



## SESSION GOALS

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### Experiential Outcomes

- Feel hopeful about opportunities to develop and strengthen our individual and collective leadership
- Feel intentional about how we use our time together
- Feel inspired by the learning we have done together and the opportunities that are ahead

### Practical Outcomes

- Set the vision
- Explore the Framework
- Identify components of culturally sustaining instruction
- Identify key components for managing change

## SESSION FLOW

	<b>Introduction and Welcome</b> (5 minutes)
<b>PART I</b>	<b>Setting the Vision</b> (10 minutes) <ul style="list-style-type: none"><li>- What does equitable and culturally sustaining read aloud/shared reading instruction look like, feel like, and sound like?</li></ul>
<b>PART II</b>	<b>Explore the Framework</b> (10 minutes)
<b>PART III</b>	<b>Diagnosing the Current State of Teaching and Learning</b> (20 minutes) <ul style="list-style-type: none"><li>- What does the teacher say and do?</li><li>- What do students say and do as a result?</li></ul>
<b>PART IV</b>	<b>Set Goals and Create a Plan</b> (10 minutes)
	<b>Q&amp;A</b> (5 minutes)

## **PART I: SET THE VISION**

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### **COMMUNICATE AND ALIGN ON THE VISION**

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#### **Whole Group Reflection**

What does equitable shared reading instruction look like, feel like, and sound like?



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### PART II: Review the Framework

#### Review the *Framework for Teaching and Learning*

What Elements of the Vision do you see in the Framework?

1 = Emerging	2 = Developing	3 = Implementing	4 = Sustaining
<p><b>Books and Materials</b></p> <p><b>A.1 Lesson Alignment</b></p> <p><b>A.2 Materials Support Multimodal Learning</b></p> <p><b>A.3 Diversity of Text</b></p> <p><b>A.4 Materials Extend Learning</b></p>			

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Where there any additional ideas that surfaced from reviewing the framework?

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## PART III: DIAGNOSE THE CURRENT STATE OF TEACHING AND LEARNING

### Trust and Verify the Curriculum

*(For Teacher Reference)*

**Note to Teachers:** This is the completed version of the anchor chart.

How do characters in the stories care for birds?

Title	MAIN CHARACTERS <i>Who are the main characters?</i>	SETTING <i>Where does the story take place?</i>	PROBLEM <i>What is the bird's problem?</i>	SOLUTION <i>Who are the helpers? What do the helpers do?</i>		THE END <i>(resolution) What happens to the bird?</i>
				Who?	Does what?	
<i>The Lion and the Bird</i>			Bird is wounded, so he can't fly away with the other birds. 	The lion 	Bandages the bird's wing and takes care of the bird by keeping it warm in his mane. 	Bird gets better and joins his flock but later comes back. 

### Diving Into the Literature

*The Lion and the Bird.*

Who are the main characters of the text?	What is the problem?	What is the solution/resolution?	What is the lesson learned?



**Classroom Observation**

What does Ms. Stafford say and do?	What do children say and do as a result?



**Based on our work with the *Framework for Teaching and Learning ...***

<p>Where did you see Ms. Stafford embody the vision for Equitable Instruction?</p>	
<p>What do we want to see change for children?</p>	
<p>What does Ms. Stafford need to understand about the vision to engage children differently?</p>	



## **PART IV: SET GOALS AND CREATE A PLAN**

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**Based on our work with the *Framework for Teaching and Learning...***

What indicator would you prioritize for Child Actions?	
What indicator would you prioritize for Teacher Actions?	
What kinds of learning experiences would be beneficial to support Ms. Stafford in shifting her practice?	



## ALIGN SYSTEMS AND STRUCTURES TO THE PLAN

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What types of systems and structures would need to be in place for Ms. Stafford to have these learning experiences?