"Leading Adolescent Literacy at the School Level"

Roger Howard, State Literacy Team

Ohio Literacy Academy

February 20, 2020

Learner Outcomes:
Participants Will Be Able To…

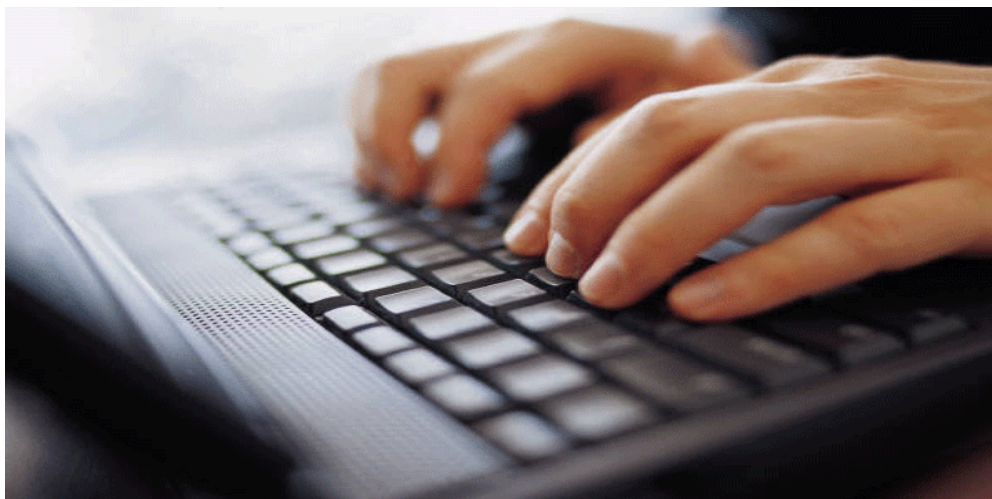1. Explain what constitutes Adolescent Literacy

2. Understand why it is important as a school focus

3. Consider inventories, actions & frameworks for implementing and leading evidence-based practices

EDUCATIONAL SERVICE CENTER *of Northeast Ohio*

State Support Team 3

Live Binder Resources

http://www.livebinders.com/b/2574638

Access Code: *Leading Literacy*

Daily Principal Challenges

Leadership Impact

(Robinson, Hohepa, & Lloyd, 2009)
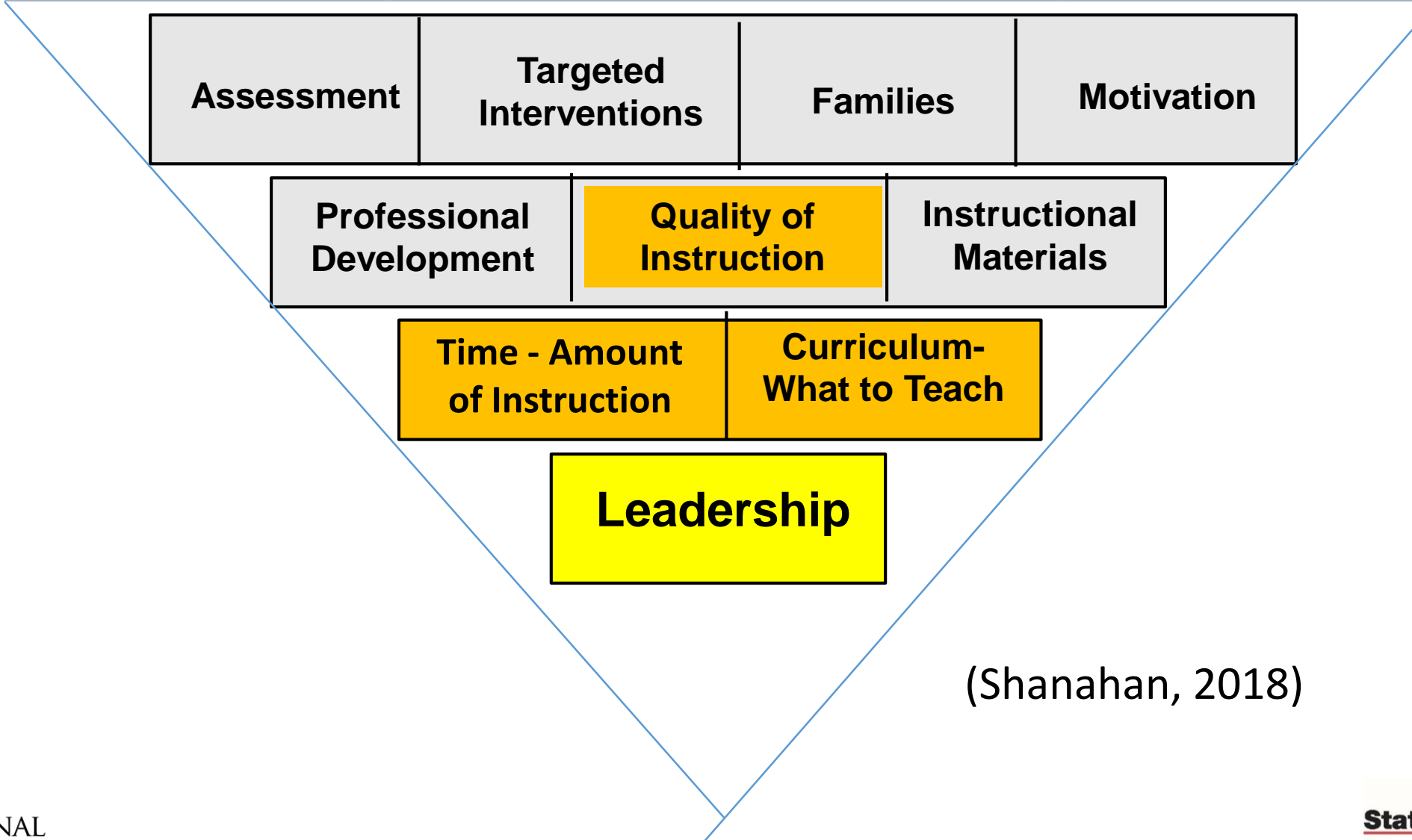
Setting goals and expectations (.42)

Resourcing strategically (.31)

Planning, coordinating, evaluating teaching and curriculum (.42)

Ensuring an orderly and supportive environment (.27)

Promoting and participating in teaching and learning (.84)

Literacy Improvement Pyramid

| Assessment | Targeted Interventions | Families | Motivation |

| Professional Development | Quality of Instruction | Instructional Materials |

| Time - Amount of Instruction | Curriculum- What to Teach |

Leadership

(Shanahan, 2018)

"Literacy Lessons Learned"

- Dr. Mel Riddile, 2015

1) Literacy is a long-term, schoolwide change initiative.

2) Literacy is more than a program.

3) Literacy Is a culture-changer.

4) We must change our expectations about student success.

5) We must improve classroom instruction.

6) Focus on capacity building, not inspecting.

7) Focus on the needs of all students.

8) Failure to implement with fidelity.

9) Leaders grow leaders.

10) Nothing significant happens in a school without the personal involvement of the principal.

EDUCATIONAL SERVICE CENTER of Northeast Ohio

State Support Team

3

What is Adolescent Literacy and Why is it Important as a School Focus?

Support for *All* Learners Across the Language
and Literacy Development Continuum

Fundamental Challenge of Adolescent Literacy

*The demands associated with increased text complexity for adolescents (grades 4-12)comes at a time when reading instruction "**evaporates**."*
(Shanahan, 2019)

5 Big Ideas of Reading

Elementary	Secondary
Phonemic Awareness	Advanced Word Study
Phonics	Motivation
Fluency	Fluency
Vocabulary	Vocabulary
Comprehension	Comprehension

Advanced Word Study

"Syllabication" is the act, process, or method of forming or <u>dividing words into syllables</u>. English has 6 syllable types.

"Morphology" is the <u>study of the internal structure of words</u> and forms a core part of linguistic study. The term **morphology** is Greek and is a made up of:

morph: 'shape, form',

-ology: 'the study of something'.

"Etymology" is the <u>study of the origin of words</u> and the way in which their meanings have changed throughout history.

Anglo-Saxon = Tier 1 (20% of English)

Latin = Tier 2 & 3 (55% of English)

Greek = Tier 3 (11% of English

Scarborough's Reading Rope

STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURES (syntax, semantics, etc.)

VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

We now know that phonemic awareness is a language ability (Werker & Tees, 2002; Kuhl et al., 2005; Kenner et al., 2017)

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)

increasingly strategic

increasingly automatic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

Hollis Scarborough's Reading Rope, 2001

Adolescent Literacy Components of Ohio's Plan to Raise Literacy Achievement

Evidence-Based Literacy Strategies Across Content Areas

Disciplinary Literacy

Individualized & Intensive Interventions by Trained Specialists

Adolescent Evidence-Based Practices

Provide explicit vocabulary instruction	Strong Evidence
Provide direct and explicit comprehension strategy instruction	Strong Evidence
Provide opportunities for extended discussion of text meaning and interpretation	Moderate Evidence
Increase student motivation and engagement in literacy learning	Moderate Evidence
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists	Strong Evidence

Institute of Educational Sciences (IES) Practice Guide, 2008

EDUCATIONAL SERVICE CENTER *of Northeast Ohio*

State Support Team 3

Three "Tiers" of Vocabulary
(Beck, McKeown, & Omanson, 1987)

Tier 1
Basic conversational words. Rarely taught.

Tier 2
Academic language that can apply across subject areas. Found mostly in text, not conversations.

Tier 3
Associated with a specific content area.

EDUCATIONAL SERVICE CENTER
of Northeast Ohio

State Support Team

3

Science Passage Minus Tier 3 Vocabulary

Two useful terms that _____ use to describe _____ are _____ and _____. An _____ _____ is its physical appearance, or its visible _____. An _____ _____ is its _____ _____, or _____ combinations. To understand the difference between _____ and _____, look at the table in Figure 9.

_____use two additional terms to describe an _____ _____. An _____that has two identical _____for a _____is said to be _____ for that _____. A tall pea plant that has the _____ TT and a short pea plant with the _____ tt are both _____. An _____ that has two different _____ for a _____ is said to be _____ for that _____. A tall plant with the _____ Tt is _____. _____ used the term _____ to describe _____ pea plants.

Science Passage Minus Tier 3 Vocabulary

Two useful terms that g_____ use to describe o_____ are p_____ and g_____. An o_____ p_____ is its physical appearance, or its visible t_____. An o_____ g_____ is its g_____ m_____, or a_____ combinations. To understand the difference between p_____ and g_____, look at the table in Figure 9.

G_____use two additional terms to describe an o_____ g_____. An o_____that has two identical a_____for a t_____is said to be h_____ for that t_____. A tall pea plant that has the a_____ TT and a short pea plant with the a_____ tt are both h_____. An o_____ that has two different a_____ for a t_____ is said to be h_____ for that t_____. A tall plant with the a_____ Tt is h_____. M_____ used the term h_____ to describe h_____ pea plants.

Two useful terms that geneticists use to describe organisms are phenotype and genotype. An organism's phenotype is its physical appearance, or its visible traits. An organism's genotype is its genetic makeup, or allele combinations. To understand the difference between phenotype and genotype, look at the table in Figure 9.

Geneticists use two additional terms to describe an organism's genotype. An organism that has two identical alleles for a trait is said to be homozygous for that trait. A tall pea plant that has the alleles TT and a short pea plant with the alleles tt are both homozygous. An organism that has two different alleles for a trait is said to be heterozygous for that trait. A tall plant with the alleles Tt is heterozygous. Mendel used the term hybrid to describe heterozygous pea plants.

Protocols for Extended Discussion of Text

- **Socratic Seminar**
- **Philosophical Chairs**
- **Debate**
- **Concentric Circles**
- **Reciprocal Reading**
- **Jigsaw Reading**
- **Paired Reading**
- **Sentence Stems**

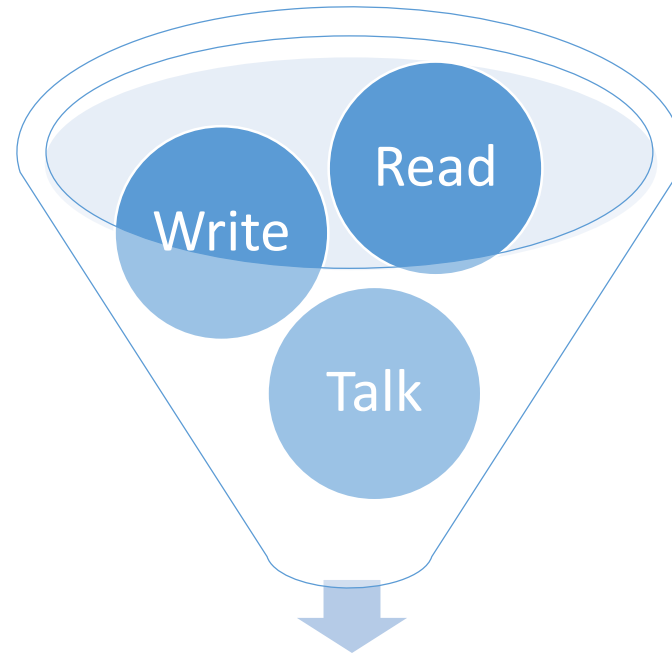*"Introverts cannot hide in a group of two." (Riddile)*

Examples: Socratic Seminar   Philosophical Chairs

Adolescent Literacy in Action

- **<u>Reading</u>** a variety of **texts** including, but not limited to, traditional print **text** and digital multimodal **text**;

- **<u>Authoring</u>** **words** and images in fixed domains as well as multimodal settings;

- **<u>Talking</u>** about a variety of **texts** with others, including teachers, peers, members of their own communities, and the larger world population;

- **<u>Interacting</u>** with **text** in discipline-specific ways within and across all subjects, inclusive of, but not limited to, electives, career and technical education, and visual and performing arts.

(The Adolescent Literacy Committee and the Adolescent Literacy Task Force of the International Literacy Association in their position statement, 2012)

Reading, Writing, & Discussion of *TEXT* in Every Discipline - Every Day

Deeper Learning –
College & Career Readiness

6-12 Literacy Standards for ALL Subject Areas

Agree, Disagree, Why?

Literacy instruction is more like a "transplanted organ" than a normal part of the culture of most middle and high schools. *(Riddile, 2015)*

EDUCATIONAL SERVICE CENTER
of Northeast Ohio

State Support Team 3

Common Barriers to Secondary Literacy Instruction
(Riddile, 2015)

"Students should already know how to read by now."

"I don't have the time."

"I'm not a reading teacher"

EDUCATIONAL SERVICE CENTER
of Northeast Ohio

State Support Team

3

Additional Barriers
(I.E.S. Practice Guide, "Improving Adolescent Literacy…", 2008)

Focus on covering content instead of helping students build knowledge through grade-level text

Reluctance of content teachers to collaborate with reading specialists

Tier II & III interventions are often housed in special education

Turn and Talk

1. Which barrier(s) do you most frequently encounter when working with secondary faculty members?

2. How have you successfully assisted in addressing/overcoming any of these barriers?

3. What are additional barriers have you encountered?

Divergent Expert Purposes…

SCIENCE:
To create reliable, replicable findings that can accurately predict future phenomenon

HISTORY:
To create complete, plausible accounts of the past based on evidence

MATHEMATICS:
To create abstract truths to problems by applying principals of logic

LITERATURE:
To create artificial worlds providing insights into the human condition

Authentic Reading Materials

SCIENCE:
Textbooks, lab reports, field guides, research, articles, case studies, briefs, communication

HISTORY:
Primary, secondary, tertiary texts, maps, treaties, laws, news accounts, biographies

MATHEMATICS:
Textbooks, web-based applications, practical applications, data, complex graphics

ENGLISH:
Novels, short stories, poems, critiques, biographies, literary non-fiction

EDUCATIONAL SERVICE CENTER of Northeast Ohio

State Support Team 3

Shifts for Teaching Literacy Within the Disciplines *(Lent 2016)*

1. Focus on <u>what and how experts read</u> instead of how to read a textbook.

2. Provide a <u>variety of texts</u> of varying complexities.

3. <u>Model the language</u> of the discipline. Explain why experts use words/terms in certain ways.

4. <u>Discuss and practice</u> how experts read, write, inquire, think, argue, and communicate.

5. Create <u>authentic opportunities</u> for students to use new information beyond test-taking.

6. Allow and encourage <u>authentic technologies</u>.

A Culture of Disciplinary Literacy Model

(Lent, 2019)

Do students read every day in every class?

Do students think critically and solve problems?

Do students write every day in every class?

Creating a Culture of DL

Do students collaborate, evaluate, and apply new learning?

Do students hear complex text read aloud ?

Do students inquire by asking more questions than they answer?
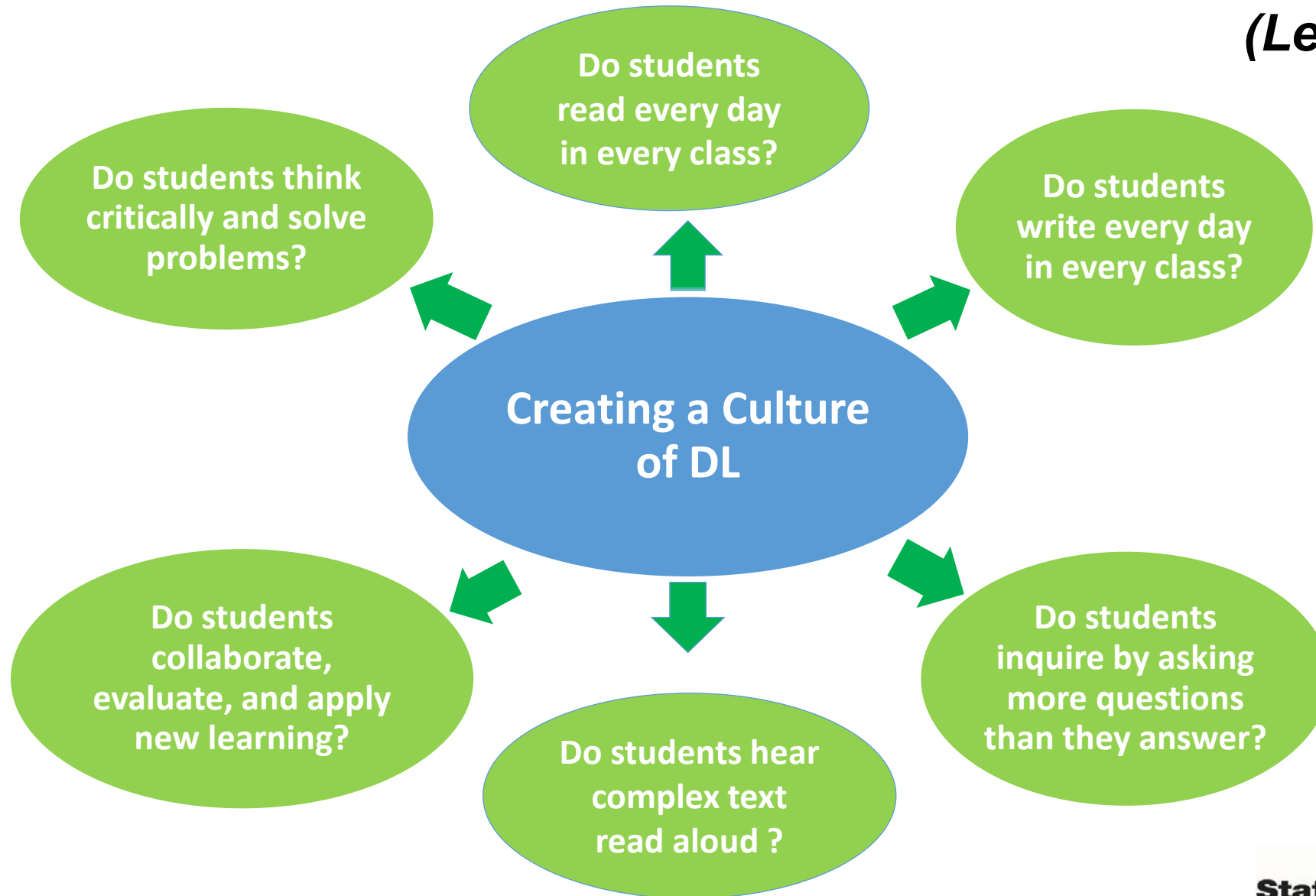
Reading Like a Historian

Considerations for Leaders

1. Science of Reading?
2. Literacy standards?
3. Daily reading, writing, & discourse?
4. Disciplinary literacy?
5. Explicit vocabulary instruction & advanced word study?
6. Student motivation and engagement?
7. MTSS implementation?
8. Evidence-based practices?
9. Content area reading strategies?
10. Focus on what matters most?
11. Consistent instructional framework?

EDUCATIONAL SERVICE CENTER
of Northeast Ohio

State Support Team

3

Riddile Instructional Framework

1. Consistent Beginning Without Teacher Prompting

2. Teacher Leads

3. Students Work While Teacher Checks for Understanding

Strong Finish with Formative Assessment

West Clermont Middle School

WOLVES

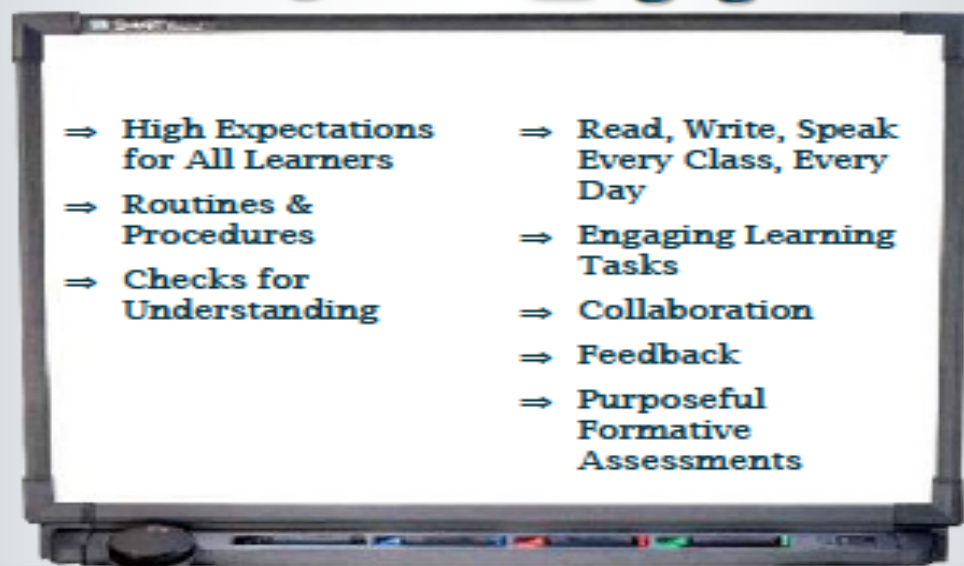### Welcome & Opener

- Warm Welcome into the Classroom
- Consistent Expectations Guide Student Independence
- Intentional Link to Prior or Future Learning
- Students Focus on the Learning for the Day

Lead Learning

- High Expectations for All Learners
- Routines & Procedures
- Checks for Understanding

Voice & Engagement

- Read, Write, Speak Every Class, Every Day
- Engaging Learning Tasks
- Collaboration
- Feedback
- Purposeful Formative Assessments

Strong Finish

- Exit Ticket/Quiz
- Students Summarize Learning
- Purposeful Reflection
- Connect to Tomorrow's Lesson

Building Relationships and Engaging Every Learner

Riddile Non-Negotiables

1) Purposeful Reading, Writing, & Discussion in Every Classroom, Every Day

2) Consistent Instructional Routines

3) Focus on What Matters Most

4) Maximum use of Instructional Time, "bell to bell"

5) Feedback for Mastery

6) Build Positive Relationships

Appendix C: Coaching in Literacy (Ohio's Coaching Model)

Ohio's Coaching Model may be implemented through a traditional coaching framework or a peer coaching framework.

Instructional Coaching		Systems Coaching	
Goal: To develop knowledge, skills and abilities related to content-specific practices to improve student outcomes		**Goal:** To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices	
Who: Teachers, Specialists, Paraprofessionals, Small Teams	**How:** In Person, Video	**Who:** Leaders, Teams	**How:** In Person, Video

Instructional Coaching

Topics:
- Phonological Awareness
- Print awareness
- Word recognition
- Beginning decoding and spelling
- Advanced word study
- Vocabulary/oral language
- Comprehension strategies
- Writing
- Content area reading strategies
- Discipline-specific literacy strategies
- Text discussion
- Explicit instruction
- Use of assessment for planning instruction
- Increasing intensity of instruction
- Supports for all students, including students with disabilities and students who are gifted
- Differentiated instruction

Systems Coaching

Topics:
- Assessing needs, fit and context of new innovations
- Promoting buy-in and readiness for new innovations
- Forming district and building leadership teams and teacher-based teams
- Developing district and building leadership teams and teacher-based teams
- Facilitating multi-tiered system of supports needs assessment for literacy
- Supporting fluency in schoolwide reading model:
  o Evidence-based practices and interventions;
  o Data interpretation;
  o Schoolwide reading assessment system;
  o Schoolwide reading schedule
- Data collection, interpretation and problem-solving
- Tier 1 curriculum auditing
- Communication protocols
- Grade-level reading schedules and instructional plans
- Supports for all students, including students with disabilities and students who are gifted
- School improvement action planning

Inventories for Literacy Leaders

- Secondary R-TFI
- Literacy Walk-Through Templates (reading, writing, discussion of text)
- NIRN Initiative Inventory
- ESSA High Quality PD Planning Template
- I.E.S. Evidence-Based Practices Checklist
- Am I Teaching Disciplinary Literacy?
- Education Endowment Foundation RAG Self-Assessment
- Suggested Literacy Leadership Actions

<u>Adolescent Literacy in Action</u>
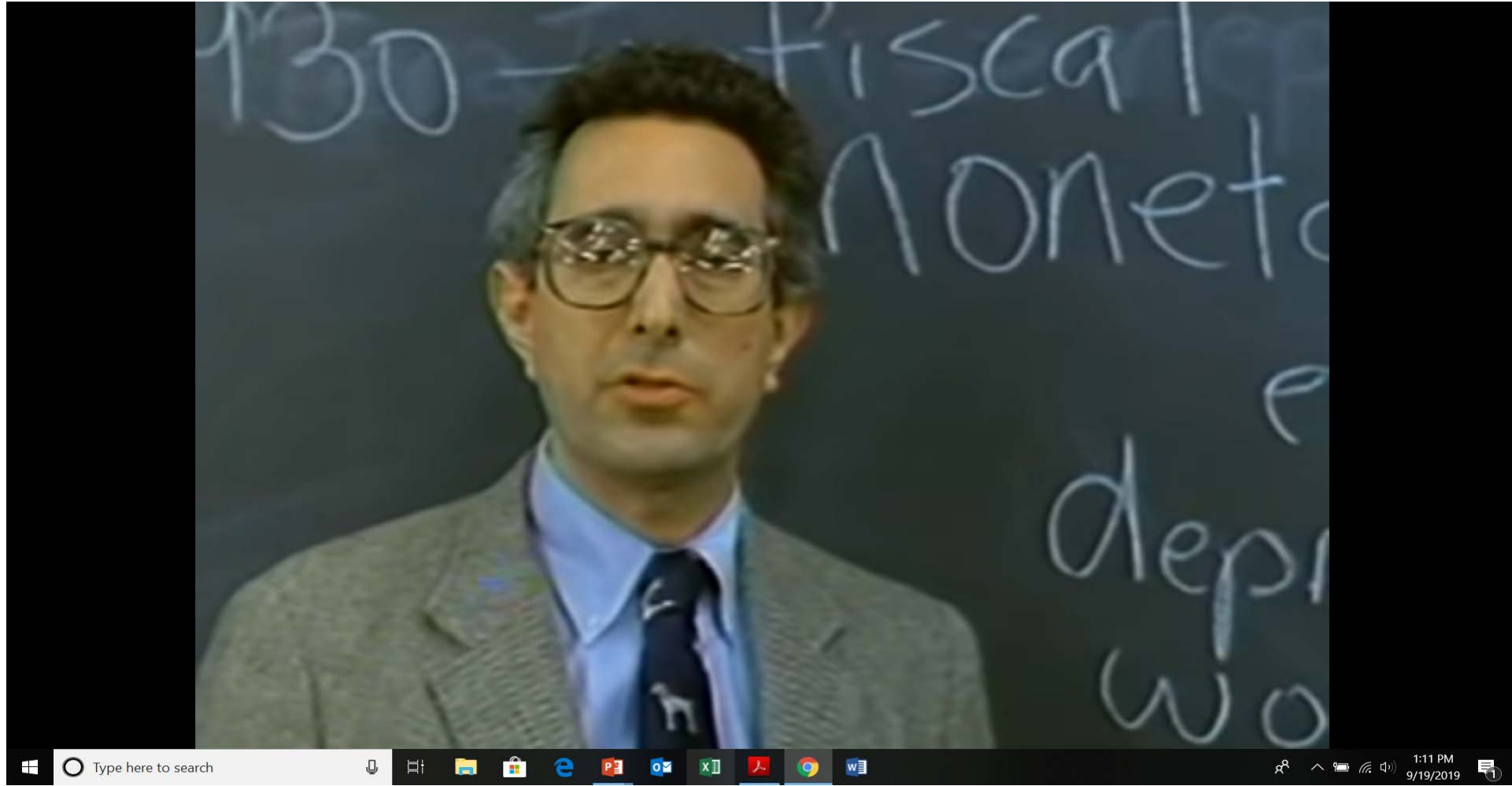
A Final Thought…

"Literacy is not something extra on the plate, literacy IS the plate."

- Julie Meltzer

Roger.howard@escneo.org

EDUCATIONAL
SERVICE CENTER
of Northeast Ohio

State Support
Team 3