



## SIG Regional Conferences

LEADING SUCCESSFUL SCHOOL TURNAROUNDS:  
LEARNING FROM RESEARCH AND PRACTICE

*Midwest Regional Conference*


### Meeting the Needs of Each High School Student: Adolescent Literacy

Slide 1

**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

**Meeting the Needs of Each High School Student: Adolescent Literacy**

Debby Houston Miller –  
Center on Instruction  
Peggy Simon –  
Doing What Works  
Helen Duffy –  
National High School Center



---

---

---

---

---

---

---

Slide 2

**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

**Adolescent literacy resources...**

[www.ed.gov](http://www.ed.gov)  
Peggy Simon  
[psimon@rmcres.com](mailto:psimon@rmcres.com)

[www.centeroninstruction.org](http://www.centeroninstruction.org)

Debby Houston Miller  
[dhmiller@ccr.org](mailto:dhmiller@ccr.org)

---

---

---


---

---

---

---

Slide 3




**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### While you are settling in -

1. Introduce yourself to your table colleagues.
2. Read the excerpt from Barbara Tuchman's book *The Zimmerman Telegram* (see handout in your packet)
3. Note anything that made the text difficult to read.
4. Share your thinking about what made the text difficult to comprehend with your table colleagues.



---

---

---

---

---

---

---

---

Slide 4



**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy



**CENTER ON INSTRUCTION**

The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University, Instructional Research Group, the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston, and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

The contents of this PowerPoint were developed under cooperative agreement S263B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

The Center on Instruction requests that no changes be made to the content or appearance of this product.

To download a copy of this document, visit [www.centeroninstruction.org](http://www.centeroninstruction.org).

2011

Funded by U.S. Department of Education



---

---

---

---

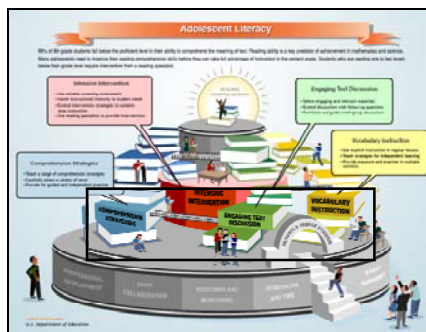
---

---

---

---

Slide 5



---

---

---

---

---

---

---

---

Slide 6


Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Literacy Proficiency for ALL Students

Literacy in Content Areas

Struggling Reader Development and Intervention



---

---

---

---

---

---

---

---

Slide 7


Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### School Assessment Activity

Which practices are used in classes at the school(s) in which you work or visit?

Tool: Handout – Vocabulary and Comprehension Strategy School Assessment Chart



---

---

---

---

---

---

---

---

Slide 8


Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

**Vocabulary Research:** Explicit vocabulary instruction has a substantial effect on students' vocabulary acquisition in ALL content areas and across a variety of texts, including narrative and expository texts.

Teachers across all content areas should...

- integrate vocabulary into regular classroom lessons
- provide repeated exposure and practice using new words
- teach strategies for independent learning



---

---

---

---

---

---

---

---

[illegible][illegible]



**Midwest High School SIG Conference**  
 Leading Successful High School Transitions  
 Learning From Research and Practice

*Substantive Literacy*

## Comprehension Challenges:

- Wide variation in skills
- Text complexity and disciplinary demands
- Motivation and engagement



**Comprehension Research:** There is strong evidence to support the use of direct and explicit instruction in comprehension strategies and how to flexible select and use them to improve students' reading comprehension (Kamil et al., 2008)





---

---

---

---

---

---

[illegible][illegible][illegible]

---

---

---

---

---

---

Slide 12


Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Comprehension Strategies

Effective strategies:

- Background knowledge
- Answer questions
- Generate and answer questions
- Summarization
- Graphic organizers
- Monitor comprehension
- Multiple strategy instruction




---

---

---

---

---

---

---

---

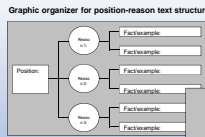
Slide 13

Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy


### Generic Graphic Organizer

Graphic organizer for position-reason text structure



### Modified Graphic Organizer for Government Class

Position-reason graphic organizer adapted for court rulings in Government class




---

---

---

---

---

---

---

---

Slide 14

Midwest High School SIG Conference  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Writing to Improve Comprehension

Have students write about the texts they read	
Have students respond to text	ES= 0.77 with researcher-designed tests, n= 9
Have students write summaries of a text	ES= 0.52 with researcher-designed tests, n= 10
Have students write notes about a text	ES= 0.47 with researcher-designed tests, n= 23
Have students answer questions about a text in writing, or create and answer written questions about a text	ES= 0.27 with researcher-designed tests, n= 8

Chart from *Synopsis of Writing to Read: Evidence for How Writing Can Improve Reading*—A Carnegie Corporation Time to Act Report. (See Handout)

---

---

---

---


---

---

---

---

Slide 15





**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

**Research Finding:** Classrooms that frequently incorporate **extended discussions** show greater literacy gains than classes that have little or no opportunity for discussion. (Kamil, et al., 2008)

- Interpretations of text events or content
- Critical analysis of text content
  - Sustained exploration of topic or idea
  - Select text to stimulate discussion
  - Questions that require reflection, deep thinking and making connections
  - Follow up questions to extend discussion (define reasoning, evidence)
- Requires significant preparation

---

---

---

---


---

---

---

---


Slide 16



**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

**SEE  
How It Works:  
School  
Example**



---

---

---

---


---

---

---

---

Slide 17





**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

**Research findings:** Struggling readers require supplemental or intensive **interventions** often provided by a trained specialist in addition to the reading support students typically receive in their regular classrooms.

**Provide interventions that...**

- are based on screening and diagnostic assessment data
- match instructional focus and intensity to student needs
- involve collaboration between specialists and content area teachers

---

---

---

---

---

---

---

---

Slide 18



**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Strong Leadership



Align adolescent literacy improvement strategies and goals



Maintain visibility in classrooms



Communicate actions, expectations and goals



---

---

---


---

---

---

---

Slide 19




**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Classroom Leadership to Improve Literacy Outcomes

- Ensure instruction meets student needs and is aligned to standards
- Monitor progress and adjust teaching to strengthen learning
- Participate in professional development & collaborate with colleagues



---

---

---


---

---

---

---

Slide 20




**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Let's Summarize!

- Review *Vocabulary & Comprehension Strategy School Assessment Chart*.
- Based on the presentation, would you change your ratings?
- What additional information or assistance do you need related to adolescent literacy?
- What questions do you have?

Tools: Vocabulary & Comprehension Strategy School Assessment Chart  
COI/DWW Adolescent Literacy Component Resources  
Adolescent Literacy: Planning Template for Working with Schools



---

---

---


---

---

---

---

Slide 21



**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### Group Discussion


**Everyone Share**

- Review categories on Planning Template
- Identify areas or topics to discuss with your colleagues
- Reflect on your notes and needs to share challenges, resources and strategies.

**Suggested Questions**

- What are the strengths and successes for your school(s)? Why is this so?
- What resources have you found particularly helpful to address school needs?
- For the challenges you identified in today's session, what will be your first action steps and why?

Tools: Adolescent Literacy: Planning Template for Working with Schools  
Vocabulary & Comprehension Strategy School Assessment Chart  
COI/DWW Adolescent Literacy Component Resources



---

---

---

---


---

---

---

---

Slide 22




**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy

### What Will You Do Next?

- Role Specific Planning Templates
  - School
  - District
- Topical Resources to Consider
  - Center on Instruction
  - Doing What Works

Tools: Adolescent Literacy: Planning Template for Work With Schools  
COI/DWW Adolescent Literacy Component Resources



---

---

---

---

---

---

---

---

Slide 23



**Midwest High School SIG Conference**  
Leading Successful High School Turnarounds:  
Learning From Research and Practice

Adolescent Literacy



**Learn What Works**

- Research base/Instructional presentations
- Expert interviews



**Do What Works**

- School site videos and slideshows
- Interviews and sample materials from schools



**Tools and Templates**

- Tools and templates to implement practices
- Ideas for action



---

---

---

---

---

---

---

---



Slide 24




---

---

---

---

---

---

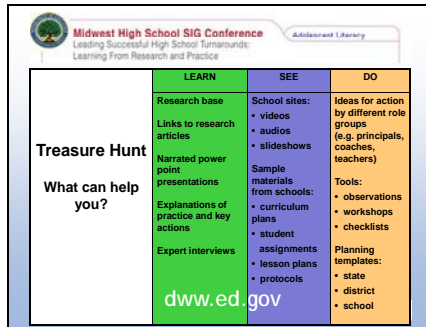
---

---

---

---

Slide 25




---

---

---

---

---

---

---

---

---

---

Slide 26




---

---

---

---

---

---

---

---

---

---