Welcome!

Before we get started, please take a moment to sign up for partner appointments!

CONTENT LEADER

Curriculum-Specific PD:

What, why and how?

I could not go a day without…

1

2

3

4

Meet Someone New

- **Introduce yourself**
  - Name
  - Role
  - # of years in education
- **Share:**
  - What makes your school great? What's one thing that could make your school better?

My ideal vacation is…

1

2

3

4

Meet Someone New

- **Introduce yourself**
  - Name
  - Role
  - # of years in education
- **Share:**
  - What was your proudest moment this school year?

Literacy instruction is most like…

Meet Someone New

- **Introduce yourself**
  - Name
  - Role
  - # of years in education
- **Share:**
  - How would you describe literacy instruction at your school? What role has PD played in driving this instruction?

Objectives

- Deepen understanding of the impact of content- and curriculum-specific PD
- Become familiar with the Content Leader scope and sequence
- Explain what a cycle of inquiry is and how it impacts practice

Do Now

- When have you experienced "good PD"? What made it so good?
- What impact did this PD have on your knowledge and/or practice?
- When have you experienced "bad PD"? What made it so bad?

Sound familiar?

"Our conversation is so superficial. We are afraid to bring up a situation that we are having a problem with for fear of being judged. And it's true. We are just going through the motions."

"I'm tired of going to required PD and hearing about things I'm not doing in my classroom right now?"

"What does this have to do with what I'm doing in my classroom?"

What We Call "PD" Doesn't Work

- The US spends ~$18 billion annually (>$5000 per teacher per year) on teacher improvement *(Gates 2014)*
- "[N]early 7 out of 10 teachers remained constant ***or declined*** over the last two to three years" *(TNTP 2015)*
- Of 1,343 studies of PD, only 9 found positive impact on student achievement using rigorous evidence *(Guskey & Yoon 2009)*

So then…

Why are we here?

What ***DOES*** work in professional learning?

Let's Revisit the Stats

Of 1,343 studies of PD, ***only 9*** found positive impact on student achievement using rigorous evidence.

-Guskey & Yoon 2009

What did these 9 PDs have in common?

Research Says…

"Professional learning centered directly on enhancing teachers' content knowledge and their pedagogic content knowledge increased student achievement"

What is "pedagogical content knowledge"?

Pedagogy:

"I know how to group students for discussions."

Pedagogical Content Knowledge:

"I know the best question to ask to provoke a thoughtful discussion about the opening passage of *The Great Gatsby*."

Even Better if…

The professional learning is connected to your curriculum!

Let's Read!

- **Read** the excerpt from *Practice What You Teach*
- **Highlight** the ideas that resonate most with you
- **Put a star** next to the section/paragraph you want to discuss

Let's Discuss!

With Your Catfish Partner:

- Direct your partner to the section you identified
- Read aloud the portion you want to draw their attention to
- Explain why you chose this section; open it up to discussion

How does this drive our work?

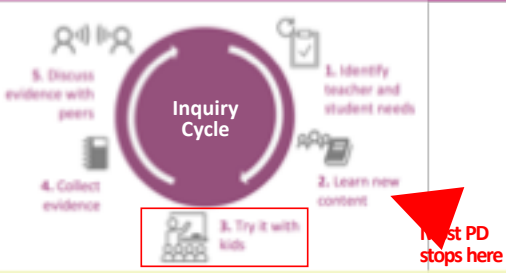
You can expect to:

- Build your pedagogical content knowledge
- Engage in professional learning grounded in the ELA Guidebooks 2.0 curriculum
- Apply what you learn in your classroom and bring back evidence of student learning

Go Back to the Text

- **Re-read** section 2 entitled "Content-Specific Inquiry Cycles Improve Practice" on page 2
- **Discuss:** What do you think the authors mean by "inquiry cycles"? What evidence from the text supports your thinking?

The Inquiry Cycle



Guess what?

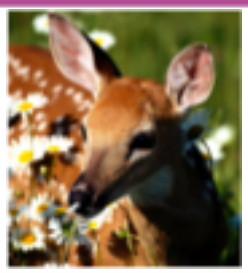
We engage in inquiry cycles ALL THE TIME!

A Real Life Inquiry Cycle

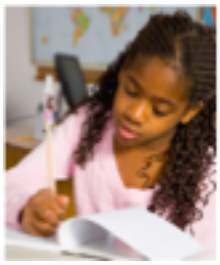
- **Independently read** the "Real Life Inquiry Cycle" example in your note-catcher
- **With a partner: Annotate** the example by labeling where you see evidence of each stage of the inquiry cycle:
  1. Identify needs
  2. Learn new content
  3. Try it!
  4. Collect evidence
  5. Discuss evidence with peers

All Good Inquiry Cycles Start With a Question

"How can I keep deer from eating the flowers in my garden?"



In Our Case…



1) Can my students cite relevant and specific textual evidence to support conclusions drawn from a text? What instructional moves can I make to support them?
2) Can my students express their understanding of complex texts through writing? What instructional moves can I make to support them?

What will this look like?

- **Review** our yearlong scope and sequence

Look for/Annotate:

IC Evidence of inquiry cycles

! Topics you are most excited about

? Topics that are new to you

Let's Discuss!

Discuss:

- Where and how do you see evidence of inquiry cycles?
- What content are you most excited about? Why?
- Which topics feel new to you?

Take a break!

CONTENT LEADER

Experiencing the Instructional Shifts

Objectives

- Compare and contrast two approaches to literacy instruction
- Describe how the instructional shifts impact teaching and learning

Agenda

Time	Task
8 min	Getting Started
15 min	Pre-Shifts Experiential
20 min	Reading and Discussion
12 min	Debrief
5 min	Closing

What do we mean by "shifts"?

The shifts describe the **key shifts in practice** that are necessary to meet the standards and prepare students for college and career.

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Instructional Shifts in Literacy

1. **Complexity**: Regular practice with complex text and its academic language
2. **Evidence**: Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. **Knowledge**: Building knowledge through content-rich nonfiction

Put On Your Student Hat

- We are going to engage in two learning experiences:
- One that represents typical teaching and learning before the instructional shifts ("**pre-shifts**")
- One that represents the change in practice as a result of the instructional shifts ("**post-shifts**")

What might instruction have looked like…

BEFORE these instructional shifts?

Types of Connections

Make connections!

- Text to **Self**
- Text to **Text**
- Text to **World**

Ask Yourself…

Text to Self	Does anything in this story remind you of anything in your own life?
Text to Text	What does this remind you of in another book you have read?
Text to World	How are events in this story similar to or different from things that happen in the real world?

Today we are reading…

"The Story of Prometheus"

Let's Practice

Independently read the text "The Story of Prometheus"

As you read:
Make at least one **meaningful** connection!

Text to Self | Text to Text | Text to World

Share

Discuss with a partner:

- What connection did you make while reading this text?
- Which type of connection did you make:

Text to Self | Text to Text | Text to World

Comprehension Check

Independently complete the comprehension questions in your note-catcher.

Remember to **answer in complete sentences** and to **explain your thinking**!

Let's Review

1) Why did Jupiter decide not to give fire to humans?
2) How did Jupiter punish Prometheus?
3) How would you have felt if you were Prometheus at the end of the story?
4) What do you think Prometheus will do next?
5) Whom do you like better, Prometheus or Jupiter?

That's a wrap!

Stop and Jot

- What did you ***notice*** about this experience?
- What did you ***wonder*** about this experience?

What does instruction look like now…

BASED ON these instructional shifts?

Today we are going to read…

"The Story of Prometheus"

A Greek Myth

What does the word "myth" mean?

- A mermaid is a **mythical** creature – there is no proof that such a creature ever existed on Earth.
- Every year, the seniors scare the freshmen by telling them the legendary **myth** about the ghosts who haunt the school hallways at night.

What's a Greek myth?

Listen and follow along as I read aloud:

"Ancient Greek Myths: Stories of the Gods"

Re-read and Annotate

Work with a Partner

- **Annotate/highlight** information from the text that helps you better understand what Greek myths are
- **Summarize:** What is a Greek myth?

Let's Discuss

Who is Jupiter? What do we know about Jupiter?

Use evidence from the text to support your thinking.

Let's Read!

Independently read the text "The Story of Prometheus"

As you read annotate:

! This is important/interesting

? I have a question about this

Deepen our Understanding

Work with your Partner

- Carefully **read** each question
- Go back into the text and **discuss** your thinking about each question
- **Write** your response and cite evidence from the text

That's a wrap!

Stop and Jot

- What did you ***notice*** about this experience?
- What did you ***wonder*** about this experience?

ELA Content Leader Module 1 59

Reflect and Discuss

Compare and contrast the two experiences:

- What was similar?
- What was different?
- Which approach had a greater impact on you as a learner? Why?

ELA Content Leader Module 1 60

CONTENT LEADER

Unpacking the Instructional Shifts

Objectives

- Name the three instructional shifts in literacy
- Understand what these instructional shifts are and why they are important

ELA Content Leader Module 1 62

Agenda

Time	Task
10 min	Getting Started
15 min	Complexity
15 min	Evidence
15 min	Knowledge
15 min	Closing

ELA Content Leader Module 1 63

Before We Begin…

GUIDEBOOKS 2.0 ELA

ELA GUIDEBOOKS made by teachers FOR TEACHERS

ELA Content Leader Module 1 64

Instructional Shifts in Literacy

1. **Complexity**: Regular practice with complex text and its academic language
2. **Evidence**: Reading, writing and speaking grounded in evidence from text, both literary and informational
3. **Knowledge**: Building knowledge through content-rich nonfiction

What are the instructional shifts?

- **Read** the "Instructional Shifts Overview" (SAP, 2017)
- **Underline** key words that indicate the core instructional change(s) of each shift

Discuss

- How would you summarize each shift?
- To what extent is teaching aligned with the shifts at your school? What's your evidence?

What is the shift of complexity?

Complexity

Regular practice with complex text and its academic language

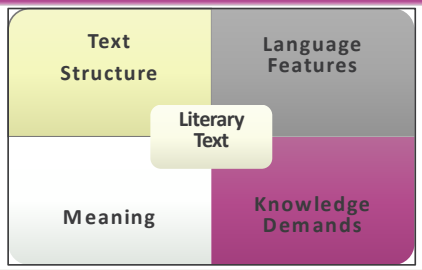
Complexity in our Experiential

Compare and contrast the pre- and post-shifts experientials.

What made the text in the post-shifts experiential more complex than the text in the pre-shifts experiential?

Be specific!

Qualitative Features of Complexity



Example and Non-Example

"Jupiter was the head of the gods, and he was not happy with the people."

"The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while."

Example and Non-Example

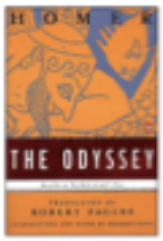
"I will help these poor people," said Prometheus to himself. "I will bring fire to these people, and this will make their lives better and happier."

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.

Why is the shift of complexity important?

- The ability to comprehend complex text is the greatest differentiator of college readiness in reading (ACT, 2006)
- The gap between end of HS and college texts is 170 lexiles (> 4 grade levels) (MetaMetrics, 2012)
- Workplace reading exceeds grade 12 complexity significantly (Stenner et. al, 2012)

Complexity in the Guidebooks



What is the shift of evidence?

Evidence:

Reading, writing, and speaking grounded in evidence from text, both literary and informational

Evidence in our Experiential

Compare and contrast the pre- and post-shifts experientials.

- In what ways was the shift of evidence evident in the post-shift experience?
- What impact did this shift have on you as a learner?

Example and Non-Example

Example:
In paragraph 5, look at the words "wretched" and "shivering." What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?

Non-Example:
What do you think Prometheus will do next?

What types of questions require evidence?

- Questions that can only be answered by carefully reading the text
- Questions are focused on the content of the text, rather than personal experiences or opinions.

What about text to self?

Evidence in the Guidebooks

- **Study** the examples from the Guidebooks
- **Discuss:** How does each example demonstrate the shift of evidence?

Why is the shift of evidence important?

Post-secondary instructors rated "identifying, evaluating, and using evidence to support or challenge a thesis" as one of the most important skills expected of incoming freshmen

-Intersegmental Committee of Academic Senates of the California Community Colleges, the California State University, and the University of California, 2002

What is the shift of knowledge?

Knowledge

Building knowledge through content-rich nonfiction

Knowledge in our Experiential

- How was the shift of Knowledge evident in our post-shifts experience? What knowledge was built and how?
- How did this knowledge support us in reading and understanding the Prometheus text?

Knowledge in the Guidebooks

- **Examine** the sample Guidebook text set in your note-catcher
- **Discuss:** What evidence do you see of the shift of knowledge in this example?

Why is the shift of knowledge important?

- Nearly a century of research links vocabulary to comprehension *(Whipple, 1925) (NAEP, 2013)*
- A more recent, but similar body of research shows that comprehension and memory depend on prior knowledge *(Recht & Leslie, 1988)*

ELA Content Leader Module 1 83

Let's Prepare!

Mr. Smith is a new teacher at your school. This is his first year teaching the Louisiana Student Standards and the ELA Guidebooks. Over lunch one day he asks you "What are these instructional shifts I keep hearing about? Why are they important?"

Plan your response!

ELA Content Leader Module 1 84

Role Play

- **Partner A:** Mr. Smith
- **Partner B:** Yourself, a knowledgeable Content Leader excited to share what you know about the instructional shifts

Switch!

ELA Content Leader Module 1 85

Capture Your Learning

- What resonated most with you this morning?
- What implications does this learning have on your own practice?

ELA Content Leader Module 1 86

Lunch Time!

CONTENT LEADER

Welcome Back!

Haiku Challenge

Create a Haiku about the Instructional Shifts

A Haiku:	Example:
Consists of 17 syllables: **Line 1:** 5 syllables **Line 2:** 7 syllables **Line 3:** 5 syllables	An old silent pond… A frog jumps into the pond, splash! Silence again.

ELA Content Leader Module 1 90

CONTENT LEADER

Heart, Head and Habits

Do Now

Reflect on your school

- How much time does your school currently dedicate to content and curriculum-specific professional learning for teachers? What does this learning look like?
- How is this professional learning typically received by teachers at your school? Why do you think that is?

ELA Content Leader Module 1 92

Remember: What We Call "PD" Doesn't Work

- The US spends ~$18 billion annually (>$5000 per teacher per year) on teacher improvement *(Gates 2014)*
- "[N]early 7 out of 10 teachers remained constant ***or declined*** over the last two to three years" *(TNTP 2015)*
- Of 1,343 studies of PD, only 9 found positive impact on student achievement using rigorous evidence *(Guskey & Yoon 2009)*

ELA Content Leader Module 1 93

Objectives

- Understand the Heart, Head, Habits model for effective professional learning

ELA Content Leader Module 1 94

Compare Two Middle Schools

- Both schools are in their 2nd year of implementing the Guidebooks
- Each school selected one person to attend Content Leader training in the fall
- Each Content Leader has delivered the first three content modules to the teachers at their school by March 1

ELA Content Leader Module 1

So let's see…

What does their implementation of the Content Modules look like…

In March?

ELA Content Leader Module 1 96

Let's Prepare!

- **Revisit** our yearlong scope and sequence
- **Review** CONTENT MODULES 3-4

Discuss:

- What happens in between Modules 3 and 4?
- What appears to be the purpose of Module 4?

ELA Content Leader Module 1 97

Let's Read!

Fast Forward to:

Content Module 4, Session 1

- **Read** the two case studies in your note catcher.
- **Look for:**
  - Which Content Leader appears to be having more success?
  - What's your evidence?

ELA Content Leader Module 1 98

But…why?

Bienville Street Middle School

What happened at Jennifer's school to make the implementation successful?

ELA Content Leader Module 1

A 3-Pronged Research-Based Approach

Heart **Head** **Habits**

ELA Content Leader Module 1

What does this look like?

- **Read** the Heart, Head, and Habits one-pager
- **With a Partner:** Summarize each component using 1-3 words

ELA Content Leader Module 1

Heart, Head, and Habits

Heart: Mindset and Buy-in

Head: Knowledge and Skill

Habits: Systems and Structures

Let's Read!

Bienville Street Middle School

- **Read** the Bienville Street "Behind the Scenes" case study
- **Look for/Annotate:**
  - Evidence of Heart, Head, Habits

Why Heart?

Research says that effective professional learning…

- Builds relationships among teachers *(Leana 2011)*
- Is relevant to teachers' work *(Darling-Hammond et al. 2009)*
- Supports teacher buy-in and teacher leadership *(Calvert 2016)*

Let's Discuss!

Return to the "Behind the Scenes" Case Study

What did Jennifer do to intentionally build heart back at her school?

Heart: How It Works

- Teachers identify their own and student needs
- Teachers work collaboratively in communities to meet those needs
- Teacher agency creates buy-in

Why Head?

Research says that effective professional learning…

- Builds pedagogical content knowledge *(Guskey and Yoon 2009)*
- Aligns to standards and curriculum *(Darling-Hammond 2009)*
- Teaches evidence-based practices

Let's Discuss!

Return to the "Behind the Scenes" Case Study

What did Jennifer do to intentionally build head back at her school?

ELA Content Leader Module 1 108

Head: How it Works

- Sustained time spent on the same topic deepens learning
- Aligned to standards and curriculum
- Content focus builds teacher knowledge & skill (pedagogical content knowledge)

ELA Content Leader Module 1 109

Why Habits?

Research says that effective professional learning…

- Uses a cycle of inquiry *(Jensen et al 2016)*
- Provides opportunities to practice teach (Ericsson et al 1993)
- Offers **30+ hours** of professional learning time; 45 hours ideally *(Guskey and Yoon 2009)*

ELA Content Leader Module 1 110

Let's Discuss!

Return to the "Behind the Scenes" Case Study

What did Jennifer do to intentionally build habits back at her school?

ELA Content Leader Module 1 111

Habits: How it works

- Cycle of inquiry helps **change practice:**
  - Practice teaching turns new ideas into habits that stick
  - Analyzing evidence of student learning tells you ***if it actually worked!***
- Scheduling appropriate time and space for professional learning to happen is critical
- Structures for supporting teachers in doing the work will set them up to be successful

ELA Content Leader Module 1 112

Now let's think about…

How does this learning impact how you will think about and approach your role as a Content Leader?

ELA Content Leader Module 1 113

Let's Reflect!

Complete the Heart, Head, Habits reflection tool in your note-catcher

ELA Content Leader Module 1 114

Let's Discuss!

With your pelican partner, discuss…

- What resonated most with you about the Heart, Head, Habits model?
- Which of the components do you anticipate will be the biggest lift for you in bringing this work back to your school? Why?

ELA Content Leader Module 1 118

Take a break!

CONTENT LEADER

Understanding Your Context

Do Now

Reflect on your school

- How would you describe the adult culture at your school? Why? What's your evidence?
- Which teachers and leaders in your school have the most influence over others? Why? What's your evidence?

ELA Content Leader Module 1 121

Session Objectives

- Perform an analysis of the strengths and areas for growth regarding Guidebook 2.0 professional learning in your district/parish
- Develop strategies to advocate for effective professional learning
- Plan a next step for bringing this work to life in your district

ELA Content Leader Module 1 122

The Vision

Content Leaders will…

Lead rich and comprehensive professional learning on the ELA Guidebooks 2.0 by turn-keying the 6 content modules

In order to….

Support teachers in implementing the Guidebooks with integrity and to create a positive learning community at their schools

ELA Content Leader Module 1 123

The Question…

How do we get there?

ELA Content Leader Module 1 124

SWOT Analysis

What are the…

- Strengths
- Weaknesses
- Opportunities and
- Threats

…that you must take into consideration when bringing this work to life in your school or district?

ELA Content Leader Module 1 125

SWOT Analysis

- **Strengths:** What is your district currently doing to support effective PL in ELA? Is there any Guidebooks-specific PL currently happening?
- **Weaknesses:** What must your district improve to ensure that effective Guidebooks PL in ELA can occur?
- **Opportunities:** What opportunities exist for your district to offer more effective Guidebooks PL in ELA?
- **Threats:** What obstacles are standing in you/your district's way to offering more effective Guidebooks PL in ELA? What could go wrong?

ELA Content Leader Module 1 126

Let's Practice!

LeAnne

Work with your crawfish partner:

- **Read** the scenario describing Content Leader LeAnne's context
- **Complete** a SWOT analysis based on this scenario

ELA Content Leader Module 1 127

Apply to Your Own Context

Independently or with a partner at your school or in your district…

- **Reflect** on your own context
- **Conduct** a SWOT analysis for your own district or school context

ELA Content Leader Module 1 128

Words of Wisdom

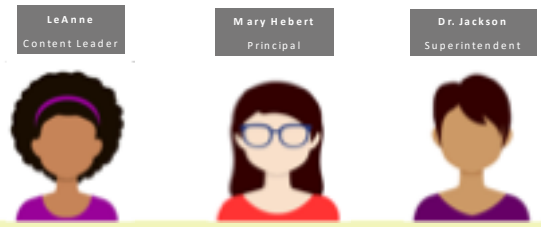
"Leadership is the art of getting someone else to do something you want done because he wants to do it."

– Dwight D. Eisenhower

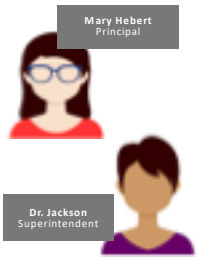
This May Feel New/Uncomfortable

- Think strategically about relationships
- Takes time to prepare, like lesson planning

Digging Deeper: What is LeAnne's story?



LeAnne's Thinking



- **Independently review** LeAnne's Influencer Strategy Guide
- **Discuss:**
  - In what ways is LeAnne's action plan strategic?

Important Questions to Ask

- Who are my key players? Why is it important to engage these key players?
- What "makes them tick"? What are their priorities and values?
- What are some things to consider when engaging them?

Crafting your Strategy

Independently or with a partner in your district or school…

- Review your SWOT analysis and identify 1 -2 key players who make decisions about professional learning at your school/in your district.
- Create your own Influencer Strategy Guide.

Let's Discuss!

Think – Pair – Share

- What did your SWOT analysis help you to realize about your district?
- What was most helpful about creating a strategy to engage "influencers" in your district?
- What was challenging about this?

Note Catcher: Curriculum-Specific PD: What, why, and how?

ELA Content Leader Module 1, Session 1

Do Now
When have you experienced "good PD?" What made it so good? What impact did this PD have on your knowledge and/or practice? When have you experienced "bad PD?" What made it so bad?
Session Objectives
• Understand the research behind effective professional learning • Deepen understanding of the impact of content- and curriculum-specific PD

PART I Research Supports Linking Curriculum and Professional Learning

This paper builds on several key research findings:

- First, schools and school systems already make massive investments in teachers' and school leaders' professional learning, yet most professional learning activities are not meeting teachers' needs and lack measurable results on changing practice or improving outcomes for students.[8]
- Second, curriculum materials have a profound effect on what happens in classrooms and on how much students learn.[9] When average teachers use excellent materials, student learning results improve significantly.[10] Research also documents that many teachers do not have access to strong, standards-aligned curriculum; in fact, most teachers spend hours every week searching for materials that haven't been vetted and aren't connected to ongoing, professional learning activities in their schools.[11] Ensuring teachers have high-quality, rigorous materials is an effective and affordable tool for improving student learning outcomes at scale.[12]
- Third, teaching expertise is the most important factor in school effectiveness; schools cannot be more successful than their teachers. Developing teacher expertise is intellectually demanding, professional work – it takes study, practice, and critical feedback to develop into an expert teacher.[13] Teachers deserve both materials and professional learning experiences that address the decisions they are making with *their students* in the context of the *actual materials they are using*. Providing teachers with generic strategies divorced from their day-to-day reality makes it less likely teachers will apply what they learn to improve practice or student outcomes.[14]
- Finally, adults learn best when they are engaged in *a collegial process that draws on and values their experience* as a resource in the learning process.[15]

Taken together, these findings suggest a powerful strategy for improving support to teachers: design professional learning activities that build off of and deepen teachers' knowledge for enacting the curriculum used in their school. This is not the same as offering orientation to new curriculum materials, although this may be one component. The vision is one of fully integrating chosen curriculum into ongoing, job-embedded professional learning and development.

Done right, professional learning linked to curriculum can lead to transformational changes in teaching and learning.

It is a deceivingly simple and powerful strategy that system leaders can pursue, requiring smart planning, resource reallocation, and learning from experience to continuously improve. Done right, professional learning linked to curriculum can lead to transformational changes in teaching and learning.

PART III Key Takeaways and Recommendations for System Leaders

1. Curriculum quality matters *a lot*.

Professional learning cannot live up to its potential unless it's rooted in the content teachers teach in their classrooms. Similarly, the resulting professional learning won't be excellent unless the underlying instructional materials are excellent. System leaders who want to foster effective and relevant professional learning using instructional materials should focus in the first instance on making sure the instructional materials reflect the full aspiration of college and career readiness.[29] It's the professional learning equivalent of "you are what you eat."

Curriculum and associated tasks and assessments signal the performance level expected of students, which becomes the starting place for identifying teachers' learning needs. High-quality curriculum is an essential baseline for equity because it ensures *all* students engage with quality text and intellectually demanding tasks. In addition to scrutinizing standards alignment, an inquiry into quality also should examine other attributes, including whether (1) the materials reflect a diversity of students' cultures and lived experiences; (2) the curriculum embeds rich culminating tasks and other quality assessments;and (3) the materials anticipate and address the learning needs teachers will have in trying to enact the curriculum (anticipating and addressing teachers' learning needs sometimes is referred to as a curriculum's "educative features").[30]

2. Content-specific inquiry cycles improve practice.

Teaching is intellectually demanding, adaptive work. The learning that improves practice must anchor in the context of teachers' ongoing work (hence the connection to curriculum).[32] And teachers must be able to apply their learning; study how it worked for their students; bring back questions and suggestions to the group; and then repeat the cycle of learning, application, and reflection. These practices were adapted from lesson study, which is prevalent in Japan (and similar practices exist in high-performing education systems all over the world).[33]

Community accountability means every member of the team works to strengthen their practice and brings examples of student work and their own reflections back to the group. Experiencing new teaching methods with students, assessing their learning progress, and then thinking about what students will benefit from next is the *sine qua non* of professional learning: the whole point of this work. Ensuring protocols for using collaborative time effectively will make it more likely that teachers can spend precious time – the most scarce resource in schools – to focus on the work only they can do, which is to craft and facilitate meaningful learning experiences for their students.

3. Culture eats structure for lunch.

Professional learning that changes practice relies on teachers' active participation and willingness to be vulnerable and to take the stance of a learner. As education researcher Anthony S. Bryk stated in his study of improvement efforts, positive change depends on the "good will and engagement of the people whose work is the subject of change."34 Uniting efforts to improve curriculum quality with efforts to improve professional learning is unassailably a good idea, but if teachers experience it as a top-down compliance mandate or are preoccupied with accountability from the outset, positive change can be undermined and progress stunted.

Creating a culture that embraces adult learning in service of student learning requires attending to teachers' hearts as well as their minds. Researcher Carrie Leana cites the failure to invest in "teacher collaborations that strengthen skills, competence, and a school's overall social capital" as the missing link in improvement efforts. She followed more than 1,000 elementary teachers across New York City and found that when teachers engaged in frequent peer-to-peer conversations centered on the complex task of instructing students in mathematics, increases in student achievement resulted – and *gains were highest when collaborations led to feelings of trust and closeness among staff.* [35]

4. Teachers need *time* to improve instruction.

To develop expertise, teachers need dedicated time to engage with peers during the school day, week, and year. It takes time to get familiar with instructional materials and the content knowledge they demand, and implementing college- and career-ready standards increases these expectations, including learning new pedagogical approaches.

Researchers report that teachers who participate in substantial professional learning on an annual basis – averaging 49 hours across nine studies – see their students' achievement increase by about 21 percentile points.[37] Many high- performing international systems have teachers spending between 10 to 17 hours in the classroom per week, leaving substantial time for professional learning compared with US teachers, who spend around 27 hours in front of students weekly.[38] In the words of Linda Darling Hammond, "Effective professional development is intensive, ongoing, and connected to practice; [it] focuses on the teaching and learning of specific academic content…and builds working relationships among teachers."[39]

Conclusion

For professional learning to be optimally relevant and useful to teachers, it needs to build on the instructional materials teachers use in their classrooms. Separating the work of implementing standards-aligned curriculum from the ongoing professional learning in which teachers engage is not only inefficient but also incoherent; it undermines the success of both. System leaders have a responsibility to intentionally weave these work streams together. By making these two parts of a whole, they can accelerate and deepen progress to the benefit of teachers and their students.

High-quality, standards-aligned curriculum and accompanying student tasks are rich enough to occupy many years of developing teachers' professional expertise. As one teacher put it: "Teachers should not be expected to be the composers of the music as well as the conductors of the orchestra."[46] System leaders should respect the artistry and skill required to teach students for deep comprehension, and they should align systems to support teachers in meeting this goal.

Real Life Inquiry Cycle
After working in my garden all day, I poured myself a glass of sweet tea and sat on my porch to admire my work. That evening I went to bed exhausted but feeling proud of what I had accomplished that day. Imagine my disappointment when I woke up the next morning to realize that a family of deer had been admiring my garden all night. I counted at least a dozen plants with nibbled leaves and missing flowers. I wondered, "how could I keep deer from eating the flowers in my garden?" I set out to do some research. I found books, blogs, and articles all about gardening tips and specifically, how to keep animals out of your garden. I learned that I had a few options: put up a small fence or chicken wire, use a repellant, or plant things like oregano or garlic in between my flowers since deer don't like those. After some careful research I decided to purchase a well-reviewed repellant on Amazon. I followed the directions and sprinkled the pellets all around my garden. For the next week, I took pictures every morning to monitor whether the deer were continuing to visit and munch on my garden. I noticed that there were no changes in my garden over the next several days – it looks like the repellant worked! However, I also noticed and disliked the very strong odor that the repellant gave off. I was discussing this with my neighbor and he mentioned another brand of repellant that he uses that doesn't have any odor! I am going to order some today!

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Experiencing the Instructional Shifts

ELA Content Leader Module 1, Session 2

Objectives
• Compare and contrast two approaches to literacy instruction • Describe how the instructional shifts impact teaching and learning

Experiential #1: Pre-Shifts

Directions: As you read, make at least one meaningful connection (to self, text, or world).

The Story of Prometheus

Once upon a time, a long time ago, the gods ruled the people of the earth. For a while the people had been happy, but now they were not. Their lives were hard.

Jupiter was the head of the gods, and he was not happy with the people. He thought they complained a lot about their hard lives. He thought they did not respect the gods as they should.

One of the other gods was named Prometheus. Prometheus was different from Jupiter. He felt sorry for the people of the earth. He could see that they were very unhappy. “I will help these poor people,” said Prometheus to himself. “I will bring fire to these people, and this will make their lives better and happier.”

So, Prometheus stole some lightning from Jupiter and brought fire to the people. He was delighted to see that people’s lives got better. They could cook their food and keep warm in winter.

But, Jupiter was furious! He decided to punish Prometheus for stealing his lightning and bringing fire to the people of earth. Jupiter chained Prometheus to a huge rock. He sent an eagle to nibble at poor Prometheus. He sent ocean storms to wash up against Prometheus on the rock. Prometheus knew he had done the right thing by bringing fire to the people of the earth. But he had to suffer forever.

Comprehension Questions

Directions: Independently complete the questions. Remember to answer in complete sentences and to explain your thinking. The questions continue on the next page.

1. Why did Jupiter decide not to give fire to humans?

2. How did Jupiter punish Prometheus?

3. How would you have felt if you were Prometheus at the end of the story?

4. What do you think Prometheus will do next?

5. Whom do you like better, Prometheus or Jupiter?

Stop and Jot: Experiential #1 (Pre-Shifts)	
What did you notice about this experience?	What did you wonder about this experience?

Experiential #2: Post-Shifts

Ancient Greek Myths: Stories of the Gods

What does it mean to “open a Pandora’s box"? Why is one of our planets called Jupiter? Why do we call someone “as strong as Hercules”? What is a person with a “narcissistic personality” like? What is a “hero’s journey”?

All of these terms – and many more - come from Greek myths. The myths were stories that were told and re-told, for many hundreds of years, by the ancient Greek people. They were all stories of Greek gods, and many of them told how those Greek gods connected with the people of earth. Later, as the Greek cities were taken over by others, the Greek gods and goddesses acquired Roman names.

Who were the Greek gods?

In the ancient Greek view of the world, there were many gods and goddesses. Each one had a different role in the universe, and different powers. For example, there was a head god (named Zeus by the Greeks, then later changed to Jupiter by the Romans). He had power over the other gods. There was a goddess of wisdom, Athena, and a god of war, Ares. Cupid was the god of love, Apollo was the god of the sun, Aphrodite was the goddess of beauty, Hermes was the messenger of god – and there were many others. The ancient Greeks, and later the Romans, built temples to their gods, and honored them in many ways.

The gods were powerful, but they were not always good or wise. The Greeks thought of their gods as being much like human beings themselves, with all of their strengths and weaknesses. However, one huge difference between the gods and the people of the earth was mortality. The gods and goddesses were immortal – they could not die. People, on the other hand – no matter how good and wise they might be – would eventually suffer and die.

What were the Greek myths?

People have always tried, hard, to understand the world they live in. That effort to understand the world led to the development of myths. Myths are stories that people tell to explain to themselves and their children how the world works. All of the Greek myths involve the gods and goddesses, and many of them also involve people. Some Greek myths are stories of nature itself; for example, why we have seasons. Others are stories of people’s behavior; for example, how people learn from their mistakes not to be too proud or arrogant.

(continued on next page)

Why do myths matter?

Today, the stories of these ancient gods and goddesses still appear in our own culture. Maybe even more importantly, the questions that they addressed – why is the world the way it is? What does it mean to be heroic? How do we humans need to behave? - are all questions that human beings of any age, including our own, need to grapple with. Reading the ancient Greek myths can help us in our own time.

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

[1] Jupiter (Roman) is the same as Zeus (Greek).
[2] Saturn (Roman) is the same as Cronus (Greek).

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into

[3] pith: soft, spongy tissue inside a plant
[4] dwelling: home, place to live or stay
[5] plow and sow and reap: farm

shape and fashion from it the tools and weapons which they needed in peace and war;
and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

Questions

Directions: Working with your partner, carefully read each question. Go back into the text and discuss your thinking about each question. Write your response and cite evidence from the text.

1. According to the text, the name Prometheus means "forethought". What does this tell us about the character?

2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?

3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?

4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?

5. Think about the name for the gods in this story, the “Mighty Ones.” What does the word “mighty” mean? Why do you think the author names the gods the “Mighty Ones”? Use evidence from the text to support your thinking.

6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

Stop and Jot: Experiential #2 (Post-Shifts)	
What did you notice about this experience?	What did you wonder about this experience?

Reflect and Discuss Compare and contrast the two experiences.	
What was similar?	What was different?
Which approach had a greater impact on you as a learner? Why?	

Note Catcher: Unpacking the Instructional Shifts

ELA Content Leader Module 1

Instructional Shifts Overview: ELA/Literacy

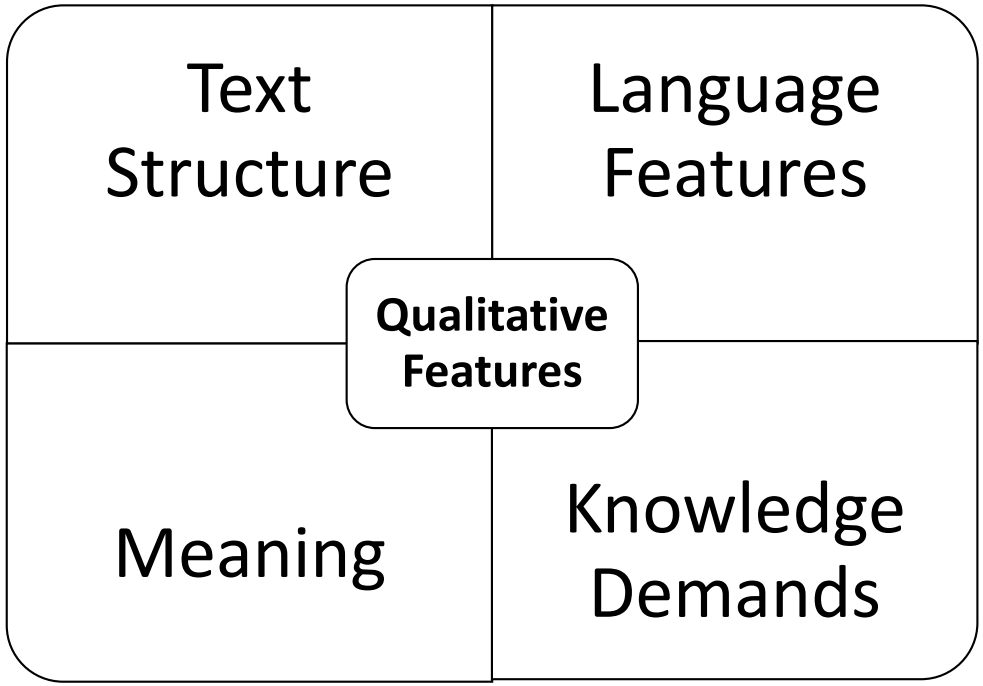
Shift	Description
Complexity: Practice regularly with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational	College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.
Knowledge: Build knowledge through content-rich nonfiction	Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

Qualitative Features of Text Complexity

- Organization
- Text Features
- Genre
- Use of graphics

- Layers of meaning
- Concept complexity
- Subtle theme



- Vocabulary
- Sentence Length and Structure
- Figurative Language
- Historical Language or Dialects
- Syntax

- Content Knowledge
- Disciplinary Knowledge
- Cultural Knowledge
- Intertextuality
- Background and Life Experiences

Evidence in our Experiential Compare the questions asked in the two experientials.	
Pre-Shifts Questions	Post-Shifts Questions
1. Why did Jupiter decide not to give fire to humans? 2. How did Jupiter punish Prometheus? 3. How would you have felt if you were Prometheus at the end of the story? 4. What do you think Prometheus will do next? 5. Whom do you like better, Prometheus or Jupiter?	1. According to the text, the name Prometheus means "forethought". What does this tell us about the character? 2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living? 3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about? 4. How does Prometheus respond? What does this tell you about what Prometheus cares most about? 5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking. 6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

- In what ways was the shift of evidence evident in the post-shift experience?

- What impact did this shift have on you as a learner?

Evidence in the Guidebooks

Discuss: How does each example demonstrate the shift of evidence?

Example #1: Grade 4, "The Lightning Thief" Unit: Culminating Writing Task

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Culminating Writing Task Directions

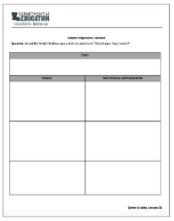
A quest is a search for something and is a commonly used motif in literature around the world. Explain how the quest motif is part of *The Lightning Thief*. Describe Percy's goal, the challenges he faces, and how he changes along the way.

Write a multiparagraph essay that demonstrates an understanding of the text and uses proper grammar, conventions, spelling, and grade-appropriate words and phrases. Include examples of how Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. Use linking words (e.g., *another*, *for example*, *also*, *because*) to link ideas.

Example #2: Grade 6, "Steve Jobs" Unit, Lesson 28: Prepare for a Philosophical Chairs Debate

Lesson Context: Leading up to this lesson, students read Steve Jobs' Stanford commencement speech and "Letters of Wilbur Wright" by Wilbur Write, and used the texts to determine each man's philosophy.

Let's Practice!



- Would the Wright Brothers agree with Jobs's statement, "Stay hungry, Stay foolish"?
- Choose a side and locate evidence in the text to prove your claim.

Let's Express Our Understanding!

State your claim, reasons, and evidence aloud.

- Would the Wright Brothers agree with Jobs's statement, "Stay hungry. Stay foolish"?

In the next lesson (Lesson 29), students write an argumentative response to support their claim using reasons and evidence from the texts:

Let's Express Our Understanding!

In your reading log, answer the question:

- Would the Wright Brothers agree with Steve Jobs's advice to "Stay hungry. Stay Foolish"?
  - Write 3-5 sentence explaining your stance.
  - Use your debate prep handout and the new evidence learned during the debate to write your response.

Example #3: Grade 9, "Fahrenheit 451" Unit, Lesson 35: Engaging in a Socratic Seminar

Context: In this lesson, students prepare for and engage in a discussion about the following questions:

- *According to the various authors and points of view presented in the texts we've read in this unit, what is the value of reading?*
- *Do we need books and stories? Are they important? Why? What are we denied when we are denied access to books?*
- *Has our society learned from Fahrenheit 451?*
- *What issues raised in Fahrenheit 451 remain critical to our society today?*

To prepare, students completed the following graphic organizer using the texts they'd read and analyzed throughout the unit.

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Socratic Seminar

Text	Author's Point of View	Supporting Text Evidence		Central Idea	Supporting Text Evidence
"Video Games and the Future of Storytelling" Salman Rushdie from *Big Think*"The Country That Stopped Reading" from The New York Times by Dave Toscana					
"The Science of Storytelling: Why Telling Story is the Most Powerful Way to Activate Our Brains" by Leo Widrich					
"The Country That Stopped Reading" from The New York Times by Dave Toscana					

Sample Guidebooks Text Set

Grade 6: "Out of the Dust" Unit

Retrieved from: https://learnzillion.com/resources/89833-out-of-the-dust/

"Out of the Dust" Unit Goal: Students read literary and informational texts to understand how people respond to adversity, the lessons that can be learned from hardship and failure, and what happens when we take good fortune for granted. Students express their understanding of the social and environmental issues farmers faced in the 1930s, noting how reading literary and informational texts enhances their understanding of the topic.

Text	Description
Out of the Dust by Karen Hesse (anchor text)	*Out of the Dust* is a novel-in-verse and serves as the anchor text for this unit. It tells the story of Billie Jo Kelby's life on a farm in Oklahoma during the Dust Bowl years.
"Leaving the Dust Bowl"	Students read this poem by Bob Bradshaw that describes a first-hand account of life in the Dust Bowl, and the challenges and hardships faced by the poet's family leading up to their decision to leave for California.
American Experience: "The Drought"	Students read an informational text from PBS that describes the drought in the early 1900s and its main causes.
"Drought!" and "Okies"	Students read informational excerpts from *Farming in the 1930s.*
"No Title" (Page 1)	Students listen to a read aloud of an excerpt from Woody Guthrie's autobiographical essay to gather additional information about life in Oklahoma during the early 1900s.
"Letters from the Dust Bowl" (March 8, 1936)	Students read excerpts from Caroline Henderson's letters she wrote to a loved one, describing first-hand the experience of living in the Dust Bowl.
"Wheat Prices"	Students read an informational text about wheat prices.
"USDA Photographer Rescues Destitute Farm Workers"	Students examine Dorothea Lange photographs (such as the famous "Migrant Mother") and read this informational article about Lange's experience taking these photographs.
"10 Things You May Not Know About the Dust Bowl"	Students read an article to explore ten surprising facts about the Dust Bowl and its impacts on farmers and those living on the Plains in the 1930s. They watch a related video.
"On Drought Conditions"	Students read the transcript of and then listen to an audio recording of Franklin Delano Roosevelt's Fireside Chat on the drought and the Dust Bowl (from September 6, 1936).

Role Play
Mr. Smith is a new teacher at your school. This is his first year teaching the Louisiana Student Standards and the ELA Guidebooks. Over lunch one day he asks you, “What are these instructional shifts I keep hearing about? Why are they so important?” **Plan your response!**

Capture Your Learning
What resonated most with you this morning? What implications does this learning have on your practice?

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Heart, Head, Habits

ELA Content Leader Module 1, Session 3

Do Now: Reflect on your school
How much time does your school currently dedicate to content and curriculum-specific professional learning for teachers? What does this learning look like? How is this professional learning typically received by teachers at your school? Why do you think that is?
Session Objective
• Understand the Heart, Head, Habits model for effective professional learning

Compare Two Middle Schools

School #1: Bienville Street Middle School

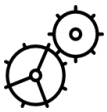
Jennifer is delivering Content Module 4, Session 1 this afternoon at 3:30. At 3:15, she arrives to set up the PD room she's reserved from her principal. She walks in to find a group of 6th grade ELA teachers discussing the close reading lesson they implemented after the last session. She overhears one teacher asking for advice on how to support some students who struggled with finding relevant evidence. By 3:30, all ELA teachers have arrived and are prepared with their evidence of student learning. During the do now, teachers eagerly discuss the close reading lesson, and some share that they've already begun the process of analyzing that work for strengths and needs. Jennifer brings the group back together and asks some teachers to celebrate successes and share challenges from the lesson. At one point, a teacher shares that she noticed her students really struggled with explaining their evidence, and another teacher offers to meet up during their collaborative planning block to brainstorm around that challenge. After the share-out, Jennifer launches into the session's content around the criteria for strong text-based responses that includes a valid claim, relevant evidence, and explanation. Teachers actively jot down notes on the handouts Jennifer has printed and organized in binders for them. After the session, Jennifer reviews her exit ticket data. 90% of teachers accurately listed the three components of a strong text-based response (the key points of the session) and could explain how the Guidebooks support students with evidence-based writing. Jennifer makes a note to follow up with the two teachers who had misunderstandings before the next session, which is already on the calendar for next Wednesday.

(continued on the next page)

Compare Two Middle Schools (continued)

School #2: Magnolia Street Middle School

Natalie is delivering Content Module 4, Session 1 this afternoon at 3:30. She was originally scheduled to deliver it yesterday, but at the last minute her principal cancelled the PD to hold a meeting about logistics for an upcoming field trip. She's a little worried about attendance today because it's been rescheduled, and because grades are due in a few days and she knows teachers are feeling really overwhelmed. At 3:15, Natalie shows up at the PD room she reserved. By 3:40, most teachers she's expecting have arrived so she begins. For the do now, Natalie asks teachers to share the successes and challenges they experienced while teaching the close reading lesson they were supposed to implement after Module 3. Natalie circulates to listen in on table discussions, and she discovers that about half of the teachers did not teach the lesson and/or did not bring back any evidence of student learning. When she follows up with these teachers, one teacher says: "When I reread the lesson, I realized that the text was going to be way too hard for my students. It wouldn't be fair to have them read that, so I decided to find another text they'd be more interested in and could actually read." Another teacher explains: "I really wanted to try it, but our last session was just last week! I didn't have time to plan it out and try it with my students." After the Do Now, Natalie dives into the content she's prepared about the three criteria for text-based responses. She suggests that teachers who didn't bring evidence team up with a teacher who did, but she notices that teachers are reluctant to move and end up staying where they are. When Natalie reviews her exit tickets at the end of the session, she finds that about 75% of the teachers could describe the qualities of a high-quality text-based response (a key point of the session), but many expressed concerns about the relevance of the session topic. One comment read: "I'm not sure why we're spending time talking about finding and explaining evidence right now – my students still need help constructing sentences!"

Heart, Head, and Habits	
Heart	Our heart drives what we care deeply about. The heart has to do with our emotions, desires, and motivation. Importantly, our heart is the most powerful force; it's very hard to move a person if their emotions are resisting. In other words, you have to win educators' hearts to get them to move. In our model for professional learning, "heart" includes things like teachers understanding the "why" behind the content and engaging in collaboration with their colleagues. Ultimately, heart is about building a supportive community and empowering teachers with agency and ownership over their learning. Teachers who believe in an initiative will not resist it; rather, they will embrace change in practice.
Head	The head is our rational mind. In our model for professional learning, "head" refers to the quality of the content that we provide and teachers engage in. It encapsulates the knowledge and skills we build through content- and curriculum-specific session design. If the "head' is in place, teachers learn research-based instructional practices and high-quality content that positively impacts student learning. We know that content-based learning is most effective when it addresses subject and grade-specific topics, is aligned to high-quality standards and curriculum, and the content focus builds teacher knowledge and skill. Researchers have found that professional learning "centered directly on enhancing teachers' content knowledge and their pedagogic content knowledge" increased student achievement, which emphasizes the important role of the "head" in our model for PL.
Habits 	Our habits are the things that we do repeatedly as a result of our environment. When we think about a model for effective professional learning, we need to consider what behaviors we want to promote and provide structures around in order to help teachers build habits that support their learning. Habits also ensure that professional learning is put into action in a way that changes teachers' instructional practice and improves outcomes for students. Sample habits include collaborative planning, time and space for ongoing PD, and engagement in cycles of inquiry.

Heart, Head, and Habits: 1-3 Word Summaries	
Heart	
Head	
Habits	

Bienville Street: "Behind the Scenes"
Look For and Annotate: Evidence of Head, Heart, and Habits

Jennifer has just completed her final day of Content Leader training and is eager to share all that she's learned with her colleagues. She's been keeping her principal up to date, but Jennifer knows that she still must do some intentional planning (on her own and with her school leaders) before she can get this initiative off the ground. To get started, Jennifer:

- Set up a meeting with her principal to learn about her academic vision and goals, and to explore ways she can support those goals through her role as a Content Leader
- Took a few members of her ELA team out for coffee to learn more about them and their current experiences and challenges teaching the Guidebooks
- Worked collaboratively with her principal and ELA instructional coach to schedule time and space for the 36 hours of Content Module trainings. They came up with this plan:

January 2-3 (full day PDs)	**February-March** (broken up into hour-long sessions, delivered during ELA PLC time)	**April** (full PD days)	**May-June** (broken up into hour-long sessions, delivered during ELA PLC time)
Content Modules 1 and 2	Content Module 3	Content Modules 4 and 5	Content Module 6

Note: When scheduling, Jennifer ensured that teachers will have at least a few weeks after Modules 3 and 5 to try out their learning with students and collect evidence.

During winter break, Jennifer prepares to deliver Content Modules 1 and 2. To do so, she:

- Used the "Facilitation Prep Protocol" she learned during Content Leader Module 8 to deeply internalize the ELA- and Guidebooks-specific content (Content Modules 1 and 2)
- Rehearsed the sessions multiple times, including practicing in front of her husband and dog
- Reached out to a fellow Content Leader from another school to clarify some questions she had about the content
- Made copies of all session materials and organized them for participants in binders
- Confirmed with her school's Operations Manager that the room she reserved would be available, and that all necessary technology (i.e. projector) would be in place on January 2
- Planned team builders and energizers to kick off each day of learning
- Arranged desks so that teachers would be working in groups of 4, rather than sitting in rows
- Sent a note to all ELA teachers wishing them a happy holiday, and expressing her excitement at kicking off this professional learning with them when they return after the break
- Collected quotes from students about what kind of learning experiences in ELA have had the greatest impact on them and built these quotes into her kick-off for the first day of PD

Apply Your Learning: Reflecting on Your Role as a Content Leader

Heart **Think about the culture of professional learning you want to create.**	
What kind of **values** do you want it to embody?	
What kind of **relationships** do you want it to promote?	
What is **your role** in creating this culture and community? What specifically will you do (or not do) to create culture and community?	

Head **Think about current instruction at your school.**	
What is the current knowledge and skill level of the instructional shifts?	
What is the current knowledge and skill level of the Guidebooks curriculum?	
What knowledge and skill do you hope to build back at your school?	

Habits	
What systems and structures will you need to think about **before** you bring this work back to your school?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Understanding Your Context

ELA Content Leader Module 1, Session 4

Do Now: Reflect on your school
How would you describe the adult culture at your school? Why? What's your evidence? Which teachers and leaders in your school have the most influence over others? Why? What's your evidence?

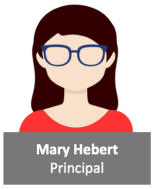
Session Objectives	Agenda
• Perform an analysis of the strengths and areas for growth regarding Guidebook 2.0 professional learning in your district/parish • Develop strategies to advocate for effective professional learning • Plan a next step for bringing this work to life in your district	

Time	Task
5 min	Do-Now
15 min	Scenarios
15 min	SWOT Analysis
20 min	Developing Strategy
5 min	Closing

Scenario: Content Leader LeAnne's Content
LeAnne is Content Leader in a district in which there is very little implementation of the Guidebooks. Across all grades, there is a lack of a clear vision for literacy instruction and a lack of an anchor curriculum. In most cases, teachers plan ELA instruction on their own, using text that they select, and don't have much knowledge about research-based instructional practice. Although many teachers seem to appreciate the autonomy, there is a group of teachers at the middle school (including LeAnne) who have expressed interest in more collaboration and use of high quality ELA resources and materials. There is very little time allocated for professional learning in LeAnne's district - only about two full days and 2 half days per year, and district leaders have not developed clear structures for teacher collaborative planning time. This gets left up to teachers and principals to decide.

Practice SWOT Analysis: Apply to LeAnne's Context	
Strengths: What is the district currently doing to support effective professional learning (PL) in ELA? Is there any Guidebooks-specific PL currently happening?	
Weaknesses: What must the district improve to ensure that effective Guidebooks PL in ELA can occur?	
Opportunities: What opportunities exist for the district to offer more effective Guidebooks PL in ELA?	
Threats: What obstacles are standing in the district's way to offering more effective Guidebooks PL in ELA? What could go wrong?	

SWOT Analysis: Apply to Your Context	
Strengths: What is your district currently doing to support effective professional learning (PL) in ELA? Is there any Guidebooks-specific PL currently happening?	
Weaknesses: What must your district improve to ensure that effective Guidebooks PL in ELA can occur?	
Opportunities: What opportunities exist in your district to offer more effective Guidebooks PL in ELA?	
Threats: What obstacles are standing in your district's way to offering more effective Guidebooks PL in ELA? What could go wrong?	

LeAnne's Influencer Strategy Guide		
My Influencer(s):	**Ms. Hebert**  	**Dr. Jackson**
Why This Person is Important	• In charge of the school • Oversees curriculum implementation and school-wide professional learning • Very influential in the school	• Oversees curriculum selection and district-wide PD plan • Nominated LeAnne to be a Content Leader
Priorities and Values What motivates them? What "makes them tick"?	• Wants to increase student achievement (reading levels and test scores) • Wants to see a more consistent ELA model in classrooms • Wants to see increased student engagement	• Wants to increase student achievement (reading levels and test scores) • Is invested in implementing Guidebooks because other Superintendents in her network have praised them • Wants to offer more district-level professional learning than is currently offered
Things to Consider	• Wants to see a clear strategy and plan for any proposal • Is unfamiliar with Guidebooks 2.0 and is new to text-based instruction • Struggles to find time for teacher professional learning	• Strong leader; important for her to "lead a change" • Has a strong professional relationship with principal Hebert

Action Planning	
LeAnne's Action Step(s)	**Potential Impact(s)**
Set up regular meetings with Principal Hebert to take place within 1-2 weeks of each Content Leader training I attend	**Principal Hebert** will… • Learn more about the Guidebooks and see the impact they can have on school goals • Understand what implementation of this professional learning will require next year so she can begin thinking about systems and structures to support this initiative
Ask Principal Hebert to meet with Dr. Jackson in March to share updates on the Content Leader training	**Dr. Jackson** will… • Better understand the Guidebooks and the impact they have on teaching and learning • Prioritize Guidebooks –specific professional learning in the upcoming schoolyear

Your Influencer Strategy Guide		
My Influencer(s):		
Why This Person is Important		
Priorities and Values What motivates them? What "makes them tick"?		
Things to Consider		

Action Planning	
My Action Step(s)	**Potential Impact(s)**

Think – Pair – Share
What did your SWOT analysis help you to realize about your district? What was most helpful about creating a strategy to engage “influencers” in your district? What was challenging about this?

ENGLISH LANGUAGE ARTS CONTENT MODULES

ELA Content Leader Module 1 Bibliography

June, 2018

This bibliography is organized in the order that citations appear in this Content Module.

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Understanding Your Context

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