Summer Book Study Session 1

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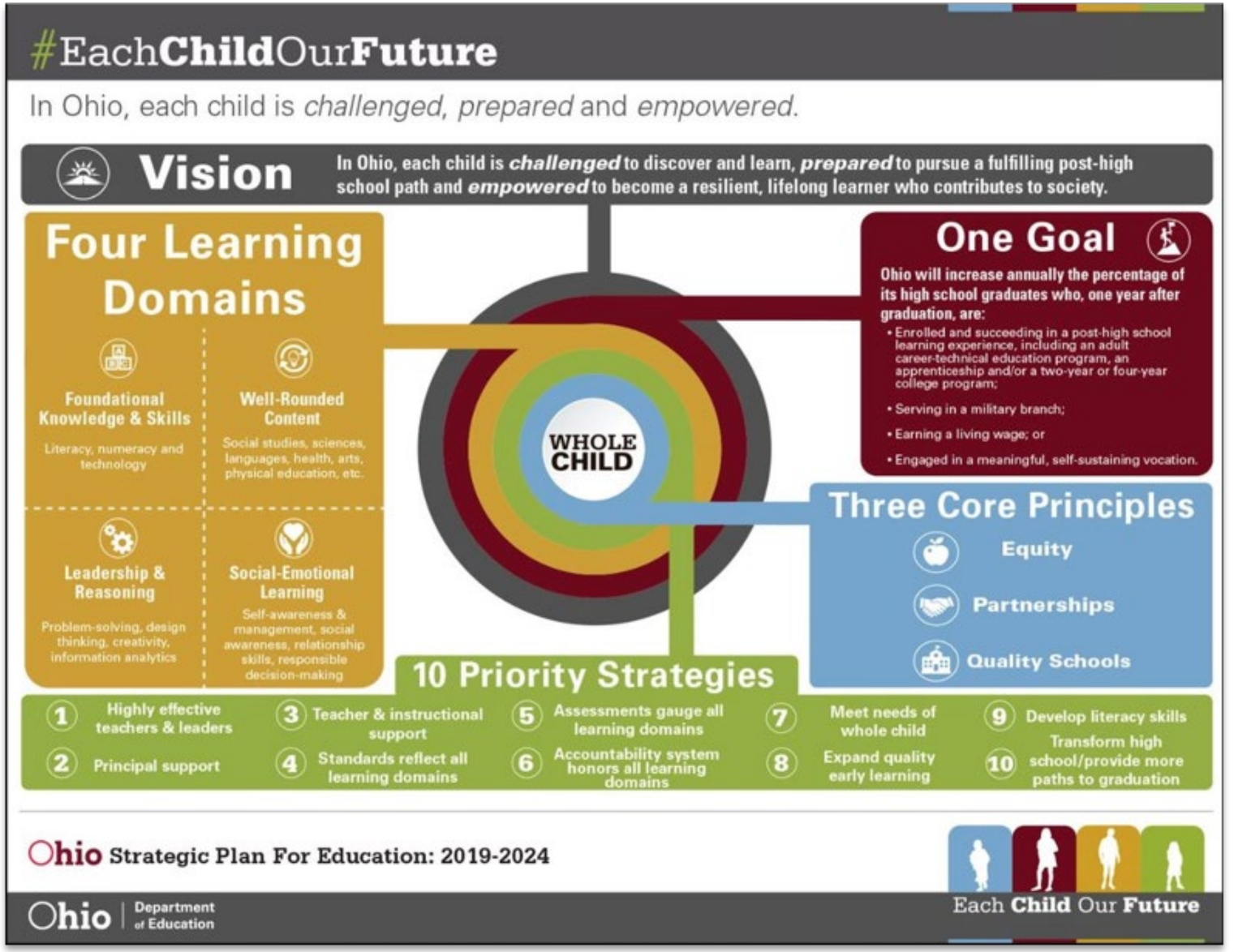
Welcome!

- Introductions & Sign-in
- The why
- Icebreaker
- Breakout discussions
- Share out


#EachChildOurFuture
In Ohio, each child is challenged, prepared and empowered.
Vision
In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.
Four Learning Domains
Foundational Knowledge & Skills
Literacy, numeracy and technology
Well-Rounded Content
Social studies, sciences, languages, health, arts, physical education, etc.
Leadership & Reasoning
Problem-solving, design thinking, creativity, information analytics
Social-Emotional Learning
Self-awareness & management, social awareness, relationship skills, responsible decision-making
WHOLE CHILD
One Goal
Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
• Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
• Serving in a military branch;
• Earning a living wage; or
• Engaged in a meaningful, self-sustaining vocation.
Three Core Principles
Equity
Partnerships
Quality Schools
10 Priority Strategies
1 Highly effective teachers & leaders
2 Principal support
3 Teacher & instructional support
4 Standards reflect all learning domains
5 Assessments gauge all learning domains
6 Accountability system honors all learning domains
7 Meet needs of whole child
8 Expand quality early learning
9 Develop literacy skills
10 Transform high school/provide more paths to graduation
Ohio Strategic Plan For Education: 2019-2024
Ohio | Department of Education
Each Child Our Future

Our why

Writing instruction is important, but

- (30) It is hard to teach.
- (15) I don’t have time to teach it.
- (15) Students are at different levels.

Memorable quotes:

- “Writing instruction is important, **but I have trouble explicitly teaching these skills**.”
- “Writing instruction is important, **but I don’t feel confident teaching it**.”
- “Writing instruction is important, **but the kids groan**!”
- “Writing instruction is important, **but it doesn't seem as important to some teachers as others**.”

Our why

Writing instruction is important, so

- (33) I want to learn how to do it.
- (15) All content areas need to teach it.
- (13) We should do it daily.

Memorable quotes:

- “Writing instruction is important, **so let’s do it and learn new strategies together!**”
- “Writing instruction is important, **so teachers must prioritize it**, **even if it's uncomfortable for them**.”
- “Writing instruction is important, **so students gain a deeper knowledge of content**.”

Icebreaker

–For chapters 1 – 3, what is sticking with you so far?

- Share a series of key words to represent your “a-ha” moments so far.

- Go to www.menti.com and

  type in the code:

  7943 4885

Small Group Discussions

Connect: How are the ideas and information presented connected to what I already know?

Extend: What new ideas did you get that extended or broadened your thinking in new directions?

Challenge: What challenges or puzzles have come up in your mind from the ideas and information presented?

The *Connect, Extend, Challenge* thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.

Breakout Room Roles

Facilitator

→Keep group on task and focused

→Encourage participation from all group members

→Listen to and expand on ideas presented

Reporter

→Communicate major points in discussion to the larger group

Notetaker

→Record the discussion

→Share your screen if needed

Timekeeper

→Keep track of time

→Remind group 5 minutes before discussion is to end

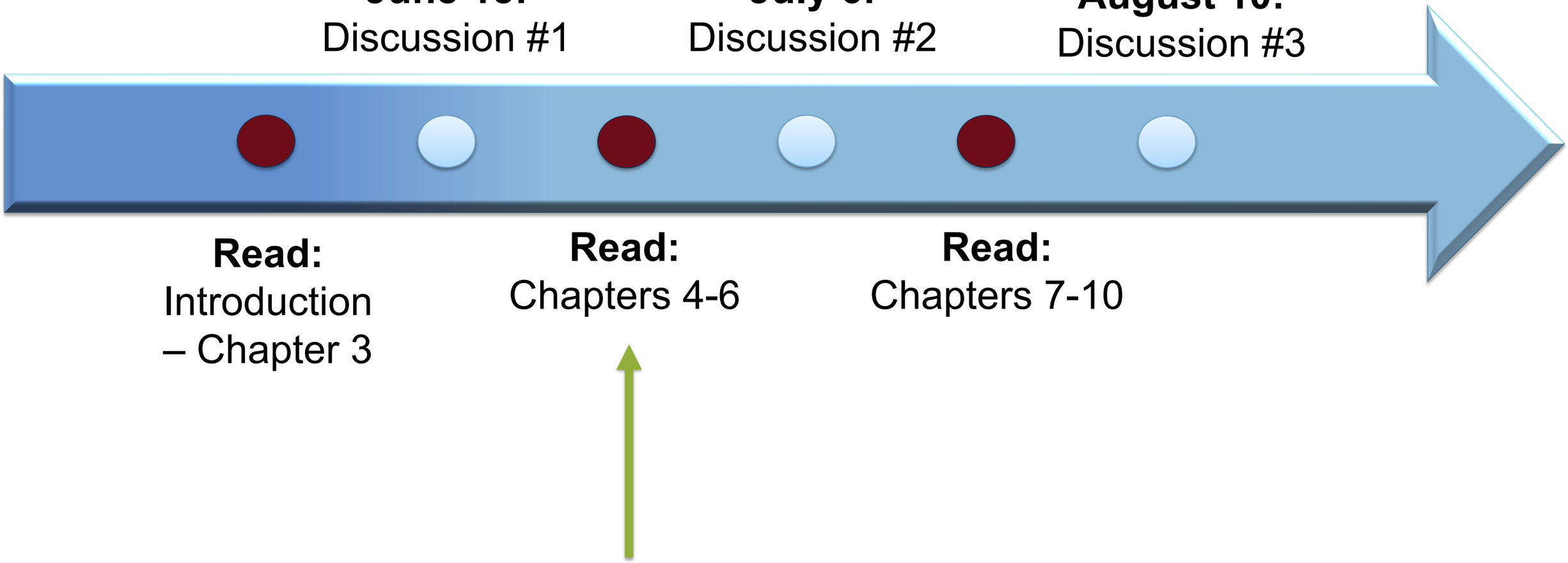
→Keep group moving forward

Share

–Develop applications for classroom practice.

- Contribute ideas to the Padlet.

Summer Book Study Timeline



Questions?

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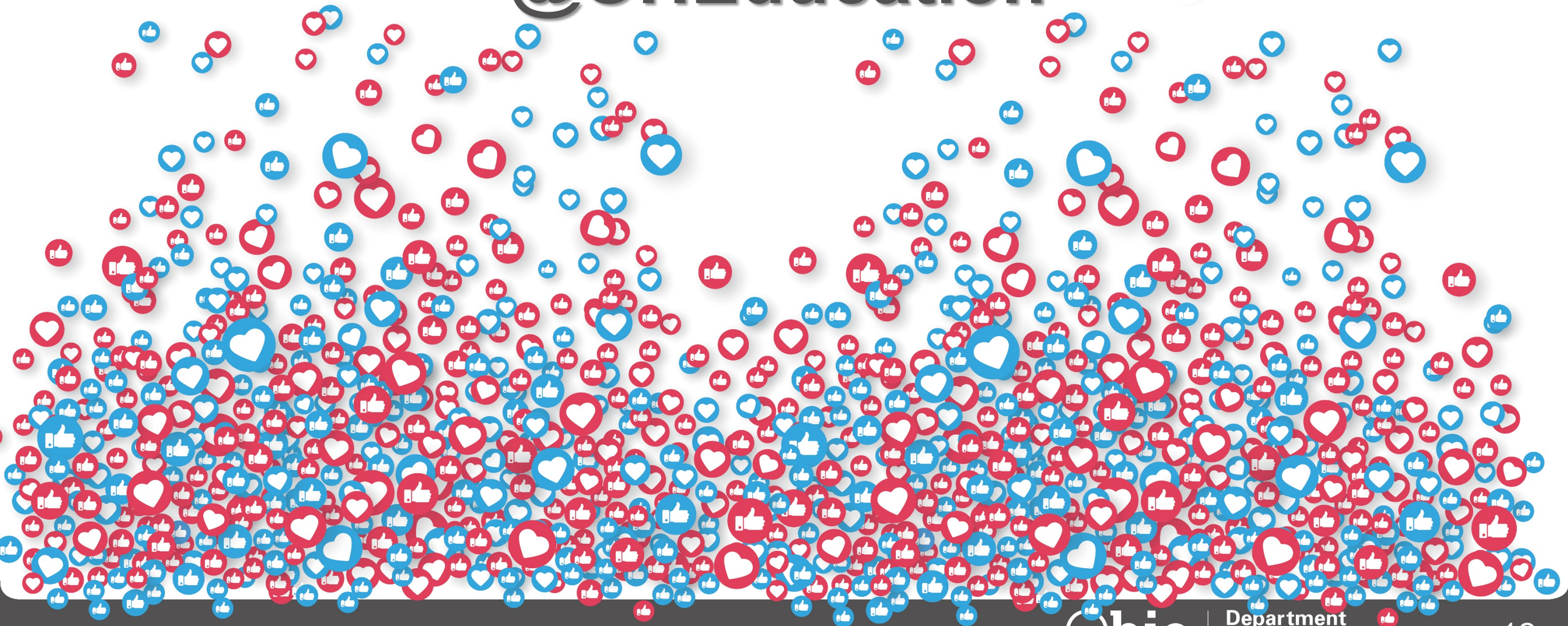

Share your learning community with us!

#MyOhioClassroom

Celebrate educators!

#OhioLovesTeachers