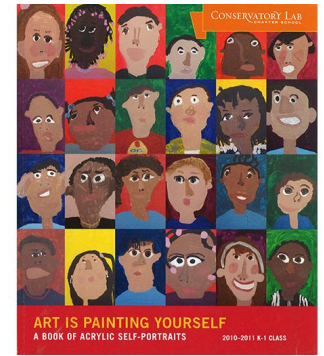


 Education

Leading Implementation

EL Education Grades K-2 Language Arts Curriculum

Our Commitment to Equity



- EL Education is fiercely focused on equity for all children.
- All children deserve schools that foster their unique abilities, give them the real opportunity to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school.
- In our work we know that diversity is a fact. Inclusion is a behavior. Equity is an outcome.
- We trace our roots back to Outward Bound and its founder, Kurt Hahn.
Hahn was an educator who was imprisoned in Nazi Germany for his opposition to Hitler.

Fostering Equity through Instruction

Our instructional practices create more equitable classrooms:

- Students learn from one another—and learn to respect one another—when they learn together in the same classroom.
- From the earliest grades, students learn to see themselves as active learners with agency in their own education.
- Teachers are provided rich resources and opportunities to make sound and specific instructional decisions based on the needs of their students.

Dimensions of Student Achievement



Fostering Equity through our Curriculum

- **Curriculum is a vehicle for equity**—ALL students engage with complex texts and meaningful tasks to meet content and skill standards.
- Active instructional and **student-engaged assessment practices** build academic skills and students' ownership of their learning.
- **Rigorous academic projects** connect to real-world issues bring the standards to life.
- A **culture of learning** builds persistence, collaboration, critical thinking, problem solving, communication and independence in every student.

A Different Approach to Teaching and Learning

In our professional development, as in our schools, we believe:

Learning is active.

Adults learn best when they engage in a variety of activities and discussions.

Learning is challenging.

Teachers and leaders are informed professionals and should be engaged in conversations and tasks that push their thinking.

Learning is meaningful.

Adult learners have the opportunity to connect and transfer their learning to their classroom practice.

Learning is public.

Through discussion and sharing their practice, teachers build a shared vision of pathways to achievement for their students.

Learning is collaborative.

School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the professional learning culture.

Agenda

- Opening
- Structure and Design
- Change Management
- Application/Action Planning
- Closing

Learning Targets

- I can describe the characteristics, components, and structure of the EL Education Language Arts Curriculum.
- I can describe my role as the Change Leader who directly supports curriculum implementation in my district/school.
- I can begin to craft effective systems and structures for successful implementation.
- I can contribute to building a respectful, active, collaborative, and growth-oriented learning environment.

Norms

I can contribute to building a respectful, active, collaborative, and growth-oriented learning environment.

- Given your own personal context and the context of our specific work today, what would a respectful, collaborative and/or growth-oriented learning environment look like today?
- Share your thinking with a partner.

Session 1:

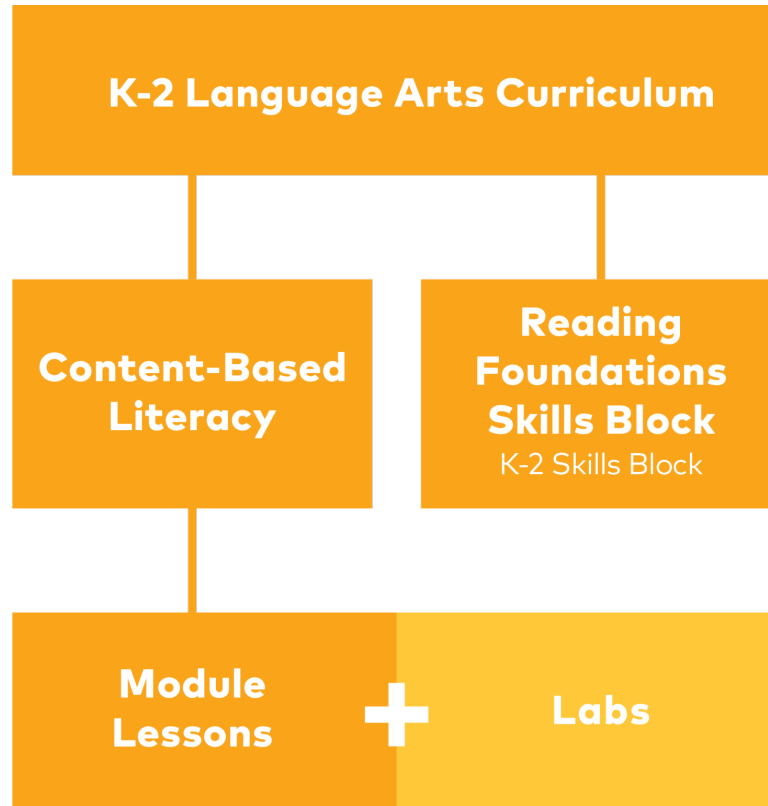
Structure and Design

Session 1 Learning Target

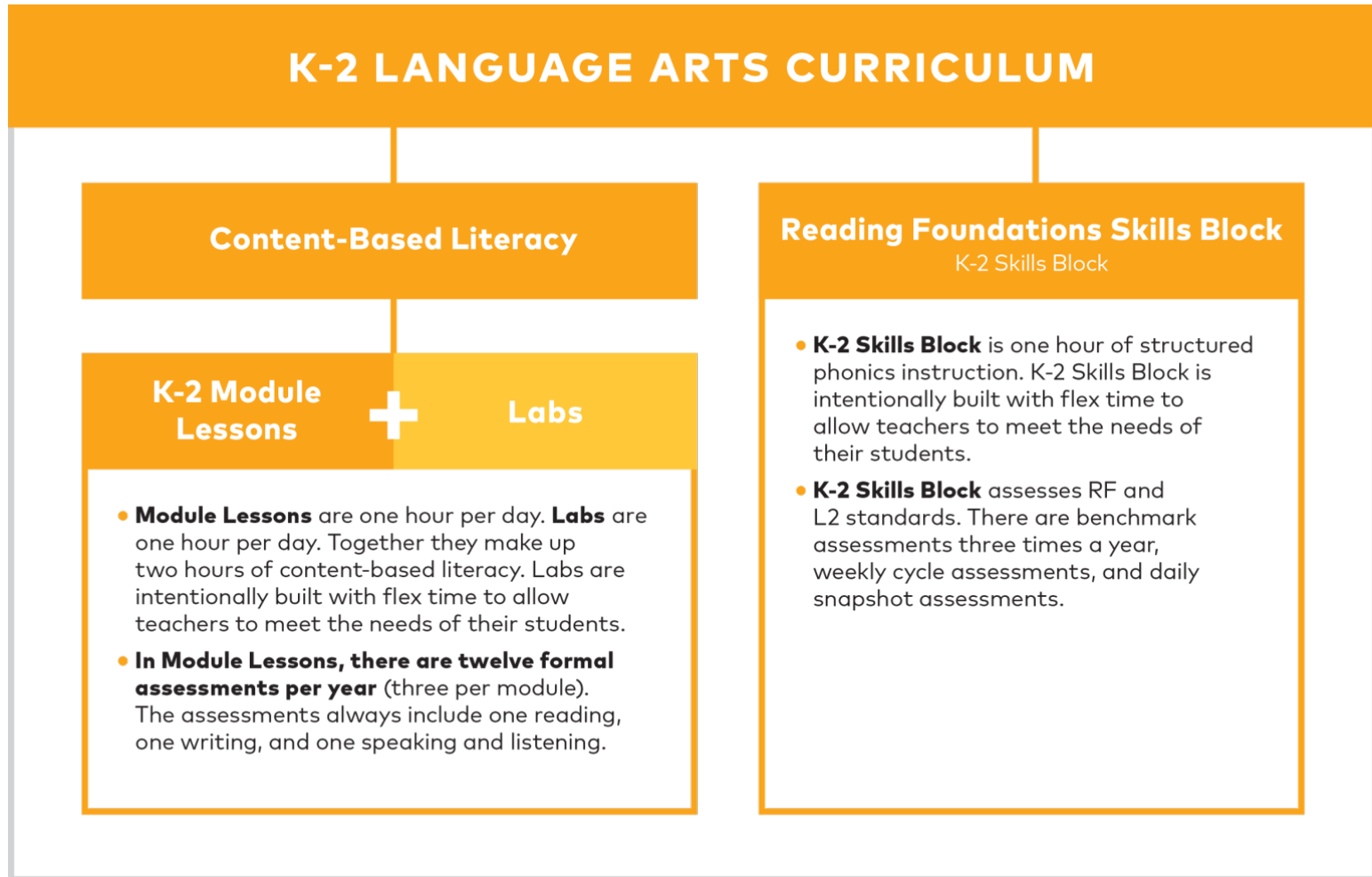
Be actively thinking about what it will take to successfully implement this curriculum in their schools.

I can describe the characteristics, components, and structure of the EL Education Language Arts Curriculum.

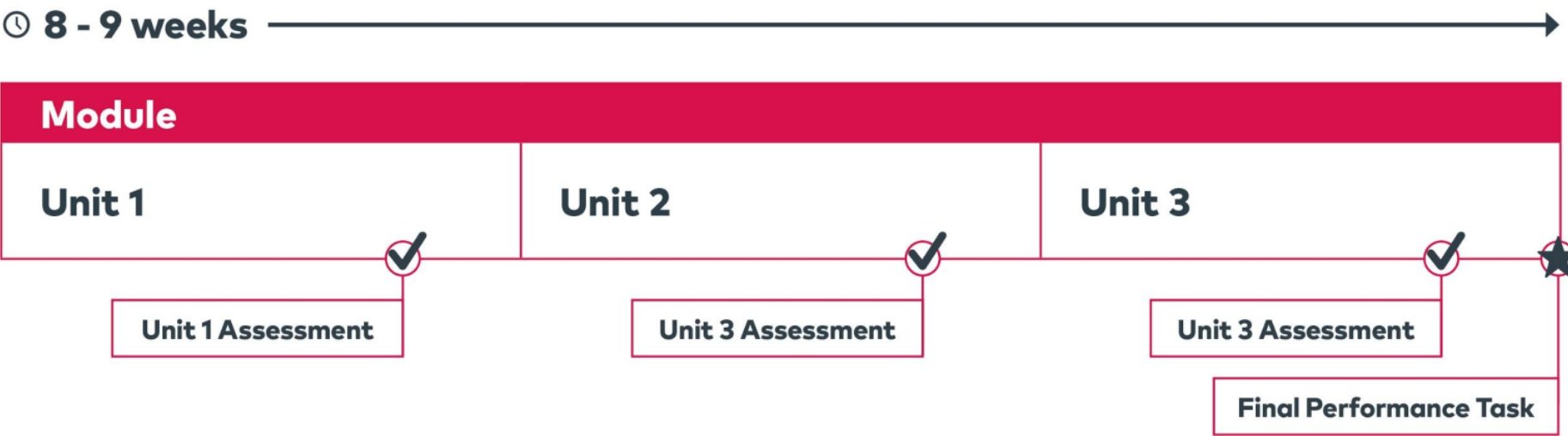
EL Education K-2 Language Arts Curriculum



EL Education K-2 - Detailed



EL Education’s K-2 Language Arts Curriculum: Module and Assessment Structure



EL Education’s K-2 Language Arts Curriculum: Structure

🕒 8 - 9 weeks 

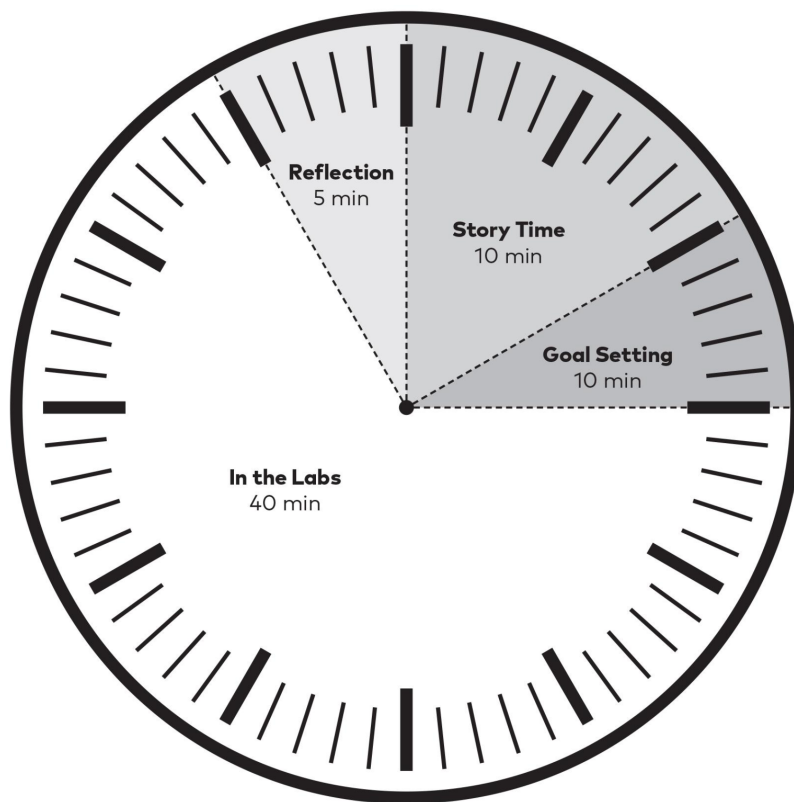
Module Lessons: 1 hour daily		
Unit 1	Unit 2	Unit 3

 🕒 6 weeks  

Flex time	Labs: 1 hour daily	Flex time
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Note: Labs are designed for six weeks of instruction within an eight- to nine-week module, to allow teachers to use their discretion to flexibly schedule Labs to best meet the needs of their students.

EL Education's K-2 Labs Structure: One Hour of Instruction



EL Education’s K-2 Labs: Structure

🕒 8 - 9 weeks 

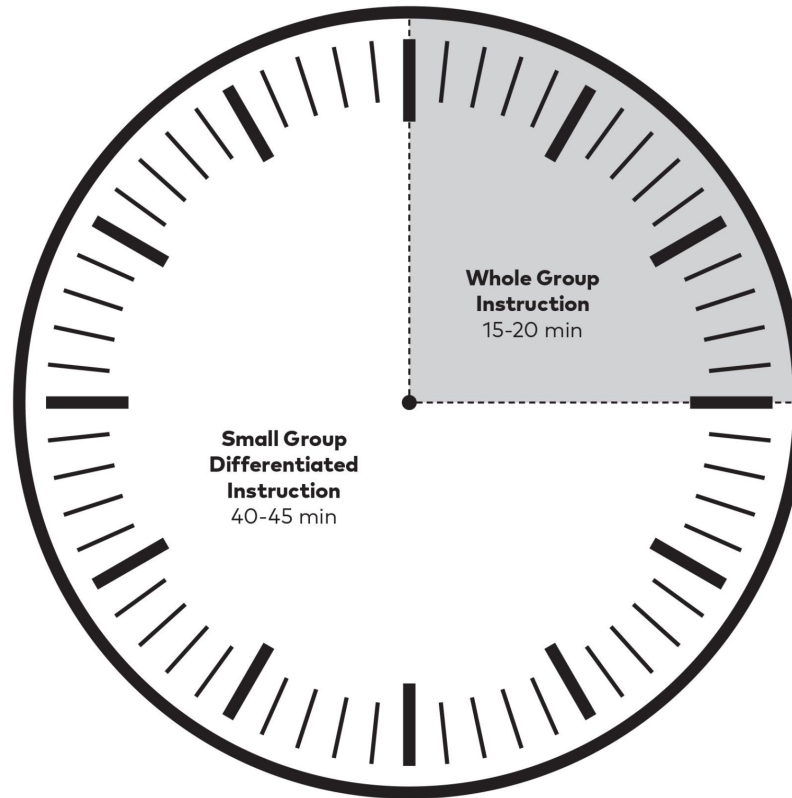
Module Lessons: 1 hour daily		
Unit 1	Unit 2	Unit 3

 🕒 30 days  

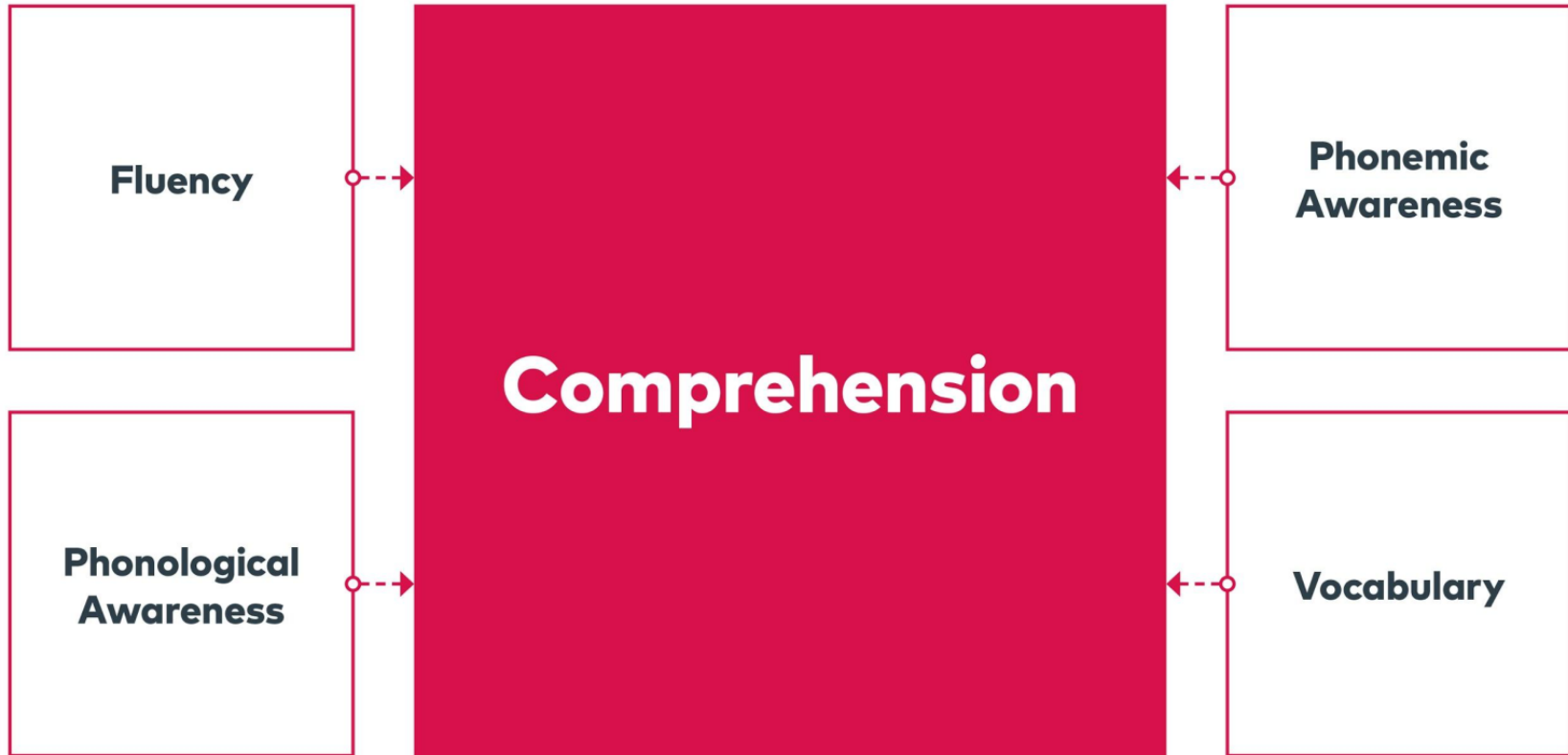
Labs: 1 hour daily			
Launch Stage	Practice Stage	Extend Stage	Choice and Challenge Stage

Note: Module 1 Labs include 25 days of instruction; in Modules 2-4 Labs include 30 days of instruction.

EL Education's Reading Foundations Skills Block: One Hour of Instruction



EL Education's Reading Foundations Skills Block: Five Components of Reading



EL Education's Labs

LABS: FOUR STAGES ACROSS A MODULE

Labs are scaffolded experiences with specific learning related to literacy skills, content knowledge, and habits of character. Each Lab connects to and extends what students are learning during the Module Lessons.

THERE ARE 5 DISTINCT LABS:
Engineer, Create, Imagine, Research, Explore
For any given module, students rotate through four of the five Labs.

Complexity of the work and student responsibility increases over the 25-30 days of Lab lessons.

LAUNCH	PRACTICE	EXTEND	CHOICE AND CHALLENGE
Whole Group: Students are introduced to each of the four Labs for a given Module (one day each).	Small Group: Students work in two Labs each day (for 20 minutes each).	Whole Group: Students spend two days of the Extend stage clarifying expectations for their work in each Lab. Small Group: Then students continue to rotate to two Labs per day with increased independence. Materials and/or task change for increased complexity.	Students choose one Lab to specialize in: work on a product, revise based on feedback, share. Small Group: They rotate to that Lab and Imagine Lab daily (exception in Module 4).

Curricular Documents

Locate the following Curriculum Documents in your sampler,

- Curriculum Map
- Sample Schedules
- Module Overview
- Assessment Overview
- Module Overview
- Assessment Overview
- Unit Overview

You will also need the Orienting to Module Task Card.

Reflect Whole Group

Where are places that adoption of this curriculum will cause instruction to change in schools and districts?

Session 2:

Change Management

Session 2 Learning Target

I can describe my role as the Change Leader who directly supports curriculum implementation in my district/school.

Change Management

LT#2: I can describe my role as the Change Leader who directly supports curriculum implementation in my school.

- Locate the Connect, Extend, Challenge protocol/ note-catcher along with the Leading and Managing Complex Change graphic (KNOSTER model).
- Read and review the graphic and complete the note-catcher.

Focus Question- T-P-S

- What aspects of the curriculum components do think will be most challenging for teachers? (Refer to the Knoster Model)
- How will you plan to support teachers to overcome those challenges?

Curriculum in Action

Return to the **Knoster Model** that is located on the Leading and Managing Complex Change document.

When there is a clear vision of what classrooms look like and sound like while using this curriculum it empowers leaders to engage in effective dialogue with teachers as they think about the resources they need to make available, the skills teachers need, the incentives they could offer, etc.

Case Studies

- Work in triads to examine a few case studies that will give you an opportunity to apply what you have learned about the Knoster Model as it applies to implementing the EL Education Curriculum.
- Locate and read the case studies
- ***Before*** flipping over the page to see the other side, confer with your partners to determine which component of the Knoster Model was absent and would possibly lead to the challenge with change.
- Then, check the other side to see if your assessment of the situation matched and why.

Video

1st Grade Classroom in Action

OR

<https://vimeo.com/213202773>

<https://vimeo.com/213193741>

<https://vimeo.com/213180590>

Debrief

Back-to-Back and Face-to-Face Protocol.

- Stand and find a partner.
- After introductions, stand back-to-back.
- You will hear a prompt, be allowed a moment to think and then turn face-to-face and discuss.
 - What do you do to foster a spirit of equity in the school that all students deserve and can be successful with challenging work?. The person who traveled the farthest to get here today goes first.
 - How does your school cultivate a culture of risk-taking and trust? The person who is closest to retirement speaks first.
 - In considering implementation for my school or district, this video made me think.... The person with the shortest hair speaks first.

Reflection

LT #2: I can describe my role as the Change Leader who directly supports curriculum implementation in my school.

How do you feel about your progress towards this target?

Session 3:

Application: Action Planning

Session 3 Learning Target

I can begin to craft effective systems and structures for successful implementation.

Action Planning

Locate the following two documents:

- District Leader Level Planning ***OR***
- School Leader Level Planning

AND

- Proactively Addressing Complexities

Wrapping it up!

How can leaders best prepare for the successful implementation of a curriculum that results in improved students achievement and teacher efficacy?

“I used to.....but now I.....”

We Value Your Feedback

Facilitator Last Name:

Facilitator First Name:

- **Step 1:** Begin a text to: **39242**
- **Step 2:** In the body of the text message, type **@elps**
- **Step 3:** Send and wait for a response
- **Step 4:** Answer a few questions and in just a few minutes you can provide us valuable feedback!

OR use this web link to get to the same survey:

<https://tinyurl.com/hh64bqz>

Thank You!