Louisiana Teacher Leader Summit
June 2017
Presented by Vernon Parish Teacher Leaders
"Using PLC's to Prepare to Effectively Teach from Guidebook 2.0"

"Collaborative planning involves grade level teams working and learning together as they plan units and lessons as well as classroom-based assessments by analyzing standards and curriculum. Collaborative planning provides opportunities for teachers to come together during the school day to grow professionally through reflecting on their practices, consulting with colleagues, analyzing student work, planning for instruction and developing their pedagogy" -Maria Losee, Literacy Consultant

Learning Targets:
We are learning to plan to effectively teach ELA Guidebook 2.0 **by** utilizing our professional learning communities and a backwards design model for planning using gradual release of responsibility **in order to** improve student achievement.

Success Criteria:
Participants will know they can do this when they can:

- Know and be able to identify the components of a unit of study.
- Analyze the culminating writing task and cold read assessment and extension task for what students need to know and be able to do as readers and writers.
- Examine the anchor text and Guidebook 2.0 in order to identify areas in which students need more or less information in order to grasp a concept (i.e. the thinking work of the unit).
- Plan lessons with clear learning targets that are Louisiana Standards-based.
- Live as adult readers and writers in order to analyze and transfer the cognitive demand of the lesson.

Content (What do we want participants to know and be able to do?)	Processes (How will we get there?)	Materials
Opening and Professional Learning Goals	*Welcome – Frame the context of today's work. PLC times can be used to plan for a variety of stages of instruction within a Guidebook Unit, from overall unit preparation, to daily lesson planning, to analyzing student work, to preparing for assessment. *Participants look over the Learning Targets and Success Criteria- **highlight** individual professional learning goals - partner share and partial share out.	Agenda
The Components of a Unit	*Walk through the components of a unit to briefly orient to the curriculum resources available. (**Chalk Talk** activity connection)	Laptops Internet Access
Analysis of Culminating	*Lead participants to look at the:	F451 CWT

Assessments	Culminating Writing Task Extension Task Cold Read Assessment *Model how to dissect the task and name skills and strategies students need to be successful. Participants try on with another assessment.	F451 ET
Examining the Text	*Part of preparing to teach from the units is knowing the anchor text deeply. Part of PLC time could be spent reading and making deep meaning of a text. **Turn and talk**- what does it mean to make deep meaning of text? What are the cognitive strategies that readers use? Share out and **chart**. (Read Like a Professor)	Copy of *How to Read Literature Like a Professor*
Planning with Standards Based Purpose	*Model analyzing a lesson and determining the target standard. *Discuss Burke book – and how to use it to analyze the standard and write a four-part learning target. (We are learning to- by- in order to- And Success criteria.) Four Part Learning Targets come from the research of John Hattie, Doug Fisher, Nancy Frey	Jim Burke's *Common Core Companion*
Envisioning a Lesson With Gradual Release	*Discuss the components of gradual release of responsibility *Model a part of a lesson that requires writing analytical thinking, choosing stopping points to connect G2.0 lesson through the use of gradual release of responsibility. ***Small groups try on the work** of choosing stopping points. *Discuss using Readers Notebook for charting, holding notes, or dialectical journals. ***Inkshedding** to work collectively in a small group to begin drafting a paragraph related to the target lesson.	-article on gradual release of responsibility -graphic organizer -excerpt from *Fahrenheit 451* -sample RN
Closing and Questions	Participants have an opportunity to ask questions.	