



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

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Leading Successful High School Turnarounds:
Learning From Research and Practice

Adolescent Literacy

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

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Adolescent literacy resources...

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Slide 3




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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



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Learning From Research and Practice

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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.

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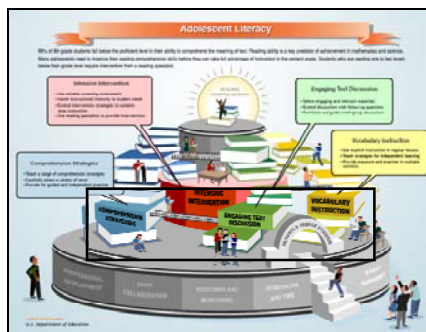
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Slide 5



Slide 6


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Literacy Proficiency for ALL Students

Literacy in Content Areas

Struggling Reader Development and Intervention



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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



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Learning From Research and Practice

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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



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Practice Examples Learn What Works **SEE What Works** Do What Works

Vocabulary Instruction

SEE Vocabulary Instruction in Action:

Math Example Lesson

Key Concepts:

- **Explicit Instruction:** Explicit instruction is a key strategy for improving the performance of students with reading difficulties. Explicit instruction involves direct teaching of the skill or strategy, modeling the skill or strategy, and providing guided practice and feedback.
- **Contextualized Instruction:** Contextualized instruction involves teaching the skill or strategy in the context of a meaningful task or problem.
- **Formative Assessment:** Formative assessment is used to monitor student learning and provide ongoing feedback to the teacher and students.
- **Differentiated Instruction:** Differentiated instruction involves tailoring instruction to meet the needs of individual students.

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Slide 10

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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 flexibly select and use them to improve students' reading comprehension (Kamil et al., 2008)

Slide 11

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LEARN What Works
Research and Key Concepts

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Comprehension Strategies

Research Evidence

Key Concepts

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Slide 12


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Comprehension Strategies

Effective strategies:

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



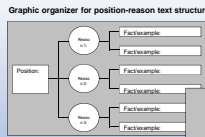
Slide 13

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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



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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





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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




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**SEE
How It Works:
School
Example**





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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



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Strong Leadership



Align adolescent literacy improvement strategies and goals




Maintain visibility in classrooms



Communicate actions, expectations and goals



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Learning From Research and Practice


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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



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Learning From Research and Practice

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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



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Learning From Research and Practice

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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



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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



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**Learn What Works**

- Research base/Instructional presentations
- Expert interviews

**Do What Works**

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

**Go What Works**

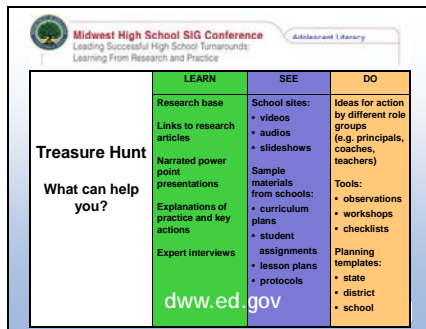
- Tools and templates to implement practices
- Ideas for action



Slide 24



Slide 25



Slide 26