

# The Partnership for Los Angeles Schools & UCLA Center X Summer Institute



August 16-19, 2010

# Daily Agenda

## August 16-19

### Morning

---

9:00 AM- 12 PM  
Share Strategies, Information & Content

### Noon

---

12:00 PM-12:45 PM  
Lunch & Networking

### Afternoon

---

12:45 PM-3:00 PM  
Collaborative Planning & Coaching Support

### Preparation for Learning

---

- Bring teacher edition materials, instructional guides, and standards for planning purposes during the Summer Institute

### Learning Outcomes

---

- Increase participants' understanding of CA State Standards
- Develop and facilitate quality lesson design and instruction in core content area
- Identify critical understandings and big ideas that are essential for student success
- Increase participants' understanding of differentiated instruction
- Make connections between content area, strategies and curriculum to build literacy across all subject areas
- Develop PLAS-wide professional community of learners

### Work Products

---

- At the end of the week, teachers will have produced quality lesson plans for the first 2 weeks of instruction created in collaborative teams

## EVENT SCHEDULE: ELEMENTARY SESSIONS

---

August 16-17

### **ELEM ELA: The Power of Purposeful Talk: 2 Day Session**

---

Maria Nichols will be teaching children to use talk constructively in order to deepen engagement and comprehension, construct big ideas, and strengthen their ability to think independently. This workshop will focus on developing an understanding of what purposeful talk is and why it matters in the world today. We will explore the role talk plays in a balanced literacy classroom, including applications for reading and writing workshop, as well as strategies for getting talk started and keeping it growing.

August 18-19 Options

(Choose one of the following sessions below. Note: The ELA session can only accommodate up to 20 participants)

### **ELEM ELA: 2 Day Session---Integration of Work Into OCR**

---

Kate Beudet of Powerful Choices Educational Consulting will present a two-day workshop on incorporating the classic Writing Workshop model, as presented by Maria Nichols, into an Open Court classroom. This workshop will also include day-by-day planning, standards-based unit planning, and periodic assessment preparation.

### **ELEM Math: 2 Day Session---Building Number Sense and Its' Connection to Algebraic Thinking**

---

Brian Tash will be leading to actively participate in activities, discussions, and new learning that uncover the important mathematics related to Number Sense that students need to know and understand for later success in Algebra. This learning will be connected to the teaching of problem solving and the use of the EnVision Mathematics Program. Teachers will have an opportunity to collaboratively lesson plan with their peers to apply their learning with their personal classroom practice.

## EVENT SCHEDULE AUGUST 16-19: MIDDLE SCHOOL & HIGH SCHOOL SESSIONS

---

### MS & HS: Physical Education – grades 6-12

---

Participants in the Physical Education Summer Institute for middle and high school teachers will participate in model lessons examining current health and physical education issues in order to engage in meaningful dialogue around physical education instruction. This session will focus on increasing teachers' academic content knowledge and pedagogical content knowledge in health and physical education through research-based and content standards driven strategies. Participants will also have the opportunity to collaborate around backwards planning a cohesive physical education instructional program.

### MS: 6th Grade ELA and Social Studies

---

During the 6th grade English Language Arts/ Social Studies Summer Institute, participants will focus on developing strategies for accessing both ELA and Social Studies content through experiencing model lessons aligned with the 6th grade ELA and social studies content standards. Each day will include content and materials directly aligned with 6th grade content standards as well as practical and useful strategies. Each workshop is designed to maximize engagement and relevance to meet the needs of all learners as teachers participate as learners themselves while investigating geography and world history through multiple writing genres. Backwards planning with a focus on learning goals and essential questions will frame daily collaborative lesson planning. Participants will leave with tools for collaboration and specific strategies to promote rigorous learning.

### MS: 6th Grade Math and Science

---

Participants in the 6th grade Math/Science Summer Institute will engage in project based activities designed to enhance the comprehension of mathematical and scientific concepts as they relate to the 6th grade curriculum. Project management forms will be provided to help teachers and students manage individual & group tasks, and record feedback and notes for reflection. In addition, opportunities will be provided to collaboratively lesson plan based on TTLP (Thinking Through a Lesson Protocol), focusing on backward planning and incorporating strategies to maximize motivation and to differentiate instruction.

## EVENT SCHEDULE AUGUST 16-19: MIDDLE SCHOOL & HIGH SCHOOL SESSIONS

---

### MS: ELA – grades 7-8

---

During the 7th/8th grade English Language Arts Summer Institute participants will experience model lessons that address each area of the middle school genre study: narrative, exposition/research, response to literature, and persuasion. Strategies to be addressed will include authentic criteria charts, Socratic seminar, peer response, and a variety of reflection strategies. Each workshop is designed to maximize engagement and relevance to meet the needs of all learners. Backwards planning with a focus on learning goals and essential questions will frame daily collaborative lesson planning. Participants will leave with tools for collaboration and specific strategies to promote rigorous learning.

### MS & HS: ELA – grades 9-12

---

During the English Language Arts Summer Institute for high school ELA teachers, participants will experience model lessons that address different areas of genre study: narrative, exposition/research, response to literature, and persuasion. Strategies to be addressed will include authentic criteria charts, Socratic seminar, peer response, and a variety of reflection strategies. Each workshop is designed to maximize engagement and relevance to meet the needs of all learners. Backwards planning with a focus on learning goals and essential questions will frame daily collaborative lesson planning. On days 3 and 4, participants will join teachers of other disciplines to discuss interdisciplinary teaming and project based learning. Participants will leave with tools for collaboration and specific strategies to promote rigorous learning.

### MS & HS: Science – grades 7-12

---

Over the course of the week, science teachers of grades 7-12 will focus on creating differentiated lessons while using formative assessments to meet the needs of diverse science classrooms. Participants will experience model lessons used to demonstrate specific content-specific teaching strategies. Participants will have the opportunity to collaborate to develop and design rigorous lessons that will challenge basic to advanced learners to learn specific science content. Participants will also explore ways to check for understanding of concepts and ideas conveyed in the lesson, as well as use other data, to inform instruction and differentiate future lessons. On days 3 and 4, high school teachers will join teachers of other disciplines to discuss interdisciplinary teaming and project-based learning while 7th and 8th grade science teachers will continue to discuss and develop lessons, assessments, and projects suitable to their courses.

## EVENT SCHEDULE AUGUST 16-19: MIDDLE SCHOOL & HIGH SCHOOL SESSIONS

---

### MS & HS: Algebra – Grades 7-9

---

Participants in the Algebra Math Summer Institute will explicitly focus on the Patterns and Functions strand. In addition to deepening understanding of Patterns and Functions, participants will engage in a variety of supports for the strand, including model lessons, group work activities, math centers, strategies, resources, and lesson planning all designed to enhance classroom practice around the content. The model lessons will follow the “Into-Through-Beyond” framework and participants will be given opportunities to use the framework during planning time. Collaborative work and planning will be promoted which will include the compilation of a collection of resources to support each Unit of the grade level pacing guide that will be ready for use for the 2010-11 school year.

### HS: Advanced Math – grades 10-12

---

In the Advanced Math session for high school teachers, participants will engage in discourse, inquiry, and problem solving around lesson design in Geometry and Algebra 2 in order to enrich student performance and motivation in mastering standards. Participants will experience model lessons designed to maximize engagement and relevance to meet the needs of all learners while providing participants with tools for collaboration and specific strategies to promote rigorous learning. In addition, participants will have the opportunity to collaborate around backwards planning with a focus on learning goals and essential questions. On days 3 and 4, participants will join teachers of other disciplines to discuss interdisciplinary teaming and project based learning.

### MS & HS: Social Studies – grades 7-12

---

Over the course of the week, social studies teachers of grades 7-12 will experience model lessons that will provide participants with strategies and discussion designed to maximize engagement and relevance to meet the needs of all learners. Some strategies and topics covered will include: cooperative groups, simulations, culminating tasks, incorporating literacy into social studies and making material accessible to a variety of learners. Through the model lessons and shared strategies, multiple learning modalities will be addressed. Backwards planning with a focus on learning goals and essential questions will frame daily collaborative lesson planning. On days 3 and 4, participants will join teachers of other disciplines to discuss interdisciplinary teaming and project based learning. Participants will leave with tools for collaboration and specific strategies to promote rigorous learning.