

Preparing Novices to Teach Priority Content for the 2020-21 School Year and Beyond

A **Free** Mini-Course Series for Teacher Educators in English Language Arts, Upper Elementary-Grade 12

Learn more and register at teachingworks.catalog.instructure.com

TeachingWorks invites you to join us for a series of virtual learning mini-courses that will enable you to build your understanding of critical content in ELA and develop practice-based approaches for teaching that content to novice teachers. This mini-course series builds on broad consensus in the field around the most important content in the ELA curriculum based on guidance issued by the Council of Chief State School Officers (CCSSO) for “priority” content for the 2020-2021 academic year. Sessions and modules will focus explicitly on how specific kinds of reasoning and engagement with complex texts can support the development of mutual respect, understanding of the experiences and cultures of others, and knowledge of systems of oppression, as well as the ability to use literacy tools to disrupt injustice in all forms.

When you complete a mini-course, you will emerge with specific practice-based activities and plans to use with your novice teachers to prepare them to teach critical ELA content in ways that are skillful, adaptive, and advance justice in classrooms and schools.

Sessions in each mini-course will focus on:



Unpacking the Content:

Participants will review the content from the students’ perspective, including doing student-level learning activities; considering the related Common Core State Standards; and attending to research literature demonstrating the importance of the content for student learning.



Analyzing the Demands of Teaching the Content:

Participants will analyze student curriculum materials that are focused on the module’s target content to identify the learning goals and activities for students (these will include some of the learning activities that participants have tried out in part 1 of the module), the content knowledge, and the teaching practices required to implement the instruction.



Teaching Practice in Priority ELA Content:

Participants will examine sample novice lesson plans for using in ELA methods courses with novice teachers and practice, with each other, carrying out the core instructional activities, including providing feedback to “novice teachers,” played by their peers.

Please see the accompanying schedule for a detailed description of each course.

Registration is available now at teachingworks.catalog.instructure.com

Generous support for these learning opportunities has been provided by the Silver Giving Foundation, and registration is free-of-charge for all participants.

Virtual Mini-Course Descriptions and Dates

Participants may register for one or more mini-courses and must commit to attending all sessions in each mini-course for which they register. All instruction will be provided by TeachingWorks English language arts specialists. Some mini-courses will require that participants borrow or purchase texts that are required reading.

Read the full mini-course descriptions and register at teachingworks.catalog.instructure.com



1. Introduction: Standards, Equity, and Achievement in English Language Arts

What is the relationship between "achievement" in ELA and advancing justice through teaching? How do we prepare novice teachers to consider ELA curriculum materials from the perspective of advancing justice? This mini-course will engage with these questions and more.

Registration Deadline: Friday, October 30, 2020, 5:00 P.M. EST

Session 1 (Asynchronous)

Available November 6

Session 2 (Synchronous)

Friday, November 13,

3:00-4:30 P.M. EST

Session 3 (Synchronous)

Friday, November 20,

3:00-4:30 P.M. EST



2. Building Academic Language and Supporting English Learners (ELs)

This mini-course will use a set of novice-teacher facing activities to identify, unpack, and practice responding to commonly held ideas about English learners.

Registration Deadline: Wednesday, November 25, 2020, 5:00 P.M. EST

Session 1 (Asynchronous)

Available December 4

Session 2 (Synchronous)

Friday, December 11,

3:00-4:30 P.M. EST



3. Identifying Complex Text and Keeping it at the Center of Instruction

This mini-course presents a set of criteria for defining and identifying complex texts and shares a set of novice teacher-facing lesson plans that support novice teachers to use complex texts at the center of their instruction.

Registration Deadline: Friday, January 15, 2021, 5:00 P.M. EST

Session 1 (Asynchronous)

Available January 22, 2021

Session 2 (Synchronous)

Friday, January 29, 2021,

3:00-4:30 P.M. EST

Session 3 (Synchronous)

Friday, February 5, 2021,

3:00-4:30 P.M. EST



4. Supporting Students to Engage in Close Reading of Complex Text

What is the relationship between close reading and advancing justice through teaching, and what content knowledge must teachers know to effectively teach close reading to students? This mini-course will examine and practice using K-12 lesson plans and novice-teacher facing lesson plans to explore these questions.

Registration Deadline: Friday, January 29, 2021, 5:00 P.M. EST

Session 1 (Asynchronous)

Available February 5, 2021

Session 2 (Synchronous)

Friday, February 12, 2021,

3:00-4:30 P.M. EST

Session 3 (Synchronous)

Friday, February 19, 2021,

3:00-4:30 P.M. EST

Session 4 (Synchronous)

Friday, February 26, 2021,

3:00-4:30 P.M. EST



5. Intentionally Building Knowledge through Content-Rich Non-Fiction; Engaging Students in a Volume of Reading

Participants in this mini-course will dive into non-fiction reading and explore how a volume of reading and text sets support vocabulary development and other skills, and how they are related to advancing justice.

Registration Deadline: Friday, February 26, 2021, 5:00 P.M. EST

Session 1 (Asynchronous)

Available March 5, 2021

Session 2 (Synchronous)

Friday, March 12, 2021,

3:00-4:30 P.M. EST

Session 3 (Synchronous)

Friday, March 19, 2021,

3:00-4:30 P.M. EST

Session 4 (Synchronous)

Friday, March 26, 2021,

3:00-4:30 P.M. EST



6. Supporting Students to Engage in Evidence-Based Writing

This mini-course presents a detailed overview of the elements and value of students learning to produce evidence-based writing, its relationship to advancing justice through teaching, and how to prepare novice teachers to teach it in schools.

Registration Deadline: Friday, April 2, 2021, 5:00 P.M. EST

Session 1 (Asynchronous)

Available April 9, 2021

Session 2 (Synchronous)

Friday, April 16, 2021,

3:00-4:30 P.M. EST

Session 3 (Synchronous)

Friday, April 23, 2021,

3:00-4:30 P.M. EST

Session 4 (Synchronous)

Friday, April 30, 2021,

3:00-4:30 P.M. EST