Effective Instructional Practices in Exemplar Units

ELA
Vision
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

Mission
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
Getting to Know You

Share a few things about yourself:
• Name
• School/District
• Grade Level
• Reason for coming today
During this training, participants will

- identify and discuss the major elements and qualities of an exemplar unit.
- develop an understanding of effective content-specific instructional practices in exemplar units.
- discuss how to make informed instructional decisions concerning instructional units.
Session Norms

- Silence your cell phones.
- Do not hesitate to ask questions.
- Be willing to share with other participants throughout the day.
8:00 a.m.  Registration

8:30 a.m.  Introductions, Agenda, Overview, Clock Partners

8:40 a.m.  Unit Preview

9:00 a.m.  Effective Instructional Practices in Exemplar Units: Alignment to the MS CCRS

9:45 a.m.  Break

10:00 a.m.  Effective Instructional Practices in Exemplar Units: Key Shifts

11:00 a.m.  Lunch
12:30 p.m. Effective Instructional Practices in Exemplar Units: Key Shifts (Continued)

1:00 p.m. Continue Effective Instructional Practices in Exemplar Units: Instructional Supports

2:00 p.m. Break

2:15 p.m. Continue Effective Instructional Practices in Exemplar Units: Assessment

3:00 p.m. Reflection and Plan of Action

3:15 p.m. Closing Remarks

3:30 p.m. Dismissal
Clock Partners

• Stand up.
• Grab your clock sheet and a pen.
• Find a partner for the different appointment times:
  • 12 o’clock
  • 3 o’clock
  • 6 o’clock
  • 9 o’clock
• You and your partner will write each other’s names in the appointment slot.
Today’s Documents

Exemplar Quality Review Packet

Mississippi Unit

Exemplar Units & Lessons
Mathematics
Mississippi Unit Scan

• Locate the **Mississippi Unit** for your grade level.
• Focusing only on the Unit Overview and Lesson 1, annotate the unit using the symbols shown on the next slide.
• Be prepared to share your findings.
Annotating Text

Use the following marks & symbols to show how you are connecting to what you’re reading!

- This is a key word or idea.
- I have a question about this or I don’t understand.
- This is interesting or surprising.
- I have a connection to this.
- This is my favorite part.
Effective Instructional Practices in Exemplar Units
Four Major Elements of a Unit

1. Alignment to the Depth of the MS CCRS
2. Key Shifts in the MS CCRS
3. Instructional Supports
4. Assessment
Alignment to the Depth of the MS CCRS
Find your 12 o’clock partner and discuss what each of the traits in the Alignment Element on the Exemplar Quality Review packet means to you.

Ask yourselves: “What would evidence of each trait look like?”
Finding Evidence: Alignment to the Depth of the MS CCRS

1. Locate the Mississippi Unit for your grade level and the Exemplar Quality Review packet.
2. Focus on the first major element: Alignment to the Depth of the MS CCRS.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the Exemplar Quality Review packet with your table group.
Share Out
Teacher Growth Rubric: Alignment to the Depth of Standards

1. Lessons are aligned to standards and represent a coherent sequence of learning

Lessons:

- Include student learning outcomes and instructional activities that
  - are fully aligned to current Mississippi College and Career Ready Standards or Framework
  - are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
  - reflect collaboration with other school staff within and across disciplines to enrich learning
15 Minute Break
Key Shifts in the MS CCRS
Find your 3 o’clock partner and discuss what each of the traits in the Key Shifts Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves: “What would evidence of each trait look like?”
11:00 – 12:30
Finding Evidence: Key Shifts in the MS CCRS

1. Locate the Mississippi Unit for your grade level and the Exemplar Quality Review packet.
2. Focus on the second major element: Key Shifts in the MS CCRS.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the Exemplar Quality Review packet with your table group.
Share Out
Teacher Growth Rubric: Key Shifts in the MS CCRS

4. Provides multiple ways for students to make meaning of content

**Teacher:**

Moves *all* students to deeper understanding of content through various techniques including:

- a variety of explanations and multiple representations of concepts
- extended productive discussion
- effective questioning to support students’ attainment of the learning goals
- making connections to other content across disciplines
- independently connecting lesson content to real-world application
Instructional Supports
Clock Partner Sharing

Find your 6 o’clock partner and discuss what each of the traits in the Instructional Supports Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves: “What would evidence of each trait look like?”
1. Locate the Mississippi Unit for your grade level and the Exemplar Quality Review packet.
2. Focus on the third major element: Instructional Supports.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the Exemplar Quality Review packet with your table group.
Share Out
Mississippi College- and Career-Readiness Standards Scaffolding Documents

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Documents is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, these documents provide a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. These documents will aid teachers’ understanding of how to teach the Standards through a natural progression of student mastery.

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<th><strong>English Language Arts</strong></th>
<th><strong>Mathematics</strong></th>
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<td>Scaffolding Document</td>
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<td>Sixth Grade</td>
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2. Lessons have high levels of learning for all students

**Lessons:**

4. Provide assignments and activities that contain the following components:
   - appropriate scaffolding that effectively builds student understanding
   - ample evidence that the teacher knows each student’s level and tracks each student’s progress toward mastery
   - differentiation based on students’ abilities and learning styles
   - student-centered learning whenever appropriate
   - relevant connections to students’ prior experiences or learning opportunities for students to choose challenging tasks and instructional materials
15 Minute Break

Time for a BREAK
Assessment
Find your 9 o’clock partner and discuss what each of the traits in the Assessment Element on the Exemplar Quality Review packet means to you.

Ask yourselves: “What would evidence of each trait look like?”
1. Locate the **Mississippi Unit** for your grade level and the **Exemplar Quality Review** packet.

2. Focus on the fourth major element: **Assessment**.

3. Work with others to identify evidence and discuss which parts are of exemplar quality.

4. Record your findings on the **Exemplar Quality Review** packet with your table group.
Teacher Growth Rubric: Assessments

3. Assists students in taking responsibility for learning and monitors student learning

Teacher:

- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
- Uses formative assessments to effectively monitor student progress
- Provides ample and effective opportunities for students to self-assess and correct their own errors
- Provides students with clear, specific, actionable and timely feedback
- Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests
Feedback on Mississippi Units
Go to www.mdek12.org.
Once you have reviewed and/or used the unit, provide feedback.
Reflection and Plan of Action
Jot down:
• 3 things you learned today,
• 2 components of exemplar quality you will look for when selecting units, and
• 1 idea we discussed that you want to know more about.
Resources
Exemplar Resources

Exemplar Unit Feedback

English Language Arts
- ELA Introductory Video
- ELA Resources

Mathematics
- Mathematics Introductory Video Math Resources
Exemplar Resources

Math Resources
- Effective Instruction in Math Power Point
- Exemplar Units Math Template
- Math Quality Review Rubric
EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

| Overall Rating: | Achieve |

<table>
<thead>
<tr>
<th>I. Alignment to the Depth of the CCSS</th>
<th>II. Key Shifts in the CCSS</th>
<th>III. Instructional Supports</th>
<th>IV. Assessment</th>
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<tr>
<td>The lesson/unit aligns with the letter and spirit of the CCSS:</td>
<td>The lesson/unit addresses key shifts in the CCSS:</td>
<td>The lesson/unit is responsive to varied student learning needs:</td>
<td>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</td>
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<td>- targets a set of grade-level CCSS ELA/Literacy standards</td>
<td>- Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</td>
<td>- Cultivates student interest and engagement in reading, writing and speaking about texts.</td>
<td>- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriate complex text(s).</td>
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<td>- includes a clear and explicit purpose for instruction.</td>
<td>- Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</td>
<td>- Addresses instructional expectations and is easy to understand and use.</td>
<td>- Assesses student proficiency using methods that are unbiased and accessible to all students.</td>
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<td>- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B). A unit or longer lesson should:</td>
<td>- Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</td>
<td>- Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</td>
<td>- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</td>
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<td>- Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction.</td>
<td>A unit or longer lesson should:</td>
<td>- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</td>
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<td>- Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</td>
<td>- Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</td>
<td>- Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</td>
<td>- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</td>
</tr>
<tr>
<td>- Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</td>
<td>- Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 2).</td>
<td>- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</td>
<td></td>
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<tr>
<td>- Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</td>
<td>Rating: 3 2 1 0</td>
<td>- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</td>
<td>Rating: 3 2 1 0</td>
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<td>- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).</td>
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The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve.

This version of the EQuIP rubric is current as of 06-24-13

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Multi-Tiered System of Supports PK-12

Literacy Focus of the Month
PK – 12

Mississippi Exemplar Units PreK -12

Instructional Scaffolding Document PK-8

Resources & Publications for Teachers

Multi-Tiered System of Supports Documentation Packet

Literacy Focus of the Month

Mississippi Exemplar Units & Lessons

Multi-Tiered System of Supports

Instructional Scaffolding Document

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Resources & Publications for Administrators

- On Demand PD & Technical Assistance
- Early Warning System
- College and Career Readiness Data Guidance Document
- Strong Readers = Strong Leaders
Resources & Publications for Parents

Family Guides for Student Success
PK-8

Parents’ Read-At-Home Plan for Student Success

Literacy-Based Promotion Act: Parents as Partners
Strong Readers, Strong Leaders

Parents As Partners LBPA Parent Presentation

Parents’ Read-At-Home Plan
LBPA Parent Document
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