

Course Title – GVWP Demonstration Lab, 2017: Making Thinking Visible with Charts (K-3)

Great Valley Writing Project at CSU Stanislaus

45 hours; 3 units of extended education credit available

Course Text – This text is provided; the cost is included in the online signup fee.

Martinelli, Marjorie and Kristine Mraz. *Smarter Charts for Math, Science, & Social Studies: Making Learning Visible In the Content Areas*. Portsmouth, NH. Heinemann Publishers, 2014. Print.

Learning Goals – Find ways to improve student learning by making thinking visible.

- Learn how to create – and to help students co-create – various types of anchor charts, while making thoughtful, grade-appropriate language choices and using visuals as shorthand.
- Discover and field-test open-ended ways that charts can be used to enhance engagement, develop critical thinking skills, explore interdisciplinary content, and address diverse student needs.
- Explore strategies that help students learn to use charts independently.
- Assess and improve the effectiveness of classroom charts by (1) facilitating student self-assessment, (2) observing learning outcomes, (3) measuring charts against quality criteria, and (4) revising content to improve, expand, or regenerate learning.
- Target interdisciplinary thinking and writing skills outlined in the California State Content Standards and English Language Development standards. Document how the teacher-created curriculum helps students develop these skills.
- Utilize best practices to ensure that all students are engaged in thinking, creation of visible products, and peer response.
- Discuss theories, research, and classroom observations, and then develop sound rationales to drive instructional choices. These rationales should provide guidelines to suggest (1) when and why certain types of charts should be used; and (2) which instructional strategies should be used to promote specific types of student engagement.
- Integrate technology in meaningful and important ways that support students through the processes of thinking, writing, and learning.
- Discuss the value of publishing individual and group learning products (including charts, pictures, graphics, multimedia projects, and writings), explore a variety of options for classroom publishing, and create opportunities for student authors to connect with real audiences.

Dates, Times, Location:

11 Weekdays, June 16-30, from 8:20 am - 12:40 pm at River Islands Technology Academy (Lathrop).

Course Assignments and Expectations:

In this eleven-day course, each team of 6-8 teachers spends ten weekday mornings implementing curriculum plans with real students in a self-contained classroom. (30 hours in lab with students + 16 hours meeting with other teachers at orientation, pre-sessions, and post-sessions.)

Day 1 (Orientation): The course leaders set the stage and introduce the assigned reading schedule.

Days 2-11 (Demonstration Workshop + Daily Debriefing)

From 8:20-8:30, before students arrive, teachers review their roles for the upcoming day, discuss the lesson content, and try to predict possible outcomes. Leaders may highlight specific teacher actions and/or student behaviors that observers should look for and record.

From 8:30-11:30, teachers are active collaborators in a self-contained workshop classroom with a group of real students (including EL and special needs). Each day, teachers observe classroom implementation of selected ideas from the assigned text. In addition, they observe and interact with a small group of students to determine what those students are actually learning from the activities.

From 11:30 to 12:40, after students leave, teachers meet with colleagues to reflect on observations, revisit their readings, and discuss their thoughts. They compare experiences, assess outcomes, and provide constructive feedback. They analyze their findings to determine which types of curriculum content and classroom practices can best achieve desired instructional outcomes. Together, they draw correlations between assigned text and the California state standards, and they discuss additional ways to help ALL students meet targeted standards for academic writing skills.

At least four times during the eleven-day course, all participants submit reflective journal entries to document their growth.

Grading Policy:

To receive course credit, attendance is required. (See Attendance and Make-Up policies below.)

On the final day of the course, teachers who have participated in the daily activities and documented their growth through journal entries may apply for up to three units of extended education credit from CSU, Stanislaus.

All grades will be posted simply as as (CR) Credit / NC (No Credit).

Attendance Policy:

You are expected to arrive on time and to inform your team coordinator about any known conflicts, just as you would do at your own school site.

Absences during the Demonstration Lab are strongly discouraged, because those absences negatively impact the collaborative relationships that support our mutual learning.

If you have an unavoidable one-day conflict, the team leaders will design a make-up assignment that helps you – and your colleagues – to achieve the course objectives.

On very rare occasions, when it is clear that a participating teacher has (1) demonstrated commendable achievement during the course (2) is poised to achieve the full range of objectives for the Demonstration Lab, course leaders may design make-up work for an unavoidable two-day absence.

As a general rule, however, when a participating teacher will miss multiple days during the 11-day Demonstration Lab, we cannot include that teacher as a member of the team.

Make-Up Work:

Participating teachers may make up ONE missed session and receive course credit with no worries.

As soon as you know about an absence, ask your team leaders about attending a GVWP make-up session. (You must make up missed hours by July 7, 2017.)

With instructor's permission, certain participants may be allowed to make-up two missed sessions for full course credit. (Leaders must consider the performance record of the teacher in question and the program content for the missed dates to decide whether the course objectives can be adequately addressed by the available make-up options.)

Faculty Contact Information:

If you have questions or concerns, please start with your team coordinator, and proceed to the site coordinator if needed. If a question requires additional expertise, the site coordinator can help you find a CSUS employee with the answers you need.

TK-1st grade Team Coordinators:

- Rosemarie Buccieri <rbuccieri@musd.net> or (209) 815-8083
- Shari Provost <sprovost@musd.net> or (209) 612-2534

2nd-3rd grade Team Coordinators:

- Robin Alexander <ripplerob@gmail.com> or (209) 623-6454
- Sasha Cope <hisangl@msn.com> or (209) 988-1533

K-12 Site Coordinator for the Demonstration Labs:

- Melissa King – (209) 499-7968

Course Instructor:

- Stephanie Paterson – (209) 667-3490