

# Early Literacy Partner Teams

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Spring Site Visit Presentation Materials

# Today's Agenda

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Time	Agenda Item
7:30-7:45	Participants Arrive At School Site
7:45-8:20	Welcome Early Literacy Partner Team!
8:20-9:05	Orientation to Intellectual Preparation And The TN K-12 Knowledge Building IPG
9:05-9:25	Identifying Access Points for Diverse Learners
9:25-10:30	Learning Walk in K-5 Literacy Classrooms
10:30-10:45	Transition And Break
10:45-11:45	Learning Walk Group Debrief
11:45-12:30	Lunch
12:30-1:00	Intellectual Preparation For Foundational Skills Lessons
1:00-1:30	Building a Shared Vision Of Diverse Learner Support
1:30-2:00	Early Literacy Partner Team Next Steps

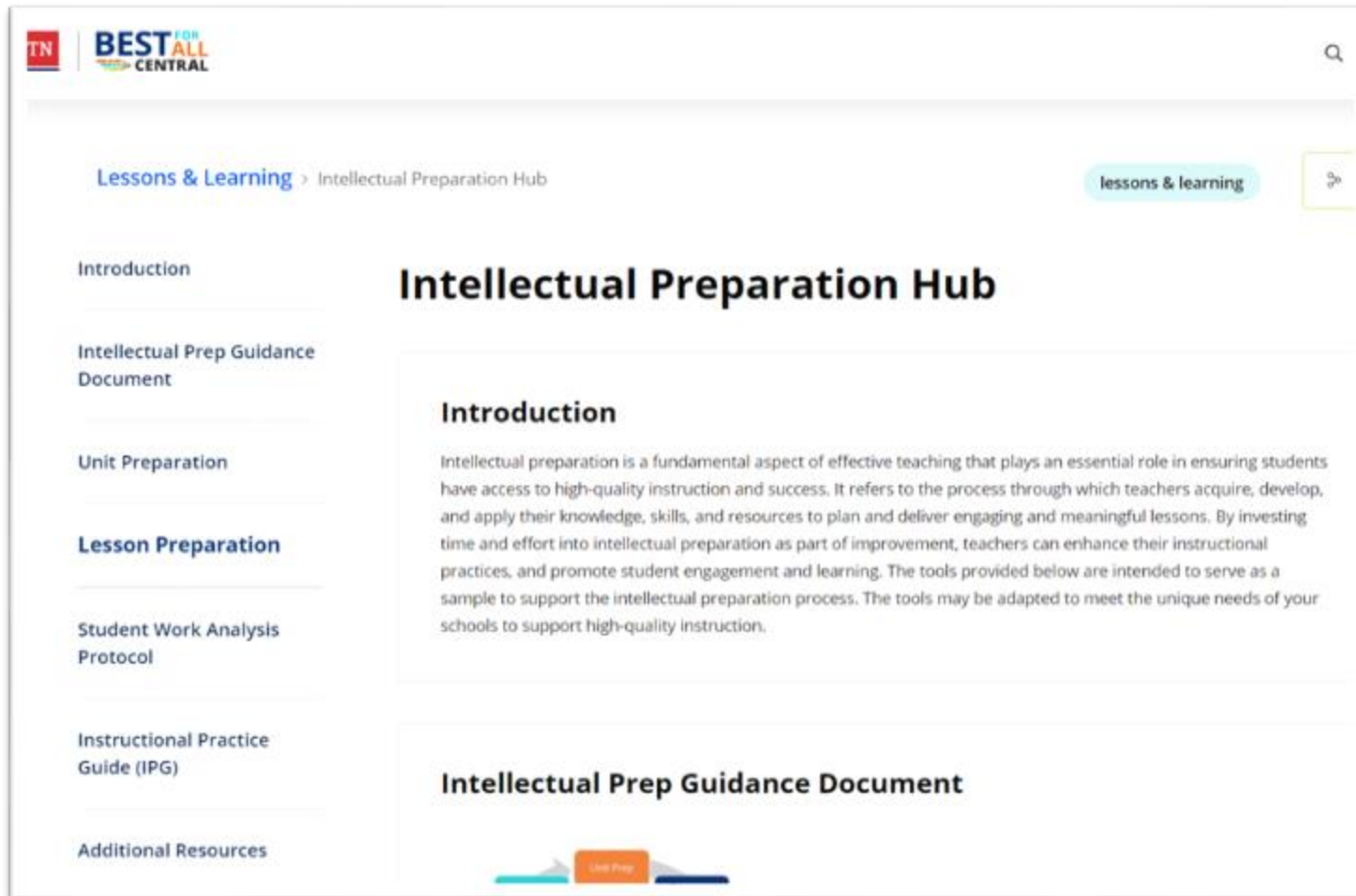
# Objectives & Introductions

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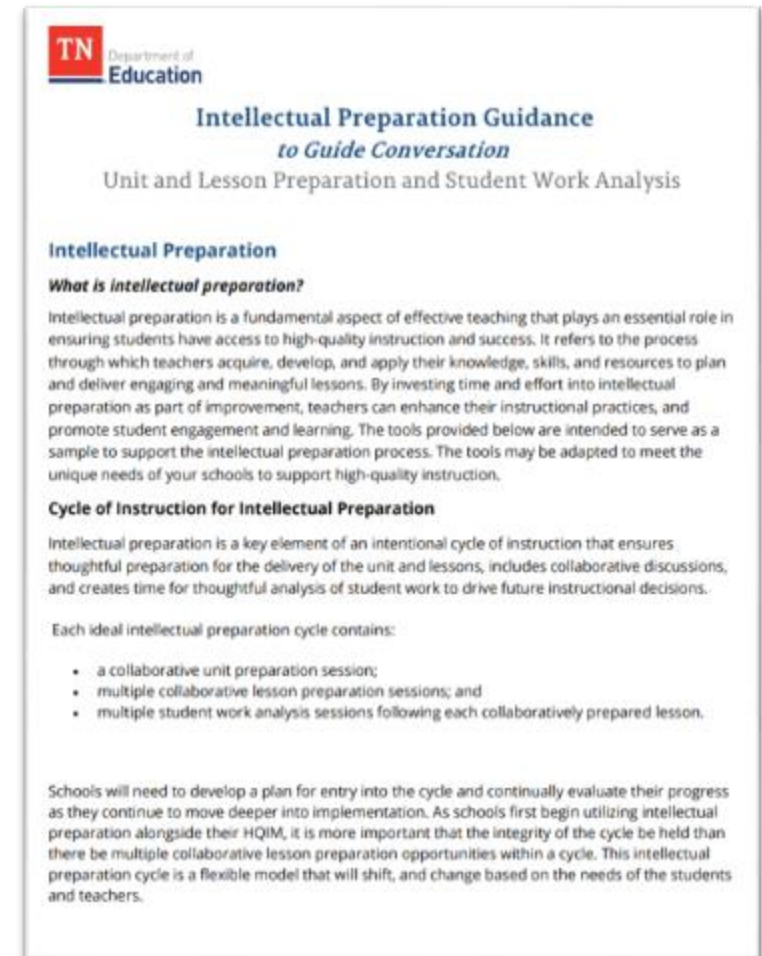
**Please share your name, role, and the objective you are most interested in for today's learning.**

- ❑ Deepen our EPP-District partnership around early literacy to support candidates and improve student outcomes.
- ❑ Engage in shared experiences to understand how the district implements high-quality instructional materials (HQIM) in K-5 literacy classrooms for lessons focused on knowledge building.
- ❑ Deepen knowledge of diverse learners' needs and how to best support through pedagogy, HQIM, and academic structures.
- ❑ Take a deeper dive into the Intellectual Preparation Protocol for Foundational Skills Lessons.

# Resources Hub: TDOE's Best for All Central



The screenshot shows the 'Intellectual Preparation Hub' page on the TDOE Best for All Central website. The page features a navigation menu on the left with links to 'Introduction', 'Intellectual Prep Guidance Document', 'Unit Preparation', 'Lesson Preparation', 'Student Work Analysis Protocol', 'Instructional Practice Guide (IPG)', and 'Additional Resources'. The main content area is titled 'Intellectual Preparation Hub' and includes an 'Introduction' section with the following text: 'Intellectual preparation is a fundamental aspect of effective teaching that plays an essential role in ensuring students have access to high-quality instruction and success. It refers to the process through which teachers acquire, develop, and apply their knowledge, skills, and resources to plan and deliver engaging and meaningful lessons. By investing time and effort into intellectual preparation as part of improvement, teachers can enhance their instructional practices, and promote student engagement and learning. The tools provided below are intended to serve as a sample to support the intellectual preparation process. The tools may be adapted to meet the unique needs of your schools to support high-quality instruction.' Below this is a section for the 'Intellectual Prep Guidance Document' with a 'Unit Prep' button.



The thumbnail shows the cover of the 'Intellectual Preparation Guidance to Guide Conversation' document. The title is 'Intellectual Preparation Guidance to Guide Conversation' and the subtitle is 'Unit and Lesson Preparation and Student Work Analysis'. The document is published by the TN Department of Education. The content includes a section titled 'Intellectual Preparation' with the sub-section 'What is intellectual preparation?' which defines the concept as a fundamental aspect of effective teaching. It also includes a section titled 'Cycle of Instruction for Intellectual Preparation' which describes the intentional cycle of instruction and lists three components: a collaborative unit preparation session, multiple collaborative lesson preparation sessions, and multiple student work analysis sessions following each collaboratively prepared lesson.

# Unit and Lesson Elements (Knowledge Lessons)

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## UNIT CONSIDERATIONS

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- ❑ The essential understandings that students build throughout the unit about key content.
  - ❑ Key vocabulary throughout the unit.
  - ❑ The level of text analysis required.
  - ❑ How students will demonstrate their understanding of core content and proficiency with the standards at the end of the unit.
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## LESSON CONSIDERATIONS

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- ❑ The lesson objectives and connections to the domain goals.
  - ❑ The demands of the text in each lesson and how the text connects to the lesson's objectives.
  - ❑ How questions and tasks are designed to support students in comprehension and analysis of the text(s).
  - ❑ Opportunities for teachers to ensure that students do the thinking and anticipate where they might struggle.
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# Lesson Preparation Protocol

**Step 1:** Connect this lesson to the Unit's Culminating Task

**Step 2:** Familiarize yourself with the central text in the lesson

**Step 3:** Analyze the opportunities for student conversation to make meaning in the lesson

**Step 4:** Analyze the opportunities for student "dos" in the lesson

**Step 5:** Anticipate where your students may struggle

**Step 6:** Prepare materials for lesson delivery



## Lesson Preparation Protocol

Step 1: Connect this lesson to the unit's culminating task.

Guiding Questions	Notes
<ul style="list-style-type: none"><li>• <i>What is the knowledge-based outcome ("the know") of this lesson?</i></li><li>• <i>How does the lesson outcome connect to knowledge to be demonstrated to the culminating task?</i></li><li>• <i>How will the learning in this lesson build on earlier lessons and how will future lessons build on this lesson's learning?</i></li><li>• <i>How will this learning prepare students for success on the culminating activities including both the "knows and dos"?</i></li></ul>	

Step 2: Familiarize yourself with the central text in the lesson.

Guiding Questions	Notes
<ul style="list-style-type: none"><li>• <i>What is the purpose of reading this particular text? In particular, what are students learning from the text (what is the focus of the lesson's questions and daily task?)</i></li><li>• <i>Given this purpose, which sections (words, phrases, and lines of the text) are most important for students to understand?</i></li><li>• <i>What aspects of the text words, phrases, and lines of the text) might students struggle with?</i></li><li>• <i>What additional text components might cause students challenge? (structure, language, meaning/ purpose)</i></li></ul>	

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# Connecting TNFSCS to the TN K-12 Knowledge Building IPG

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## Culture of Learning: Environmental Readiness

### Core Action 1: High-Quality at the Center of Instruction

This section focuses on the extent to which the majority of the lesson is grounded in a text that is at or above the expected complexity level for the grade and the text is utilized to develop knowledge that is worthy of students' time.

### Core Action 2: Effective Use of Questions & Tasks

This section focuses on the questions and tasks a teachers uses and the extent to which they reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.

### Core Action 3: Opportunities For Student Engagement

This section represents what students say and do throughout the lesson. The structures through which students engage can vary – whole group, small group, independent work, or teacher-supports tasks and practice. However, this core focuses focus on the quality of student practice. Students should be responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).

*What connections exist between the lessons and the indicators?  
What pieces of evidence might we look and listen for in these lessons?*



# Lesson Preparation Protocol

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- Step 5:** Anticipate where your students may struggle
- Step 6:** Prepare materials for lesson delivery

- » *For the lesson you reviewed, go back and note places where the HQIM provides additional guidance to support diverse learners or note places where you think they might struggle.*
- » *Where do you think they might struggle? What would you hope to see in the classroom observations today?*

# Norms for Learning Walks

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- Observe with lesson and IPG in hand.
- Gather evidence – what you see and hear.
- Add *to* the classroom culture.
- Put phones away.
- Keep hallway discussions quiet and private.



# Learning Walk Schedule

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<b>Observation &amp; Debrief Times</b>	<b>Group A [Lead Name]</b>	<b>Group B [Lead Name]</b>	<b>Group C [Lead Name]</b>
9:20-9:35/ 9:35-9:40	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
9:40-9:55/ 9:55-10:00	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
10:00-10:15/ 10:15-10:20	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]	Teacher: [Name] Grade: [Grade] Unit [X], Lesson [X]
10:20-10:35	Take a break and transition back to the meeting room.		

# Take a break.

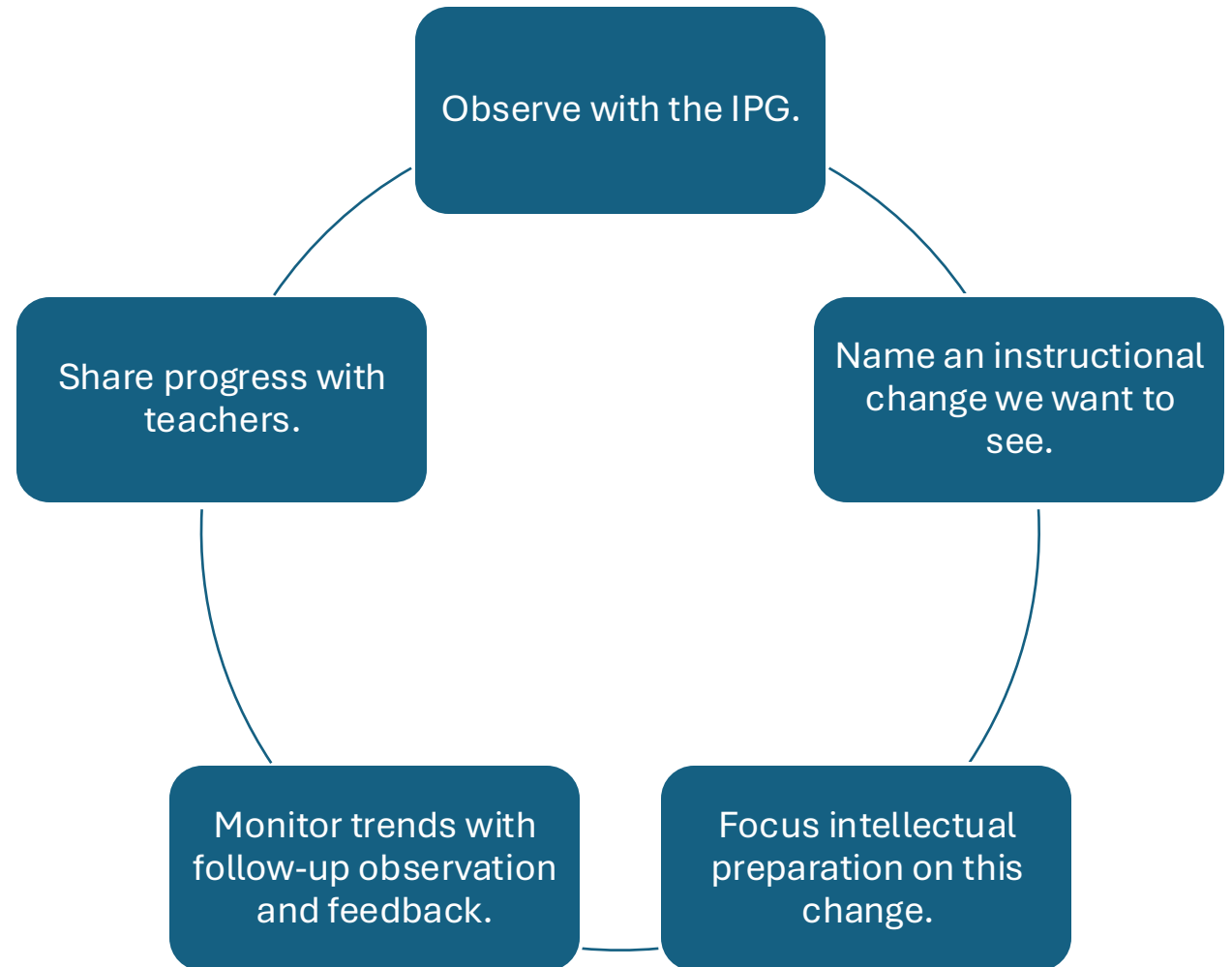
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We will reconvene at 10:45.

Strong implementation of knowledge building materials is supported through cycles of instructional improvement.

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## Instructional Improvement Cycle



# Learning Walk Debrief – 45 Minutes

Steps	Guiding Questions
<b>Discuss evidence from each classroom observation.</b>	<p>CA1: Were high-quality texts at the center of instruction?</p> <p>CA2: Did questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge</p> <p>CA3: What opportunities did students have to actively participate in speaking, listening, reading, and/or writing?</p> <p>Diverse Learner Support: What did you observe in terms of support for diverse learners?</p>
<b>As a group, identify a trend for each of the domains on the IPG for the school to consider.</b>	<p>What strengths were observed across classrooms? What opportunities exist for teacher support aligned to the indicators?</p>



Write down your trends on the sticky notes provided and place at least one trend in each column under Culture of Learning, Core Action 1, Core Action 2, and Core Action 3.

# Learning Walk LEA and EPP Reflections

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Stakeholder	Guiding Questions
<b>School Vision</b> <i>School Leader</i>	<ul style="list-style-type: none"><li>• How are we utilizing intellectual preparation to support teachers in utilizing the materials? Additional tools? PLCs? Data meetings?</li><li>• How else are teachers supported? Literacy coaches? Trainings?</li></ul>
<b>District Vision</b> <i>District Faculty Member</i>	<ul style="list-style-type: none"><li>• What district expectations and supports exist intellectual preparation?</li></ul>
<b>EPP Connections</b> <i>EPP Faculty</i>	<ul style="list-style-type: none"><li>• What feels aligned within candidate preparation experiences, particularly in literacy?</li><li>• How might the intellectual preparation process be utilized with teacher candidates?</li></ul>

Enjoy lunch with your partners.

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We will reconvene at 12:30.



# Intellectual Prep For Foundational Skills Lessons

- Step 1:** Identify the priority skills for the lesson.
- Step 2:** Prepare for teacher-directed instruction.
- Step 3:** Prepare to support student practice. *\*Consider multi-lingual learner and neurodiverse learners.*
- Step 4:** Prepare lesson materials.

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## Foundational Skills Lesson Preparation Protocol

### STEP 1: Identify the priority skills for the lesson.

Lesson Priority Skills	
Which foundational skills are explicitly taught and practiced in this lesson?	Notes:

### STEP 2: Prepare for teacher-directed instruction.

Guided Teacher Model	
How will I articulate the lesson objective to students?	Notes:
How will I explain this skill in student-friendly language? How will I ensure students are engaged in the model?	
What might be tricky for me in this model? Are there any sound pronunciations I need to practice (e.g., phoneme articulation, letter formation guidance)?	Notes:

### STEP 3: Prepare to support student practice.

Student Practice		
How will students demonstrate their learning and mastery of the focus skill?	Out-of-Context Practice	In-Context Practice
[Complete all of the student-facing activities.] Where might my students struggle? What appropriate supports will I provide?	Notes:	
How will I formatively check/assess mastery?	Notes:	
Which students do I want to monitor closely? How will I support students when they struggle?	Notes:	

### STEP 4: Prepare lesson materials.

What materials do I need to prepare?	Notes:
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# Building a Shared Vision of Diverse Learner Support

## EPP Share-Outs

1. What opportunities exist in EPPs to prepare candidates to support multi-lingual learners and neurodiverse learners with literacy development?
2. How do literacy, MLL, SPED, and Clinical faculty work together to support candidates in your programs?
3. How is preparation on universal screeners and diagnostic assessment integrated?
4. How is candidate learning on Response to Instruction and Intervention (RTI<sup>2</sup>) Tier II and Tier III integrated?

## District Share-Outs

1. What support do novice teachers receive from the district to support MLL and neurodiverse learners with literacy success?
2. How do general educators, MLL, SPED, and interventionists work together to support student learning?
3. What should EPPs know about the approach to universal screening and diagnostic assessments in the district?
4. What should EPPs know about the district's use of aligned HQIM or additional materials in Tier II and Tier III?

*Based on this conversation, is there a particular area we should prioritize to deepen our partnership?*

# Next Steps for Early Literacy Partner Team

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## Reflect on Partnership This Year

- ❑ What has worked well this year?
- ❑ What could be improved for next year?
- ❑ Are there any changes on the district or on the EPP side that have been informed by the partnership this year?

## Plan For Deepened Partnership Next Year

- ❑ What are the areas of focus for the EPP next year when it comes to early literacy?  
Support for diverse learners?
- ❑ What are the areas of focus for the district next year when it comes to early literacy?  
Support for diverse learners?
- ❑ Are there opportunities for alignment to create a shared problem of practice for our partnership next year?