



ELA REPORTER

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Highlights from the Summer Academy— Teachers: Classroom Change Agents

As the summer months roll into the upcoming school year, teachers are taking part of the ELA/Literacy Summer Academy, a two-day professional learning opportunity being held in six locations around the state. Teacher-presenters from around the state are presenting their best practices to fellow teachers. For those in attendance at the first four Academies, they may have sat in on several dynamic sessions that are designed to engage students and improve achievement. Here we have highlighted a few of the sessions participants may have attended.



Patty Poltzer's session titled *Using Buddy Books in the Writer's Workshop: Teaching the Good Traits of Writing Through Children's Literature* helped teachers understand how to incorporate the Writer's Workshop into their daily teaching. Poltzer teaches third grade at Dorsett Shoals Elementary School in Douglas County. This interactive session gave teachers an opportunity to participate in a model workshop using "buddy books." Participants left with the necessary information to use immediately in their own classrooms. According to Poltzer, "It is always my goal when presenting to teachers that they leave my sessions with "something" they can use in their own classrooms the following day!" To view session materials, use the following link to the Academy Wiki:

<http://2014elasummerinstitute.wikispaces.com/Day+2+Session+Choices+3rd+-+5th+KSU>

Among the many sessions, participants were excited to attend Lindsay Bowley's session titled *Out of the Box Teaching: Innovative Strategies for the Language Arts Classroom*. Participants learned how to craft meaningful tasks that derive from music.

Presenter Lindsay Bowley teaches at Creekland Middle School. Bowley describes her session as engaging and innovative:

Teachers who attend this workshop will walk away with several innovative lesson plans that they can use in their own language arts classes. These lessons will incorporate materials that will excite and engage students such as songs, movie trailers, musical instruments, real-world tasks, and so much more! In addition to ready-to-copy lesson plans, teachers will get ideas on how to:

- ⇒ *Transform their classroom into a completely different world (a hospital, a CSI crime scene, a masquerade ball) in order to teach standards,*
 - ⇒ *Develop real-world projects centered around creating a business or working in the area of social justice that will tap into each student's passion while teaching them critical thinking and professionalism,*
 - ⇒ *Use music to electrify lessons,*
 - ⇒ *Build community amongst student writers.*
- Teachers will walk away with lesson ideas, classroom management tips, and excitement to ramp up their classroom!*

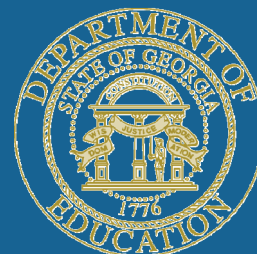
Lindsay Bowley is Cherokee County's Teacher of the Year and winner of the Governor's office of Student Achievement's Innovative Teacher competition. Bowley says, "I have a passion for helping educators transform their daily lessons into something that students will NEVER forget."

You can find her session materials at the Academy Wiki:

<http://2014elasummerinstitute.wikispaces.com/Day+2+Session+Choices+9th-12th+KSU>



Georgia
Department of
Education



Dr. John D. Barge,
State School
Superintendent

*"Making Education
Work for All Georgians"*

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Highlights from the Summer Academy, *continued*

How can one make a student more aware of his/her own thinking when reading a text? In her session titled, *Metacognition: The Protective Shield From Boredom*, presenter Lynne Bruschetti offered Language Arts teachers step-by-step instructions on the six steps of synectics— how to actually teach metacognition. Participants learned how to make personal metaphorical connections to art, music, and social justice in order to prepare student to better understand figurative language in complex reading texts.



Lynne Bruschetti teaches at McIntosh High School in Fayette County. She believes that Metacognition is empowering. Teachers become classroom change agents because they provide students with a necessary skill set--being able to think,

write, and read intentionally. Metacognition allows students not to approach literature passively but read literature as fellow thinkers and writers."

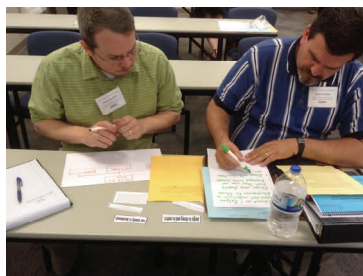
Session materials are located here on the Academy Wiki:

<http://2014elasummerinstitute.wikispaces.com/DAY+1+Session+Choices+6th+-+8th+KSU>

Below is a gallery of pictures from the Summer Academies.

While much of the focus is on the teacher-presenter sessions, participants at the Academies are part of the success of each day's work.

Participants at the KSU Center are asked to engage in activities that address specific skills that can be beneficial for all students.



Participants at Middle Georgia State College Academy engage in conversation about text-dependent questions that will create readers who can comprehend texts beyond the literal level.



Participants at the Coastal Georgia Center in Savannah engage in small-group collaboration to design their own reading, writing, and language arts lesson using the tandem design.

During lunch in Savannah, presenters take time to talk and enjoy their lunch with a participant.



While at Darton State College, participants used assessment data to drive instruction—a much smarter way of teaching versus checking items off a list.

Sessions at Darton State College allowed participants to view student videos, work with engaging materials, and engage in hands-on activities that fostered teacher's understanding of the workable components of the workshop model.



The overarching objective for the Summer Academy professional learning opportunity is to provide sessions that are 1) research-based, 2) standards-based, 3) TKES-based, and 4) performance-based. Ideally, the sessions evince originality, innovation, and creativity and provide a clear pathway to next practices.

Presenters offered presentations that were

- what our teachers really need, not just rehashed material.
- engaging and hands-on.
- aimed at fostering student achievement.

Check out the Summer Academy Wikispace for information on the individual Academy and presenter materials:

<http://2014elasummerinstitute.wikispaces.com/>



From the Coach's Corner—Focus on PL

Stephanie Sanders, DOE

Summer is here and most of you are thinking about what to do now that school is out. The rest of you are probably thinking about doing absolutely nothing but resting up for the summer. While summer is a time to rest, it is also a great time to reflect and prepare for next year. As an instructional coach, I understand the importance of building teacher capacity, and building that capacity over the summer doesn't have to be a chore. With plenty of time for rest and renewal, I offer a few suggestions for professional learning to strengthen your craft for next year:

One suggestion is a book study: you and a few teacher friends could participate in a summer book study. We have enjoyed reading *Note and Notice*. Authors Kyleene Beers and Robert Probst offer great insight into how to teach students to notice and note what authors do and how students can model those strategies in their own writing. Here is a link to a zip file for the book study: <https://www.dropbox.com/s/gep7zcl7iblunit/Note%20%26%20Notice%20Summer%20Book%20Study.zip>. The best part of this book study: studying at your own pace while preparing yourself for the next school year.

Another suggestion is to attend the ELA/Literacy Summer Academy. Hundreds of teachers from around the state will present their best practices for improving student achievement and engagement. Offered in six locations around the state, this two-day professional learning opportunity is free to attend and filled with useful, ready-to-implement strategies. If you are unable to attend, you can access presenter materials for your own self study: <http://2014elasummerinstitute.wikispaces.com/>.

Principles of Instruction

In keeping with the idea of professional learning for teachers, we would like to offer up research-based instructional strategies that all teachers should know.

In the Spring 2012 edition of *American Educator*, author Barak Rosenshine presents 10 research-based principles of instruction that come from (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports.

Following is a list of some of the instructional principles that derive from these three sources:

- *Begin a lesson with a short review of previous learning.*
- *Present new material in small steps with student practice after each step.*
- *Ask a large number of questions and check the responses of all students.*
- *Provide models.*
- *Guide student practice.*
- *Check for student understanding.*

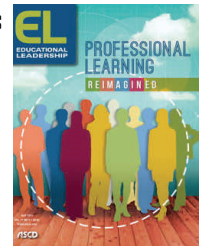
A final suggestion is to pick up the May 2014 issue of *Educational Leadership* entitled "Professional Learning Reimagined." Read up on the latest articles on professional learning.

One short article in particular "describes teachers as both technicians and intellectuals who need to understand both practice and theory." In *Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability*, author Allison Gulamhussein (published by The Center for Public Education) offers five principles of effective professional development:

- * The duration of professional development must be significant and ongoing.
- * A teacher must receive support during implementation.
- * Teachers' initial exposure to a concept should not be passive
- * Modeling is highly effective.
- * Professional development is best delivered in the context of the teacher's subject area or grade level.

Changing or improving your practice is crucial to student achievement. In my own experience, I realized that as the students changed, I had to change to improve my teaching. As you rest up during the summer, I encourage you to take some time to learn more about the craft of teaching so that you return prepared to meet the rising tides of change. In the end, the students benefit, and isn't that what it's all about?

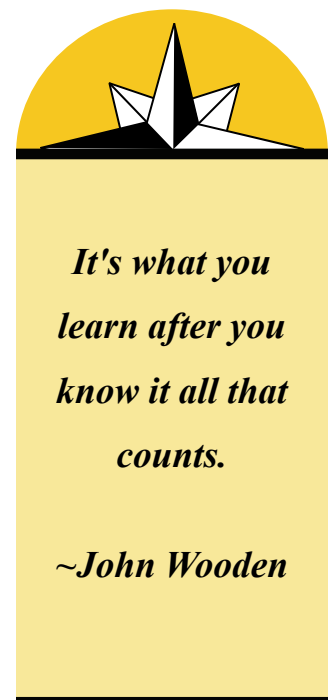
Read the May issue of *Educational Leadership*. <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/toc.aspx>.



- *Obtain a high success rate.*
- *Provide scaffolds for difficult tasks.*
- *Require and monitor independent practice.*
- *Engage students in weekly and monthly review.*

The author notes that although the 10 principles come from three different sources, "the instructional procedures that are taken from one source do not conflict with the instructional procedures that are taken from another source. Instead, the ideas from each of these sources overlap and add to each other. This overlap gives us faith that we are developing a valid and research-based understanding of the art of teaching."

The strength of the article lies in the author's description and his discussion of each idea. In addition to the "Research findings" section, Rosenshine offers an "In the classroom" section for real-life application. Click on the following link to read the entire article. <https://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf>



Winners: Young Georgia Authors

Congratulations to the state winners of the Young Georgia Authors competition!



Listed by grade are the student winners, their school and school system and title of the winning literary piece.

Grade	Student Name	School	School System	Title of Work
3	Tai Jackson	Park Elementary School	Harris County	"Leroy the Dog in Dog Trouble"
4	Kaylee Lankford	Hasty Elementary School	Cherokee County	"Toby: The Guide"
5	Arianna Cox	Kelly Mill Elementary	Forsyth County	"Concentration Camp Ballad"
6	Carrie Gilbert	Bleckley County Middle School	Bleckley County	"Nature"
7	Peter Nelson-Broderick	Union Grove Middle School	Henry County	"Who's looking through the eye?"
8	Gracie Metcalf	Carver Middle School	Harris County	"Amazing Girl"
9	Aubrey Brumblow	Scholars Academy	Thomasville City Schools	"Unjustifiable"
10	Maryah Langston	Hawkinsville High School	Pulaski County	"Shoes"
11	Ekta Parab	Columbus High School	Muscogee County	"Drip Drip"
12	Jennie Jumper	Saw High School	Muscogee County	"Zenith"



Thanks to the Georgia Council of Teachers of English (GCTE) for making this year's competition a success.

Young Georgia Authors Competition A Big Thanks to GCTE!

The torch has been passed to GCTE, so the tradition continues! We must recognize our partners across the state for their coming to our rescue on this important writing contest for Georgia students. As teachers, we often pay *lip-service* to the importance of writing, but the CCGPS insists that writing is absolutely essential, and students deserve not only great instruction but also real-world opportunities to discover the power of the pen. Words matter! How they are threaded together on a page touches hearts and minds and, indeed, explores the quintessential essence of human existence.

You may not be aware of the fact that budget cuts were so deep, we were perilously close to eliminating the Young Georgia Authors Competition altogether, but GCTE voiced a collective "Noooooo!"

They assumed the responsibility of reading as many as 1,800+ essays, selected the best 160 from each RESA District by naming winners at each grade level from 3rd to 12th grade. Then, they re-read the winning RESA authors' work and selected the top 10 to be State Winners. Whew! That's a tremendous endeavor, and Kathleen McKenzie, immediate past President of GCTE, organized this herculean task with the help of many Board Members and fellow teachers. *A heartfelt thanks to each one of you who helped.* These students will never forget the thrill of writing. True confessions: I won an essay contest when I was 15 years old, and I will never forget the honor! What an exquisite feeling to know that your own words have the power to touch people. There is no better way to incentivize our students to invest themselves in writing! We must "feed the beast" of creativity and critical thinking in all our students and teachers across this great state!

Carolyn Waters



RESA Districts: Essential to Professional Learning

Sixteen RESA Districts played a pivotal role in vetting potential presenters for our Summer Academies. The RESA ELA Specialists partnered with the GaDOE staff to read and vet 162 proposals, and they helped narrow the proposals to 84 for a total of 113 teacher presenters. We are forever grateful to them for the energy and effort they poured into the success of the Academies as well as for their day-to-day work in the schools across Georgia.

These 16 RESA Districts are located throughout the state to build capacity and assist teachers with implementing and sustaining the work of standards-based classrooms. We encourage you, if you have not already done so, to consult your local RESA and explore the wealth of resources it has to offer. Listed below are the 16 RESA Districts with the RESA ELA Specialist and the counties located within their service area.

Click on the link to access resources at a RESA District in your area:

Central Savannah River RESA

Kelly Flanders & Mary Stout

www.csrareasa.org/

Burke, Columbia, Emanuel, Glascock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren, Wilkes

Chattahoochee-Flint RESA

Tessa Garland & Verna Scoggins

www.cfresa.org/

Chattahoochee, Clay, Crisp, Dooly, Macon, Marion, Muscogee, Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor, Webster

Coastal Plains RESA

Jan Powell & Darlene Watson

www.cpresasa.org/

Ben Hill, Berrien, Brooks, Colquitt, Cook, Echols, Irwin, Lanier, Lowndes, Tift, Turner, Valdosta

First District RESA

Laura Kipp & Vondesa Lee

www.fdrresa.org/

Appling, Bryan, Bulloch, Camden, Candler, Chatham, Effingham, Evans, Glynn, Jeff Davis, Liberty, Long, McIntosh, Screven, Tattnall, Toombs, Vidalia City, Wayne

Griffin RESA

Dr. Sheree Bryant

www.griffinresa.net/

Butts, Fayette, Henry, Lamar, Newton, Pike, Spalding, Thomaston-Upson

Heart of Georgia RESA

Connie Howell

www.ciclt.net/hgresa/

Bleckley, Dodge, Dublin, Laurens, Montgomery, Pulaski, Telfair, Treutlen, Wheeler, Wilcox

Metro RESA

Kelley York

www.ciclt.net/mresa/

Atlanta Public Schools, Buford City, CCAT Schools, Clayton, Cobb, Decatur City, DeKalb, Douglas, Forsyth, Fulton, Gwinnett, Ivy Prep Academy School, Marietta City, Rockdale, Scholars Academy

Middle Georgia RESA

Dr. Robin Smith

www.ciclt.net/mgresa/

Bibb, Crawford, Houston, Jasper, Jones, Monroe, Peach, Twiggs

North Georgia RESA

Kelly Rogers

<http://www.ngresa.org/>

Cherokee, Dalton City, Gilmer, Murray, Pickens, Whitfield

Northeast Georgia RESA

Dr. Patti McWhorter & Susie Walker

www.ciclt.net/negaresa

Barrow, Clark, Commerce City, Elbert, Greene, Jackson, Jefferson City, Madison, Morgan, Oconee, Oglethorpe, Social Circle City, Walton

Northwest Georgia RESA

Karen Faircloth & Cathy Meyers

[nwgaresa.com/](http://www.nwgaresa.com/)

Bartow, Bremen City, Calhoun City, Cartersville City, Catoosa, Chattooga, Chickamauga City, Dade, Floyd, Gordon, Haralson, Paulding, Polk, Rome City, Trion City, Walker

Oconee RESA

Deborah Ricks

www.oconeeresasa.org/

Baldwin, Hancock, Johnson, Putnam, Washington, Wilkinson

Okefenokee RESA

Cindy Hitt & Cassie Todd

www.ciclt.net/okresa/

Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, Ware

Pioneer RESA

Jan Black

<http://www.pioneerresa.org/>

Banks, Dawson, Fannin, Franklin, Gainesville City, Habersham, Hall, Hart, Lumpkin, Mountain Education Center School, Rabun, Stephens, Towns, Union, White

Southwest Georgia RESA

Deborah Clarke

www.ciclt.net/swresa/

Baker, Calhoun, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Pelham City, Seminole, Terrell, Thomas, Thomasville City, Worth

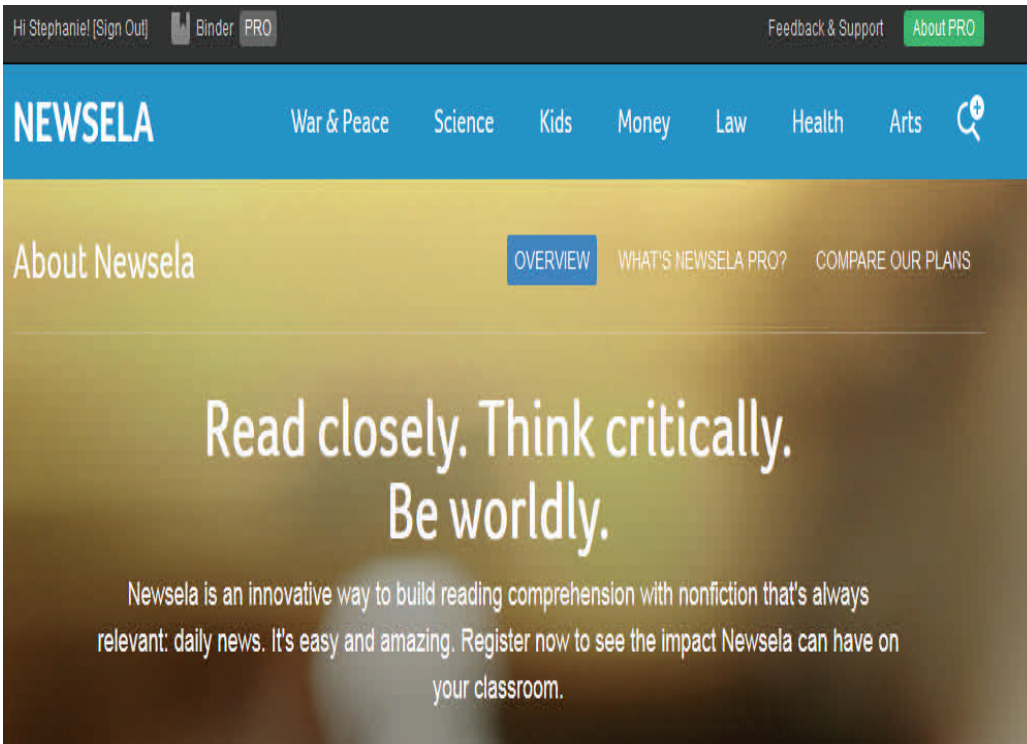
West Georgia RESA

Dr. Barbara Bishop

www.ciclt.net/garesa/

Carroll, Carrollton City, Coweta, Harris, Heard, KidsPeace, Meriwether, Odyssey School, Troup

Resource We Recommend



Articles that Inform and Intrigue

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Every article in Newsela is of high-interest, aligned with Common Core, and provides teachers with content-rich informational text at five Lexile levels. Teachers are sure to reach every student because of the accessibility of the articles. Once you have registered, you can explore this free resource. Close reading and collaboration are much easier to facilitate. Click here for the resource: <https://newsela.com/>.



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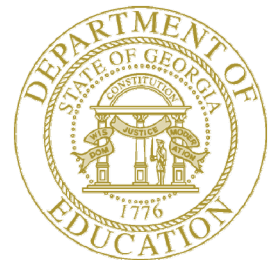
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DDE ELA Home Page:

[http://public.doe.k12.ga.us/
ci_services.aspx?
PageReq=CIServEnglish](http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServEnglish)

GeorgiaStandards.Org ELA Page:
[https://www.georgiastandards.org/
Common-Core/Pages/ELA.aspx](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx)