

Teaching Lab K-12 ELA and Math Curriculum-Adaptive Professional Learning

March 2021

Overview

Teaching Lab's mission is to fundamentally shift the paradigm of teacher professional learning for educational equity. Teaching Lab specializes in curriculum-based professional learning, using their evidence-based model of professional learning, coined *Head, Heart, Habits, and Equity*. Since the pandemic began, Teaching Lab has supported districts and schools in accelerating student learning in K-12 ELA and math to advance educational equity, aligned with all instructional models: remote, hybrid and in-person.

But many school systems have multiple curricula in use so building capacity to implement one curriculum is not practical for them. Our Curriculum-Adaptive Professional Learning Sequence is an answer for these systems.

Teaching Lab's Curriculum Adaptive Professional Learning Sequences offer educators an opportunity to deeply study content and curricula while engaging in cycles of inquiry. Educators work collaboratively to create action plans and apply lessons learned to their unique local contexts. As they execute on their action plans, educators study the impact of their work through reflection and analysis.

As you plan for instructional recovery from COVID-19, [Teaching Lab](#) can help you build the capacity of educators to advance educational equity through instructional improvement.

Goals of K-12 ELA and Math Curriculum-Adaptive Professional Learning

- To build and develop educators' math and literacy content knowledge and pedagogical content expertise
- To support educators in improving equitable instructional practices through deep reflection and engagement in professional learning communities
- To build educators' knowledge of high-quality instructional materials and how they act as vehicles for standards-aligned, equitable, and high-quality instructional practice
- To establish a vibrant community of practice for continuous improvement beyond the professional learning sequences

Target Audience

This sequence of professional learning is best suited for K-12 teams of coaches and teachers to attend and participate in together. For instance, an ELA coach may attend with five-ten ELA teachers from their school or school system. Joining as a team increases the chances of

building a strong community for continuous improvement that can extend beyond the duration of the formal professional learning.

Curriculum-Adaptive Professional Learning Syllabi for ELA and Math

Teaching Lab professional learning is delivered virtually through our Learning Management System and synchronous video conferencing, which brings our unique professional learning content and learning environment online, while enhancing our ability to build community amongst educators. Participants in our virtual professional learning engage in a variety of synchronous (led by a facilitator) and asynchronous (self-directed) learning experiences and enjoy 24/7 access to professional learning content and curricular resources.

Each Curriculum-Adaptive module consists of the virtual equivalent of “one day” (or six hours) of professional learning. Additionally, as the sessions are designed to be job-embedded, coaches and teachers will be asked to try out new instructional practices and collect evidence of student work to analyze with their peers. See more details below.

Module	ELA	Mathematics
Module 1 <i>Bootcamp</i>	A Vision for Equitable Instruction <ul style="list-style-type: none"> • Develop an understanding of the Teaching Lab Professional Learning Framework (Head, Heart, Habits, and Equity) • Explore connections between equitable instruction and literacy development and instruction • Compare pre- and post-shifts instruction • Engage in Unit Study and Action Planning to share and implement learning 	A Vision for Equitable Instruction <ul style="list-style-type: none"> • Develop an understanding of the Teaching Lab Professional Learning Framework (Head, Heart, Habits, and Equity) • Explore connections between mathematical identity & equity in teaching math • Develop an understanding of how <i>The Instructional Shifts</i> live in high-quality instructional materials • Engage in Unit Study and Action Planning to share and implement learning
Module 2 <i>Bootcamp</i>	Deep Dive into Text Complexity <ul style="list-style-type: none"> • Develop an understanding of the research behind the what and why of text complexity • Analyze a text and accompanying task with the Reader in mind • Engage in Unit Study and Action Planning to share and implement learning 	A Deep Dive into NCTM's Effective Practices <ul style="list-style-type: none"> • Engage in the Towers of Hanoi math lesson experiential • Explore NCTM's Effective Teaching Practices • Study Mathematical Mindsets and strategies to instill a positive mindset in students • Engage in a Lesson Internalization process • Engage in Unit Study and Action Planning to share and implement learning

Module 3 <i>Inquiry Cycle 1 Launch</i>	<p style="text-align: center;">Accessing Complex Text</p> <ul style="list-style-type: none"> • Explore the research around the importance of engaging with complex texts, engaging in close reading/listening, and their connections to educational equity • Experience, firsthand, different approaches to accessing complex text, through a student ELA lesson experiential: Approaches to Complex Text • Analyze and plan a Close Reading/Close Read-Aloud Lesson • Engage in Action Planning and develop a plan to collect evidence of learning and implementation 	<p style="text-align: center;">Eliciting Student Thinking</p> <ul style="list-style-type: none"> • Engage in a Student Thinking math lesson experiential • Review and discuss the NCTM article “Patterns of Questioning: Focusing and Funneling” • Deepen math content knowledge through an analysis of a standard and upcoming unit • Explore how establishing a deep understanding of learning goals informs instructional questioning techniques • Practice planning questions that drive students toward the learning goal, like Focusing Questions • Engage in Action Planning and develop a plan to collect evidence of learning and implementation
Module 4 <i>Inquiry Cycle 1 Mid</i>	<p style="text-align: center;">The Instructional Practice Guide (IPG) as a Coaching Tool</p> <ul style="list-style-type: none"> • Reflect on evidence and develop shared knowledge and meaning regarding current instructional practice • Explore the relationship between the IPG, the Shifts and Standards, and equitable instruction • Practice using the IPG and developing growth-producing feedback • Engage in Action Planning and develop a plan to collect evidence of learning and implementation 	<p style="text-align: center;">The Instructional Practice Guide(IPG) as a Coaching and Planning Tool</p> <ul style="list-style-type: none"> • Reflect on evidence and develop shared knowledge and meaning regarding current instructional practice • Build an understanding of how equitable Instruction is related to the IPG in coaching • Take a closer look at Core Actions 1 and 3c as they relate to Inquiry Cycle 1 • Practice engaging in an observation Using the IPG • Engage in Action Planning and develop a plan to collect evidence of learning and implementation
Module 5 <i>Inquiry Cycle 1 Close</i>	<p style="text-align: center;">Accessing Complex Text</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations • Determine adjustments to make in coaching and teaching 	<p style="text-align: center;">Eliciting Student Thinking</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations • Determine adjustments to make in coaching and teaching
Module 6 <i>Inquiry Cycle 2 Launch</i>	<p style="text-align: center;">Evidence-Based Writing</p> <ul style="list-style-type: none"> • Understand research behind, implement, and assess impact of the 	<p style="text-align: center;">Making Math Visible</p> <ul style="list-style-type: none"> • Understand research behind, implement, and assess impact of

	<p>relationship between content knowledge and high-quality writing</p> <ul style="list-style-type: none"> • Build knowledge to strategically support students in producing high-quality writing • Share instructional techniques to support students in organizing, refining, and communicating ideas in effective ways • Engage in Action Planning and develop a plan to collect evidence of learning and implementation 	<p>concrete-visual-abstract progression and connecting multiple representations</p> <ul style="list-style-type: none"> • Make explicit connections between models and mathematical ideas • Practice an Observation Using the IPG • Engage in Action Planning and develop a plan to collect evidence of learning and implementation
<p>Module 7 <i>Inquiry Cycle 2 Close</i></p>	<p>Evidence-Based Writing</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations • Determine adjustments to make in coaching and teaching 	<p>Making Math Visible</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations • Determine adjustments to make in coaching and teaching
<p>Module 8 <i>Inquiry Cycle 3 Launch</i></p>	<p>Speaking and Listening to Deepen Understanding of Complex Texts and Topics</p> <ul style="list-style-type: none"> • Explore the relationship between protocols, equity of voice, and literacy development in the classroom • Analyze how the IPG can be used as a coaching and planning tool with regard to implementation of discussion protocols • Integrate structured discussion opportunities into instruction and planning routines • Engage in Action Planning and develop a plan to collect evidence of learning and implementation 	<p>Facilitating Meaningful Discourse</p> <ul style="list-style-type: none"> • Engage in the student discourse experiential with special emphasis on Math Practice 7, making use of structure • Study the benefits of discourse and student talk moves by reviewing relevant research and analyzing talk moves in a classroom video • Practice an observation using the IPG • Engage in Action Planning and develop a plan to collect evidence of learning and implementation
<p>Module 9 <i>Inquiry Cycle 3 Close</i></p>	<p>Speaking and Listening to Deepen Understanding of Complex Texts and Topics</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations 	<p>Facilitating Meaningful Discourse</p> <ul style="list-style-type: none"> • Analyze and discuss student work and the implementation of the new instructional strategy • Analyze low-inference notes from observations • Determine adjustments to make in coaching and teaching

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ELA Foundational Skills Scope and Sequence

In addition to the core ELA sequence described above, Teaching Lab also offers an additional professional learning sequence to specifically build coach and teacher ELA Foundational Skills, grounded in the science of reading instruction. This sequence is recommended for K-5 educators but educators from other grade levels can benefit from these sessions if they want to learn more about ELA Foundational Skills.

Module	ELA: Foundational Skills Sequence
Module 1 <i>Bootcamp</i>	<p style="text-align: center;">Introduction to Foundational Skills and the Science of Reading</p> <ul style="list-style-type: none"> Develop an understanding of the foundational skills of reading, the associated standards, and the science behind early literacy development Develop an understanding of how a science-based approach to reading instruction can support positive reading identity development and equitable instruction Reflect on and analyze the current state of Foundational Skills instruction in our current context
Module 2 <i>Bootcamp</i>	<p style="text-align: center;">Deep Dive into Systematic Phonics Instruction</p> <ul style="list-style-type: none"> Digging Deeper Into Systematic Phonics Instruction Develop an understanding of Systematic Phonics Instruction in curricular materials Reflect on and analyze the current state of Foundational Skills instruction in our current context
Module 3 Inquiry Cycle Launch	<p style="text-align: center;">Observation and Coaching Grounded in the Foundational Skills Observation Too (FSOT)</p> <ul style="list-style-type: none"> Unpack the Foundational Skills Observation Tool from Student Achievement Partners (SAP) Develop skill in observing Foundational Skills instruction and using the FSOT Engage in Action Planning and develop a plan to collect evidence of learning and implementation
Module 4 Inquiry Cycle Close	<p style="text-align: center;">Data-Based Analysis</p> <ul style="list-style-type: none"> Analyze and discuss evidence including student work and low-inference notes from observations Determine adjustments to make in coaching and teaching Engage in Action Planning and develop a plan to support continued learning and implementation