

# **CCRS in Action**

## **Professional Learning Community (PLC)**

### **Facilitation Guide**

**ATLAS ABE Teaching and Learning Advancement System**  
Hamline University, St. Paul, MN

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By Anne Soerens



## CCRS in Action PLC -- Facilitation Guide

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## **CCRS in Action PLC Overview**

**Description:** This is a professional learning community for Adult Basic Education (ABE) providers, focused on making progress toward implementation of the College and Career Readiness Standards (CCRS) in instruction. This is intended to be a 'light' version of the CCRS cohort, as it is not feasible for all practitioners to participate in a PD model as intensive as the cohort. This takes the most essential pieces of the CCRS cohort and breaks it into manageable chunks that can be explored over a series of PLC meetings over several months. Activities are included for both ELA and Math options.

Participants will explore, use, and adapt tools and make shifts in instruction to make—over time—significant strides toward CCRS implementation. Participants will bring resources and practices back to their programs to create sustainable change across all ABE services.

This document is to be used as a guide, but it is meant to be adapted to whatever context makes most sense for an ABE program.

**Suggested Format:** 8 meetings @ 90 min each for 12 hours total, ideally spaced over several months' time. Meeting structure can be adjusted to fit with a schedule that works best for a program.

**Prerequisite:** Participants must complete CCRS Foundations prior to participating in PLC (available online through Schoology, at the Summer Institute Pre-Conference, Math Institute (CCRS Math), or at Language & Literacy Institute (CCRS ELA).

### **PLC Overall Objectives:**

1. Review the components and benefits of standards-based education for programs, staff, and students.
2. Analyze and improve existing lessons/units/curricula to incorporate shifts and standards appropriate to student levels served.
3. Design units and lesson plans based on standards appropriate to student levels that incorporate instructional shifts.
4. Deliver instruction that incorporates the shifts, standards and practices.
5. Analyze student work in order to improve student tasks that incorporate shifts and standards appropriate to student levels.
6. Provide networking opportunities and support PLC participants' understanding and implementation of the standards.
7. Reflect on implementation efforts and plan next steps as individuals and/or programs.

**Expectations of the facilitator:** The facilitator, ideally, has completed the CCRS Cohort and/or has completed significant training or program/instructional work in implementing CCRS.

Additionally, for this PLC, the facilitator will

- come prepared for each meeting and ready to provide all the materials, readings, and support needed for the professional learning community to be a success. He/she will facilitate thoughtful, respectful, reflective discussion on the various topics.
- customize all Slides presentations and materials prior to each meeting, as needed, to fit the group and needs (i.e. 'hide' all Math-related modeling slides for an ELA-only group).
- be a resource, a sounding board, and a helpful guide during this professional learning activity.

**Expectations of participants:** Participants are required to attend all meetings. Prior to each meeting, participants will complete assigned tasks and come prepared to discuss their assignments and their continued efforts to implement CCRS in their setting. Participants are *not* expected to be experts at implementing CCRS when they begin.

Additionally, for this PLC, participants will

- engage actively in the discussions and be respectful at all times.
- engage with an open mind to new ideas and a willingness to share their experiences with the group.

**Adapting this format to fit with your program needs:** This PLC Facilitation Guide and the accompanying documents are meant to be used in a way that works best for your program and can be adapted to fit your needs. The following facilitation guide includes many hyperlinks to documents in ‘view only’ format, but these documents can be saved and then adjusted for your needs. This format will ensure that no one alters the original documents.

**ELA/Math:** While this PLC has materials for ELA and Math participants, you may choose to focus on only one of those content areas, depending on the staffing in your programs and instruction offered.

There are ELA and Math options for every PLC activity. If you have participants from both areas, you may want to alternate between modeling with ELA and Math so that both content areas get equal attention. The tools that participants use are very similar, so modeling with only one content area, while less ideal, will still give participants of the other area a basic understanding of how to use the tool. Each meeting has built-in time for modeling and guided practice of the tools, so participants should get ample time with the tool before being expected to use it independently.

Each meeting’s Slides presentation offers slides that correspond to ELA and slides that correspond to Math. If you only have participants from one of these, you will need to delete or use the ‘Skip Slide’ function on each of the slides that you do not wish to use.

Another option is to have two facilitators, one for ELA and one for Math, which would better ensure that PLC participants from both groups get the support needed in using the tools.

**Extensions:** With all of the available CCRS professional development materials developed by ATLAS, there are many possibilities to extend the length and breadth of the CCRS PLC. To explore other CCRS-related professional development activities, check out the following:

- [CCRS in the ABE Classroom Videos](#)
- CCRS Workouts: [ELA](#) and [Math](#)
- [Program-level CCRS Implementation](#) activities and sample program plans

Additionally, Meeting Eight involves planning for the next steps of CCRS implementation work. As

part of that meeting, participants will commit to what they want to do next, so the results of that activity can provide some guidance on individual and program professional development plans. Options include peer observations, assessing curriculum for CCRS-alignment as a program, developing a standards alignment plan for your program, etc.

## **Getting Started**

**Using this Facilitation Guide:** This facilitation guide and all linked documents are provided in 'View Only' mode in Google Drive. Since they are meant to be adapted to your program needs, a copy can be made of any of them (File: Make a Copy), where you can make your own version. However, this 'View Only' mode for the original documents ensures that the edits that a program makes does not impact the versions that everyone else sees.

This facilitation guide is divided into eight meetings. Each meeting has a title, list of meeting objectives, list of materials, and an agenda. Within the materials and agenda sections, any materials will contain a hyperlink.

**Materials:** Each meeting has an accompanying Google Slides presentation (can be downloaded as a PowerPoint presentation if preferred), various practice materials, and an assignment. For some of the guided practice materials, the link provided will include several options for PLC participants to use, at different CCRS Level bands. With a small group, you may want to just have participants use one or two of those options, but with a large group, you could let PLC participants choose from the array of options.

With any of the classroom materials provided (lesson plans, instructional tasks, resources, etc.), feel free to substitute materials actually used by your program to make this more relevant.

In addition to the required meeting materials, supply PLC participants with helpful tools, such as sticky notes, pens, highlighters, etc.

**Assembling Binders:** PLC participant binders should be assembled prior to the start of the PLC. For each PLC participant, you will need:

- A 1" binder
- Binder dividers
- Copies of all of the [Binder Documents](#)
- Copies of all of the [Assignments](#) (if desired, or can distribute these out at each meeting, especially if you anticipate to make modifications as you go)

Even if participants are working primarily in ELA or primarily in Math, we suggest giving all of the materials to all participants, as they may be seeing both content areas modeled at different points in the PLC and will benefit from seeing the consistency in these documents across both content areas.

**Introduction Email:**

*Participants should be sent information about the PLC via email 2-3 weeks in advance of the first meeting in order to plan their schedules and mentally prepare for full participation. There is no required task prior to Meeting One.*

Dear *CCRS in Action PLC* Participant,

Hello, and welcome to the *CCRS in Action PLC*. I am so excited to see you all at **LOCATION** on **DATE and TIME** to begin our journey together. This PLC is designed to bring together ABE practitioners who are ready to take meaningful steps toward implementing the College and Career Readiness Standards into their instructional practice. Together, we will explore tools, discuss, reflect, try out new strategies, and grow as practitioners. Some of the best advice and insights come from reflecting and sharing with fellow instructors, which is why our meetings together will be so valuable.

Logistics:

This is a professional learning community that will consist of 8 meetings: **DATES** from **TIME**.

Meetings will be held at **LOCATION INCLUDE DIRECTIONS, ROOM NUMBER, PARKING INFORMATION**. Please jot down my phone number in case you have any trouble finding us: **PHONE NUMBER**.

**ANY RELEVANT PARKING INFO**

Preparing for Meeting One:

While we will spend some of Meeting One reviewing the CCRS terms and basics, we do expect a firm understanding of the shifts and practices in your content area of focus (ELA or Math) before the PLC begins. If you have not completed CCRS Foundations, you must do so prior to Meeting One. We also encourage you to review materials from CCRS Foundations, especially if it has been over one year since you completed CCRS Foundations and/or you have done little with the material since completing Foundations. The CCRS Foundations course on Schoology is available regardless if you completed CCRS Foundations in person or online.

To access the CCRS Foundations online course:

1. Go to [schoology.com](https://www.schoology.com) and Sign Up as an **instructor**.
2. On the top blue bar, choose Courses, and then click My Courses on the right. Click Join a Course and then enter the course access code **fdf9m-r6wtr**.

What to Bring:

- Blue CCRS Book
- Any CCRS Foundations materials or notes

Participation in the *CCRS in Action PLC* will require a willingness to take risks and make changes to instruction and planning. We are all on this journey together and we do not expect perfection in the learning process.

I look forward to working with each of you.

See you soon,

***FACILITATOR NAME***

***CONTACT INFORMATION***

## Meeting One: Setting the Stage (90 min)

### Meeting Objectives:

1. Review key vocabulary and concepts
2. Articulate the CCRS shifts for ELA and/or Math and begin to plan for steps needed to integrate shifts into instruction.
3. Identify and reflect on CCRS shifts in an observed lesson.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 1 Slides](#) (edited to fit your needs/program information)
- Completed [CCRS PLC Binder](#) for each participant
- Quiz Quiz Trade Vocabulary cards printed on cardstock and cut out ([ELA](#) and/or [Math](#))
- Assignment A: [ELA version](#) and [Math version](#) copy for each participant

View the [Meeting One folder here](#).

### Learning Activities:

<b>Time/ Activity</b>	<b>Details</b>	<b>Materials Needed</b>
5 minutes Welcome, Intros	Facilitators introduce themselves, if not known—training, program, background, etc. Participants introduce themselves: name, program, class level, and any burning questions about this training and/or CCRS. The facilitator writes down any burning questions.  Go over any housekeeping items (where bathrooms are located, etc.) and expectations.	Meeting 1 Slides  Poster Paper
10 minutes PLC Overview, Meeting 1	Present the PLC overall objectives, as detailed in Meeting 1 Slide. Note that we will further explore each of these through the PLC and come back to self-assess what we have accomplished.  Go over binder contents.  Participants self-assess where they are in terms of the overall objectives using the Self-Assessment Tool.  Go over the objectives for Meeting 1.	Completed binder for each participant  Self-Assessment Tool (in binder)  Meeting 1 Slides  PowerPoint Slides, Projector,

		Laptop
10-15 minutes  Key Vocabulary Refresher- Quiz Quiz Trade	<p><i>We are going to set the stage by starting with a review of key CCRS vocabulary that we will be referencing throughout the PLC. You probably have seen most of these in CCRS Foundations, but some of the words will be from the other content area (Math or ELA) that you may not yet be familiar with.</i></p> <p><i>For this activity, you will have 1 or 2 vocabulary cards. First, look at the word and try to recall what it means and how you could explain it to someone who is not familiar with it. If you don't know or remember the meaning of the word, you can reference the definition on the back.</i></p> <p>Model the activity. Hand out the cards. Let participants Quiz, Quiz, and Trade.</p>	Meeting 1 Slides  Quiz Quiz Trade Vocab Cards
10 minutes  Shifts Review/ Teaching	<p>Math Group explains the Math Shifts to all; ELA group explains ELA shifts to all.</p> <p>Facilitator fills in any gaps in understanding of CCRS shifts.</p>	
10 minutes  Mini Observation Tool Introduction	<p>Participants explore the Mini-Observation Tool. What do you notice about this tool? What questions do you have about using it?</p> <p>Introduce video: ELA <a href="#">video</a> or Math <a href="#">video</a></p> <p>Note: The Math video is from a K-12 classrooms because these are the majority of the videos available at the moment and the level of students and skills are the same. Common Core standards being emphasized in these videos = CCRS standards, too. When an ABE Math video is available, we will suggest that instead of the K-12 video.</p> <p>Note: Unless you have longer than 90 minutes for Meeting One, you will not have time for both videos. Groups can split up and watch different videos or you can choose one of these to watch together. The experience will be valuable either way.</p>	Mini Observation Tool: <a href="#">ELA</a> and/or <a href="#">Math</a> (in binder)
40 minutes  Mini-Observation Tool Practice	<p>Watch instructional video for ~15-25 minutes, or more if you have the time.</p> <p>Participants take notes on use of shifts using the Mini-Observation tool.</p> <p>Discussion in small groups of the questions in the tool and their reflections.</p>	<p>Instructional Video ELA <a href="#">video</a> (Beginning-25:22 or longer if time allows) or Math <a href="#">video</a></p> <p>Meeting 1 Slides</p>

	<p>Come together to share out ideas.</p> <p>Facilitators highlight aspects of the lesson that align to core aspects of the observation tool.</p>	
<p>5 minutes Closing, Assignments</p>	<p>Go over the assignment for next meeting.</p> <p>CEUs, if applicable.</p>	<p>Meeting 1 Slides</p> <p>Assignment A: <a href="#">ELA version</a> and <a href="#">Math version</a></p>

## Meeting Two: Evaluating an Existing Lesson (90 min)

### Email Correspondence Prior to Meeting Two:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment A
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on own use of CCRS shifts in instruction.
2. Explore Alignment Evaluation and Rating Tool.
3. Evaluate a provided lesson for CCRS alignment using the Alignment Evaluation and Rating Tool.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 2 Slides](#) (edited to fit your needs/program information)
- Alignment Evaluation and Rating Tool (1-2 extra copies per participant) [ELA](#) and/or [Math](#) versions
- Model lesson copies [ELA](#) and/or [Math](#) versions (or use your own)
- Guided practice lesson copies [ELA](#) and [Math](#) options (or use your own)
- [Assignment B](#) Copies

View the [Meeting Two folder here](#).

### Learning Activities:

Time/ Activity	Details	Materials Needed
5 minutes	Go over Meeting 2 objectives and plan. Address any burning questions.	Meeting 2 Slides

Overview		
20 minutes Assignment A Reflection	<p>In small groups, participants discuss reflections based on their completed Assignment A and then share out as a full PLC.</p> <p>As a full group, discuss any common themes that came up. What are areas that are already relatively strong? What are areas where we will need to focus more? What questions came up?</p> <p>Facilitators steer conversation and take notes as needed.</p>	Meeting 2 Slides
10 minutes Alignment Evaluation and Rating Tool (AERT) Introduction	<p>Introduce Alignment Evaluation and Rating Tool.</p> <p>In small groups, participants look over the tool and discuss what they think- questions, what is missing, etc. Some questions are provided in the Meeting 2 Slides.</p> <p>Facilitators walk through elements of the tool briefly.</p>	<p>Alignment Evaluation and Rating Tool: <a href="#">ELA</a> and/or <a href="#">Math</a> versions</p> <p>Meeting 2 Slides</p>
25 minutes AERT Modeling	<p>Introduce a provided lesson for ELA or for Math.</p> <p>Participants look over the lesson.</p> <p>MODEL using the Alignment Evaluation and Rating Tool with the lesson (can follow along with Meeting 2 Slides)</p> <p>Note: Feel free to model this tool using a different lesson that you are more familiar with (in fact, this is preferable, though more work up front to prepare AERT, and later HVAT, model analyses).</p>	<p>Meeting 2 Slides</p> <p><a href="#">ELA Lesson: Should School be a Place for Debate?</a></p> <p><a href="#">Math Lesson: 4.OA.5 Follow the Clues</a></p>
25 minutes AERT Guided Practice	<p>Participants work with fellow Math or ELA instructors to practice evaluating a provided ELA or Math lesson using the Alignment Evaluation and Rating Tool in small groups.</p> <p>Facilitator circulates in groups and helps to clarify, answer questions, and help participants notice elements of the AERT tool.</p> <p>Note: Again, feel free to use any lesson from a resource participants may use or offer multiple options for participants to choose from during this activity.</p>	<p><a href="#">ELA Lesson Options</a></p> <p><a href="#">Math Lesson Options</a></p>
5 minutes Closing, Assignments	<p>Go over assignment for next meeting, which will be to complete the AERT for the provided lesson (guided practice).</p> <p>Note: If time allows participants to finish the Guided Practice of using the AERT in Meeting 2, participants should instead use the AERT on</p>	<a href="#">Assignment B</a>

	<p>one of their own lessons instead of finishing the Guided Practice for the next meeting.</p> <p>CEUs, if applicable.</p>	
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## Meeting Three: Making Revisions to a Lesson (90 min)

### Email Correspondence Prior to Meeting Three:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment B
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on use of the Alignment Evaluation and Rating Tool as it relates to own instruction.
2. Explore the High Value Action Tool.
3. Use the High Value Action Tool to make modifications to an existing, evaluated lesson.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 3 Slides](#) (edited to fit your needs/program information)
- High Value Action Tool (1-2 extra copies per participant) [ELA](#) and/or [Math](#)
- Model lesson copies, if needed (the same lesson is used for modeling as in Meeting 2), [ELA](#) and [Math](#) versions
- Guided Practice lesson copies, [ELA](#) and [Math](#) options, if needed (the same lesson is used for guided practice as in Meeting 2)
- Sticky notes
- [Assignment C](#) Copies

View the [Meeting Three folder here](#).

### Learning Activities:

Time/ Activity	Details	Materials Needed
5 minutes	Go over Meeting 3 objectives and plan.	Meeting 3

Overview	Address any burning questions.	Slides
20 minutes Assignment Reflection	<p>In ELA/Math groups, participants discuss and compare their completed Alignment Evaluation and Rating Tools for the lesson provided in Meeting 2.</p> <p>Participants discuss reflections on using the Alignment Evaluation and Rating Tool as it relates to their instruction.</p> <p>As a large group, discuss any common themes and/or questions that came up.</p>	
5 minutes High Value Action Tool (HVAT) Introduction	<p>Introduce High Value Action Tool (ELA and Math).</p> <p>The HVAT works with the AERT as the action step of what was discovered in the analysis using the AERT.</p> <p>Participants look over the HVAT tool and note any reflection and any questions.</p>	<p>High Value Action Tool <a href="#">ELA</a> and/or <a href="#">Math</a> version</p> <p>Meeting 3 Slides</p>
20 minutes HVAT Modeling	<p>Facilitator models using the HVAT for the Model Lesson, using Meeting 3 Slides as a guide.</p> <p>Review the results of the AERT for the model used in Meeting 2.</p> <p>As the group gets comfortable, the facilitator takes less of an active role.</p>	<p>Meeting 3 Slides</p> <p><a href="#">ELA Lesson: Should School be a Place for Debate?</a></p> <p><a href="#">Math Lesson: 4.OA.5 Follow the Clues</a></p>
25 minutes HVAT Guided Practice	<p>In ELA/Math Groups, participants use the High Value Action Tool on the provided lesson used in Meeting 2.</p> <p>Groups share out and make recommendations.</p> <p>Facilitator fills in gaps in understanding and use of the HVAT, as needed.</p>	<p><a href="#">ELA Lesson Options</a></p> <p><a href="#">Math Lesson Options</a></p>
10 minutes Reflection	<p>Reflection: PLC participants write down on a sticky note an ah-ha! moment, a question that remains, and/or another reflection.</p> <p>Facilitators collect and can address any questions on the spot (if time), in a follow-up email, or at the next meeting.</p>	Sticky notes (or similar)
5 minutes Closing, Assignments	<p>Go over assignment for next meeting.</p> <p>CEUs, if applicable.</p>	<p><a href="#">Assignment C</a></p> <p>Meeting 3 Slides</p>

## Meeting Four: Backwards Design and Unit Planning Elements (90 min)

### Email Correspondence Prior to Meeting Four:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment C
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on the use of the Alignment Evaluation and Rating Tool and High Value Action tool on own lesson.
2. Reflect on own unit- and lesson-planning approach and how to strengthen CCRS alignment.
3. Make decisions on which standards to focus on in a unit or lesson.
4. Explore a CCRS-focused unit planning template.
5. Consider CCRS lesson planning components while planning, including formative assessment, line of inquiry, academic language, adaptations and accommodations, etc.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 4 Slides](#) (edited to fit your needs/program information)
- Unit Planning Template (1 copy per participant) [ELA](#) and/or [Math](#)
- [Graphic Organizer- Unit Planning Components](#) (1 copy per participant)
- [Assignment D](#) Copies

View the [Meeting Four folder here](#).

### Learning Activities:

Time/ Activity	Details	Materials Needed
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<p>5 minutes</p> <p>Overview</p>	<p>Go over meeting objectives and plan. Address any burning questions.</p>	
<p>30 minutes</p> <p>Assignment C Reflection</p>	<p>In ELA/Math groups, participants discuss and reflect on their completed Assignment C (Alignment Evaluation and Rating Tools and High Value Action Tools used on their own lesson).</p> <p>As a large group, discuss any common themes that came up or questions that persist.</p>	<p>Meeting 4 Slides</p>
<p>20 minutes</p> <p>Backwards Design Introduction/ Review</p>	<p><i>We are moving from analyzing lessons for CCRS alignment to planning our own with CCRS in mind the whole time.</i></p> <p>Think-Pair-Share: Participants discuss and then share out their answers to these questions (also in Meeting 4 Slides):</p> <ul style="list-style-type: none"> <li>- What is your approach to planning for instruction?</li> <li>- How much do you plan at a time (individual lessons vs. units vs. other)?</li> <li>- What is your understanding of backwards design?</li> <li>- How does backwards design show up in your instructional design approach, if at all?</li> </ul> <p>After PLC participants have shared out their planning approach and understanding of backwards design, fill in any gaps and emphasize the benefit of backwards design on intentionally implementing CCRS at all levels of instruction. Use Meeting 4 Slides and details below to support this explanation, as needed.</p> <p>---</p> <p><u>Backwards Design Approach - ELA Approach</u></p> <ol style="list-style-type: none"> <li>1. Start with the big picture: a Line of Inquiry</li> <li>2. What do you want students to be able to do at the end of this unit? → Summative Task</li> <li>3. What text or set of texts can you use across the unit to build to the line of inquiry and summative task?</li> <li>4. Various planning questions, such as: What skills can I build in? What scaffolding support will students need? What academic language will be a focus? What grammatical structures will be important in this unit?</li> </ol> <p><u>Backwards Design Approach- Math</u></p> <ol style="list-style-type: none"> <li>1. Start with the big picture: What is my overarching theme/ concept/ question/ topic?</li> </ol>	<p>Meeting 4 Slides</p>

	<ol style="list-style-type: none"> <li>2. What do I want students to be able to do at the end? → Summative Task</li> <li>3. Content Progressions document: What standards address this overarching question? There will be standards <i>that span across levels</i> to inform the content of your unit.</li> <li>4. Additional planning questions</li> </ol> <p>Note: A line of inquiry/overarching theme and summative assessment will inform which standards are the core standards that will be the focus of your unit. Individual lessons may include additional standards, but on a broad, unit scale, you are intentionally focused on the unit-level standards and how you can build those throughout the unit so that students are successful in their summative assessment. Focusing on these standards helps you to identify what type of learning activities you will need to create to build toward the summative assessment and understanding of the line of inquiry/overarching theme. These standards also inform the types of formative assessment that you will want to do throughout your unit.</p>	
<p>20 minutes</p> <p>Unit Planning Template Introduction</p>	<p>Hand out the Unit Planning Template (ELA and Math versions)</p> <p>PLC Participants look over the tool and note questions that they have and what they notice.</p> <p>Facilitator walks through each section and makes note of other accompanying resources that would be used in completing this Unit Planning form (i.e. Text Complexity Qualitative Rubric in their binder). PLC participants can take notes on a blank Unit Planning tool or the Graphic Organizer of terms.</p> <p>Note: The ELA and Math documents have many of the same sections, but some are unique to one or the other. If you have PLC participants from both groups, you may need to budget more time to walk through these documents, using the accompanying Meeting 4 Slides, unless it is possible to split into two groups led by different facilitators.</p> <p>Show PLC participants where they can find completed unit plans that use these templates:          ELA:  <a href="https://atlasabe.org/resources/ccr-standards/ccrs-ela-resources/sample-ela-lesson-unit-plans/">https://atlasabe.org/resources/ccr-standards/ccrs-ela-resources/sample-ela-lesson-unit-plans/</a>          Math:  <a href="https://atlasabe.org/resources/ccr-standards/ccrs-math-resources/sample-math-lesson-unit-plans/">https://atlasabe.org/resources/ccr-standards/ccrs-math-resources/sample-math-lesson-unit-plans/</a></p>	<p>Unit Planning Template: <a href="#">ELA</a> and/or <a href="#">Math</a></p> <p>Meeting 4 Slides</p> <p><a href="#">Graphic Organizer- Unit Planning Components</a></p>
<p>5 minutes</p> <p>Unit Planning Components</p>	<p>In groups, PLC participants discuss the components of the Unit Planning Template on which they are still uncertain, guided by the terms on the Unit and Lesson Planning Components Notes graphic organizer.</p>	<p>Meeting 4 Slides</p>

	Explain that for their assignment for the next meeting, they will be exploring some of the terms or sections of this document that they are less familiar with, using some provided resources.	
5 minutes Closing, Assignments	Go over assignment for next meeting  Through Meeting 4 Slides, access the resource list (Unit and Lesson Planning Component Resources) <a href="https://tinyurl.com/t2t6ukq">https://tinyurl.com/t2t6ukq</a>  CEUs, if applicable.	<a href="#">Assignment D</a>  Meeting 4 Slides

## Meeting Five: Unit and Lesson Planning (90 min)

### Email Correspondence Prior to Meeting Five:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment D
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on understanding of various unit and lesson planning components that comprise the Unit Planning Template.
2. Practice using the Unit Planning Template and accompanying lesson planning template by selecting one standard and developing a lesson around it with a team.
3. Decide how the Unit Planning Template can guide one's own unit and lesson planning.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 5 Slides](#) (edited to fit your needs/program information)
- [Unit and Lesson Planning Components](#) Slides
- Unit Planning Template (1 copy per participant) [ELA](#) and/or [Math](#)
- Materials for chosen [ELA](#) and/or [Math](#) Unit (used for modeling unit planning and small group lesson planning)
- [Assignment E](#) Copies

View the [Meeting Five folder here](#).

### Learning Activities:

Time/ Activity	Details	Materials Needed
5 minutes	Go over meeting objectives and plan.	

Overview	Address any burning questions.	
10-15 minutes Assignment Reflection	Using completed Assignment D, participants share out new understanding of unit planning components.  Facilitator clarifies any remaining questions.	Reference <a href="#">Unit and Lesson Planning Components</a> Slides as needed
60 minutes Unit Planning Modeling and Guided Practice	<p>Facilitator models planning the basics of a unit using the Unit Planning Template and one of the ELA or Math options provided in the Planning Options folders.</p> <p>As the facilitator leads, eliciting ideas from the PLC participants, all PLC participants take notes on a blank Unit Planning Template, as they will continue using this document when they plan an accompanying lesson in small groups.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Because many options exist for the modeling (and guided practice) of unit and lesson planning, no modeling of this step is explicitly laid out in the Meeting 5 Slides. This will need to be led by the facilitator. However, there are many directions that a group can choose to take this task. The learning is in the practice of using the tools, and this activity will have both facilitator and PLC participants actively engaged in planning.</li> <li>• For ELA, a line of inquiry and text is provided for each level, B-E. For Math, a domain and standard are provided for each level B-D.</li> <li>• You will likely want to select the line of inquiry/level band in advance so that you can prepare and make copies of the materials PLC participants will need to use to lesson plan. However, if time allows, groups could choose a different level band/unit to lesson plan around.</li> </ul> <p>After selecting the basics of a unit plan as a full PLC group, small groups of ELA and Math PLC participants use this information to continue the planning of a lesson around one of these standards using Page 3 of the Unit Planning Template, which focuses on a lesson.</p> <p>Groups share out using a Gallery Walk or verbally, as time allows.</p>	<a href="#">ELA Unit/Lesson Planning Options</a>  <a href="#">Math Unit/Lesson Planning Options</a>  Unit Planning Template (1 per participant): <a href="#">ELA</a> and/or <a href="#">Math</a>
10 minutes Reflection Discussion	Think-Pair-Share: What is feasible for unit and lesson planning (as far as using this template)? How can this template be helpful if we don't use it on a daily basis? What elements of the template could I start using that might be the most helpful for my identified areas of improvement?	Meeting 5 Slides
5 minutes	Go over assignment for next meeting.	<a href="#">Assignment E</a>

Closing, Assignments	CEUs, if applicable.	
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## Meeting Six: Instructional Tasks (90 min)

### Email Correspondence Prior to Meeting Six:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment E
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on use of Unit Planning and Lesson Planning Template in own practice.
2. Evaluate an instructional task for CCRS alignment using the Instructional Task Guiding Questions #1-6.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 6 Slides](#) (edited to fit your needs/program information)
- Instructional Task Guiding Questions (2 copies per participant) [ELA](#) and/or [Math](#)
- Instructional Task for modeling [ELA](#) and/or [Math \(pp. 2-3\)](#)
- Instructional Task for guided practice [ELA, pp. 29-31](#) (free download needed to access) and [Instructional Task Background](#) and/or [Math](#)
- Assignment F: [ELA](#) and [Math](#) Copies

View the [Meeting Six folder here](#).

### Learning Activities:

<b>Time/ Activity</b>	<b>Details</b>	<b>Materials Needed</b>
5 minutes Overview	Go over Meeting 6 objectives and plan. Address any burning questions.	

<p>25 minutes</p> <p>Assignment F Reflection</p>	<p>Participants share in small groups on the assignment and reflection questions.</p> <p>Questions: How did this tool affect lesson planning? What did you think of or include you don't normally? What changes in learning did you notice in students if you taught the lesson?</p> <p>As a large group, share out common themes and questions.</p>	<p>Meeting 6 Slides</p>
<p>15 minutes</p> <p>Instructional Task Introduction</p>	<p>Intro to Instructional and Student Tasks</p> <ul style="list-style-type: none"> <li>- A review of what we have analyzed thus far in the PLC and what remains</li> <li>- Instructional and student tasks are the most narrowly-focused</li> </ul> <p>Participants look through Instructional Task Study Guiding Questions and reflect on the tool (use guiding questions in Meeting 6 Slides)</p>	<p>Instructional Task Study Guiding Questions- <a href="#">ELA</a> and/or <a href="#">Math</a></p> <p>Meeting 6 Slides</p>
<p>25 minutes</p> <p>Instructional Task Analysis Modeling</p>	<p>Introduce the model instructional task by giving the brief background information provided (target standards, objectives, placement in the course of study, etc.), which are detailed in the Meeting 6 Slides.</p> <p>Hand out the model instructional task. PLC participants look it over to get a sense of the task.</p> <p>Model analyzing the instructional task using the Instructional Task Study Guide (#1-6), using Meeting 6 Slides as a guide.</p>	<p>Meeting 6 Slides</p> <p>Model Instructional Task: <a href="#">ELA</a> + <a href="#">Math, pp.2-3</a></p>
<p>20 minutes</p> <p>Instructional Task Analysis Guided Practice</p>	<p>Participants work alone or in pairs to analyze an instructional task using the Instructional Task Study Guide.</p> <p>Share out and discussion</p>	<p>Guided Practice Instructional Task: <a href="#">ELA, pp. 29-31</a> (free download needed to access) and <a href="#">Instructional Task Background</a></p> <p>And <a href="#">Math Options</a></p>
<p>5 minutes</p> <p>Closing, Assignments</p>	<p>Go over assignment for next meeting</p> <p>CEUs, if applicable</p>	<p>Assignment F: <a href="#">ELA</a> and <a href="#">Math</a></p>

## Meeting Seven: Student Work and Evaluating Resources (90 min)

### Email Correspondence Prior to Meeting Seven:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our next CCRS in Action PLC meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment F
- The instructional task that you analyzed for Assignment F
- At least 3 pieces of student work from the same instructional task analyzed for Assignment F.
- Your *CCRS in Action PLC* Binder
- A laptop or tablet to explore online resources
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our next meeting.

Thanks,

**FACILITATOR NAME AND CONTACT INFORMATION**

### Meeting Objectives:

1. Reflect on use of CCRS Shifts and standards in an instructional task.
2. Evaluate an instructional task's corresponding student work for CCRS alignment using the Instructional Task Guiding Questions #7-9 and determine needed changes.
3. Analyze resources used regularly in ABE instruction to determine CCRS alignment and determine needed changes.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 7 Slides](#) (edited to fit your needs/program information)
- Student Work Models: [ELA](#) and [Math](#)
- Student Work Guided Practice: [ELA](#) and [Math](#) (Note: ideally, PLC participants will bring and use student work from their own classes to analyze, but having some options as back-ups if some don't bring any to work with is helpful).
- Alignment Evaluation and Rating Tool (1-2 extra copies per participant) [ELA](#) and/or [Math](#) versions
- High Value Action Tool (1-2 extra copies per participant) [ELA](#) and/or [Math](#)
- Model Resources for evaluation ([CommonLit online for ELA](#); Math Sense 1 text for Math)
- Laptops for PLC participants to explore CommonLit (if modeling ELA)
- [Assignment G](#) Copies

View the [Meeting Seven folder here](#).

Learning Activities:

Time/ Activity	Details	Materials Needed
5 minutes Overview	Go over meeting objectives and plan. Address any burning questions.	
10 minutes Assignment F Reflection	Participants share in small groups on the assignment and reflection questions.	Meeting 7 Slides
15 minutes Student Work Analysis Modeling	Using the same instructional task to model as in Meeting 6, model evaluating student work, using #7-9 on the Instructional Task Guiding Questions. Follow the modeling in the Meeting 7 Slides, if desired, for ELA or Math.	Meeting 7 Slides <a href="#">ELA Student Work</a> and/or <a href="#">Math Student Work, pp.4-15</a>
25 minutes Student Work Analysis Guided Practice	In pairs, small groups, or individually, PLC participants analyze student work from their own class.  Groups share their reflections and proposed changes.  Note: If participants did not bring the accompanying student work from Assignment F, be prepared with student work to analyze from the same instructional task used in Guided Practice in Meeting 6: <a href="#">ELA</a> and <a href="#">Math</a> .	Student Work Guided Practice: <a href="#">ELA</a> and <a href="#">Math</a>
35 minutes Resource Evaluation Modeling	Remind PLC participants of the levels of CCRS alignment analysis we can do.  <i>Now, we are moving back out to looking at resources: textbooks, websites, even a whole curriculum (use the Meeting 7 Slides to guide this).</i>  <i>Using the Alignment Evaluation and Rating Tool and the High Value Action Tool (again!), we can analyze full resources.</i>  Walk through the corresponding Meeting 7 Slides to walk through the analysis of CommonLit (ELA) or Math Sense 1: Focus on Operations text (Math).  Give PLC participants ample time to explore the resource on their own  Notes:	Meeting 7 Slides  Laptops for participants to access CommonLit  Math Sense 1 Text, if using to model  Alignment Evaluation and Rating Tool: <a href="#">ELA</a> and/or <a href="#">Math</a>

	<ul style="list-style-type: none"> <li>• The model included for Math is the Math Sense 1 textbook. If you do not have this text or access to it for the purposes of this modeling, you can choose to model any resource that is relevant to your program.</li> <li>• Unless you have more than 90 minutes in your PLC or have 2 facilitators, there will not be time to do both student task modeling and resource evaluation modeling for both ELA and Math. Since the tools are roughly similar, PLC participants from either strand will benefit from the modeling, even if it is in a different content area.</li> </ul>	<p>High Value Action Tool:  <a href="#">ELA</a> and/or  <a href="#">Math</a></p>
<p>5 minutes Closing, Assignments</p>	<p>Go over assignment for next meeting. In the next assignment, PLC participants will practice using the AERT and HVAT to analyze a resource of their own choosing.</p> <p>CEUs, if applicable</p>	<p><a href="#">Assignment G</a></p>

## Meeting Eight: CCRS Planning for the Future (90 min)

### Email Correspondence Prior to Meeting Eight:

Hello *CCRS in Action PLC* Participants,

This is just a reminder of our final *CCRS in Action PLC* meeting, on **DATE** at **TIME**. Please make sure to bring the following items:

- Your completed Assignment G
- The resource you analyzed for Assignment G (if it is an online resource, bring a laptop or tablet to access it)
- A laptop or tablet to complete online PLC feedback form
- Your *CCRS in Action PLC* Binder
- Your CCRS Blue Book

As always, let me know if you have any questions prior to our last meeting.

Thanks,

*FACILITATOR NAME AND CONTACT INFORMATION*

### Meeting Objectives:

1. Reflect on using the Alignment Evaluation and Rating Tool and High Value Action Tool to analyze resources.
2. Plan for next steps in CCRS implementation as individuals, a program, and/or as a consortium.

### Materials Needed:

- Projector, screen, computer with internet access connected with projector
- [Meeting 8 Slides](#) (edited to fit your needs/program information)
- [PLC Objectives Self-Assessment](#) copies
- [Next Steps Planning Document](#) copies (edited to fit with the possible PD options for your program)
- [CCRS PLC Reflection and Feedback Survey](#) (participants will complete online in Meeting 8 or after)

View the [Meeting Eight folder here](#).

### Learning Activities:

Time/ Activity	Details	Materials Needed

5 minutes Overview	Go over meeting objectives and plan. Address any burning questions.	
40 minutes Assignment Reflection	Share out Assignment G (Resource Evaluation)  Find commonalities between what resources are often lacking, etc., if applicable.  Point out how to access other resources that have been analyzed (ATLAS). Show how to navigate to this spot from the ATLAS homepage: <a href="http://www.atlasabe.org">www.atlasabe.org</a> . <a href="https://atlasabe.org/resources/ccr-standards/ccrs-ela-resources/sample-ela-resource-evals/">https://atlasabe.org/resources/ccr-standards/ccrs-ela-resources/sample-ela-resource-evals/</a> (ELA) <a href="https://atlasabe.org/resources/ccr-standards/ccrs-math-resources/sample-math-resource-evals/">https://atlasabe.org/resources/ccr-standards/ccrs-math-resources/sample-math-resource-evals/</a> (Math)	Meeting 8 Slides
5 minutes Self-assessment of PLC objectives	Participants use the Self-assessment of PLC Objectives form to self-assess where they are in meeting the objectives today.  Note: You can choose to collect these for planning purposes, have PLC participants use them to inform their Next Steps Planning for CCRS (next activity), and/or have them compare their scores to their initial self-assessment from Meeting One (document likely still in participants' binders if it wasn't collected).	<a href="#">Self-Assessment of PLC Objectives</a> copies
25 minutes Next Steps Planning for CCRS	Write-Pair Share: Participants use the Next Steps Planning CCRS document to plan action steps that they will take in the next year or two and then share with a partner.  Go over any choices from the list that might be less familiar to participants (i.e. What is a CCRS Workout?)  Group discussion: -What did you choose? Why? -Which of these with expressed interest will take broader coordination (i.e. setting up peer observations)?  Plan any next steps for this PLC group in response to where there is interest.	<a href="#">Next Steps Planning CCRS document</a>
15 minutes PLC Reflection and Feedback	Participants use the CCRS PLC Reflection and Feedback Form(online) to provide feedback to the CCRS PLC Facilitators  CEUs, if applicable	<a href="#">CCRS PLC Reflection and Feedback Survey</a>