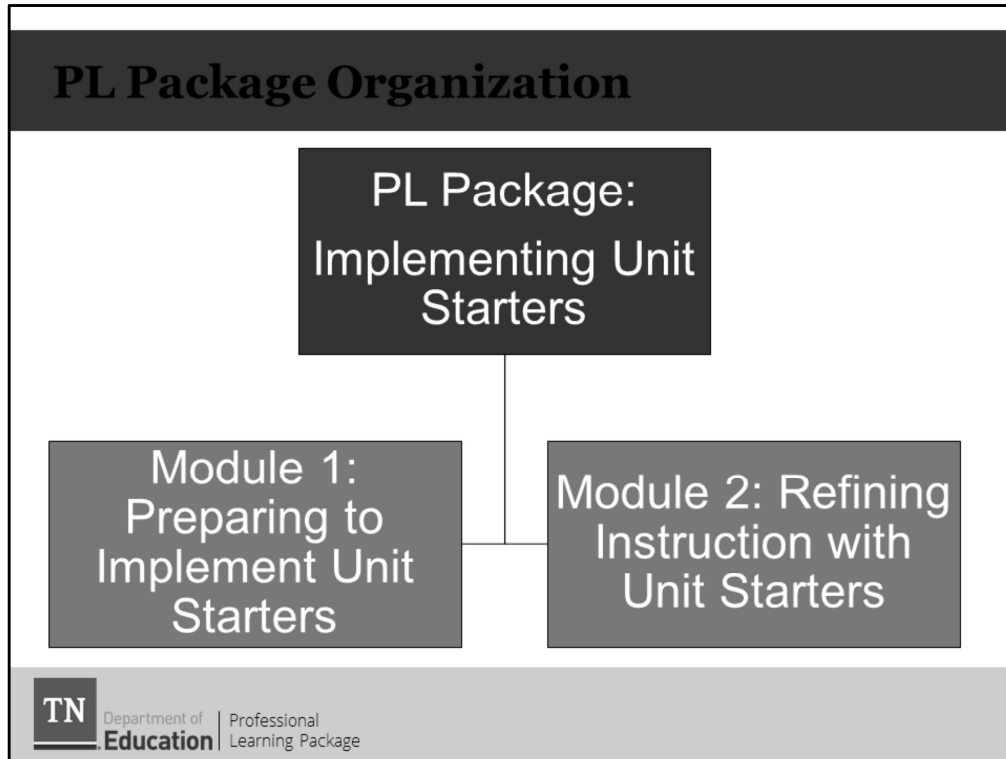




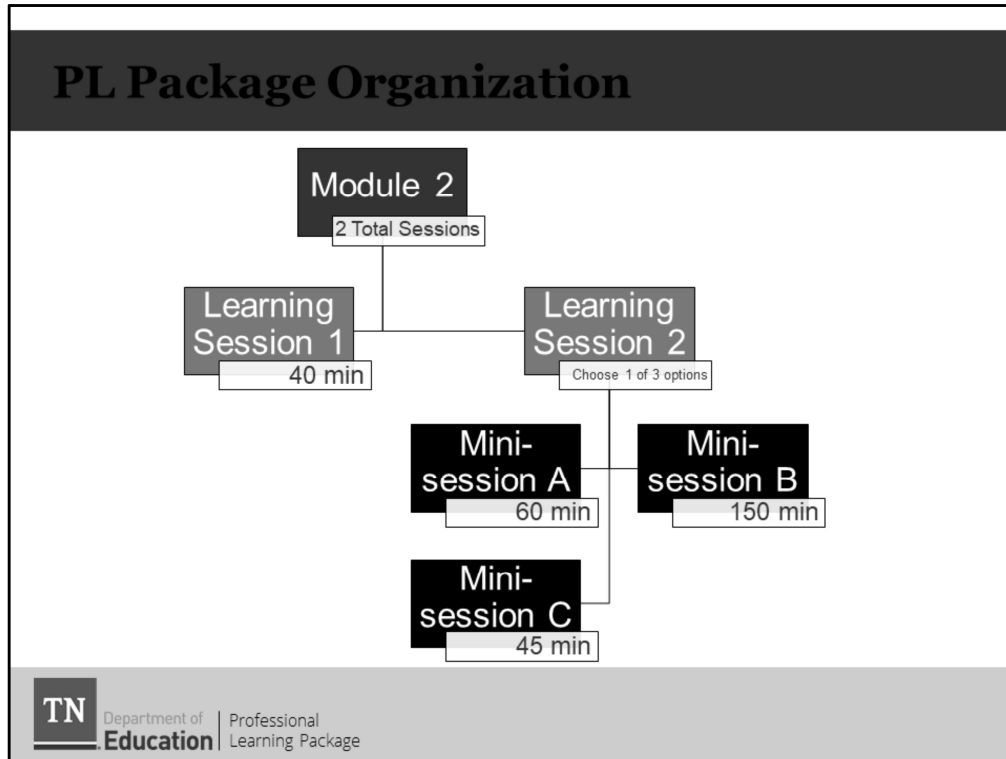
Professional Learning Package: Implementing Unit Starters



Time: 1 min (*amount of time needed for this slide*) – 0:01 (*at the end of this slide, this is how much total time will have passed in the Learning Session*)

Script: “We are starting the second module of this Professional Learning Package. The first module focused on preparing educators to teach with Unit Starters. This second module is intended to support educators in reflecting on and refining instruction now that we have experience teaching with a Unit Starter.”

Additional Facilitator Information:



Time: 1 min – 0:02

Script: “Similar to the first module of this PL Package, this second module is also broken into learning sessions. This module has two learning sessions. The first learning session is 40 min. For the second learning session, educators have three options for how they want to engage in learning. Each option takes a different amount of time. While the mini-sessions are designed for educators to choose just one, educators can explore materials from the other mini sessions if they wish.”

Additional Facilitator Information: Discuss with educators the format that you will use to complete this PL Package. Will you complete all the Learning Sessions in one sitting during a whole day? Will you complete them over time?



Module 2:
Refining Instruction
with Unit Starters
Learning Session 1

Module 2 Learning Sessions

Session	Guiding Questions
1	<ul style="list-style-type: none">• What growth did students make as a result of engagement with the Unit Starters?• What growth did I make as a teacher as a result of engagement with the Unit Starters?
2	<ul style="list-style-type: none">• How can I refine my instruction moving forward?

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Time: 1 min – 0:03

Script: “The first learning session in this module centers around two guiding questions. We’ll look at student data during the first learning session, reflect on student growth, and reflect on our own growth as teachers. In the second learning session, we will talk specifically about how we can refine our instruction moving forward using resources and ideas from the Unit Starters.”

Additional Facilitator Information:

Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Keep students at the center.



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Time: 1 min - 0:04

Script: "Let's take a moment to review our group norms so we can all engage in a productive learning experience..."

Additional Facilitator Information: Add further group norms if desired

Learning Session 1

- Guiding questions:
 - What growth did students make as a result of engagement with the Unit Starters?
 - What growth did I make as a teacher as a result of engagement with the Unit Starters?

Time: 1 min – 0:05

Script: “The guiding questions for this Learning Session are: 1) What growth did students make as a result of engagement with the Unit Starters? 2) What growth did I make as a teacher as a result of engagement with the Unit Starters? The focus of this session is to think about the impact that teaching with the Unit Starter had on both students to teachers.”

Additional Facilitator Information:

Student Work Analysis

- Review the **end-of-unit tasks** that students completed. Choose three pieces of work that represent students who showed **significant growth** during the unit.
- As you consider these student work samples, discuss the following questions:
 - Which lessons contributed most to the knowledge these students built? Why?
 - What is next for these learners? What kind of knowledge or skills can these students deepen or apply in new ways?

Time: 10 min – 0:15

Script: “Let’s look at the details for our student work analysis activity on the slide.”

Additional Facilitator Information: Read the directions and facilitate the activity. If needed, help teachers choose pieces of student work for this reflection. Remind teachers to choose student work examples that students completed independently. Have teachers discuss the reflection questions with a partner or in a trio. Invite a few educators to share a summary of their responses with the whole group.

Student Work Analysis

- Choose three more pieces of work that represent students who showed **limited growth** during the unit.
- As you consider these student work samples, discuss the following questions:
 - What knowledge or skills did these students develop? How can this new knowledge and skill be built upon?
 - What kind of support do these students need? What knowledge or skills do these students still need to develop?

Time: 10 min – 0:25

Script: “Now let’s work through the same process with students whose products showed limited growth.”

Additional Facilitator Information: Read the directions and facilitate the activity, which is similar to the activity on the previous slide. Have educators discuss responses with a partner or in a trio and then invite some educators to share a summary of their responses with the whole group.

Teacher Reflection

- What similarities were there between my instruction with the Unit Starter and the way I previously approached instruction?
- How did my instruction with the Unit Starter look and feel different from the way I previously approached instruction?
- What did I learn from teaching with the Unit Starter? Where did I grow as a teacher?
- What do I want to learn about next? Where do I want to continue to grow?

Time: 10 min – 0:35

Script: “We just spent time thinking about how teaching with the Unit Starter impacted students’ learning. Now, let’s reflect on how it influenced our understanding and growth as teachers.”

Additional Facilitator Information: Read the reflection questions aloud. Have educators discuss their ideas with a trio. Then have each educator share one of their responses with the whole group. Allow 6 min for small group conversation and 4 min for group sharing.

Learning Session Summary

- In **Learning Session 1**, we addressed these questions:
 - What growth did students make as a result of engagement with the Unit Starters?
 - What growth did I make as a teacher as a result of engagement with the Unit Starters?
- In **Learning Session 2**, we will address these questions:
 - How can I refine my instruction moving forward?



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Time: 1 min – 0:36

Script: “Please take a moment to read the recap of the questions we explored in the first session and the question that we will explore in the 2nd learning session.”

Additional Facilitator Information: Quickly review the questions that were discussed in this learning session and preview the questions that will be addressed in the next learning session.



Time: 1 min – 0:37

Script: “Just like in Module 1, each learning session in Module 2 closes with an activity titled ‘Learning to Application’. These activities are designed to help everyone build on the knowledge they developed during the learning session and prepare for the next one.”

Additional Facilitator Information:

Learning to Application

Prior to our next Learning Session:

- Continue to reflect on the teaching and learning that occurred as a result of instruction with the Unit Starter. Specifically consider this question:
 - **What do I want to do next?** How can I take what I've learned from teaching with the Unit Starter and use it to strengthen my instruction moving forward?

Time: 1 min – 0:38

Script: “Let’s take a look at the details on the slide to consider next steps prior to the next learning session.”

Additional Facilitator Information:

Now what?

- So you have taught a *Teaching Literacy in Tennessee* Unit Starter...What do you want to do next?
- Consider these options and mini-sessions for support:
 - **Mini-Session A:** Teach another *Teaching Literacy in Tennessee* Unit Starter
 - **Mini-Session B:** Plan using the Unit Starter and *Teaching Literacy in Tennessee* as a model
 - **Mini-Session C:** Incorporate strategies and ideas (e.g., interactive read aloud, an end-of-unit task, question sequences, etc.) from the Unit Starter into your regular instruction using the resources you already have
- Teams might decide to couple one of these options with a collaborative study of the additional classroom videos found with the Unit Starter PL Package materials found at tn.gov/readtobeready.

Time: 5 min - 0:08

Script: “As we reflect on the Unit Starters, you might be wondering, ‘What can I do to provide these types of learning opportunities for my students again?’ Along with your individual reflection of next steps, there are 3 collaborative mini-sessions to support options that are most commonly chosen by Tennessee educators. Mini-Session A will offer support for teaching another *Teaching Literacy in Tennessee* Unit Starter. Mini-Session B will help us use the *Teaching Literacy in Tennessee* Unit Starter as a planning tool. Mini-Session C will provide more in depth information about how you could incorporate some of the instructional strategies, such as Interactive Read Aloud and Shared Reading into the resources, that we already have. It will also provide more information about possible refinements of these strategies. In addition, we could also couple one or more of these options with a collaborative study of the additional classroom videos found with the Unit Starter PL Package materials found at tn.gov/readtobeready. There is a video viewing guide that we are able to use alongside the videos.”

Additional Facilitator Information: Teaching teams will have to communicate about how to move forward in the next learning session. All teachers may decide on one option. Or, some teachers may choose one mini-session and other teachers want another. Or, educators may decide they want to work through all three of them and then decide which path they want to take moving forward. If you split up, make sure each group has a PowerPoint deck and someone serves as the designated facilitator. Five minutes is allotted for this slide to allow time for educators to discuss which mini-session(s) they want to

participate in.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork