



Alexandria City Public Schools

Summer Content Academies

For ACPS Teachers K-12

June 25th to August 25th

For the second 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 diverse student populations including SPED, TAG, and English Language Learners. All courses are aligned to the goals outlined in the ACPS 2020 Strategic Plan and provide participants with 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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www.acpsk12.org/pl/

Alexandria City Public Schools

2020

Every Student Succeeds

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2016 ACPS Summer Content Academies

Math

Number Sense and Operations: Building a System of Tens

Target Audience: PreK-5 teachers of mathematics and specialists

Date: 7/26-7/27

Course Code: 14216

Course Description: How can we help students master the base-ten number system? In this session, K-5 teachers will explore strategies for promoting student understanding of our number system, its structure, and its relationship to math operations. Participants will be able to implement engaging and rigorous teaching-learning activities applying Virginia Mathematical Processes associated with the number system.

Location: Central Office

Contact: Julia Neuffer

Number Sense and Operations: Making Meaning for Operations

Target Audience: PreK-5 teachers of mathematics and specialists

Date: 8/2- 8/3

Course Code: 14218

Course Description: Participants will examine the actions and situations modeled by the four basic operations. Beginning with a view of young children's counting strategies as they encounter word problems, participants will move on to an examination of the four basic operations on whole numbers. They will revisit the operations in the context of rational numbers. This workshop will embed strategies for implementation of engaging and rigorous instruction in which students explore mathematics content using the Virginia Mathematical Processes.

Location: Central Office

Contact: Julia Neuffer

Developing a Collaborative Math Class: Cooperative Learning Structures & Math

Target Audience: PreK-5 teachers of mathematics and specialists

Date: 8/10

Course Code: 14219

Course Description: How can we engage diverse learners in mastering mathematical content standards while increasing accountable math talk using cooperative learning structures and for objectives? Participants will identify several high utility cooperative learning strategies that can be used to engage students in investigating, mastering and reviewing various mathematical concepts and skills. Participants will be able to implement various cooperative learning strategies into their upcoming 1st quarter lesson and unit plans.

Location: Central Office

Contact: Julia Neuffer

Think-Through Math Training

Target Audience: PreK-5 teachers of mathematics and specialists

Date: 8/16

Time: 8:30-12:00 and 12:30-4:00

Course Code: 14220

Course Description: Think-Through Math is a data-driven instructional model that allows teachers to plan, teach, assess, reflect on, and prescribe appropriate interventions in K-12 math classrooms. Educators will become familiar with effective models of implementation and will begin to plan their own launch strategy. This onsite training will explore the essential concepts of the Think-Through Math classroom. As they complete the workshop, participants will be able to prepare for their student launch and the first three weeks of the academic year.

Location: Central Office

Contact: Julia Neuffer

Making Algebra Childs Play with Hands on Equations

Target Audience: Teachers of mathematics grades 4th-8th and ELL, Special Education, and Gifted Education specialists

Date & Time: July 26 & 27; 9:00-4:00pm

Course Code: 14285

Course Description: Demystifying the Learning of Algebra! The first day of this workshop empowers teachers to understand and use the visual, kinesthetic, and pictorial Hands-On Equations teaching methodology to successfully present essential algebraic concepts to students in grades 4 to 8. By “breaking the code” of algebra, Hands-On Equations empowers students to work with sophisticated-looking algebraic concepts, thereby enhancing their self-esteem and interest in mathematics. Balancing equations with the unknown on both sides of the equal sign becomes child’s play! On day two of this workshop participants will experience a five-step approach enabling students to represent and solve “advanced”

verbal problems by means of the concrete and pictorial approach of Hands-On Equations, including consecutive integer, age and distance problems.

Location: Central Office

Contact: Julia Neuffer

Literacy

What's Different About Teaching Reading to English Language Learners?

Target Audience: PreK-12 teachers and specialists

Date: 8/9- 8/11

Course Code: 14221

Course Description: How can we best support the literacy development of English Language Learners? To what extent is teaching ELLs to read different than teaching non-ELLs? This academy will provide participants with an understanding of the most effective methodology and strategies for teaching English language learners (ELLs) how to read. This three-day academy is designed for ACPS educators who want to ensure reading progress on the part of ELLs, but may not know how to differentiate to best meet their students' needs. Teachers are encouraged to register with a colleague from their school to create co-teaching pairs.

Location: Central Office

Contact: Suzanne Lank

Word Study

Target Audience: PreK-5 teachers of reading and specialists

Date: 7/21- 7/22

Course Code: 14225

Course Description: How can we best support students' word study development? To what extent should word study be a part of all content area learning? Participants will learn how to use student data to diagnose developmental spelling levels as a starting point for "Words Their Way" word study instruction. This two-day academy will give participants time to engage in several effective practices to increase word analysis knowledge and word-study skills of K-5 readers and writers. By the end of the session participants will be able to explain a minimum of three strategies they will use to support students' word study development. Participants will receive a copy of the "Words Their Way" professional book and have time to make and take word study materials.

Location: Central Office

Contact: Suzanne Lank

K-5 Comprehensive Literacy Framework in ACPS

Target Audience: PreK-5 teachers of reading, administrators and specialists

Date: 7/26-7/27

Course Code: 14226

Course Description: How can K-5 teachers use a 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 two-day session, participants will learn the key components of the ACPS K-5 Comprehensive Literacy Framework. Participants will engage in model lessons, reflect on exemplar videos and participate in a make-and-take lesson design to prepare them to start the year strong. This session will be especially useful for new teachers or teachers new to K-5 literacy instruction.

Location: Central Office

Contact: Suzanne Lank

Text Dependent Questions in the Secondary ELA Classroom

Target Audience: 6-12 ELA teachers and specialists

Date: 7/14

Course Code: 14253

Course Description: How can teachers actively engage students in close reading complex text in the secondary ELA classroom? In this hands-on workshop, teachers will explore Fisher and Frey's model for using text-dependent questions, prompts, and tasks to actively engage students in complex text. Participants will work with texts from ACPS curriculum units to craft instructional materials that use text-dependent questioning and evidence based responses to guide students through navigating a text through a sequence of examining what the text says (general understanding and key details), how the text works (vocabulary structure and author's craft), what the text means (logical inferences and intertextual connections), and what the text inspires a reader to do (write, investigate, present, debate).

Location: Central Office

Contact: Benjamin Hammond

Literature Circles in the Secondary ELA Classroom

Target Audience: 6-12 ELA teachers and specialists

Date: 8/17

Course Code: 14254

Course Description: How can collaborative text-based inquiry and discourse develop critical thinking skills? In this hands-on workshop, participants will explore strategies and models for engaging students in literature circles in middle and high school classrooms. Participants will work with ACPS unit themes and texts to create compelling, inquiry-based instructional materials, and plan for the routines necessary to support successful student-led literature circles.

Location: Central Office

Contact: Mathew Henry

Social Studies

Elementary Economics Institute

Target Audience: PreK-5 teachers of social studies and specialists

Date: 6/29-6/30

Course Code: 14222

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 will allow participants to experience methods for teaching elementary economics Standards of Learning in a manner that is hands-on, effective and fun. 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, both classic and new.

Location: Central Office

Contact: Sarah Whelan

The Classroom Mini-Economy: Creating a Project-Based Economics Experience

Target Audience: PreK-5 teachers, Career & Technical Education teachers, grade 6-8 teachers and specialists

Date: 7/26-7/28

Course Code: 14223

Course Description: How can we develop students' skills in critical thinking and collaborative learning through project-based investigations of economic concepts? The Mini-Economy is an experienced-based program used to teach entrepreneurship, economics and government. Students will immerse themselves in a classroom economy: applying for jobs, running businesses, paying taxes, making investments. Your students

will master essential economics principles while applying cross-curricular math, reading and writing skills in authentic, real-world settings. On top of invaluable teamwork and negotiation skills, students learn their role in the global marketplace.

Location: Central Office

Contact: Sarah Whelan

History Matters: Reading, Writing, and Reasoning

Target Audience: Grade 6-12 teachers of social studies and specialists

Date: 6/28

Course Code: 14224

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 promote student achievement. Participants will engage in hands-on learning activities designed to promote higher-level thinking and analysis. They will leave the session with specific strategies and lesson plans to use in their classrooms. Vertical articulation of writing experiences in grades 6-12 will be a focus of this workshop.

Location: Central Office

Contact: Sarah Whelan

Facing History and Ourselves: Choosing to Participate

Target Audience: 6-8 Teachers 9-12 Teachers ELL Coaches ELL Teachers
Special Education Social Studies SPED Teachers

Date: June 29; 9:00am-3:00pm

Course Code: 14291

Course Description: How do individuals' choices shape history? How do our choices help us become responsible citizens in our communities? Choosing to Participate focuses on civic choices—the decisions people make about themselves and others in their community, nation, and world. The choices people make, both large and small, may not seem important at the time, but little by little they shape us as individuals and responsible global citizens. This session focuses on creating settings that can help young people develop as thoughtful, caring, compassionate, and responsible citizens. These conversations need to be informed by history so that young people can be better prepared to participate in practices and policies that prevent violence and promote peace.

Location: GW Middle School

Contact: Sarah Whelan

History Matters: Reading, Writing, and Reasoning

Target Audience: Grade 6-12 teachers of social studies and ELL, Special Education, and Gifted Education specialists

Date & Time: June 28; 9:00am-3:00pm

Course Code: 14224

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 promote student achievement. Participants will engage in hands-on learning activities designed to promote higher-level thinking and analysis. They will leave the session with specific strategies and lesson plans to use in their classrooms. Vertical articulation of writing experiences in grades 6-12 will be a focus of this workshop.

Location: Central Office

Contact: Sarah Whelan

The DBQ Project: Teaching All Students to Read Smart, Think Straight, and Write Clearly

Target Audience: Grade 6-12 teachers of social studies and ELL, Special Education, and Gifted Education specialists

Date & Time: August 25; 9:00am-3:00pm

Course Code: 14300

Course Description: How can we engage all students in higher-level thinking, reading and writing using primary sources and historical thinking skills? Participants will: – Practice using instructional strategies to help students read, contextualize, and analyze primary sources. – Develop strategies to engage students in historical thinking, analysis, and developing evidence-based arguments. This session emphasizes the elements of a powerful DBQ essay and introduces teachers to writing supports they can use to promote strong, evidence-based writing. Teachers will practice the DBQ Project 6-step method in a lively, interactive session and will also spend time analyzing student work and norming student essays using the DBQ Project writing rubric.

Location: Central Office

Contact: Sarah Whelan

Science

Science Academy for Improving Learning in Science (SAILS) Secondary

Target Audience: Grade 6-12 teachers and specialists

Date: 7/20- 7/21

Course Code: 14227

Course Description: How can science classrooms reinforce student engagement, conceptual understanding, and scientific inquiry? In collaboration with George Mason University, the ACPS curriculum office is implementing the Science Academy for Improving Learning in Science (SAILS) Summer Edition, designed to help participants answer these important questions. This professional development opportunity consists of two sessions that will focus on improving science instruction in grades 6-12. 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.

Location: Central Office

Contact: Daniel Alcazar-Roman

[Improving Middle School Science Instruction Through Argumentation](#)

Target Audience: Grade 6-8 teachers of science and specialists

Date: 8/1-8/2

Course Code: 14230

Course Description: How can we improve student learning in challenging science SOL standards? How can science instructors use argumentation strategies to promote student achievement and rigor in the classroom? In collaboration with George Washington University, the ACPS curriculum department is implementing a content academy that will focus on improving science instruction in grades 6-8. Major focus of this academy will be upon how teachers can integrate argumentation and persuasion strategies and techniques to enhance students' critical reasoning and engagement. 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.

Location: Central Office

Contact: Daniel Alcazar-Roman

[Science Academy for Improving Learning in Science \(SAILS\) Elementary](#)

Target Audience: PreK-5 teachers of science and specialists

Date: TBD

Course Code: 14231

Course Description: How can we improve student learning of challenging science SOL standards? In collaboration with George Mason University, the ACPS curriculum office is implementing the Science Academy for Improving Learning in Science (SAILS) Summer Edition. This professional development opportunity consists of two sessions that will focus on

improving science instruction in grades 3-5 through an expanded emphasis upon experience-based learning, scientific inquiry, and lab experiences. 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.

Location: Central Office

Contact: Daniel Alcazar-Roman

[Using Electronic Probeware to Improve Science Instruction](#)

Target Audience: Grade 6-8 teachers of science and specialists

Date: 8/3

Course Code: 14232

Course Description: How can we use electronic Probeware to improve the way students collect data, organize information, and communicate conclusions in the science classroom? This hands-on workshop will involve teachers in the use of electronic Probeware as part of lesson design and implementation of middle school science SOLs in grades 6-8.

Location: Central Office

Contact: Daniel Alcazar-Roman

[Fine Arts](#)

[Fine Arts Summer Workshop](#)

Target Audience: PreK-12 teachers and specialists

Date: 6/29

Course Code: 14233

Course Description: How can all teachers integrate the fine arts (e.g., Visual, Musical, Theatrical, Multi-Media) and literacy to enhance student achievement? How can arts teachers and other content area instructors support students with special needs? Teachers will explore these questions in a hands-on workshop setting presented by ACPS, Smithsonian and Kennedy Center staff. A special component of this workshop will include modules concentrating on a specific art content area of the participant's choice. As they explore the relationship between literacy and the fine arts within various content areas, participants will be able to use products and processes immediately as they begin the new academic year. Strategies are especially useful for diverse populations, including ELL and SPED students.

Location: Central Office

Contact: **Andrew Watson**

P.E. & Health

NASP Certification

Target Audience: Grade 6-12 teachers of PE/Health

Date: 8/9

Course Description: How can students remain safe while learning archery skills? Physical education instructors will have the opportunity to become NASP (National Archery Schools Program) certified through this one-day professional development opportunity. Participants will acquire both the skills and knowledge to bring archery into their respective physical education programs. They will also be given access to grant opportunities including extended equipment usage.

Course Code: 14235

Location: Minnie Howard

Contact: Michael Humphreys

Family Life Education Teacher Certification Course: Human Sexuality

Target Audience: Grade 6-12 teachers who will be delivering FLE content to their students

Date: 8/8 – 8/10

Course Description: ACPS teachers who will be delivering FLE content to their students are required to take the Human Sexuality for Educators course. This new summer offering 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.

Course Code: 14239

Location: Minnie Howard

Contact: Michael Humphreys

Strategies for working with Special Education Students and ELLs for Encore Teachers

Target Audience: PreK-12 teachers of Encore

Date & Time: July 7; 9:00am-3:00pm

Course Description: How can Encore teachers effectively reach ALL students in their classrooms, including ELLs and those with special needs? Teachers will explore this question in a hands-on workshop presented by ACPS staff. Both veteran and beginning teachers will learn effective coping strategies in dealing with behavior challenges such as noncompliance, off-task behavior, difficulty following/understanding directions, and inattention. In addition, effective differentiation strategies will be discussed for students at different levels of English language

proficiency, including visual and non-verbal cues and response formats, providing comprehensible input, and cooperative learning structures.

Contact: Mike Humphreys

World Languages

Best Practices in Teaching Interpersonal Communication

Target Audience: 6-12 teachers of world language and specialists

Date: 8/9- 8/10

Course Code: 14249

Course Description: World Language teachers will learn about effective instructional strategies and activities to improve their students' interpersonal communication proficiency at all instructional levels. In addition, teachers will learn about a variety of effective strategies to assess interpersonal communication. Teachers will also share their best practices and will be able to develop instructional activities that they can employ during the first quarter of the academic year. Teachers will explore the following essential questions: 1. How can we improve students' proficiency in interpersonal communication at all instructional levels? 2. How can we effectively assess students' interpersonal communication skills at all instructional levels?

Location: Central Office

Contact: Tanja Mayer-Harding

Differentiation

TAG Differentiation Academy

Target Audience: 6-8 Teachers 9-12 Teachers ELL Coaches English Language Arts ELL Teachers Gifted Education Literacy Mathematics Special Education SPED Teachers

Date: 8/16

Course Code: 14262

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.

AVID

AVID Overview and Professional Learning Workshop

Target Audience: AVID 6-8 Teachers 9-12 Teachers AVID ELL Coaches English Language Arts ELL Teachers Literacy Mathematics PE/Health Mentors Science Special Education Social Studies SPED Teachers

Date: 7/13-7/14

Course Code: 14296

Course Description: How can we prepare students for college and career readiness? How can we support students to succeed in rigorous courses? This course is designed to provide a system overview of AVID. Participants will explore research-based best practices in teaching and identify strategies to implement these practices in their individual classrooms. Specific topics and strategies will include focused note taking, text dependent inquiry, collaborative structures, and content collaborative study groups.

Location: Minnie Howard

Contact: Jodie Peters

Library

The School Library: Learning and Innovating in the Information Environment

Target Audience: PreK-12 teachers, librarians, and ELL, Special Education, and Gifted Education specialists

Date & Time: August 16 & 17th 9:00am-3:00pm

Course Description: How can librarians and teachers facilitate learning and innovating in the dynamic, cluttered, and sometimes chaotic information environment? This two-day Content Academy will support librarians and teachers as they integrate Alexandria's collection of print and electronic materials and online databases with the Guided Inquiry Design framework, a process that prepares students to think for themselves, make good decisions, develop expertise, and learn throughout life.

Location: Beatley Library, 5005 Duke Street, Alexandria, VA

Contact: Anne Booth

Youth Mental Health

Youth Mental Health First Aid Training (YMFA)

Target Audience: Teachers, paraprofessionals, and specialists

Date & Time:

- Session 1: June 27th & Session 2: June 28th; 9:00am-1:00pm
- Session 1: July 7th & Session 2: July 17th; 9:00am-1:00pm
- Session 1: August 5th & Session 2: August 12th; 9:00am-1:00pm

Course Description: These courses are available for staff who respond to youth in crisis. This training demonstrates the initial help given to a young person showing signs of mental illness or a mental health crisis. This eight-hour course teaches risk factors, warning signs and symptoms of mental health and substance use disorders; the effects of the illnesses and an overview of treatments; and a five-step action plan for helping someone with symptoms. Each session is two four-hour classes. Attendees of the full eight-hour course will receive a three-year certification in YMFA.

Location: Central Office

Contact: Arnecia Moody