

## Guide to PowerPoint Slides

To facilitate session planning, print versions of the Toolkit PowerPoint slides appear in this section of the *Facilitator's Resource*, along with facilitator notes that provide suggestions for customizing and using each slide in learning sessions. All PowerPoint slides are included on the Toolkit DVD.

Content to be customized is shown in italics on the print versions of the slides that follow and in red italics in the PowerPoint file on the Toolkit DVD. Facilitators can delete the sample content and input content matched to the particulars of their learning sessions.

Facilitators can choose to use slide templates as session planning tools in place of, or as well as, Planning Master 3: Session Planning Chart.

Welcome learners.

Explain how this session fits into the series of sessions or the learning plan for your group.

To refresh the memories of learners, you may decide to briefly review key concepts from previous sessions; you could also revisit the work done in a previous session using an activity designated as suitable for Revisiting (see the activity chart on page 77 in the *Facilitator's Resource*).



Slide 1 is a presentation slide with a white background and a green border. The text is centered and reads: "Welcome!" in a large, bold, black font. Below it is "Session 1" in a slightly smaller, bold, black font. Underneath that is "Theme: *Shared Leadership*" in a black font. Below the theme is the instruction "Add your school/district name here." in a smaller, italicized black font. At the bottom of the slide, there is a horizontal line. Below the line, the word "PEARSON" is centered in a bold, black font. To the right of "PEARSON" is the text "13 Parameters: A Literacy Leadership Toolkit" in a small, black font.

Slide 1

Review the agenda with learners.

"Together, we will be reading information and viewing a video related to a selected parameter. We will discuss the concepts presented and explore the ideas within our context. At the close of discussions, we will reflect on what we have learned and plan our next steps for implementing the parameter."

High-functioning professional learning communities depend in part on honest feedback from those involved. Explain that at the end of the session, learners will have an opportunity to comment on it and provide input into the next session by completing a feedback form and handing it in.



Slide 2 is a presentation slide with a white background and a green border. The text is centered and reads: "Agenda" in a large, bold, black font. Below it is a bulleted list: "• Introduction" with sub-bullets "– Norms for working together" and "– Sharing the focus for learning"; "• Parameter Focus" with sub-bullets "Building Understanding" (• What is this parameter about?), "Exploring" (• What do we need to consider when working with this parameter?), and "Applying" (• What does this learning mean for me/us?); and "• Next Steps/Planning". At the bottom of the slide, there is a horizontal line. Below the line, the word "PEARSON" is centered in a bold, black font. To the right of "PEARSON" is the text "13 Parameters: A Literacy Leadership Toolkit" in a small, black font.

Slide 2

Describe the norms for working together.

“These are our working norms. They will act as a guide for the social interactions within our group that will allow us to work effectively together.”

**Begin and end on time:** “As the facilitator, I commit to beginning and ending the session on time and ask that you arrive on time and work through to the agreed-upon end time.”

**Invest in our own learning and in the learning of others:** “As professional educators, we are committed to learning with and from one another. At the end of this session, we should all be able to say that we have invested in our own learning and in the learning of others.”

**Ensure respectful conversation:** “In our professional learning community, our willingness to share ideas is demonstrated when we actively listen to one another, encourage all voices, and acknowledge and value all contributions.”

**Make appreciation statements:** “I will provide opportunities for us to thank others for sharing their thinking and for respecting our ideas.”

Outline the group’s focus for learning and explain the value of a shared goal.

“A shared vision is an important dimension of literacy leadership. Our focus for learning is stated here and is supported by... [make explicit ties to the basis on which the focus was determined, e.g., our data, our planning process, our curriculum guidelines].”

## Norms for Working Together

- Begin and end on time.
- Invest in our own learning and in the learning of others.
- Ensure respectful conversation.
- Appreciate self and others.

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Slide 3

## Our Focus for Learning

*Insert your focus for learning here, e.g., building a professional learning community that has a positive impact on student literacy achievement.*

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Slide 4