

Module 2
Participant Guide

Supporting All Students in Close
Reading, Academic Language,
and Text-based Discussion

Activity 1

Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

Instrumental in the design and development of the Systems of Professional Learning materials from PCG were: Sharon DeCarlo, Debra Berlin, Jennifer McGregor, Judy Buck, Michelle Wade, Nora Kelley, Diane Stump, and Melissa Pierce.

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Activity 1

Activity 1: Sharing Successes and Challenges

DESCRIPTION

In this activity, Connecticut Core Standards District Coaches have an opportunity to share professional learning activities and discussions relative to *Module 1 Systems of Professional Learning* that they facilitated in their schools or districts after attending the first module.

DIRECTIONS

You will now have an opportunity to share with a few of your colleagues what you did in your school or district relative to Module 1 topics and activities. Use your notes from the earlier Quick Write to help guide your contribution to the conversation.

Number off around the room as directed by your facilitator.

Meet with two other participants who have the same number as you.

Appoint a timekeeper and a reporter for your group.

Use the protocol that follows to guide your discussion.

Protocol for Sharing

1. One coach shares with the group whatever he or she chooses from the Quick Write notes (2 minutes).
2. After the first participant speaks, others may ask clarifying* questions (2 minutes).
3. The speaker responds to the questions and reflects on whether he or she felt the activity was successful (1 minute).
4. This cycle repeats, with each coach having an opportunity to share. The timekeeper must keep each round to the 5-minute time limit.
5. If the sharing takes less time than expected, continue with general conversation until 15 minutes have elapsed.

*Clarifying questions seek “nuts and bolts” information about what they presenter has shared in order to better understand the activity. For example, “How much time did it take?” or “How were participants grouped?” Clarifying questions are neither judgmental nor probing.