



NUA/GREENE COUNTY, GEORGIA

3-DAY SUMMER INSTITUTE: The Pedagogy of Confidence

MAY 26-28, 2010

Location: TBA

8:30 AM - 3:00 PM

Please bring your NUA notebooks, artifacts and a unit of study you are plan to teach.

DAY ONE - Wednesday, May 26, 2010

8:30-9:45

Greetings, Introductions: Ms Britson

Overview of Initiative and Three Day Summer Institute: Mrs. Merrifield

Community Builder: Community Mediation Stefanie Rome

Touching The Spirt Introduction: Ms Mann

II. Small Group Workshops

Focus: Grades 3-5: Ms Autrey

The factors that affect learning can be organized into three overarching categories: culture, language and cognition. Participants will learn how to accelerate achievement for culturally and linguistically diverse students through a focus on these key categories. Small group sessions are designed so participants are given opportunities for rich discussion about strategies, the research that underlies them, and the pedagogy of our practice.

Small Group, Grades 3-5

A. Setting up the NUA Notebook

B. The NUA Foundations Wall

review the charts posted and the significance of each in the NUA Framework.

Charts posted: Symbolic Representation for Learning, The Five Critical Experiences, Touching the Spirit, and Culture-Language-Cognition Circle Map.

C. Flow of the First Day

D. Self-Symbols

Rationale: Community/Relationship Building; Vocabulary Development; Introduction to the Bubble Map as a tool for describing using adjectives and adjective phrases

F. Exploring My Culture-My Frame of Reference

Rationale: To introduce participants to the frame as tool that can be used with all of the maps, to access what is meaningful and relevant to the participants, to model one way to access what is meaningful and relevant to students

G. Student Strengths (Chart sized 1 per group of six---teachers have to move into these groups to construct their maps based on chart grouping.

Rationale: Who are your students? Who are the people that you know have exhibited High Intellectual Performance?

H. Text-Based Discussion * Priming: Window or Mirror? Musical Text: "I Am Not My Hair"
Question: Was the song a window onto someone else's life or a mirror into your own? Explain to a partner.

* Processing: Text: What is Culturally Responsive Teaching? using the strategy Key Word Notes (Explicit Strategy Instruction)

- Retaining for Mastery: Metaphorically Speaking: "Culture is a _____"
- Debrief and Reflect

Rationale: Bring closure to the session, revisit objectives and give time to process and apply new information

* Revisit the Essential Questions and allows participants to draw conclusions and discuss if they would like to.

* Reflection Prompt: What have I learned today that I can implement immediately?

2:00 pm- 2:45 pm: School Meeting

2:45 pm -3:00: Large Group Reconvenes

Reflection, Homework, and Closing Activity -

DAY TWO - Thursday, May 27, 2010

8:30-9:30

Touching the Spirit Continues: Ms Mann

Small Groups Reconvene

Strategy Review from Day 1

Flow of the Day

Essential Questions

Introduce Thinking Maps:

Circle Map w/Frame (used in Day 1--show student examples

My Story (used in Day 1)

Bubble Map

(Recall from Yesterday's)

Double Bubble Map

My Story: Compare/Contrast with a friend.

.Flow Map

From Authentic Text (Red Alert)

Tree Map

From Authentic Text (Red Alert)

Bridge Map

My Story: RF = "Takes Care Of..."

Multi-Flow Map

From Authentic Text (Red Alert)

Brace Map

My Story: My personal space

Text Based Discussion: Thinking Maps & Brain Research

Reflection: Thinking Map Tree/ Map Sort Activity

School Meetings

Large Group Reconvenes

Feedback

DAY THREE - Friday, May 27, 2010

8:30-9:30

Touching the Spirit Continues: Ms Mann

Small Groups Reconvene

A. Essential Questions

B. Strategy Review from Day 2

C. Flow of the Day

D. Two Truths and a Tall Tale

***Rationale: Icebreaker, Community/Team building, language development, helps to develop student focus and listening skill**

E. Explicit Instruction of New Strategies (A. Mann, Intensified Accelerated Systems)

1. Pronoun Boxes

Rationale: To increase the Literacy of the Discipline by drawing explicit attention to pronouns and their antecedents.

*** Facilitator models Explicit Strategy Instruction for the Pronoun Boxes strategy.**

*** Participants practice the use of the strategy.**

*** Text from: Seven Blind Mice, Pocket for Corduroy**

Practice: Alice Walker: The Color Purple

2. He Said, She Said

An ABC Taxonomy of Words Associated with 'Said'

Sorting Activity Using a 'Said' Tree Map

Introduction and Practice of Strategy

2:10 Large Group Reconvenes

Performance and Evaluation

Community Closure