



School Librarians Advancing STEM Learning (SLASL) *2017 Cohorts*

Collaborative Implementation - Planning Part 11 and
preparing to teach your unit

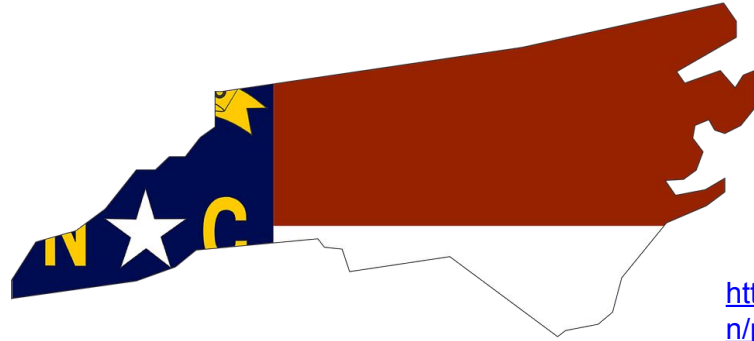
What is the School Librarians Advancing STEM Learning Project?

A project, funded by a federal IMLS grant, to elevate and expand the role of school librarians by **building their capacity as instructional leaders and partners to advance STEM learning**



Introduce yourself

- Please share:
 - Your name
 - Your educator role
 - Your state



<https://pixabay.com/en/photos/north%20carolina/>



[Images](#)

Celebrating your success thus far

- Review the comments in the discussion board from your peers about their successes.
 - [NC success](#)
 - [NH success](#)
- Shout out something you read by sharing in the chat box



What will your unit really look like with students?

[Part 11](#) is designed to help someone reading your unit actually imagine what is happening on a day-to-day basis.

This does include both some copy/paste and some deeper diving.

Part XI: Suggested Lesson Breakdown/Pacing

Day	Student Learning Objectives	Aligned Student Learning Task and Suggested Timing	Formative Assessment	Important Accommodations
One (90 minute block)	TSWBAT [identify the functions of cell structures by reading an article about cellular toxins.]	<p>1. Students read the cellular toxin article on their own using annotation strategies given by the (teacher/LMS).</p> <p>2. The (teacher/LMS) reads the article aloud, identifying important annotations.</p> <p>3. Students are given a handout (linked here) to help them identify the cellular components and</p>	<p>1. The (teacher/LMS) will monitor students as they read independently to observe the number of annotations made.</p> <p>2. The (teacher/LMS) will monitor student recording of teacher recommended annotations.</p> <p>3. The (teacher/LMS) will monitor progress to see if certain areas of the assignment are</p>	<p>1. The (teacher/LMS) will provide the article ahead of time to students with high need.</p> <p>2. The (teacher/LMS) will provide a list of defined vocabulary for the student to use during the 2nd reading.</p> <p>3.</p>

Planning for collaboration

Lisa, Nathan and Charles

- Collaborated last year on the Power Grid project
- Continuing this year to complete another unit



[https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_\(22310055090\).jpg](https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_(22310055090).jpg)

Planning for collaboration

- How is the SLASL project working to change how literacy lessons are taught?



[https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_\(22310055090\).jpg](https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_(22310055090).jpg)

Planning for collaboration

- How does the template help support teams in solving these new challenges?



[https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_\(22310055090\).jpg](https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_(22310055090).jpg)

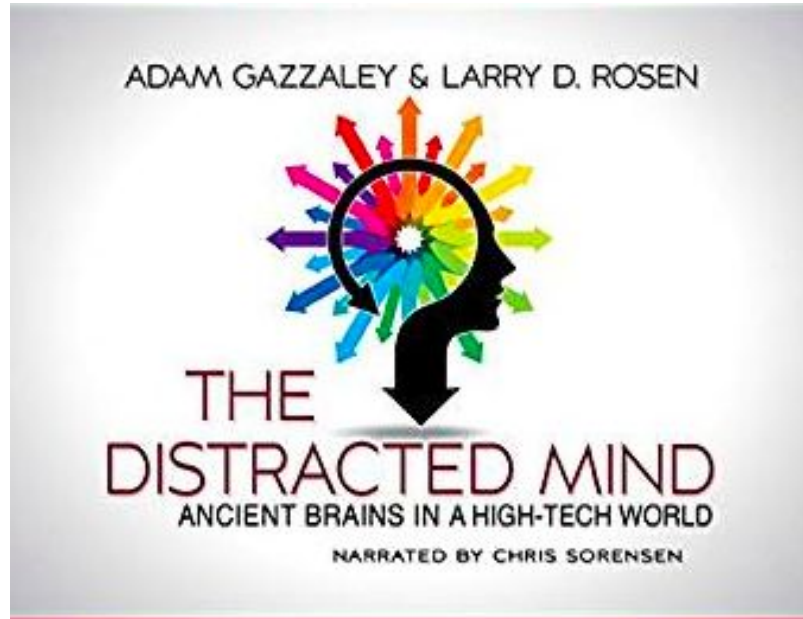
Planning for collaboration

- What are your best methods for increasing your collaboration productivity?



[https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_\(22310055090\).jpg](https://commons.wikimedia.org/wiki/File:Helping_Hand_on_Old_Rag_(22310055090).jpg)

An interesting read



Pretend scenario evaluation

Scenario 1: Teacher A, Teacher B and LMS C are working together on a unit. Teacher A and LMS C often show up to the meetings early, while Teacher B often has to be reminded to come to the meeting. Teacher B often seems distracted, on the phone or answering emails.

Q1: What is the main barrier to the collaboration? Q2: What are some strategies to support better collaboration?

Pretend scenario evaluation

Scenario 2: Teacher D, Teacher E and LMS F are working together on a unit. Teacher D often seems fairly stuck in her own opinion. She doesn't seem to be willing to compromise with the other colleagues.

Q1: What is the main barrier to the collaboration? Q2: What are some strategies to support better collaboration?

North Carolina timeline

April 2017	<p><u>Webinar 3 - Collaborative Implementation</u> Wednesday April 19 7-8:00pm</p> <ul style="list-style-type: none">• Comment on Discussion Post by Tuesday April 18th <p>(Complete Template Part XI for feedback by Friday May 5th, but BEFORE implementation)</p>
May 2017	<p>Implement unit by Tuesday May 30th -- SAVE student work samples, record student feedback, record videos</p>
June 2017	<p>Publish draft unit by Thursday June 1st in OER Commons</p> <p><u>Webinar 4 - Leadership & Advocacy</u> Wednesday June 7th 7-8:00pm</p> <p>(Develop Leadership & Advocacy Plan by Wednesday June 21st)</p>

New Hampshire timeline

April 2017	<p><u>Webinar 3 - Collaborative Implementation</u> Wednesday April 19th 7:00-8:00pm</p> <ul style="list-style-type: none">• Comment on Discussion Post by Tuesday April 18th <p>(Complete Template Part XI for feedback by Wednesday May 10th, but BEFORE implementation)</p>
May 2017	<p>Implement unit by Tuesday May 30th -- SAVE student work samples, record student feedback, record videos</p>
June 2017	<p>Publish draft unit by Thursday June 1st in OER Commons</p> <p><u>Webinar 4 - Leadership & Advocacy</u> Wednesday June 7th 7:00-8:00pm</p> <p>(Develop Leadership & Advocacy Plan by Wednesday June 21st)</p>