

Louisiana Grade-Level Expectations

GLE Awareness Workshop

Trainer's Guide



Table of Contents

Training Overview	
Description	3
Length.....	3
Format and Methodology	3
Group Size and Seating	3
Audience Participation	3
Content	4
Evaluation.....	4
Certificates of Completion	4
Preparation for Training	
Trainer’s Timetable	5
Facilities and Equipment.....	5
Materials.....	6
Room Setup.....	6
Activities, Breaks, and Refreshments	6
Using PowerPoint and Transparency Masters	6
Training Basics	
How Adults Learn	8
Statistics on Retention.....	8
Tips on Debriefing	8
Presentation Do’s	8
Evaluation and Reporting.....	9
References	9
Attachments	
A. Preparation and Materials Checklist.....	10
B. Sign-in Sheet.....	11
C. Trainer’s Agendas.....	12
D. <i>Which is Which?</i>	15
E. <i>Vertical Scaffolding</i>	21
F. Evaluation Form	41
G. Redelivery Reporting Form.....	42

Training Overview

Description

The purpose of the workshop is to build awareness and understanding of the state's new Grade-Level Expectations (GLEs). The anticipated audience for the statewide workshop is school-level representatives. These participants will then be expected to redeliver the training for teachers in their local schools and districts.

Length

The statewide workshops for local school-level representatives are anticipated to take approximately five and one-half hours, including a session on training others, a one-hour lunch, and two 10-minute breaks. Local redelivery of the workshop to teachers is designed to take between two and three hours with options for dividing the training into multiple sessions.

Format and Methodology

The statewide GLE Awareness Workshops will use a training-of-trainers strategy that primarily models, or demonstrates, the training, an approach that has proven effective for training trainers. The format and content of the workshops and related materials are designed so that participants can experience the professional development in much the same way they will in turn deliver the training to others at their schools and districts.

Both the statewide workshops and local redelivery will follow a presentation-activity format in which brief presentations of new information are followed by activities designed to allow participants to process and apply new learning.

Group Size and Seating

The training can be adapted for any size group. Anticipated group size for the statewide training is 100-125 participants. Redelivery of the training at schools will probably target, in most cases, smaller groups.

Participants should sit at tables in groups of 4-6 in configurations that allow for small-group activities.

Audience Participation

Rather than a “stand-and-deliver” approach, the workshops incorporate interactive strategies proven by professional development and adult learning research to be effective. In particular, the workshops are designed around the principles of collective participation and active learning. Collective participation involves small- and large-group work based on the premise that learners use each other as resources in learning new material. Small groups lend themselves to learning environments that are more learner-centered and collaborative and that draw on learners' individual knowledge and experiences as

resources. Active learning allows participants to apply the professional development content, aiding in the retention of new learning.

Content

The content of the workshop is designed to build participant awareness and understanding of the GLEs, emphasizing alignment of the GLEs with state standards and benchmarks. The introductory video provides an overview and background information on the GLEs and a foundation for more detailed information provided in the GLE Awareness PowerPoint presentation and workshop activities. The PowerPoint presentation is designed to allow participants to develop a deeper understanding of the GLEs (what they are, what they are not, characteristics, and organizing principles), how they will be used in instruction, the resources and training that will be available to support implementation, and a timeline for implementation. The statewide workshop will also include a session on redelivery of the workshop.

Evaluation

At the close of the workshop, participants at the statewide training will be asked to complete an evaluation of the day's session. As appropriate, modifications to future workshops will be made in response to participant evaluations.

At the school level, teacher participants will also be asked to fill out evaluation forms. Local trainers will be responsible for reviewing these evaluations and summarizing relevant questions and issues in their report to LDE by May 1, 2004. For further information on reporting, see Evaluation and Reporting, page 9, and Attachment G.—Redelivery Reporting Form.

Certificates of Completion

All participants in the statewide workshop will receive a certificate for five hours of GLE Awareness Training in each of the four content areas. For delivering the local training trainers can receive an additional 2-3 hours of professional development credit, depending on the redelivery format chosen. It is the responsibility of the trainer to maintain documentation of the redelivery workshop (sign-in sheets, local agenda, evaluations, redelivery completion report) in order to receive this credit from his/her district.

Teachers attending the local training should also receive a certificate of completion. Local trainers should fill in the total number of hours of the training and sign the certificate before distributing to participants. The certificate is available on the CD under GLE Awareness Training Materials > Certificate of Completion for Participants.

Preparation for Training

Trainer's Timetable

As Soon As Possible

- Choose a training option and schedule the workshop session(s)
- Book a meeting room and specify room setup
- Send invitations to participants
- Reserve equipment
- Identify a co-trainer (if desired)

Two-to-four Weeks Prior

- Meet with co-trainer to do a run-through and divide responsibilities

One Week Prior

- Prepare cards for *Which is Which?* and *Vertical Scaffolding* activities
- Prepare certificates for participants
- Print handouts
- Locate school copies of GLE materials

Day Before

- Check and pack all materials for transport
- Confirm room setup

1½ Hours Before

- Arrive at training room
- Check and practice with equipment
- Set up room
 - Hang posters
 - Place GLE materials on resource table

Facilities and Equipment

Reserve a room large enough for the number of participants. Remember that there will be table and group discussions, so the room should be one in which some noise does not disturb others.

You will need the following equipment for the workshop:

- Training CD-ROM, computer, projector, and screen; OR overhead projector and screen
- TV and VCR, OR computer and VCR (check in advance that cables work)
- Two stand-alone flip chart with markers (two markers, preferably dark colors)
- Chimes or a bell, if desired for large groups, to signal the end of an activity or return after a break

Materials

The handouts are available in PDF format and include the GLE Awareness Training, the GLE graphic organizer, and the evaluation form. (See below for more specific instructions.) Print the handouts from the Adobe Acrobat file on the CD. Staple them in the top left corner. Have them available for participants to pick up as they enter the room.

During room setup, place the following items in the center of each participant table.

- Post-it notes (medium to large size)
- Activity cards in envelopes for *Which is Which?* and *Vertical Scaffolding*
- Extra blank paper

Room Setup

- Seat participants at tables of 4-6 persons
- Place the TV and/or screen in a front corner of the room, if possible
- Place one or two pieces of chart paper on the wall of the room with the heading “Burning Questions” on top where participants can place their post-it notes with questions

Activities, Breaks, and Refreshments

As participants often tire of sitting and listening for long periods of time, introduce a “change of state” every 20-30 minutes or so. Activities and breaks are built into the workshop agenda to accomplish this. If you modify the training, remember to allow time for participants to change position, or “state,” either through activities, a break, simple reflection, or exchanges between pairs (What did we just learn? How can we use it? What questions do we have?).

A break should be scheduled every hour and a half.

Participants always appreciate refreshments.

Using PowerPoint and Transparency Masters

Directions for downloading the PowerPoint Presentation from the CD to your computer

1. On the CD, choose GLE Awareness Training Presentation > PowerPoint Users > GLE Awareness Training PowerPoint.
2. Choose "File > Save As" and click.
3. Navigate to the location on your computer to save the file.
4. Highlight "File name:" and change it if necessary.
5. Click "Save" and, then, “Yes.”

Directions for printing the PowerPoint slides with trainer notes

Note: It is not possible to print several slides on the same pages when printing trainer notes. One slide and the accompanying notes are printed on each page. You should not print the trainer notes for the participants. They will be only for your use.

1. On the CD, choose GLE Awareness Training Presentation > PowerPoint Users > GLE Awareness Training PowerPoint.

2. Choose "File > Print."
3. Choose correct printer.
4. Choose "Print What" > "Notes Pages."
5. Click "Grayscale" > "OK."

Directions for printing the PowerPoint as handouts for participants to take notes

Note: You will have the option of printing out several slides per page with lines for taking notes.

The handout version does not have the answers to the *Which is Which?* activity. This will prevent the participants from looking ahead in the handout to find the answers.

1. On the CD, choose GLE Awareness Training Presentation > PowerPoint Users > Handouts for Participants.
2. Choose "File" > "Print."
3. Choose correct printer.
4. Choose "Print What" > "Handouts," and choose 3 slides per page.
5. Click "Grayscale" > "OK."

Directions for printing transparency masters and notes from the CD

Note: For those who would rather deliver the presentation using an overhead projector and transparencies, a version in Adobe PDF is included on the Training CD and will allow for minor alterations to select slides. (You will need the free Adobe Acrobat Reader plug-in in order to view, modify, and print these files. You can download the Reader from www.adobe.com.)

1. On the CD, choose GLE Awareness Training Presentation > Non-PowerPoint Users > GLE Awareness Training Transparencies (to print the transparencies) **OR** GLE Awareness Trainer's Notes (to print the notes).
2. Using the hand tool in Acrobat Reader, highlight over the text areas you wish to change (i.e., insert trainer name/position, adjust agenda. Please note that only pre-selected text areas can be changed) and click.
3. The hand icon will turn into a cursor, allowing you to select the default text and type in your changes.
4. When you are finished typing, use the mouse to click once outside of the text area. The text will display your changes.
5. Be sure to save the file to your computer and change the name if necessary.
6. To print the transparencies, load transparency sheets into your printer, select "Print" from the "File" menu and modify the settings of your Print Dialog box to match the output you desire (i.e., scale to fit letter size paper, adjust to landscape orientation, etc.).

Training Basics

How Adults Learn

Adults ...

- Must recognize a need to learn
- Want to apply new learning on the job
- Need to integrate past experiences with new content
- Prefer the concrete to the abstract
- Need a variety of training methods
- Learn better in an informal, comfortable environment
- Want to solve realistic problems
- Prefer “hands-on” methods of learning

Statistics on Retention

Average adults remember

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say
- 80% of what they say and do

Tips on Debriefing

Use open rather than closed questions.

“What do you think about this?” vs. “Do you agree with this?”

Use “I” statements, unless speaking for others with their specific agreement.

“I think that....” vs. “We think that....”

Use reflective listening and summarize to check for understanding.

“Are you saying that ... ?”

Presentation Do's

- Wear solid colors
- Arrive 1.5 hours prior to the start of the workshop
- Check all equipment prior to use
- Greet participants as they arrive
- Position yourself center stage with audiovisual equipment to your dominant side
- Make eye contact
- Watch for nonverbals
- Listen for the “lull” in group chatter in order to know when to end small group work
- Rephrase questions as statements
- If you don't know the answer to a question, say so and tell the group that you will find out

- Construct groups to foster exchanges of multiple perspectives
- Mix-up “unfocused” clusters
- Make yourself available during breaks and lunch
- Avoid getting caught up in irrelevant discussions

Evaluation and Reporting

It is extremely important to have participants complete an evaluation form for the workshop. Make evaluation forms available from the outset so participants can write comments as the workshop progresses and also to increase the likelihood of receiving comments from those who leave early.

For local training, on the CD, choose GLE Awareness Training Materials > Local Evaluation.

Local trainers should also complete and submit online the Redelivery Reporting Form <http://www.doe.state.la.us/lde/ssa/currichome.html>. An example is also included as Attachment G. For problems with online reporting, please call Carolyn Sessions, GLE Project Coordinator, at (225) 342-1152 or e-mail at Carolyn.Sessions@la.gov.

References

- Jeary, T., and Gerold, B. (1999). *Other People to Train: A Workshop on Training Adult Learners*. Urbandale, IA: American Media Incorporated.
- Lawson, K. (1998). *Train the Trainer: Facilitator's Guide*. San Francisco: Jossey-Bass Pfeiffer.

Attachment A

Preparation and Materials Checklist

Total number of participants expected: _____

Before the workshop

Have you:

- _____ Reserved the meeting space?
- _____ Reserved all the necessary equipment and practiced using it?
- _____ Downloaded the PowerPoint from the CD to your computer or made transparencies?
- _____ Run through the PowerPoint presentation and tailored it for your specific presentation?
- _____ Thought about refreshments?
- _____ Collected the GLE resources sent to your school for display during the workshop?
- _____ Made copies of the Handouts for Participants for participants to take notes?
- _____ Gathered other materials?
 - _____ Sign-in sheet
 - _____ Post-it notes for each table (medium to large)
 - _____ Chart paper, easels, and tape for posting to walls
 - _____ Blank paper
- _____ Made enough copies of all the materials (including some extras)?
 - _____ *Which is Which?* cards (12 cards in a set—3 per content area—for each pair). (See Attachment D.)
 - _____ *Vertical Scaffolding* cards (1 set of cards per table—1 set of cards includes all four content areas). (See Attachment E.)

After the workshop

Have you:

- _____ Looked at all the participant evaluation forms?
- _____ Summarized participant comments and concerns?
- _____ Submitted the Redelivery Reporting Form online?

Attachment C

Trainer's Agenda, Option 1

Option 1—One 2.5- to 3-hour session

Slide #	Time (in minutes)	Topic	Activity	Materials and Equipment Needed
	10-15	Introduction, Ice Breaker, and Overview		
	10	Video		TV or computer and VCR
	5	Warm-up	Table introductions	
	40	GLEs	<i>Which is Which?</i>	<i>Which is Which?</i> cards
	20	Organizing Principles	Organizing Ideas	Graphic Organizer
	10	Break		
	20	Vertical Alignment	<i>Vertical Scaffolding</i>	<i>Vertical Scaffolding</i> cards
	10	GLE Resources		
	10	Timeline		
	15	Closing/Q&A/Evaluation		Evaluation Form

Attachment C

Trainer's Agenda, Option 2

Option 2—One 2-hour session

Slide #	Time	Topic	Activity	Materials Needed
	10-15	Introductions, Ice Breaker, and Overview		
	10	Video		
	35	GLEs	<i>Which is Which?</i>	<i>Which is Which?</i> cards
	20	Organizing Principles		
	20	Vertical Alignment	<i>Vertical Scaffolding</i>	<i>Vertical Scaffolding</i> cards
	10	GLE Resources		
	10	Timeline		
	10	Closing/Q&A/ Evaluation		

Attachment C

Trainer's Agenda, Option 3

Option 3—Two 1-hour sessions on different days

Please note: To refresh participants on material covered in previous sessions, you may want to open the second session with a 5-minute review activity in which pairs discuss what they have learned so far. Elicit some key points. You should be prepared to mention the key issues covered in each topic during the previous session.

First hour

Slide #	Time	Topic	Activity	Materials Needed
	10-15	Introductions, Ice Breaker, and Overview		
	10	Video		
	35	GLEs	<i>Which is Which?</i>	<i>Which is Which?</i> cards
	20	Organizing Principles		

Second hour

Slide #	Time	Topic	Activity	Materials Needed
	5	Review	What have you learned?	
	20	Vertical Alignment	<i>Vertical Scaffolding</i>	<i>Vertical Scaffolding</i> cards
	10	GLE Resources		
	10	Timeline		
	10	Closing/Q&A/ Evaluation		

Attachment D

Which is Which?

Needed Materials

- Rubber bands
- *Which is Which?* cards

Instructions

- Make one copy of each of the *Which is Which?* pages for every two participants you expect at the workshop. (Full-page versions of the cards follow.) For more durable cards, copy onto cardstock. You may wish to use the colors indicated below for each of the content areas.
- Copy, cut, mix up, and bind the cards for all four content area with rubber bands.
- Each table should receive a set of twelve cards for each pair seated at the table (e.g., if the table seats six, there should be three sets of twelve *Which is Which?* cards).
- Be sure to mix all the cards before placing them in an envelope labeled “*Which is Which?*”.
- The activity should take about ten minutes. Allow the participants time to finish the activity. Then, move on to the next slide in the PowerPoint. These slides contain the solution (the correct order of standard, benchmark, and GLE). Please do not move to these slides until the participants have finished.
 - For your information, the correct order is listed below.
- The cards are not for the participants to keep. Remind the participants to leave the cards at the table so that you can pick them up after the training.

Answers

English Language Arts—Yellow

English Language Arts Standard: Students write competently for a variety of purposes and audiences.

Benchmark ELA-2-H3: Applying the steps of the writing process, emphasizing revising and editing in final drafts.

High school GLE: Use correct spelling conventions when writing and editing.

Mathematics—Pink

Geometry Standard: In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry and justify their findings.

Benchmark G-5-M: Making and testing conjectures about geometric shapes and their properties.

Grade 7 GLE: Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems.

Science—Blue

Physical Science Standard: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Benchmark PS-H-A2: Understand the language of chemistry (formulas, equations, symbols) and this relationship to molecules, atoms, ions, and subatomic particles.

High school Physical Science GLE: 1) Distinguish among symbols for atoms, ions, molecules, and equations for chemical reactions. 2) Name and write chemical formulas using symbols and subscripts.

Social Studies—Green

Geography Standard: Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Benchmark G-1A-E3: Identifying or describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images.

Grade 1 GLE: Create simple maps to identify the relative location of places in the school and community.

Students write competently for a variety of purposes and audiences.

Applying the steps of the writing process, emphasizing revising and editing in final drafts.

Use correct spelling conventions when writing and editing.

In problem-solving investigations, students demonstrate an understanding of geometric concepts and applications involving one-, two-, and three-dimensional geometry and justify their findings.

Making and testing conjectures about geometric shapes and their properties.

Determine the radius, diameter, circumference, and area of a circle and apply these measures in real-life problems.

Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.

Understand the language of chemistry (formulas, equations, symbols) and this relationship to molecules, atoms, ions, and subatomic particles.

Distinguish among symbols for atoms, ions, molecules, and equations for chemical reactions.

Name and write chemical formulas using symbols and subscripts.

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Identifying or describing the characteristics and uses of geographic representations, such as various maps, globes, graphs, diagrams, photographs, and satellite-produced images.

Create simple maps to identify the relative location of places in the school and community.

Attachment E

Vertical Scaffolding

Instructions:

- Copy one of each of the *Vertical Scaffolding* pages for every table of participants you expect at the workshop. (Full-page versions of the cards follow.) For more durable cards, copy onto cardstock. You may wish to use the colors indicated for each of the content areas.
- Copy, cut, mix, and bind the cards for each content area with rubber bands. Make sure to keep the content areas separate.
- Each table should receive a set of cards, which includes all four content areas. Each content area will have a different number of cards because there are different numbers of GLEs.
- Place four sets of cards in an envelope labeled “*Vertical Scaffolding*.” There should be one envelope per table, and each envelope should contain one set of *Vertical Scaffolding* cards.
- Make an answer sheet for each pair. You may choose to make 3-4 answer sheets per table.
- Each pair will do the activity with one content area.
- The activity should take about ten minutes. After the participants have completed the activity, pass out the answer sheets. (See the following pages for the answer sheet.)
- The cards are not for the participants to keep. Remind the participants to leave the cards at the table so that you can pick them up after the training.

Vertical Scaffolding Answer Sheet

English Language Arts—The Yellow Cards

PK: Relate pictures to characters.

K: Identify basic story elements, including simple plot sequences, setting, and simple character descriptions in a favorite story using pictures and/or oral responses.

Grade 1: Identify story elements, including speaker or narrator, setting, character, plot, and problems and solutions.

Grade 2: Identify story elements, including effects of setting on events and characters.

Grade 3: Identify story elements, including theme; conflict; and character traits, feelings, and motivation.

Grade 4: Identify a variety of story elements, including the impact of setting on character, multiple conflicts, first- and third-person points of view, and development of theme.

Grade 5: Identify and explain story elements, including theme development, character development, relationship of word choice and mood, and plot sequence. (same as grade 6)

Grade 6: Identify and explain story elements, including theme development, character development, relationship of word choice and mood, and plot sequence. (same as grade 5)

Grade 7: Explain story elements, including the revelation of character motivation through thoughts, words, and actions; plot sequence; conflicts and their effect on plot; effects of first- and third-person points of view; and theme development.

Grade 8: Interpret story elements, including stated and implied themes, development of character types, effectiveness of plot sequence and/or subplots, the relationship of conflicts and multiple conflicts to plot, difference in third-person limited and omniscient points of view, and how a theme is developed.

Grade 9: Identify and explain story elements, including the author's use of direct and indirect characterization; the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader.

Grade 10: Analyze the development of story elements, including characterization, plot and subplot(s), theme, and mood/atmosphere.

Vertical Scaffolding Answer Sheet

Mathematics—The Pink Cards

Grade 1: Use region models and sets of objects to demonstrate understanding of the concept of halves.

Grade 2: Model the concepts of thirds, fourths, fifths, sixths, using regions, sets, and fraction words (e.g., one third, three fourths, five sixths).

Grade 3: Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths.

Grade 4: Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models.

Grade 5: Recognize, explain, and compute equivalent fractions for common fractions. Compare positive fractions using number sense, symbols ($<$, $=$, $>$), and number lines.

Grade 6: Recognize and compute equivalent representations of fractions and decimals (halves, thirds, fourths, fifths, eighths, tenths, hundredths). Compare positive fractions, decimals, and positive and negative integers using symbols ($<$, $=$, $>$) and number lines.

Grade 7: Compare positive fractions, decimals, percents, and integers using symbols ($<$, \leq , $=$, \geq , $>$) and position on a number line.

Grade 8: Compare rational numbers using symbols ($<$, \leq , $=$, \geq , $>$) and position on a number line.

Vertical Scaffolding Answer Sheet

Science—The Blue Cards

PK: Sort objects using one characteristic.

K: Construct patterns by using color, size, and shape of objects.

Grade 1: Sort a group of objects by using multiple characteristics.

Grade 2: Record the temperature of objects (Celsius and Fahrenheit).

Grade 3: Compare and classify objects on properties determined through experimentation (e.g. ability to conduct electricity, sinks or floats in water, etc.).

Grade 5: Compare the physical properties of large and small quantities of the same type of matter.

Grade 6: Calculate the density of large and small quantities of a variety of substances (e.g., aluminum foil, water, copper, clay, rock).

Grade 9 Physical Science: Measure the physical properties of different forms of matter in metric units (e.g., length, mass, volume, temperature).

Grades 11-12 Chemistry: Identify unknowns as elements, compounds, or mixtures based on physical properties (e.g., density, melting point, boiling point, solubility).

Grades 11-12 Physics: Measure and determine the physical quantities of an object or unknown sample using correct prefixes and SI units (e.g., mass, charge, pressure, volume, temperature, density).

Vertical Scaffolding Answer Sheet

Social Studies—The Green Cards

PK: Identify representations of roads, bodies of water, and buildings in play activities.

K: Identify a map and a globe as a representation of Earth.

Grade 1: Identify and use simple map symbols and key/legend.

Grade 2: Describe basic characteristics of maps and globes.

Grade 3: Describe characteristics and uses of various maps (e.g., physical, political, topographical, population).

Grade 4: Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale.

Grade 5: Describe the characteristics, functions, applications of various types of maps. Compare the uses of different types of maps, including two different types of maps of the same area.

Grade 6: Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe.

Grade 7: Analyze various types of maps, charts, graphs, and diagrams related to U.S. history.

Grade 8: Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate different times in different places.

World Geography: Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude).

Relate pictures to characters.

Identify basic story elements, including simple plot sequences, setting, and simple character descriptions in a favorite story using pictures and/or oral responses.

Identify story elements, including speaker or narrator, setting, character, plot, and problems and solutions.

Identify story elements, including effects of setting on events and characters.

Identify story elements, including theme; conflict; and character traits, feelings, and motivation.

Identify a variety of story elements, including the impact of setting on character, multiple conflicts, first- and third-person points of view, and development of theme.

Identify and explain story elements, including theme development, character development, relationship of word choice and mood, and plot sequence.

Identify and explain story elements, including theme development, character development, relationship of word choice and mood, and plot sequence.

Explain story elements, including the revelation of character motivation through thoughts, words, and actions; plot sequence; conflicts and their effect on plot; effects of first- and third-person points of view; and theme development.

Interpret story elements, including stated and implied themes, development of character types, effectiveness of plot sequence and/or subplots, the relationship of conflicts and multiple conflicts to plot, difference in third-person limited and omniscient points of view, and how a theme is developed.

Identify and explain story elements, including the author's use of direct and indirect characterization; the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader.

Analyze the development of story elements, including characterization, plot and subplot(s), theme, and mood/atmosphere.

Use region models and sets of objects to demonstrate understanding of the concept of halves.

Model the concepts of thirds, fourths, fifths, sixths, using regions, sets, and fraction words (e.g., one third, three fourths, five sixths).

Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths.

Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models.

Recognize, explain, and compute equivalent fractions for common fractions.

Compare positive fractions using number sense, symbols ($<$, $=$, $>$), and number lines.

Recognize and compute equivalent representations of fractions and decimals (halves, thirds, fourths, fifths, eighths, tenths, hundredths).

Compare positive fractions, decimals, and positive and negative integers using symbols ($<$, $=$, $>$) and number lines.

Compare positive fractions, decimals, percents, and integers using symbols ($<$, \leq , $=$, \geq , $>$) and position on a number line.

Compare rational numbers using symbols ($<$, \leq , $=$, \geq , $>$) and position on a number line.

Sort objects using one characteristic.

Construct patterns by using color, size, and shape of objects.

Sort a group of objects by using multiple characteristics.

Record the temperature of objects (Celsius and Fahrenheit).

Compare and classify objects on properties determined through experimentation (e.g. ability to conduct electricity, sinks or floats in water, etc.).

Compare the physical properties of large and small quantities of the same type of matter.

Calculate the density of large and small quantities of a variety of substances (e.g., aluminum foil, water, copper, clay, rock).

Measure the physical properties of different forms of matter in metric units (e.g., length, mass, volume, temperature).

Identify unknowns as elements, compounds, or mixtures based on physical properties (e.g., density, melting point, boiling point, solubility).

Measure and determine the physical quantities of an object or unknown sample using correct prefixes and SI units (e.g., mass, charge, pressure, volume, temperature, density).

Identify representations of roads, bodies of water, and buildings in play activities.

Identify a map and a globe as a representation of Earth.

Identify and use simple map symbols and key/legend.

Describe basic characteristics of maps and globes.

Describe characteristics and uses of various maps.

Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale.

Describe the characteristics, functions, applications of various types of maps.

Compare the uses of different types of maps, including two different types of maps of the same area.

Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe.

Analyze various types of maps, charts, graphs, and diagrams related to U.S. history.

Use time zones in the United States or the International Date Line to interpret a map or representation of a globe and calculate different times in different places.

Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude).

Attachment F

**EVALUATION FORM
GLE Awareness Workshop
(School)**

Training Location _____ Date _____

Name (optional) _____

Trainer(s) _____

Please provide feedback by darkening the appropriate circle below.

1. Overall, the workshop provided a good introduction to the Grade-Level Expectations.
(Strongly disagree) (Strongly agree)
1 2 3 4 5
O O O O O

2. I have a good grasp on the resources that will be provided to assist with the implementation of the GLEs.
(Strongly disagree) (Strongly agree)
1 2 3 4 5
O O O O O

3. The information, materials, and activities presented in the workshop were clear and useful.
(Strongly disagree) (Strongly agree)
1 2 3 4 5
O O O O O

4. The presenter(s) was/were effective and credible in conveying the information.
(Strongly disagree) (Strongly agree)
1 2 3 4 5
O O O O O

On the back, please write any remaining questions you have about the GLEs. Your feedback is very important to us. Thank you.

Attachment G

GLE Awareness Workshop Redelivery Reporting Form

Enter the information below at the following website:

<http://www.doe.state.la.us/lde/ssa/currichome.html>.

Look for the link in the lower right corner that says GLE Training Reports.*

Name(s) of training leaders:

Name of school(s) for which the training was provided:

Name of district/parish: _____

Number of training sessions held: _____

Training date(s): _____

Describe the format of the training (e.g., one 2.5- to 3-hour session, two 1-hour sessions)

Number of participants: _____

Please provide a short summary of the evaluations of your training sessions and list any recurring comments, questions or concerns.

Thank you!

Reports should be submitted by May 1, 2004.

*For problems with online reporting, please call Carolyn Sessions,
GLE Project Coordinator, at (225) 342-1152
or e-mail at Carolyn.Sessions@la.gov