

Literacy in History/Social Studies, Science, and Technical Subjects

**College- and Career-Ready Standards
Implementation Team Grades 6-12
Quarterly Meeting – Session 3**

Facilitator's packet

This Professional Development

IS

- Meant for group learning
- Meant to be guided by a facilitator
- Meant to be interactive

IS NOT

- Meant for individual study
- Meant to be viewed alone
- Meant to be a "sit and get"



Facilitator's Role

- Serve as guide throughout the PD
- Pause PowerPoint at specified times for discussion and practice
- Time activities
- Clarify when necessary
- Record questions



Prior to the Session

- Consider the amount of time that you have for the session and determine the content that you will cover.
- Review all notes thoroughly and prepare to pause and advance slides as indicated in the notes. **Pause by right clicking and selecting “Pause”.**
Resume by right clicking and selecting “Resume”
- Gather all materials for the session. Participants will need
 - Copy of the PowerPoint handouts (3 per page) for taking notes
 - Copy of the Literacy Standards for History/Social Studies, Science, and Technical Subjects
 - Handouts for Close Reading
 - Chart paper, markers, sticky notes, highlighters for recording group discussion.
- Arrange the room to support group discussions and ease of movement
- Plan how you will transition to different groups (Example: colored table tents to indicate where different groups should relocate)
- Check equipment (sound, internet access)
- Welcome participants as they arrive!!
- Ask participants to sit in LEA teams. The first section will have discussion among LEA teams.

Begin the Session

- Introduce yourself and your role
- Check to see that all participants have everything they need.
- Review the agenda
- Establish parameters for the session. Some *possible* examples:

- Schedule (stick to it!)
- Creature comforts (restroom, snacks)
- Technology (phones, i-Pads, computers)
- Communication (listening, participation in group discussions, side bar conversations)
- Remind participants to make notes during the content section of any questions or anything that they want to discuss/clarify.
 - Suggestion: X Marks the Spot
 - X = new consideration or new idea
 - ? = something that needs clarification
 - ! = something you really support

Professional Development Standards

Research has shown that successful professional learning requires a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement,” *Learning Forward*.

Learning Forward’s Standards for Professional Learning (revised 2011) outline characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.