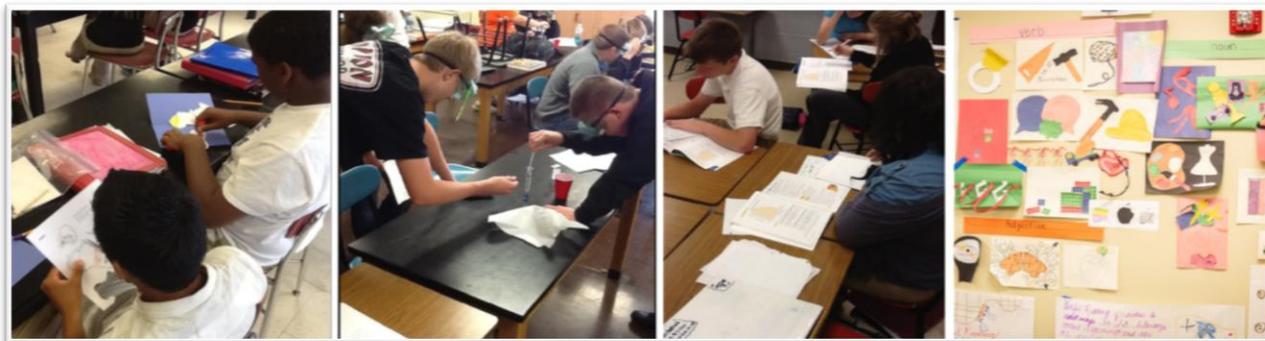


College Readiness, Rigor and Student Engagement:
Creating Culture and Expectations



Participants in the series of workshops will work together to identify skills necessary for academic success and develop approaches for supporting skill development in content area courses that enable students to be successful with content and rigorous learning. The academies are designed involve teachers in exploring rich academic expectations, identifying important components, developing broader school-wide expectations, and explicit classroom level approaches for developing those skills as part of a rigorous curriculum.

Academy Standards—Teachers will:

- Explore, define, and design an integrated approach to academic skills necessary for engaging with content at high levels of cognitive demand.
- Build on current knowledge and implementation of the Kentucky Academic Standards (KAS).
- Plan for instruction that takes advantage of research informed practices and strategies to create student-centered instructional routines and practices.
- Promote own and others' learning through community conversation, collaboration and reflection.

Academy Expectations – School leaders will:

- Arrive at a shared definition of a continuum of student-centered instruction that prepares students for postsecondary success
- Delineate both their role and teachers' roles in ensuring students have skills and content knowledge to engage in rigorous learning.
- Gain familiarity with resources and tools to promote a well-rounded CCR model for their school.
- Connect Academy leanings to long-range school improvement planning.

Dates June 17-19, Lexington, KY
Georgetown College Conference Center
[Registration Link](https://ctlonline.org/tla2020) (ctlonline.org/tla2020)

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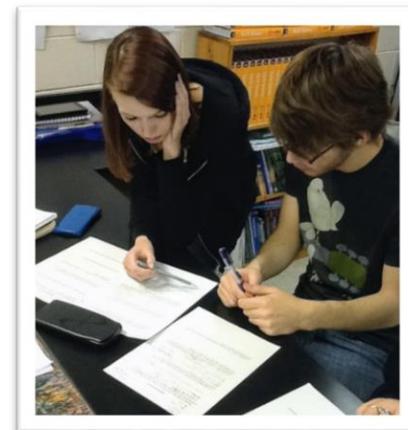


English Language Arts

The GEAR UP Summer Teacher Leader Academy for ELA will explore the Compelling Question, **“Why an arts-integrated approach in the English Language Arts classroom?”** Participant will examine research as to the why arts integration in the ELA classroom provides opportunity to engage adolescents in deep learning and explore benefits such as buy-in, access, equity, critical thinking, empowerment. Participants will plan lessons that use arts integration to enhance ELA standards. Participants will plan for pre, during, and post reading experiences that expand reading opportunities to include reading art as text. In addition, teacher will acquire strategies to engage students in standards-based, arts-integrated approaches to writing and academic dialogue. This three-day workshop will provide teachers time to plan for incorporation of arts-integrated ELA lessons with their adolescent learners in mind!

Science

How are models used in many science classrooms? Do we show students an accepted model of a scientific phenomenon or concept and then ask them to think with it (when they really aren't ready)? Do we ask them to regurgitate an accepted model on an assessment (that maybe they memorize but don't really understand)? Modeling is fundamental to the professional practice of science, but it's also fundamental to effective science learning when students develop, revise and refine their own models. The academy will increase your expertise for supporting your students in developing models for lasting learning, and in the process increase their skills for the other seven Science and Engineering Practices. You will learn how to obtain actionable evidence of student understanding so that you can effectively support your students in making sense of science.



Mathematics

The GEARUP Summer Teacher Leader Academy for math will focus on college readiness through content and processes. Using the Eight Effective Mathematics Teaching Practices (NCTM, 2014) as a framework for instruction, teachers will examine the power of rigorous mathematics routines and high-quality tasks to foster conceptual understanding and provide context for procedural knowledge. Teachers will participate in planning instruction to support these routines that includes use of a balanced use of reading, writing, speaking/listening to engage all students in learning.

Leader Academy

As part of the Academy, GEAR UP will offer a leadership experience designed to enable leaders to more effectively support teachers in making the classroom and instructional shifts necessary to increase rigorous learning. Participants will collaborate with leaders from across the state to create a shared understanding of the rigorous instruction necessary for graduation from college, informed by research and practice. We will identify and apply the skills and practices needed for leaders to move beyond a building manager role and take on true instructional leadership to build teacher capacity through coaching and collaboration. Because of this collaboration and coaching conversations with teachers in attendance at the TLA, leaders will create plans to support individual staff members and/or departments in the development and delivery of college-ready curriculum.



Academy Expectations – School leaders will:

- Arrive at a shared definition of a continuum of student-centered instruction that prepares students for postsecondary success
- Delineate both their role and teachers' roles in ensuring students have skills and content knowledge to engage in rigorous learning.
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