

ELA Program of Studies 10-12

Overview

Prepared for Alberta Regional Consortia

By:
Bryan Ellefson
Graham Foster
Ann Manson
Janeen Werner-King

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OVERVIEW

The design of the Secondary English Language Arts professional development package draws upon the research related to adult learners, educational change and language learning. As such it is not a top down model but a collaborative model where participants share in opportunity for constructing the knowledge necessary to implement the Program of Studies.

The proposed Senior High In-service provides an opportunity for a group of teachers to design their in-service emphasizing four phases or features. These phases combine workshops and independent work to assist teachers in becoming aware of significant issues raised by the Program of Studies and in addressing these issues within each teacher's practice.

1. *The Program of Studies*
2. *Issues for Current Practice*
3. *Implementation*
4. *Assessment and Reflection*

Ideally, the program will involve five or more workshops and two or more opportunities for individual work. Facilitators and participants will have flexibility selecting issues and in organizing for delivery. Two possible scenarios are included in Appendix C. Other scenarios are possible. Facilitators are invited to modify the program according to interests, needs, time available as well as their own presentational style and preferences of their audience.

ACTIVITY BLUEPRINT

I. THE PROGRAM OF STUDIES

The first activity consists of developing awareness of significant issues of the Program of Studies (Appendix A). (Two hour session – Week One)

Workshop One: Participants will:

Review significant structural elements in the Program of Studies including an overview of the five general outcomes, the role of the six language arts, the 10G and 10H programs, the requirements for texts studied and texts created.

Connect their current knowledge about these issues with the implied direction set out by the general and specific outcomes.

Identify areas of interest or areas of need within their own practice.

Form groups of three or four and determine two or three issues from the list in Appendix A. Initially, the choices might be limited to the topics for which professional development resources have been developed.

Identify one of their topics, units, projects or activities with which to apply the issues – one that can be taught within the schedule that the group will establish. Sample activities supplied for those who are unable to supply one. Determine a schedule for addressing the next phase of the program. There are a number of ways in which the activities can be structured. Two possible scenarios are included in Appendix B.

The second activity will address the implications the program of studies has for planning for instruction. (2 hour session – Week One)

Workshop Two: Participants will:

Engage in a close examination of the General and Specific Outcomes.

Explore the degree to which the curriculum they have developed addresses the outcomes.

II. ISSUES FOR CURRENT PRACTICE

The third activity will consist of developing an understanding of the selected issues. (One or more sessions selected from the ten workshops developed for each issue)

Workshop Three and Four: Participants will:

Explore the chosen issues through information and activities presented by the facilitator.

Examine each unit, project or activity of the group members to make suggestions about possible enhancements.

Assign one issue for each group member to develop through theory and practice

The fourth activity will consist of revising the units, projects or activities weaving in the selected issue. (Independent work – Weeks Three and Four)

Independent Work: Participants will:

Do further reading and exploration into the chosen issue.

Make revisions and observations based upon the assigned issue.

The fifth activity will be to expand awareness in all three initial issues, and enhance the materials for instruction. (Two hour session – Week Five)

Workshop Five: Participants will:

Meet as an expert group with participants who have focused on the same issue.

Meet with home groups to share revisions and research.

Explore ways of transferring ideas and practices to each individual's materials

III. IMPLEMENTATION

The sixth activity will be to implement the revised materials. (Weeks Five, Six and Seven)

Independent Work: Participants will:

Try the unit out with a class, making note of the successes, failures and adaptations that they made to their plans.

Members of the group may wish to observe and collaborate during this activity.

IV. ASSESSMENT AND REFLECTION

The seventh activity will be to share the results of the experimentation and to consider future directions. (Two hour session – Week 8)

Workshop Six: Participants will:

Share the results of their action research into their chosen issues.

Consider the possibility of sharing their expertise with a larger audience (district or provincial).

Assess and revise the workshop model.

Determine future issues for investigation and return to Phase II.

Each workshop will be developed with materials to fit the following blueprint:

Introduction inviting teachers to identify their concerns. The concerns will be written down on chart paper for future reference

Presentation by the facilitator providing information on the workshop topic.

An activity involving small groups to assist teachers in applying the issue to the material they have brought

Review of concerns

Learning/Teaching Strategy Sheet to identify learning and teaching strategies employed in the workshop

Workshop time when teachers can apply their knowledge to their materials

One page resource list with recommendations for further reading

A “Personal Reflection Form” to assist teachers in self-assessing their practice.

Goal setting and reflection statement to identify direction of further learning

Presentation notes to assist the facilitator in presenting the workshop.

APPENDICES

Appendix A: Activities and Strategies

Session	Teaching Strategy	Learning Strategy	
ACTIVITY ONE	<i>Pair/Pairs/Share</i>	<i>Accessing Prior Knowledge KWL</i>	
ACTIVITY TWO			
ACTIVITY THREE			
<i>Issues</i>			
<i>Assessment: Purposes and forms of Assessment</i>			
<i>Assessment: Performance Assessment and Standards</i>			
<i>Collaborative learning strategies</i>			
<i>Context in communication</i>			
<i>Differentiated instruction</i>			
<i>Interdisciplinary integration</i>			
<i>Metacognition</i>	<i>Graphic organizers</i>		
<i>Planning for an outcomes program of studies</i>			
<i>Representation</i>			
<i>Integrating Technology</i>			
ACTIVITY FOUR		<i>Independent Work</i>	
ACTIVITY FIVE		<i>Expert Groupings</i>	<i>Cooperative learning</i>
ACTIVITY SIX		<i>Independent Work</i>	
ACTIVITY SEVEN			<i>Self-Assessment</i>

Appendix B: Implementation Scenarios

Implementation Scenario One

Day	Week	Activity	Activity/Topic	Length
Day 1	Week 1	Workshop	Activity One: Awareness	Two hours
Day 2	Week 2	Workshop	Activity Two: Planning	Two hours
Day 3	Week 3	Workshop	Activity Three: Developing one issue	Two hours
	Week 3	Independent Work	Activity Four: Revising Material	
Day 4	Week 4	Workshop	Activity Three: Developing one issue (Repeat as desired)	Two hours
	Week 4	Independent Work	Activity Four: Revising Material (Repeat as desired)	
Day 5	Week 5	Workshop	Activity Five: Expand Awareness	Two hours
	Week 5-8	Independent/ Collaborative	Activity Six: Implementation	
Day 6	Week 8	Workshop	Activity Seven: Sharing and Developing Future Directions	Two hours

Implementation Scenario Two

Day	Week	Activity	Activity/Topic	Length
Day 1	Week 1	Workshop	Activity One: Awareness	Two hours
Day 2	Week 2	Workshop	Activity Two: Planning	Two hours
Day 3	Week 3	Workshop	Activity Three: Developing two issues	Two hours
	Week 3	Independent Work	Activity Four: Revising Material	
Day 4	Week 5	Workshop	Activity Five: Expand Awareness	Two hours
	Week 4-7	Independent/ Collaborative	Activity Six: Implementation	
Day 6	Week 7	Workshop	Activity Seven: Sharing and Developing Future Directions	Two hours