



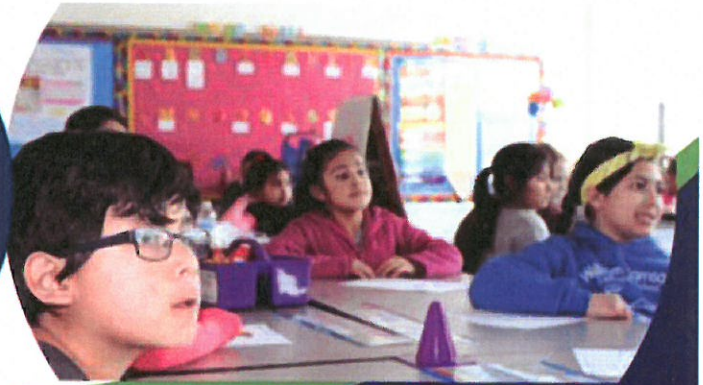
Alexandria City Public Schools

2017 Summer Content Academies

For ACPS Teachers K-12

June 25th to
August 25th

For the third consecutive summer, the Department of Curriculum and Instruction will offer summer professional learning for ACPS teachers K-12. Course offerings will provide teachers with the knowledge, skills and materials to meet the needs of our students. A major focus in all sessions will be differentiation strategies for diverse student populations. All courses are aligned to the goals outlined in the ACPS 2020 Strategic Plan and provide participants with skills and tools to ensure that Every Student Succeeds.



All Content Academies are available
on PLMS and at:

www.acpsk12.org/pl/summer-content-academies



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Alexandria City Public Schools

2020

Every Student Succeeds

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Summer Content Academies

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The ACPS Summer Content Academies are a series of rich and engaging professional learning workshops on best practices in instruction differentiated by content area. Participants will receive a stipend of \$150/day or \$75/half day.

UPDATED: 06/14/2017

Literacy

Writing Workshop Content Academy

Course Description: How can teachers thoughtfully use a Writing Workshop structure to build proficient writers? Participants will review the basic parts of daily writing workshop: mini-lesson, writing & conferences and how to meet the needs of all writers within that structure. The session will include an opportunity study mentor texts, engage in the 'quick piling' writing assessment analysis protocol, as well as time for participants to add to their personal writing toolkits. By the end of the interactive session, participants will be able to explain how to plan for a genre-based writing workshop structure to meet the Tier I needs of all students, including students identified as TAG, SPED or EL.

Date: 8/17/2017

Contact: SUZANNE LANK

Register: 16734

K-5 Comprehensive Literacy 101 Content Academy

Course Description: How can K-5 teachers use the ACPS Comprehensive Literacy Framework to help their students reach high levels of literacy? How can they meet the diverse literacy needs of their students while still teaching grade-level standards? During the full-day session, participants will learn the key components of the ACPS K-5 Comprehensive Literacy Framework. Participants will explore focus lessons, interactive read aloud, shared reading, small group differentiated reading instruction/independent reading, collaborative and independent work stations, word study and writing workshop through model lessons, exemplar videos and lesson plans. This session will be especially useful for new teachers or teachers new to ACPS literacy instruction who want to start the year strong. By the end of the session, teachers will be able to state how they will use the ACPS Comprehensive Literacy Framework to meet the Tier I needs of all students, including students identified as TAG, SPED or EL.

Date: 8/14/2017

Contact: SUZANNE LANK

Register: 16733

Math

Figure It out: Developing Number Fluency in grades K-2

Course Description: What is number fluency and how is it developed for diverse populations of learners to support computational fluency when working with primary students? How can we support all students to develop strong number sense that leads to number sense and computational fluency? How can we ensure that our mathematics instruction will develop students' computational understanding, number fluency, computational fluency, and problem solving skills? Participants will be able to utilize a range of instructional practices and manipulatives, such as Rekenreks, to build a repertoire of efficient strategies to support all populations, including struggling students. They will explore how

student discourse can include additional opportunities for students to form deep understanding of math concepts.

Date: 8/8/2017

Contact: JULIA NEUFER

Register: 16718

Figure It Out: Developing Computational Fluency in grades 3-5

Course Description: What is computational fluency and how is it developed for diverse populations of learners when supporting intermediate students? How can we support all students to develop strong number sense that leads to computational fluency? How can we ensure that our mathematics instruction will develop students' computational understanding, computational fluency, and problem solving skills? Participants will be able to utilize a range of instructional practices and manipulatives to build a repertoire of efficient strategies to support all populations, including struggling learners. They will explore the concept of student discourse and understand how to facilitate a meaningful Number Talks and make decisions about choosing efficient strategies for specific problems that lead early elementary students to develop a solid conceptual basis for number sense and computational fluency.

Date: 8/15/2017

Contact: JULIA NEUFER

Register: 16719

Computation, Problem Types, and Math Stories Oh My! Grades 3-5

Course Description: How can you use manipulatives, models, and representations to support deep understanding of mathematical concepts when working with intermediate grade students? Why should we teach math through multiple representations? How does the use of multiple representations help

engage diverse student populations in the mathematical practices? Participants will be able to identify and create examples of the problem types identified by the VDOE and implement CRA (Concrete, Representational, Abstract) to model and represent math concepts to strategies to support all populations, including struggling students to understand number computation, algebraic properties, problem types, and math stories/word problems. They will identify thinking and reasoning strategies for problem solving rather than key words.

Date: 8/16/2017

Contacts: JULIA NEUFER, MICHELLE SUCHENSKI

Register: 16722

Numbers, Problem Types, and Math Stories Oh My! Grades K-2

Course Description: How can manipulatives, models, and representations support deep understanding of mathematical concepts when working with primary students? How does the use of multiple representations help engage diverse student populations in the mathematical practices? Participants will be able to identify and create examples of the problem types identified by the VDOE. They will support students in engaging in learning around computation through the problem types that is developmentally appropriate. Teachers will explore strategies and formats such as CRA (Concrete, Representational, Abstract) to model and represent math concepts to support all populations, including struggling students.

Date: 8/10/2017

Contacts: NICOLE BARRION, JULIA NEUFER

Register: 16721

Making Connections: Proportional Reasoning in Secondary Math Grades 6-8

Course Description: How can teachers help students make connections by understanding A1:K28 reasoning? How can the use of multiple representations help engage diverse student populations and support deep understanding of foundational math concepts? Participants will explore the vertical progression of proportional reasoning in the new 2016 Mathematics Standards of Learning. They will engage in and develop lessons that use multiple representations to make connections between math concepts.

Date: 8/16/2017

Contact: AMY FUTRELL

Register: 16736

Reshaping Geometry: A hands-on Approach to Student Inquiry and Investigation. Grades 8-12

Course Description: How can student inquiry and investigation support deep understanding of Geometric concepts? How can the use of manipulatives and technology help engage diverse student populations? How can the use of high-yield geometry routines benefit students' development of spatial sense and understanding of foundational geometric concepts? Participants will explore the use of cooperative learning strategies, manipulatives, and technology to develop lessons and activities that promote vocabulary acquisition and student investigation and proof of geometric concepts. They will also engage in high-yield geometry routines and discuss connections to the mathematics teaching practices. Participants will receive classroom manipulatives and ready to implement lessons.

Date: 8/08/2017

Contact: AMY FUTRELL

Register: 16735

Science

K-2 Science for English Language Learners

Course Description: How can teachers improve science learning for linguistically and culturally diverse students? How can the complementary fields of inquiry-based science instruction and English language teaching be best integrated? This two-day workshop provides the opportunity for teachers to learn and practice effective science teaching strategies that are targeted for K-2 English Learners (EL). Participants will identify the levels of English proficiency of their students and learn effective strategies, through authentic science activities, that will engage students at different English proficiency levels. The workshop is structured to maximize the participant experience by using multiple opportunities to reflect on their current practice while actively learning and practicing new strategies that will meet the needs of all their students.

Date: 8/8/2017 – 8/9/2017

Contacts: JENNIFER LAY

Register: 16724

SAILS Content Academy

Course Description: In collaboration with George Mason University, the ACPS curriculum department is conducting the Science Academy for Improving Learning in Science (SAILS). This professional development opportunity consists of a series of sessions that focus on improving science instruction in grades 3-5. All participants will receive recertification points, instructional materials, books, and access to all the lesson plans, assessments, and other tools that are developed during the academy.

Date: 8/8/2017

Contact: JENNIFER LAY

Register: 16725

Social Studies

Elementary Economics Institute

Course Description: What is an economic way of thinking? How can we teach social studies standards through an integrated, interdisciplinary approach? This in-depth institute allows teachers to experience methods for teaching elementary economics Standards of Learning in a manner that is hands-on, effective, fun, and differentiated to meet the needs of diverse learners. Designed to strengthen and deepen a teacher's understanding of these concepts, it also provides a variety of resources ready for use in the classroom, including lessons, simulations and demonstrations linked to children's literature.

Date: 8/1/2017 – 8/2/2017

Contact: SARAH WHELAN

Register: 16720

Using Primary Sources K-5

Course Description: How can we help our students become critical thinkers who understand and can communicate about the past, the world around them, and their role in shaping the future? The revised 2015 SOLs in History and Social Science emphasize skills and application rather than just memorization of facts. In this workshop, teachers will explore the skills-based standards and how to use primary sources and other tools and strategies to develop students' literacy and thinking skills. Teachers will collaborate to create lesson resources to use in their instruction to support the needs of diverse learners, including ELs, SWD, and TAG students.

Date: 8/8/2017

Contact: SARAH WHELAN

Register: 16731

History Matters

Course Description: How can we engage all students in higher-level thinking, reading, and writing using primary sources and historical thinking skills? This

session will provide participants the opportunity to use and apply historical thinking skills, primary source analysis, reading skills, and writing to learn skills. Participants will engage in learning activities designed to promote higher-level thinking and analysis and will leave the session with specific strategies and lesson plans to use in their classrooms.

Date: 8/10/2017

Contact: SARAH WHELAN

Register: 16732

Fine Arts

The ACPS Fine Arts Summer Content Workshop: Literacy Through the Arts

Course Description: How can Fine Arts teachers support school literacy goals in a way that is authentic to their content area? How can classroom teachers use art integration to engage diverse learners and differentiate instruction? We will explore research-supported strategies to engage with reading and writing through the content area and support our English learners and students with special needs through hands-on workshops. Presented by ACPS faculty, Smithsonian, and Kennedy Center educators.

Date: 8/17

Contact: ANDREW WATSON

Register: 16755

World Language

French 1-5/AP Textbook, Resources and Curriculum Orientation

Course Description: How can we best incorporate the new textbooks and resources in our instruction to support and challenge all students in a World Language classroom while maintaining rigor and engagement? How can we use the updated curriculum resources to meet the needs of all learners in French 1, 2, 3, 4, 5/AP? In the morning session of this course, participants will receive

instruction on the new textbooks for French 1, 2, 3, 4, 5/AP and the additional resources. Furthermore, participants will brainstorm how to best incorporate all of the various resources into their instruction to provide support for struggling learners as well as challenging students who excel. In the afternoon session of this course, participants will explore the updated curriculum guides and resources. Additionally, participants will begin to outline their lesson plans for the beginning of the school year. As part of this workshop, participants will also explore strategies and activities to support struggling learners and challenge students who excel.

Date: 8/15-8/16

Contact: TANJA MAYER-HARDING

Register: 14953

German Levels 1-5/AP Textbook, Resources and Curriculum Orientation

Course Description: How can we best incorporate the new textbooks and resources in our instruction to support and challenge all students in a World Language classroom while maintaining rigor and engagement? How can we use the updated curriculum resources to meet the needs of all learners in German 1, 2, 4/AP? In the morning session of this course, participants will explore the updated curriculum guides and resources. Additionally, participants will begin to outline their lesson plans for the beginning of the school year. As part of this workshop, participants will also explore strategies and activities to support struggling learners and challenge students who excel. In the afternoon session of this course, participants will receive instruction on the new textbooks for German 1 and 2 and the additional resources. Furthermore, participants will brainstorm how to best incorporate all of the various resources into their instruction to provide support for struggling learners as well as challenging students who excel.

Date: 8/15

Contact: TANJA MAYER-HARDING

Register: 14954

Service Learning

Service Learning Academy

Course Description: How can students build academic skills by identifying and solving problems in their school, community, or world? How can ACPS educators build a collaborative network to help them incorporate academic content, 21st century skills, and civic awareness into their teaching? The Service Learning Teacher Academy and Cohort is a rich, sustained professional development experience for teachers in grades 4-10 interested in developing student-centered, authentic and relevant learning experiences that empower students to solve real-world problems in their communities. During the summer content academy, participants will gain a foundational understanding of principles of service learning, how it connects to the ACPS mission and curriculum goals, and how to implement it in the classroom. During the year, teachers will participate in additional learning and receive coaching and support as they implement a service learning project in their classrooms.

Date: 6/26/2017

Contact: SARAH WHELAN

Register: 16730

AVID

Learning the AVID Way

Course Description: How can we create college and career ready students? To what degree does our classroom environment support a growth-mindset culture? During this day-long session, participants will gain knowledge about AVID's WICOR (writing, inquiry, collaboration, organization, reading) and the underpinnings that makes the AVID Schoolwide model work. Specific modules related to academic language and literacy, collaborative study groups, and growth mindset will engage learners and support strategy take-away for classroom and school culture use. Participants will also take away strategies that result in college and career readiness. ACPS AVID progress monitoring indicators will be shared in an effort to connect targeted instruction to student success. Don't miss this exciting opportunity to recreate and rejuvenate your instructional setting the AVID way!

Dates: 6/30/2017 – 7/1/2017

Contact: JODIE PETERS

Register: 16729

Family Life

Family Life Education Teacher Certification Course: Human Sexuality

Course Description: Are you interested in gaining useful skills and content knowledge that will help you effectively teach the Family Life Education curriculum? ACPS teachers who will be delivering FLE content to students are required to take the Human Sexuality for Educators course. This course will take a closer look at FLE materials and resources at the teacher's disposal, and it will seek to build participant confidence and knowledge-base when delivering this sensitive but meaningful content. It will be taught by the Human Growth and Development Department Chair, Stephanie Ghent, who brings a wealth of knowledge and experience to the subject.

Dates: 7/11/2017 – 7/13/2017

Contacts: STEPHANIE GHENT, MICHAEL HUMPHREYS

Register: 16723

Library

Guided Inquiry Design in Action

Course Description: How can librarians facilitate student learning through Guided Inquiry? How can librarians collaborate with teachers and Technology Integration Specialists to support the ACPS curriculum? Where does information literacy fit into all of this? By immersing themselves in the inquiry process, participants will refine their knowledge of the key components of Guided Inquiry while simultaneously creating inquiry experiences for students and teachers. By

the end of the session, librarians will develop a lesson (or series of lessons) that integrates information literacy and academic content using available ACPS and public library resources.

Date: 8/22/17

Contact: Anne Booth

Register: 16761

Specialized Instruction

SDI Content Academy

Course Description: How can we plan and deliver SDI to close the achievement gap for students with disabilities? This content academy will focus on the specific components of specially designed instruction, and how to plan lessons incorporating SDI that can be implemented in the co-taught classroom and the resource room. In this interactive session, participants will learn the components of SDI, and be able to plan SDI for students with disabilities.

Dates: 8/17/2017

Contacts: NICOLE BARRION, AMY CREED, LORA D'ADAMO, SEAMUS O'CONNOR

Register: 16726

Talented and Gifted

TAG Differentiation Content Academy – Rigor

Course Description: How can we teach and reach ALL the students in our classrooms? This course will introduce participants to a variety of differentiation strategies in a practical and engaging way. Information presented will benefit all content areas including ELL and SPED. Participants will collaborate and share

ideas resulting in higher student engagement, ensuring rigor, and meeting individual students where they are.

Date: 8/10/2017

Contact: FRANCES BREARLEY

Register: 16739

Leadership

Next Level of Work for Instructional Rounds

Course Description: What should effective classrooms look and sound like? What role do leadership teams have in educational improvement? This course will provide an overview of Instructional Rounds(IR). Our team will share with you the next steps in ACPS around the IR process and how our work in schools can improve educator practice. Dr. Richard Elmore, Harvard professor, and his colleagues wrote the book 'Instructional Rounds in Education' and this text will be the basis for the session. Participants will gain an effective theory of action that connects the Central Office and the classroom as well as tools to measure progress and collaboration across school teams.

Date: 7/20/2017

Contacts: CORY KAPELSKI, DEBRA LANE

Register: 16741

Refining Classroom Strategies

Course Description: How can I maximize the time and efficiency of my classroom routines and procedures? How can I refine my teaching in a protected and authentic environment? This course will use the ACPS Mursion lab to develop and practice skills in developing, teaching and maintaining classroom routines and procedures. We will reflect on our current practices, learn high yield strategies, and practice teaching in a simulated immersive environment.

Date: 7/18/2017

Contact: CORY KAPELSKI

Register: 16740