

Developing Staff in the Art of Literacy: one school's journey

Mainland High School
Daytona Beach
Florida

Mainland H.S. Demographics

Total student population: 2,000

Minority population: 48%

ESE population: 20%

Free/reduced lunch: 37%

Student mobility: 49%

MHS at a glance

- Traditional seven-period day
- Ninth grade students take a critical thinking class
- 142 faculty members
- Five full-time reading teachers
- 15 years, average teacher tenure
- Full-time reading coach since August, 2002
- Four career academies (small learning communities)
- Advanced Placement Program
- Ninth Grade Transition Program
- AVID Program

Student Achievement History

Averages for 2002-2005

FCAT Reading

35% students meeting high standards

48% students making learning gains

54% students in lowest quartile making adequate progress

52% ESE students making reading gains

PSAT-Verbal

35th percentile in ninth grade

37th percentile in tenth grade

41st percentile in eleventh grade

Four Essentials to Improving Adolescent Literacy

1. Classroom communities and relationships
2. Direct strategy instruction and teacher modeling
3. Internalizing principles and philosophy of learning
4. Professional expertise (p. 467)

Santa (March, 2006)

Effective professional development is:

- Grounded in inquiry
- Collaborative among teachers
- Connected to and derived from teachers' work with students
- An engagement of concrete teaching, assessment, observation and reflection
- Connected to other aspects of school change
- Sustained, ongoing, intensive and supported by modeling, coaching and problem-solving

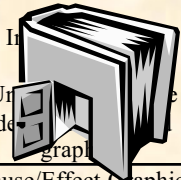
Neufeld & Roper (2003)

Year One (2003-04): Inquiry & Collaboration

- Focus groups for improving student achievement
- Formation of Instructional Calendars
- Formation of Literacy Leadership Team
- School wide Instructional Calendar for literacy skills
- Understanding the language of literacy

Mainland High School Focus on Reading

Schoolwide Instructional Calendar

<i>TARGET DATES</i>	<i>INSTRUCTIONAL FOCUS</i>	<i>Reading Strategies to MODEL</i>
August	Vocabulary Building <ul style="list-style-type: none"> ✍ Greek & Latin roots ✍ Prefixes ✍ Suffixes ✍ Context clues ✍ Multiple meanings 	Word Walls Semantic Mapping *Use dictionaries as a last possible resource!
September	Main Idea & Supporting Details <ul style="list-style-type: none"> ✍ Stated vs. Implied Vocabulary Building	2-column notes One Sentence Summary Underline key details in text and graphics
Sept-Oct	Drawing Conclusions <ul style="list-style-type: none"> ✍ Inference Vocabulary Building	
End of October	Cause/Effect Patterns Vocabulary Building	Cause/Effect Graphic Organizers 2-column notes
November	Organizational Patterns <ul style="list-style-type: none"> ✍ Time Order (Chronological) ✍ Problem-Solution ✍ Compare/Contrast ✍ Classification ✍ Description Vocabulary Building	Graphic Organizers to show sequence, categories and comparisons. Y-Notes/Venn Diagram 2-column notes

<i>TARGET DATES</i>	<i>INSTRUCTIONAL FOCUS</i>	<i>Reading Strategies to MODEL</i>
December	Author's Purpose <ul style="list-style-type: none"> ✍ To inform ✍ To entertain ✍ To persuade Vocabulary Building	One-Sentence Summary Underline key words/phrases to support author's point of view
January	Reference & Research <ul style="list-style-type: none"> ✍ Analyzing information ✍ Primary vs. Secondary sources ✍ Fact vs. Opinion Vocabulary Building	Graphic Organizer to reveal information from text, charts, graphs, and illustrations.
February -March	FCAT Testing, TBA	Teachers MUST model reading skills for students and then practice with students!
April -May	Vocabulary Building	Word Walls Semantic Mapping *Use dictionaries as a last possible resource!

Year Two (2004-05): Best Practices

- Received Comprehensive School Reform grant from Florida DOE, Title 1
- Workshop with national reading consultant
- Content-specific Instructional Calendars
- Implement Support Facilitation model
- Intensive training using Reading Apprenticeship model
- Teacher reflections on literacy lessons to share best practices and raise questions

Instructor: _____

Date of lesson:

Reading Focus: (circle one)

Modeling a think aloud Pre-Reading During Reading Post-Reading

Extension of Text Vocabulary Scaffolding Instruction

Reflect on your practice and how the teaching scenario affected student achievement in the following ways:

What meaningful questions did the students pose about the activity, process, or content?

Are students engaging in metacognitive discussions and questioning? How can you facilitate this discussion more in class?

What is your evaluation of student comprehension of the assigned text? Include student samples of notes or other documentation of active reading.

What unanswered questions do you have? What support do you need to feel more comfortable in modeling the reading process?

Year Three (2005-06): Immersion

- Training new teachers in RA model
- Teacher reflections continue
- Videotape literacy instruction in action
- Teachers as Readers professional book club
- Content-area libraries
- Support Facilitators involved in ongoing assessment and remediation

Mainland High School
“*Teachers as Readers*”

Title Selections for 2005 -2006

At-Risk Students: Reaching and Teaching Them, Richard Sagor & Jonas Cox

Bringing Words to Life , Isabel Beck

Dealing with Difficult Parents , Todd Whitaker & Doug Fiore

Entertaining an Elephant, William McBride

Removing the Mask: Giftedness in Poverty, Ruby Payne & Paul Slocumb

Teaching Reading to Black Adolescent Males: Closing the Achievement Gap, Alfred Tatum

What Great Teachers Do Differently, Todd Whitaker

When Kids Can't Read, What Teachers Can Do, Kylene Beers

Year Four (2006-07): Next Steps...

- Core content classes to become RA model classrooms in fall, 2006
- Summer Instructional Training
- Ongoing training and coaching via monthly sessions with all groups
- Professional library for literacy instruction and classroom video demos
- Continue teacher reflections, book group, and videos of best literacy practices
- Action research conducted by teachers

Effective Schools & Classrooms

- Academically focused
- Principal and teachers are committed to reading and writing
- Lots of reading going on
- Frequent assessment
- Exceptionally positive environment

Michael Pressley (2006)

IRA Research Conference keynote address

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