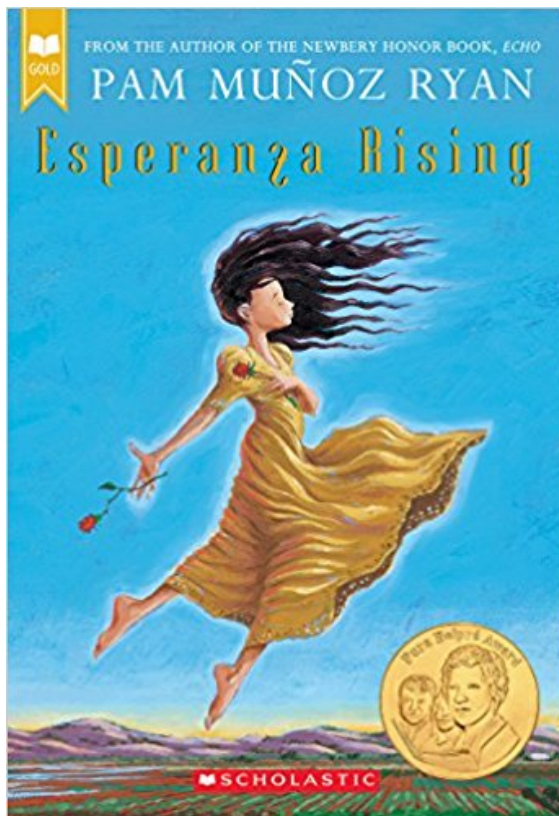
Living the Lesson Context

- Grade 5 lesson series
- Texts
 - “Esperanza Rising”
 - UDHR
- Students closely read selected articles from the UDHR as one lens through which to interpret the characters and themes in the novel

Living the Lesson Experience

- Analyze the qualitative complexity of Article 23
- Engage as students and leaders in the lesson experience
- Reflect on the lesson’s alignment to Core Action 5 and the extent to which it integrates the standards for literacy

Grade 5 Lesson



Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by

Table Discussion

- What role do the **texts** play in this lesson?
- How did the **question sequence** help **build meaning**?
- How does this **connect** to our qualitative **text analysis**?
- Can you find **evidence** of **Core Action 5** indicators?
- Can you find **evidence** there is **integration of the standards** in this question sequence?

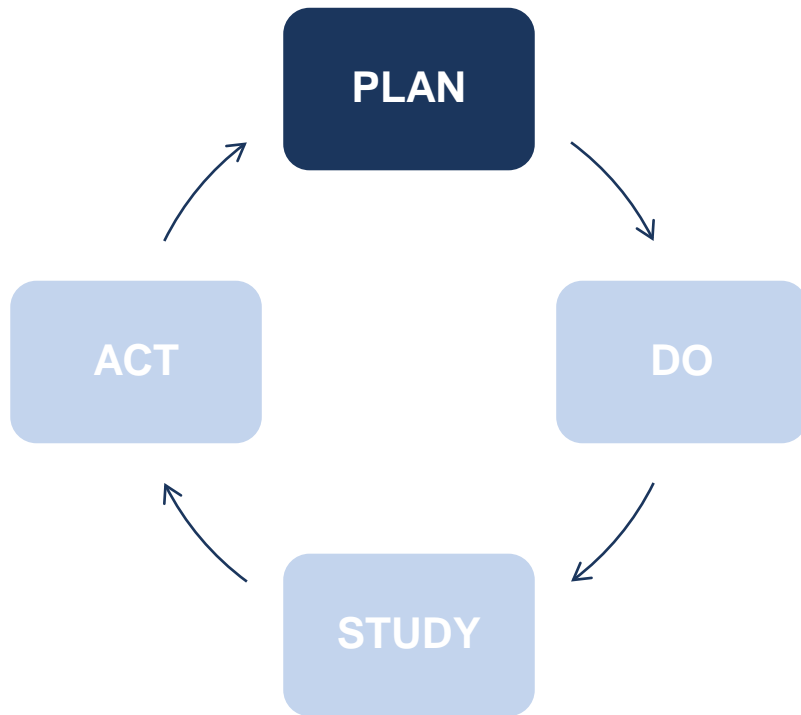
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Planning for Change

Improvement Science: *Get Better at Getting Better*



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- Develop, test, refine, and **fine-tune solutions** to the problem.
- **Study the impact** of your actions with a community of peers.
- Decide on **next steps** based on what you learned.

Putting it Together: Your Vision for Excellent Literacy Instruction

Discuss and Reflect with Your Table:

- What should you see on a daily basis when you observe literacy?
- Where are your teachers in this process? Do they share your vision for literacy – complex texts and intentionally sequenced questions and tasks?
- What can you do to align expectations in your building?



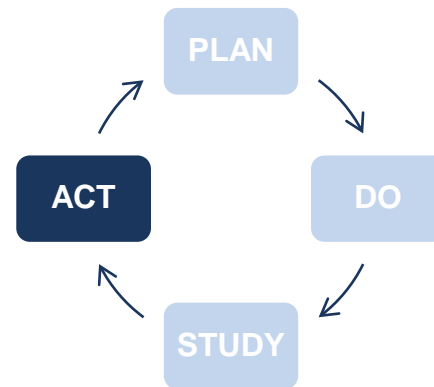
So what does this mean in terms of changes to instruction?

Standards Two through Nine:

Central Ideas & Theme
Interactions
Words & Phrases
Structure
Point of View
Diverse Content Types
Arguments
Multiple Texts

Reflection: Review Your Vision and Strategy Document

- What is your **refined vision** for **questions and tasks**?
- What can you accomplish by the **end of the year**?
- What are **three things** you want to discuss with your **literacy coach**?
- Draft an **ePlan goal** to address **questions and tasks** next year.



To Do Before Session 3:

- Observe instruction **in one classroom per grade** using Core Action 5 of the Literacy Learning Walk Tool.
- Record the sequence of **questions and tasks**.
- Bring the question and task **sequence**, your **notes**, and your **ratings** on the Literacy Learning Walk Tool to Session 3.
- **Come prepared to discuss!**

Shoulder Partners: Closing Reflection

- How has **your learning** about texts and text-based questions **been enhanced** from today's session?
- **Summarize** your partner's "ah-ha"s and leave **[insert location]** on your way out.

Thank for participating in ILC!

Name

Title/School and District

Email

Name

Title/School and District

Email

Name

Title/School and District

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Director of Leader Effectiveness

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Department of
Education

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork