

TIPS FOR PROFESSIONAL DEVELOPMENT

3 MODULE 3

DISCUSSION OF TEXT: IMPROVING LITERACY INSTRUCTION IN THE SECONDARY SCHOOL SETTING

These professional development tips have been prepared for presenters of the module *Discussion of Text: Improving Literacy Instruction in the Secondary School Setting*. They will help you deliver this professional development and extend or add activities to occur either during or after the training. This document accompanies the PowerPoint presentation and handouts.

The module gives participants an understanding of research-based text discussion practices for the secondary level. Professional development providers can use these materials with school district personnel and practitioners looking for ways to connect reading research, teacher practices, and student results to create a strong academic climate in schools.

Participants will:

- adopt a common understanding of effective text discussion practices;
- learn the meanings of key terms in the module; and
- use the instructional methods as a means to facilitate students' reading comprehension.

Facilitators will:

- increase their knowledge of the reading process and current reading research;
- model explicit instruction that includes guided practice, feedback, and independent practice; and
- explore additional resources to adapt, modify, enrich, and further explain this content to meet participants' needs.



CENTER ON
INSTRUCTION

BEFORE THE TRAINING

1. Secure a convenient location for the training, determine appropriate space and set-up, and decide timeframe of the training.
2. Prepare professional development materials.
 - Send a letter of introduction to each registered participant.
 - Copy the daily agenda (with time allocations) for participants.
 - Set up the sign-in sheet.
 - Create and copy an evaluation form for each participant.
 - Create and sign a Certificate of Completion for each participant.
 - Store the follow-up letters for sending after the training is completed.
 - Copy the PowerPoint presentation for each participant.
 - Gather equipment and materials required for each activity.
 - Print the PowerPoint presentation in notes format for presenter's use during the training.
3. Familiarize yourself with the organization of the training and adjust it as needed.
 - Download the module to your computer.
 - Review the speaker's notes embedded in the PowerPoint presentation. The speaker's notes convey extra information about the key concepts of and clarify the points on each slide. It is essential to convey all of the information contained in the speaker's notes. The notes section also contains descriptions of activities and examples.
 - Remember, processing and practice time are essential components to quality professional development.
4. Test all equipment before participants arrive. Make sure computer settings allow for full view of PowerPoint slides and set sound levels for comfortable listening.
5. Place supplies in the center of each table.
6. Distribute the PowerPoint presentation to each participant. Encourage participants to make notes directly in their handout.

Share Results—Module 3, Slide 5 Activity

1. Have teachers share out the text discussion standards they identified for their grade level.
2. Discuss any differences and discrepancies in standards between and among the grades.

Facilitate a Discussion—Module 3, Slide 31 Activity

1. After completing the activity, have teachers engage in a text discussion of *The Gettysburg Address* using their text-dependent and uptake questions.
2. Use the following questions from the Doing What Works planning tool to serve as prompts for observers' note-taking during the text discussion and/or for a debrief of the discussion:
 - What did you notice about body language and non-verbal behavior?
 - What did you notice about how people expressed an opinion?
 - What did you notice about the language or manner with which people agreed or disagreed?
 - (If using roles) What did you notice about how each person carried out his or her role?
 - How effective were the text selection and discussion questions?
 - What skills or strategies did you notice the teachers using that your students haven't mastered yet?

Facilitate a Discussion—Module 3, Slide 33 Activity

Ask teachers to share their reflections on the following questions:

- What factors of a good discussion protocol were evident?
- What examples of teacher talk did you see?
- What examples of student talk did you see?
- How did Ms. Wieder scaffold student understanding?

Clarify Understanding about Engaging Text Discussions

Ask teachers to reflect on the following questions from the Doing What Works Learning Together about Engaging Text Discussion planning tool http://dwww.ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t=2#tc:

- Why is it important to provide opportunities for adolescents to discuss text?
- What are some key features of effective, extended discussions?
- What should teachers consider when selecting a text for discussion?
- What are some of the roadblocks to implementing this practice? What are some ways to address these roadblocks in your classroom?
- What kinds of tools, materials, or training would you need to incorporate more text discussion into your classroom?

View Additional Doing What Works Videos

Watch a video below and talk with teachers about a specific instructional example and how they might use or adapt that approach:

1. *Reciprocal Teaching in High School*

from *Adolescent Literacy: Engaging Text Discussions*

Eleventh-grade teacher Suzanne Herko describes how she teaches her Humanities students about the strategies and structures of Reciprocal Teaching. Watch students discuss literature in small groups while playing the role of discussion leader, summarizer, questioner, or predictor. See the sample material, Reciprocal Teaching Roles, for more lesson details. (7:03 min)

http://dwww.ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t=1&iID=64&c2=0&c1=1085#cluster-1

2. *Response Groups: Eliciting Explanations in History*
from *How to Organize Your Teaching: Higher Order Questions*

History teacher Matt Moorman describes how he uses higher-order questions to engage students in critical thinking about important historical concepts and to help students to internalize the information they learn. (3:00 min)

http://dwww.ed.gov/How-to-Organize-Your-Teaching/Higher-Order-Questions/see/index.cfm?T_ID=19&P_ID=43&c1=562#cluster-1

Facilitate a Discussion Based on the Videos

1. Use the following questions from the Doing What Works Planning for Engaging Text Discussions planner to help facilitate a discussion with teachers about the videos examples http://dwww.ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t=2#tc:
 - How does this teacher make text discussion engaging for students?
 - Are teachers using small-group or whole-class discussions? What are the pros and cons of each configuration?
 - What does this teacher consider when selecting a reading for class text discussion?
 - How does the teacher scaffold the learning so that all students can participate successfully?
2. Invite teachers to share their own strategies for text discussion.

Observe and Plan a Text Discussion Lesson

1. Use Part I of the Observation Tool: Using Text Discussion to Further Reading Comprehension http://dwww.ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t=2#tc or co-create with teachers a simple note-taking form to guide peer observations.
2. Have teachers observe one another's lessons and discuss their observations.
3. Use Part II: Plan a Discussion of the Planning for Engaging Text Discussions planning tool http://dwww.ed.gov/Adolescent-Literacy/Engaging-Text-Discussion/do/?T_ID=23&P_ID=61&t=2#tc to help teachers design a text discussion lesson in which appropriate texts are determined, teacher and student roles are structured, and supports are considered that promote and extend quality text discussions.
4. Consider Handout 5 examples of productive talk and Handout 9 examples of conversational moves.

Clustering of Standards for Text Discussion—Module 3, Slide 5 Activity

1. Use Handout 3 to lead teachers in grade level planning to cluster the ELA or Literacy in History/Social Studies, Science, and Technical Subjects standards for discussion of text.
2. Continue this process across multiple collaborative planning sessions.
3. When finished, consider having planning sessions that consist of representatives from multiple grade levels in order to vertically articulate the standards across grade levels.

KEY RESEARCH

- Langer, J. (2000). *Beating the Odds: Teaching middle and high school students to read and write well: Six features of effective instruction*. Albany, NY: National Research Center on English Learning and Achievement.
- Langer, J., & Close, E. (2001). *Improving literary understanding through classroom conversation*. Albany, NY: The Center on English Learning & Achievement, National Research Center on English Learning & Achievement University at Albany .
- Michaels, S., Shouse, A. W., & Schweingruber, H. A. (2007). Making thinking visible: Talk and argument in *Ready, set, SCIENCE!: Putting research to work in k-8 science classrooms*. Washington, DC: The National Academies Press.