Script for Introduction to Text Dependent Analysis (TDA) Professional Learning Series

Slide	Script
1	Welcome to the Introduction Module for the Text Dependent Analysis Professional Learning Series. This module will provide you with the information you will need to understand the intended audience, purpose, organization, and proposed uses of the TDA Professional Learning Series. This series of modules is created by the Center for Assessment and the Pennsylvania Department of Education.
2	This series of modules is specifically designed to support teachers of reading and English language arts in grades K-12, school leaders, and reading/English language arts curriculum specialists.
3	Each module answers a guiding question that is often asked by educators, such as *Why is analyzing text important?* or *What does analyzing text mean?*
4	The TDA Professional Learning Series includes 15 modules which correspond with a written resource document. The resource document is referenced throughout the module and, when used together, will support educators' understanding of the content presented in the module.
5	Each module has a pre-recorded video presentation that is between 15-25 minutes long, and all handouts, resource documents, and any additional resource materials can be found in the module folder. Because the modules are intended to support educator reflection and changes to reading and English language arts curriculum, instruction, and assessment practices related to analyzing text, each module includes interactive elements such as: ● a warm-up question, ● embedded pause, reflect, record questions, ● a reflection journal for recording responses to the embedded questions, and ● final reflection questions and/or application activities.
6	These modules can be used in a couple of different ways. Individual educators can listen, watch, and reflect on the content of the pre-recorded video presentation to build their professional knowledge and skills related to

	text dependent analysis. The modules are stand alone, meaning they were not designed in a way that you have to watch them in order or complete all of them. However, there is a coherent sequence of learning developed across the modules and some modules depend on understanding concepts from a previous module. Second, and more ideal in terms of fostering discussion and learning from others, the modules were created to be 15-25 minutes in length so they could be viewed by groups of teachers within and/or across schools during professional learning communities, team meetings, or other specific teacher team meetings. We know these types of 'during the school day' meetings typically last around 40-45 minutes. Therefore, the modules were created so that they could be watched and then discussed within that period of time. Groups may decide to pause and discuss the video content at any point during the video. Individual teachers can then respond to the reflection questions and perhaps share their applications and lingering questions at the beginning of the next PLC or team meeting. We believe it is crucial that teachers have time to process, discuss, and apply the material reviewed in each module in collaborative and collegial environments.
7	In summary, we believe these modules provide educators at different levels of the system with a deep understanding of text dependent analysis. Engaging with the information provided in these modules and the corresponding resource documents, deeper learning in the classroom is supported, allowing students to successfully analyze text. While the modules do not need to be completed in any specific order, taken together, they will provide a solid foundation for text dependent analysis processes for educators and ultimately for students.
8	Thank you for your engagement in this important work.