



ARIZONA DEPARTMENT OF
EDUCATION

Arizona Professional Learning Series for Creating Systems Change to Increase Literacy Achievement for All Students

Module 1

AZPLS

Introduction



Participant Packet

Slide 1



Arizona Department of Education

Arizona Professional Learning Series: Increasing Literacy Achievement for All Students

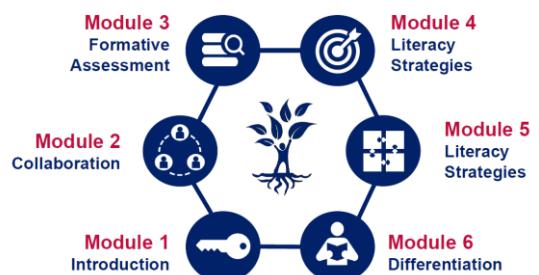
Module 1

Slide 2

Professional Learning for Arizona



Slide 3

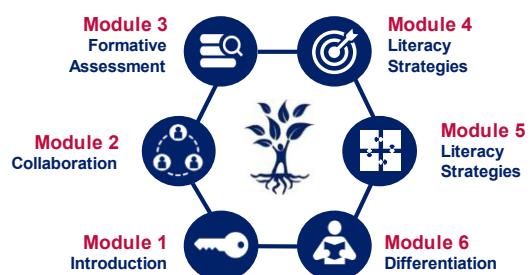


Slide 4

Professional Learning Process



Slide 5



Slide 6

Professional Learning Process



Slide 7



Teams

Action Planning



Collective Input
Final Action Plan
Implementation
Coaching

Slide 8

Collective Input

Final Action Plan
Implementation
Coaching

Slide 9

Coaching



Slide 10



Data

Comprehensive Plan for
Data Collection and Analysis
Supports Implementation
Fidelity and Sustainability

Slide 11



Survey Says...

Slide 12

Parents
and
Students



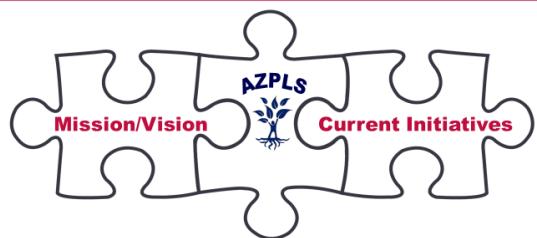
Slide 13

Leadership



Shared Responsibility:
Collaborative Teams
Coaching Culture
Teacher Empowerment

Slide 14



It's a great fit!

Slide 15

Planting the Seeds of Change



AZPLS

Slide 16



Arizona Department of Education
Exceptional Student Services



Arizona Professional Learning Series Module Overview

Module 3 Formative Assessment

Identify formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students.



Module 4 Literacy Strategies

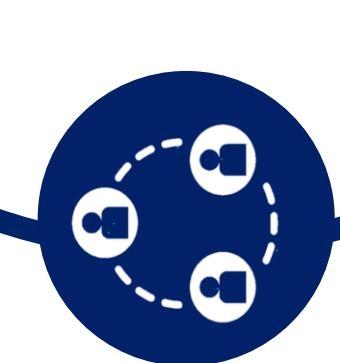
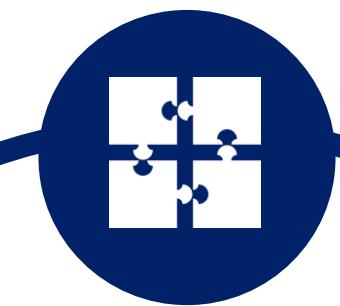
Learn strategies for improving vocabulary and comprehension skills for every student across all classes, content areas, and grade levels.

Module 2 Collaboration

Create collaboration with all general education, special education, content area teachers, parents, and students.

Module 5 Literacy Strategies

Extend literacy skills with higher-level questioning and discussion of all text tailored to include every student.



Module 1 Introduction

Support systems change and collaborative culture of high expectations for all students.

Module 6 Differentiation

Design instruction to include content, process, and product for every student.

Arizona English Language Arts Anchor Standards

Reading Standards for Literature and Informational Text		Writing Standards	
Key Ideas and Details		Text Types and Purposes	
R.1	Read carefully to determine what the text says explicitly and to make logical inferences from it.	W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
R.2	Determine central ideas or themes of a text and analyze their development.	W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Craft and Structure		Production and Distribution of Writing	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
R.6	Assess how point of view or purpose shapes the content and style of a text.	W.6	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Integration of Knowledge and Ideas		Research to Build and Present Knowledge	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Reading and Level of Text Complexity		Range of Writing	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards	
Conventions of Standard English	
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening, at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Presentation of Knowledge and Ideas	
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards	
Comprehension and Collaboration	
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.





AZPLS Program Design Overview



Professional Learning: The overall goal of the professional learning series is to increase literacy achievement for all students through training and support for systems change. This growth occurs from strategic implementation, intentional collaboration, and invested school community.

Teams: The District Leadership Team, Building Leadership Team, and Collaborative Grade Level Teams interact to implement and support the strategies supporting systems change for increasing literacy achievement for all students.

Data: An extensive data collection and analysis plan drives implementation and demonstrates progress. Each data tool was created specifically for the Arizona Professional Learning Series to ensure fidelity through the process of systems change.

Coaching: The coach follows a guided coaching plan to assist in whole school, grade level, and individual needs to move the systems change process forward.

Leadership: The professional learning series reinforces shared leadership supporting equity with everyone working collaboratively towards the same outcomes.

Action Planning: An action plan is critical to the organization and support of implementation. Creating an action plan for each module begins during the module training. There is a specific format that gives the staff opportunities to provide input of their ideas and needs.



Inclusive Practices and Collaboration Staff Perception Survey

A. General Information

1. District Name:

2. School Name:

3. What grade level do you teach? Select all that apply.

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

Grade 7 Grade 8 None

Note: All responses are anonymous.

B. Inclusive Practices - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Inclusive education has a positive effect on the academic development of students with specific learning disabilities.	1	2	3	4	5	6
2. Inclusive education has a positive effect on the academic development of students without specific learning disabilities.	1	2	3	4	5	6
3. Students with specific learning disabilities should be educated in the general education classroom.	1	2	3	4	5	6
4. Although students may differ intellectually, physically, and psychologically, all students with specific learning disabilities can make academic progress.	1	2	3	4	5	6
5. Teachers adjust instruction to meet the needs of diverse learners.	1	2	3	4	5	6
6. Teachers hold high standards for students with specific learning disabilities.	1	2	3	4	5	6

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
7. Teachers hold high standards for students without specific learning disabilities.	1	2	3	4	5	6
8. Inclusion of students with specific learning disabilities affects my capacity to meet the needs of other students in the class.	1	2	3	4	5	6
9. Professional development is provided to prepare teachers to work with students with specific learning disabilities.	1	2	3	4	5	6
10. My relationship with parents of students with specific learning disabilities is positive.	1	2	3	4	5	6
11. My relationship with parents of students without specific learning disabilities is positive.	1	2	3	4	5	6
12. Students with specific learning disabilities actively participate with students without specific learning disabilities in classroom activities.	1	2	3	4	5	6
13. Students with specific learning disabilities can receive an appropriate education in an inclusive general education classroom.	1	2	3	4	5	6
14. I have the time to differentiate instruction for all students with specific learning disabilities.	1	2	3	4	5	6
15. A specific learning disability is caused by intellectual or cognitive disabilities.	1	2	3	4	5	6
16. Inclusion works best in non-academic classes such as art, music, and PE.	1	2	3	4	5	6

C. Collaboration - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Paraprofessionals and teachers collaborate to help students with specific learning disabilities.	1	2	3	4	5	6
2. General and special education teachers collaborate to help students with specific learning disabilities.	1	2	3	4	5	6
3. General education and special education teachers share responsibility for the achievement of all students.	1	2	3	4	5	6

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Agree	Strongly Agree
4. Teacher collaboration has positive effects on students' academic performance.	1	2	3	4	5	5	6
5. My school principal supports collaboration of general education and special education teachers.	1	2	3	4	5	5	6
6. General education and special education teachers' contributions are equally valued, and they have equal power in decision-making.	1	2	3	4	5	5	6

D. Leadership and Support - Rate the following based on experiences at your school.

<i>At my school:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Agree	Strongly Agree
1. Special education teachers have opportunities to participate in school-based content area staff development activities.	1	2	3	4	5	5	6
2. Special education teachers have equal access to the same instructional resources provided to the general education teachers.	1	2	3	4	5	5	6
3. Teachers and support staff have sufficient administrative support in planning and preparation time to meet the needs of students with specific learning disabilities in their classrooms.	1	2	3	4	5	5	6
4. Supports (materials, personnel, coaching, etc.) provided by the district for inclusion are effective.	1	2	3	4	5	5	6
5. Additional supports must be implemented in my district for students with specific learning disabilities to be effectively included in the general classroom.	1	2	3	4	5	5	6

E. Differentiated Instruction - Rate the following based on experiences at your school.

<i>At my school, this is a barrier:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. The differences and similarities among students are used to plan instruction.	1	2	3	4	5	6
2. Teachers are flexible in their teaching approaches to address students' academic needs.	1	2	3	4	5	6

<i>At my school, this is a barrier:</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Agree	Strongly Agree
3. Teachers adjust curriculum, as necessary to address students' academic needs.	1	2	3	4	5	5	6
4. Paraprofessionals play an active role in supporting a variety of students.	1	2	3	4	5	5	6

F. Instruction - Indicate the extent to which this is true at your school.

<i>At my school:</i>	Not at All True	Somewhat True	Moderately True	True	Very True
1. Teachers use direct, explicit instruction.	1	2	3	4	5
2. Teachers use meaningful accommodations.	1	2	3	4	5
3. Instruction is individualized and differentiated.	1	2	3	4	5

G. Barriers to Include Students with Disabilities in the General Education Classroom - Indicate the extent to which each of the following is a barrier at your school to the inclusion of students with specific learning disabilities in the general education classroom.

<i>At my school, this is a barrier:</i>	Not at all	Somewhat	Moderate	Fairly Great	Great
1. Teachers lack knowledge regarding how to include students with specific learning disabilities in the general classroom.	1	2	3	4	5
2. There is inflexibility in the curriculum.	1	2	3	4	5
3. There is insufficient training on inclusive practices for general education teachers.	1	2	3	4	5
4. There is insufficient training on inclusive practices for special education teachers.	1	2	3	4	5
5. The school schedule hinders inclusive practices.	1	2	3	4	5
6. There is a lack of resources.	1	2	3	4	5
7. There is a lack of paraprofessionals.	1	2	3	4	5
8. There is a lack of assistive technology.	1	2	3	4	5
9. There is a lack of knowledge about accommodations.	1	2	3	4	5

<i>At my school, this is a barrier:</i>	Not at all	Somewhat	Moderate	Fairly Great	Great
10. There is a lack of collaboration between general education and special education teachers.	1	2	3	4	5
11. Instructional staff have negative attitudes.	1	2	3	4	5
12. Administrators have negative attitudes.	1	2	3	4	5

H. Your Comments

What I need most to support the inclusion of students **with specific learning disabilities** is:



Student Perception Survey Grades 3–8

Date: _____

1. Circle your grade level: Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. I like my school.	1	2	3	4	5
3. My teacher thinks I will be successful.	1	2	3	4	5
4. Other students think I will be successful.	1	2	3	4	5
5. My principal thinks I will be successful.	1	2	3	4	5
6. My teachers work together as a team.	1	2	3	4	5
7. I learn a lot in my classes.	1	2	3	4	5
8. Teachers believe that all students can do good work.	1	2	3	4	5
9. My teacher teaches in different ways so that everyone can learn.	1	2	3	4	5
10. I like being part of a classroom that has students with specific learning disabilities and students without specific learning disabilities.	1	2	3	4	5
11. All students have the opportunity to learn at my school.	1	2	3	4	5
12. What I need from my teachers to help me learn is:					



Student Perception Survey Grades K–2

Date: _____

1. Circle your grade.

Kindergarten

Grade 1

Grade 2

	No	A Little	Yes
2. I like my school.			
3. My teacher thinks I do good work.			
4. Other students think I do good work.			
5. My principal thinks I do good work.			
6. My teachers work together as a team.			
7. I learn a lot in my classes.			
8. My teacher believes that all students can do good work.			
9. My teacher helps all students learn in my class.			
10. All students have a chance to learn at my school.			

11. What I need from my teachers to help me learn is...

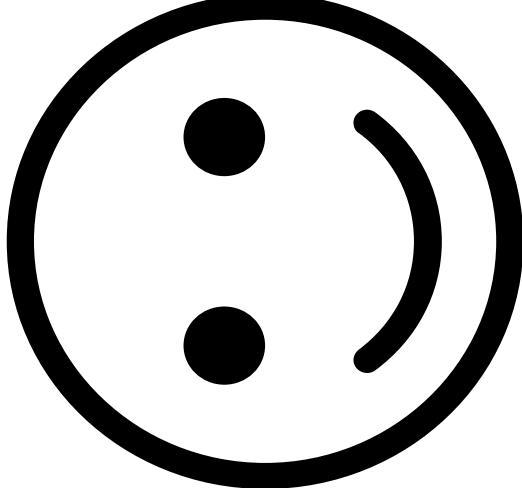
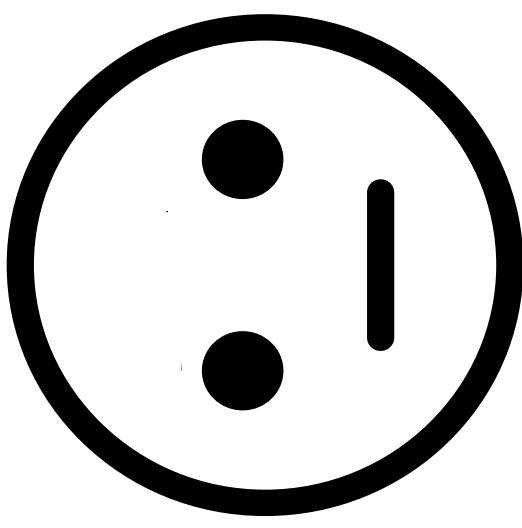
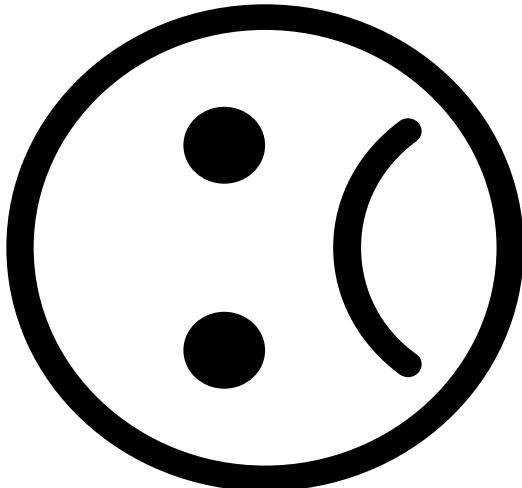
Student Perception Survey Poster Grades K-2

Print one. Use as a guide to help your students choose their answers.

No

A Little

Yes





Parent Perception Survey

District:

School:

Date:

1. What is the grade of your child during this school year? Only circle one.
(If you have more than one student attending this school, select the oldest child and answer the questions based on your oldest child's experiences.)

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	Grade 7	Grade 8					

In my child's school:	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
2. Reading instruction includes all students.	1	2	3	4	5	6
3. My child's education has been positively affected by having students with specific learning disabilities in the general education classroom.	1	2	3	4	5	6
4. All teachers work together in educating all students.	1	2	3	4	5	6
5. All teachers think all students can do good work.	1	2	3	4	5	6
6. All teachers teach in different ways so all students can learn.	1	2	3	4	5	6
7. Having students with specific learning disabilities in the general education classroom promotes acceptance of differences.	1	2	3	4	5	6
8. All students have the opportunity to learn.	1	2	3	4	5	6
9. Having students with specific learning disabilities in the general education classroom has a positive effect on the social and emotional development of my child.	1	2	3	4	5	6
10. Having students with specific learning disabilities in the general education classroom has a positive effect on the academic development of my child.	1	2	3	4	5	6



Standards—School—AZPLS Alignment

The Arizona English Language Arts Standards define the knowledge, understanding, and skills that need to be effectively taught and learned for all students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, and/or in military service. The standards present a vision of what it means to be a literate person in the twenty-first century.

The Arizona Professional Learning Series (AZPLS) uses research-based strategies that are aligned with the Arizona ELA Standards and includes the school community in increasing literacy achievement for all students. Every part of the professional learning series will empower students to be successful learners in a safe, supportive, and collaborative learning environment.

The AZPLS is not another initiative. It is professional learning that will support the Arizona English Language Arts Standards, enhance your current initiatives, and provide guidelines to continue that work.

Write your mission, initiatives, and vision below.

School Mission	Current School Initiatives	School Vision

With a partner, discuss the following:

1. How does the Arizona Professional Learning Series fit your mission and vision?

2. How is your school meeting your current initiatives?

3. How could the Arizona Professional Learning Series support your current initiatives?

Active learning strategies help teachers and students engage in learning. The strategies from each module in the Arizona Professional Learning Series can be adapted to support teaching and learning in your classroom.

Anchor Posters: Anchor posters are instructional tools displayed in the classroom for teachers and students to reference. They provide information to support what is being taught.

Double Think Pair Share: Pairs of students work together to perform a task. When finished, each pair forms a quad and discusses their ideas and work with another pair.

Exit Ticket: Exit tickets are formative assessment tools that give teachers data on how well students understood a lesson and/or how students will apply what they learned.

Self-Reflection: Students are guided to think about what they are learning and how their learning connects to them.

Surveys: Surveys are tools used to gather valuable data. Collecting and analyzing data from surveys gauges school climate, identifies teachers' needs, empowers students, and engages parents.

Synthesize Information: Synthesize information means to combine separate elements and make connections to form a whole.

Table Talk: Students sit in small groups. During learning, they turn to their group and discuss the information.

Three Questions: The three questions frame information. Students can identify what they are supposed to learn, what they know now, and what steps will close that gap.

Triad Discussion: Groups of three students work together and discuss information.