

Cèsar Chàvez Academy High School:
Content Area Literacy Professional Development

Friday, September 11, 2009

Agenda:

1) Introductions

-My role as a facilitator and resource person.... Talk to me!

Goals for PD:

- Establish theoretical framework
- Teach, model, and practice strategies
- Provide time in the afternoon for team discussion and planning so that you can actually think about how to USE strategies (you don't really need more strategies as someone pointed out)
- coordination and collaboration

2) Review of the agenda (WAY too ambitious... but better to over plan than under plan!)

3) Discussion of initial survey responses; additional comments

4) Conversation Line (Strategy to get students talking about text... or anything else!)

Follow instructions: one person talks, one person listens.... Then move and switch...

Question to answer: How well did my education prepare me to teach my students? What didn't I learn that I should have?

5) Some basic theory on theory, and then some basic theory on reading

Key Terms

Reading – triarchic model... where and how to intervene?

Text
Students/readers
Context and/or activity

Quick strategies to use in this section... getting students writing and talking

Stop and Jot
Turn and Talk
Exit Pass

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- 6) Caveats – implementation is key
- 7) Break – 10 minutes
- 8) Caveat follow-up... overview of effective instruction.
- 9) Return to the Triarchic Model... Overview of key components

Context – Our community, our students, our classrooms

Reader – interests, abilities, prior knowledge, background, self-concept

Text – interest level, difficulty, genre, language/vocabulary, connection

- 10) Focus on Reading in the Content Areas

-Handout review

- 11) Introduction (or re-introduction) to disciplinary thinking, QAR, and metacognitive modeling – disciplinary thinking, practicing with some text
- 12) Jig Saw – in your grade level teams, read the Global Warming article and quickly discuss what challenges your students might face.

Next – move into your content area teams and work together to answer the questions on the worksheet.

Next – move back into grade level teams. In these groups, each person should summarize their disciplinary take on the article.

Whole group discussion: How do _(i.e. scientists)_____ think?

What counts as evidence for a ___(i.e. historian)_____?

- 13) QAR and Text Structures examples with Global Warming... whole group
- 14) Content Area Group work:
 - Using your text sample, answer and discuss the disciplinary thinking and reading questions on your worksheet.
 - Develop QAR sample questions from the article.
 - Create an initial structure diagram.
 - Be prepared to share!
 - Force someone to volunteer to be a metacognitive guinea pig with QAR questions (this means that person will role play a think aloud in front of the group).

14) Bringing it all together... in content teams, discuss types of texts and strategies on which you will focus... what will you try, how will you document it, and what data will you collect. Use the SIOP strategy packet and any other resource. Discuss the following:

We will use the following types of texts _____
We will model disciplinary thinking and reading by _____
Before reading, we will _____
During reading, we will _____
After reading, we will _____
We will do this _____ (how often?)
We will document the impact by _____
Real world problems we will explore through reading _____

If there is time, we will share out with the whole group.

When we come back next it will essentially be a structured work and problem solving session... I will come prepared to talk for hours on end just in case you don't follow through.

What we begin today you can and should carry on... no one needs to wait for the next PD session to start sharing strategies and providing feedback, planning together