

**Educator Effectiveness Academy Summer 2012**  
**English Language Arts Overview of the 3 Day Academy**

Overview of Day 1				
Session	Audience	Structure	Outcomes/ Notes	Activity Ideas
<b>Morning (9:40 to 12:10)</b>	School Team	3 rotations 45 minutes per rotation	<p><i><b>Outcome(s)</b></i>  <i><b>School teams members will:</b></i></p> <ul style="list-style-type: none"> <li>• <i><b>Examine and apply the MD tools for determining text complexity when selecting <u>informational text</u> across the curriculum</b></i></li> </ul>	<p><b>Day 1, Session 1</b></p> <ul style="list-style-type: none"> <li>• Determining the Text Complexity of Informational Text</li> </ul>
<b>Afternoon (1:10 to 4:00)</b>	Content by level <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle</li> <li>• High</li> </ul>	One block of approximately 2 hours and 50 minutes devoted to content specific activities by level (plan for a short break about midway through the afternoon)	<p><i><b>Outcomes</b></i>  <i><b>The participants will:</b></i></p> <ul style="list-style-type: none"> <li>• <i><b>Engage in a warm-up activity and review of the CCSS</b></i></li> <li>• <i><b>Analyze the instructional implications of the <u>language of the CCSS for ELA</u></b></i></li> <li>• <i><b>Analyze the instructional implications of the <u>integrated nature of the CCSS for ELA</u></b></i></li> <li>• <i><b>Examine and apply the MD tools for determining text complexity of literature</b></i></li> <li>• <i><b>Review how the CCSS characterizes texts and explain the importance of balancing text types for instruction</b></i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Day 1, Session 2-</b> 20 min. Mix, Match &amp; Mingle</li> <li>• <b>Day 1, Session 3</b> – 75 min. Understanding &amp; Integrating the Standards</li> <li>• <b>Day 1, Session 4</b> – 20 min. Text Complexity of Literary Texts</li> <li>• <b>Day 1, Session 5</b> – 20 min. Balancing Text Types</li> <li>• <b>Day 1, Session 6</b>– 10 min. Closure</li> </ul>
	Principal Session	<ul style="list-style-type: none"> <li>• 4 rotations through Math, ELA,STEM &amp; Literacy</li> <li>• 45 min. each</li> </ul>	<p><i><b>Outcome(s)</b></i>  <i><b>Principals will:</b></i></p> <ul style="list-style-type: none"> <li>• <i><b>Develop an awareness of the major shifts that the CCSS is bringing to the English Language Arts Classroom</b></i></li> </ul>	<p><b>Day 1 – Principal’s Only Session</b>            Transitions to the CCSS in the ELA Classroom</p>

## Overview of Day 2

Session	Audience	Structure	Outcomes/Notes	Activity Ideas
<b>Morning (9:00 to 12:00)</b>	ELA Teachers from School Teams	3 hour continuous session (Adjust times as appropriate to task; build in a short break where appropriate)	<p><i><b>Outcomes</b></i> <i><b>The participants will:</b></i></p> <ul style="list-style-type: none"> <li>• <i>define close reading</i></li> <li>• <i>examine the instructional implications of close reading</i></li> <li>• <i>practice close reading with a sample text</i></li> <li>• <i>develop knowledge of specific shifts in writing instruction for the CCSS and the PARCC assessments</i></li> <li>• <i>revisit the importance of UDL in the ELA classroom</i></li> <li>• <i>explore the types of revisions that have been applied to the MD Common Core State Curriculum Frameworks</i></li> <li>• <i>locate information and resources on the Curriculum Management System</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Day 2, Session 1</b> – 60 min. Close Analytic Reading</li> <li>• <b>Day 2, Session 2</b> – 60 min. Shifts in Writing Instruction</li> <li>• <b>Day 2, Session 3</b> – 10 min. The Application of UDL principles in ELA lessons</li> <li>• <b>Day 2, Session 4</b> – 10 min. MD CCSC Frameworks Revisited</li> <li>• <b>Day 2, Session 5</b> – 15 min. Website introduction</li> <li>• <b>Day 2, Session 6</b> – 25 min. ELA Lesson Alignment Project</li> </ul>
<b>Afternoon (1:00 to 4:00)</b>	All participants work on assigned task	ELA Teachers work off site to complete the project; Master Teachers available to consult with group	<p><i><b>Outcomes</b></i> <i><b>The participants will:</b></i></p> <ul style="list-style-type: none"> <li>• <i>apply the rubric for determining alignment of a selected ELA lesson to the CCSS</i></li> <li>• <i>suggest ways to strengthen areas of weak or no alignment to improve the lesson's alignment to the CCSS</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Day 2, Session 6</b> ELA Lesson Alignment Project – 3 hours</li> </ul>

**Overview of Day 3**

Session	Audience	Structure	Outcomes/Notes	Activity Ideas
<p align="center"><b>Morning</b> <b>(9:00 to 12:00)</b></p>	<p align="center">ELA Teachers from School Teams</p>	<p align="center">3 hour continuous session (Adjust times as appropriate to task; build in a short break where appropriate)</p>	<p><i><b>Outcomes</b></i> <i><b>The participants will:</b></i></p> <ul style="list-style-type: none"> <li>• <i>review multiple print and digital sources and synthesize the information gleaned in order to answer a question or solve a problem</i></li> <li>• <i>share project results and plan professional learning activities for the upcoming school year</i></li> <li>• <i>Elementary – explore the shifts in the CCSS through the lens of the elementary teacher</i></li> <li>• <i>Secondary – compare the difference in the language of the ELA and literacy standards</i></li> <li>• <i>explore PARCC resources and supports</i></li> <li>• <i>summarize the major shifts that the CCSS is bringing to the English Language Arts Classroom</i></li> </ul>	<p><b>Day 3, Session 1</b> – 60 min. Evaluating and Integrating Multiple Sources of Information</p> <p><b>Day 3, Session 2</b> – 60 min. Project Sharing and Application</p> <p><b>Day 3, Session 3</b> – 20 min. <b>Elementary</b> – Strategic &amp; Informed Choices in the Elementary Classroom <b>Secondary</b> – Comparing the ELA &amp; Content Literacy Standards</p> <p><b>Day 3, Session 4</b> – 20 min. Update on PARCC supports</p> <p><b>Day 3, Session 4</b> – 15 min. Closure – Big Ideas</p>
<p align="center"><b>Afternoon</b></p>	<p align="center">School Teams</p>			<p align="center">Determined by Teams and/or School Systems</p>