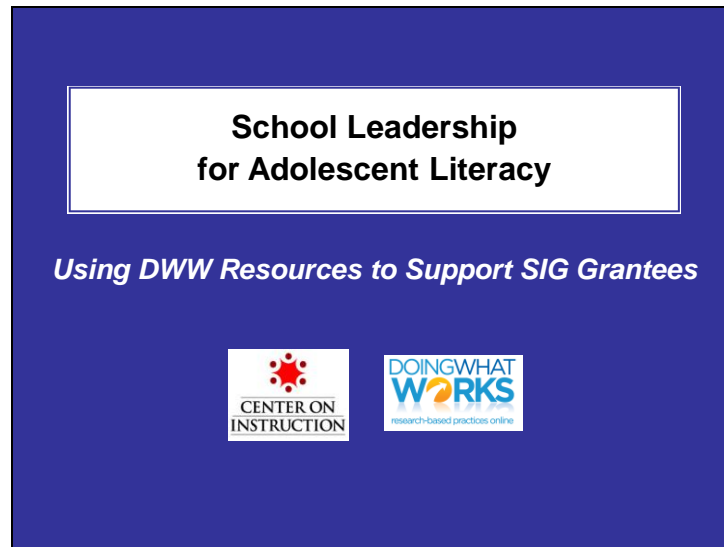


**Adolescent Literacy Webinar Series
Module 1 School Leadership
Presenter Transcript**

Slide 1




Module Description

Hello everyone! Thank you for joining the Center on Instruction's webinar on:
School Leadership for Adolescent Literacy – Using Doing What Works (DWW) Resources to Support SIG Grantees.


This is the first module in a series of Adolescent Literacy webinars designed to provide key principles and practices that support the federally funded **School Improvement Grants (SIG)**. Each module provides resources useful to SIG grantees as well as to technical assistance providers and others interested in school improvement.

The webinars introduce the **Center on Instruction (COI)** and the **Doing What Works (DWW)** websites and demonstrate how COI and DWW Adolescent Literacy resources can be used to support the implementation of effective reading practices in SIG schools. These and other multimedia resources for improving instruction across a variety of topics can be found on the COI and DWW websites.

My name is Debby Houston Miller from the Florida Center for Reading Research. I am the Deputy Director of the literacy work at the Center on Instruction. I will be presenting this webinar on School Leadership.



CENTER ON
INSTRUCTION



DOINGWHAT
WORKS
research-based practices online

Overview of COI and DWW

- A national content center that provides materials and technical assistance
- Supports instruction in literacy, mathematics, science, special education, and with English language learners
- Builds on expert research reviews to identify effective practices
- Uses a **LEARN**→**SEE**→**DO** model to translate research-based practices into practical tools to improve instruction

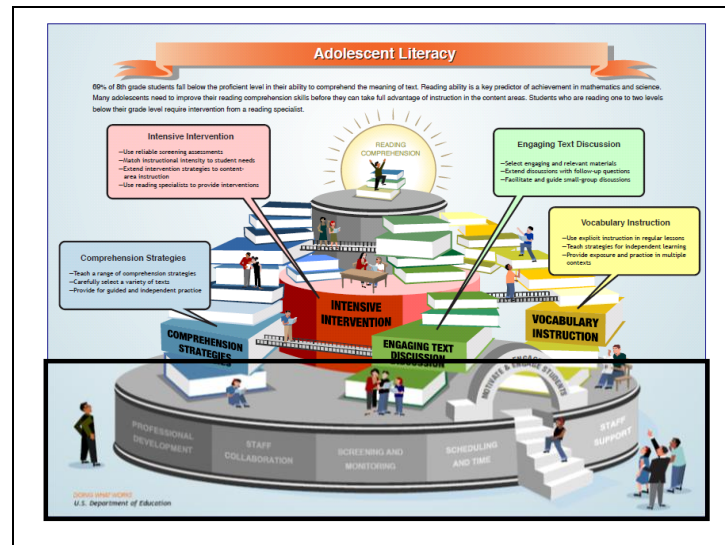
**Support SIG grantees
with practical implementation resources**

COI and DWW are funded by the **U. S. Department of Education** for the purpose of providing easy access to research-based educational resources.

- ❑ **The Center on Instruction** is a national content center that develops and identifies materials and technical assistance for instruction in literacy, mathematics, science, special education, and with English language learners.
- ❑ **Doing What Works** is a website created to disseminate information about practices that work in a variety of topic areas.
 - **Development of the DWW practices, content, and resources** is guided by expert research reviews conducted by the Institute of Education Sciences (IES):
 - IES is the Department of Education's research arm, charged with identifying what works, what doesn't, and why.
 - It issues Practice Guides developed by expert panels on a range of topics, such as adolescent literacy, elementary reading, K-12 math, using data to support instruction, turnaround schools, and Response to Intervention in Reading and Math.
 - **DWW builds a bridge from research to action** by using a Learn-See-Do model to translate research into *practical* tools and resources for building knowledge and implementing practices.

COI and DWW literacy resources are well aligned with SIG recommendations because they are evidence-based and support school improvement in PRACTICAL ways.

This webinar will show how DWW and COI resources and tools can support SIG grantees with planning and implementing effective instruction for struggling readers in low-performing middle and high schools.



Visual Diagram

Here is a **Visual Diagram** to orient you to DWW's Adolescent Literacy topic. It provides a snapshot of four recommended research-based practices for improving Adolescent Literacy, which are:

- Teach Comprehension Strategies,
- Provide Vocabulary Instruction,
- Engage Students in Text Discussion, and
- Provide Intensive Intervention to Struggling Readers.

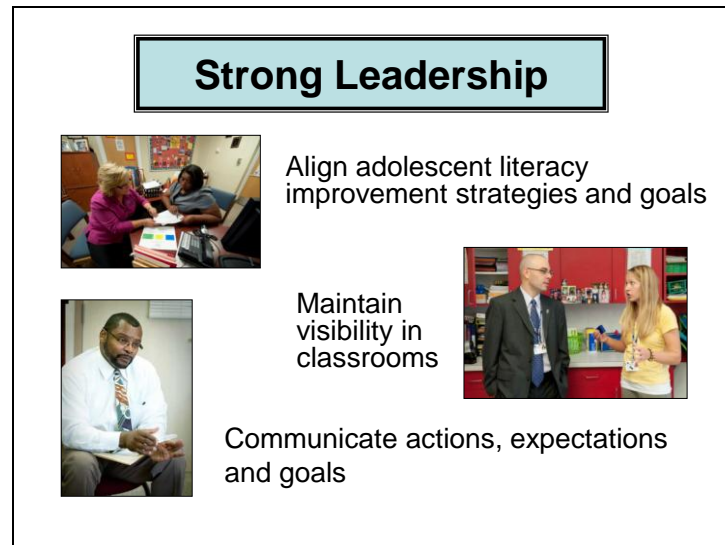
The bridges in the diagram show how these practices are interrelated and work together to improve student reading comprehension.

The practices are based on recommendations from the IES Practice Guide, ***Improving Adolescent Literacy: Effective Classroom and Intervention Practices***, which is available for download from the DWW and COI websites.

In this webinar:

You'll take a closer look at **School Leadership** and preview a sampling of resources that can be used by school leaders to support improved adolescent literacy performance.

The diagram's GRAY BASE represents the leadership and support components that facilitate use of effective adolescent literacy instruction.



Strong Leadership

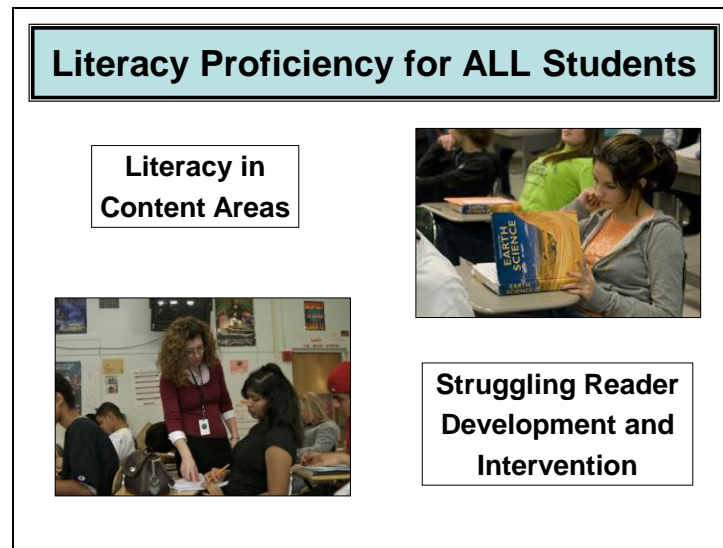
First, let's talk about the importance of strong leadership for adolescent literacy improvement, particularly in schools implementing SIG grants.

Strong school leadership is important to all areas that need improvement. However, this module focuses on leadership applied to adolescent literacy.

Leaders need to be **knowledgeable** about all aspects of the literacy program, including:

- Knowledge about reading components and/or access to expertise
- Student and school reading and writing data and the nature of classroom instruction for reading and writing
- Teacher needs for support and professional development
- Resources available such as classes in the master schedule, planning time, teacher expertise, professional development resources, instructional materials

- **Alignment:** This information should be used to establish and align school literacy goals. Action strategies and resources to implement the strategies should be designed to achieve the goals.
- **Visibility:** Leaders should be involved in all aspects of the literacy program. The principal and other school literacy leaders should be visible in the classrooms to illustrate the importance of literacy and the expectations for student achievement and classroom instruction.
- **Communication:** School leaders should also make instructional changes, implement steps, make student and staff expectations clear, and share these widely both within the school and community.
 - This emphasizes the importance of and commitment to improving student literacy. It also reminds staff and student of the importance of staying focused on the goals.



Literacy Proficiency for ALL Students

- As ALL students progress through schooling and approach college and careers, it is important that they continue to become more efficient and effective readers.
- Basic or foundational reading skills become the means to accessing text so that students can comprehend the information and gain understanding.
 - In truth, we all continue to develop our proficiency and sophistication in reading as we encounter more complex text dealing with new concepts and as we expand our range of reading.
 - Schools should be alert to the need to support students as they develop into more strategic and effective readers. Many schools will need to emphasize the need for continued literacy growth to ensure this happens for their students.

Literacy in Content Areas


- In secondary schools, students spend most of their day in discipline specific classes – English, Mathematics, History/Social Sciences, Sciences, & Technical Subjects.
 - Goals in these classes focus on having students learn the concepts and standards for the particular subject area.
 - Textbooks are one of the major learning tools where students gain information about the concepts they are learning. This means that student reading skills are very important to allow them to comprehend content area texts and understanding disciplinary concepts.
 - Content area teachers are experts in their disciplines and are in a unique position to help students learn to use the discipline-specific text most effectively.

Struggling Readers

- Finally, there will be secondary students who struggle with basic reading skills such as vocabulary and comprehension. Others will likely struggle with word recognition, fluency AND vocabulary and comprehension.
 - For schools who have received SIG grants, the number of struggling students may be large. This may require specific emphasis on interventions for these students in the school improvement process.

Leaders will need to guide the analysis of school and student data to determine student needs within these 3 areas.

Increase Overall Literacy Proficiency



Comprehend text

- ☐ Build skills to comprehend and interact with increasingly more complex informational and literary text
- ☐ Ensure students read a wide range of texts including many genres and subgenres

Expand skills

- ☐ Build breadth and depth of vocabulary and word study skills
- ☐ Increase student use of a variety of comprehension strategies


Increase Overall Literacy Proficiency

Comprehend increasingly complex text

- Reading proficiency at the middle and high school level is usually defined as the ability to understand and learn from grade-level text – in a variety of subjects. This is a very complex skill. The essential elements are:
 - Be able to **identify the words on the page accurately and fluently** – for complex concepts across a **range of types of texts**.
 - Have enough **knowledge and thinking ability to understand** the words, sentences, and paragraphs.
 - Be **motivated and engaged enough to use this knowledge** and thinking ability to understand and learn from text.


Expand vocabulary and comprehension skills

- Students also encounter many new concepts across multiple disciplines at the same time (e.g., a schedule that might include chemistry, world history, American literature, geometry).
 - This requires that they continue to **add new words into their vocabulary**, become increasingly **aware of subtleties and nuances** of word usage, and hone their **skills and strategies to understand unknown words** they encounter.
 - At the same time, it requires students to become more adept at switching between a **variety of comprehension strategies to apply the ones** that allow them to comprehend a **particular text** more accurately and efficiently.
- ☑ **Helping students acquire and utilize more proficient reading skills and background knowledge requires...**
 - a strong emphasis on the importance of becoming more sophisticated readers, and
 - instruction that explicitly engages students in using skills to gain success in understanding the complex texts they encounter.



Content Area Literacy

- Vocabulary and comprehension strategy instruction related to disciplinary text
- Deep, sustained discussion of content of text
- Opportunities to write about texts read
- Increase student motivation and engagement in literacy learning

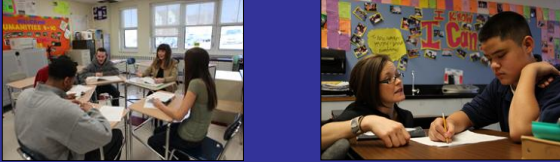


Content Area Literacy

Secondary students spend most of their school day in classes learning about a variety of different content areas – regardless of their reading proficiency. Content area teachers are not expected to address basic reading problems. However, there are ways that content area teachers can improve student learning of content. These include...

- Vocabulary and Comprehension Strategy Instruction: **Explicitly teaching vocabulary that is critical to student understanding of concepts.**
 - It also includes instruction and guided practice that improves the **use of strategies to read the disciplinary text** and asks the students to consciously **apply the strategies as they read for different purposes.**
- Deep, Sustained Discussion: Opportunities to engage in **deep, sustained discussion of what students are reading allows them to explore their understanding** of concepts, **make connections** to other concepts, **internalize new vocabulary**, and **test their understanding.**
 - Extended discussion of text can be facilitated by the teacher or can occur as structured discussions among small groups of students.
 - Discussions also provide teachers insight into student understanding that can help teachers adjust instruction to clarify misunderstandings, fill in knowledge gaps and re-teach if necessary.
- Writing about Texts: **Writing about texts can improve student comprehension.**
 - Activities can range from personal reactions, analyzing and interpreting text, summaries, notes, and answering students' own questions about text.
- Motivation and Engagement: Getting adolescents motivated to read content texts is not always easy. Student **motivation & engagement strategies** can include establishing meaningful learning goals, providing links to student experience and knowledge, and utilizing collaboration within content area reading activities.

Accelerate Struggling Readers Development



- Students struggle to meet grade-level standards in reading for many different reasons.
- Schools need to provide a range of interventions to address student needs.

Accelerating Struggling Readers Development

Strong support at the leadership and instructional level is needed to accelerate struggling reader development.

- There are many different **reasons adolescents struggle with reading**. Therefore, the school leadership should use analysis of the student performance data for the school to identify interventions to address various student needs.
 - Typically students fall into 2 broad groups:
 - Reading 1-2 years below grade level with needs **primarily in reading comprehension**.
 - Reading significantly below grade level with **basic problems in reading accuracy, vocabulary, comprehension strategies and content knowledge** that requires intensive intervention.
- The number of students in the groups varies considerably across schools and student populations. The number of students in the groups will impact:
 - The **types of interventions** that are needed.
 - The **organization of interventions** (e.g., reading classes, after school reading labs, type of instruction, amount of time in instruction, frequency of progress monitoring) needed to allow students to improve their skills.




Interventions for Struggling Readers

To learn about the range of literacy supports to consider in a school, we're going to watch an excerpt from a multimedia overview on ***Interventions for Struggling Readers***.

While the overview discusses struggling readers, it also addresses the other areas of emphasis in adolescent literacy:

- improving literacy for all students,
- supporting content area literacy, and
- the roles of school staff (e.g., teachers, administrators, media specialists).

As you watch...




- ☐ Think about your students.
- ☐ Note points that address your students' needs.
- ☐ Note similarities to your school and ideas to explore.

As you listen to the overview on providing interventions and monitoring all students' reading progress:

- ☐ Compare what you hear about interventions and monitoring student progress to the student needs and supports in your school.
- ☐ Note the types of literacy instruction and interventions you have available in your school as well as any you would like to explore further.


Let's watch...

- **Now that you've watched, pause here** and take a few minutes to share ideas about literacy support available in the school and areas you would like to study.
- **As an optional activity, you can:**
 - download the multimedia overview transcript *before the webinar begins*, and
 - “mark it up” with your notes, questions, and highlight areas that fall within your areas of responsibility in the school for later reflection or group discussion.



School Leadership to Improve Literacy Outcomes

- Establish a school literacy leadership team
- Establish a data system to guide decisions
- Organize school resources to support literacy goals
 - Expertise
 - Time/schedule
 - Instructional materials
 - Curriculum alignment



School Leadership to Improve Literacy Outcomes



Improving adolescent literacy requires commitment and leadership at both the school and classroom levels. Let's explore how school-level leadership can provide support to improve literacy outcomes.

- **Establish a school literacy leadership team** to analyze data, set goals, develop plans, and provide leadership of the literacy initiative.
- **Establish a data system** for regular review of and access to data to guide school-wide planning and monitoring (e.g., screening, diagnostics (when needed), progress monitoring and outcome data). The system could provide ongoing information about student performance school-wide, in specific subjects and grades, as well as for individual students for the team and teachers.
- **Organize resources** such as staff, the school schedule, and instructional materials to support literacy goals. Resources to consider:
 - Staff skill and expertise matched to instruction needed by students.
 - Time within the school schedule for:
 - additional instruction for students reading below grade level;
 - emphasizing reading throughout the school day for all students (e.g., book clubs, reading activities during lunchtime, literacy-related homeroom activities); and
 - teacher collaboration, planning, data analysis, and problem solving.
 - Instructional materials to support literacy (e.g., intervention and supplemental materials, various levels of text with content information).
 - Curriculum alignment to:
 - ensure alignment to state standards, and
 - meet the needs of all students.

School Leadership to Improve Literacy Outcomes

- Provide on-going professional development
 - Focus on goals
 - Support implementation

- Provide oversight and supervision of the literacy program
 - Classroom visits
 - Clear message
 - Share information with faculty





School Leadership to Improve Literacy Outcomes *(continued)*

- Provide **targeted professional development (PD)** based on analysis of instruction and student learning.
 - Focus on priority instructional areas and goals.
 - Create activities that allow for on-going study and expertise/time/resources for implementation of PD (e.g., problem-solving processes, support for customizing strategies to content areas).
- Provide **oversight and supervision** of the literacy program, including classroom implementation and feedback.
 - Send clear messages about literacy roles & responsibilities and reminders of why a focus on literacy is important.
 - Present faculty status reports on progress, share data, and celebrate successes.

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



Classroom Leadership to Improve Literacy Outcomes

Now let's look at the **literacy leadership teachers can provide** in their classrooms.

- Use any school-wide student data to identify any needs for students in your classes. As you plan the scope of your academic units and daily lesson plans to meet state standards, remember to consider specific needs exhibited by the students.
- Use school-wide progress monitoring and classroom data regularly to analyze student learning and adjust instruction to improve student performance.
- Commit to on-going professional development and implement what you learn. Collaborate with colleagues to problem solve implementation issues, hone skills, share resources and celebrate successes.

DOINGWHATWORKS
ADOLESCENT LITERACY
PLANNING TEMPLATE FOR WORKING WITH SCHOOLS

AREAS OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS
	Already in Place	Not Feasible/Not Appropriate	Potential Areas to Develop	
A. School Leadership 1. School principal communicates with all staff to discuss policy about the importance of teaching reading skills to middle and high school students. 2. School has access to expertise related to adolescent literacy. 3. The principal encourages collaboration among teachers for the purpose of integrating the teaching of literacy strategies into content areas.				
B. Setting Standards and Expectations for Achievement 1. Teachers, including content area teachers, are well informed about literacy standards and student expectations. 2. Textbooks and supplementary materials are aligned with literacy expectations so that teachers have access to the support materials they need to develop student literacy skills.				
C. Supporting Instruction in the Classroom 1. Principal, guidance staff, and teachers organize daily schedule to accommodate intervention opportunities with small-group instruction as well as reteaching options. 2. Teachers are able to differentiate instruction to meet the literacy levels of students. 3. Principal schedules weekly planning time for literacy specialist(s) to work with content area teachers. 4. There is a clear referral process in place so that subject area teachers can easily refer students who need additional support in reading. 5. Principal and school reading leaders ensure that there is a process for determining when/whether/what type of intervention is required for individual students. 6. School has a range of options for intervention and can vary additional instruction by intensity and length of time.				

Planning Activity

- What actions should be taken to address identified needs?
- How can you use school resources more effectively?
- How can you build on the strengths in literacy instruction?

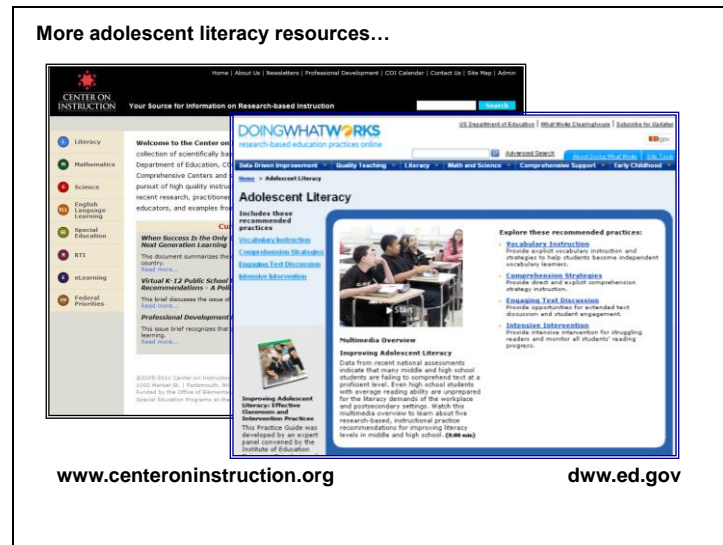
Schoolwide Literacy Planning Activity

School leaders will find it beneficial to assess the strengths and areas to address in their adolescent literacy efforts.

Here is a **School Planning Template** to use with school leaders to work through a comprehensive set of options that can be implemented for improving practice, including scheduling, professional development, and policies.

- **Let's preview the template...** It can help you identify areas of strength and need in your school literacy program. Once you have completed the tool, you can reflect on how to use this information to plan to strengthen literacy instruction in your school. *For example,*
 - How can you work with the literacy team to determine specific actions that need to be taken to address identified needs?
 - How can you utilize school resources to implement these actions?
 - How can you build on the strengths in literacy instruction?

- **As an optional activity, you can:**
 - download the planning template *before the webinar begins*, and
 - **pause here** and take a few minutes to examine the template and ask questions.
- **After the webinar**, you can download the planning template handout to use in your school setting (*Self-Assessment of Adolescent Literacy Intervention Opportunities*).



Visit the Center on Instruction (COI) and Doing What Works (DWW) websites to see additional adolescent literacy resources that can support SIG grantees with their school improvement efforts.

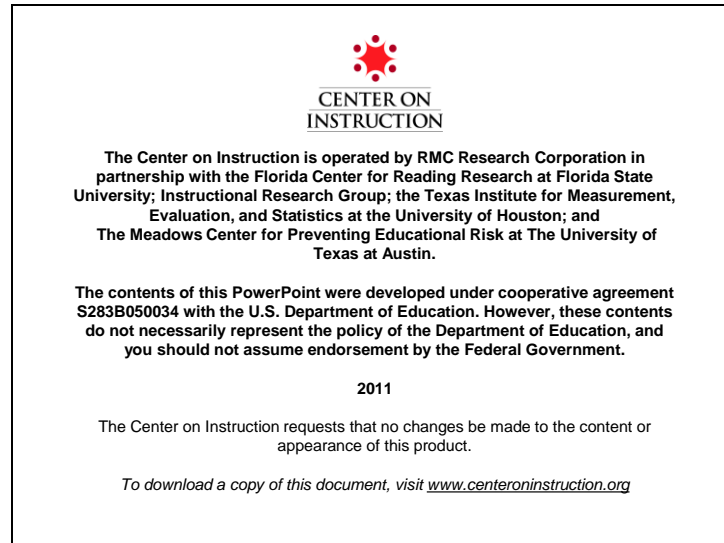
COI offers materials and technical assistance to support:

- Leadership
- Improving Literacy Instruction
- Professional Development

DWW offers practical tools and resources for implementing:

- Vocabulary Instruction
- Comprehension Strategies
- Engaging Text Discussion
- Intensive Intervention

Review the DWW and COI resource list handouts to identify information that can be used to implement plans or provide additional information for planning adolescent literacy instruction.



Disclaimer: The Center on Instruction is funded by the U. S. Department of Education for the purpose of providing research-based resources and technical assistance. However, its work is not explicitly endorsed by the federal government.

Available for download from the COI website are the webinar's video, presenter transcript, participant note-taking form, and handouts that can be used as professional development tools for states, districts, and schools.

Webinar Handouts:

1. **Visual Diagram** (Slide 3) – Adolescent Literacy and 4 Recommended Practices
2. **IES Practice Guide** (Slide 3) – Improving Adolescent Literacy: Effective Classroom and Intervention Practices
3. **Multimedia Overview transcript** (Slide 10) – Interventions for Struggling Readers
4. **Planning Template for Working with Schools** (Slide 14) – Self-Assessment of Adolescent Literacy Intervention Opportunities
5. **COI Resource List** (Slide 15) – COI Resources Linked to Adolescent Literacy
6. **DWW Resource List** (Slide 15) – DWW Resources Linked to Other SIG Topics