

## LITERACY ACROSS CONTENT AREAS

Language is better learned in contexts that are authentic and applicable to students' lives. Students should see literacy as a tool for accessing new content and connecting it to their own experiences. This strand emphasizes reading and writing as more than isolated skills and strategies, but rather as integral parts of all subjects. Participants will explore ways in which literacy (reading, writing, listening, and speaking) can cut through different content areas such as mathematics, social studies, and science.



### Goals:

- To incorporate interesting texts into content area teaching
- To discuss strategies and ideas to help children access difficult texts
- To frame teaching with engaging literature
- To provide structures for purposeful writing, reading, and discussion
- To integrate literacy and content area subjects

## BUILDING LEADERSHIP CAPACITY TO TRANSFORM TEACHER PRACTICE

The goal of educators working in instructional leadership roles is to facilitate change in teachers' practice so teachers are more effective with more students. Change in teacher practice requires not only gaining new knowledge and learning new skills, it requires shifting beliefs and well-established practices. It requires transformational learning. This strand will examine specific skills that are foundational to instructional leaders who are engaged in the work of transforming teacher practice. This strand is designed for an array of instructional leaders including grade level chairs, content area chairs, coaches, building leaders, instructional leaders, or classroom teachers interested in planning collaboratively with colleagues. Grade levels K-12 are welcome.



### Goals:

- To define coaching/instructional leadership roles
- To examine authentic coaching conversations
- To understand the coaching cycle of planning, observing, reflection, and refinement
- To design and plan for two coaching cycles

## TWENTY-FIRST CENTURY LITERACIES IN THE CLASSROOM

The National Council of Teachers of English (NCTE) defines 21<sup>st</sup> century literacies as the use of reading and writing to build relationships with others to pose and solve problems collaboratively and cross-culturally. As we become more global and interconnected, writing is created through written words, but also constructed with graphics, art, video, audio, and photographs in order to express ideas. This strand explores how technology and collaboration can be used to create meaningful opportunities for students to engage with each other and to expand the goals of writing. In conjunction with NCTE's *Pathways to Learning*, participants will examine what 21<sup>st</sup> century literacies mean, why it is important, and how to incorporate it into the classroom.



### Goals:

- To examine and understand "multimodal" texts
- To create digital media opportunities for students
- To incorporate social learning and collaboration into instructional practice
- To explore resources, structures, and projects that provide ways to enhance teaching and learning

## BEYOND THE MATHEMATICS TEACHER'S MANUAL: WHAT AM I REALLY TRYING TO TEACH MY STUDENTS?

Math textbooks frequently provide a “script” to guide our daily math instruction in the right direction. But in order to use a scripted guide effectively, we must tailor it to meet the unique needs of our own classroom audiences. Our job as a professional is to critically examine the script, identify the places that may not connect with our students, and craft scaffolding experiences that allow our learners to access the goals of the given lesson. Doing this requires a personal, rich conceptual understanding of the target math concepts. This strand explores how we can 1) augment our conceptual understanding to allow us to “critically view” our given math scripts, and 2) provide tools and scaffolds that will make the key math ideas more accessible to our students.

### Goals:



- To explore several challenging K-5 math content areas identified in the Common Core Standards
- To critically explore a related unit or textbook chapter that we will teach in the upcoming school year
- To identify key math understandings that frame that unit or chapter
- To analyze how the suggested script and/or activities can lead learners to the desired understandings
- To develop tools and scaffolds (where necessary) that we can use to bridge the gap between the textbook materials/activities and the needs of our students

## INQUIRING MINDS REALLY DO WANT TO KNOW

An inquiry approach allows children to express their natural curiosity and creativity in ways that are meaningful to them and their peers. Through engagement with challenging tasks and decision-making opportunities, inquiry fosters children’s initiative and problem-solving skills. Allowing space for inquiry develops deeper understandings and transfer of content because students are *involved* in the construction of knowledge. By incorporating inquiry into an existing curriculum, children become more actively involved in asking questions and discovering answers, making topics more worthy of their time and energy. In this session, participants will participate in a variety of short inquiry activities, and learn and share ideas for using inquiry to enhance their existing curriculum.

### Goals:



- To define *inquiry* and understand the impact it can have on student and teacher learning
- To identify the inquiry opportunities that are already happening in your classroom
- To learn how to support both intentional lessons and spontaneous moments using inquiry
- To explore ways in which inquiry motivates diverse learners
- To collaborate and share with colleagues about ideas and strategies to enhance existing curriculum with more inquiry opportunities
- To explore local resources to support classroom inquiry