

BELIEFS INTO PRACTICE:

LITERACY AS A MEANS TO A CONTENT TEACHER'S ENDS

Literacy is a right. More than simply the ability to read and write and speak, literacy entails the use of language in classes as students interpret, construct, and represent knowledge about the essential understandings in each of our content areas. As secondary teachers, we have a moral obligation to create classrooms in which thinking and literacy empower adolescents as critical players in the world around them. These classrooms provide purposeful use of texts, provide ample opportunities for discussions that support and share thinking, and use writing as a way to make sense of information and to convey knowledge in well thought out arguments to an array of audiences. How should our understanding of literacy inform what we want students to understand in our classes, what counts as learning, and the ways in which we respond to the needs of our students?



Participants in this literacy strand will use their prerequisite knowledge of the responsive teaching framework, as well as content from *The Right to Literacy in Secondary Schools*, Suzanne Plaut (ed.), to shape a vision of literacy and learning in their content areas. They will then begin constructing essential classroom frameworks and routines that support meaningful literacy and learning for all students.

RESPONSIVE TEACHING AND THE COMMON CORE MATHEMATICS STANDARDS

In this strand, mathematics leaders will discuss the Common Core Standards for School Mathematics (CCSSM) as a motivator for instructional change. We will examine the standards from the perspective of responsive teaching. Questions to be addressed include: 1) How do these standards relate to the

NCTM Standards and the goals of reform-oriented mathematics instruction? 2) How will we frame instruction under this new mandate? 3) How will we assess student understanding? 4) How will we structure our teaching to respond to the different needs of students?



Participants will develop classroom inquiry projects focused on improving instruction in ways that align with the mathematical *content* and *practices* outlined in the CCSSM.

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. Participants will work together to 1) define coaching/instructional leadership roles, 2) examine authentic coaching conversations, 3) understand the coaching cycle of planning, observing, reflection, and refinement, and 4) design and plan for two coaching/instructional leadership cycles. Grade levels K-12 are welcome.