

ESC Region 11 2013-2014 AVATAR Project Overview

Background: With the passing of HB5, focus on college and career readiness, and examination of regional and district Spring 2013 ELA STAAR and EOC results, ESC Region 11 approached districts and two-year and four-year Institutions of Higher Education (IHE) in Johnson County to become part of the 2013-2014 AVATAR project. The Johnson County multi-year, Career and Technical Education (CTE) partnership, provided the collaborative foundation for the project.

ESC Region 11 AVATAR project facilitator and CTE consultant provided an AVATAR overview to the key district and IHE leadership. Burleson ISD, Godley ISD, Joshua ISD, Hill College, and Tarleton University chose to participate and dedicate the time and staff to further strengthen the existing CTE partnership.

Project Deliverable: Based on the district and IHE student improvement needs, district leadership and IHE partners determined the focus of the project. The teachers of CTE and English Language Arts (ELA) and IHE professors collaboratively created a document identifying three writing areas: Procedural Text, Short Answer Response, and Research. Participants aligned the document to College and Career Readiness Standards, CTE TEKS, and English I TEKS. Also, Instructional Best Practice, district resources, evaluation method, and Non ELA Assignment Example were provided for each area of focus. (See attached document)

Participants:

- District ELA curriculum and CTE leadership
- IHE academic leadership and ELA professors
- District High School CTE and ELA teachers

Meetings: District and IHE leadership selected four weekday meeting dates, locations, and times (8:30 a.m. – 3:30 p.m.). Each meeting included an opportunity to build and strengthen the participant's knowledge and skills in the following areas: STAAR/EOC ELA objectives, English I-III TEKS connections, College and Career Readiness Standards, IHE English I course expectations, and Texas Success Initiative (TSI).

Next Steps: Participants will share knowledge and skills gained in the AVATAR project related to CCRS, TEKS, TSI, and best practices with colleagues. Also, participants requested continued writing staff development, resources, and time to collaborate with CTE and ELA teachers and IHE partners during the 2014-2015 school year. District leadership expressed interest in customizing the document to meet specific district needs and initiatives during the 2014-2015 school year, i.e. writing across the disciplines.

Education Service Center Region 11
AVATAR Project – Spring 2014
 (Collaboration of Burleson ISD, Godley ISD, Joshua ISD, Hill College, and Tarleton State University)

Focus	CCRS	CTE TEKS	English I TEKS	Instructional Best Practice	Resource	Evaluation Method	Non ELA Assignment Example
Short Answer Response - Write 3 to 5 complete sentences - Answer the question - What is the answer? - Support the answer with a quote - How did you know that was the answer? (quote) - Extend the thinking (not paraphrase or restate the answer) - What does it mean? - Why is it important? - Mechanics - Complete sentences - Capitalization - Punctuation - Spelling - Audience/Purpose - Who is the reader? - Why are you writing? (inform, persuade, entertain)	ELA Writing I 1	130.142 1A 2A 3A&B 4A&B 5A&B 130.143 1B, C, D 2A 3D 11D 130.144 3A 4D	13 A, B, C, D 15 C (i, ii) 18 A, B 19 A FIG 19B	<i>Note: The most important part of the short answer process is the critical thinking (extend the thinking).</i> - Respond to a quote - Respond to a content-related text (online source, passage, textbook, etc) <i>THINK:</i> <i>What does it say?</i> <i>What does it mean?</i> <i>Why does it matter?</i> - Model the process - Peer editing - Higher Order Thinking Skills Questions - Teacher Generated - Student Generated	Higher Order Thinking Skills Cornell Website	TEA scoring guides (Reading) Teacher created rubrics Student created rubrics	Book Study Magazine articles (found by students and teachers) Interactive Journals (peer-to-peer write and respond)
Research - Choose an appropriate topic - Conduct research - Organize /Evaluate Relevant Information - Thesis Sentence /Topic Sentences - Select quotations and evidence that support the thesis sentence / topic sentences	C2 C3 C4, C5 C6, C7 C5, C6, C7 C6,		20A, 20B 21A, 21B 21B, 22B, 23D 23A 23A,	Have students write about the texts they read. Teach students the writing skills and processes that go into creating text. Increase how much students write.	Cornell Purdue owl Citation manuals		Research careers in your field

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