
ELA Program of Studies 10-12

Reflection on the PROGRAM OF STUDIES

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ELA Program of Studies

Personal Reflection on the Program of Studies

Notes for the Facilitator

PURPOSE

Indicate that the activity has been designed to assist teachers to assess what they already know about the Program of Studies and to determine appropriate personal and collegial professional development agendas for the Program of Studies. Explain that the activation of prior knowledge and the setting of personal goals are consistent with the outcomes for students in the revised Program of Studies.

INTRODUCTION

In this session, you are invited to explore metacognition—a major theme of the revised PROGRAM OF STUDIES. What is metacognition? How can we help our students become more metacognitive? The session will allow time for revisiting your unit and for reflection on how metacognition relates to your current instructional practice.

At the beginning of all orientation sessions, you will be invited to respond to the following prompts:

WHEN I THINK ABOUT THE REVISED SENIOR HIGH ENGLISH LANGUAGE ARTS PROGRAM, I AM CONCERNED ABOUT.....

Concerns will be charted and revisited at the conclusion of the session, in future sessions or in individual consultations with the presenter.

Remember that teachers typically react to any curriculum change with concerns about how the revision will affect current practice.

Suggested Approach

Establish the purpose for the “Think/Pair/Pairs/Share approach and the KWL approach to explore major topics related to the revised Program of Studies. Conclude by presenting the “Personal Survey Form”. If, in their sharing, teachers express misunderstandings of the Program of Studies, simply indicate that the revised program has a different interpretation than that expressed and that it is useful to understand the emphases of the Program of Studies. Assure teachers that the professional development package and plan allows for learning about topics they aren’t sure about.

NOTES ABOUT REFLECTION TOPICS

The Outcomes Approach in the Program of Studies:

- Outcomes indicate what students will learn rather than what teachers will teach;
- Outcomes suggest a differentiated approach to planning since students are different in their learning and needs
- Outcomes are summative expectations for a grade level

The Difference Between a Program of Studies and a Curriculum

- The Program of Studies is the list of outcomes or expectations for a grade
- The curriculum is broader than the Program of Studies. It includes a selection of resources, learning activities, outcomes highlighted in instruction and assessment activities. Curriculum depends upon the teacher's professional judgement about how the Program of Studies can be most effectively implemented for students in a class.

The Assessment of Outcomes

- An outcomes approach implies that students be assessed for outcomes which are highlighted in instruction.
- An outcomes approach emphasizes performance assessment – the kind of assessment in which students apply their knowledge, the kind of assessment which demands criteria. The assessment of writing with criteria and rubrics is probably most familiar form of performance assessment.

Collaborative Learning Strategies

- The ability to effectively complete tasks in groups is a major program emphasis, especially in G.O. 5. The revised Program of Studies emphasizes the importance of the language arts in collaborating to achieve goals. In school, the goal of learning can often be achieved through collaborative learning strategies.

The Importance of Context

- The Program of Studies encourages students to learn about the conditions under which texts were created and to explore alternatives in the creation of texts
- The Program of Studies encourages students to think about their choices of purpose, audience, role, topic, format, and medium in a variety of composing tasks.

Differentiated Instruction

- Differentiated instruction includes differences in the following areas which may be critical for individual students or groups of students:
 - outcomes (possibly from another grade level)
 - resources
 - instructional approach
 - means of assessment
 - time allotments
 - amount of adult mediation (teacher or teacher assistants)

Metacognition

- The essence of metacognition is self-regulation by students as they complete tasks. The revised Program of Studies encourages students to become increasingly aware of choices, to assess the effectiveness of choices, and to set personal learning goals.

Planning for an Outcomes Program of Studies

- An outcomes approach emphasized short range plans in which assessment and highlighted outcomes are aligned.
- An outcomes approach nudges teachers to include reasonable program differentiation notes.

Representing

- Representing has been included as a language art. It refers to outcomes in which students create visual texts – e.g. Tableaux, graphs, illustrations, collages; and, when they translate print text into an oral language form – eg. Readers' theatre, dramatic interpretations, oral presentations.

Importance of Literary Texts in the Program of Studies

- The Program of Studies recognizes that all students are entitled to a program that emphasizes literature in their lives. Some students will study literature more thoroughly and extensively than others.

The Importance of Communication Texts in the Program of Studies

The program recognizes that all students require skill in a variety of communication tasks to succeed in their lives. Some students will study communication texts more thoroughly and extensively than others.

Personal Reflection

Take a few minutes to reflect on your knowledge and priorities. Jot your ideas down in the first column. Reserve the second column for new information gathered from colleagues. The third column will assist you in setting goals for further inquiry.

What know about ...	What have I learned about ...	What would I still like to find out about ...
<hr/> <p>An outcomes curriculum</p> <hr/>		
<hr/> <p>The difference between an curriculum and a Program of Studies</p> <hr/>		
<hr/> <p>The assessment of outcomes</p> <hr/>		
<hr/> <p>Collaborative learning strategies</p> <hr/>		
<hr/> <p>The importance of context in communication</p> <hr/>		

What know about ...	What have I learned about ...	What would I still like to find out about ...
	Differentiated instruction	
	Interdisciplinary integration	
	Metacognition	
	Planning for an outcomes program of studies	
	Representation	
	Literary texts in the program of studies	
	Communication texts in the program of studies	

For session two please bring a unit plan or project plan that you are currently using.

Personal Survey Form

The following form may assist you to set personal professional development goals related to your implementation of the Program of Studies.

- A. Almost Always
- B. Usually
- C. Sometimes
- D. Never

1. My Planning accounts specifically for what students learn.	A B C D
2. My planning includes differentiated instruction notes.	A B C D
3. My planning emphasized assessment appropriate for outcomes in a unit of work.	A B C D
4. My planning emphasizes performance assessment.	A B C D
5. My planning includes opportunities for students to work collaboratively.	A B C D
6. My planning includes attention to an author's contextual constraints and choices.	A B C D
7. My planning fosters students' self-regulation of learning, choice of strategies and goal setting.	A B C D
8. My planning attends to all six language arts including representing.	A B C D
9. My planning includes both literature and communication texts.	A B C D

KWL AND METACOGNITION

KWL -- is a useful strategy for setting a purpose for learning and for consolidating personal knowledge.

ACTIVITY

- K** What do I/we **K**now about the topic?
- W** What do I/we **W**ant to know?
- L** What have I/we **L**earned?
- +1** What else would I like to know even though the class study is completed?

TARGET OUTCOME

- 2.1.1 Engage** prior knowledge
- 1.2.2 Express** preferences and **expand** interests
- 5.1.3 Recognize** accomplishments
- 1.2.3 Set** personal goals

The **KWL** can be done throughout an entire unit large chart. Students add to the chart as they work through the unit. At first the class should work with the procedure together with teacher support, guiding and modeling. Eventually, it can be used independently by small groups or individually.

Sample KWL Chart

WHAT DO I KNOW? KNOW?	WHAT DO I WANT TO FIND OUT?	WHAT HAVE I LEARNED	WHAT WOULD I STILL LIKE TO FIND OUT

Think-Pair-Pairs-Share

ACTIVITY	TARGET OUTCOMES
1. Individually think about the topic/question/task understandings, interpretations and	1.1.1 Form tentative positions
2. Jot down your ideas	4.1.3 Develop content
3. Get into pairs and discuss each others' ideas	1.2.1 Consider new perspectives
4. Decide which ideas the two of you will present and context	2.1. Construct meaning from text
	5.2 Work within a group
5. Get into quads--two pairs join	1.2.1 Consider new perspectives
6. Decide which ideas the four of you will present to the group	3.2.1 Select , record and organize information and other material
7. Present your ideas to the large group	4.1 Develop and present ...[an] oral, print, visual, [or] multimedia text

Advantages

- building on each others' knowledge and ideas
- non-threatening--the large group does not know which individual's idea is being presented ['we think...']
- a shy person has the security of speaking the groups' thoughts
- affirmation of each other's thoughts