Illinois Literacy in Action

A Professional Learning Guide for Using
www.illinoisliteracyinaction.org

There are many options for addressing professional learning needs but using a website tool that is grade level specific and allows for choice can be empowering for teachers and literacy leadership. Professional learning Communities/Professional Growth Groups/Communities of Learning are a viable options to guide professional learning

The content for developing a professional learning group using www.illinoisliteracyinaction.org is contained in this guide. While a professional learning group supports a collaborative environment with peers, this guide can support teachers meeting in grade level teams or individually.

Optional Guidance for Conducting the Professional Learning

Session Six (60 Minutes): Aligned Instructional Practices/Resources

Materials: Computer station for each teacher and note taking devices; designed task from last session. This should be a combined effort from teams formed. Optional: print copies of EQuIP Rubrics located here:

K-2 Rubric: http://www.achieve.org/files/K-2ELALiteracyEQuIPRubric-07-18-13_1.pdf
3-12 Rubric: http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf

Prep: Facilitators should review the facilitation process for this session. This session allows for teachers to view units that have already been designed and consider their alignment.

Facilitation:

1. The time allotted for this session is only a suggestion and activities provided may have to be adjusted to meet the needs of your particular setting.
2. Begin Session with teachers sharing thoughts about a resource used based on the previous sessions expectations. For example, select a post question from the previous session to discuss or teachers select a resource they identified and used.
3. Ask teachers to return to their grade level home page. There are dark buttons in the middle of the site's page. The first is titled Grade Level Lesson/Unit Plans. Click to open. The facilitator may wish to open one grade level to share with the whole group and then allow for teachers to explore.
4. Teachers will note they have two buttons at the top for lesson/unit design templates and videos. Click on the lesson design template and select the appropriate grade level EQuIP Rubric. This rubric contains two pages of guidance on how to determine if a unit is already aligned. The second page is for teams that jury units submitted and should be disregarded as it was used by Achieve to rate submitted units. The front side is divided into dimensions and should be the focus of participants.
5. Either print these on 8 ½ x 14 paper or ask participants to partner up and one computer screen remains on the rubric. Participants should be allowed to read through the rubric and note one thing they include in almost all units and one thing that is challenging to include. Turn and talk with their elbow partners.
6. Ask participants who do not have the rubric open on their screen to return to the grade level lessons and unit button from their grade level home page. This should just mean they hit the back arrow button in the URL address.
7. This next step could be used with other unit content such as a district's curricular materials. However, to provide an example, teachers could select Louisiana Exemplars. These are grade level specific. Partners select one unit to open and then select the very first lesson for that unit.
8. Provide a few minutes for teachers to read through the lesson that is open. They should turn and share the gist of the lesson with one another; just the key points.
9. Teachers then dig deeper by returning to the EQuIP Rubric and looking at the lesson plan only through the lens of Dimension I. What do they note? Is there true alignment? Could any part of the lesson be revised in order to ensure alignment for Dimension I.
10. If time, ask teachers to finish by viewing the lesson through the lens of Dimension II. Determine if the lesson contains the components that must exist for alignment to Dimension II and discuss any changes that may need to be considered. Continue with the other two dimensions as time permits. If time is short, ask teachers to complete the rest of this task on their own.
11. To extend the learning, ask participants to insert activities/strategies into the unit that align to the rubric and standards and to implement the unit with their class.

12. All participants should use another meeting to share the data gathered (formative assessment, teacher notes, student artifacts) after implementing the updated, aligned unit. The key learning questions covered during this time should be 1) over time, did student growth occur? and 2) how does the teacher know? What are system is in place to provide constructive feedback for the participants and how will it be utilized?

13. Finalize the time left or assign the task of completing a survey regarding use of the website as a PLC tool and reflect on the activities/strategies. Did they align to the shared goals of teacher/student learning? Some questions that can be sent to them via www.surveymonkey.com are the following:

    a. Using a scale of 1 – 5, with five being the highest possible score, rank each of the following statements:

        i. The content of this professional learning provided me with appropriate grade level materials.

        ii. The content of this professional learning provided me with a better understanding of the implementation of Illinois Learning Standards.

        iii. The content of this professional learning provided me with opportunities to collaborate with peers about content.

        iv. There is a system of constructive feedback in place and available for my participation.

        v. The facilitation of the professional learning provided me with an opportunity to engage more fully with peers and the content of the standards.

        vi. The facilitation of the professional learning provided me with an understanding of how to professional learning goals with student outcomes.

    b. Ask participants to determine how their professional learning will continue by setting up individual and team goals using resources from the site.

Shared Goals Worksheet

Teacher Learning Goals	Anticipated Student Learning Goals
Session 1:	Session 1:
Session 2:	Session 2:
Session 3:	Session 3:
Session 4:	Session 4:
Session 5:	Session 5:

Suggested Evaluation Worksheet of Professional Learning

Session Six: Aligned Instructional Practices/Resources

1. Using the goal planning worksheet, what goal did you set for yourself for professional learning AND intended student goals? For example, you could state: "A goal of mine is to understand the dimensions in the EQuIP Rubric and review a unit to ensure alignment in Dimension II. The aligned goal for students might be: "Students' literacy skills will increase overall."

2. What strategies will be used to meet these goals? For example, teachers will evaluate units to ensure alignment to the standards and the EQuIP Rubric.

3. How will student results be measured? For example, teachers select a unit to implement that they have crosschecked with the EQuIP Rubric for alignment. Teachers carefully track student progress as it relates to one dimension from the EQuIP Rubric, such as collaborative conversations.