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| Module 1  Facilitator Guide | Focus on Instructional Shifts |

**Activity 5**



Connecticut Core Standards for English Language Arts and Literacy

Grades K–5

*Systems of Professional Learning*

# Session at-a-Glance

### Activity 5: Bringing it All Together –Using the EQuIP Rubric to Assess Alignment

(50 minutes) In mixed grade table groups, coaches will view and reflect on an entire video lesson and lesson plan for evidence of alignment using the EQuIP Rubric.

##### Supporting Documents:

* Directions
* America Achieves instructional video and sample lesson plan
* EQuIP Rubric

##### PowerPoint Slides:

* 61–64

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| **Activity 5** | |
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| Participants will become familiar with the EQuIP Rubric to determine if a lesson is aligned to the CCS-ELA & Literacy. Read the information below and allow participants **10 minutes** to review the rubric and become familiar with its components.   * Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the CCSS for use in elementary, middle, and high schools. This rubric was developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve. The rubric is now available for use by all states. * The rubric helps educators examine the following dimensions:   1. Alignment to the rigor of CCCS-ELA & Literacy: For example, are the standards identified and addressed? Is the purpose of instruction clear? Are appropriately complex texts used?   2. Key areas of focus: 1) content-rich text; 2) reading closely; 3) purposeful writing; 4) academic language   3. Instructional supports: engagement; variety of opportunities to engage with challenging text; scaffolding for all learners   4. Assessment: observable evidence that students are working towards proficiency on specified standards; use of aligned rubrics to assess writing   Note that we will mostly focus on 1 and 2 today. | |
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| **(40 minutes)** Participants will be provided with a copy of the lesson plan for the lesson they will see conducted in the video. They view the video, and use the lesson plan to make decisions about the alignment of the lesson. They will not be able to observe all of the elements of the EQuIP rubric in this lesson.  This activity culminates with volunteers offering observations or asking questions of the entire group. | |
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| Play video. | |