ARIZONA DEPARTMENT OF
EDUCATION

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

Module 5
Literacy Strategies

AZPLS   **Rooted in Systems Change**

Facilitator Guide

MODULE 5 FACILITATOR GUIDE

PROFESSIONAL LEARNING SERIES OVERVIEW

The purpose of Arizona's Professional Learning Series is to increase literacy achievement for all students. These comprehensive modules were created through funding from the State Personnel Development Grant, known as the SPDG, awarded to Arizona by the U.S. Department of Education, Office of Special Education Programs.

The focus is to close the gap in literacy achievement between students with specific learning disabilities and their peers without specific learning disabilities in grades 4–8. The foundation of the series is based on systems change, so the professional learning and implementation is schoolwide for grades K–8. The teaching and learning strategies presented in the modules work for all student populations in grades 4–8 and can be adapted and introduced in the primary grades.

The module progression builds to sustainable systems change. The organization of the modules, coaching, and implementation provide a supportive course to increasing knowledge, skills, and achievement. Everyone is aware and involved in the step-by-step process to accomplish the common use of specific teaching and learning strategies in every class.

MODULE 5

Module 5 focuses on continuing systems change with implementing schoolwide teaching and learning strategies that reinforce high expectations and increased extended discussion of text meaning and interpretation and peer feedback.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. Prior to training, facilitators should:

1. Read the complete guide.

2. Preview videos, if included.

3. Prepare materials for activities.

4. Print posters, activity materials, and Action Planning Wall Headings.

MATERIALS

Computer, projector, screen, and speakers
Tape**,** markers**,** highlighters
Sticky Notes
Half sheets of paper
Action Planning Wall (chart paper or sticky wall)

IMPORTANT NOTES

Collaborative Teams must bring Team Role Cards and Team Norms to the professional learning.

Each participant must bring the AZPLS binder and Formative Assessment Rubric, Resources, and Observation Protocol to the professional learning.

ANCHOR POSTERS: Print one each in color. *It is recommended to laminate the Anchor Posters for reuse in Modules 5–6.*

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Anchor Poster 4: Professional Learning Norms

Anchor Poster 5: Dimensions of Formative Assessment

Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations

POSTER: Print one for each Collaborative Team.

Poster 7: Collaborative Team Implementation of Tasks and Activities

Poster Activity: Print one for each grade level. *These are grade level specific.*

Lesson Connection: KINDERGARTEN

Lesson Connection: 1ST GRADE

Lesson Connection: 2ND GRADE

Lesson Connection: 3RD GRADE

Lesson Connection: 4TH GRADE

Lesson Connection: 5TH GRADE

Lesson Connection: 6TH GRADE

Lesson Connection: 7TH GRADE

Lesson Connection: 8TH GRADE

PARTICIPANT PACKET: Print one complete packet per participant.

Participant Packet with Handouts

NOTE: Individual handouts are listed for ease of use after the module presentation.

Handout 1: Arizona Professional Learning Series Module Overview

Handout 2: Arizona English Language Arts Anchor Standards

Handout 3: Individual Implementation of Tasks and Activities

Handout 4: Standard Vertical Alignment and IES Recommendation 3

Handout 5: Strategic Conversations for Questioning and Extending Thinking

Handout 6: Extended Discussion of Text Meaning and Interpretation

Handout 7: Two Column Notes

Handout 8: Discussion Response Sentence Stems

Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy

Handout 10: Think, Write, Pair, Share

Handout 11: Strategic Conversations for Providing Feedback to Students

Handout 12: Self-Assessment and Peer Feedback

Handout 13: Collaboration Skills

Handout 14: Module 5 Action Plan

Professional Learning Survey: *Optional*

ACTION PLANNING HEADINGS: Print one each.

Questioning and Extending Thinking   Providing Feedback to Students

ACTIVITY PREPARATION

Activity 1—Slide 2: Professional Learning Norms
Anchor Poster 4: Professional Learning Norms should be displayed. Go over the norms on the poster. Ask if anyone would like to add something. Add anything that is proposed and has consensus. Ask for agreement from the group for the final list. *There are five numbers on the poster, but any number may be used.*

Activity 2—Slide 3: Team Roles
Team members add the number of states in which they have lived. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder. They add the letters in the state in which they were born. The team member with the highest number is assigned the Reporter role, and the team member with the lowest number is the Timekeeper. The remaining team members are Engaged Participants. Participants place their Team Role cards in front of them.

Activity 3—Slide 3: Team Norms
Teams review their Team Norms and come to consensus on their learning culture for today. If needed, teams add any norms that have consensus.

Activity 4—Slide 3: Collaboration Skills
Team members review Handout 13: Collaboration Skills to identify skills to implement throughout the professional learning. They do not complete the handout now.

Activity 5—Slide 6: Reflection
Participants reflect on how providing opportunities for extended discussion of text meaning and interpretation and implementing peer feedback can impact teaching and student learning.

Reflections are shared with elbow partners.

Activity 6—Slide 8: Dimensions of Formative Assessment 3 Review
Refer to Anchor Poster 5: Dimensions of Formative Assessment. Individuals refer to Formative Assessment Guide, page 10, to review Tasks and Activities.

Activity 7—Slide 8: Individual Implementation
Continuing with Dimension 3, page 10, team members reflect on individual implementation of Tasks and Activities and think about where they are on the rubric: Not Observed, Beginning, Developing, Progressing, or Extending. Using Handout 3: Individual Implementation of Tasks and Activities, individuals record where they are headed, where they are now, and how they will close the gap. Team members share their reflections with Collaborative Team.

Activity 8—Slide 8: Collaborative Team Implementation
Collaborative Teams use the three questions to examine their implementation and how their work relates to Handout 2: Arizona English Language Arts Anchor Standards. Recorders add team responses to Poster 7: Collaborative Team Implementation of Tasks and Activities. Reporters share summaries of their teams' reflections.

As Reporters share with the group: Make connections between each Collaborative Team and how the collaboration supports all students in all classes and all grades. Remind participants that the Building Leadership Team and coach will use this information to address their challenges and provide support. *Suggestion: Take pictures of each team's poster to help with follow-up support by the BLT and coach.*

Activity 9—Slide 10: Standard Vertical Alignment and IES Recommendation 3
Teams connect Arizona English Language Arts Anchor Standard SL.1 for comprehension and collaboration to IES Recommendation 3, providing opportunities for extended discussion of text meaning and interpretation. Using Handout 4: Standard Vertical Alignment and IES Recommendation 3, teams discuss the importance of grade levels building on the Standard from the grade level before and supporting the grade level after theirs.

Activity 10—Slide 10: IES Recommendation 3 Checklist
Using Handout 4: Standard Vertical Alignment and IES Recommendation 3, team members review the IES Recommendation 3 Checklist and discuss how they can collaborate to support extended discussion of text meaning and interpretation across all classes in their grade level.

Activity 11—Slide 11: Questioning and Extending Thinking
Individuals read paragraphs at the top of pages 11 and 12 in the Formative Assessment Guide and skim the rubrics.

Activity 12—Slide 11: Strategic Conversations
Team members share one questioning or extending discussion strategy they currently use with their students. They use the top section of Handout 5: Strategic Conversations for Questioning and Extending Thinking to record the shared strategies.

Activity 13—Slide 12: Jigsaw
Using the Jigsaw strategy, teams count off 1–4. Assign individuals to a corner of the room with a matching number. Each numbered group reads the coinciding number on Handout 6: Extended Discussion of Text Meaning and Interpretation, discusses, and records notes on Handout 7: Two Column Notes.

Everyone returns to Collaborative Teams. Individuals with number one share the information, facilitate a discussion, and team members record notes on Handout 7. Continue in the same way with numbers 2–4. Teams summarize the information and record their summary statement in the last section of Handout 7: Two Column Notes.

Activity 14—Slide 12: Strategic Conversations
Teams share their thoughts on how the Jigsaw strategy can support all students in all classes and discuss the benefits of all classes using this strategy. Using Handout 5: Strategic Conversations for Questioning and Extending Thinking, individuals record their notes in the middle section, Questioning and Extending Thinking Strategies.

Activity 15—Slide 12 Potential Roadblocks and Solutions
Individuals read Handout 6: Extended Discussion of Text Meaning and Interpretation Potential Roadblocks and Solutions.

Activity 16—Slide 13: Discussion Response Sentence Stems
Team members share their thoughts on how structured academic conversation can support all students in all classes and review Handout 8: Discussion Response Sentence Stems.

Activity 17—Slide 13: Strategic Conversations
Teams discuss the benefits of all teachers using discussion response sentence stems. Using Handout 5: Strategic Conversations for Questioning and Extending Thinking, individuals record their notes in the middle section, Questioning and Extending Thinking Strategies.

Activity 18—Slide 14: Effective Questions
Teams discuss the benefits of all teachers using effective questions. Using Handout 5: Strategic Conversations for Questioning and Extending Thinking, individuals record their notes in the middle section, Questioning and Extending Thinking Strategies.

Activity 19—Slide 15: Think, Write, Pair, Share
Using Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy and Handout 10: Think, Write, Pair, Share, individuals fill in Handout 10. Partners discuss their individual work and share with their Collaborative Team.

Activity 20—Slide 15: Strategic Conversations for Questioning and Extending Thinking—Middle Section
Using Handout 5: Strategic Conversations for Questioning and Extending Thinking, individuals record their notes in the middle section, Questioning and Extending Thinking Strategies.

Activity 21—Slide 16: Lesson Connection
Using Handout 2: Arizona English Language Arts Anchor Standards and Handout 9A-9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy, teams go to their respective Learning Connection Poster, divide into two groups to each explore two content areas, and complete posters. Pairs review their completed posters. *The posters will be used again.*

Activity 22—Slide 17: Student Impact and Implementation
In the bottom section of Handout 5: Strategic Conversations for Questioning and Extending Thinking, team members use the sentence stem for the if/then statement to discuss the student impact of collaboratively using questioning and extending thinking strategies. Teams choose one questioning and extending thinking strategy to implement across their grade levels next week.

Activity 23—Slide 17: Action Planning
Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based questioning and extending thinking strategies with all students. Reporters share the support their teams need for collectively implementing questioning and extending thinking strategies. Recorders add the concerns to the Action Planning Wall under the heading: Questioning and Extending Thinking.

Activity 24—Slide 18: Strategic Conversations
Teams discuss feedback strategies they currently use with students. They record the strategies on Handout 11: Strategic Conversations for Providing Feedback to Students—Top Section.

Activity 25—Slide 19: Descriptive Feedback
Individuals read the paragraph at the top of page 13 in the Formative Assessment Guide and scan the rubric. When they are finished, they discuss how descriptive feedback could be used to support student learning. They record their thoughts in the middle section of Handout 11: Strategic Conversations for Providing Feedback to Students.

Activity 26—Slide 19: Strategic Conversations
Collaborative Teams discuss how descriptive feedback could be used to support student learning. They record their thoughts in the middle section of Handout 11: Strategic Conversations for Providing Feedback to Students.

Activity 27—Slide 20: Self-Assessment
Individuals scan the rubric on page 15 of the Formative Assessment Guide then use Handout 12: Self-Assessment and Peer Feedback to determine how well they included each feature of Learning Goals, Criteria for Success, Tasks and Activities, and Questioning Strategies on the Learning Connection poster. Working together as a team, each team member records the team's thoughts on Handout 12: Self-Assessment and Peer Feedback under Self-Assessment Notes only. *Important: Everyone completing the Self-Assessment column is essential for Step Two.*

Activity 28—Slide 20: Learning Connections
Collaborative Teams go back to their Learning Connections poster. They use the Formative Assessment Guide and Handout 12: Self-Assessment and Peer Feedback to determine how well

they included each feature of Learning Goals, Criteria for Success, Task and Activities, and Questioning Strategies. Working together as a team, they record their thoughts on Handout 12: Self-Assessment and Peer Feedback under Self-Assessment Notes only.

Activity 29—Slide 20: Strategic Conversations
Collaborative Teams discuss how self-assessment could be used to support student learning. They record their thoughts in the middle section of Handout 11: Strategic Conversations for Providing Feedback to Students.

Activity 30—Slide 21: Peer Feedback
Individuals read the paragraph at the top of page 14 in the Formative Assessment Guide and scan the rubric.

Activity 31—Slide 21: Peer Feedback for Learning Connection
Collaborative Teams partner with another Collaborative Team. Each team member trades Handout 12: Self-Assessment and Peer Feedback with a member of their partner team. Going to their partner team's Learning Connection Poster, they use their partner team members' Handout 12: Self-Assessment and Peer Feedback to complete the peer assessment process and record their thoughts on the handout under Peer Feedback.

Activity 32—Slide 21: Peer Feedback Review
Teams trade back Handout 12: Self-Assessment and Peer Feedback. They review their peer feedback. At the bottom of Handout 12: Self-Assessment and Peer Feedback under Peer Feedback, individuals record one element their partner team identified they did well, one element they identified that needs work, and one element for improvement.

Activity 33—Slide 21: Strategic Conversations
Collaborative Teams discuss how peer feedback could be used to support student learning. They record their thoughts in the middle section of Handout 11: Strategic Conversations for Providing Feedback to Students.

Activity 34—Slide 22: Peer Support
Teams use Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices and Handout 12: Self-Assessment and Peer Feedback to formulate and one effective question for all Learning Connection Poster sections that support the team and help the team move their thinking forward. They write the questions on sticky notes and stick them on their partner team's Learning Connection Poster.

Activity 35—Slide 23: Peer Support Response
Teams review their peer feedback questions. They use Handout 8: Discussion Response Sentence Stems to formulate responses to each question. Partner teams get together again and respond to the questions using discussion response sentence stems.

Activity 36—Slide 22: Strategic Conversations
Collaborative Teams discuss how peer support could be used to scaffold student learning. They

record their thoughts in the middle section of Handout 11: Strategic Conversations for Providing Feedback to Students.

Activity 37—Slide 23 Student Impact and Implementation
Using Handout 11: Strategic Conversations for Providing Feedback to Students—Bottom Section, teams finish the sentence stem for the if/then statement to discuss the student impact of collaboratively using peer feedback strategies. Teams choose one module feedback strategy to implement across their grade levels next week.

Activity 38—Slide 23 Action Planning
Teams discuss what is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based feedback strategies with all students. Using the half sheets of paper and markers, Recorders add the concerns to the Action Planning Wall under the heading: Providing Feedback to Students. Reporters share the support their teams need for collectively implementing feedback strategies.

Activity 39—Slide 24: Collaboration Skills
Participants reflect on their personal collaboration skills and complete the checklist on Handout 13: Collaboration Skills. Teams discuss how each team member's participation supported each other and the Collaborative Team's work.

Action Planning Note: Action planning begins during professional learning, so all staff have input. Teams discuss each topic, and Recorders add their teams' needs under the headings. It is a good idea to take pictures of the final Action Planning Wall to provide a visual aid when the BLT creates the formal action plan to share with staff and the DLT. A detailed explanation of action planning can be found in the Action Planning Guide.

ROOM SETUP
Set up computer, projector, screen, and speakers.

Hang Anchor Posters 1–6 in front of room. *Note: These six posters will be used in Module 6.*

Hang Poster 7 for each Collaborative Team. *Note: There needs to be room for all team members to gather around the poster together.*

Hang Action Planning Wall (chart paper or sticky wall) with the two Action Planning Wall Headings.

Set up tables with Participant Packets, half sheets of paper, markers, Post-It notes, and tape.

Seat participants by Collaborative Teams. Content area teachers, special education teachers, and special area teachers should sit with the grade level they support most often.

REFERENCES
Arizona Promising Practices
This website provides research to practice guidelines, strategies, and resources to support Arizona professionals and parents in improving results for students with disabilities.

AGENDA OUTLINE

The following table provides an outline of the agenda for the professional learning session. It includes timing, slide numbers, activities, and materials. The outline provides facilitators with a big-picture view of this professional learning and activities. Total time estimate: 4 hours

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions Norms	5 minutes	1–2	Activity 1: Professional Learning Norms	Anchor Poster 4: Professional Learning Norms
Team Roles Team Norms Collaboration Skills	5 minutes	3	Activity 2: Team Roles Activity 3: Team Norms Activity 4: Collaboration Skills	Team Role Cards Team Norms Handout 13: Collaboration Skills
Arizona Professional Learning Series Module Overview	3 minutes	4		Anchor Poster 1: Arizona Professional Learning Series Module Overview Handout 1: Arizona Professional Learning Series Module Overview Anchor Poster 2: Arizona English Language Arts Standards Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
Module Focus	2 minutes	5		Anchor Poster 2: Arizona English Language Arts Anchor Standards Handout 2: Arizona English Language Arts Anchor Standards Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
Reflection	5 minutes	6	Activity 5: Reflection	Reflect Elbow Partner Share

Module Professional Learning Process	3 minutes	7		Anchor Poster 3: Three Questions
				Anchor Poster 5: Dimensions of Formative Assessment
				Anchor Poster 2: Arizona English Language Arts Anchor Standards
				Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations
				Handout 2: Arizona English Language Arts Anchor Standards
Dimensions of Formative Assessment 3 Review

Individual Implementation

Collaborative Team Implementation | 15 minutes | 8 | Activity 6: Dimensions of Formative Assessment 3 Review

Activity 7: Individual Implementation

Activity 8: Collaborative Team Implementation | Anchor Poster 5: Dimensions of Formative Assessment Formative Assessment Guide

Handout 3: Individual Implementation of Tasks and Activities

Poster 7: Collaborative Team Implementation of Tasks and Activities |
| Aligning Efforts | 2 minutes | 9 | | Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations |
| Standard Vertical Alignment and IES Recommendation 3 | 10 minutes | 10 | Activity 9: Standard Vertical Alignment and IES Recommendation 3

Activity 10: IES Recommendation 3 Checklist | Poster 2: Arizona English Language Arts Anchor Standards

Handout 2: Arizona English Language Arts Anchor Standards

Handout 4: Standard Vertical Alignment and IES Recommendation 3 |

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Questioning and Extending Thinking	10 minutes	11	Activity 11: Questioning and Extending Thinking	Anchor Poster 5: Dimensions of Formative Assessment Formative Assessment Guide
Strategic Conversations			Activity 12: Strategic Conversations	Handout 5: Strategic Conversations for Questioning and Extending Thinking—Top Section
Jigsaw	20 minutes	12	Activity 13: Jigsaw	Handout 6: Extended Discussion of Text Meaning and Interpretation Handout 7: Two Column Notes
Strategic Conversations			Activity 14: Strategic Conversations	Handout 5: Strategic Conversations for Questioning and Extending Thinking—Middle Section
Potential Roadblocks and Solutions			Activity 15: Potential Roadblocks and Solutions	Handout 6: Extended Discussion of Text Meaning and Interpretation
Discussion Response Sentence Stems	10 minutes	13	Activity 16: Discussion Response Sentence Stems	Handout 8: Discussion Response Sentence Stems
Strategic Conversations			Activity 17: Strategic Conversations	Handout 5: Strategic Conversations for Questioning and Extending Thinking—Middle Section
Effective Questions	2 minutes	14	Activity 18: Effective Questions	Handout 5: Strategic Conversations for Questioning and Extending Thinking
Think, Write, Pair, Share	20 minutes	15	Activity 19: Think, Write, Pair, Share	Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy Handout 10: Think, Write, Pair, Share

Strategic Conversations			Activity 20: Strategic Conversations for Questioning and Extending Thinking—Middle Section	Handout 5: Strategic Conversations for Questioning and Extending Thinking–Middle Section
Lesson Connection	5 minutes	16	Activity 21: Lesson Connection	Learning Connection Posters Handout 2: Arizona English Language Arts Standards Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy
Student Impact and Implementation Action Planning	15 minutes	17	Activity 22: Student Impact and Implementation Activity 23: Action Planning	Handout 5: Strategic Conversations for Questioning and Extending Thinking—Bottom Section Action Planning Wall: Questioning and Extending Thinking
Strategic Conversations	5 minutes	18	Activity 24: Strategic Conversations	Anchor Poster 5: Dimensions of Formative Assessment Handout 11: Strategic Conversations for Providing Feedback to Students—Top Section
Descriptive Feedback Strategic Conversations	15 minutes	19	Activity 25: Descriptive Feedback Activity 26: Strategic Conversations	Formative Assessment Guide Handout 11: Strategic Conversations for Providing Feedback to Students–Middle Section
Self-Assessment		20	Activity 27: Self-Assessment Activity 28: Learning Connection	Formative Assessment Guide Learning Connections Posters Handout 12: Self-Assessment and Peer Feedback

			Activity 29: Strategic Conversations	Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section
Peer Feedback	15 minutes	21	Activity 30: Peer Feedback	Formative Assessment Guide
Peer Feedback for Learning Connection			Activity 31: Peer Feedback for Learning Connection	Learning Connection Posters Handout 12: Self-Assessment and Peer Feedback—Self-Assessment Column
			Activity 32: Peer Feedback Review	Handout 12: Self-Assessment and Peer Feedback—Bottom Section
			Activity 33: Strategic Conversations	Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section
Peer Support	15 minutes	22	Activity 34: Peer Support	Learning Connection Posters Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy Handout 12: Self-Assessment and Peer Feedback under Peer Feedback
Peer Support Response			Activity 35: Peer Support Response	Handout 8: Discussion Response Sentence Stems
Strategic Conversations			Activity 36: Strategic Conversations	Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section
Student Impact and Implementation	15 minutes	23	Activity 37: Student Impact and Implementation	Handout 11: Strategic Conversations for Providing Feedback to Students—Bottom Section
Action Planning			Activity 38: Action Planning	Action Planning Wall: Providing Feedback to Students

Collaboration Skills	3 minutes	24	Activity 39: Collaborative Skills	Handout 13: Collaboration Skills	
Wrap Up	4 minutes	25–26		Handout 14: Module 5 Action Plan	

Arizona Professional Learning Series: Module 5
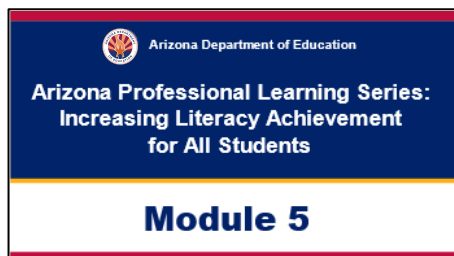
Slide 1	*Have this slide showing as participants arrive. Remind participants their Participant Packet with handouts will be used throughout the professional learning for note taking and activities.*
Arizona Department of Education **Arizona Professional Learning Series: Increasing Literacy Achievement for All Students** **Module 5**	**Explain:** Today, we continue our AZPLS journey of schoolwide systems change that will lead to increased literacy achievement for all students. Specifically, we will focus on the Institute of Education Sciences (IES) Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation and feedback strategies to meet the needs of all learners.

Slide 2	*Activity 1: Professional Learning Norms. Anchor Poster 4: Professional Learning Norms.*
AZPLS **NORMS** Begin and end on time. Silence cell phones. Limit distractions to breaks. Respect all voices. Others?	**Explain:** Process norms set ground rules or expectations for how people treat each other at a meeting or professional learning. The AZPLS norms focus on respecting all participants. Look over the norms listed on the poster. Are there additional norms you would like to discuss? Please raise your hand if you agree with the norms we have.

| Slide 3	*Activity 2: Team Roles. Activity 3: Team Norms. Activity 4: Collaboration Skills. Handout 13: Collaboration Skills.*
Collaborative Teams	**Explain:** To assign roles for our work today, add the number of states in which you have lived. The team member with the highest number is assigned the Facilitator role. The person with the lowest number is the Recorder. Next, add the letters in the state in which you were born. The team member with the highest number is assigned the Reporter role, and the team member with the lowest number is the Timekeeper. The remaining team members are Engaged Participants. *When teams finish:* Please place your **Role Cards** in front of you. Take a moment to review your **Team Norms** and come to consensus on your learning culture for today. If any norms need to be discussed or added, please do so. This sets the tone for your collective commitment as a team. *When teams finish:* Your individual commitment today will support your team. Review **Handout 13: Collaboration Skills**. Don't write anything down. Just read through it and reflect on how you can effectively collaborate with your team. We will come back to this handout and self-assess at the end of our professional learning today.
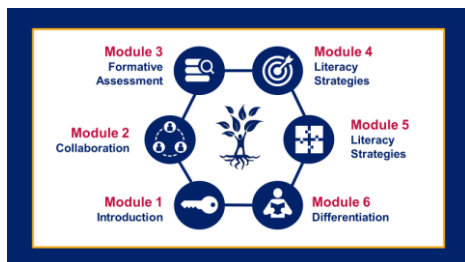
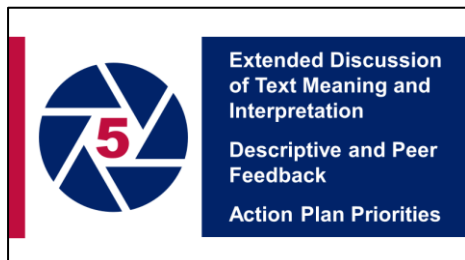|	
Slide 4	*Anchor Poster 1: Arizona Professional Learning Series Module Overview. Handout 1: Arizona Professional Learning Series Module Overview. Anchor Poster 2: Arizona English Language Arts Standards. Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.* **Explain:** **Handout 1: Arizona Professional Learning Series Module Overview** is the brief outline of the modules and indicates how they build on each other. Modules 1 and 2 outlined the frameworks for the systems change that leads to increased literacy achievement for every student. Module 3 identified the Dimensions of Formative Assessment with Learning Goals, Criteria for Success, and strategies to move learning forward for all students. The first three modules built the foundation that supports the teaching and learning strategies in the remaining modules. Module 4 started building on that foundation with all teachers connecting with the Arizona English Language Arts Standards and Institute of Education Sciences (IES) Recommendations 1 and 2 for specific strategies that support explicit vocabulary and direct and explicit comprehension skills throughout the grade levels and content areas. Today, we continue with Module 5 and IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation.
Slide 5	*Anchor Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards. Anchor Poster 5: Dimensions of Formative Assessment. Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.* **Explain:** Today's focus connects **Handout 2: Arizona English Language Arts Standards** and IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. We will identify information and strategies that can be used by all teachers, including content teachers, and all students. Collaborative strategy implementation positively impacts every student and will improve learning for struggling readers and students with specific learning disabilities. Our focus continues with the Dimensions of Formative Assessment for Descriptive and Peer Feedback. We will identify strategies linked to Learning Goals and Criteria for Success that improve the quality of students' work.

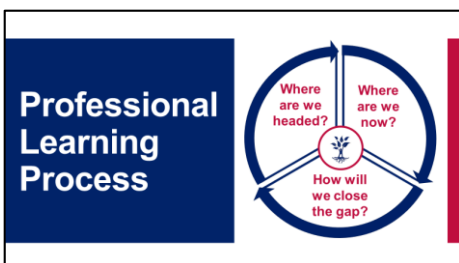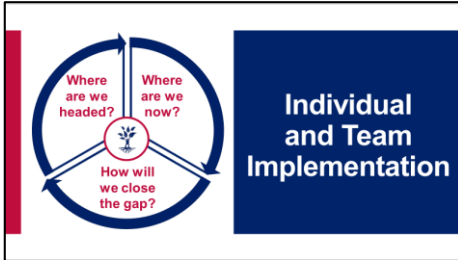|	
	Everyone has input as to what the Action Plan should include. At specific points during today's work, you will clarify action items to continue your learning and support. From that input, the Building Leadership Team will create and share the formal Action Plan with you. Everyone will be responsible for implementation and will be supported by the Building Leadership Team and coach.
Slide 6 How can strategies for extended discussion of text meaning and interpretation and peer feedback impact the learning of all students in all classes?	*Activity 5: Reflection.* **Explain:** Collaboration takes place when all members of an inclusive learning community work together as equals assisting students to succeed in the classroom. To frame your thinking around the module's focus, take a few minutes to reflect on how using strategies to extend discussion of text meaning and interpretation and peer feedback could impact your teaching and all students' learning. Share your thoughts with an elbow partner.
Slide 7 **Professional Learning Process** Where are we headed? Where are we now? How will we close the gap?	*Anchor Poster 3: Three Questions. Anchor Poster 5: Dimensions of Formative Assessment. Anchor Poster 2: Arizona English Language Arts Anchor Standards. Anchor Poster 6: Institute of Education Sciences (IES) Reading K–3 and 4–8 Recommendations.* **Explain:** Let's review our strategy that centers your professional learning for this module and frames our intention. Where are we headed? We support the Dimensions of Formative Assessment Learning Goals, Criteria for Success, and Tasks and Activities by applying Questioning Strategies, Self-Assessment, Extending Thinking, Descriptive Feedback, and Peer Feedback. We implement strategies to support IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. Where are we now? We apply the Dimensions of Formative Assessment Learning Goals, Criteria for Success, and Tasks and Activities; connect with the Arizona English Language Arts Anchor Standards; and implement strategies that support IES Recommendation 1: Provide explicit vocabulary instruction and IES Recommendation 2: Provide direct and explicit comprehension strategy instruction. How do we close the gap between our current reality and where we are headed? We close the gap between where we are now and where we are headed with all teachers collaboratively implementing teaching and learning strategies aligned to the Dimensions of Formative Assessment, Arizona English Language Arts Anchor Standards, and IES Recommendations for improving

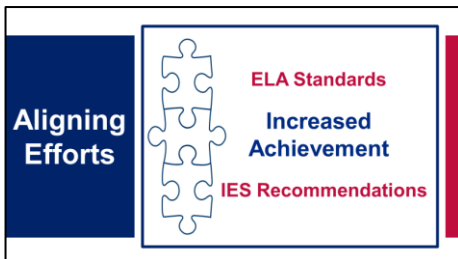|	adolescent literacy.
Slide 8 	*Activity 6: Dimensions of Formative Assessment 3 Review. Anchor Poster 5: Dimensions of Formative Assessment. Formative Assessment Rubrics, Reflection, and Observation Tools for Teachers. Activity 7: Individual Implementation. Handout 2: Arizona English Language Arts Anchor Standards. Handout 3: Individual Implementation of Tasks and Activities. Activity 8: Collaborative Team Implementation. Poster 7: Collaborative Team Implementation of Tasks and Activities.* *Going forward the Formative Assessment Guide: Formative Assessment Rubrics, Reflection, and Observation Tools for Teachers is referred to as Formative Assessment Guide.* **Explain:** Review the rubric for Dimension 3 on page 10 of your **Formative Assessment Guide** and reflect on your individual implementation of Tasks and Activities. Think about where you are on the rubric: Not Observed, Beginning, Developing, Progressing, or Extending. Using **Handout 3: Individual Implementation of Tasks and Activities**, record where you are headed, where you are now, and how you will close the gap. *When individuals finish:* Facilitators, ask your Collaborative Team members to share their reflections. Work together using the three questions to examine your implementation as a Collaborative Team. Think about how your work relates to **Handout 2: Arizona English Language Arts Anchor Standards**. Recorders, add team responses to **Poster 7: Collaborative Team Implementation of Tasks and Activities**. *When teams finish:* Reporters, share a summary of your teams' reflections.
Slide 9 	*Anchor Poster 6: IES Reading K–3 and 4–8 Recommendations.* **Explain:** In our last module, we made the connection of the Arizona K–12 English Language Arts Standards, the Simple View of Reading, and the Reading Standards for Foundational Skills in Grades K–3 forming the basis for Improving Adolescent Literacy through Effective Classroom and Intervention Practices. Students in grades 4–8 build on the foundation of decoding skills and language comprehension that supports continued use with higher-level mental processes that include thinking, reasoning, imagining, and interpreting for reading comprehension (Kamhi, 2007). IES Recommendation 3 and the vertical alignment of the Arizona K–12 English Language Arts Standards fit the goal of increasing literacy achievement for students in grades 4–8 and the collaborative literacy work of teachers in grades K–8.

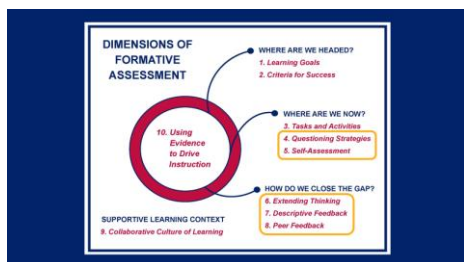| **Slide 10**	*Activity 9: Standard Vertical Alignment and IES Recommendation 3. Poster 2: Arizona English Language Arts Anchor Standards. Handout 2: Arizona English Language Arts Anchor Standards. Handout 4: Standard Vertical Alignment and IES Recommendation 3. Activity 10: IES Recommendation 3 Checklist. Handout 4: Standard Vertical Alignment and IES Recommendation 3.*
3 Provide opportunities for extended discussion of text meaning and interpretation.	**Explain:** For IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation, teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension. These discussions can occur in whole classroom groups or in small student groups under the general guidance of the teacher. Discussions that are particularly effective in promoting students' comprehension of complex text are those that focus on building a deeper understanding of the author's meaning or critically analyzing and perhaps challenging the author's conclusions through reasoning or applying personal experiences and knowledge. In effective discussions students have the opportunity to have sustained exchanges with the teacher or other students; present and defend individual interpretations and points of view; use text content, background knowledge, and reasoning to support interpretations and conclusions; and listen to the points of view and reasoned arguments of others participating in the discussion (Kamil, et al, 2008). **Handout 4: Standard Vertical Alignment and IES Recommendation 3** connects Arizona English Language Arts Anchor Standard SL.1 for comprehension and collaboration to IES Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation. Take a few minutes to review the alignment, how the standard relates to Recommendation 3, and how both fit in with all classes. *When teams are finished:* Review the Standard's progression and discuss the importance of your grade level work building on the Standard from the grade level before yours and supporting the grade level after yours. **Handout 4: Standard Vertical Alignment and IES Recommendation 3** also provides a checklist to support implementing IES Recommendation 3. Review the checklist and discuss how your team can collaborate to provide opportunities for extended discussion of text meaning and interpretation across all classes in your grade level.

	When teams are finished: Reporters, share one collaboration with the group. *As Reporters share with the group, point out connections between the grade levels.*
Slide 11 	*Activity 11: Questioning and Extending Thinking. Anchor Poster 5: Dimensions of Formative Assessment. Formative Assessment Guide. Activity 12: Strategic Conversations. Handout 5: Strategic Conversations for Questioning and Extending Thinking—Top Section.* **Explain:** Remember that the numbers of the Dimensions of Formative Assessment are only there as references for our work. The Dimensions are fluid. We are going to examine Questioning Strategies and Extending Thinking first. Read the paragraphs at the top of pages 11 and 12 of your **Formative Assessment Guide** and skim the rubrics. *When teams are finished:* In your Collaborative Teams, share one questioning and extending discussion strategy you currently use with your students. Use the top section of **Handout 5: Strategic Conversations for Questioning and Extending Thinking** to record the shared strategies.
Slide 12 **Extended Discussion Activity**	*Activity 13: Jigsaw. Handout 6: Extended Discussion of Text Meaning and Interpretation. Handout 7: Two Column Notes. Designate numbers 1–4 for the corners of the room. Activity 14: Strategic Conversations. Handout 5: Strategic Conversations for Questioning and Extending Thinking—Middle Section. Activity 15: Potential Roadblocks and Solutions. Handout 6: Extended Discussion of Text Meaning and Interpretation.* **Explain:** The U.S. Department of Education created a document that explains how teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension. This informational text is in **Handout 6: Extended Discussion of Text Meaning and Interpretation.** We will also use **Handout 7: Two Column Notes,** a variation of the two-column note-taking strategy. The two-column note-taking strategy (Pauk, 2001) helps students organize topics and details supporting that topic. This strategy can be helpful to students during instruction or while reading informational text. The notes can then be used as a study guide. Rather than read an entire article, we are going to use the Jigsaw strategy. This collaborative learning strategy asks a small group to become "experts" of a specific text and then share that material with another group. This strategy offers a way to help students

| | understand and retain information while they develop their collaboration skills. Because students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material. Within your Collaborative Teams, number off 1 through 4.

Designate numbers 1–4 for the corners of the room. Taking **Handout 6: Extended Discussion of Text Meaning and Interpretation** and **Handout 7: Two Column Notes**, move to the corner of the room that matches your number.

After groups are settled: To engage students in high-quality discussions of text meaning and interpretation, teachers can do four things. Read only your corresponding numbered section of **Handout 6: Extended Discussion of Text Meaning and Interpretation** and discuss. Record notes on **Handout 7: Two Column Notes**.

When numbered groups are finished: Return to your Collaborative Teams to share and discuss your information.

After all team members have shared: Now that you all have shared your information, discuss how to summarize the information. Fill in your summary statement in the last section of **Handout 7: Two Column Notes**.

Ask Reporters to share their summary statements. Pull their comments together to demonstrate how each Collaborative Team's input adds to the school's goals.

Share your thoughts on how the Jigsaw strategy can support students in all classes and discuss the benefits of all classes using this strategy. Using **Handout 5: Strategic Conversations for Questioning and Extending Thinking**, record your notes in the middle section, Questioning and Extending Thinking Strategies.

Go back to **Handout 6: Extended Discussion of Text Meaning and Interpretation** and independently read the potential roadblocks and solutions on pages 2 and 3. |
|---|---|
| **Slide 13**

Establish purpose.
Provide scaffolds.
Allow opportunities for discussion.

Structured Academic Conversation | *Activity 16: Discussion Response Sentence Stems. Handout 8: Discussion Response Sentence Stems. Activity 17: Strategic Conversations. Handout 5: Strategic Conversations for Questioning and Extending Thinking—Middle Section.*

Explain:
By implementing AZPLS teaching and learning strategies you can work through roadblocks for extended discussion of text meaning and interpretation. For example, as students talk, teachers can gain a greater understanding of students' mastery of the subject matter. But talk does not just happen. Teachers must establish purposes for the classroom talk, provide scaffolds such that the |

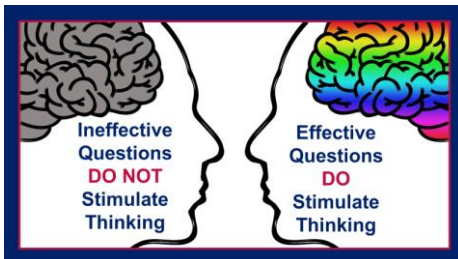|	
	talk remains academic in nature, and allow students opportunities to talk. When these structures are in place, classroom talk becomes a regular feature of the learning environment (Frey and Fisher, 2011). Explicitly teach your students structured academic conversation protocols. For active listening, teach them a gesture to show they are listening. That could be a head nod, thumbs up/thumbs down, sign language for yes/no, or any sign that works with your students. Explicitly teach answering questions in complete sentences. For example: What are the three factors of structured academic conversation? Answer: The three factors of structured academic conversation are establish purpose, provide scaffolds, and allow opportunities for discussion. This strategy improves the teaching and learning process and supports the learning connection for students. Saying and hearing answers in complete sentences is foundational to retaining information. Model these practices throughout the day and provide structured discussion activities. The more opportunities students have to practice active listening and answering questions with complete sentences, the quicker it will become routine. **Handout 8: Discussion Response Sentence Stems** can be shared with your students to scaffold their participation in discussions. Teach them how to use each discussion response stem category and provide them opportunities to practice. Review **Handout 8: Discussion Response Sentence Stems** and share your thoughts on how structured academic conversation can support students in all classes and discuss the benefits of all teachers using this strategy. *Participants will practice this strategy in an upcoming activity.* Using **Handout 5: Strategic Conversations for Questioning and Extending Thinking**, record your notes in the middle section, Questioning and Extending Thinking Strategies.
Slide 14 	*Activity 18: Effective Questions. Handout 5: Strategic Conversations for Questioning and Extending Thinking.* **Explain:** Keep in mind that to encourage structured academic conversation, you must ask questions that stimulate thinking. Ineffective questions lead to dead ends in discussions. Examples of ineffective questions include questions with simple yes-no answers, questions that are too vague or unclear, and questions that are leading and provide the answer. Effective questions lead to thoughtful, sustained discussions developed from thoughtful lesson planning. Preparation involves selecting and developing questions that can stimulate students to

	think reflectively about the text and make high-level connections or inferences. Add effective questions to your lesson plans. Examples of effective questions include questions beginning with Why—How would you explain—What is the importance of—What is the meaning of. These questions promote analytical thinking.
	Other questions that promote higher level thinking include questions that compare and contrast like What is the difference between—What is the similarity between; questions that explain cause and effect like What are the causes/results of—What connection is there between; and questions that clarify like What is meant by—Explain how.
	Share your thoughts on how effective questioning can support students in all classes and discuss the benefits of all teachers using this strategy. Using **Handout 5: Strategic Conversations for Questioning and Extending Thinking**, record your notes in the middle section, Questioning and Extending Thinking Strategies.
Slide 15 **Webb's Depth of Knowledge** 1. Recall and Reproduction 2. Skills and Concepts 3. Strategic Thinking and Reasoning 4. Extended Thinking	*Activity 19: Think, Write, Pair, Share. Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy. Handout 10: Think, Write, Pair, Share. Activity 20: Strategic Conversations. Handout 5: Strategic Conversations for Questioning and Extending Thinking—Middle Section.* **Explain:** To help you identify effective discussion questions at various levels of learning in all classes and what students could do to demonstrate their understanding, look at **Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy.** First, I will introduce each level, then we will connect the levels to practice. Each level is categorized by different levels of cognitive expectation, or depth of knowledge. Each level offers potential activities and possible products to demonstrate understanding. Page 9A, Level 1, involves basic tasks that require students to recall or reproduce knowledge and/or skills. It may also involve use of simple procedures or formulas. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be figured out or solved. Pages 9B and 9C show the Hess Cognitive Rigor Matrices for English Language Arts, History, Social Studies, Math, and Science that matches the Revised Bloom's Taxonomy and Webb's Depth of Knowledge Level 1: Recall and Reproduction. Page 9D, Level 2, includes the engagement of mental processing beyond recalling, reproducing, or locating an answer. At this level, students are asked to transform/process target knowledge before responding. Example mental processes that often denote this

particular level include summarize, estimate, organize, classify, extend, and make basic inferences.

Pages 9E and 9F show the Hess Cognitive Rigor Matrices for English Language Arts, History, Social Studies, Math, and Science that matches the Revised Bloom's Taxonomy and Webb's Depth of Knowledge Level 2: Skills and Concepts.

Page 9G, Level 3, includes key markers for stating one's reasoning and providing relevant supporting evidence of tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. Level 3 tasks and classroom discourse focus on in-depth understanding of one text, one data set, one investigation, or one key source.

Pages 9H and 9I show the Hess Cognitive Rigor Matrices for English Language Arts, History, Social Studies, Math, and Science that matches the Revised Bloom's Taxonomy and Webb's Depth of Knowledge Level 3: Strategic Thinking and Reasoning.

Page 9J, Level 4, includes curricular elements that demand extended and integrated use of higher order thinking processes such as critical and creative-productive thinking, reflection, and adjustment of plans over time. Students are engaged in conducting multi-faceted investigations to solve real-world problems with unpredictable solutions. Employing and sustaining strategic thinking processes over a longer period to solve the problem or produce an authentic product is a key feature and typically includes authentic problems and collaboration within a project-based setting (Hess, 2013).

Pages 9K and 9L show the Hess Cognitive Rigor Matrices for English Language Arts, History, Social Studies, Math, and Science that matches the Revised Bloom's Taxonomy and Webb's Depth of Knowledge Level 4: Extended Thinking.

We are going to use **Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy** and **Handout 10: Think, Write, Pair, Share.** This modification of Think, Pair, Share provides students time to think about the task or problem individually and write their thoughts. Then, students work in pairs to solve the task or problem, and finally, share their ideas with the class.

Individually, think of a grade level topic that will be covered with your students. Use **Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy** to create a product, activity, and question for each level. Write them in the levels on **Handout 10: Think, Write, Pair, Share.**

	When all individuals are ready: Review your work with a partner and discuss the benefits of collaboratively using Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy to teach all students. *When all pairs are ready:* Share your work and thoughts with your Collaborative Team. *When all teams are ready:* Share your thoughts on how Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy and the Think, Write, Pair, Share strategy can support students in all classes and discuss the benefits of all classes using these strategies. Using **Handout 5: Strategic Conversations for Questioning and Extending Thinking**, record your notes in the middle section, Questioning and Extending Thinking Strategies.
Slide 16 	*Activity 21: Learning Connection. Learning Connection Posters. Handout 2: Arizona English Language Arts Standards. Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy.* **Explain:** Let's build on this by putting our learning into practice. There is a Learning Connection poster for each grade level, and each poster provides a basic example. The Learning Topic is from the Arizona English Language Arts Standards for your grade level. The Learning Goal states the intended learning outcome that connects to the Standard. The Criteria for Success states what needs to be accomplished to reach the Learning Goal. The Learning Task describes the activity to promote learning and provide evidence of student understanding. The Discussion Question provides an example to extend thinking and develop ideas for understanding the content. Go to the **Learning Connection Poster** for your grade level. Read the example. In your team, count off by twos. Group 1 will take two content areas, and Group 2 will take the other two content areas. Think of a Learning Topic in your curriculum and grade level. Use **Handout 2: Arizona English Language Arts Standards and Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy** to create your own examples for Literacy, Mathematics, Science, and Social Studies. The intention is to identify the basic connection of a

	Learning Topic to a Learning Goal, Criteria for Success, Learning Task, and Discussion Questions. *When all teams are finished:* Review all the poster examples for your grade level, then return to your seats. We will continue working with the posters in a few minutes.
Slide 17 Student Impact Implementation Action Planning	*Activity 22: Student Impact and Implementation. Handout 5: Strategic Conversations for Questioning and Extending Thinking—Bottom Section. Activity 23: Action Planning. Action Planning Wall.* **Explain:** Using the bottom section of **Handout 5: Strategic Conversations for Questioning and Extending Thinking**, finish the if/then sentence stem to discuss the student impact of collaboratively using peer feedback strategies. Then, as a team, choose one module questioning and extending thinking strategy to implement across your grade level next week. *When all teams are finished:* Answer the action planning question: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based questioning and extending thinking strategies? Recorders, using the half sheets of paper and markers, add your teams' needs under the **Action Planning Wall Heading: Questioning and Extending Thinking**. *When all teams are finished:* Reporters, share the support your teams need for collectively implementing questioning and extending thinking strategies.
Slide 18 Learning Goals and Criteria for Success — Descriptive Feedback — Self- and Peer Assessment Learning Progressions — Key Attributes — Collaboration	*Anchor Poster 5: Dimensions of Formative Assessment. Activity 24: Strategic Conversations. Handout 11: Strategic Conversations for Providing Feedback to Students—Top Section.* **Explain:** The key attributes of the Dimensions of Formative Assessment were introduced in Module 3. In Module 4, we identified Learning Progressions as connections to the Arizona English Language Arts Anchor Standards across content areas and grade levels. We associated Learning Goals with what students are to know and be able to do by the end of a learning period and Criteria for Success with what successful achievement of the Learning Goal looks like. Today, we are going to extend our learning and relate Descriptive Feedback to what was done well, what needs improvement, and how to improve (Black, et al, 2003; Dixon, 2005; Hattie and Timperley, 2007). Self- and Peer Assessment will enable you to independently assess your own work and other Collaborative Teams' work by identifying how well the Tasks and Activities reflect the Learning Goals and Criteria for Success. We will

	extend that to include providing feedback to revise it accordingly. Think about the various ways feedback can be provided. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response (Hattie, 2007). With your team members, share one feedback strategy currently being used with your students. Use the top section of **Handout 11: Strategic Conversations for Providing Feedback to Students** to record the shared strategies.
Slide 19 Descriptive Feedback 	*Activity 25: Descriptive Feedback. Formative Assessment Guide. Activity 26: Strategic Conversations. Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section.* **Explain:** The purpose of feedback is to help the learner get from where he is currently to where he needs to be (Hattie, 2007). It's more than "It's great!" or "It needs work." There needs to be a specific note that moves learning forward. The Descriptive Feedback Rubric on page 13 of the **Formative Assessment Guide** centers on the teacher's role in providing focused feedback to individual students or small groups of students on a specific piece of work. Feedback should link to the Learning Goal and Criteria for Success with evidence that the students attended to the feedback by revising work. Read the paragraph at the top of page 13 in the **Formative Assessment Guide** and scan the rubric. When you are finished, discuss how descriptive feedback could be used to support student learning. Record your thoughts in the middle section of **Handout 11: Strategic Conversations for Providing Feedback to Students**.
Slide 20 TEAMWORK	*Activity 27: Self-Assessment. Formative Assessment Guide. Activity 28: Learning Connection. Learning Connection Posters. Handout 12: Self-Assessment and Peer Feedback. Activity 29: Strategic Conversations. Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section.* **Explain:** Collaboration is key to accomplishing the best outcome for all students. An essential part of implementing the Dimensions of Formative Assessment is to work within your Collaborative Team and with other Collaborative Teams. To do that you must be willing to assess your own work and accept feedback from your peers. To understand how this works, we are going to break down the process into three steps.

	Step One: You are going to assess your own team's work. The Self-Assessment description at the top of page 15 in the **Formative Assessment Guide** states: Self-assessment is important because it provides students with an opportunity to think metacognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning. Scan the rubric on page 15, then go back to your **Learning Connection Poster**. Use **Handout 12: Self-Assessment and Peer Feedback** to determine how well you included each feature of Learning Goals, Criteria for Success, Tasks and Activities, and Questioning Strategies. Work together as a team. Each team member should record the team's thoughts on **Handout 12: Self-Assessment and Peer Feedback** under Self-Assessment Notes only. *Stress the importance of everyone completing the Self-Assessment column. This is essential for Step Two.* *When teams are finished:* At the bottom of **Handout 12: Self-Assessment and Peer Feedback** under Self-Assessment, discuss and record one element your team did well, one element you need to work on, and one step you can take to improve. *When teams are finished:* In the middle section of **Handout 11: Strategic Conversations for Providing Feedback to Students** discuss how self-assessment could be used to support student learning and record your notes.
Slide 21 Peer Feedback	*Activity 30: Peer Feedback. Formative Assessment Guide. Activity 31: Peer Feedback for Learning Connection. Learning Connection Posters. Handout 12: Self-Assessment and Peer Feedback. Activity 32: Peer Feedback Review. Handout 12: Self-Assessment and Peer Feedback. Activity 33: Strategic Conversations. Handout 11: Strategic Conversations for Providing Feedback to Students— Middle Section.* **Explain:** **Step Two:** You are going to offer peer feedback. First, read the paragraph at the top of page 14 in your **Formative Assessment Guide** and scan the rubric. *When teams are finished:* Partner with another Collaborative Team. Each person trades **Handout 12: Self-Assessment and Peer Feedback** with a member of their partner team. Go to your partner team's **Learning Connection Poster**. Using your partner team's **Handout 12: Self-Assessment and Peer Feedback**, go through the assessment process. Record your thoughts under Peer Feedback. Remember this is descriptive feedback pertaining to the features of these Dimensions of Formative Assessment. Do this even if you agree with the self-assessment.

	When teams are finished: Go to your partner team and trade back your **Handout 12: Self-Assessment and Peer Feedback**. With your own team, review their peer feedback for your work. Look at the bottom of **Handout 12: Self-Assessment and Peer Feedback** under Peer Feedback. Record one element your partner team identified that you did well, one element they identified that you need to work on, and one step you can take to improve. *When teams are finished:* In the middle section of **Handout 11: Strategic Conversations for Providing Feedback to Students** discuss how peer feedback could be used to support student learning and record your notes.
Slide 22 Peer Support	*Activity 34: Peer Support. Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices, and Revised Bloom's Taxonomy. Handout 12: Self-Assessment and Peer Feedback. Learning Connection Posters. Activity 35: Peer Support Response. Handout 8: Discussion Response Sentence Stems. Learning Connection Posters. Activity 36: Strategic Conversations. Handout 11: Strategic Conversations for Providing Feedback to Students—Middle Section.* **Explain:** **Step Three:** Peer feedback extends to peer support. Use **Handout 9A–9L: Webb's Depth of Knowledge, Hess Cognitive Rigor Matrices**, **and Revised Bloom's Taxonomy**; **Handout 12: Self-Assessment and Peer Feedback**; and your partner team's **Learning Connection Poster**. For each subject area, formulate one effective question that supports the team's work and will help them move their thinking forward. Write your questions on sticky notes and stick them on your partner team's poster. *When teams are finished:* Go back to your own **Learning Connection Poster** and review the questions. Use **Handout 8: Discussion Response Sentence Stems** to formulate responses to the questions. *When teams are finished:* Partner teams get together first at one team's **Learning Connection Poster.** You are going to practice questioning and extending thinking. Ask the questions one at a time and allow the receiving team to respond using the discussion response sentence stems. Discuss how well the questions and responses moved learning forward. Then, move to the partner team's **Learning Connection Poster** so you can respond to the questions using discussion response sentence stems. Discuss how well the questions and responses moved learning forward. *When teams are finished:* In the middle section of **Handout 11: Strategic Conversations for Providing Feedback to Students** discuss how peer support could be used to aid student learning with formulating effective questions and discussion response sentence stems.

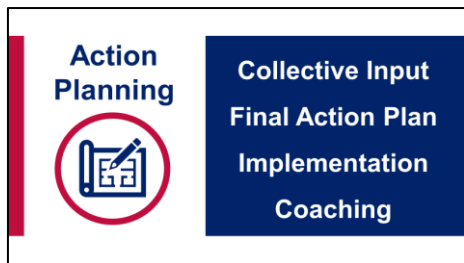|	
Slide 23 Student Impact Implementation Action Planning	*Activity 37: Student Impact and Implementation. Handout 11: Strategic Conversations for Providing Feedback to Students—Bottom Section. Activity 38: Action Planning. Action Planning Wall.* **Explain:** Using the bottom section of **Handout 11: Strategic Conversations for Providing Feedback to Students**, finish the sentence stem for the if/then statement to discuss the student impact of collaboratively using peer feedback strategies. Then, as a team choose one module feedback strategy to implement across your grade level next week. Finally, answer the action planning question: What is needed to create, support, and sustain a schoolwide effort to collaboratively use evidence-based feedback strategies? Recorders, using the half sheets of paper and markers, add your teams' needs under the **Action Planning Wall Heading: Providing Feedback to Students**. *When teams are finished:* Reporters, share the support your teams need for collectively implementing feedback strategies.
Slide 24 Your Collaboration Skills	*Activity 39: Collaboration Skills. Handout 13: Collaboration Skills.* **Explain:** You participated in many collaborative activities today. Take a moment to reflect on your personal collaboration skills. Turn to **Handout 13: Collaboration Skills** and complete the checklist. Discuss how each team member's participation supported each other and the work of your Collaborative Team.
Slide 25 Action Planning Collective Input Final Action Plan Implementation Coaching	*Handout 14: Module 5 Action Plan.* **Explain:** Today, you continued creating a sustainable schoolwide collaborative learning culture with collective use of providing opportunities for extended discussion of text meaning and interpretation teaching and learning strategies to increase literacy achievement for all students, including students with specific learning disabilities. The Building Leadership Team will review your input and synthesize the information to create measurable Action Plan items for Module 5. The final Action Plan will be shared with every team. These are the items that everyone will work toward while implementing your Collaborative Team's specific module strategies. Your AZPLS Coach will provide support for both activities. **Handout 14: Module 5 Action Plan** is the form the Building Leadership Team will use.

Slide 26 **Supporting Literacy Achievement** **For All Students**	**Explain:** AZPLS is rooted in systems change to increase literacy achievement for every student in every class. Your encouragement of each other, the care in your implementation of teaching and learning strategies, and the inclusive practices in all classes provide the support every student needs to grow their literacy skills.
Slide 27 Arizona Department of Education Exceptional Student Services	*Optional Professional Learning Survey: Ask participants to complete surveys before they leave.*