IPS/NUA LITERACY INTIATIVE 2001-2002

EXECUTIVE SUMMARY

CAPACITY BUILDING AND SPECIALIZATION TO REVERSE UNDERACHIEVEMENT AND CLOSE THE GAP

In 1998 NUA was asked to assist IPS in designing a reading plan. The IPS/NUA Literacy Initiative was instituted in response to this request. This initiative is dedicated to accelerating the acquisition of cognitive skills that increase learning and literacy.

GOALS
The 2001-2002 IPS/NUA Literacy Initiative will address the "Framework for Action" through the following goals:
➢ GOAL ONE: Design a replicable process for each school to develop it's capacity to implement a literacy plan that will serve as a "Blueprint for Literacy", enabling teachers to intensify and accelerate the learning of all students so they will surpass average achievement as indicated on standardized achievement measures.
➢ GOAL TWO: Provide high quality professional development opportunities through course offerings that allow teachers to explore personal choices of focus
➢ GOAL THREE: Ensure consistency in instructional practice and comprehensive literacy planning by ensuring that all teachers in every school have a common set of understandings and instructional strategies to increase the literacy of their students.
➢ GOAL FOUR: Strengthen the skills of teachers who have assumed leadership roles in order to augment the capacity of their school to become a successful literacy school.

STRUCTURES TO ACHIEVE GOALS
The Literacy Initiative will be structured into four components to address the goals outlined above:
➢ The Vanguard School Project (to design the replicable process: Goal One)
➢ The Literacy Courses (to address specific areas of learning needs: Goal Two)
➢ Literacy Practicum: (to provide staff development for teachers who have not attended the IPS/NUA Literacy Staff Development: Goal Three)
➢ The Leadership Academy (to strengthen skills of teachers in leadership role Goal Four)

THE VANGUARD PROJECT

GOAL: To design a replicable process for each school to develop it's capacity to implement a literacy plan that will serve as a "Blueprint for Literacy", enabling teachers to intensify and accelerate the learning of all students so they will surpass average achievement as indicated on standardized achievement measures.

PARTICIPANTS: Teams from eighteen schools

PROGRAM: Five seminar sessions and nine site visits

DESCRIPTION: Schools will formally incorporate what they have learned through the IPS/NUA Literacy Initiative into the ongoing development of their Blueprint for Literacy. The Vanguard Project will address the long-term goal of the IPS/NUA initiative: to replicate successful literacy practices in all IPS schools.

The Vanguard Schools will be expected to:
- ❑ Focus on meeting the challenge of under-performing students;
- ❑ Discuss, examine and overcome cultural and instructional barriers that contribute to underachievement;
- ❑ Implement and share successful organizational process results throughout the school year;
- ❑ Document and share student work as part of an assessment process that informs instructional decisions;
- ❑ Develop a school "Follow-up Plan for Action" (FPA) to describe school implementation of the practices introduced at the Technical Support and Professional Development Seminars

These expectations will be achieved through technical support and professional development seminars and site visits each of which have three components: technical support (the organizational processes), professional; development (the content strategies), and team homework (to incorporate the process and content into daily practice).

LITERACY COURSES
GOAL: To provide high quality professional development opportunities through course offerings that allow teachers to explore personal choices of focus

PARTICIPANTS: Teachers from schools other than those participating in the Vanguard Project

PROGRAM: Three courses (number of sessions and sections vary depending on the course)

DESCRIPTION: The courses target needs of underachieving students and explore strategies that enhance those factors that contribute to high achievement in literacy: constructing, communicating, and creating meaning. Each course will address several of the following literacy objectives:

    analyze skills and abilities involved in language processing (phonology, word analysis, and vocabulary development)
    identify strategies for accelerating understanding and use of language skills (making meaning from language patterns and thought structures)
    explore the factors that affect language processing and language making (culture, language, and cognition)
    analyze patterns in four literary genres to enable students to increase their confidence and competence in creative expression. in their developing

Participants will engage in readings, research, and classroom applications that will assist teachers in determining how to:
- ❑ focus on the language/reading needs of their students;

- ❑ make appropriate choices of strategies to develop the skills needed; and
- ❑ determine the best approaches for applying these strategies.

IPS/NUA LITERACY PRACTICUM

GOAL: To ensure consistency in instructional practice and comprehensive literacy planning by ensuring that all teachers in every school have a common set of understandings and instructional strategies to increase the literacy of their students.

PARTICIPANTS: Teachers who have not participated in the literacy staff development.

PROGRAM: K-2 teachers - four days (three sections)
Gr. 3-5 teachers - four days (two sections)
Gr. 6-8 teachers - four days (two sections)
High School teachers - four Saturdays (one section)

DESCRIPTION: The IPS/NUA Literacy Initiative provides a program of intensive professional development that reflects the cultural and learning needs of the students while aligning with other district services and programs. The Literacy Practicum supports and compliments the newly adopted reading programs by helping teachers accelerate the learning of reading skills, increase understanding, and expand literacy, especially for students performing in the lower quartile on standardized tests.

The IPS/NUA Professional Development Literacy Practicum will provide participants with the opportunity to:
- • identify the factors that motivate and support learning;
- • analyze the connection between thinking, understanding and the learning process;
- • create bridges between the cultural experience of the student and the skills and content to be learned and mastered;
- • integrate strategies for accelerating and intensifying reading and learning;
- • teach for understanding across disciplines;
- • guide student self-discovery; and
- • design performances to demonstrate and assess student learning.

The goal IPS/NUA Literacy Practicum is to provide strategies and approaches that accelerate the development of cognitive skills that support learning and literacy development. The strategies are:
- ❑ brain-based;
- ❑ reflect the cultural learning patterns of IPS students;
- ❑ support the ISTEP English/Language Arts Essential Skills; and
- ❑ enable attainment of the Indiana ELA Standards.

LEADERSHIP ACADEMY

GOAL: To strengthen the skills of teachers who have assumed leadership roles in order to augment the capacity of their school to become a successful literacy school

PARTICIPANTS: Two teachers from each school

PROGRAM: Four Saturdays

DESCRIPTION: Participants will be engaged in analyzing the ***elements*** of successful literacy schools and developing the skills needed to provide leadership in realizing these ***elements*** in their own schools. Three specific functions: Participants will develop and refine their skills in the functions they provide leadership in at their schools: facilitator, staff developer, and resource provider. They will focus on problem solving related to analyzing school and student data to identify specific issues, activities, and resources that should be considered for enhancing the capacity of the school to accelerate the learning and achievement of students.

IPS/NUA LITERACY INTIATIVE 2001-2002

CAPACITY BUILDING AND SPECIALIZATION TO REVERSE UNDERACHIEVEMENT AND CLOSE THE GAP

BACKGROUND: EVOLUTION OF PURPOSE

In 1998 NUA was asked to assist IPS in designing a reading plan. The IPS/NUA Literacy Initiative was instituted in response to this request. This initiative is dedicated to accelerating the acquisition of cognitive skills that increase learning and literacy. Through this initiative many components have been put into place that have evolved into a "common IPS literacy culture." This culture includes:

➢ System-wide comprehensive staff development K-12 in the form of Boundary Sessions and school site visits;
➢ Leadership Academy with teachers participating from almost every school
➢ Principals Institute;
➢ Grade-by-grade objectives for what students should know and be able to do, ordered quarterly through Pacing Guides;
➢ A common set of reading texts K-8; and
➢ A framework for a "balanced" approach to literacy.

At this point in the evolution, the initiative will focus on the objectives identified on January 8, 2001 by senior IPS staff members in their document: "Framework for Action". The major goal of the "Framework for Action" was to build the capacity of every school to implement a literacy plan that reverses underachievement so that students can learn to their fullest potential. The "Framework for Action" called for every school's literacy plan to:

➢ Use data to identify student learning needs;
➢ Use the needs identified to make choices about meaningful instructional strategies and practices that accelerate students' learning and achievement in literacy;
➢ Continuously monitor instruction to ensure that student learning can be assessed and instruction adjusted to the assessed growth and needs;
➢ Adjust school-wide and classroom grouping procedures to ensure that these are formed to maximize students' opportunities to learn;
➢ Coordinate some leveling of classes so that students who are more than two to three years below grade level in reading comprehension participate in relatively small reading and ELA classes taught by outstanding teachers; and
➢ Monitor the school's growth and create vehicles for adjusting instructional programs to reflect the needs identified.

GOALS

The 2001-2002 IPS/NUA Literacy Initiative will address the "Framework for Action" through the following goals:

➢ GOAL ONE: Design a replicable process for each school to develop it's capacity to implement a literacy plan that will serve as a "Blueprint for Literacy", enabling teachers to

intensify and accelerate the learning of all students so they will surpass average achievement as indicated on standardized achievement measures.

➢ GOAL TWO: Provide high quality professional development opportunities through course offerings that allow teachers to explore personal choices of focus

➢ GOAL THREE: Ensure consistency in instructional practice and comprehensive literacy planning by ensuring that all teachers in every school have a common set of understandings and instructional strategies to increase the literacy of their students.

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STRUCTURES TO ACHIEVE GOALS
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All components are designed to address the dominant needs identified through analysis of both the CTBS and ISTEP data: comprehension (particularly inferential thinking) and use of language. These areas are strengthened when students are provided the five critical literacy experiences that develop their ability to construct and communicate meaning from the written text (reading) and with written text (writing). The IPS/NUA Literacy Initiative provides guidance in designing instruction that engages students in the five critical experiences. The five critical literacy experiences are:

• Responding to a variety of text;
• Composing: oral and written;
• Studying and mastering language patterns;
• Sustained reading of a variety of self-selected books; and
• Learning how to learn.

The five critical experiences are the basis of the goals for reading. These goals are:

• Developing and increasing students' sight vocabulary at all levels;
• Helping students acquire a repertoire of skills for figuring out unfamiliar words;
• Guiding students to focus on vocabulary and concepts;
• Developing and refining students' comprehension abilities;
• Providing a balanced reading curriculum of texts and a variety of purposes for reading; and
• Helping students acquire the habit of reading.

The five critical experiences and reading goals are developed through professional development that explores strategies that are brain-based, reflect the cultural learning patterns of the IPS students, and that support the ISTEP ELA Essential Skills. Providing these critical experiences, at all grade levels and in all schools, facilitates the district-wide instructional consistency (common literacy culture) needed to increase student learning and achievement.

SCOPE OF SERVICES

THE VANGUARD PROJECT

It is critical to recognize the reality of underachievement in IPS and provide the support necessary to reverse the cycle.

Eighteen schools have been identified to participate in the Vanguard Project. The project supports schools committed to developing their capacity to implement a schoolwide plan to reverse underachievement by supporting students to reach their full academic potential. Schools participating in the Vanguard Project are committed to implementing a "Blueprint for Literacy" that focuses all instruction and resources (programs, professional development, and organizational processes) on intensifying and accelerating the learning of all students

TECHNICAL SUPPORT AND PROFESSIONAL DEVELOPMENT SEMINARS

Vanguard schools will be supported through five centralized seminars and nine site visits. These sessions will build on the foundation developed at the summer Literacy Leaders Institute and help to institutionalize a "common literacy culture" that supports the effective use of "best practices." These "best practices" address the expectations described in the "Framework for Action" described on page 1.

The "best practices" will be the focus of the technical support and professional development seminars and follow-up site visits, which are designed to assist the schools in their commitment to implement a "Blueprint for Literacy". The sessions will guide teams to build their school's capacity to collaboratively implement the "best practices." These "best practices" reflect the *"elements"* of successful literacy schools.

The *elements* are:
1. Meaningful, relevant professional development;
2. Strong teamwork (including parents and community;
3. Effective planning, assessment, and use of data to influence instruction and Blueprint modification;
4. Knowledge and application of cutting-edge research on: culturally-centered education; closing the achievement gap and other issues pertaining to underachieving students;
5. Partnerships with other schools;
6. Administrative leadership;
7. Effective use of technology to support professional development and student learning; and
8. Effective connections: making all the pieces fit together.

   THROUGH-LINES
The following features of the Vanguard Project are identified as "through-lines" because they are given repeated emphasis from one session to the next. This repetition will serve to emphasize the

importance of these features and to help participants become more competent and confident to learn and apply these features. They are categorized by the three areas to be addressed through the Vanguard Project: technical support, professional development, and school follow-up plan for action.

Technical Support
✓ Sharing and Team-Building
Peer support is an important component to create systemic change within a school. Participants will work in school teams most of the session to develop, encourage, and facilitate working teams back at the school sites.

✓ Active Participant Involvement and Reflection
Participants will discuss and write about the activities that they are participating in. This writing will help them analyze, interpret and articulate what they are learning. They will also serve as a model of the kind of discussion they can have with their school staff to develop school-wide focus and consistency.

Professional Development
✓ Focus on Language Development
Language is an important key to good reading comprehension. All students who are poor readers would certainly benefit from mastery of language and an understanding of its appropriate use in various contexts. Studying the research on effective teachers of underachieving African-American students, we find that language development teaching models have significantly greater effectiveness when complimented by practices that are based on African-American cultural knowledge.   Each seminar will build on last year's goal of having students master use of large numbers of vocabulary words (meaning through connection to concepts, etymology and morphology) and figurative language. This goal has become a feature of the "common literacy culture" that has developed through the IPS/NUA Literacy Initiative and addresses the Indiana English Language Arts Standards in Reading and the Five Critical Literacy Experiences/Reading Goals.

Reading Standard One: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts. They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Writing Standard Six: Written Language Conventions
Students write using Standard Language conventions appropriate to the grade level (sentence structure, grammar, punctuation, capitalization, and spelling)

Writing Standard Seven: Listening and Speaking Skills, Strategies, and Applications
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English

conventions for oral speech that they are using in their writing.

✓ Intensified Accelerated Language, Writing and Vocabulary Building

Participants will explore implementing intensified instruction in language development, writing, and vocabulary using classroom-tested approaches that accelerate progress for students, especially students for whom traditional methods have failed.

✓ Assessment

Participants will engage in assessment activities to monitor their students' learning as well as the school's growth towards achieving their "Blueprint for Literacy".

School Follow-up Plan for Action (FPA)

Participants will develop an action plan during each seminar to specify the activities needed at the school site to follow-up on the *"elements"* explored during the large group sessions. The FPA will be developed in cooperation with the NUA site consultant who will also provide technical support and professional development at the school.

The focuses for site follow-up will include:

- Refinement of school focus;
- Informal assessment procedures;
- Implementation and documentation of oral and written language development strategies;
- Documentation of student and school growth; and
- Assessment of "Blueprint for Literacy."

SEMINAR ONE: REFINEMENT OF SCHOOL FOCUS

Teams collaborate on activities designed to support attainment of the *"elements"* of successful literacy schools.

TECHNICAL SUPPORT

❑ Review schools' expectations established during the summer Literacy Leaders Institute (establish goals, identify where they are, design a plan for monitoring growth towards the **elements** of successful literacy schools);
❑ Analyze school data to identify school strength and need areas and determine reasons for both;
❑ Correlate these identified strengths and needs with ISTEP to develop a way of monitoring progress;
❑ Identify students one to two years below grade level;
❑ Determine what they should know and be able to do to meet the Indiana standards;
❑ Explore methods of informal assessment to monitor student growth;
❑ Develop pre and post assessments for attaining each **element** of successful literacy schools;
❑ Design first Follow-up Plan for Action (FPA).

PROFESSIONAL DEVELOPMENT

1. Understanding the differences between excellent lessons and excellent intensified lessons for acceleration. Discuss foundation theory that supports intensified acceleration for students who are significantly behind (continued from the summer institute).

2. Mastery of a set of essential grammatical patterns of mainstream American English.
3. The power of significant vocabulary skills enhancement with low achieving readers and writers (follow-up to leadership academy work 2000-2001).
4. The power of ongoing engagement of students in knowledge-building and discussion (continued from summer institute):
   - Infusing daily opportunities for intensified lessons on students' history and culture and using this new knowledge in writing and language lessons and assignments;
   - The power of consistent engagement of students in philosophical thought in discussions and writing assignments; and
   - The power of consistent engagement of students in in-depth discussions and writing assignments regarding social issues important in their lives.

TEAM HOMEWORK-Each team implements its FPA to address:
- ❖ Data analysis to find areas of weakness and explore possible causes for the weaknesses; and
- ❖ Analyze the school's instructional programs to determine effectiveness or ineffectiveness.

CONSULTANT SITE VISITS FOLLOWING SEMINAR ONE

TECHNICAL SUPPORT
Analyze school's FPA for the following elements:
- ❖ Review data analysis and explore responsive instructional approaches (e.g. developing standard English);
- ❖ Determine correlation between these needs and those outlined in the school's AAP
- ❖ Determine where AAP adjustments are needed;
- ❑ Determine professional development to address areas of need and how it will occur;
- ❑ Identify exemplary practitioners in the area of developing standard English and design
- ❑ ways of sharing their approaches;
- ❑ Identify school materials that support the development of standard English; and
- ❑ Identify examples of student work in language development, writing and vocabulary (oral and written) to be shared at Seminar Session Two.

PROFFESSIONAL DEVELOPMENT
NUA consultant will provide professional development in topics determined at the preceding seminar session.

SEMINAR TWO: EFFECTIVE USE OF INFORMAL ASSESSMENT

TECHNICAL SUPPORT
- ❑ School teams share progress of their FPA;
- ❑ Examine student work samples to determine needs;
- ❑ Develop specific learning and teaching goals related to student's needs;
- ❑ Correlate to Indiana ELA Standards, Terra Nova, and ISTEP;
- ❑ Explore activities for informal assessment to monitor achievement of learning goals and determine instructional adjustments; and

❑ Develop FPA to address informal assessment issues.

PROFESSIONAL DEVELOPMENT

1. Mastery of a set of essential grammatical patterns of mainstream American English (continued from session #1.).
2. Contrastive analysis of features of mainstream American English with those of students' ebonics and other non-mainstream language patterns (continued from summer institute).
3. Mastery of a set of common and essential phrases used in excellent writing.
4. Accelerated mastery of core sets of powerful words (adjectives, adverbs, verbs, nouns, synonyms, subject area vocabulary) that are essential for excellent academic achievement.
5. Intensive analysis and learning of excellent written and spoken selections—their use as models and standards.

TEAM HOMEWORK -Each team implements its FPA to address:
❖ The school's process for monitoring and documenting mastery of powerful words, and the written and spoken selections presented during the seminar; and
❖ The systematic implementation of informal assessments to document student growth.

CONSULTANT SITE VISITS FOLLOWING SEMINAR TWO

TECHNICAL SUPPORT

 Analyze FPA for the following elements:
❖ School's process for monitoring and documenting mastery of powerful words, written and spoken selections; and
❖ Methods for assessing and documenting student growth.
❑ Determine where action is still needed;

PROFFESSIONAL DEVELOPMENT

NUA consultant will provide professional develop in topics determined at preceding seminar session.

SEMINAR THREE: EFFECTIVE IMPLEMENTATION OF ORAL LANGUAGE DEVELOPMENT METHODOLOGIES

TECHNICAL SUPPORT

❑ School teams share progress of their FPA;
❑ Plan distance learning session with partner school to focus on students' oral language development (e.g., recitation, debate, oral presentation of learning project). Plan should include oral documentation of powerful words essential for excellent academic achievement (adjectives, adverbs, verbs, nouns, synonyms, subject area vocabulary) and models of excellent written and spoken selections presented in the previous seminar session. It should correlate to Indiana ELA Standard Seven (Listening and Speaking), Terra Nova, and ISTEP;
❑ Plan how to address **elements** of successful literacy schools that have not yet been addressed during sharing activity; and

❑ Develop FPA to address implementation and documentation of oral language development methodologies.

PROFESSIONAL DEVELOPMENT
1. Processes for intensified student analysis and rewriting of poorly written sentences and paragraphs.
2. Mastery of spelling of necessary word lists.
3. Mastery of a set of common and essential phrases used in excellent writing (continued from session #2).
4. Review of previously introduced skills and knowledge in response to identified needs of participants (continuation from session #2).

TEAM HOMEWORK- Each team implements its FPA to address:
❖ Instructional activities in oral language development for the distance learning session.

CONSULTANT SITE VISITS FOLLOWING SEMINAR THREE

TECHNICAL SUPPORT AND PROFESSIONAL DEVELOPMENT
During these site visits the team and NUA consultant will implement the distance learning session on oral language development methods.

SEMINAR FOUR: DOCUMENTING STUDENT LANGUAGE DEVELOPMENT AND SCHOOL GROWTH

TECHNICAL SUPPORT
❑ School teams share progress of their FPA;
❑ Identify "Best Practices" that Vanguard Schools have been implementing in relation to Indiana ELA standards, Terra Nova, and ISTEP;
❑ Introduce Peer Coaching;
❑ Develop FPA to address documenting student language development and school growth, and peer coaching; and
❑ Plan "Celebration" for next session.

PROFESSIONAL DEVELOPMENT
1. Mastery of a set of essential idioms and other figures of speech.
2. Processes for intensified student analysis of peer's writing and follow-up peer coaching.
3. Review of previously introduced skills and knowledge in response to identified needs of participants.

TEAM HOMEWORK- Each team implements its FPA to address:
❖ Documenting student language development, school growth and peer coaching.
❑ Determine process for monitoring mastery of essential idioms and other figures of speech.

CONSULTANT SITE VISITS FOLLOWING SEMINAR FOUR

TECHNICAL SUPPORT
Analyze FPA for the following elements:
- ❖ Progress of documenting student language development (including mastery of essential idioms, figures of speech and powerful words), school growth and peer coaching.
- ❑ Determine where intervention is still needed.

PROFESSIONAL DEVELOPMENT
- ❑ Facilitate staff's Peer Coaching plan through professional development topics determined at preceding seminar session.

SEMINAR FIVE: ASSESSMENT OF BLUEPRINT FOR LITERACY

TECHNICAL SUPPORT
- ❑ School teams share progress of their FPA;
- ❑ Use AAP and "Blueprint for Literacy" to determine success in achieving goals;
- ❑ Identify what goals have not been addressed;
- ❑ Design Blueprint for Literacy Action Plan for next year including how each *element* of a successful literacy school will be addressed;
- ❑ Integrate action plan into AAP; and
- ❑ Celebrate through demonstration of "Vanguard Best Practices."

CONSULTANT SITE VISIT FOLLOWING SEMINAR FIVE

TECHNICAL SUPPORT
- ❑ Review "Blueprint for Literacy"Action Plan for next year.
- ❑ Determine the areas of student need that are still the weakest.
- ❑ Analyze plan to ensure that these areas are addressed in meaningful, measurable, and doable ways.
- ❑ Determine organizational arrangements necessary to support next year's plan.

PROFESSIONAL DEVELOPMENT
Follow-up on intensified accelerated language, writing and vocabulary building strategies from Seminar Four:
1. Mastery of a set of essential idioms and other figures of speech (continuation from Session #4).
2. Processes for intensified student analysis of peer's writing and follow-up peer coaching (continuation from Session #4).
3. Processes for intensified student analysis and rewriting of poorly written sentences and paragraphs (continuation from Session #3).
4. Review of previously introduced skills and knowledge in response to identified needs of participants.

NUA, 2001

LITERACY COURSES

The courses in this component are designed to create the highest level of professional development opportunities for teachers, i.e., course offering that allow teachers to explore personal choices for specialized in-depth focus of specific student learning needs. The courses target needs of underachieving students and explore strategies that enhance those factors that contribute to high achievement in literacy: constructing, communicating, and creating meaning. Each course will address several of the following literacy objectives:

analyze skills and abilities involved in language processing (phonology, word analysis, and vocabulary development)

identify strategies for accelerating understanding and use of language skills (making meaning from language patterns and thought structures)

explore the factors that affect language processing and language making (culture, language, and cognition)

analyze patterns in four literary genres to enable students to increase their confidence and competence in creative expression. in their developing

The content of the courses will assist teachers in exploring answers to these frequently asked questions:

How can I focus in on the specific needs related to language development?

How can I develop the factors that contribute to language processing and language use?

How can I assess growth in these areas and monitor their impact in reading and writing?

How can I build on the language and culture of my students to accelerate their development of academic and creative language mechanics?

EXPECTATIONS AND COURSE REQUIREMENT

Participants will engage in readings, research, and classroom applications that will assist teachers in determining how to:

❑ focus on the language/reading needs of their students;

❑ make appropriate choices of strategies to develop the skills needed; and

❑ determine the best approaches for applying these strategies.

Participants are expected to:

assess the needs of their students in the area of focus and apply strategies explored to assess progress of their students in this area of focus;

complete assignments in applying specific strategies in their own classrooms and keep a Reflection Journal to record how the strategies effect students' learning;

bring examples of their own classroom applications of the strategies (These can include student work, videos, audio, scrapbook entries, and photos. This documentation will be part of the end term project.);

Complete readings assigned by course instructor and be able to demonstrate connection of these readings to strategies shared.

COURSE TITLE: Turning Non-Achievers into Achievers
INSTRUCTOR: Dr. Deborah Corpus
GRADE LEVEL: Gr. 3-8

Many students experience underachievement because they don't know how to:
- apply use strategies that help them connect what they know (content and skills) to what they are reading;
- decode language forms in written text
- Show what they know in oral or written forms.

This course will investigate strategies and practices that help students analyze and process language to comprehend written text, examine what they know in relation to text, and develop language and organizational skills for showing comprehension both orally and in written form.

Participants will:
- explore ways to analyze language processes of decoding (ability to use context clues, word-structure clues, and letter-sound associations to determine the meanings of written words) and encoding (ability to construct and communicate meanings with words) in students
- identify needs in these areas and integrate strategies that develop these needs into reading across the content areas;
- apply practices of developing oral encoding
- explore ways to help students identify patterns in word analysis (decoding and morphology)
- Use text structures with students for analyzing language patterns in expository text, and poetry.

COURSE TITLE: Advanced Intensified Accelerated Teaching of Literacy Skills
INSTRUCTOR: Augusta Mann
GRADE LEVEL: Gr. K-5

The purpose of this course is to provide support to a group of teachers who are deeply engaged in actively studying and implementing instructional innovations designed to accelerate the mastery of critical literacy skills for the lowest performing students.

The course will meet in one of the schools of the participants. Together participants will focus on problem solving: studying and analyzing specific educational issues related to individual students, small groups of students or/and the whole class of the participating teachers. Visiting classrooms as a group, observing both classroom organization/ management and lessons by participants and course leader, then engaging in questioning, deep discussions, analysis, and idea sharing will be a major element of the course. This coaching model will also analysis of videotaped lessons by participating teachers and teachers outside the group.

Participants will be expected to complete intense assignments with reasonable time lines and strong support.

COURSE: Accelerating Confidence In Creative Writing
COURSE TITLE: The Fable, The Myth, The Legend, And The Fairy Tale: Literary Genres For Developing Creative Expression In Children

INSTRUCTOR: Dr. Evelyn Rothstein
GRADE LEVEL: Gr. 3- 6

Great writers use creative processes that allow them to move from their imaginations to the written texts that paints pictures for the reader. This process is not a mystery and when understood, builds confidence in students about their wonderful imaginations and accelerates their ability to use this imagination to create meaning through writing.

The fable, the myth, the legend, and the fairy tale (plus the folk tale which is a cross between myth and legend) form the basis for the more complex literature of short stories, novels, and drama that children will encounter as they mature. Within these four genres are elements of morality, heroism, cultural beliefs and values, and problems and solutions, expressed through magic, imagination, excitement, and creativity. Fables, myths, legends, and fairy tales deal with universal human conflicts and emotions in a format understandable to young students, preparing them to better grasp real-life issues and make connections to the historic, social, and scientific events that they will learn about in the content areas of social studies and science.

By knowing the structure of these genres, students not only learn the patterns and frameworks of "story" but develop the skills and understanding necessary to create and write their own versions of fables, myths, legends, and fairy tales as well as other literary genres.

Topics Covered:
• Defining the Genres
• Cultural Themes and Ideas Within the Genres
     Western, African, Middle Eastern, Asian, Native American
• Integration Within the Content Areas of Social Studies and Science
• Strategies for Reading Different Genres
• Models and Strategies for Writing the Four Genres
• Connections to Other Genres (Reading and Writing)
• Meeting the Literacy Standards Through the Genres

This course will be highly interactive involving the participants in reading, writing, and group discussion.
Participants will:
- analyze genre to identify patterns that strengthen creative writing
-    analyze elements and patterns of four genres and use these as creative aids for developing creative writing.
-    apply formats for moving from the imagination, to oral composition, to written text

IPS/NUA LITERACY PRACTICUM

IPS has determined that the 2001-2001 Literacy Practicum be open to teachers who have not participated in literacy staff development. This component is designed to ensure that all teachers in every school have a common set of understandings and instructional strategies to increase the literacy of their students. The goal is to facilitate school-wide consistency in instructional practice and comprehensive literacy planning to support and accelerate student achievement.

The Literacy Practicum is comprised of four Boundary Sessions. There are special considerations that will make these Boundary Sessions different from the previous years and will require some modification in the content from what was previously offered as the Year One Practicum.

The special considerations that will be addressed by NUA in designing the Boundary Sessions are categorized by three factors:

1- Although teachers may not have been official participants at the Boundary Sessions during the previous years, many have been exposed to the literacy initiative at their schools. This exposure has happened in the following ways:

a.) All schools have had site visits that many principals have opened to teachers other than those who have attended the boundary sessions.

b.) Many schools have had sessions at the school site lead by teachers in the Leadership Academy that have involved the entire faculty, including teachers who were not in the boundary sessions.

2- There are many teachers who are new to IPS, but are veteran teachers who may have participated in other types of literacy training and bring a high level of expertise.

3- Many participants will be brand new teachers with no experience in literacy training.

NUA will address these considerations in the following ways:

- There will be two consultants who will be assigned to each Boundary grade level. These consultants will be the same for all sessions to ensure consistency and planning that addresses the varied group of teachers who will be participating (i.e., those who have had exposure to NUA at their schools and those who have not).
  - The two consultants assigned to the grade level boundaries will collaborate to design the sessions so that there can be differentiation of the participants. The participants will be flexibly grouped depending on the topic to be presented. When needed the group will be divide in various ways for the optimum service, i.e., those who have been exposed to NUA and those who have not, or new teachers versus seasoned teachers.
- The Project Manager, will work closely with the consultants to ensure that content reflect what was presented in the previous years' Practicum.
- The most generative skills and knowledge covered in the previous three years of boundary levels (year one, two, and three) will be compacted into the four days the new participants will receive.

NUA, 2001
- Teachers will be guided to match the strategies presented to the standards and ISTEP.

PRACTCUM OVERVIEW
The IPS/NUA Literacy Initiative provides a program of intensive professional development that reflects the cultural and learning needs of the students while aligning with other district services and programs. The Literacy Practicum supports and compliments the newly adopted reading programs by helping teachers accelerate the learning of reading skills, increase understanding, and expand literacy, especially for students performing in the lower quartile on standardized tests.

The IPS/NUA Professional Development Literacy Practicum will provide participants with the opportunity to:
• identify the factors that motivate and support learning;
• analyze the connection between thinking, understanding and the learning process;
• create bridges between the cultural experience of the student and the skills and content to be learned and mastered;
• integrate strategies for accelerating and intensifying reading and learning;
• teach for understanding across disciplines;
• guide student self-discovery; and
• design performances to demonstrate and assess student learning.

LANGUAGUE DEVELOPMENT AND COMPREHENSION OF WRITTEN TTEXT
Underachievement of students is most evident in language development and comprehension. Both are strengthened when students are provided the five critical experiences that enable students to construct and communicate meaning form written text (reading) and with written text (writing). The goal IPS/NUA Literacy Practicum is to provide strategies and approaches that accelerate the development of cognitive skills that support learning and literacy development. The strategies are:
❑ brain-based;
❑ reflect the cultural learning patterns of IPS students;
❑ support the ISTEP English/Language Arts Essential Skills; and
❑ enable attainment of the Indiana ELA Standards.

❖ Constructing Meaning: Comprehension and Writing-As-Learning
The term "constructing meaning" refers to the process readers' use in comprehending text. The process of comprehension involves making connections between prior knowledge and the information in the text. That is, meaning is not simply gleaned from the text but is actively constructed by the thinking reader. Strategies to develop and refine this process that will be presented in the Literacy Practicum include:
▪ Concept Development
▪ Think Aloud
▪ Draw A Face
▪ Key Word Strategy

NUA, 2001
- Read-Talk-Write
- Anticipation Guides
- Paraphrasing
- List-Group-Label
- Metacognition
- Quotable Quotes
- Learning Logs
- Reasons, Causes, Results
- Thinking Maps
- Where in the World

❖ <u>Writing-To Learn and Writing -As-Learning</u>
Writing is a process that can be used to help students build meaning and develop comprehension as well as to show understanding and learning. Writing-To-Learn strategies that will be included in the Literacy Practicum are:
- Freewriting
- Learning Logs
- Notetaking
- Graphic Organizers
- Reader-Response Journals and Draw-A-Face
- Possible Sentences
- Making and Checking Predictions

Writing-As-Learning strategies include:
    Frames and Profiles
    Premises, Premises
    Interaction and Personification
    Pattern Writing (poetry)
    Thinking Maps and Expository Structure

❖ <u>Word Analysis, Sight Vocabulary, and Writing -As-Learning</u>
Students of all ages who are at beginning reading levels need to learn and master a repertoire of word analysis and sight vocabulary skills that will allow them to read fluently with understanding. The strategies for developing word analysis skills include:
    Phonemic Awareness Activities- Highly Recurring Phonic Elements
    Phonics Strategies, including "Street Phonics" (Augusta Mann)
    Repeated Readings
    Word Sorts (for phonics and sight vocabulary)
    Dolch Word List (1,000 most common words).

Writing-As-Learning strategy for word analysis is:
    Morphology Search

❖ <u>Vocabulary and Concept Development</u>
Students at all levels need to maintain and improve their ability to learn new words and

incorporate them into their listening, speaking, reading, and writing vocabularies. In addition, students need regular opportunities to develop thorough understanding of key concepts. The strategies for building vocabulary and concepts include:

> Concept Formation and Concept Attainment
> Vocabulary Notebooks
> Word Walls
> Taxonomies
> Dancing Definitions
> Analogies
> Defining Format
> "He said, She said"
> Sentence Stretchers

❖ Speaking as a Learning Tool

Speaking is another powerful tool for helping students understand the written text. By articulating ideas, students organize thoughts, formulate thoughtful responses, and make connections to personal experiences. The strategies that incorporate speaking will include:

> Think Aloud
> Think-Pair-Share
> Discussion (before and after reading)
> Draw-A-Face
> Read-Talk-Write
> Reciprocal Teaching.

THROUGH-LINES

The following features of the Practicum are identified as "throughlines" because they are given repeated emphasis from one boundary session to the next. This repetition will serve to emphasize the importance of these features and to help participants become more competent and confident in their learning and application of these features.

✓ Focus on the Five Critical Experiences and the Six District Reading Goals

As strategies are presented and practiced, participants will focus on how the strategies are related to the Critical Experiences and Reading Goals that are part of the IPS/NUA Reading Plan.

✓ Team-Building

Peer support is an important component to create systemic change within a school. Participants will work in school teams most of the day to develop, encourage, and facilitate working teams back at the school sites.

✓ Active Participant Involvement and Reflection

Strategies presented will be limited to those that are the most generative and effective. Participants will be guided through the learning and application of the strategies to ensure competence and confidence in their use. They will practice these strategies during the workshop sessions, will apply them in their own classrooms between sessions, sharing their successes with their teammates in various ways as they refine and extend their new skills. Participants will

discuss and write during the day to reflect on the activities that they are participating in and the strategies they are learning through demonstrations. These activities will help them analyze, interpret and articulate what they are learning. This will serve as a model of the kind of discussion and writing they can ask their own students to engage in to enhance learning.

Formative Assessment

Participants will have experience with formative assessment activities designed by the consultants so that they will learn to use such assessments to monitor their own learning and their students' learning as well.

✓ Intensified and Accelerated Instructional Approaches

Participants will learn how to intensify their efforts with students in specific, classroom-tested ways so that they can accelerate progress for students, especially students for whom traditional methods have failed.

PRACTICUM SESSIONS GRADES K-2

The focus of the K-2 Practicum is to help teachers provide students with strong skills in vocabulary and decoding, enabling them to read fluently with expression by the end of second grade. This will prepare them to handle the more difficult comprehension demands of textbooks and other reading materials in the upper grades. While focusing on vocabulary and decoding, teachers will also explore some of the same comprehension strategies that teachers experience in the Practicum sessions at the other grade levels. The K-2 sessions devote more time to word analysis and vocabulary skills because of the particular importance of these elements in the reading program at these grade levels and because of the need to accelerate student's learning of these skills at these grade levels.

In each session, participants will learn to work with colleagues in NUA teams, will express their questions and concerns, will engage in substantive reflection on their work, and will commit to using what they experience regularly and consistently in their own classrooms. The approach in each workshop will be to introduce strategies by means of demonstrations that engage the participants in active, brain-based learning of the sort that is most effective in producing high-performance learning.

SESSION 1 (K-2)

GOALS FOR PARTICIPANTS

Learn and practice strategies that lead to mastery of word analysis skills
Apply practical techniques to build insight and understanding of the subject
matter (in this case family)
Recognize patterns through self-discovery with oral and written language.

CONNECTIONS TO IPS READING GOALS

Build students' sight vocabularies
Help students learn a repertoire of decoding skills and strategies
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS

Participants will learn specific strategies for teaching the alphabet, consonant sounds and highly recurring phonic patterns. They will learn how to use this knowledge when teaching words from textbooks and other sources of reading vocabulary. The emphasis will be on intensive instruction for the purpose of accelerating learning. Teachers will prepare materials to use when implementing these strategies and will set high end-of-year goals for all their students with special emphasis on their low performing students.

Wholistic Phonics Approach for Accelerated Word Analysis Skill Building

Teachers use strategies that help students analyze whole words and recognize and master sound-symbol patterns in those words.

STRATEGIES: Word Analysis (Highly Recurring Phonic Elements)
Key Words for Word Analysis Practice (Street Phonics)
Phonetic Pattern Hopscotch
Chunking
Idea Books with Pictures
Poetry with Onset and Rime
Thaumatrope
Big Picture Books
Pocket Charts

SESSION 2 (K-2)

GOALS FOR PARTICIPANTS

Review and practice strategies learned in Session 1
Build Background

CONNECTIONS TO IPS READING GOALS

Build students' sight vocabularies
Help students learn a repertoire of decoding skills and strategies
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS

Participants will review and practice the strategies learned in Session 1 to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

STRATEGIES: Categorization and Concept Development (words by what they represent and phonetic patterns)
Dancing Definitions
Synonym Triplets
Adjective Recitation
Thinking Maps
Big Picture Books
Patterns in Writing

SESSION 3 (K-2)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in Sessions 1 and 2
Learn strategies for vocabulary building
Learn strategies for building comprehension and reading fluency

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies
Help students learn a repertoire of decoding skills and strategies
Focus on word meanings and concepts
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in Session 1 and 2 to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.
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Before the class session the teacher prepares a chart with the selected vocabulary and definitions in order to provide intensified practice of vocabulary for mastery.
She carefully chooses the wording for each definition for its clarity, rhythmic patterns, and applicability to the text that is being studied. This chart becomes part of the on-going collection of vocabulary charts that stay up in the classroom for the teacher and students to use in review and practice. She introduces the definition of each word with a distinctive rhythmic style. After the teacher models reading the definition in the rhythmic style, students read it with the teacher in unison.

STRATEGIES: Dancing Definitions Strategy
                      Use Of Picture Dictionaries and Glossaries
                     Thinking Maps
                     Panel Books
                     Draw-A-Face Strategy
                     Repeated Readings Strategy
                     Word Bank

 SESSION 4 (K-2)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Learn additional strategies for building comprehension

CONNECTIONS TO IPS READING GOALS

Build students' sight vocabularies
Focus on word meanings and concepts
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in Session 1-3 to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

STRATEGIES: "He said, She said"
                Punctuation Placement
                Think Aloud
                Thinking Maps
                Sentence Strips
                Read-Draw-Write

PRACTICUM SESSIONS GRADES 3-5

The focus of the 3-5 Practicum is to help teachers develop students' comprehension skills, building on a base of strong vocabulary and decoding skills. While focusing on comprehension, teachers will also be presented with some of the same vocabulary and decoding strategies that teachers learn in the Practicum sessions at the K-2 level. In the 3-5 sessions, an emphasis will include using different kinds of writing as a means of learning and as performances of understanding.

In each session, participants will learn to work with colleagues in NUA teams, will express their questions and concerns, will engage in substantive reflection on their work, and will commit to using what they learn regularly and consistently in their own classrooms. The approach in each workshop will be to introduce strategies by means of demonstrations that engage the participants in active, brain-based learning that is most effective in producing high-performance learning.

SESSION 1 (3-5)

GOALS FOR PARTICIPANTS
Examine the learning process
Learn strategies for teaching word analysis
Learn strategies for building vocabulary
Analyze existing reading programs

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings and concepts

NUA, 2001
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will learn specific strategies for teaching word analysis skills with a particular emphasis on accelerating progress for students whose reading achievement is below average. Participants will learn strategies for increasing vocabulary with a particular emphasis on the dictionary and thesaurus work as it applies to both reading and writing. Teachers will begin developing their own bank of definitions.

Participants will analyze the skills presented in their reading program and develop a correlation between these skills and the skills effective readers use (as identified during this session). This list will be shared in the following session and analyzed to identify the skills that are not addressed in their reading program.

STRATEGIES: Cueing System
                   Chunking and Word Walls
                   Taxonomies
                   Morphology Search
                   List-Group- Label

SESSION 2 (3-5)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Review of reading program correlations
Learn strategies for developing comprehension

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings and concepts
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in Session 1 to ensure their mastery of the strategies. These strategies will be analyzed for correlation to ISTEP skills.

Participants will explore the elements of folktales. They will compare and contrast their findings. They will analyze vocabulary from a folktale presented applying the Cueing System introduced the previous session. Participants will write their own folktales and design lessons using the Reading/Thinking Process Model.

STRATEGIES: Thinking Maps
                   Concept Development

NUA, 2001

>   List-Group-Label
>   Predictions
>   Defining Format
>   Metacognition
>   Quotable Quotes

SESSION 3 (3-5)

GOALS FOR PARTICIPANTS
Review and extend previously learned strategies
Learn strategies for increasing reading fluency
Learn brain-based strategies for using writing to learn

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings and concepts
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Teachers will learn specific strategies for assisting students to read with fluency, obeying punctuation and voice expression.

Teachers will learn specific strategies that will enable students to use writing as a learning strategy.

Strategies: Thinking Maps
               Anticipation Guides
               Double Entry Journals
               Read Talk Write
               Composing with Key Words
               Reasons, causes, results
               Frames and Profiles

SESSION 4 (3-5)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous session

NUA, 2001
Learn additional strategies for using writing to learn

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings and concepts
Develop and refine students' comprehension
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Participants will learn strategies for having students demonstrate their understanding through different kinds of writing before, during, and after reading.
Strategies: Learning Logs
                 One-sentence Summaries
                 Think/Pair/Share
                 Premises, Premises
                 Interactions and Personifications
                 Where in the World?

PRACTICUM SESSIONS GRADES 6-8
The focus of the 6-8 Practicum is to help teachers develop students' comprehension skills, building on a base of strong vocabulary and decoding skills in the context of the adolescent. The emphasis will be on demonstrating strategies related to adolescent development that enables students to read and learn effectively across the content areas. The latest research on brain functioning as it relates to learning. While focusing on comprehension, teachers will also be presented with some of the same vocabulary and decoding strategies that are presented in the Practicum sessions at the 3-5 level. As in the 3-5 sessions, an emphasis will be placed on using different kinds of writing as means of learning and as performances of understanding. In each session, participants will engage in activities that will provoke greater awareness of the principles of high-performance learning. They will also be encouraged to question their own teaching methods (with the intention of refining and improving them) and to think more carefully and insightfully about how they approach the teaching of their particular disciplines.

SESSION 1 (6-8)

GOALS FOR PARTICIPANTS
Learn strategies for developing vocabulary and concepts.
Learn strategies for developing comprehension

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and

strategies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will identify the language arts skills expected for student proficiency at various grade levels. They will analyze the strategies presented for the skills identified. Selected strategies for Vocabulary and Word Analysis will be included.

Participants will learn the following strategies by participating as learners in lessons the consultant teaches during this session. Participants will be given opportunities for practice with the strategies so that they will be able to use them correctly and effectively when they return to their classrooms.

STRATEGIES: Concept Development
                     Key Word Strategy
                     List-Group-Label
                     Taxonomies
                     Idioms and Figurative Language
                     Defining Format
                     Morphology Search

SESSION 2 (6-12)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous session
Learn how text structure affects comprehension
Learn strategies for developing comprehension

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Participants will explore the effects of different kinds of text structure on comprehension and will learn to recognize and teach text-structure clues that are comprehension aids.

STRATEGIES: Thinking Maps

Anticipation Guides
Dancing Definitions
Drawing to Understand
Synonym Triplet
Metacognition
Quotable Quotes
Reasons, Causes, Results

SESSION 3 (6-8)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Learn strategies for using writing as an aid to learning and comprehending

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and
strategies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their
mastery of the strategies. Reinforcement activities will be used to ensure that participants fully
understand the strategies and know how to use them correctly with students.
Participants will learn new strategies for developing comprehension of narrative and expository
material by using both reading and writing activities. Vocabulary and word analysis activities
that were introduced in Session 1 will be extended in today's session to show how to make these
ongoing focuses in the classroom.
STRATEGIES: Learning Logs
                   Read-Talk-Write
                   Cubing
                   Double-Entry Journals
                   Thinking Maps
                   Frames and Profiles
                   Premises, Premises

SESSION 4 (6-8)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Learn additional strategies for using writing as an aid to learning and comprehending
Explore learning-how-to learn skills

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Participants will add to their understanding of Writing-To-Learn strategies by learning variations on these strategies. They will learn which of these variations are best used before, during, and after reading to enhance learning. Vocabulary and word analysis activities that were introduced previously will be extended in today's session to show how to make these ongoing focuses in the classroom.

STRATEGIES: Thinking Maps,
                   Writing Predictions,
                   Marginal Notes,
                   Enhanced Notes
                   Summary Writing
                   Where in the World?
                   Interactions and Personifications

LITERACY PRACTICUM GRADES 9-12

The focus of the 9-12 Practicum is to help teachers develop students' comprehension skills that support the complex readings within the various disciplines of study.   While the strategies are the same as those presented in the grade 6-8 sessions, the emphasis will be on comprehension to support independent learning and study skill: analysis of the text patterns and word study (morphology and etymology) related to the various disciplines. Teachers will also be presented with some of the same vocabulary and decoding strategies that assist those students who are underachieving due to poor reading skills. As in the other grade levels, using different kinds of writing as means of learning and as performances of understanding will be an integral part of the Practicum.

SESSION 1 (9-12)

GOALS FOR PARTICIPANTS
Learn strategies for developing vocabulary and concepts.
Learn strategies for developing comprehension

CONNECTIONS TO IPS READING GOALS

Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies

Focus on word meanings, concepts, and comprehension

Guide students in reading across the content areas

Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS

Participants will identify the language arts skills expected for student proficiency at various grade levels. They will analyze the strategies presented for the skills identified. Selected strategies for Vocabulary and Word Analysis will be included.

Participants will learn the following strategies by participating as learners in lessons the consultant teaches during this session. Participants will be given opportunities for practice with the strategies so that they will be able to use them correctly and effectively when they return to their classrooms.

STRATEGIES: Concept Development
                Key Word Strategy
                List-Group-Label
                Taxonomies
                Idioms and Figurative Language
                Defining Format
                Morphology Search

SESSION 2 (9-12)

GOALS FOR PARTICIPANTS

Review and practice strategies learned in previous session

Learn how text structure affects comprehension

Learn strategies for developing comprehension

CONNECTIONS TO IPS READING GOALS

Build students' sight vocabularies

Focus on word meanings, concepts, and comprehension

Guide students in reading across the content areas

Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS

Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Participants will explore the effects of different kinds of text structure on comprehension and will learn to recognize and teach text-structure clues that are comprehension aids.

STRATEGIES: Thinking Maps

Anticipation Guides
Dancing Definitions
Drawing to Understand
Synonym Triplet
Metacognition
Quotable Quotes
Reasons, Causes, Results

SESSION 3 (9-12)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Learn strategies for using writing as an aid to learning and comprehending

CONNECTIONS TO IPS READING GOALS
Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS
Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.
Participants will learn new strategies for developing comprehension of narrative and expository material by using both reading and writing activities. Vocabulary and word analysis activities that were introduced in Session 1 will be extended in today's session to show how to make these ongoing focuses in the classroom.
STRATEGIES: Learning Logs
Read-Talk-Write
Cubing
Double-Entry Journals
Thinking Maps
Frames and Profiles
Premises, Premises

SESSION 4 (9-12)

GOALS FOR PARTICIPANTS
Review and practice strategies learned in previous sessions
Learn additional strategies for using writing as an aid to learning and comprehending
Explore learning-how-to learn skills

CONNECTIONS TO IPS READING GOALS

NUA, 2001

Build students' sight vocabularies and help them acquire a repertoire of decoding skills and strategies
Focus on word meanings, concepts, and comprehension
Guide students in reading across the content areas
Encourage students to acquire the habit of reading

ACTIVITIES FOR MEETING GOALS

Participants will review and practice the strategies learned in previous sessions to ensure their mastery of the strategies. Reinforcement activities will be used to ensure that participants fully understand the strategies and know how to use them correctly with students.

Participants will add to their understanding of Writing-To-Learn strategies by learning variations on these strategies. They will learn which of these variations are best used before, during, and after reading to enhance learning. Vocabulary and word analysis activities that were introduced previously will be extended in today's session to show how to make these ongoing focuses in the classroom.

Strategies: Thinking Maps,
                 Writing Predictions,
                 Marginal Notes,
                 Enhanced Notes
                 Summary Writing
                 Where in the World?
                 Interactions and Personifications

LEADERSHIP ACADEMY

This component is designed to strengthen the skills of teachers who have assumed leadership roles to support the capacity of their schools to grow as a successful literacy schools. There will be four Saturday sessions where the participants will be engaged in analyzing the *elements* of successful literacy schools and developing the skills needed to provide leadership in realizing these *elements* in their own schools. These *elements* include:
1. Meaningful, relevant professional development;
2. Strong teamwork (including parents and community)
3. Effective planning, assessment, and use of data;
4. Knowledge and application of cutting-edge research on: culturally-centered education; closing the achievement gap; and other issues pertaining to under-performing students;
5. Partnerships with other schools;
6. Administrative leadership;
7. Effective use of technology to support professional development and student learning; and
8. Making connections: making all the pieces fit together.

Supporting a school to realize these *elements* requires skills that can be categorized into three specific functions: facilitator, staff developer, and resource provider. Participants will select the function that they feel is best suited for the role they can play at their school. They will then be grouped accordingly. They will work collaboratively in these groups through a peer coaching model to develop and refine their skills. They will focus on problem solving related to analyzing school and student data to identify specific issues, activities, and resources that should be considered for enhancing the capacity of the school to accelerate the learning and achievement of students.

SESSION ONE: BRIDGING MEANINGFUL LEARNING WITH RELEVANT DATA: WHAT CAN WE DO?

Assessment, instruction, and the learning process are intricately interconnected and will be viewed from an analytical prism that allows participants to view considerations from each angle (data, instruction, and the learning process) and from a place of knowledge, meaning and purpose.

Objectives:
    To optimize the use of data to analyze school needs;
    To analyze trends to reshape what's being done;
    To bridge assessment with learning and teaching;
    To design informal assessment to monitor school growth;
    To design activities that make the leadership role meaningful, measurable, and doable

MORNING STUDY

The group will stay together for the morning:

❖ Exploring elements of successful literacy schools; and
❖ Analyzing students needs and what accelerates their growth:
> - Foundation Theory that Supports Intensified Acceleration for Students Who are Significantly Behind (continued from the Summer Institute)
> - Differentiating between Excellent Lessons and Excellent Intensified Lessons for Acceleration

❖ Developing A user-friendly attitude toward data - Exploring:
> - how testing connects to standards;
> - how teachers can design assessment to reflect what's personally meaningful;
> - how to use data to assess the learning and growth of students; and
> - how to design the instruction that will stimulate that growth.

❖ Identifying leadership roles and possible functions
Personal assessment activity for identifying goals as Leadership Academy teachers

❖ Understanding multiple types of data
> - Examining tools for collecting and sharing data
> - Expanding beyond standard data types for multiple ways of addressing individual teacher needs and school needs for augmenting student learning and achievement.

AFTERNOON PRACTICE

Team Check – In: What needs to be considered for implementation at the school?
This is facilitated role alike time. An NUA consultant will be assigned to each group (staff developer, facilitator, and resource provider). The team will analyze the implications of the morning study in relation to their roles. They will reassess what they think their professional development needs are to strengthen their effectiveness.

Peer Coaching - The Peer Coaching process will be reviewed so that team members can give collegial support to each other as they explore and demonstrate skills to strengthen their roles. This session is designed to assist the participants in identifying their individual school roles. The next several sessions depend on this process being firmly established.

Teams will assist each other in designing an action plan for how they will disseminate what they are doing so the wider school community can be brought onboard.

SESSION TWO: CHECKING WHERE WE ARE AND WHAT WE STILL CAN DO TO GROW MORE

Objectives:
> To monitor roles

To dig deeper: what has been done in the leadership role that has been significant?
To analyze individual student data and what affects achievement
To design assistance to help schools plan meaningful instruction and assessment cycles

MORNING STUDY

The group will stay together for the morning:

- ❖ Examining the cultural issues that impact student assessment - Contrastive analysis of features of mainstream American English with those of students' ebonics and other non-mainstream language patterns;
- ❖ Analyzing individual student work in writing - Identification of possible language issues.
- ❖ Correlating to Indiana ELA Standards, Terra Nova and ISTEP; and
- ❖ Sharing activities for informal assessment and skill strengthening.

AFTERNOON PRACTICE

Team Check – In: Participants will meet in role alike groups to share progress and impediments in reaching the goals for their roles. They will analyze implications of the morning study for meeting teacher needs at their schools and explore activities (professional development, lesson planning, identifying appropriate materials) that will address these needs.

Peer Coaching - Partners will meet with peer coach to practice appropriate strategies for addressing teacher needs identified related to student needs.

SESSION THREE: DOCUMENTING AND MONITORING SCHOOL PROGRESS

Objectives:

To explore various means of documenting progress towards reaching goals in language development
To plan a doable and meaningful school monitoring process of student growth

MORNING STUDY

The group will stay together for half of the morning:

- ❖ Analyzing examples of excellent written and spoken selections to be used as models for language development
- ❖ Viewing video of Distance Learning sessions on oral language from Vanguard Schools
- ❖ Analyzing student presentations for skills, needs, and correlation to ELA Standard Seven

AFTERNOON PRACTICE

Team Check – In: Participants will meet in role alike groups to share progress and impediments in reaching their goals. They will share "best practices" that have assisted their school in attaining *elements* of successful literacy schools.

Peer Coaching - Partners will meet with peer coach to plan presentation of " best practices" to the entire Academy at the next session.

SESSION FOUR: SHARING AND DOCUMENTING STUDENT AND SCHOOL GROWTH

Objectives:
    To plan design of role for next year;
    To share "best practices"

MORNING STUDY
Team Check – In: Participants will meet in role alike groups to share progress and impediments in achieving goals set for this year. They will plan possible design of role for next year.

Peer Coaching - Partners will coach each other in best practices to be shared with the entire group in the afternoon.

AFTERNOON PRACTICE
The entire group will meet together:
❖ Sharing and critiquing "best practices" each role alike group is presenting
❖ Analyzing how the best practices address student needs
❖ Identifying needs to strengthen their capacity as leaders for next year.

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