ILLUMINATED
COLLECTIVE

Delivery Methods	Session Description
In person and virtual	Essential Question for this Learning: **What are the optimal levels of support for student learning?** Participant Outcomes/Deliverables 1. Understand how the apprenticeship model situates learners for inquiry and agency. 2. Examine the changing role of the teacher in an apprenticeship model. 3. Understand the varying levels of teacher support and student responsibility inherent in varied instructional approaches along the Release of Responsibility Continuum 4. Connect students' assessed needs to thoughtful choice of instructional approach. Key Take-Aways from this Session • Lasting learning requires a balance of support and productive struggle. • Telling and teaching are not synonymous. • Teachers should not do for students what they are capable of doing for themselves (Marie Clay). • Instructional approaches are a deliberate instructional decision, not merely a time slot on a schedule.
In person and virtual	Essential Question for this Learning: **How do we harness the power of classroom talk to support student's constructive abilities?** Participant Outcomes/Deliverables 1. Understand learning as a social, collaborative endeavor. 2. Experience purposeful talk as both a constructive tool for students and an assessment tool for teachers to determine necessary level of support. 3. Learn talk behavior that enables students to think and construct together, enabling productive struggle. 4. Explore the shifting role of the teacher as students become active, agentive learners. Key Take-Aways from this Session • All learning is relational • Students are capable of greater depth of meaning making than we may

	realize. • Purposeful talk is a dynamic process. • Learning to facilitate well is a process that requires reflection and trust
In person and virtual	Essential Question for this Learning: **How do we harness the read aloud to teach talk, the process of comprehension, and a love of reading?** Participant Outcomes/Deliverables 1. Understand read aloud as a high level of support instructional strategy – but with responsive release of responsibility threaded through. 2. Understand the ways meaning unfolds in a texts precedes planning. 3. Design read aloud lessons with attention to the reciprocity between talk and compression strategies 4. Experience teaching as a responsive practice that holds students at the center of the meaning making process. 5. Reflect on student talk to determine next steps inclusive of level of support Key Take-Aways from this Session • Compelling texts and compelling ideas drive energized learning. • Compelling texts encompass a range of big ideas. • Lesson design serves best as a tentative support, not a rigid script. • Sometimes saying nothing is a powerful facilitative move.
In person and virtual	Essential Question for this Learning: **What is the role of shared reading?** Participant Outcomes/Deliverables 1. Understand shared reading as an instructional approach that invites greater student responsibility. 2. Explore the varied goals of shared reading for varied developmental levels and student needs. 3. Study the complexities of texts and discuss supports and challenges that as they relate to teacher support and student responsibility. 4. Design shared reading with attention to increased student responsibility. 5. Reflect on student's process and talk to determine next steps inclusive of level of support Key Take-Aways from this Session • Shared reading has value for a range of developmental levels. • Shared reading texts need to be chosen with great care for complexity of ideas, language structures, text placement, and text format. • Lesson design for shared reading varies by developmental levels. • Meaning making precedes a focus on text analysis

In person and virtual	Essential Question for this learning: **How do we guide reading with a light touch to move students closer to independence?** Participant Outcomes/Deliverables 1. Understand guided reading as an instructional approach that hovers steps from independence. 2. Examine student data to determine flexible groupings. 3. Study the complexities of texts and discuss supports and challenges that as they relate to teacher support and student responsibility. 4. Design guided reading with attention to increased student responsibility. 5. Assess in ways that keeps groupings flexible. 6. Reflect on student's process and talk to determine next steps inclusive of level of support. Key Take-Aways From This Session • Guided reading instruction varies by developmental bands • Grouping by developmental bands offers greater flexibility. • Heavy teacher support prevents movement towards independence. • Text levels are an art, not a science
In person and virtual	Essential Question for this learning: **How does a workshop model create space for passionate, purposeful, independent readers?** Participant Outcomes/Deliverables 1 Problem solve for the building of and design of classroom libraries 2 Explore the importance of choice and voice in developing agency 3 Differentiate supportive protocols from restrictive barriers 4 Learn to teach into student process to build independent habits of mind. 5 Draw from instructional shares to help students learn from each other 6 Explore reading conferences as powerful assessment. Key Take-Aways From This Session • Reading needs to be relevant and purposeful for each individual • Independent does not necessarily equate to silent and alone. • Productive struggle is necessary for growth.

	• Developing independent passionate readers requires a learning community that revels in reading
In person and virtual	Essential Question for this learning: **How do levels of support play out in the writing workshop?** Participant Outcomes/Deliverables 1 Understand writing as a complex, dynamic process of constructing and communicating meaning 2 Differentiate assigned writing activities from writing process 3 Consider the importance of modeling flexible, imperfect idea generation and construction of text in front of students 4 Explore the importance of thinking aloud during the constructive modeling 5 Design of opportunity for students to imagine modeled strategies into their own writing Key Take-Aways From This Session • Writing is hard, but it should still be joyful • Perfection rarely happens in a first draft • Productive struggle is necessary for growth.
In person and virtual	Essential Question for this learning: **How does a workshop model create space for passionate, purposeful, independent writers?** 1 Explore the importance of choice and voice in developing agency 2 Differentiate supportive protocols from restrictive barriers 3 Learn to teach into student process to build independent habits of mind. 4 Draw from instructional shares to help students learn from each other 5 Explore writing conferences as powerful assessment. Key Take-Aways From This Session • Reading needs to be relevant and purposeful for each individual • Independent does not necessarily equate to silent and alone. • Productive struggle is necessary for growth. • Developing independent passionate readers requires a learning community that revels in reading