

School Leader Session I: Supporting Strong Literacy Instruction in this Moment

Pre-Work



Please complete the following pre-work before engaging in the session I video:

Observe at least two literacy lessons in your school.

Reflect on the questions: Are students in these literacy classrooms having a literacy experience that will prepare them for college and career? How do you know?

Use this space to reflection on your two literacy lesson observations.

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Opening Reflections



Reflection 1: What about this moment feels hopeful to you with regards to improving literacy instruction for all students?



Reflection 2: What challenges do you know you need to overcome to make that possible? A barrier to virtual instruction? Another challenge?



Reflection 3: What questions do you have about this training series and/or how it is applicable in your school?

Materials



- [Sample lesson Video Link](#)
- [Lesson Materials Link](#)
- Instructional Practice Guide (Appendix A)

Activities

Watch the video of virtual ELA instruction and consider how the Core Actions are evident during instruction. You do not need to provide ratings.

Core Action 1: Was there a strong text at the center of instruction? What was it?

Core Action 2: Did the teacher pose questions that deepened students' understanding of the text, requiring grade-level analysis of the text?

What area of feedback are you going to prioritize for your teachers and/or schools? (*Culture of Learning, High Quality Texts, Questions & Tasks, or Student Ownership*)

Closing Reflections



Reflection 1: Does your school have a clear vision of excellent literacy instruction?



Reflection 2: If asked, would all your teachers articulate the same vision?



Reflection 3: Does your definition encompass the key indicators of great literacy instruction discussed?



Reflection 4: What is your vision of excellent literacy instruction?



Draft your vision statement:

Appendix A: Blank Instructional Practice Guide (IPG)

Use this copy to write evidence you see for the video in the session.

Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons*

*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> ● Students complete instructional tasks, volunteer responses and/or ask appropriate questions. ● Students follow behavioral expectations and directions. ● Students execute transitions, routines and procedures in an orderly and efficient manner. ● Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. ● Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 	<p>Yes</p> <p>No</p>
<p><u>Evidence for Culture of Learning: Environmental Readiness</u></p>	
Core Action One: High-Quality Texts at the Center of Instruction	
<p>A. A majority of the lesson is spent reading, writing, or speaking about the text(s).</p> <p>Type of text(s) (circle): Information / Literary / Other Media or Format</p>	<p>Yes</p> <p>No</p>
<p>B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.</p>	<p>Yes</p> <p>No</p>
<p>C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.</p>	<p>Yes</p> <p>No</p>

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<p>Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.</p>	<p>Yes No</p>
<p><u>Evidence for Core Action One: High-Quality Texts at the Center of Instruction</u></p>	
<p>Core Action Two: Effective Use of Questions & Tasks</p>	
<p>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.</p>	<p>Yes No</p>
<p>B. Questions and tasks require students to use evidence from the text to demonstrate understand and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</p>	<p>Yes No</p>
<p>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</p>	<p>Yes No</p>
<p>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p>	<p>Yes No</p>
<p>Core Action Two Summary: Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.</p>	<p>Yes No</p>
<p><u>Evidence for Core Action Two: Effective Use of Questions & Tasks</u></p>	

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<p>Core Action Three: Opportunities for Student Engagement</p> <p><u>Rating Scale</u></p> <p>Yes - Teacher provides many opportunities, and most students take them.</p> <p>Mostly - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.</p> <p>Somewhat - Teacher provides some opportunities, and some students take them.</p> <p>Not Yet - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.</p>	<p>Yes</p> <p>Mostly</p> <p>Somewhat</p> <p>Not Yet</p>
<p>B. The teacher expects evidence and prevision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.</p>	<p>Yes</p> <p>Mostly</p> <p>Somewhat</p> <p>Not Yet</p>
<p>C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.</p>	<p>Yes</p> <p>Mostly</p> <p>Somewhat</p> <p>Not Yet</p>
<p>D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.</p>	<p>Yes</p> <p>Mostly</p> <p>Somewhat</p> <p>Not Yet</p>
<p>E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).</p>	<p>Yes</p> <p>Mostly</p> <p>Somewhat</p> <p>Not Yet</p>
<p>Core Action Three Summary: Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).</p>	<p>Yes</p> <p>Mostly</p>

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	Somewhat Not Yet
<u>Evidence for Core Action Three: Opportunities for Student Engagement</u>	