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

Module 1
Introduction

Rooted in Systems Change

Facilitator Guide

ARIZONA PROFESSIONAL LEARNING SERIES OVERVIEW

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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 1

Module 1 introduces the staff to the systems change process that provides research-based elements collectively leading to success. The elements include professional learning, team structure, coaching, data collection and analysis, leadership, and action planning. Each element is essential to driving the systems change process and the implementation of strategies to increase literacy achievement for all students.

USING THIS FACILITATOR GUIDE

This facilitator guide provides the information necessary to prepare for and facilitate the module. All printable materials are underlined. Prior to the professional learning, facilitators should:

1. Read the complete guide.

2. Preview videos, if included.

3. Prepare materials for activities.

4. Print posters and Participation Packet with handouts.

MATERIALS

It is recommended to provide each participant with a binder to keep all module Participant Packets with handouts organized and available for use.

Computer, projector, screen, and speakers
Tape
Fine Tip Markers
Binders for Participant Packet with handouts

POSTERS: Print one each in color.
It is recommended to laminate the Anchor Posters, as they will be used with every module.

Anchor Poster 1: Arizona Professional Learning Series Module Overview

Anchor Poster 2: Arizona English Language Arts Anchor Standards

Anchor Poster 3: Three Questions

Poster 4: Growing Systems Change Tree

PARTICIPANT PACKET WITH HANDOUTS: 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: AZPLS Program Design Overview

Handout 4: Inclusive Practices and Collaboration Staff Perception Survey

Handout 5a: Student Perception Survey Grades 3-8

Handout 5b: Student Perception Survey Grades K-2

Handout 5c: Student Perception Survey Poster Grades K-2

Handout 6: Parent Perception Survey

Handout 7: Standards - School - AZPLS Alignment

Professional Learning Survey: *Optional*

ACTIVITY PREPARATION
Activity 1 - Slide 11: Surveys are used to uncover answers to specific questions about the school's practices for supporting equitable student learning opportunities. A specific survey is designed for each stakeholder group of parents, students, and staff. The survey results will be discussed and analyzed in Module 2.

Facilitate table groups in reviewing and discussing each survey in Handouts 4-6. Explain that each survey question identifies specific elements of inclusionary practices. The student surveys include one for grades 3-8 and one for grades K-2. The K-2 survey includes an emoji poster to help teachers guide students through the survey.

The answers to the first surveys will be the baseline. The expectation is results will improve over time. The highest rating is desired and will be attained over the course of the professional learning implementation.

Prior to the professional learning, coordinate with the principal to determine logistics for survey administration, survey collection, and the summary of findings for the next module professional learning. You may want to include the staff in deciding how this will be accomplished.

Activity 4 - Slide 15: Display Poster 4.
Print in color and cut out individual <u>leaves</u>.
Provide one green leaf for each participant.
Participants reflect on how implementation of
the AZPLS will take root and provide growth
for them, their students, and their families.
They will write one thing they are looking
forward to on a leaf and attach it to the tree
poster.

Save the completed tree poster and display it
in a prominent place for participants to view
after the professional learning.

OPTIONAL MOTIVATIONAL MATERIALS
Slide 15: Give participants Seeds of Change
Packets to promote the systems change that
will increase achievement for all students.

Print <u>Seeds of Change Packets</u> (one for each
participant).

Cut out individual packets.

Glue three edges of front and back packets
together (both sides and bottom).

Fill packet with sunflower seeds.
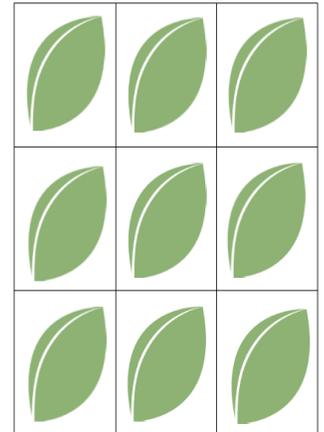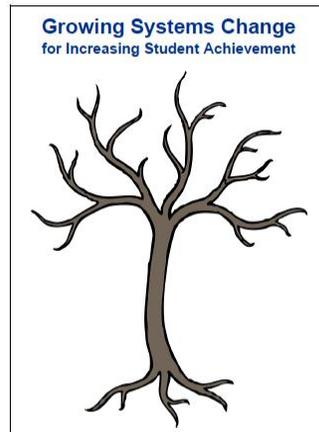
Tape or glue the top edge.

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

Hang Anchor Posters in front of room.

Set up tables for small groups with binders of Participant Packets, fine tip markers, tape, and leaf
cutouts.

REFERENCES
<u>Module 1</u>

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: 90 minutes

Agenda Items	Time	Slides	Activities	Materials
Welcome Introductions	3 minutes	1-2		
Module Overview	7 minutes	3		Anchor Poster 1: AZPLS Module Overview
				Handout 1: AZPLS Module Overview
				Anchor Poster 2: Arizona English Language Arts Anchor Standards
				Handout 2: Arizona English Language Arts Anchor Standards
		4		Anchor Poster 3: Three Questions
AZPLS Program Design Overview	10 minutes	5-6		Handout 3: AZPLS Program Design Overview
Team Structure Action Planning Coaching	5 minutes	7-9		
Data Overview Surveys	20 minutes	10-11	Activity 1: Table Talk	Handout 4: Staff Survey
				Handout 5a: Student Survey Grades 3-8
				Handout 5b: Student Survey Grades K-2
				Handout 5c: K-2 Survey Poster
				Handout 6: Parent Survey
Parents Students Shared Leadership	5 minutes	12-13	Activity 2: Triad Discussion	
Standards - School - AZPLS Alignment	20 minutes	14	Activity 3: Think-Write-Pair-Share	Handout 7: Standards - School - AZPLS Alignment

Planting the Seeds of Change	15 minutes	15	Activity 4: Self-Reflection	Poster 4: Growing Systems Change Tree Individual leaves, fine-tip markers, tape Seed Packets *Optional*
Professional Learning Survey *Optional*	5 minutes	n/a		Professional Learning Survey *Optional*

SLIDE-BY-SLIDE SCRIPT WITH NOTES FOLLOW:

The slide-by-slide script provides guidance to facilitators for presenting the module content and leading the learning activities.

Arizona Professional Learning Series: Module 1
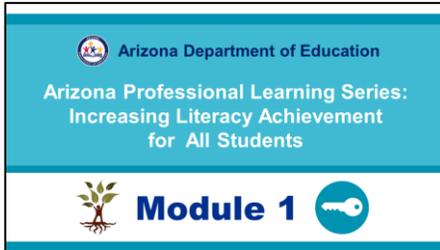
| Slide 1	*Have this slide showing as participants arrive. Begin by introducing yourself.*
Arizona Department of Education **Arizona Professional Learning Series: Increasing Literacy Achievement for All Students** **Module 1**	**Explain:** Welcome to the Arizona Professional Learning Series (AZPLS) to Increase Literacy Achievement for All Students. 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.

Slide 2	**Explain:** This comprehensive professional learning series was developed with and for Arizona schools. It is inclusive of the entire school community. Collaborative involvement includes the district, school staff, students, and parents. The foundation is based on systems change, so the professional learning and implementation is school-wide for grades K through 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.
Professional Learning for Arizona	
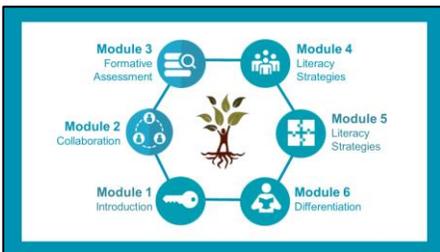
Slide 3	*Describe module content and progression. Refer to Anchor Poster 1. Participants have the same information in Handout 1: AZPLS Module Overview.*
Module 3 Formative Assessment — Module 4 Literacy Strategies — Module 2 Collaboration — Module 5 Literacy Strategies — Module 1 Introduction — Module 6 Differentiation	*Identify the connection of the Arizona English Language Arts Anchor Standards to the module content. Refer to Anchor Poster 2. Participants have the same information in Handout 2: Arizona English Language Arts Anchor Standards.* **Explain:** The module framework progressively builds to sustainable systems change. The organization of the modules, coaching, and implementation provide the structure for increasing knowledge, skills, and achievement. Everyone in the school community is aware and involved in the step-by-step process to implement the common use of specific teaching and learning strategies in every class. **Handout 1** is a brief explanation of the modules and indicates how they build on each other. Module 1 is the introduction and overview of the comprehensive professional learning series. It identifies support for the systems change process through a collaborative culture of high expectations for all students. Module 2 is the connection and collaboration of all general education teachers, special education teachers, content area teachers, parents, and students. You will learn strategies of intentional collaboration to support your collaborative teamwork for collective learning and implementation.

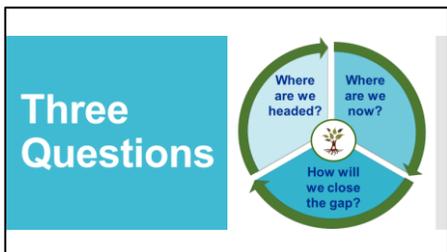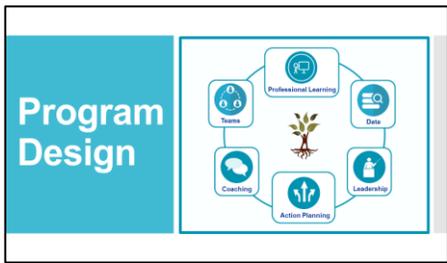|	You will see the connection of using strategies to support the Arizona English Language Arts Anchor Standards, **Handout 2**, in every class, including the content areas. We will refer to these anchor posters and handouts in every module.
	Modules 3 identifies the formative assessment dimensions with learning goals, criteria for success, and strategies to move learning forward for all students. Ongoing classroom data will drive instruction, and your implementation will be supported by your collaborative team and your coach.
	Modules 4 and 5 continue the systems change process by introducing and collaboratively using fundamental literacy strategies to support all students and increase their achievement in all disciplines. Strategies will strengthen vocabulary, comprehension, higher-level questioning, and discussion skills.
	Module 6 examines inclusive practices to meet the needs of all learners by designing your planning and instruction to include differentiated content, process, and product.
	By the end of this professional learning series you will have gained the knowledge and skills to impact literacy learning for every student in all classrooms across your campus.
Slide 4	*Identify how the Three Questions will frame the work. Refer to Anchor Poster 3.* **Explain:** Throughout the modules, we will refer to these three questions to frame our work. Let's use them to look at the big picture. Where are we headed? We want to increase literacy achievement for all students. Where are we now? We need to develop the skills defined in the Arizona English Language Arts Anchor Standards that are essential for all students to succeed in every class. How do we close the gap? Working collaboratively, we will implement the teaching and learning strategies from each module. These strategies will support learning and increase the literacy skills of every student.
Slide 5	*Describe the components of the AZPLS design as school level practices and systems change to close the gap. Participants have the same information in Handout 3: AZPLS Design Overview.* **Explain:** **Handout 3** explains the AZPLS Program Design, a comprehensive plan with checks and balances. The research-based components collectively drive the process that leads to success. Let's look at each component.

Slide 6	**Explain:**
	The overall goal of the series is to increase literacy achievement for all students through professional learning and support for systems change. This growth occurs from strategic implementation, intentional collaboration, and an invested school community.
	Step-by-step procedures provide a solid foundation for the learning of district and building personnel. It provides support for strategic implementation of high-leverage and evidence-based practices for teaching and learning strategies.
	The series reinforces intentional collaboration. It brings all levels of general education, special education, and related service personnel together. District Leadership Teams, Building Leadership Teams, and grade level teams will work together throughout the professional learning. Everyone will continue their collaborative work to intentionally implement and sustain practices leading to successful outcomes for *all* students.
	Investment from the entire school community is a critical component. This includes staff, parents, and students. Everyone understands the purpose for participation, and everyone is committed to the success and sustainability of the process.
Slide 7	*Prior to the professional learning, make sure District Leadership Team and Building Leadership Team members know they will be introduced.*
	Explain:
	The AZPLS design is organized to provide maximum participation and support. All staff are part of a team and have an active role in implementing and sustaining the systems change that will support the increase of literacy achievement for all students.
	The District Leadership Team's (DLT) ongoing role is to support the needs of our school. It is the DLT's responsibility to ensure there will be no obstacles to our implementation. Let's take a moment to recognize the members of our District Leadership Team.
	Will the District Leadership Team please stand to be recognized?
	The Building Leadership Team (BLT) attends and participates with the staff in every module professional learning. The BLT will share each action plan and the school's progress with the DLT.
	Will the Building Leadership Team please stand to be recognized?
	The staff will work in collaborative grade level teams throughout the professional learning and the implementation process. These teams will include general education teachers, special education

	teachers, content area teachers, specialists, and paraprofessionals. Will everyone that will be part of a collaborative team please stand to be recognized? The interaction of our teams and our collective commitment to increase literacy achievement will bring great success to our school community!
Slide 8 	**Explain:** Shared responsibility continues with 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 professional learning. At specific points during the module, the staff will be guided to offer input of ideas and your needs to accomplish module goals. There will be topic headings on the wall for you to post your suggestions. After each professional learning, the BLT will use that information to create the action plan. The focus of each action item must be fully connected to the module content and include specific steps, a timeline, and evidence of progress. The BLT will share the completed action plan with the staff and the DLT. The coach will support the staff throughout their implementation progress.
Slide 9 	*Prior to the training, make sure the coach knows he or she will be introduced.* **Explain:** Our coach is the boots on the ground support for implementation with sustainability and will attend every module professional learning with the BLT and staff. The coach role is critical to supporting collaborative teams through the implementation process by observing and modeling best practices. A Coach Service Delivery Plan will be created directly from the site action plan to assist in whole school, grade level, and individual needs to move the systems change process forward. Everyone will receive coaching support as part of this job-embedded professional learning. Will the Coach please stand to be recognized?
Slide 10 	**Explain:** The AZPLS design includes a comprehensive data collection and analysis plan. Each data piece was created specifically for the Arizona Professional Learning Series to identify progress, drive implementation, and ensure fidelity through the process of systems change. Our coach will oversee the data collections, analyses, and results. That information will be shared with all of you, so you can make decisions that will advance your work.

Slide 11	Activity 1: Table Talk. Review and discuss the surveys using Handouts 4-6. Point out that there is one survey for staff, one survey for students in grades 3-8, one survey for students in grades K-2 that includes a poster for the teachers, and one survey for parents.
	Explain: The first data will be collected between now and our next professional learning with Module 2. You, your students, and their parents will complete surveys regarding the level of inclusive practices in our school. The information will indicate perceptions of the school culture for supporting the concepts that all students can learn, and all students are held to high standards. Analysis of the survey data during the next module will provide a foundational component to creating relationships that promote increased student achievement. This data will provide a baseline. The surveys will be completed again near the end of this school year, then annually thereafter. The data analyses will determine areas for improvement and areas to celebrate. You have a copy of each survey in **Handouts 4-6**. Take a few minutes to review the surveys and discuss at your table.
Slide 12	Activity 2: Triad Discussion. Discuss the value of actively engaging parents and students in the process.
	Explain: "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." ~Jane D. Hall Parents will play an active role in helping their children become more successful in school by contributing to the data and participating in parent meetings that support each module. Parents will learn specific strategies and how to use those strategies at home to support their children. Students will be active participants in the learning process. They will be taught strategies to help them better engage in their individual and collaborative learning. All students will be able to identify learning goals with criteria for success and monitor their own progress in achieving those goals.
Slide 13	**Explain:** Everyone will collaboratively work towards the same outcomes through shared leadership responsibilities and decision making. This inclusiveness ensures everyone will be engaged in fostering an environment that is focused on the success of all students. In the next module, grade level collaborative teams will be established to work together in all module professional learning and support each other in implementation. The format of the

	collaborative teams, BLT, and DLT creates a natural feedback loop where practice informs policy and policy supports practice.
Slide 14 	*Activity 3: Think-Write-Pair-Share. Using Handout 7: Standards – School – AZPLS Alignment, individuals write the school's mission, vision, and current initiatives. Pairs discuss their answers and answer the three questions. Each pair shares their information with another pair. Ask for a few to share with the whole group.* **Explain:** The Arizona Professional Learning Series (AZPLS) is *not* another initiative. It is professional learning that will support and enhance our current initiatives and provide strategies to continue that work. Read the information in **Handout 7**, Standards – School – AZPLS Alignment, and write down our mission, current initiatives, and vision. Next, turn to a partner and discuss your answers. Together, answer the questions at the bottom of the handout: 1. How does the AZPLS fit our mission and vision? 2. How is our school meeting our current initiatives? 3. How could the AZPLS support our current initiatives? Partners, share your answers with another pair. Identify how it all ties together and how the AZPLS supports and enhances the needs of our school and community.
Slide 15 	*Activity 4: Self-Reflection. Participants reflect on how their professional learning will take root and provide growth for them, their students, and their families. On an individual leaf at their tables, participants will write one item they are looking forward to as a result of this professional learning series. The leaves will be attached to Poster 4: Growing Systems Change Tree.* **Explain:** Today, you planted the seeds of systems change to increase literacy achievement for your students. Take a moment and think about how this professional learning will take root and provide growth for you, your students, and their families. There are green leaves and markers on your tables. Please take a leaf, write down one thing you are looking forward to with this professional learning series and attach it to the tree poster.

Optional Professional Learning Survey: Ask participants to complete surveys before they leave.