International Center for Leadership in Education

Creating a Culture of Success for ALL Students:

* **It's ALL About Instruction!**
* **What Gets Monitored Is What Gets Done!**

Dr. Sue Szachowicz

Senior Fellow, ICLE

Retired Principal, Brockton High School

SAANYS Webinar, December 15, 2015

1998	2014
Advanced+Proficient ELA – 22 % MATH – 7 %	**Advanced+Proficient** ELA – 88 % MATH – 70%
Failure ELA – 44% MATH – 75%	**Failure** ELA – 1 % MATH – 9 %

KEY QUESTION FOR YOU:

You may NOT be in such dire straits... BUT

Are you THE BEST you can be?

How about SPED? ELL? Students in poverty? Any gaps?

High Expectations in action!

It's not enough to just EXPECT MORE. High expectations alone are NOT ENOUGH!!! Students also need to build skills!

How did we change the culture of Brockton High???

Changing Culture through Literacy

❖ **Set clear expectations about WHAT we would teach the students to be able to do: LITERACY**

❖ **Taught everyone HOW to teach these skills**

❖ **Many teachers only believed when the SAW the results**

❖ **AND, we valued their work. Their instruction mattered!!!**

Here's another way to say it simply:

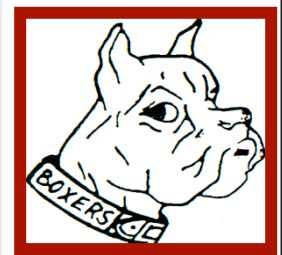**You want to improve your school?
Focus on the adults, not the kids!**

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So, how did we do this? Our turnaround: 4 Steps

1. **Empowered a Team**
2. **Focused on Literacy – Literacy for ALL, no exceptions- all means all**
3. **Implemented with fidelity and according to a plan**
4. **Monitored like crazy!**
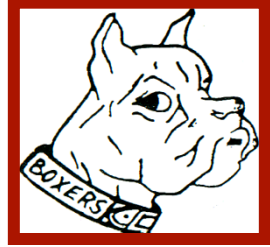
Step ONE: Empowering a Leadership Team

Restructuring Committee – our "think tank"

- Every department represented with a mix of teachers and administrators
- Balance of new teachers and veterans, new voices, and voices of experience
- Selection criteria: Trust, Communication Skills, Collaboration, Humor
- Go after people!!!

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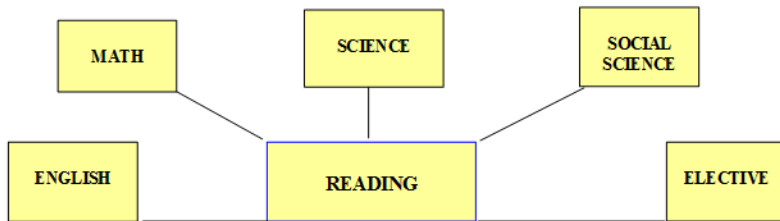
Brockton High Literacy Initiative

READING

MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · **READING** · ELECTIVE
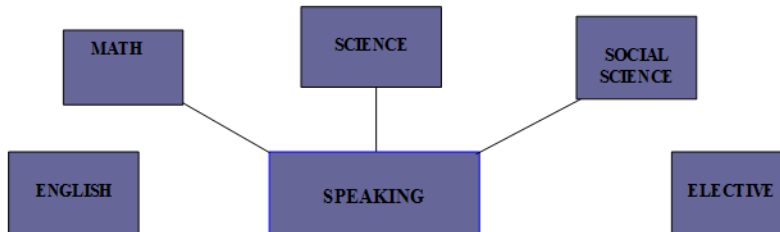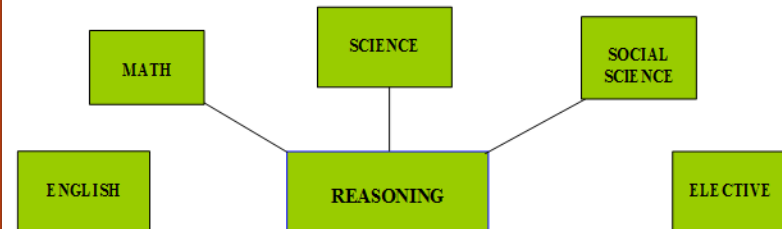
- for content (both literal and inferential)
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea of a passage
- to understand a concept and construct meaning
- to expand one's experiences

WRITING

MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · **WRITING** · ELECTIVE

- to take notes
- to explain one's thinking
- to argue a thesis and support one's thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one's findings, and report one's conclusion
- to generate a response to what one has read, viewed, or heard
- to convey one's thinking in complete sentences
- to develop an expository essay with a formal structure

SPEAKING

MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · **SPEAKING** · ELECTIVE

- to convey one's thinking in complete sentences
- to interpret a passage orally
- to debate an issue
- to participate in class discussion or a public forum
- to make an oral presentation to one's class, one's peers, one's community
- to present one's portfolio
- to respond to what one has read, viewed, or heard
- to communicate in a manner that allows one to be both heard and understood

REASONING

MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · **REASONING** · ELECTIVE

- to create, interpret and explain a table, chart or graph
- to compute, interpret and explain numbers
- to read, break down, and solve a word problem
- to interpret and present statistics that support an argument or hypothesis
- to identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- to detect the fallacy in an argument or a proof
- to explain the logic of an argument or solution
- to use analogies and/or evidence to support one's thinking
- to explain and/or interpret relationships of space and time

Step THREE: Implemented with fidelity and a plan
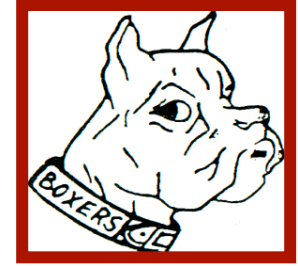
Faculty Meetings became **Literacy Workshops**
KEY = Adult Learning
Teachers teaching teachers – GOOD stuff!
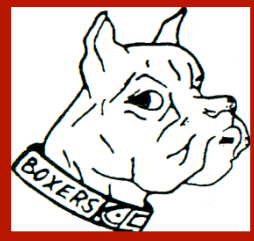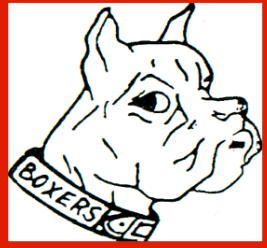
WHAT IS IT? Students must read a passage, and then write a response to a question about that passage.

WHY START WITH THAT? Easily crosses all disciplines, is authentic, and is measurable.

Students demonstrate writing skill AND understand the content.

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OPEN RESPONSE WRITING STEPS

1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.

2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).

3. ACTIVELY READ PASSAGE.

4. MAP OUT YOUR ANSWER.

5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.

6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.

7. PARAGRAPH YOUR RESPONSE.

8. REREAD AND EDIT YOUR RESPONSE.

The **student creates a map** in order to **organize** the response:

In this reading ….. (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting t thesis

Body Paragraph 3

To conclude… (connect to thesis)

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

OPEN RESPONSE ASSESSMENT

WRITER'S NAME_____   DATE_____

CONTENT	FORM	
8 • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.	**4** • Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors.	
6 • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.	**3** • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors.	**LEGIBILITY** **1** • Easy to read **0** • Difficult to read
4 • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material.	**2** • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains lapses in sentence structure that interfere with the clarity of thought.	
2 • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.	**1** • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure.	**LENGTH** **1** • Sufficient **0** • Insufficient
0 • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content.	**0** • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure.	

Evaluated by: Self   Peer   Teacher   (Circle One)

Comments:

SCORING
13-14 = Advanced
11-12 = Proficient
8-10 = Needs Improvement
0-7 = Failing

Success by DESIGN, not by chance!

The Open Response calendar of implementation:

Nov 2-6: Social Science, Social Sci Biling.

Nov 30-Dec 4: Wellness, JROTC

Dec 14-18: Science, Science Bilingual

Jan 11-15:   Business, Tech, & Career Ed.

Jan 25-29:   Math, Math Bilingual

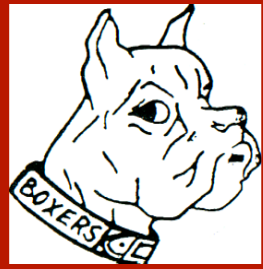Feb 22-26:   Foreign Lang, Special Ed

Mar. 7-11:   English, ESL, Guidance

Mar 20-24:   Family &Cons. Sci, ProjGrads

Apr 5-9:   Music, Art

The key:

We infused literacy skills into EVERY area rather than doubling up on English and [reading] classes. The content provides the context.

Much more on this later!

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Step FOUR: Monitored like crazy!!!

BOXERS

What gets monitored is what gets done!

- Monitoring the work of the students (and college-ready work)

- Monitoring the implementation by the faculty (walkthroughs, evals)

Much more on this later!

Remember

It's about the adults, not the kids!

We taught ourselves to teach these literacy skills to the students.

And we will ALL do it THIS WAY!

By doing this we gave our students powerful THINKING ROUTINES!

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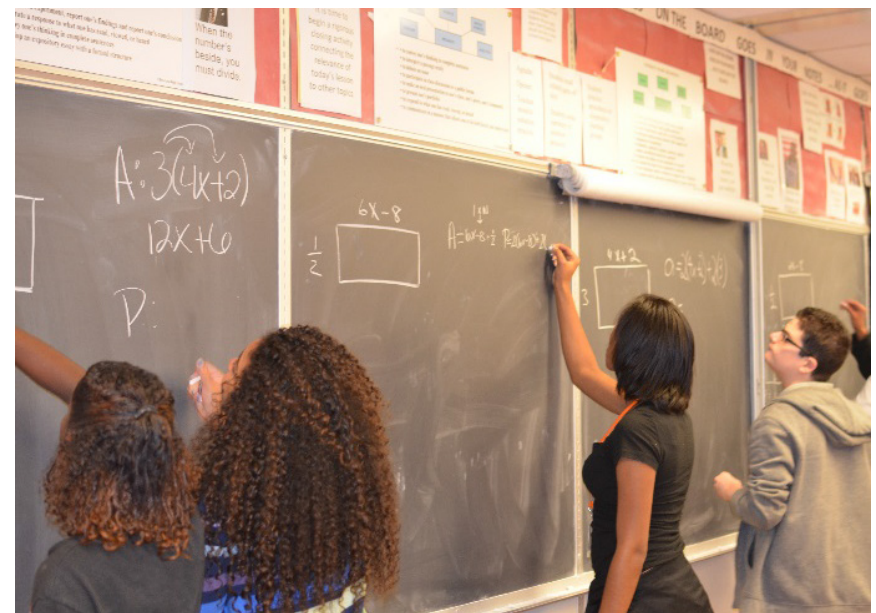
PBS show *Need to Know* produced a 13 minute documentary about Brockton High. Here's the link to the segment:

https://www.youtube.com/watch?v=zONaQeAMFMc

Implementing these four steps required one more important component: LEADERSHIP!!!

Principles of Leadership for School Improvement
(This is "walk a mile in my shoes" leadership advice.)

My definition of Leadership

Leadership is getting people to do what they need to do, but they either can't or won't.

And remember

Leadership is NOT only about position. It is a disposition to take action. Teacher leadership matters – A LOT!!!

1. The SCHOOL is the center of the change process!

If you are school based:	If you are Central Office based:
You CAN do a lot in your own school. You can't just blame Central. We have the kids for 6-7 hours a day. Are you making THE MOST of that time???	Remember what it was like to be in the school! You need to let the school focus. Please do NOT invoke the "Flavor of the Month" initiatives. If you try to do too much, nothing gets done.

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1. **The SCHOOL is the center of the change process!**

2. **Figure out what you CAN control and what you CAN'T control. Go after what you CAN control, and that's more than we sometimes think!**

Figure Out What You CAN and CAN'T Control

Principle #2
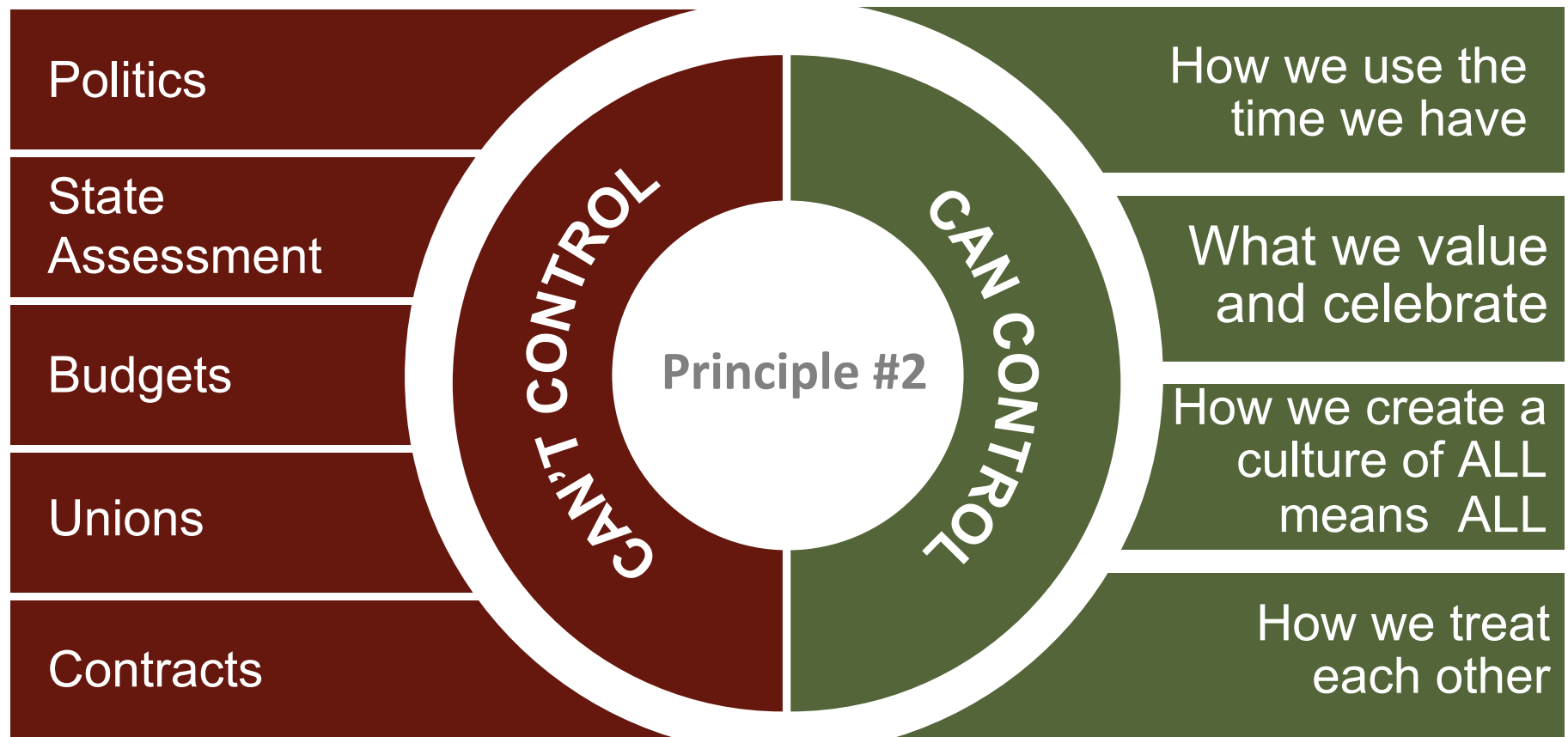
CAN'T CONTROL		CAN CONTROL
Politics		How we use the time we have
State Assessment	Principle #2	What we value and celebrate
Budgets		How we create a culture of ALL means ALL
Unions		How we treat each other
Contracts		

International Center for Leadership in Education

1. **The SCHOOL is the center of the change process!**

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3. **It takes a TEAM!**

Why Team?

"If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time." Patrick Lencioni

Brockton High's Restructuring Committee: a true think tank!
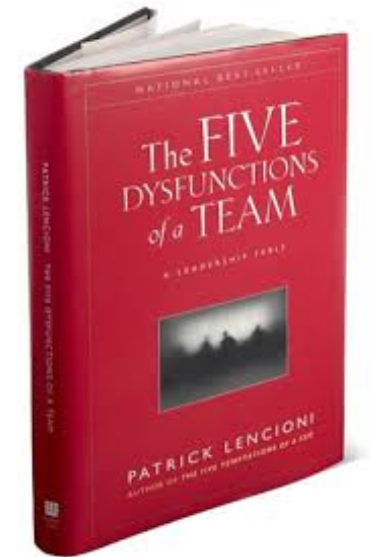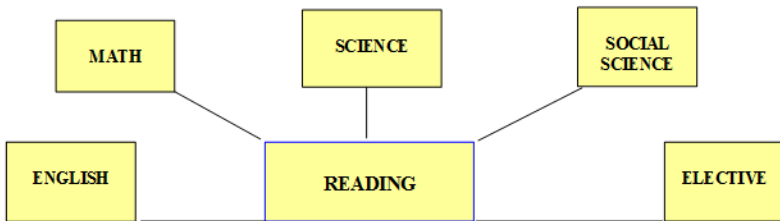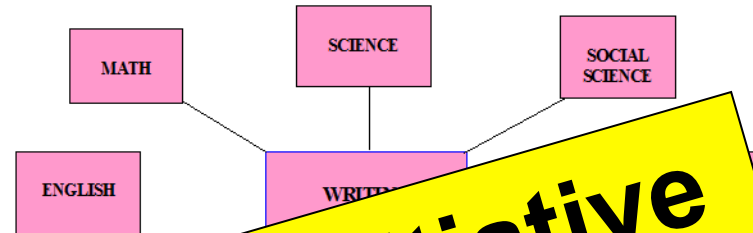
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4. FOCUS FOCUS FOCUS: Determine what your students need and be relentless! Suggestion - Literacy for ALL!!!

Brockton High Literacy Initiative

READING
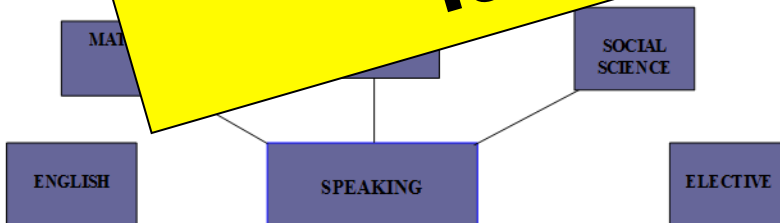(MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · ELECTIVE)

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- to determine th[...]
- to [...]
- to e[...]

WRITING
(MATH · SCIENCE · SOCIAL SCIENCE · ENGLISH · ELECTIVE)

- [...] findings, and report one's conclusion
- [...] that one has read, viewed, or heard
- [...] thinking in complete sentences
- [...] develop an expository essay with a formal structure

SPEAKING
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More on our Literacy Initiative later in this webinar

1. **The SCHOOL is the center of the change process!**

2. **Figure out what you CAN control and what you CAN'T control. Go after what you CAN control, and that's more than we sometimes think!**

3. **It takes a TEAM!**

4. **FOCUS FOCUS FOCUS: Determine what your students need and be relentless! Suggestion - Literacy for ALL!!!**

5. **Communication matters – everyone needs to know the message!**

Communication Matters!

In ONE sentence, write the focus/ mission/purpose of your school as you would define it.

Would the following stakeholders answer this question in the same way?

Stakeholder	Yes	No
Faculty		
Students		
Parents		
Community		

6. It's about Instruction! The key to school improvement is adult learning.

Quality of Instruction

"The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction."
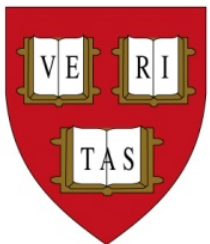
The Achievement Gap Initiative At Harvard University
Toward Excellence with Equity
Conference Report **by Ronald F. Ferguson,** Faculty Director

International Center for
Leadership in Education

Specific examples of implementing the Literacy Workshops, including sample workshop scripts that you can use, coming up next!

6. It's about Instruction! The key to school improvement is adult learning.

7. What gets monitored is what gets done!

Further examples of monitoring the Literacy Initiative coming today after the break.

6. It's about Instruction! The key to school improvement is adult learning.

7. What gets monitored is what gets done!

8. Taking on the resistance – directly!

Regarding Resistance:

❖ Engaging faculty helps with buy-in, BUT

❖ You can't wait for everyone to buy-in; you must move ahead with your agenda

❖ There WILL be resistance, BUT

❖ Not all resisters are negative

❖ You must confront the resistance directly and MOST IMPORTANTLY

❖ Your leadership matters – A LOT!!!

Some suggestions and specific strategies for dealing with resistance in the January 12 webinar

6. It's about Instruction! The key to school improvement is adult learning.

7. What gets monitored is what gets done!

8. Take on the resistance – directly!

9. Celebrate and publicize your successes! We need to tell our own story.

More ideas for engaging the parents and the community in the January 12 webinar

6. It's about Instruction! The key to school improvement is adult learning.

7. What gets monitored is what gets done!

8. Take on the resistance – directly!

9. Celebrate and publicize your successes! We need to tell our own story.

10. HUMOR HUMOR! We have to laugh every day. After all, you must can't make this stuff up!

Two ways to improve a school:

1. **Get better teachers**

2. **Improve the ones you have**

What Great Principals Do Differently by Todd Whitaker

It's about teaching, stupid...

Mike Schmoker, Results Now

International Center for
Leadership in Education

"…the single greatest determinant of learning is not socioeconomic factors or funding levels. It is instruction."

Results Now by Mike Schmoker

"The single most influential component of an effective school is the individual teachers within the school."
Robert Marzano

"…teaching had 6 to 10 times as much impact on achievement as all other factors combined…"

Results Now by Mike Schmoker

It's About Instruction – For the Adults

The key to Brockton High's improvement had nothing to do with the students. It was about adult learning.

Two types of Literacy Workshops:

1. **School wide calendar implementation**
2. **Teacher "Toolbox Strategies"**

Two types of Literacy Workshops

School wide calendar implementation:
Everyone implements as assigned.
Benefits:

- Highlights the school's focus
- Provides consistent process of instruction
- Ensures students receive repeated, deliberate practice of the target skill.
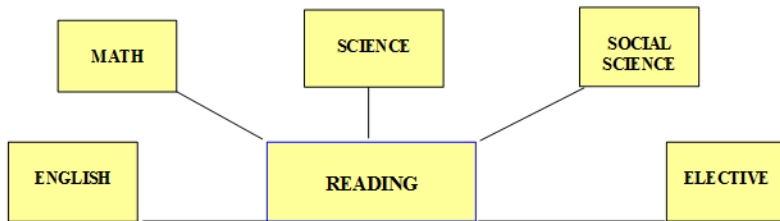
Two types of Literacy Workshops

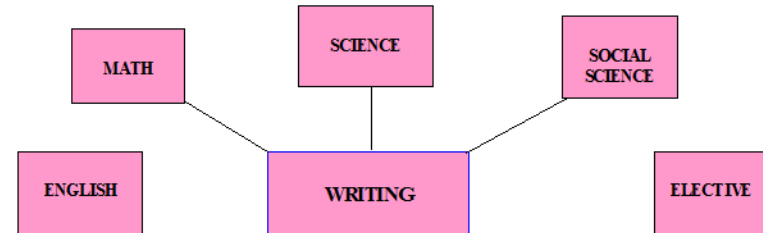**Teacher Toolbox Strategies:** Calendar NOT required. Should be used consistently in class by all teachers. Benefits:

- Research based strategies taught to all teachers – "How to"
- Improves instruction across the school
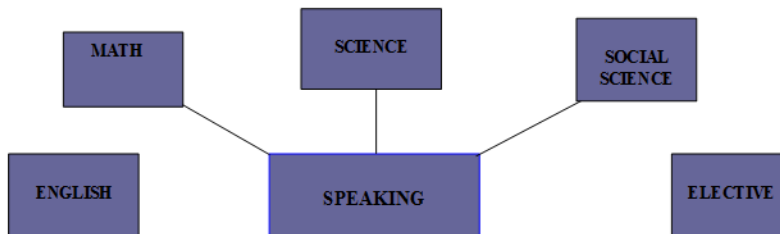- Colleague-to-colleague sharing of best practices

Brockton High Literacy Initiative

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MATH · SCIENCE · SOCIAL SCIENCE
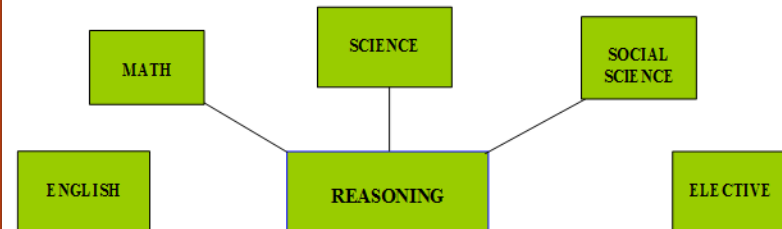
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Reminders… Here's how we implemented school wide

1. Restructuring Committee targets the skill, based on our data, then writes a training script. The key is teaching the teachers HOW to teach it to the kids – We ALL do it "this way."

2. Teachers are trained in the Literacy Workshops. Restructuring members are the trainers, we model the technique.

3. A calendar of implementation is developed.

4. Teachers use their content as the context to teach the students the targeted literacy skill.

The Value of Scripting

When we all get the same message delivered the same way

1. **Collaboration is easier**
2. **Shared responsibility**
3. **Students learn the expectations and do not have guess at what the teacher wants**
4. **Results oriented**
5. **Monitoring and revisions are targeted**
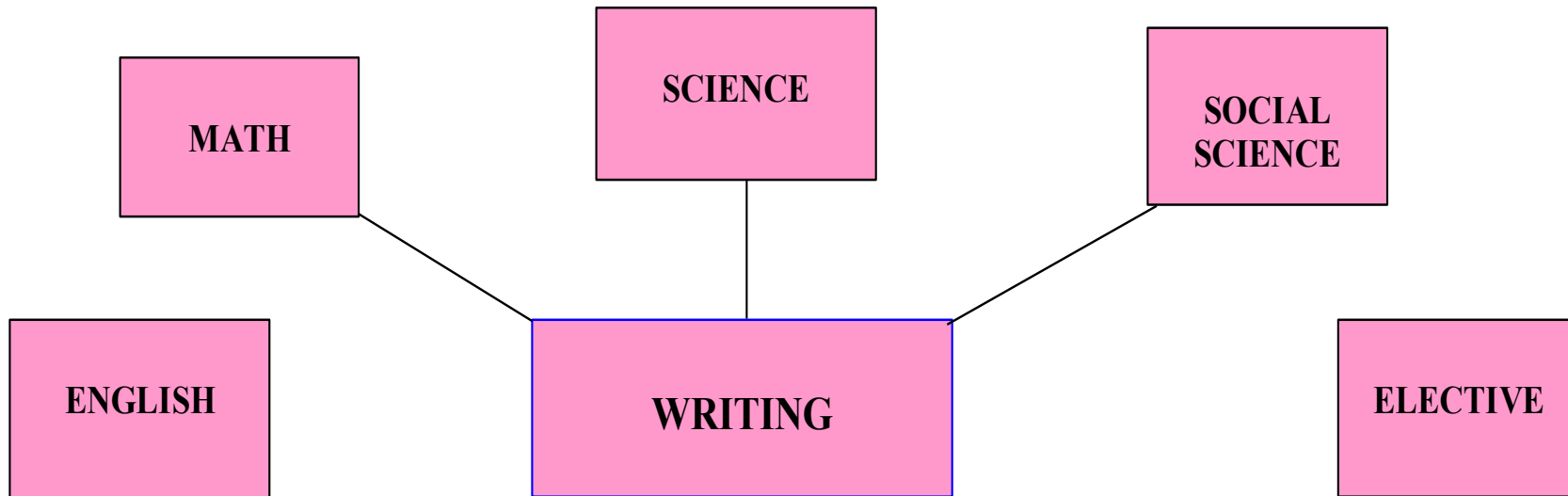
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Two types of Literacy Workshops:

1. **School wide calendar implementation**
2. **Teacher "Toolbox Strategies"**

Active Reading/
Open Response Writing

Why are we here?

➢ **To improve students' performance on state assessments.**

BUT, it's not just about test taking…

➢ **To provide students with skills that will help them succeed in their classes, in college, and in their lives beyond school.**

OUR AGENDA

1. Active Reading Strategies
2. Open Response Writing Steps
3. Using the Rubric
4. The Implementation Process

Let's Begin: Active Reading

"Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster."

Doug Lemov, *Teach Like a Champion*

The first step in teaching the students to write well is to teach them how to actively read the text and the question being asked.

Determining the purpose for reading

Carefully reading and analyzing the question helps the student determine <u>the purpose</u> for reading.

Active Reading Strategies

1. Read the question.

2. a. Circle key direction verbs.
   ➢ For example – write, draw, explain, compare, show, copy

   b. Underline important information.
   ➢ Often there is information in a question that is irrelevant to finding the answer.

3. In your own words, write what the question is asking you to do.

4. Develop your plan/Answer the question.

Dr. Dorothy Height has devoted over 70 years of her life to the struggle for civil rights. She is the chair and president emerita of the National Council of Negro Women and the recipient of the Congressional Gold Medal and the Presidential Medal of Freedom

OPEN WIDE THE FREEDOM GATES

by Dorothy Height

When I was fifteen, I won the Western Pennsylvania High School Impromptu Speech Contest. That meant I would participate in the state finals. They were to be held in Harrisburg, Pennsylvania's capital.

My Latin teacher, Mary Mohr, and the principal, Mr. Straitiff, kindly said they would drive me to Harrisburg. W[...]
had made fo[...]
Dorothy, jus[...]

Wh[...]
few minutes[...]
person, but s[...]
nibble in a p[...]
her lip, and [...]
cannot stay [...]
nibbled for a[...]
we also have[...]
he was as re[...]

I remember[...]
worry. We s[...]
crackers, an[...]
what we did[...]

There were seventeen students in the contest, and I drew position number 17. I would be last, which was both good and bad. It was good because I would be fresh in the judges' minds when they made their decision. But it was terrifying because I would have to wait forever to get my assignment. Each contestant drew the subject only ten minutes before going onstage. Until then, they were kept closeted while others were speaking, leaving plenty of time for anxiety. While I waited, I did some exercises a teacher had taught me to make me relax. Finally the time came to draw my subject: the Kellogg-Briand Peace Pact, a treaty among sixty nations, signed in August 1928, which called for the renunciation of war as an instrument of national policy.

Ten minutes later I stepped out onto the stage. I saw two or three thousand people in the audience but only one other person of color—a janitor, standing way in the back by an exit door. He smiled at me.

I had been struck by the assessment of the League of Nations by Aristide Briand, the French statesman who had been one of the key negotiators of the treaty. He argued that it was not the official structure of peace that was important. He said the world could not rely on any machinery to bring peace; machinery was needed to facilitate the process, but peace would come only when people truly wanted it.

I said that I believed that peace would come in the hearts of all people someday, but it would take time. I recalled that two thousand years before, the message of peace had been brought to the world, but there was not room at the inn for the messenger, who was turned away at his birth. His parents were turned away at the inn, just as my principal and teacher had been turned away that afternoon at the Harrisburg Hotel because I was with them and I was a Negro. "But the people at the hotel who turned us [...]

they were responsible for me. They shared my humiliation. And they shared the glory that came with winning.

Let's go through this process together

We will complete the first three steps of the
Active Reading Strategies.

1. Read the question, prompt, or directions.
2. Circle and Underline the question, prompt, or
    directions

    Circle key direction verbs.

    (for example; discuss, contrast, explain)

    Underline important information

3. In your own words, write what the question,
    prompt, or directions ask you to do.

Let's go through this process together of actively reading the question:

Describe the **contrasting experiences Dorothy has on the day of the speech contest. Support your answer with relevant and specific details from the excerpt.**

For example:

The contrasting experiences Dorothy has on the day of the speech contest are _____, _____, and _____.

NOTE: This is an important tool to help the students focus their purpose for reading and begin their writing process

Now it is time to read the text

Please actively read the text making text annotations (underline, circle, make notes in the margin) that are focused on responding to the question.

(Note: Focusing students on reading to respond to the question allows students to read without getting bogged down or distracted by details that are irrelevant.)

Remember there are 4 STEPS to Active Reading

1. Read the question, prompt, or directions.
2. Circle and Underline the question

   Circle key direction verbs.

   (for example; discuss, contrast, explain)

   Underline important information

   (often there is irrelevant information)
3. In your own words, write what the question, prompt, or directions ask you to do.
4. **Develop your PLAN to answer the question, prompt or directions.**

OPEN RESPONSE WRITING STEPS

1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.

2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).

3. ACTIVELY READ PASSAGE.

4. MAP OUT YOUR ANSWER.

5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.

6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.

7. PARAGRAPH YOUR RESPONSE.

8. REREAD AND EDIT YOUR RESPONSE.

The **student creates a map** in order to **organize** the response:

In this reading ….. (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting t thesis

Body Paragraph 3

To conclude… (connect to thesis)

Next step: Writing the Response

To help your students to write a strong and fully developed Open Response, you may want to use a template we have developed.

OPEN RESPONSE STRUCTURE

Write a **THESIS STATEMENT** that uses *KEY WORDS* from the question.

Write a **TRANSITION** using *KEY WORDS* from the **THESIS STATEMENT** to introduce your **first EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses *KEY WORDS* from the **THESIS** to **CONNECT** it to the **EXAMPLE** .

Write a **TRANSITION** using *KEY WORDS* from the **THESIS STATEMENT** to introduce your **second EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses *KEY WORDS* from the **THESIS** and **CONNECTS** it to the **EXAMPLE** .

Write a **TRANSITION** using *KEY WORDS* from the **THESIS STATEMENT** to introduce your **third EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses *KEY WORDS* from the **THESIS** and **CONNECTS** it to the **EXAMPLE.**

Write a **CONCLUDING STATEMENT** that repeats the **THESIS** and *KEY WORDS* from the question.

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

OPEN RESPONSE ASSESSMENT

WRITER'S NAME_____ DATE_____

CONTENT	FORM	
8 • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.	**4** • Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors.	
6 • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.	**3** • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors.	**LEGIBILITY** **1** • Easy to read **0** • Difficult to read
4 • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material.	**2** • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains lapses in sentence structure that interfere with the clarity of thought.	
2 • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.	**1** • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure.	**LENGTH** **1** • Sufficient **0** • Insufficient
0 • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content.	**0** • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure.	

Evaluated by: Self   Peer   Teacher   (Circle One)

Comments:

SCORING
13-14 = Advanced
11-12 = Proficient
8-10 = Needs Improvement
0-7 = Failing

Suggestions for Follow Up Lessons

➢ Present the class two or three representative student samples showing a high, middle, and low level response (names omitted, of course).

➢ Use the rubric to have students score these papers so that everyone sees and agrees upon the criteria.

➢ After that, you could use the rubric to score the papers yourself, or you could pair the students and have them score each others' papers using the rubric.

➢ Students can see what a good paper looks like and do a self- assessment on ways that they can improve their own papers..

Recap/Next Steps

- You will be receiving a calendar of implementation
- Select an appropriate reading passage that supports the content that you are teaching that day/week, challenges the students – it needs to be rigorous!
- Develop a challenging question based on that reading. Remember do NOT simply ask for a summary – make them THINK!
- Explain to the students why you are doing this lesson and why it will help them. WRITING MATTERS! WRITING IS THINKING!
- Be very directive teaching the process. DO NOT SKIP ANY STEPS!

From *Talent is Overrated* by Geoff Colvin

"The factor that seems to explain the most about great performance is something the researchers call deliberate practice… Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance."

THANK YOU!!!
YOU WILL MAKE A DIFFERENCE!!!

Here's the script that the presenters received so that the presentation was consistent:
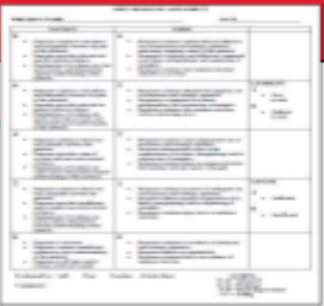
Active Reading/Open Response Writing Workshop

Slide #	Power Point Slide	Script	Time
1	**Active Reading/ Open Response Writing** **Why are we here?** ➢ To improve students' performance on state assessments. *BUT, it's not just about test taking…* ➢ To provide students with skills that will help them succeed in their classes, in college, and in their lives beyond school.	Welcome everyone to this training on Active Reading and Open Response Writing, and then read slide	30 sec
2	**OUR AGENDA** 1. Active Reading Strategies 2. Open Response Writing Steps 3. Using the Rubric 4. The Implementation Process	Read Slide	30 sec
3	**Let's Begin: Active Reading** *"Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster."* **Doug Lemov, Teach Like a Champion** The first step in teaching the students to write well is to teach them how to actively read the text and the question being asked.	Read Slide	1min

4	**Determining the purpose for reading** Carefully reading and analyzing the question helps the student determine the purpose for reading.	Read slide	30 sec
5	**Active Reading Strategies** 1. Read the question. 2. a. Circle key direction verbs. ➤ For example – write, draw, explain, compare, show, copy b. Underline important information. ➤ Often there is information in a question that is irrelevant to finding the answer. 3. In your own words, write what the question is asking you to do. 4. Develop your plan/Answer the question.	Hand out Active Reading Strategies steps and review the steps briefly.	2 min
6	**Let's go through this process together** We will complete the first three steps of the Active Reading Strategies. 1. Read the question, prompt, or directions. 2. Circle and Underline the question, prompt, or directions Circle key direction verbs. (for example; discuss, contrast, explain) Underline important information 3. In your own words, write what the question, prompt, or directions ask you to do.	Hand out the reading/question. (For the high school, use Chasing Tornadoes , the question is on the bottom of the handout). Now follow the steps on the slide with the participants: 1. Read the question aloud 2. Ask the participants to circle the direction verbs and underline important information IN THE PROMPT. 3. Now ask what they circled and underlined – BRIEFLY 4. Now give the participants a couple of minutes to do STEP 3 – Explain in their own words what the question is asking them to do. 5. Now ask participants to share their responses and remind them that this is their purpose for reading.	5 min

7	**Now, let's flip the question** For example: The frustrations and rewards Bluestein has experienced as a tornado chaser are_____. _____, and _____. NOTE: This is an important tool to help the students focus their purpose for reading and begin their writing process	Say to participants: *This is the transition from reading and analyzing the question to beginning the writing process. As you are teaching this to your students, it is important to model how this is done. So using the reading we have provided, we would say...* THEN READ SLIDE	3 min
8	**Now it is time to read the text** **Please actively read the text making text annotations (underline, circle, make notes in the margin) that are focused on responding to the question.** *(Note: Focusing students on reading to respond to the question allows students to read without getting bogged down or distracted by details that are irrelevant.)*	Read slide. Then give participants 7 minutes to actively read the text.	7 min

9	**Remember there are 4 STEPS to Active Reading**
	
	1. Read the question, prompt, or directions.
	2. Circle and Underline the question
	   Circle key direction verbs.
	   (for example, discuss, contrast, explain)
	   Underline important information
	   (often there is irrelevant information)
	3. In your own words, write what the question, prompt, or directions ask you to do.
	4. Develop your PLAN to answer the question, prompt or directions.
		Say to participants, "Remember, there are four steps to active reading. Now it is time to develop the plan to answer the question, Step 4."	2 min

|			
10	**OPEN RESPONSE WRITING STEPS** 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS. 2. RESTATE QUESTION AS THESIS (LEAVING BLANKS). 3. ACTIVELY READ PASSAGE. 4. MAP OUT YOUR ANSWER. 5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE. 6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE. 7. PARAGRAPH YOUR RESPONSE. 8. REREAD AND EDIT YOUR RESPONSE.	Say to participants *"But first, we want to explain how this connects to the writing. Let's take a look at the Open Response Writing Steps and see where we are at this point. We have already completed numbers 1, 2, and 3 having actively read the question, understanding what the question is asking, and actively reading the passage. So now, our next step is to map out our answer."*	1 min
11	The student creates a map in order to organize the response: In this reading ..... (look at the flipped question and restate by filling in the blanks) To conclude... (connect to thesis)	Hand out the blank mapping template to the participants. Give them five minutes to fill in their map.	5 min
12	Next step: Writing the Response To help your students to write a strong and fully developed Open Response, you may want to use a template we have developed.	Say to the participants, *"This is the point that students would be given the appropriate time to thoughtfully write their open response. For the sake of time in this workshop, we will not have you actually complete the writing process. However, we would like to provide you with an Open Response Writing Structure that you can share with your students to help them write strong and fully developed Open Responses."* **DISTRIBUTE THE OPEN RESPONSE STRUCTURE HANDOUT**	2 min

| 13	**Final Step: The Rubric** This rubric provides the students with the criteria upon which they will be assessed.	HAND OUT THE RUBRIC and say to the participants, *"We are providing you with a rubric that details the criteria upon which the students should be assessed. Please note that both content and form are part of the assessment criteria. Students should be provided with the rubric and an explanation of its use prior to beginning the writing process. We are also providing you with a guideline on how to introduce the rubric to your students."* DISTRIBUTE *THE APPROACH TO INTRODUCING THE RUBRIC TO THE STUDENTS* HANDOUT and review briefly.	5 min
14	**Suggestions for Follow Up Lessons** ➢ Present the class two or three representative student samples showing a high, middle, and low level response (names omitted, of course). ➢ Use the rubric to have students score these papers so that everyone sees and agrees upon the criteria. ➢ After that, you could use the rubric to score the papers yourself, or you could pair the students and have them score each others' papers using the rubric. ➢ Students can see what a good paper looks like and do a self-assessment on ways that they can improve their own papers.	**READ SLIDE**	2 min
15	**Recap/Next Steps** • You will be receiving a calendar of implementation • Select an appropriate reading passage that supports the content that you are teaching that day/week, challenges the students – it needs to be rigorous! • Develop a challenging question based on that reading. Remember do NOT simply ask for a summary – make them THINK! • Explain to the students why you are doing this lesson and why it will help them. WRITING MATTERS! WRITING IS THINKING! • Be very directive teaching the process. DO NOT SKIP ANY STEPS!	**READ SLIDE**	2 min
16	**From *Talent is Overrated* by Geoff Colvin** "The factor that seems to explain the most about great performance is something the researchers call deliberate practice... Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance." **THANK YOU!!! WE WILL MAKE A DIFFERENCE!!!**	**READ SLIDE AND** *Thank you, thank you!!!*	30 sec

Total Time = Approx. 40 min

Another example of a teacher developed and led workshop (a School wide calendar implementation): GRAPHING ACROSS THE CURRICULUM

NOTE: This was the first math related workshop we did.
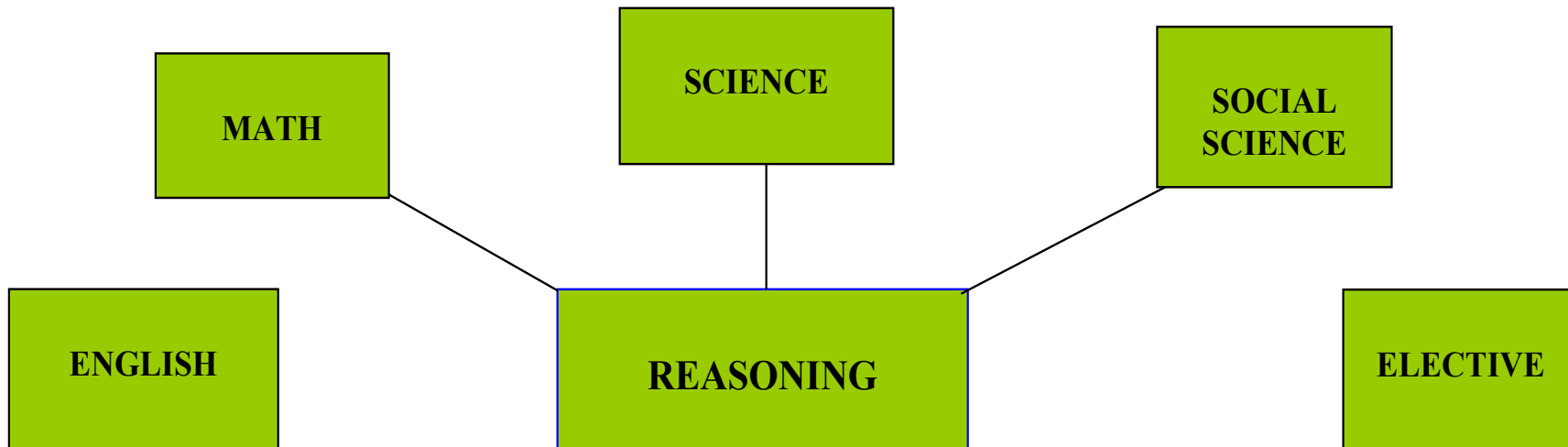
- to create, interpret and explain a table, chart or graph
- to compute, interpret and explain numbers
- to read, break down, and solve a word problem
- to interpret and present statistics that support an argument or hypothesis
- to identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- to detect the fallacy in an argument or a proof
- to explain the logic of an argument or solution
- to use analogies and/or evidence to support one's thinking
- to explain and/or interpret relationships of space and time

Literacy Workshop: Graphing Across the Curriculum Reading, Analyzing, and Interpreting Graphs
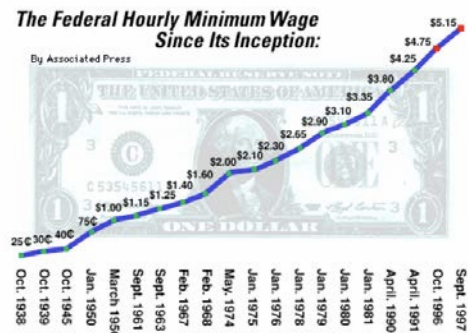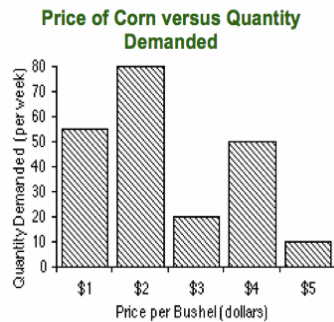
Today's Agenda:

- ➢ Opener
- ➢ Review Bar Graphs, Pie/Circle Graphs, and Line Graphs
- ➢ Model a process for students to read, analyze and/or interpret a graph
- ➢ Practice this skill
- ➢ Next steps
- ➢ Closer

Opener: Everybody Writes

We all use graphs, charts, tables and other visual representations of information all the time. Think about a recent occasion, not when teaching your classes, that you found yourself using a graph, chart, or table and take two minutes to write about what this was about and how you were using it.

Let's share a few of your examples:

Literacy in Reasoning:
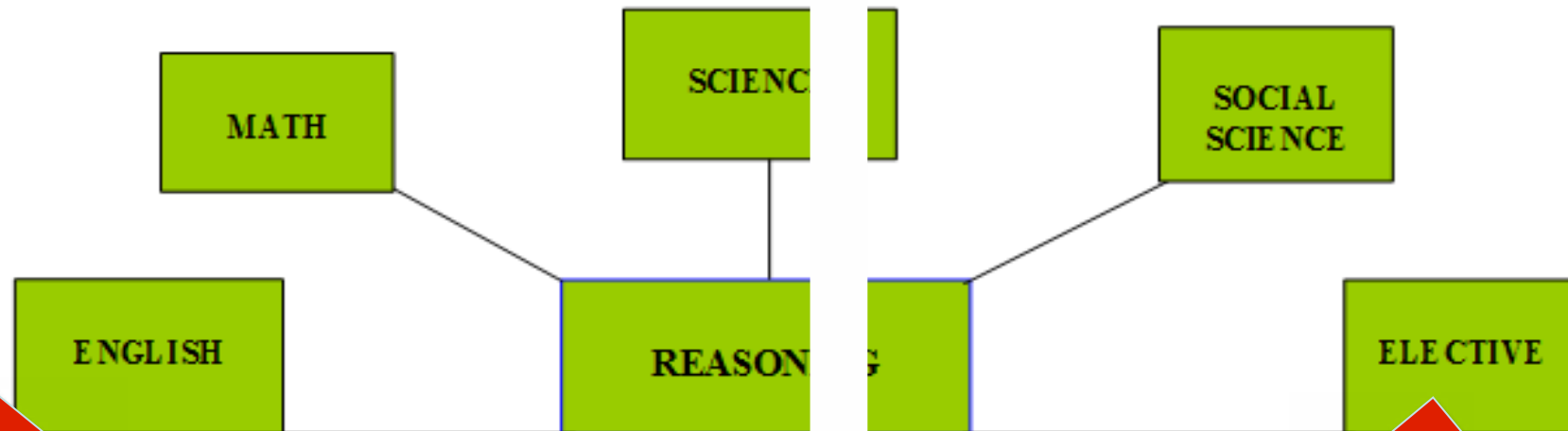
MATH	SCIENC		SOCIAL SCIENCE
ENGLISH	REASON G		ELECTIVE

- to create, interpret and explain a ble, chart or graph
- to compute, interpret and explain umbers
- to read, break down, and solve a ord problem
- to interpret and present statistics hat support an argument or hypothesis
- to identify a pattern, explain a pa ern, and/or make a prediction based on a pattern
- to detect the fallacy in an argume t or a proof
- to explain the logic of an argumer or solution
- to use analogies and/or evidence t support one's thinking
- to explain and/or interpret relatic ships of space and time

Purpose of BAR GRAPHS:

What is a BAR GRAPH:

A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. This type of display allows us to:
*compare groups of data,
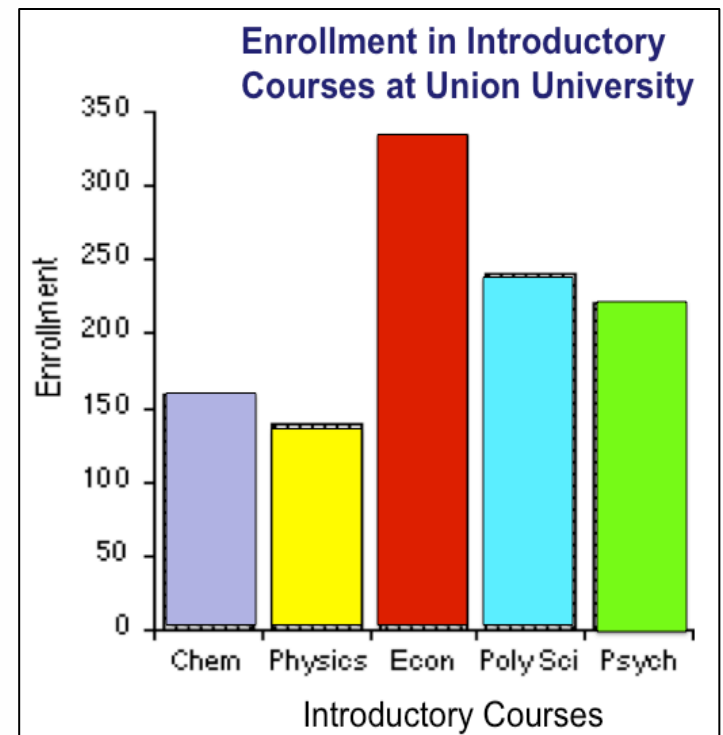*make generalizations about the data quickly.
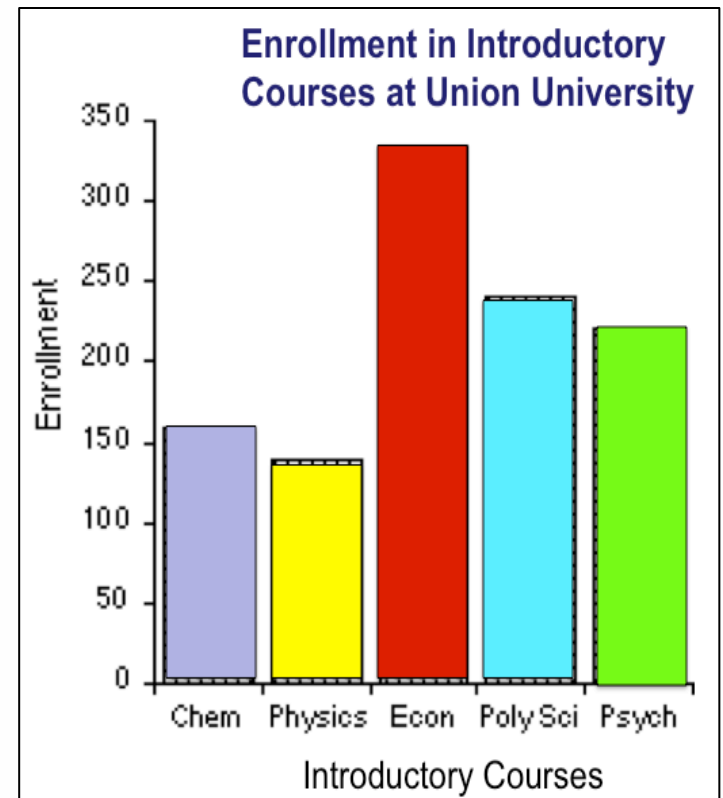
Let's review the parts of BAR GRAPHS

Parts of BAR GRAPHS:

First, a quick review for you. There are six components of a BAR GRAPH:

*Graph Title
*Axes and their Labels
*Grouped Data Axis
*Frequency Data Axis
*Axes Scale
*Bars

Enrollment in Introductory Courses at Union University

Let's look at each of these:

Parts of BAR GRAPHS:

Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph.

Axes and their Labels-- Each graph has two axes. The axes labels tell us what information is presented on each axis. One axis represents data groups; the other represents the amounts or frequency of data groups.

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Enrollment

350
250
200
150
100
50
0

Chem   Physics   Econ   Poly Sci   Psych

Introductory Courses

Parts of BAR GRAPHS (cont):

Grouped Data Axis--The grouped data axis is always at the base of the bars. This axis displays the type of data being graphed.

Enrollment in Introductory Courses at Union University

Parts of BAR GRAPHS (cont):
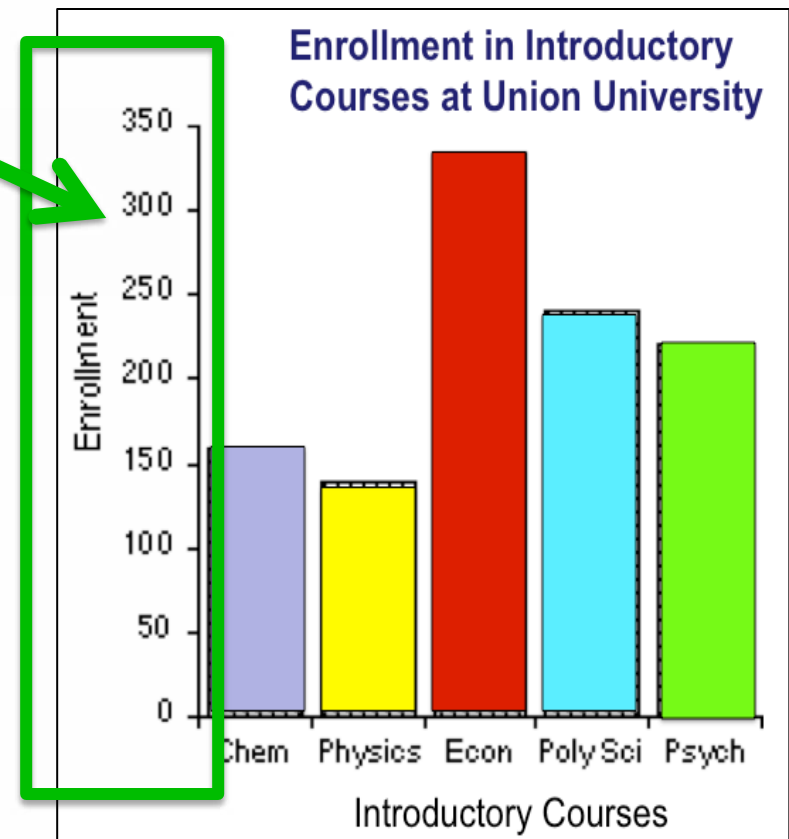
Grouped Data Axis--The grouped data axis is always at the base of the bars. This axis displays the type of data being graphed.

Frequency Data Axis-- The frequency axis has a scale that is a measure of the frequency or amounts of the different data groups.

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Parts of BAR GRAPHS (cont):

Axes Scale-- Scale is the range of values being presented along the frequency axis. (Note: in this graph from 0-350 in increments of 50)

Bars--The bars are rectangular blocks that can have their base at either vertical axis or horizontal axis (as in this example). Each bar represents the data for one of the data groups.

Enrollment in Introductory Courses at Union University

Introductory Courses: Chem, Physics, Econ, Poly Sci, Psych

Let's do some analysis:

Pair up with someone and answer the following questions:

*Which course has the most students enrolled in it?
*Order the courses by enrollment from lowest to highest.
*The enrollment in Econ is approximately how many times bigger than the enrollment in Chem?
*Approximately how many students were enrolled in the course with the most students?
*Approximately how many more students are in Econ than in Physics?

Enrollment in Introductory Courses at Union University

Let's share:

Let's share…
How did you do?
Any questions?

Enrollment in Introductory Courses at Union University

Teaching the Students How to Interpret Bar Graphs:

Step One- WHAT: Read the title and write what the graph is describing in your own words using complete sentences.

Step Two-DESCRIBE: Explain what is being described by each axis in complete sentences. Then find the label and the unit of measure on the horizontal axis, and on the vertical axis. (Teachers, be sure to use the appropriate graphing vocabulary with the students.)

Step 3-LABEL: Identify data points (tops of bars). An example of this from the previous graph would be chem,155.

Step 4-ANSWER THE QUESTIONS: Use your Active Reading Strategies as you answer all questions about the graph.

Ultimately the students need to be able to interpret and explain a bar graph by identifying:
*The title
*The horizontal axis
*The vertical axis
*Relationship
between the axes

Next up:
Pie/Circle Graphs

Purpose of PIE/CIRCLE GRAPHS:

What is a PIE/CIRCLE GRAPH:

Circle graphs, also called pie charts, are a type of graph used to represent a part to whole relationship.

Revenue Sources for the Federal Government

Corporate Income Tax 10%

Other 8%

Individual Income Tax 45%

Social Security 37%
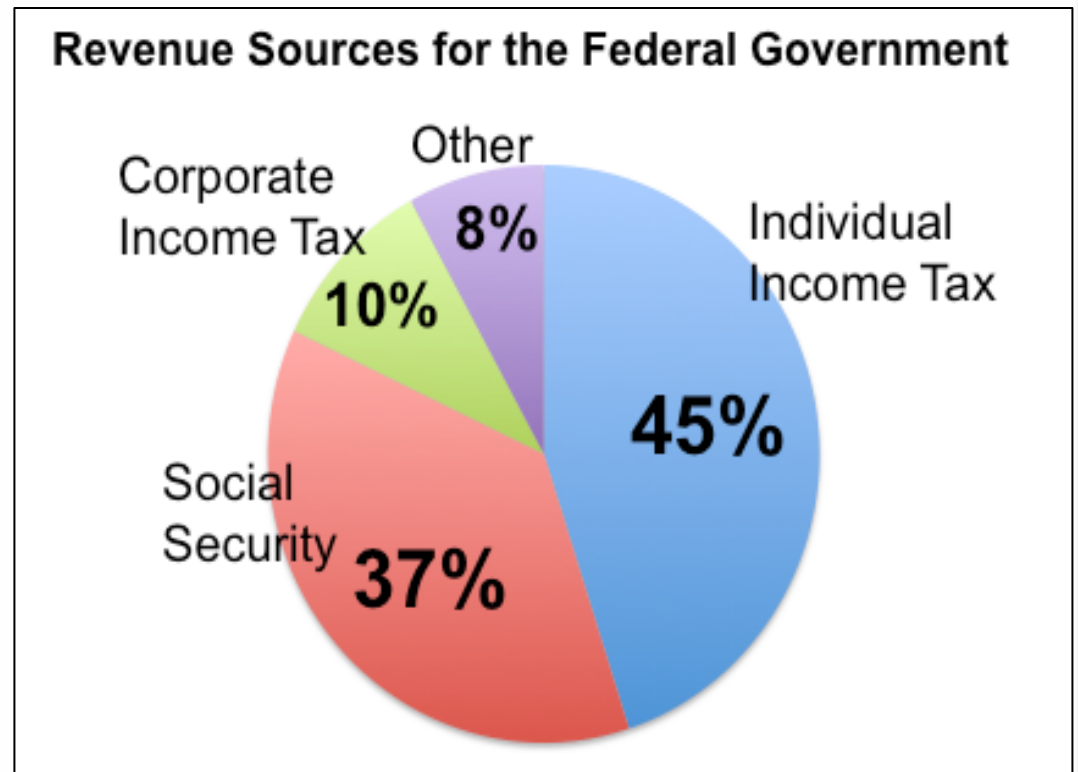
Let's review the properties of PIE/CIRCLE GRAPHS

Properties of PIE/CIRCLE GRAPHS:

They are circular shaped graphs with the entire circle representing the whole.
The circle is then split into parts, or sectors.
Each sector represents a part of the whole.
Each sector is proportional in size to the amount each sector represents; therefore it is easy to make generalizations and comparisons.

Revenue Sources for the Federal Government

Corporate Income Tax 10%
Other 8%
Individual Income Tax 45%
Social Security 37%
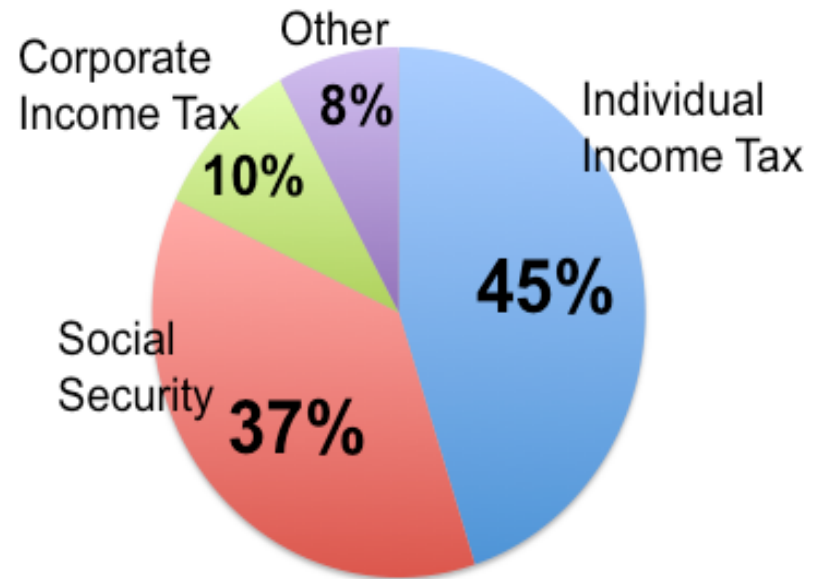
Let's review the parts of PIE/CIRCLE GRAPHS:

Parts of PIE/CIRCLE GRAPHS:

First, a quick review for you. There are three components of a PIE/CIRCLE GRAPHS:

*Graph Title
*Sectors
*Sector Labels

Revenue Sources for the Federal Government

Corporate Income Tax 10%

Other 8%

Individual Income Tax 45%

Social Security 37%
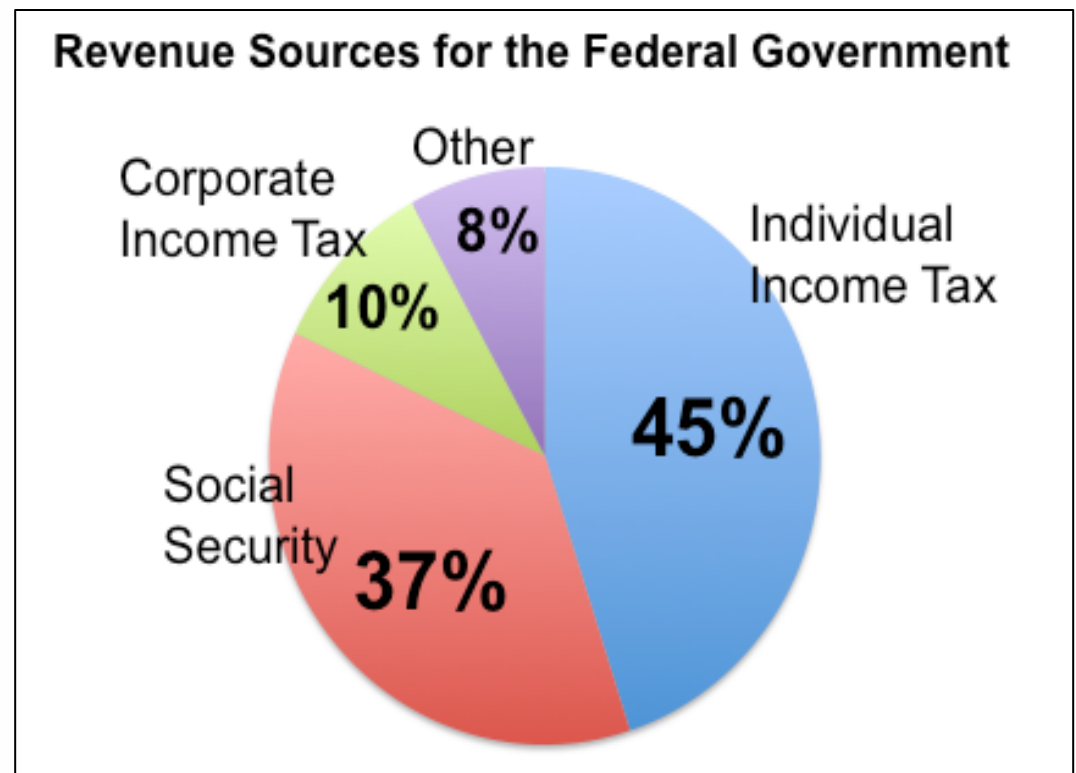
Let's look at each of these:

Parts of PIE/CIRCLE GRAPHS:

Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph.

Sectors--Each sector represents one part of the whole. The size of each sector represents its fraction of the whole.

Revenue Sources for the Federal Government

Corporate Income Tax 10%

Other 8%

Individual Income Tax 45%

Social Security 37%

Parts of PIE/CIRCLE GRAPHS:

Sector Labels-The label of each sector indicates the category of information it refers to, and may also give numeric data (often a percentage) so we know the size of each sector.

Revenue Sources for the Federal Government

Corporate Income Tax

Other 8%

Individual Income Tax

10%

Social Security 37%

45%

Let's do some analysis on the information we can get:

When we are presented with a circle graph, we want to be able to make statements about the sectors of the graph, relative to one another, and relative to the entire circle. From this one example, we can see the amount of information we can get, and all from looking at one circle graph!

Revenue Sources for the Federal Government

- Other 8%
- Corporate Income Tax 10%
- Individual Income Tax 45%
- Social Security 37%

What do we know about this:

*The largest sector, 45% of the total revenue, comes from individual income tax.

*The smallest sector, 8%, comes from sources listed as other.

*Individual income tax provides four and a half times as much income as corporate income tax

Revenue Sources for the Federal Government.

We determine this by finding the ratio of Individual Income Tax to Corporate Income Tax. From the circle graph we know this is 45:10, which is 4.5:1.

Revenue Sources for the Federal Government

Other

Corporate Income Tax

8%

Individual Income Tax

10%

45%

Social Security 37%

Let's try one using another graph:

Pair up with a partner and answer the following questions:

1. What type of information is being presented on this graph?
2. If the total spending is $50,000, how much money was spent on highways?
3. Approximately how many times the amount of spending on highways is spent on education?
4. Approximately what fraction of the total expenditures are spent on highways and public welfare combined?

Expenditures for State and Local Governments

Highways 7%

Public Welfare 14%

Other 45%

Education 34%

Let's share:

Let's share…
How did you do?
Any questions?

Expenditures for State and Local Governments

- Highways 7%
- Public Welfare 14%
- Other 45%
- Education 34%

Teaching the Students How to Interpret PIE/CIRCLE Graphs:

Step One- WHAT: Read the title and write what the graph is describing in your own words using complete sentences.

Step Two-DESCRIBE: Explain what is being described by each sector in complete sentences. They should find the label and the unit of measure on the graph. (Teachers, be sure to use the appropriate graphing vocabulary with the students.)

Step 3-LABEL: Identify sector values or percentages.

Step 4-ANSWER THE QUESTIONS: Use your Active Reading Strategies as you answer all questions about the graph.

Ultimately the students need to be able to interpret and explain a pie/circle graph by identifying:

- The title
- Relationship between the sectors

Next up:
Line Graphs

Purpose of LINE GRAPHS:

What is a LINE GRAPH:

Line graphs compare two variables. Each variable is plotted along an **axis.** A line graph has a vertical axis and a horizontal axis. So, for example, if you wanted to graph the height of a ball after you have thrown it, you could put time along the horizontal, or x-axis, and height along the vertical, or y-axis. Often line graphs show how something changes over time.

Let's review the properties of LINE GRAPHS

Properties of LINE GRAPHS:

*They are good at showing specific values of data, meaning that given one variable, the other can easily be determined.

*They show trends in data clearly, meaning that they visibly show how one variable is affected by the other as it increases or decreases.

*They enable the viewer to make predictions about the results of data not yet recorded.

The Federal Hourly Minimum Wage Since Its Inception:

By Associated Press

$5.15
$4.75
$4.25
$3.80
$3.35
$3.10
$2.90
$2.65
$2.30
$2.00 $2.10
$1.60
$1.40
$1.25
$1.00 $1.15
75¢
25¢ 30¢ 40¢

Oct. 1938 | Oct. 1939 | Oct. 1945 | Jan. 1950 | March 1956 | Sept. 1961 | Sept. 1963 | Feb. 1967 | Feb. 1968 | May. 1974 | Jan. 1975 | Jan. 1976 | Jan. 1978 | Jan. 1979 | Jan. 1980 | Jan. 1981 | April. 1990 | April. 1991 | Oct. 1996 | Sept. 1997
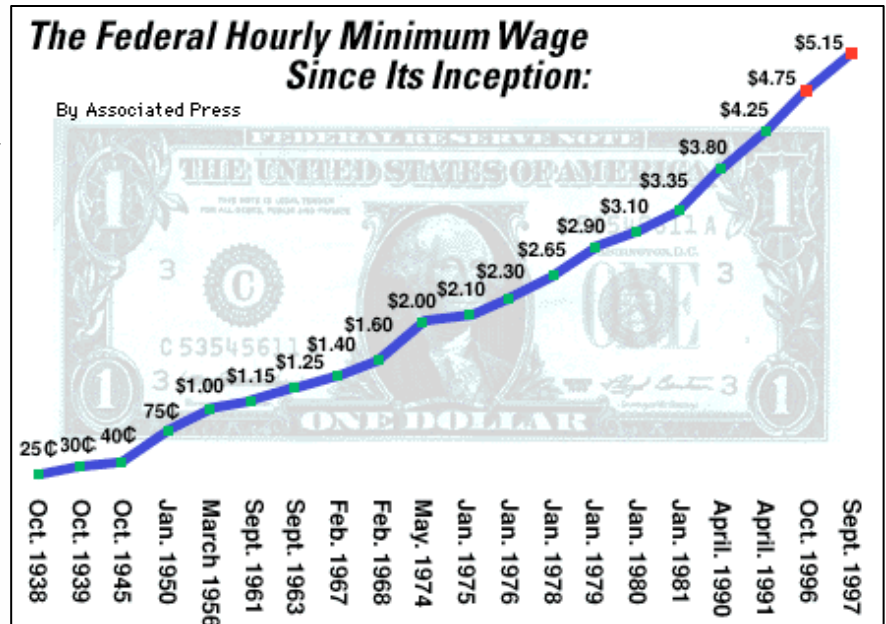
Parts of LINE GRAPHS:

First, a quick review for you. There are three components of a PIE/CIRCLE GRAPHS:

*Graph Title
*Axes Labels
*Axis Scale
*Data points
*Lines (Data Paths)

Value of Sarah's Car

24,000
22,500
19,700
17,500
14,500
10,000
5,800

Value in $

2001 2002 2003 2004 2005 2006 2007

Year

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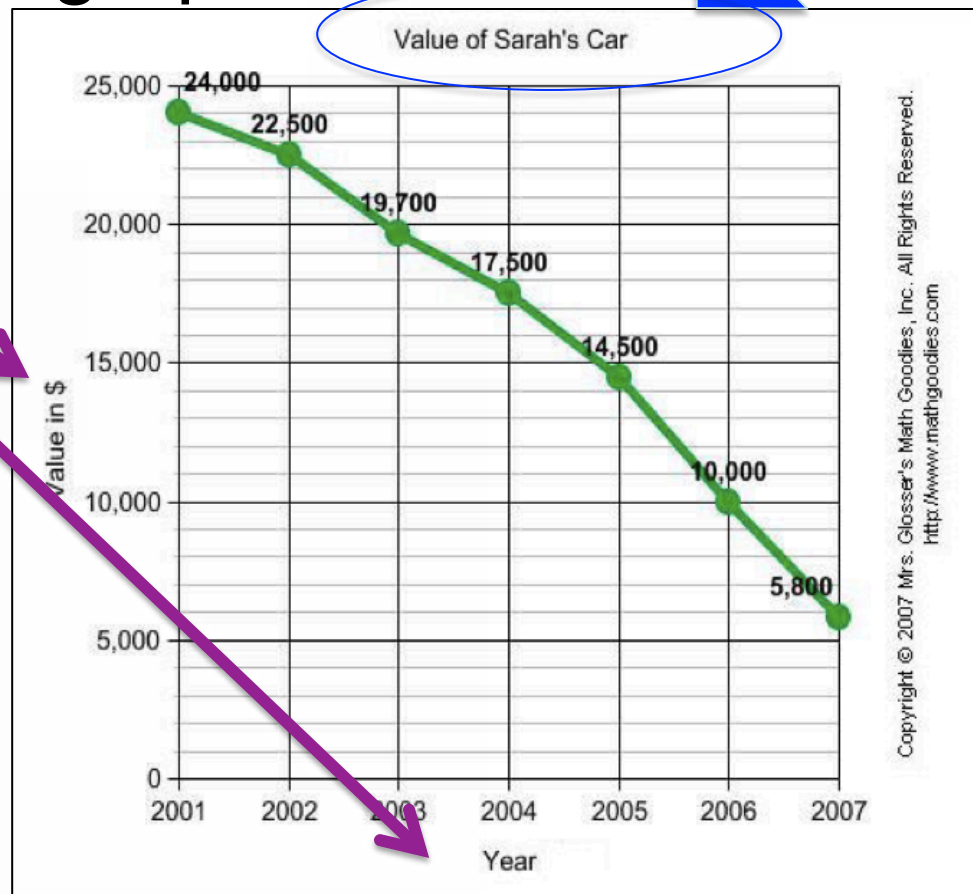http://www.mathgoodies.com
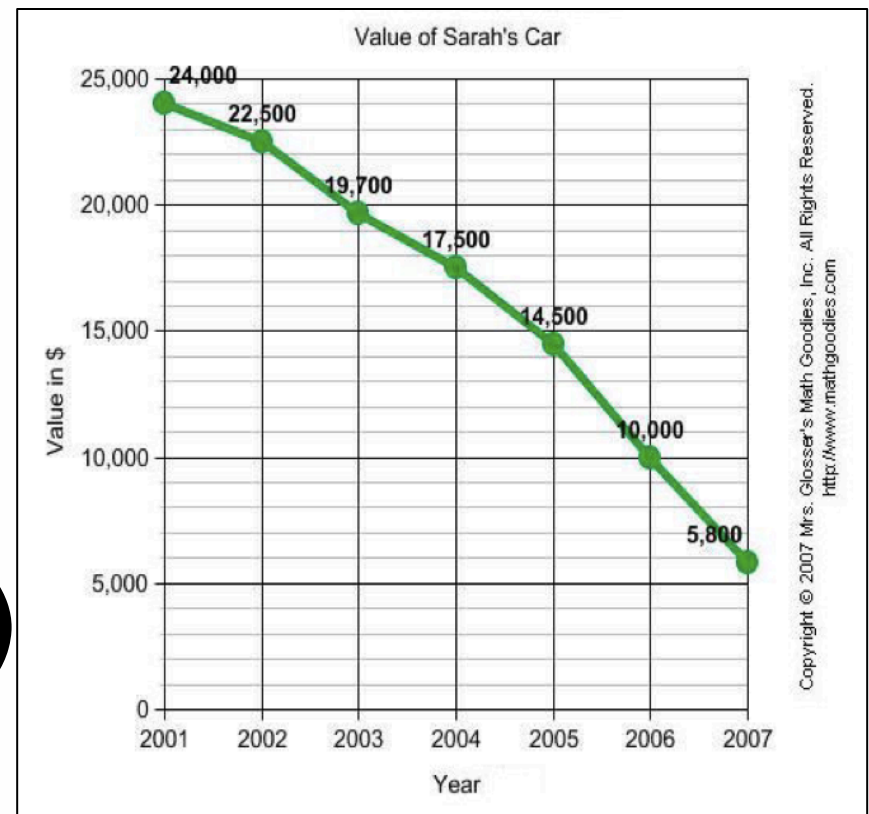
Let's look at each of these:

Parts of LINE GRAPHS:

Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph.

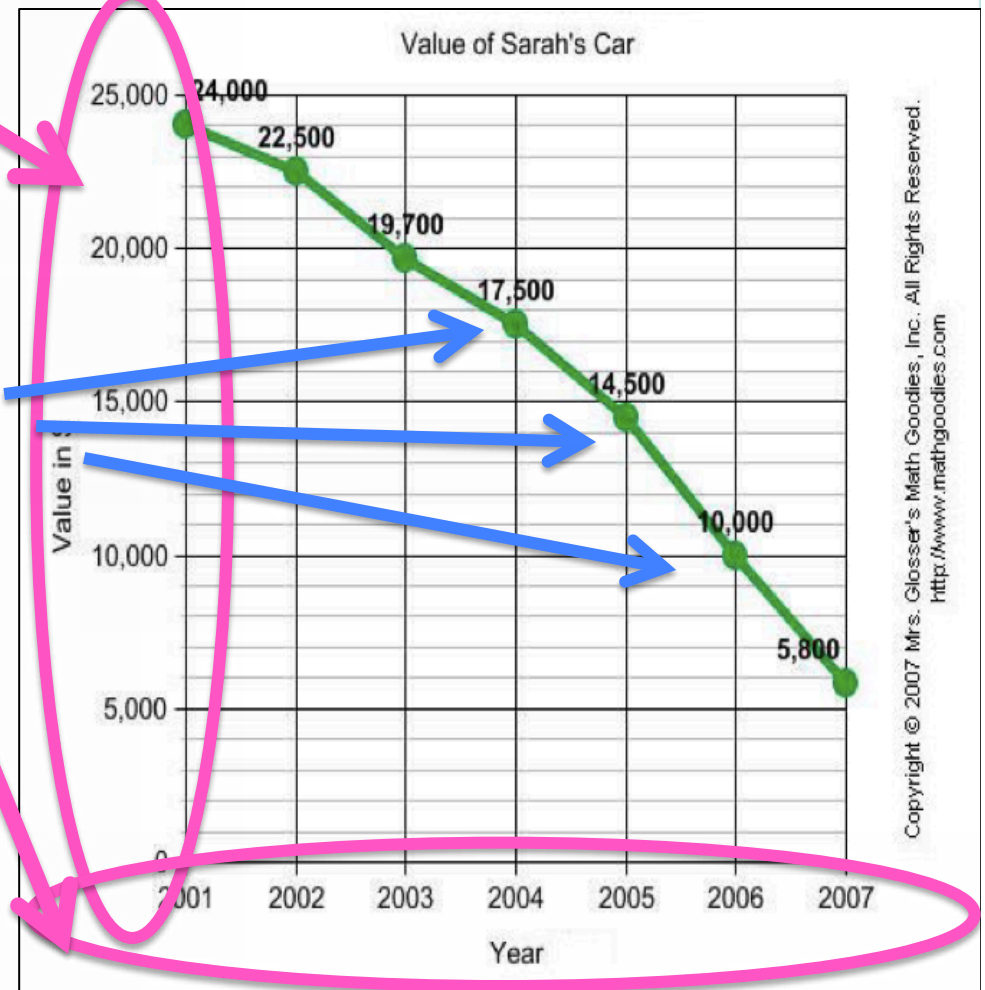**Axes Labels**—The line graph has two axes. The axes labels tell us what information is presented on each axis.

Value of Sarah's Car

Value in $

25,000 — 24,000
22,500
19,700
20,000
17,500
15,000 — 14,500
10,000
10,000
5,800
5,000

0
2001 2002 2003 2004 2005 2006 2007
Year

Parts of LINE GRAPHS :

Axis Scale– Shows how much or how many of the data are on each axis.

Data Points—Each of these mark a key point on the line graph with an X and a Y value.

Value of Sarah's Car

24,000
22,500
19,700
17,500
14,500
10,000
5,800

25,000
20,000
15,000
10,000
5,000

Value in

2001 2002 2003 2004 2005 2006 2007
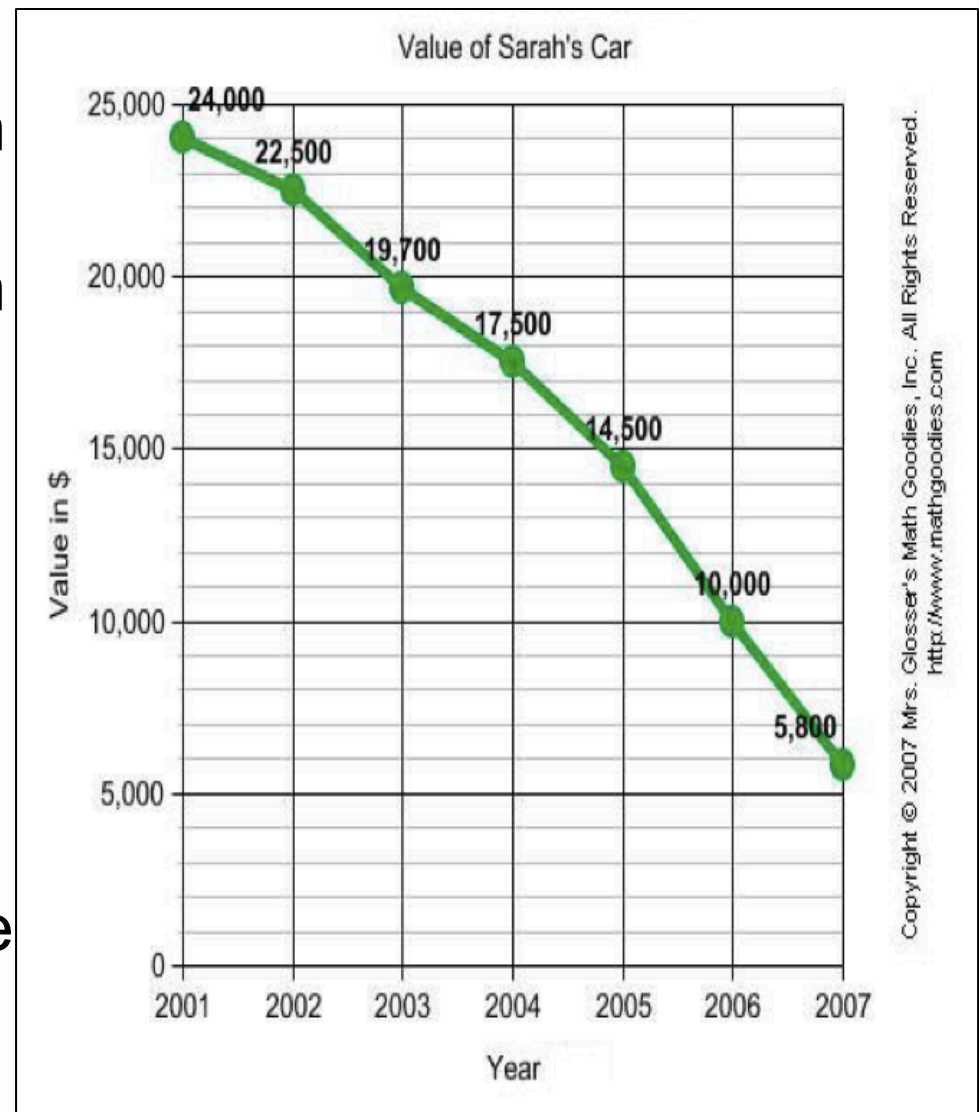
Year

Parts of LINE GRAPHS :

Lines (Data Path)—The lines connect the points and provides the estimate of the values between the data points. The lines can show trends, how things change over time, or even enable you to make predictions about the results of data.

Value of Sarah's Car

24,000
22,500
19,700
17,500
14,500
10,000
5,800

Value in $

25,000
20,000
15,000
10,000
5,000
0

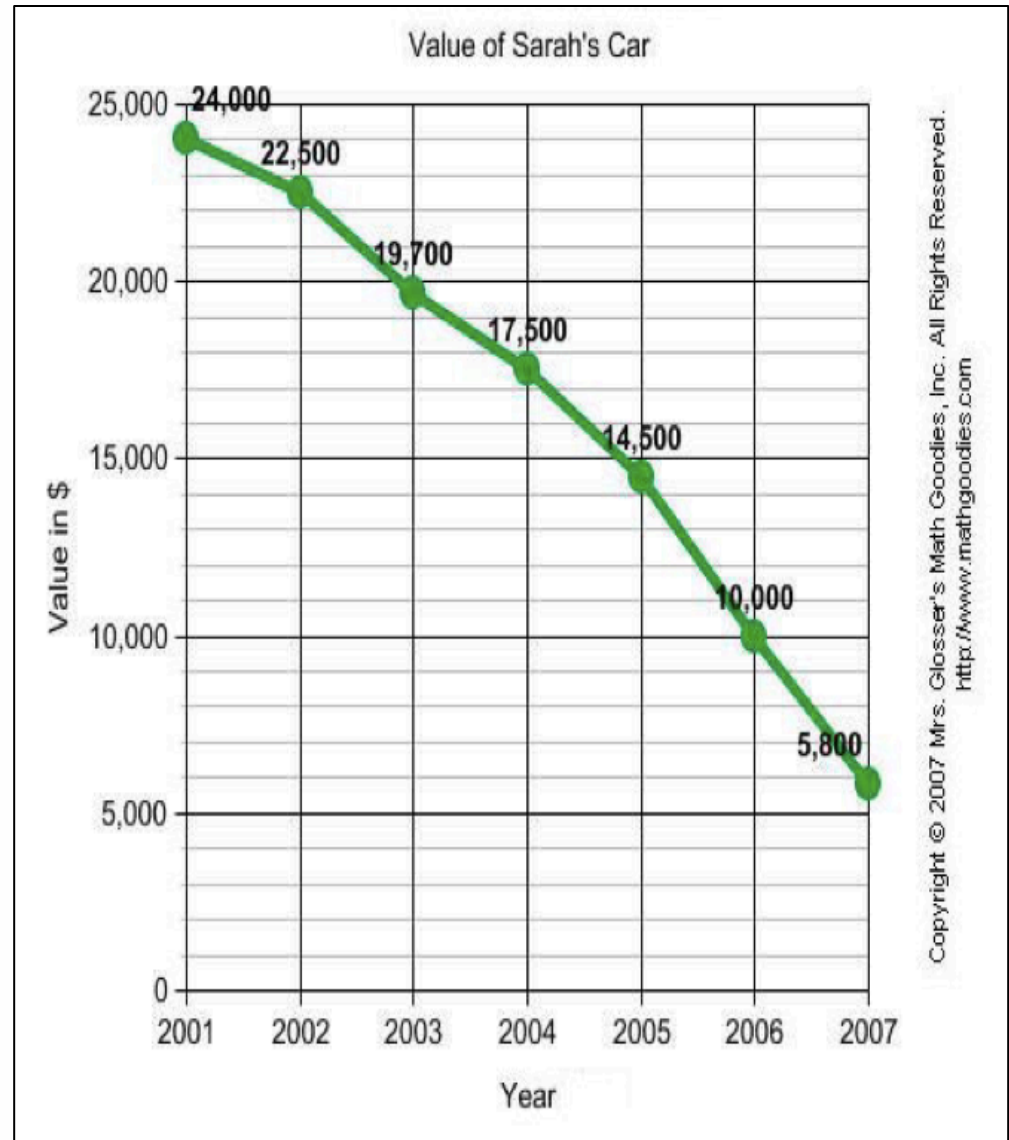2001 2002 2003 2004 2005 2006 2007

Year

Let's do some analysis:

Pair up with someone and answer the following questions:

*What is the title of this graph?
*What is the range of values on the horizontal axis?
*What is the range of values on the vertical axis?
*How many data points are there?
*What was the highest value recorded? The lowest?
*Did the value increase or decrease over time?
*What questions does this raise

Value of Sarah's Car

Value in $

25,000 — 24,000
22,500
19,700
20,000
17,500
14,500
15,000
10,000
10,000
5,800
5,000

0
2001 2002 2003 2004 2005 2006 2007

Year

Let's share:

Let's share…
How did you do?
Any questions?

Value of Sarah's Car

Teaching the Students How to Interpret Line Graphs:

Step One- WHAT: Read the title and write what the graph is describing in your own words using complete sentences.

Step Two-DESCRIBE: Explain what is being described by each axis in complete sentences. Then find the label and the unit of measure on the horizontal (x)axis, and on the vertical (y) axis. (Teachers, be sure to use the appropriate graphing vocabulary with the students.)

Step 3-LABEL: Identify data points and examine the data path to draw conclusions.

Step 4-ANSWER THE QUESTIONS: Use your Active Reading Strategies as you answer all questions about the graph.

Ultimately the students need to be able to interpret and explain a line graph by identifying:
*The title
*The horizontal axis
*The vertical axis
*Relationship
    between the axes

NEXT STEPS:

*We will meet in departments at the next faculty meeting so that teachers can talk with each other about about developing graphing activities for their classes.
*As we did with Open Response Writing, we will provide a Calendar of Implementation so that teachers have ample time to prepare their lesson, and students have the opportunity for repeated practice of this skill.

Please keep in mind:

THE PROCESS: We have helped our students succeed by providing them with thinking routines. This gives them a process for how to work through graphs and charts to solve problems. Please stay true to the process provided.

RIGOR: In this workshop we provided very straightforward examples. Please challenge the students and write questions that scaffold so the rigor increases as they become more skillful.

CONTEXT: You should select a Bar, Circle, or Line Graph that fits within the context of what you are teaching.

RECAP: The PROCESS

These are the 5 steps we want our students master:

1. <u>Identify the type of graph</u> – that will give you information about the type of information the graph is presenting.
2. <u>Examine all of the information in the graph</u> – title, information on each axis, any data points or lines.
3. <u>Write in your own words what the graph is describing</u>.
4. <u>Use your Active Reading Strategies to analyze the questions being asked</u>.
5. <u>Answer ALL questions thoroughly</u>.
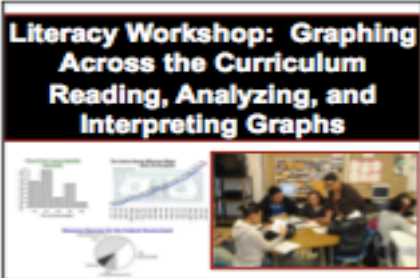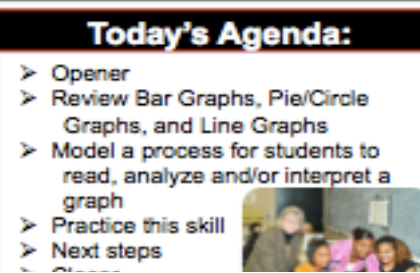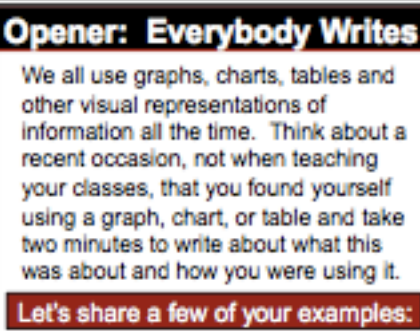
CLOSER
Put in your two cents:

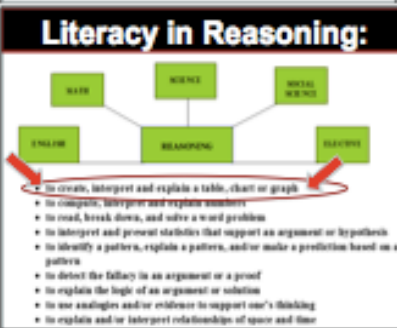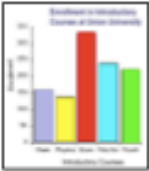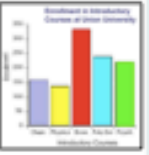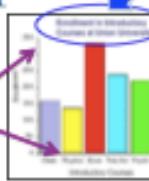What is ONE question you still have about our Graphing Across the Curriculum activity?

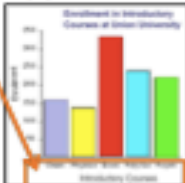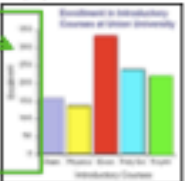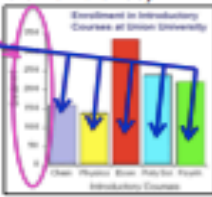What would help you implement this successfully – what supports should we provide?
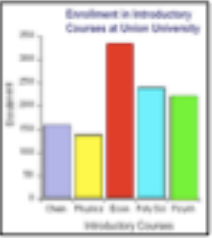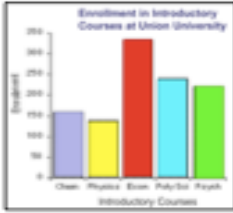
International Center for
Leadership in Education
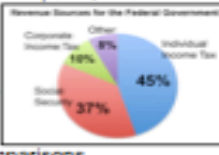
Here's the script that the presenters received so that the presentation was consistent:
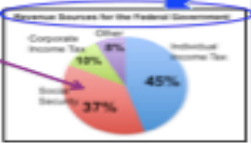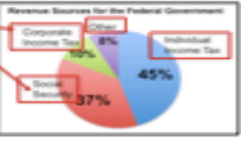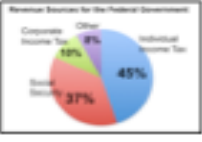
Graphing Across the Curriculum Workshop
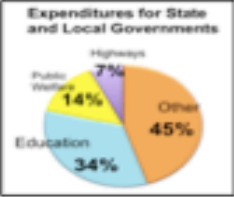
Slide #	Power Point Slide	Script	Time
1	**Literacy Workshop: Graphing Across the Curriculum Reading, Analyzing, and Interpreting Graphs**	Say to participants: *Welcome to our Literacy Workshop which is focused on helping our students move toward proficiency in math. Here's what we know: When this faculty has identified a skill that needs to be improved, and we have all worked together to attack it, we've seen impressive improvement in our students' scores. Case in point, in the Open Response Writing the failure rate went from 41% to 13% in two years. We need to try this in math. And when we all teach the students the same process, and provide them with deliberate practice on a skill, they are learning thinking routines. Our instruction matters!*	
2	**Today's Agenda:** ➤ Opener ➤ Review Bar Graphs, Pie/Circle Graphs, and Line Graphs ➤ Model a process for students to read, analyze and/or interpret a graph ➤ Practice this skill ➤ Next steps	Read slide to review the workshop objectives and agenda	
3	**Opener: Everybody Writes** We all use graphs, charts, tables and other visual representations of information all the time. Think about a recent occasion, not when teaching your classes, that you found yourself using a graph, chart, or table and take two minutes to write about what this was about and how you were using it. **Let's share a few of your examples:**	Read the Opener to your group. Give them two minutes to write, and then take two or three minutes to share their examples.	
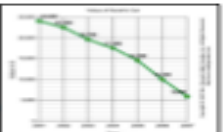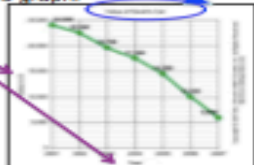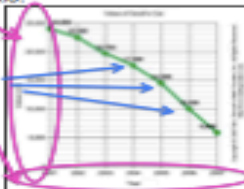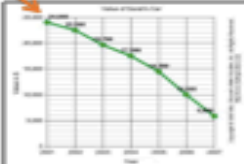
4	**Literacy in Reasoning:**	Remind everyone that this Literacy Workshop supports our Literacy in Reasoning, and we are focusing on the skill: to create, interpret and explain a table, chart or graph. Also remind everyone that visuals are common on the math and science MCAS as well as on the SAT and ACT, so by giving our students a process for working with graphs, we will be helping them move toward proficiency. This is a skill that they will use in other classes at BHS and in college. Graphs can often explain something more clearly that text can. This is a skill that can be reinforced in all subject areas so that the students get repeated practice.	
5	**Purpose of BAR GRAPHS:** **What is a BAR GRAPH:** A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. This type of display allows us to: *compare groups of data, *make generalizations about the data quickly. **Let's review the parts of BAR GRAPHS**	Begin by reminding everyone that this is not about teaching math, but rather teaching our students literacy skills in reasoning. No one should feel nervous about teaching math. Just as we did with our writing process, we will provide a process for analyzing graphs, but first we will review graphs and charts so everyone feels comfortable. The math dept has also volunteered to provide support in your classes when you do this if you'd like. Also, we will provide hard copy handouts for anyone who would like it. Then read slide.	
6	**Parts of BAR GRAPHS:** First, a quick review for you. There are six components of a BAR GRAPH: *Graph Title *Axes and their Labels *Grouped Data Axis *Frequency Data Axis *Axes Scale *Bars Let's look at each of these:	Read slide	
7	**Parts of BAR GRAPHS:** Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph. Axes and their Labels-- Each graph has two axes. The axes labels tell us what information is presented on each axis. One axis represents data groups; the other represents the amounts or frequency of data groups.	Read slide and also remind people that they we need to reinforce common vocabulary.	
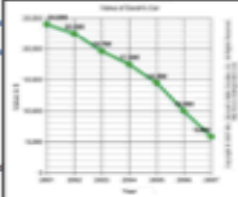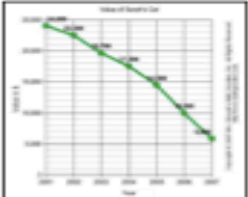
8	**Parts of BAR GRAPHS (cont):** **Grouped Data Axis**--The grouped data axis is always at the base of the bars. This axis displays the type of data being graphed.	Read siide	
9	**Parts of BAR GRAPHS (cont):** **Grouped Data Axis**--The grouped data axis is always at the base of the bars. This axis displays the type of data being graphed. **Frequency Data Axis**-- The frequency axis has a scale that is a measure of the frequency or amounts of the different data groups.	Read slide	
10	**Parts of BAR GRAPHS (cont):** **Axes Scale**-- Scale is the range of values being presented along the frequency axis. (Note: in this graph from 0-350 in increments of 50) **Bars**--The bars are rectangular blocks that can have their base at either vertical axis or horizontal axis (as in this example). Each bar represents the data for one of the data groups.	Read slide	
11	**Let's do some analysis:** Pair up with someone and answer the following questions: *Which course has the most students enrolled in it? *Order the courses by enrollment from lowest to highest. *The enrollment in Econ is approximately how many times bigger than the enrollment in Chem? *Approximately how many students were enrolled in the course with the most students? *Approximately how many more students are in Econ than in Physics?	Say: *As we always do in our Literacy Workshops, we learn best when we do the activity ourselves. So we're now going to answer some questions on this bar graph. And you can do this with a partner – we want you to experience the steps that you will be teaching to the students.*	

12	**Let's share:** Let's share... How did you do? Any questions?	Now review their results, ask folks to share and talk about any difficulties they may have had, and ask any questions about the process so far.	
13	**Teaching the Students How to Interpret Bar Graphs:** Step One- WHAT: Read the title and write what the graph is describing in your own words using complete sentences. Step Two-DESCRIBE: Explain what is being described by each axis in complete sentences. Then find the label and the unit of measure on the horizontal axis, and on the vertical axis. (Teachers, be sure to use the appropriate graphing vocabulary with the students.) Step 3-LABEL: Identify data points (tops of bars). An example of this from the previous graph would be chem, 155. Step 4-ANSWER THE QUESTIONS: Use your Active Reading Strategies as you answer all questions about the graph. *Ultimately the students need to be able to interpret and explain a bar graph by identifying: *The title *The horizontal axis *The vertical axis *Relationship between the axes	Say, *This is the most important part of this workshop — we all need to teach the same steps to the students so they go through it over and over again. We want to give the students deliberate practice, and just like with our writing process, when we all do it the same way, the kids get it!* Then read slide and review the process.	
14	**Next up: Pie/Circle Graphs**	Read slide	
15	**Purpose of PIE/CIRCLE GRAPHS:** **What is a PIE/CIRCLE GRAPH:** Circle graphs, also called pie charts, are a type of graph used to represent a part to whole relationship. Let's review the properties of PIE/CIRCLE GRAPHS	Say, *Another type of graph that is very common on tests like the MCAS, SAT, ACT, and in our textbooks is the Circle Graph, often called a Pie Chart. We use these all the time. As you can see from the example on this slide, Pie Charts are a type of graph used to represent a part to whole relationship.*	
16	**Properties of PIE/CIRCLE GRAPHS:** They are circular shaped graphs with the entire circle representing the whole. The circle is then split into parts, or sectors. Each sector represents a part of the whole. Each sector is proportional in size to the amount each sector represents; therefore it is easy to make generalizations and comparisons. Let's review the parts of PIE/CIRCLE GRAPHS:	Read slide	

17	**Parts of PIE/CIRCLE GRAPHS:** First, a quick review for you. There are three components of a PIE/CIRCLE GRAPHS: *Graph Title *Sectors *Sector Labels Let's look at each of these:	Read slide	
18	**Parts of PIE/CIRCLE GRAPHS:** Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph. Sectors--Each sector represents one part of the whole. The size of each sector represents its fraction of the whole.	Read slide	
19	**Parts of PIE/CIRCLE GRAPHS:** Sector Labels-The label of each sector indicates the category of information it refers to, and may also give numeric data (often a percentage) so we know the size of each sector.	Read slide	
20	**Let's do some analysis on the information we can get:** When we are presented with a circle graph, we want to be able to make statements about the sectors of the graph, relative to one another, and relative to the entire circle. From this one example, we can see the amount of information we can get, and all from looking at one circle graph!	Say, *Let's walk through the information on a Pie Chart together.* **Then read slide**	
21	**What do we know about this:** *The largest sector, 45% of the total revenue, comes from individual income tax. *The smallest sector, 8%, comes from sources listed as other. *Individual income tax provides four and a half times as much income as corporate income tax Revenue Sources for the Federal Government. We determine this by finding the ratio of Individual Income Tax to Corporate Income Tax. From the circle graph we know this is 45:10, which is 4.5:1.	Read slide	

22	**Let's try one using another graph:** Pair up with a partner and answer the following questions: 1. What type of information is being presented on this graph? 2. If the total spending is $50,000, how much money was spent on highways? 3. Approximately how many times the amount of spending on highways is spent on education? 4. Approximately what fraction of the total expenditures are spent on highways and public welfare combined? Expenditures for State and Local Governments — Highways 7%, Public Welfare 14%, Other 45%, Education 34%	Say *OK, time to practice again. We have a series of questions for you about this Pie Chart. Get together with your partner again, and work through the questions.*	
23	**Let's share:** Let's share... How did you do? Any questions? Expenditures for State and Local Governments — Highways 7%, Public Welfare 14%, Other 45%, Education 34%	Now review their results, ask folks to share and talk about any difficulties they may have had, and ask any questions about the process so far.	
24	**Teaching the Students How to Interpret PIE/CIRCLE Graphs:** **Step One– WHAT:** Read the title and write what the graph is describing in your own words using complete sentences. **Step Two–DESCRIBE:** Explain what is being described by each sector in complete sentences. They should find the label and the unit of measure on the graph. (Teachers, be sure to use the appropriate graphing vocabulary with the students.) **Step 3–LABEL:** Identify sector values or percentages. **Step 4–ANSWER THE QUESTIONS:** Use your Active Reading Strategies as you answer all questions about the graph. Ultimately the students need to be able to interpret and explain a pie/circle graph by identifying: • The title • Relationship between the sectors	Say, *This is the most important part of this workshop — we all need to teach the same steps to the students so they go through it over and over again. We want to give the students deliberate practice, and just like with our writing process, when we all do it the same way, the kids get it!* Then read slide and review the process.	
25	**Next up: Line Graphs**	Read slide	
26	**Purpose of LINE GRAPHS:** **What is a LINE GRAPH:** Line graphs compare two variables. Each variable is plotted along an axis. A line graph has a vertical axis and a horizontal axis. So, for example, if you wanted to graph the height of a ball after you have thrown it, you could put time along the horizontal, or x-axis, and height along the vertical, or y-axis. Often line graphs show how something changes over time. Let's review the properties of LINE GRAPHS	Read slide	

27	**Properties of LINE GRAPHS:**	Read slide	
	*They are good at showing specific values of data, meaning that given one variable, the other can easily be determined. *They show trends in data clearly, meaning that they visibly show how one variable is affected by the other as it increases or decreases. *They enable the viewer to make predictions about the results of data not yet recorded.		
28	**Parts of LINE GRAPHS:**	Read slide	
	First, a quick review for you. There are three components of a PIE/CIRCLE GRAPHS: *Graph Title *Axes Labels *Axis Scale *Data points *Lines (Data Paths) Let's look at each of these:		
29	**Parts of LINE GRAPHS:**	Read slide	
	Graph Title- Gives an overview of the information being presented in the graph. Noted at the top of the graph. Axes Labels—The line graph has two axes. The axes labels tell us what information is presented on each axis.		
30	**Parts of LINE GRAPHS :**	Read slide	
	Axis Scale– Shows how much or how many of the data are on each axis. Data Points—Each of these mark a key point on the line graph with an X and a Y value.		
31	**Parts of LINE GRAPHS :**	Read slide	
	Lines (Data Path)—The lines connect the points and provides the estimate of the values between the data points. The lines can show trends, how things change over time, or even enable you to make predictions about the results of data.		

32	**Let's do some analysis:** Pair up with someone and answer the following questions: *What is the title of this graph? *What is the range of values on the horizontal axis? *What is the range of values on the vertical axis? *How many data points are there? *What was the highest value recorded? The lowest? *Did the value increase or decrease over time? *What questions does this raise	Say *OK, time to practice again. We have a series of questions for you about this Line Graph. Get together with your partner again, and work through the questions.*	
33	**Let's share:** Let's share... How did you do? Any questions?	Now review their results, ask folks to share and talk about any difficulties they may have had, and ask any questions about the process so far.	
34	**Teaching the Students How to Interpret Line Graphs:** **Step One- WHAT:** Read the title and write what the graph is describing in your own words using complete sentences. **Step Two-DESCRIBE:** Explain what is being described by each axis in complete sentences. Then find the label and the unit of measure on the horizontal (x)axis, and on the vertical (y) axis. (Teachers, be sure to use the appropriate graphing vocabulary with the students.) **Step 3-LABEL:** Identify data points and examine the data path to draw conclusions. **Step 4-ANSWER THE QUESTIONS:** Use your Active Reading Strategies as you answer all questions about the graph. Ultimately the students need to be able to interpret and explain a bar graph by identifying: *The title *The horizontal axis *The vertical axis *Relationship between the axes	Say, *This is the most important part of this workshop — we all need to teach the same steps to the students so they go through it over and over again. We want to give the students deliberate practice, and just like with our writing process, when we all do it the same way, the kids get it!* Then read slide and review the process.	
35	**NEXT STEPS:** *We will meet in departments at the next faculty meeting so that teachers can talk with each other about about developing graphing activities for their classes. *As we did with Open Response Writing, we will provide a Calendar of Implementation so that teachers have ample time to prepare their lesson, and students have the opportunity for repeated practice of this skill.	Read slide	
36	**Please keep in mind:** **THE PROCESS:** We have helped our students succeed by providing them with thinking routines. This gives them a process for how to work through graphs and charts to solve problems. Please stay true to the process provided. **RIGOR:** In this workshop we provided very straightforward examples. Please challenge the students and write questions that scaffold so the rigor increases as they become more skilful. **CONTEXT:** You should select a Bar, Circle, or Line Graph that fits within the context of what you are teaching.	Read slide	

| 37 | **RECAP: The PROCESS**
These are the 5 steps we want our students master:
1. Identify the type of graph – that will give you information about the type of information the graph is presenting.
2. Examine all of the information in the graph – title, information on each axis, any data points or lines.
3. Write in your own words what the graph is describing.
4. Use your Active Reading Strategies to analyze the questions being asked.
5. Answer ALL questions thoroughly. | Read slide and reinforce the importance of staying true to the process | |

| 38 | **CLOSER**
Put in your two cents:

What is ONE question you still have about our Graphing Across the Curriculum activity?

What would help you implement this successfully – what supports should we provide? | Thank everyone for their participation and give them just a few minutes to complete the closer "Put in your two cents." Collect their comments, and thank them again – PROFUSELY! | |

Two types of Literacy Workshops:

1. **School wide calendar implementation**
2. **Teacher "Toolbox Strategies"**

Two types of Literacy Workshops

Teacher Toolbox Strategies: Calendar NOT required. Should be used consistently in class by all teachers. Benefits:

- Research based strategies taught to all teachers – "How to"
- Improves instruction across the school
- Colleague-to-colleague sharing of best practices

Teacher to Teacher!
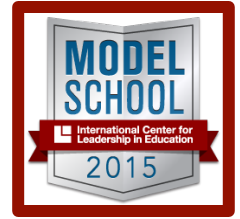
Some of our Literacy Workshops focused on improving instruction by sharing "bang for your buck" techniques.

Here's an example of one of our most highly rated using *Teach Like a Champion*:

No Opt Out and Everybody Writes
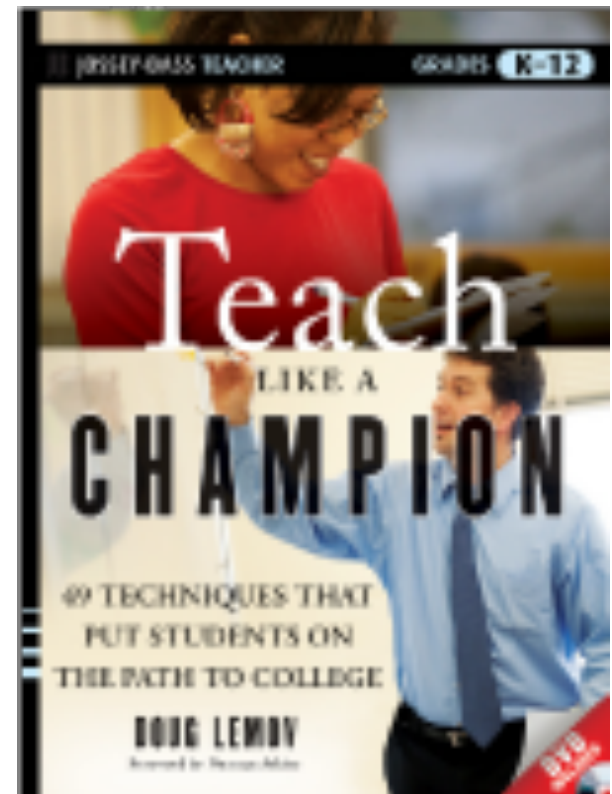
BHS Instructional Workshop:
Teach Like a Champion

No Opt Out and Everybody Writes

Teach Like a Champion

Techniques that can enhance what we are already doing.

OPENER:

What do you do when a student doesn't know the answer or does not want to answer a question?

Teach Like a Champion
"Techniques that enhance instruction and student outcomes"

Objective

To actively read and discuss effective instructional techniques that can be used school wide.

Agenda

-Opener/Activator

-Technique #1 No Opt Out

-(Actively read and discuss technique)

-Technique #26 Everybody Writes
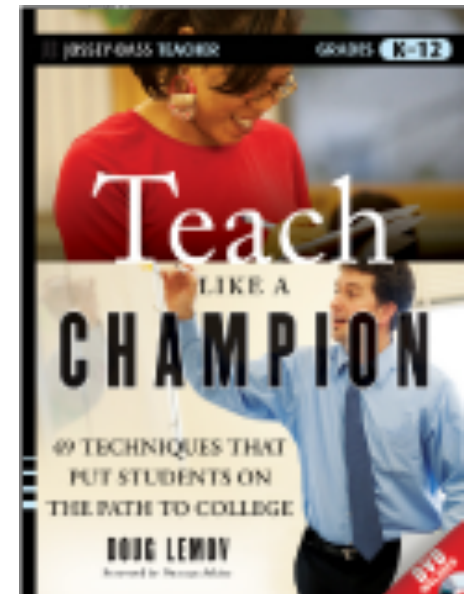
-(Actively read and discuss technique)

-Closer – Ticket to Leave

The Art of Teaching

Actively Read pages 4-5

How to Use This Book

As you read, think about:

- Techniques you use effectively

- An area that you want to continue to develop

The Art of Teaching

We chose techniques that:

- can be incorporated in classrooms school wide

- "operate in synergy" with our literacy strategies

- may take what is already being done well to the next level

Technique #1
NO OPT OUT

What do you do when a student doesn't know the answer or does not want to answer a question?

NO OPT OUT
"It's not okay not to try"

No Opt Out
- Ensures that all students take responsibility for learning
- Establishes a tone of student accountability

"The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible."

NO OPT OUT
"It's not okay not to try"

Actively read pages 27-34 and as you read frame your thinking around these 3 questions. Then we'll discuss them:

Discussion questions (Think, Write, Share):

1. What were the most important points you pulled from this section?

2. Of the four formats on pages 32 -33, which would you most likely use in your classroom?

3. Describe the No Opt Out strategies you already use.

Technique #26
EVERYBODY WRITES

"Writing is Thinking"

Everybody Writes is a great technique that prevents students from opting out

EVERYBODY WRITES
"Writing is Thinking"

As you actively read this section of Teach Like a Champion, think about the many ways you incorporate writing into your classes, and how this technique can enhance discussion.

EVERYBODY WRITES
"Writing is Thinking"

Actively read pages 137-141 and as you read frame your thinking around these 3 questions. Then we'll discuss them:

Discussion questions (Think, Write, Share):

1. What were the most important points you pulled from this section?

2. Share some Everybody Writes techniques that you use in your classes

3. How can Everybody Writes link to No Opt Out?

EVERYBODY WRITES
"Writing is Thinking"

"I write to know what I think."

Joan Didion

Let's talk about the greatest benefits you see from utilizing the Everybody Writes technique.

CHALLENGE: Put Into Practice

NO OPT OUT AND EVERYBODY WRITES

1. We all use the same language "There is No Opt Out"

2. Try one of the 4 No Opt Out formats on pages 32-33

3. Include Everybody Writes as a way to provide wait time; giving students an opportunity to process your questions before answering

TICKET TO LEAVE

1. Scan *Teach Like a Champion*

2. Choose 2 techniques that you would be willing to lead a discussion about in an interdisciplinary group

Here's the script that the presenters received so that the presentation was consistent:

No Opt Out/Everybody Writes Workshop

Slide #	Power Point Slide	Script	Time
1	**BHS Interdisciplinary Workshop** *Teach Like a Champion*	Say: While training to be a teacher, you probably heard that you need a number of tools in your toolbox to deal with different types of students and their needs. Today we hope to add a few new tools to enhance your instruction. We need to actively seek out new ways of teaching and refine our craft for students with unexpected needs. We're going to reference the book Teaching like a Champion by Doug Lemov and Norman Atkins for techniques you can use regularly to enhance student achievement.	
2	**Teach Like a Champion** Techniques that can enhance what we are already doing. OPENER: **What do you do when a student doesn't know the answer or does not want to answer a question?**	Say: As always in our Literacy Workshops we try to model effective instructional strategies, so we would like to begin with an Opener. Please take about three minutes to answer this question, and then we'll share some of our responses.	
3	***Teach Like a Champion*** "Techniques that enhance instruction and student outcomes" **Objective** To actively read and discuss effective instructional techniques that can be used school wide. **Agenda** -Opener/Activator -Technique #1 No Opt Out -(Actively read and discuss technique) -Technique #26 Everybody Writes -(Actively read and discuss technique) -Closer – Ticket to Leave	Read slide to review the agenda	
4	**The Art of Teaching** Actively Read pages 4-5 How to Use This Book As you read, think about: - Techniques you use effectively - An area that you want to continue to develop	Say: Let's begin by reading pages 4–5 titled "How to Use this Book." Please actively read and think about techniques you currently use effectively. Also consider areas that you want to continue to develop.	
5	**The Art of Teaching** We chose techniques that: - can be incorporated in classrooms school wide - "operate in synergy" with our literacy strategies - may take what is already being done well to the next level	Read slide to reinforce why we chose these particular Teach Like a Champion techniques	

#	Slide	Notes	
6	**Technique #1** **NO OPT OUT** What do you do when a student doesn't know the answer or does not want to answer a question?	Say: *In the Opener we asked you this question. Let's take a few minutes to share some of your responses.*	
7	**NO OPT OUT** **"It's not okay not to try"** No Opt Out - Ensures that all students take responsibility for learning. - Establishes a tone of student accountability "The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible."	Say: *In this section of Teach Like a Champion, techniques are explained which ensure that all students participate, and you know how we believe in ALL means ALL at Brockton High. Here's what No Opt Out means...* then READ SLIDE	
8	**NO OPT OUT** **"It's not okay not to try"** Actively read pages 27-34 and as you read frame your thinking around these 3 questions. Then we'll discuss them: Discussion questions (Think, Write, Share): 1. What were the most important points you pulled from this section? 2. Of the four formats on pages 32 -33, which would you most likely use in your classroom? 3. Describe the No Opt Out strategies you already use.	Say: *First we'd like you to actively read pages 27-34 of Teach Like a Champion, and as you read, please frame your thinking around the following discussions questions for a Think, Write, Share activity.* **Give participants time to read, take notes, and answer the three questions, then discuss.** Use the following during the Share portion of the activity to fill in any gaps in participants' understanding. • "It is not okay not to try." • Begin with high expectations for all students all the time. • Ensure that all students take responsibility for learning. • Establish a tone of student accountability. • "I don't know" is the Rosetta stone of work avoidance. • "The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible." • Allow for rehearsed success: get it wrong, and then get it right.	
9	**Technique #26** **EVERYBODY WRITES** "Writing is Thinking" **Everybody Writes** is a great technique that prevents students from opting out	Say: *As you think about other ways to ensure that no student "opts out," remember the previous statement at our trainings that writing is thinking. If you can get students writing, they will demonstrate their thinking process and actively participate*	
10	**EVERYBODY WRITES** **"Writing is Thinking"** As you actively read this section of Teach Like a Champion, think about the many ways you incorporate writing into your classes, and how this technique can enhance discussion.	Say: *We have so many of our students in our classes who are English language learners, or have learning disabilities, and often they need to have thinking time to process the question before we start a discussion. This Everybody Writes technique will help us ensure that all students have an opportunity to think about their answer and prepare to discuss so they can NOT opt out.*	

11	**EVERYBODY WRITES** **"Writing is Thinking"** Actively read pages 137-141 and as you read frame your thinking around these 3 questions. Then we'll discuss them. Discussion questions (Think, Write, Share): 1. What were the most important points you pulled from this section? 2. Share some Everybody Writes techniques that you use in your classes 3. How can Everybody Writes link to No Opt Out?	Say: *First we'd like you to actively read pages 137-141 of Teach Like a Champion, and as you read, please frame your thinking around the following discussions questions for a Think, Write, Share activity.* **Give participants time to read, take notes, and answer the three questions, then discuss.** Use the following during the Share portion to fill in any gaps in participants' understanding. • Allow students to prepare for more ambitious thinking/discussion by writing first. • As an entry ticket into class or prior to a discussion, have students respond to a prompt by first writing out their ideas and questions. When the discussion begins, everyone has something to contribute.	
12	**EVERYBODY WRITES** **"Writing is Thinking"** "I write to know what I think." Joan Didion **Let's talk about the greatest benefits you see from utilizing the Everybody Writes technique.**	**Ask everyone to share their thoughts on this question. Share the following if there are any gaps in their responses:** Some benefits include: • You can select effective responses as you've already reviewed their ideas. • You can more easily cold call on students since you know everyone is prepared. • Every student has an opportunity to be part of the conversation. • Having students write helps them process and refine their thoughts, improving the quality of their ideas and overall writing. • You set a standard or steer the direction. Students remember twice as much if they write it down.	
13	**CHALLENGE: Put Into Practice** **NO OPT OUT AND EVERYBODY WRITES** 1. We all use the same language "There is No Opt Out." 2. Try one of the 4 No Opt Out formats on pages 32-33 3. Include Everybody Writes as a way to provide wait time; giving students an opportunity to process your questions before answering	**Modeling the Strategy** Say: *Our challenge today is determining how you will put these techniques into practice. Using consistent language across classrooms and across the school is essential to students understanding that everyone is held to the same high expectations; regardless of the class, there is no opt out. Working with your table group, review the four No-Opt-Out formats on pages 32–33, and discuss which ones would work best in your classroom. Following the discussion, take turns at your table group practicing the No-Opt-Out procedures using a content area question. The question does not have to be particularly rigorous for your colleagues; this exercise is more about practicing how you will ensure that they answer. You can also include Everybody Writes as a way to provide wait time and give students an opportunity to process your questions before answering.*	
14	**TICKET TO LEAVE** 1. Scan *Teach Like a Champion* 2. Choose 2 techniques that you would be willing to lead a discussion about in an interdisciplinary group	Say: *As a summary of our day, spend the last few minutes scanning through Teach Like a Champion and choosing two techniques that you would be willing to lead a discussion about in an interdisciplinary group. Please write your choices on a piece of paper, and hand them to me as you leave. As you go back into your classroom, please be consistent with your language: in our school no one can opt out and everybody writes.*	
15	**WE MAKE A DIFFERENCE!!!** **THANK YOU**		

Teacher to Teacher!

Some of our Literacy Workshops focused on improving instruction by sharing "bang for your buck" techniques.

Here's an example of one of our most highly rated using *Teach Like a Champion*:

Creating a Strong Classroom Culture:

Effective Entry Routines
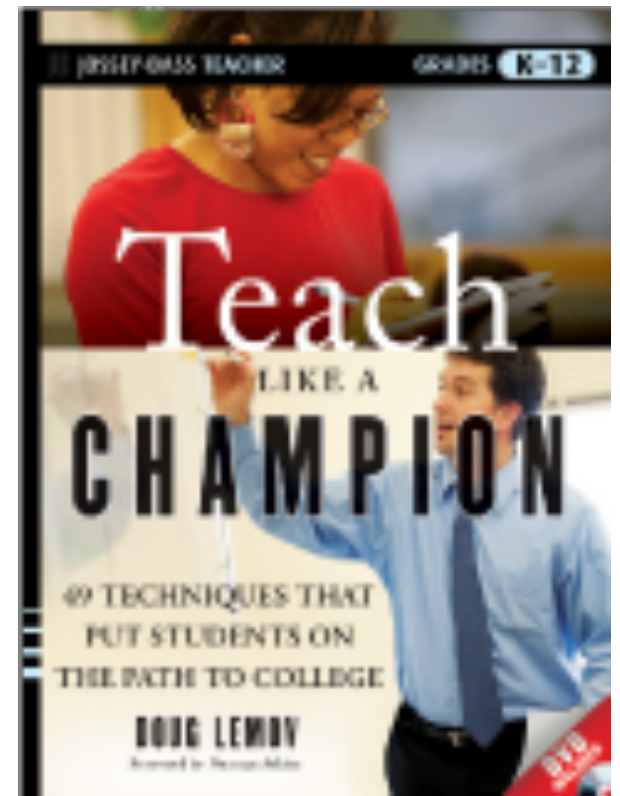
Slide 1:   1 minute

Welcome everyone and introduce the workshop with the following:

We have had great success helping our students – and the key has been because of effective instruction.

We've been using <u>Teach Like a Champion</u> *to add to our instructional repertoire.*

Teach Like a Champion in our School of Champions!!!
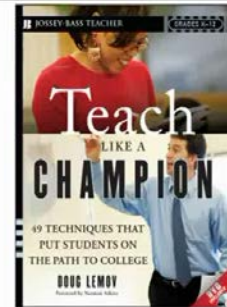
In today's workshop we'll talk about creating a strong classroom culture and again use Teach Like a Champion and focus on using powerful Entry Routines.

Slide 2:   1 minute

Read slide to review the workshop objectives and agenda

Teach Like a Champion

"Techniques that enhance instruction and student outcomes"

Objectives: We will…

1. Engage in discussions about the TLC techniques and their impact in our classrooms
2. Read and take notes to gather information
3. Develop techniques for effective entry routines

Workshop Agenda
* Activator
* 5 Principles of Classroom Culture
* Reflection on Best and Most Challenging Days
*Techniques #28 and #29
        (Actively Read & Discuss)
* Closer

Slide 3: 8 min. total
Introduce the Activator by saying: *"We always try to model effective strategies in our Literacy Workshops. So, we will begin with an Activator. Please take 3 minutes to write a response to this question, and then we will spend five minutes discussing your responses."*

Activator: Write and Share

Of the three TLC techniques we've implemented so far (Everybody Writes, No Opt Out, Cold Call), which technique has been easiest to incorporate into your teaching? Explain why and provide specific examples from your class.

Slide 4: 3 minutes

Say: *"These next two slides ask us to reflect on our good days and our not so good days. Take a look through your own classroom window. Take a minute to jot down some thoughts about what you see on your best day."*
Then ask participants to share. (2 min)

**Chapter 5
CREATING A STRONG CLASSROOM CULTURE**

Influence

Control

Engagement

Discipline

Management
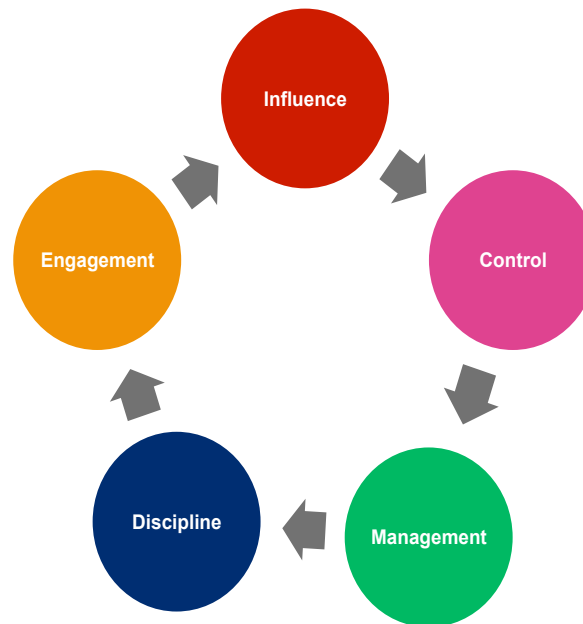
If you could look through the window of your classroom on your **best** day, what do you think you would see?

Slide 5: 3 minutes
Say, *"Now, take a look through your own classroom window on a not so good day. Take a minute to jot down some thoughts about what you might see."* Then ask participants to share. (2 min)

Chapter 5
CREATING A STRONG CLASSROOM CULTURE

Influence

Control

Engagement

Discipline

Management
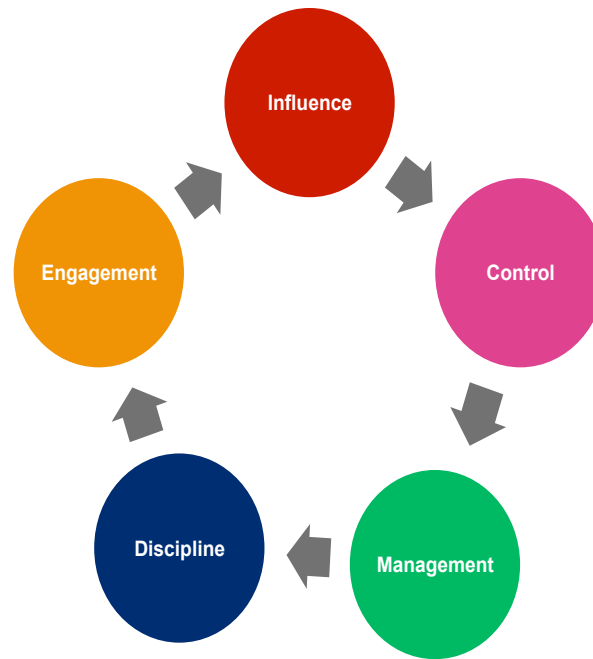
If you could look through the window of your classroom on your **most challenging** day what do you think you would see?

Slide 6: 10 minutes
Say: "*We know that you are already using Entry Routines and Do Nows. Let's take a look at what* Teach Like a Champion *suggests about these techniques.*"
Then read the slide which explains what we would like participants to do.

Techniques #28 & #29 ENTRY ROUTINE & DO NOW

Actively Read pages 151-153

As you read, think about the first 5 minutes of each of your classes. In a Quick Write, explain what your expectations are for your students? Do they know exactly what to do when they enter your class?

Slide 7: 10 minutes
Say: "*Let's talk about what this looks like.*"
Then discuss each of these three questions briefly with participants.

ENTRY ROUTINES

Discussion:

1. Reflect on all of our Literacy workshops, what techniques have we used to establish entry routines?
2. Share entry routines have you established with your students.
3. How do the entry routines connect to the Five Principles of Classroom Culture?

Slide 8: 1 minute
Say: "*Think about your use of Entry Routines and how you can maximize this technique. This could be our Entry Routine and Agenda for this Workshop.*"

What will the first 5 minutes of your class look like tomorrow?

Good Morning   February 3, 2012

Do Now/Opener/Activator   Agenda
   Everybody Writes -   Opener
How does the use of   Tight Transition
school wide instructional   No Opt Out
techniques improve   Cold Call
student achievement?   Closer - if we lose
                                   this, we undercut
                                   the entire lesson

Slides 8,9: 10 min total

Say: *"Let's see it in action. You all know Spanish teacher Noah Roseman. He agreed to let us film his effective entry routine with his students. As you watch the video, please, note what the teacher is doing, and what the students are doing, and then we'll talk about it."*

Let's look through the window of Mr. Roseman's class: Everybody Writes and Shares

Write your observations of what the teacher is doing in his entry routine.

Write your observations of what the students are doing.

Table Talk: Discuss the benefits of this entry routine, AND how entry routines can connect to the Literacy Initiative.

Slide 9
Video of Mr. Roseman's class – 4 minutes
(Next slide)

Slides 10: 5 minutes

Say: *"Every class needs a strong Closer, including our own Workshop. We asked you to bring a lesson plan with you. Take a look at it in light of what we did today and take a couple of minutes to analyze it. Then we'll ask you to share your reflections with your "elbow partner."*

Closer: Think-Pair-Share

1. In the lesson plans you brought with you, analyze your entry routine and opener. Are you satisfied with your plan? What revisions do you need to make?
2. Discuss your answers with a partner.

After approximately five minutes, bring the Workshop to a close and thank everyone for their participation and commitment to our students.

LITERACY CHART: SPEAKING
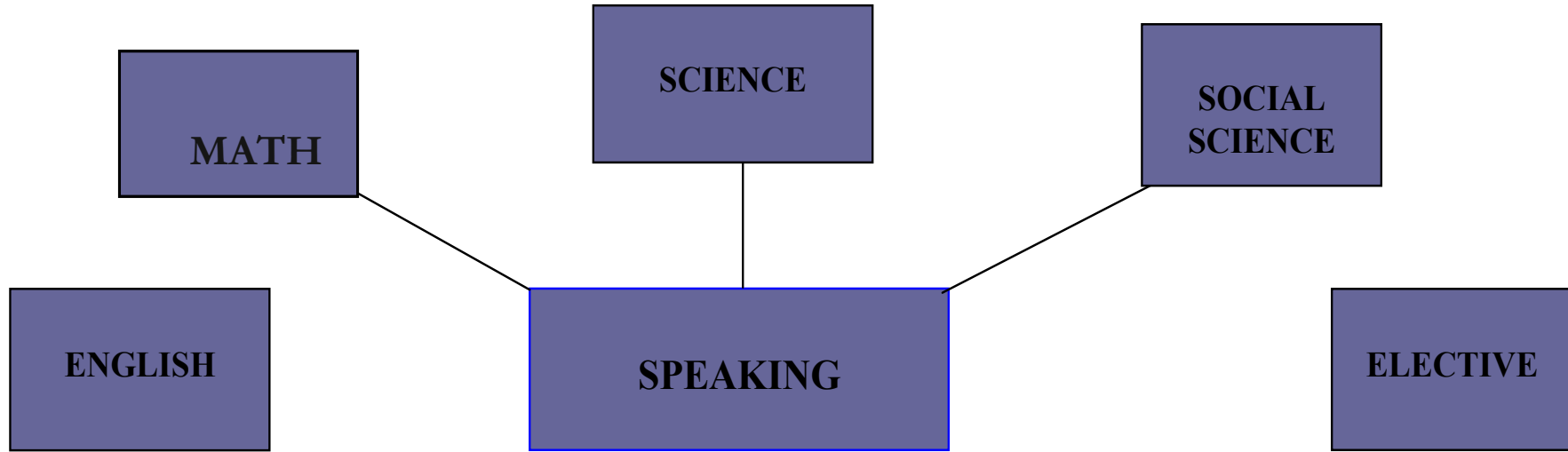
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│ ENGLISH  │       │           │       │ ELECTIVE │
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- to convey one's thinking in complete sentences
- to interpret a passage orally
- to debate an issue
- to participate in class discussion or a public forum
- to make an oral presentation to one's class, one's peers, one's community
- to present one's portfolio
- to respond to what one has read, viewed, or heard
- to communicate in a manner that allows one to be both heard and understood

Teacher to Teacher!

Some of our Literacy Workshops focused on improving instruction by sharing "bang for your buck" techniques.

Here's an example of one based on our Speaking Skills Literacy Chart:

Creating a Strong Classroom Culture: Developing Speaking Skills for ALL Students

Sharing some of our Scripts
Another "For the Toolbox"

Scripts ensure consistency of delivery in our Professional Development (Success by Design!) EXAMPLE: *DEVELOPING SPEAKING SKILLS FOR ALL STUDENTS*

Brockton High
Literacy Workshop

DEVELOPING SPEAKING SKILLS FOR ALL STUDENTS

LITERACY CHART: SPEAKING
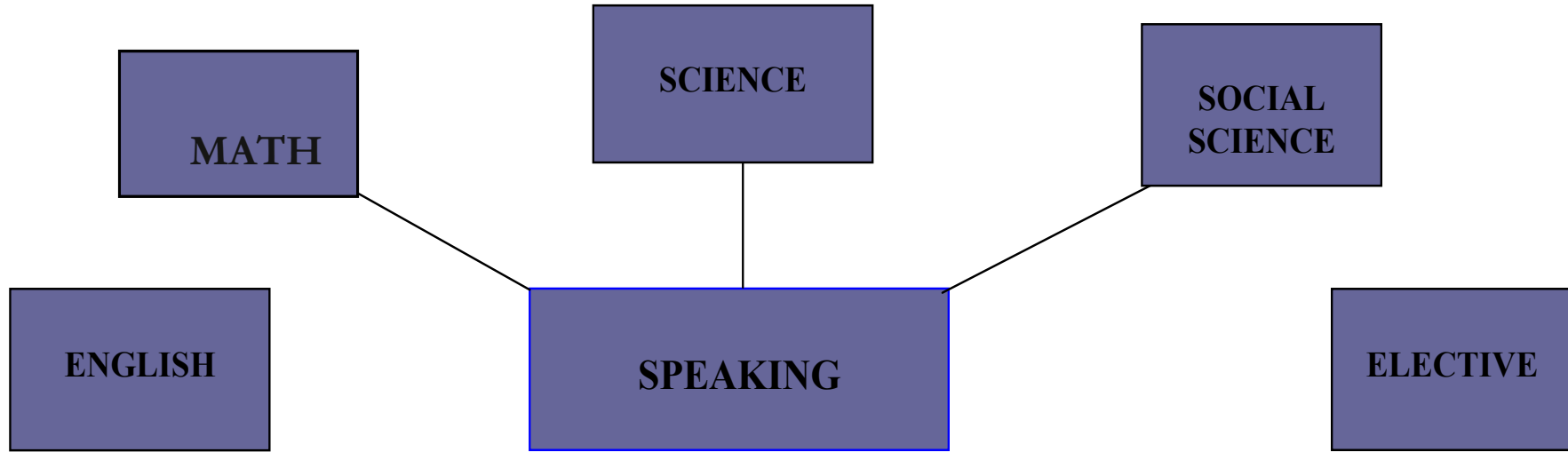
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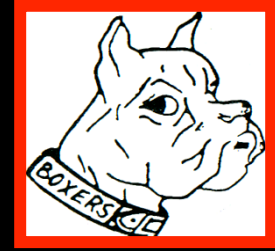- to communicate in a manner that allows one to be both heard and understood

Goals for today's Speaking Skills Literacy Workshop

I. You will be able to set up and implement class discussions that lead to all students participating and learning. Three methods discussed today:
    1. 4-corners
    2. inner-outer circle
    3. full class discussion

II. You will be able to use/modify a rubric for an oral presentation that includes expectations and points awarded for the student speaker including speaking skills and content.

Literacy Workshop: Speaking Skills

Warm Up Questions:

1. What difficulties have you experienced or what do you anticipate the difficulties are in arranging a successful oral presentation by an individual student or small groups of students?

2. What difficulties have you experienced or what do you anticipate the difficulties are in arranging successful class discussions?

FOUR CORNERS ACTIVITY

Question: What do you see as obstacles to conducting class discussions?

We're going to have a discussion about this using the 4 Corners Discussion technique. You should refer to the notes you made while completing the Opener.

LITERACY: DEVELOPING SPEAKING SKILLS
FOUR CORNERS ACTIVITY DIRECTIONS:

 * First have your students take a few moments to write individual responses to the question.
* Then divide the class into 4 groups of 5. Give each group a large sheet of paper and marker to record their findings. Instruct each group to choose a recorder and a spokesperson.
* Give groups an assigned time (approx 5-10 min depending upon the question) to generate their answers.
* Have everyone return to their seats, post 4 sheets on the board and ask each spokesperson to come up and review his/her group's finding. All students have the responsibility of taking notes.

LITERACY: DEVELOPING SPEAKING SKILLS

Next we'll continue our focus on student discussions using another discussion technique:
Inner Circle/Outer Circle.

INNER CIRCLE/OUTER CIRCLE:

Please take a few minutes and write your thoughts on these two questions:

A. How do you deal with the issue of the shy/reluctant speaker in your class?

B. What are students in the audience being asked to do during individual or group presentations to the class?

Directions for Inner Circle/Outer Circle:

- After students have written their responses, place half of them in the inner circle and the remaining half in a circle surrounding them.
- Have the inner circle people speak for a set time on Question A. Have outer circle people jot notes, comments, questions, and open up discussion to include outer circle for 2 an appropriate amount of time.
- Have outer circle exchange seats with inner circle people in order for them to speak for a set time on Question B. Outer circle people jot notes, comments, questions, and, after an appropriate time, may be included in the discussion for an additional time.

LITERACY: DEVELOPING SPEAKING SKILLS

Finally, we'll finish our focus on student discussions using another technique:
Full Class Discussion
(very important considering our large classes!)

FULL CLASS DISCUSSION

Questions: What criteria do you use for grading class discussions?

Let's talk about how we would grade each of these types of discussion techniques using a Full Class (group) discussion. First, please take a few minutes and write some thoughts about this question:

What criteria would you use for grading:
- **A. The Four Corners Activity**
- **B. The Inner Circle/Outer Circle Activity**
- **C. Full Class Discussion**

Directions for FULL CLASS DISCUSSION:

- First students must write responses to the discussion question.
- Configure the room so that participants are facing each other.
- Set guidelines: *Raise hands; *Speak in complete sentences; *Try to respond to the previous speaker in some way (I agree," "I disagree," "I would like to add")
- Provide students with the grading criteria you will be using, and ask students to evaluate their own participation in the discussion (as well as yours)

Note: In all speaking activities, it is helpful for the teacher to have a class list available for grading purposes.

Next Steps: Please try this out

We'd like to test this Oral Presentation Rubric. Please assign your students to do an oral presentation, and have them (and you) use this rubric to evaluate the presentation. We'll get your feedback on this rubric in a faculty discussion later this year.

Oral Presentation Rubric

ORAL PRESENTATION RUBRIC

Presenter:_____   Evaluator:_____

Literacy in Speaking:
- **to make an oral presentation to one's class**
- **to communicate in a manner that allows one to be both heard and understood**
- **to convey one's thinking in complete sentences**

SPEAKING SKILLS	All elements present	Most elements present	Some elements present	No elements present
Delivery (Presenter doesn't rush, shows enthusiasm, avoids *likes, ums, kind ofs, you knows, etc.* Uses complete sentences.)	4	3	2	1
Eye Contact (Presenter keeps head up, does not read, and speaks to whole audience.)	4	3	2	1
Posture (Presenter stands up straight, faces audience, and doesn't fidget.)	4	3	2	1
Volume (Presenter can be easily heard by all. No gum, etc.	4	3	2	1

CONTENT	All elements present	Most elements present	Some elements present	No elements present
Introduction Presentation begins with a clear focus/thesis.	4	3	2	1
Topic Development a. Presentation includes all elements previously determined by the teacher.	4	3	2	1
b. Presentation is clearly organized. (Material is logically sequenced, related to thesis, and not repetitive.)	4	3	2	1
c. Presentation shows full grasp and understanding of the material.	4	3	2	1
Conclusion a. Presentation highlights key ideas and concludes with a strong final statement.	4	3	2	1
b. Presenter fields questions easily.	4	3	2	1

TOTAL NUMBER OF POINTS:
35 – 40 = A   29 – 34 = B   23 – 28 = C   17 – 22 = D   10 – 16 = F

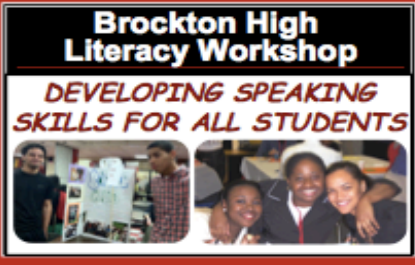* Evaluator: Place comments beside each descriptor

CLOSER: TICKET TO LEAVE

Let's share: Today we participated in three discussion techniques: 4 Corners, Inner-Outer Circle, and Full Class Discussion. Let's share a bit about the BEST class discussion you ever had – what worked, why?
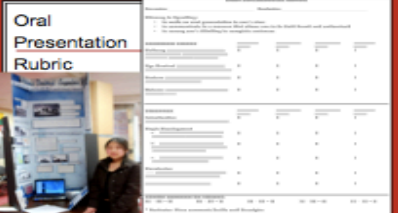
Here's the script that the presenters received so that the presentation was consistent:

Speaking Skills Literacy Workshop

Slide #	Power Point Slide	Script	Time
1	**Brockton High Literacy Workshop** — DEVELOPING SPEAKING SKILLS FOR ALL STUDENTS	Say to participants: *Welcome to our Literacy Workshop which is focused on developing speaking skills in our students. You identified speaking as a major weakness among many of our students, and encouraging them to participate orally in class is crucial in helping them build their skills.*	
2	LITERACY CHART: SPEAKING MATH, SCIENCE, SOCIAL SCIENCE, ENGLISH, SPEAKING, ELECTIVE • to convey one's thinking in complete sentences • to interpret a passage orally • to debate an issue • to participate in class discussion or a public forum • to make an oral presentation to one's class, one's peers, one's community • to present one's portfolio • to respond to what one has read, viewed, or heard • to communicate in a manner that allows one to be both heard and understood	Remind everyone that this supports our Literacy Objectives in Speaking, specifically to participate in a class discussion or public forum, and to make an oral presentation to one's class, one's peers, one's community.	

3	**Goals for today's Speaking Skills Literacy Workshop**
	I. You will be able to set up and implement class discussions that lead to all students participating and learning. Three methods discussed today:
	   1. 4-corners
	   2. inner-outer circle
	   3. full class discussion
	II. You will be able to use/modify a rubric for an oral presentation that includes expectations and points awarded for the student speaker including speaking skills and content.
		Read slide to review the objectives and agenda for the workshop.	

4	**Literacy Workshop: Speaking Skills Warm Up Questions:** 1. What difficulties have you experienced or what do you anticipate the difficulties are in arranging a successful oral presentation by an individual student or small groups of students? 2. What difficulties have you experienced or what do you anticipate the difficulties are in arranging successful class discussions?	Introduce this opener, and give everyone approximately four minutes to write their thoughts. Tell them we will be referring to these questions throughout the activities of today's workshop.	

5	**LITERACY: DEVELOPING SPEAKING SKILLS** **FOUR CORNERS ACTIVITY** **Question: What do you see as obstacles to conducting class discussions?** We're going to have a discussion about this using the 4 Corners Discussion technique. You should refer to the notes you made while completing the Opener.	First have everyone take a few moments to write their response to the question individually. Then, divide group into 4 groups of 5. Give each group a large sheet of paper and marker to record their findings. Choose a recorder and a spokesperson. Give groups 10 minutes to generate their answers. Have everyone return to their seats, post 4 sheets on the board and ask each spokesperson to come up and review his/her group's finding. Others have the	
7	**LITERACY: DEVELOPING SPEAKING SKILLS** **Next we'll continue our focus on student discussions using another discussion technique:** **Inner Circle/Outer Circle.**	Read slide	
8	**INNER CIRCLE/OUTER CIRCLE:** Please take a few minutes and write your thoughts on these two questions: A. How do you deal with the issue of the shy/reluctant speaker in your class? B. What are students in the audience being asked to do during individual or group presentations to the class?	First, give everyone a few minutes to write responses to the questions. Then place half of them in the inner circle and the remaining half in a circle surrounding them. Have the inner circle people speak for 5 minutes on Question A. Have outer circle people jot notes, comments, questions, and open up discussion to include outer circle for 2 more minutes. (Note: The ideal number for the inner circle is 4-5 students; for our purposes today, we may increase that number.) Have outer circle exchange seats with inner circle people in order for them to speak for 5 minutes on Question B. Outer circle people jot notes, comments, questions, and, after 5 minutes, may be included in the discussion for 2 more minutes. Total time should be 10-15 minutes.	
9	**Directions for Inner Circle/Outer Circle:** • After students have written their responses, place half of them in the inner circle and the remaining half in a circle surrounding them. • Have the inner circle people speak for a set time on Question A. Have outer circle people jot notes, comments, questions, and open up discussion to include outer circle for 2 an appropriate amount of time. • Have outer circle exchange seats with inner circle people in order for them to speak for a set time on Question B. Outer circle people jot notes, comments, questions, and, after an appropriate time, may be included in the discussion for an additional time.	Thank everyone for their participation in the discussion and remind them how simple it is to set up that discussion. Let them know that these are the steps they should take when they organize an Inner Circle/Outer Circle discussion for their classes.	
10	**LITERACY: DEVELOPING SPEAKING SKILLS** **Finally, we'll finish our focus on student discussions using another technique:** **Full Class Discussion** **(very important considering our large classes!)**	Read slide	

11	**FULL CLASS DISCUSSION** Questions: What criteria do you use for grading class discussions? Let's talk about how we would grade each of these types of discussion techniques using a Full Class (group) discussion. First, please take a few minutes and write some thoughts about this question: What criteria would you use for grading: A. The Four Corners Activity B. The Inner Circle/Outer Circle Activity C. Full Class Discussion	First give everyone a few minutes to write responses to the discussion question. Configure the room so that participants are facing each other. Set guidelines: *Raise hands; *Speak in complete sentences; *Try to respond to the previous speaker in some way (I agree," "I disagree," "I would like to add") Spend approximately 5-10 minutes to have the discussion, ensuring that everyone participates. Remind them to use their notes if they need to. **PRESENTERS: watch the time – you want to be sure to have about fifteen minutes left to present the Oral Presentation rubric**	
12	Directions for FULL CLASS DISCUSSION: - First students must write responses to the discussion question. - Configure the room so that participants are facing each other. - Set guidelines: *Raise hands; *Speak in complete sentences; *Try to respond to the previous speaker in some way (I agree," "I disagree," "I would like to add") - Provide students with the grading criteria you will be using, and ask students to evaluate their own participation in the discussion (as well as yours) Note: In all speaking activities, it is helpful for the teacher to have a class list available for grading purposes.	Thank everyone for participating, and remind them how important it is to structure opportunities for students to speak in class. This slide provides the steps they should take when they organize a Full Class discussion for their classes.	
13	**Next Steps: Please try this out** We'd like to test this Oral Presentation Rubric. Please assign your students to do an oral presentation, and have them (and you) use this rubric to evaluate the presentation. We'll get your feedback on this rubric in a faculty discussion later this year.	Read slide and remind them that Restructuring will follow this up in a full faculty discussion. Their input on how well this Oral Presentation Rubric works is essential – they should give us any suggestions for revision as they make use of it.	
14	Oral Presentation Rubric	Hand out the rubric to everyone and tell them we will put the electronic copy on the shared drive.	
15	**CLOSER: TICKET TO LEAVE** Let's share: Today we participated in three discussion techniques: 4 Corners, Inner-Outer Circle, and Full Class Discussion. Let's share a bit about the BEST class discussion you ever had – what worked, why?	Thank everyone for participating and bring everything to a close with a five minute closer.	
16	**THANK YOU!!!** Our instruction matters! We make a difference!!!	Read slide	

No Opt Out/Everybody Writes Workshop

Slide #	Power Point Slide	Script	Time
1	**BHS Interdisciplinary Workshop** *Teach Like a Champion*	Say: *While training to be a teacher, you probably heard that you need a number of tools in your toolbox to deal with different types of students and their needs. Today we hope to add a few new tools to enhance your instruction. We need to actively seek out new ways of teaching and refine our craft for students with unexpected needs. We're going to reference the book Teaching like a Champion by Doug Lemov and Norman Atkins for techniques you can use regularly to enhance student achievement.*	
2	**Teach Like a Champion** Techniques that can enhance what we are already doing. OPENER: **What do you do when a student doesn't know the answer or does not want to answer a question?**	Say: *As always in our Literacy Workshops we try to model effective instructional strategies, so we would like to begin with an Opener. Please take about three minutes to answer this question, and then we'll share some of our responses.*	
3	***Teach Like a Champion*** *"Techniques that enhance instruction and student outcomes"* **Objective** To actively read and discuss effective instructional techniques that can be used school wide. **Agenda** -Opener/Activator -Technique #1 No Opt Out -(Actively read and discuss technique) -Technique #26 Everybody Writes -(Actively read and discuss technique) -Closer – Ticket to Leave	Read slide to review the agenda	
4	**The Art of Teaching** Actively Read pages 4-5 How to Use This Book As you read, think about: - Techniques you use effectively - An area that you want to continue to develop	Say: *Let's begin by reading pages 4–5 titled "How to Use this Book." Please actively read and think about techniques you currently use effectively. Also consider areas that you want to continue to develop.*	
5	**The Art of Teaching** We chose techniques that: - can be incorporated in classrooms school wide - "operate in synergy" with our literacy strategies - may take what is already being done well to the next level	Read slide to reinforce why we chose these particular Teach Like a Champion techniques	

Let's recap our Literacy Workshops:

◆ Restructuring Committee determines topic based on data, our needs

◆ Restructuring Committee develops script, we all review and practice

Here's the general structure of the Literacy Workshop:

➢ Introduce topic/ Always use an Opener
➢ WHY are we doing this (provide some data/ research)
➢ Model the steps that teachers will then teach to the students
➢ Provide guided practice of the skill
➢ Independent practice of the skill
➢ Opportunity for questions/Next steps
➢ Closer

LESSONS LEARNED ABOUT FOLLOWUP:

- ❖ **Don't leave implementation to chance – for schoolwide strategies, have a calendar. For toolbox strategies - walkthroughs, evidence**
- ❖ **Support the implementation (coaches, librarians, etc.)**
- ❖ **MUST be monitored!!! Plan for this!!!**
- ❖ **Set up system of teachers comparing, discussing student work**
- ❖ **EVERYONE has to "play"**

Brockton High School changed the conditions for students by changing the conditions for the faculty.
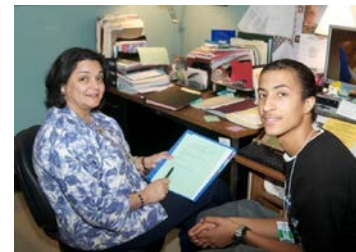
What Gets Monitored Is What Gets Done!
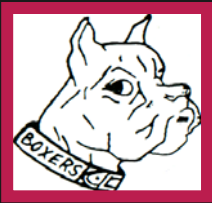
Remember our turnaround 4 Steps

1. **Empowered a Team**
2. **Focused on Literacy – Literacy for ALL, no exceptions- all means all**
3. **Implemented with fidelity and according to a plan**
4. **Monitored like crazy!**

AGENDA – MONITORING

- Monitoring the implementation by the faculty
- Monitoring the student work for RIGOR!

MONITORING THE IMPLEMENTATION OF THE INITIATIVE BY THE FACULTY

International Center for
Leadership in Education

NOT negative or punitive:

Too often just the word "monitoring" implies punitive action. Monitoring was about ensuring that the instruction was consistent and rigorous. ALL means ALL!

Remember:

It's about the adults, not the kids!

We taught ourselves to teach these literacy skills to the students.

And we will ALL do it THIS WAY!

Our first training: OPEN RESPONSE WRITING
Everyone can teach writing!!!

1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.

2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).

3. ACTIVELY READ PASSAGE.

4. MAP OUT YOUR ANSWER.

5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.

6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.

7. PARAGRAPH YOUR RESPONSE.

8. REREAD AND EDIT YOUR RESPONSE.

The **student creates a map** in order to **organize** the response:

In this reading ….. (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting t thesis

Body Paragraph 3

To conclude… (connect to thesis)

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

OPEN RESPONSE ASSESSMENT

WRITER'S NAME_____   DATE_____

CONTENT	FORM	
8 • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.	**4** • Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors.	
6 • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.	**3** • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors.	**LEGIBILITY** **1** • Easy to read **0** • Difficult to read
4 • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material.	**2** • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains lapses in sentence structure that interfere with the clarity of thought.	
2 • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.	**1** • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure.	**LENGTH** **1** • Sufficient **0** • Insufficient
0 • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content.	**0** • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure.	

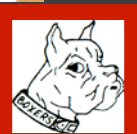Evaluated by: Self   Peer   Teacher   (Circle One)

Comments:

SCORING
13-14 = Advanced
11-12 = Proficient
8-10 = Needs Improvement
0-7 = Failing

Monitoring the implementation

What gets monitored is what gets done!

- Implementation set by calendar
- Admin team present in classrooms observing the literacy lesson
- Follow up walkthroughs
- Frequent feedback provided

Success by DESIGN, not by chance!

The Open Response calendar of implementation:

Nov 2-6: Social Science, Social Sci Biling.

Nov 30-Dec 4: Wellness, JROTC

Dec 14-18: Science, Science Bilingual

Jan 11-15:   Business, Tech, & Career Ed.

Jan 25-29:   Math, Math Bilingual

Feb 22-26:   Foreign Lang, Special Ed

Mar. 7-11:   English, ESL, Guidance

Mar 20-24:   Family &Cons. Sci, ProjGrads

Apr 5-9:   Music, Art

PROCESS

During the week of implementation, administrators conducting walkthroughs with key areas of focus:

- **How it was explained to and modeled for the students? (following the process)**
- **How were the students handling it?**
- **What was clear, unclear?**
- **What's working well?**
- **What revisions do we need to make?**
- **What do you notice?**

The role of our union

Positive work with our teachers' union for this to go smoothly.

Agreement about evals.

MONITORING STUDENT WORK, CONSISTENCY OF RIGOR

International Center for
Leadership in Education

WRITER'S NAME _____

Evaluated by: Self ~ Peer ~ *Teacher* (Circle One)

Comments

DATE 1-11-11

CONTENT	FORM	
8 • Response contains a clear thesis and insightfully answers all parts of the question. • Response provides relevant and specific textual evidence. • Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.	**4** • Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. • Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with few or no errors. *Punctuation Not Capitalized* ✓✓✓	
6 • Response contains a clear thesis and adequately answers all parts of the question. • Response provides relevant but general textual evidence. • Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.	**3** • Response contains adequate but simplistic use of transitions and strategic repetition. • Response is organized in its thesis, paragraphing, and sequencing of examples. • Response contains clear sentence structure with no distracting errors. ✓	**LEGIBILITY** **1** • *Easy to read* **0** • Difficult to read
4 • Response contains a thesis but only partially answers the question. • Response provides a mix of accurate and inaccurate textual evidence. • Explanations of evidence are vague and/or demonstrate limited understanding of the material.	**2** • Response contains some inappropriate use of transitions and strategic repetition. • Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. — *Concluding Paragraph* ✓ • Response contains lapses in sentence structure that interfere with the clarity of thought.	
2 • Response contains a thesis but only minimally answers the question. • Response provides insufficient and/or largely inaccurate textual evidence. • Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.	**1** • Response contains incorrect or inadequate use of transitions and strategic repetition. • Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. • Response contains major errors in sentence structure.	**LENGTH** **1** • *Sufficient* **0** • Insufficient
0 • Response is incorrect. • Response contains insufficient evidence to show understanding of the material. • Response is off-topic and/or contains irrelevant content.	**0** • Response contains no evidence of transitions and strategic repetition. • Response reflects no organization. • Response contains little to no evidence of sentence structure.	*2.0*

Total Score: *8* | *3.6* |

Focused collegial conversations around examining student work – Our steps:

- **Teachers implement during assigned week**
- **2-3 weeks allowed for grading**
- **Dept Heads reviewed student work for process, consistency, rigor; one-on-one discussions**
- **Teachers meet to compare and discuss student work, discussion groups set up by administration**

Focused collegial conversations around examining student work:

- **For these discussions, teachers assigned to groups, sometimes pairs, sometimes three or four, based upon the classes they taught.**
- **They were asked to bring sampling of papers including a few that exceeded standard, met standard, and below standard.**
- **Discussions based upon protocol:**

Focused collegial conversations around examining student work

Implemented a review protocol:

- What was the grading criteria?
- Were the standards high enough; what is good enough?
- In what ways does this work meet or fail to meet the set standard?
- What do the student responses indicate about the effectiveness of the assignment?
- How might the assignment be improved?
- Did you find evidence of growth over time?
- What did you notice about consistency across classes, departments? Other "what do you notice" observations?

More for Special Ed

- **Student portfolios are created and checked by department heads. (Caution: Lesson learned the hard way! Be specific about what should be in the portfolios.)**
- **Collect student work to be assessed at faculty meetings**

Student Portfolio Requirements

MCAS TEST PREP PORTFOLIO

SUMMARY: The goal of each MCAS portfolio is to demonstrate student improvement. It is essential that the portfolio demonstrates the student's development of the writing process, use of MCAS strategies, and reflective thinking. A minimum number of products will be assigned; however, the sequence of activities will be determined by a variety of factors. If the minimum number of products does not demonstrate the student's improvement, then more work must be done.

PURPOSE: The MCAS portfolio is a way to track and account for student improvement.

PRODUCTS:
Term 2:
- ✓ 3-4 Open Responses
  - Reading selection must reflect active reading strategies
  - Each written piece must be accompanied by the pre-writing steps.
  - Even though the open response does not grade conventions, it still must be dealt with all along the way. It is crucial to the Long Composition.
  - Students should select 1 Open Response that received a low score. Students should revise, rewrite, and evaluate the revision using the rubric. Students should write a reflection of the process of revision and explain how they improved.

- ✓ 8-10 Multiple Choice tests
  - Some tests may be a follow-up to an open response.
  - All tests must demonstrate the required strategies (i.e. process of elimination, circling key words, etc.).

Term 3:
- ✓ 2 Long Compositions
  - Each piece must be accompanied by all pre-writing steps.
  - Minimum of 1 revision after evaluation of the final draft.

- ✓ Students should read 1 book and learn how to use it with multiple long composition questions. Students should follow mapping strategies for this. As a result, the student will know one book in-depth and will be prepared to write about it regardless of the question posed.

- ✓ 1 Open Response & Multiple Choice test
  - This should target the student's weakest area as determined by the Term 2 portfolio.

ASSESSMENT: The role of assessment in improving student understanding and achievement is CRUCIAL. To utilize this portfolio project, a personalized student profile should be created.
1. Create a Student Profile:
   a. Look at the breakdown of student's ELA score for students who have previously taken the test. Each question has been aligned with a strand from the Massachusetts Frameworks.

   b. Determine where the student is losing the most points. In other words, ask— Where does the student's misunderstanding lie?

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International
Leader

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SUPPORTS ALL ALONG THE WAY
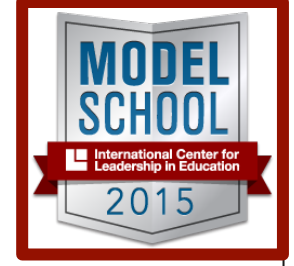
Supports for the students

- Freshmen Literacy Unit
- Access Center
- Boxer-2-Boxer
- Academic Support Contracts
- Tech supports

Supports for the faculty

- Restructuring Committee
- Colleague to Colleague
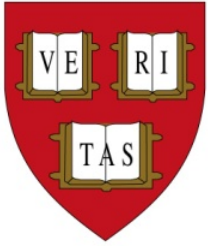- Librarians provide readings
- Department "swat teams"

RECAP: Our 4 Steps

1. Empowering a team
2. Focusing on literacy: Literacy for ALL – NO exceptions
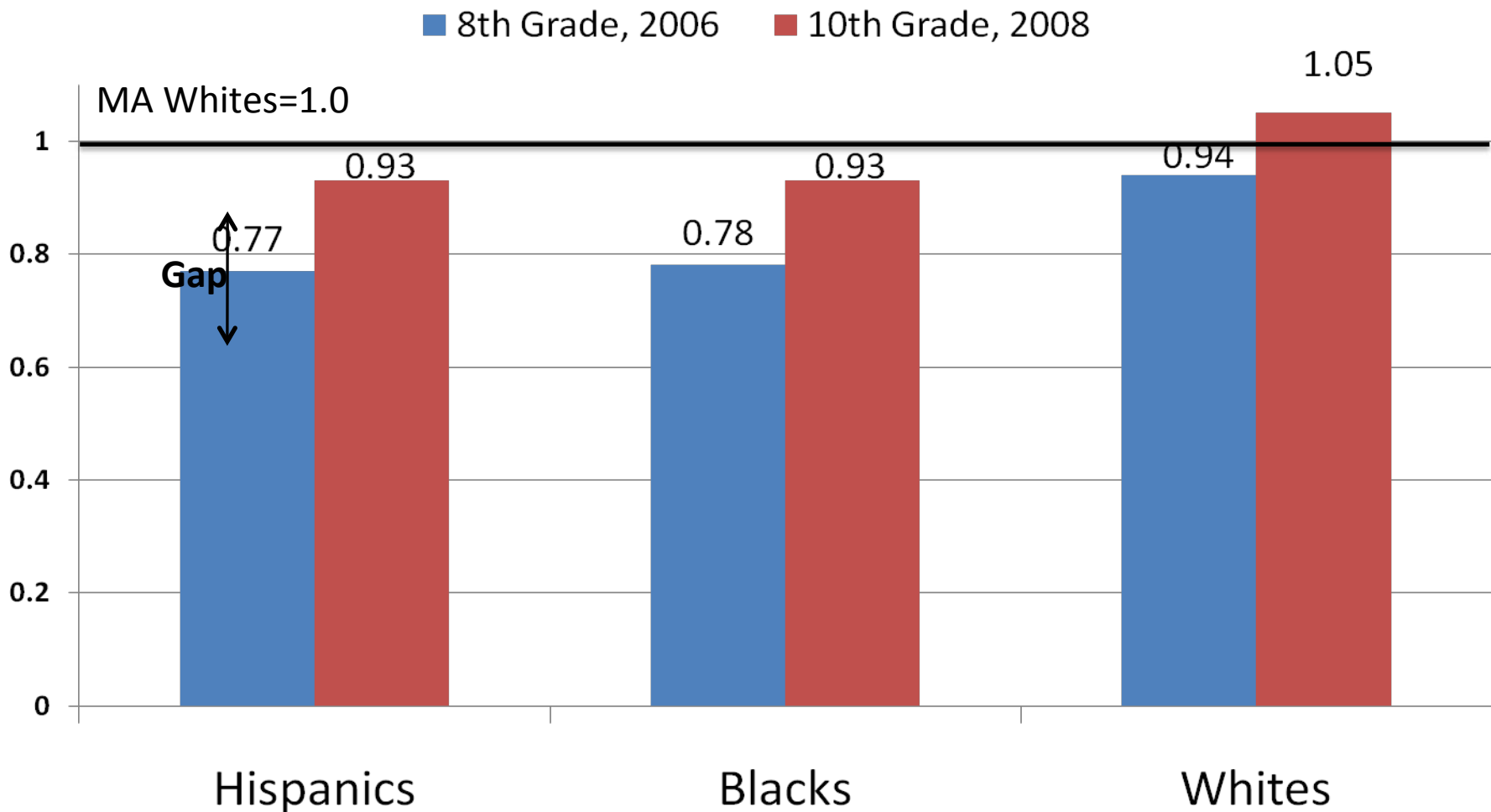3. Implementing with fidelity and according to a plan
4. Monitor, monitor, monitor

"The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction."

Prof. Ron Ferguson, AGI Conference Report

Closing the ELA Achievement Gap: Brockton's Average (% correct) ELA Scores as Percentages of Statewide Scores for White Students as 8th and 10th Graders in 2006 & 2008

■ 8th Grade, 2006　　■ 10th Grade, 2008

MA Whites=1.0

1.05

0.93　　0.93　　0.94

0.77

Gap

0.78

Hispanics　　Blacks　　Whites

Source: Ronald Ferguson, Director, Achievement Gap Initiative, Harvard University

Your Turn – Self Check:

IT IS IMPORTANT TO BE:

1. Observing and collecting data on instructional practices
2. Engaging all faculty in using student work to inform those practices
3. Revisiting and revising practices based on data

MONITORING the RIGOR: SELF-CHECK

Ensuring consistency of rigor across the school:
1.   How often do you collect and review
    a.   Homework
    b.   Tests
    c.   In-class writing
    Regularly (once or twice per term)
    Infrequently (once or twice per year)
    Haven't done it yet (You need to try it!)
2. How often do you organize faculty discussions
    comparing student work?
    Regularly (once or twice per term)
    Infrequently (once or twice per year)
    Haven't done it yet (You need to try it!)

Important lessons to remember:

- **FOCUS: Determine what YOUR students need and be relentless**
- **CONSISTENCY: We ALL do it "this" way – the power is in the school wide commitment (deliberate practice works!)**
- **PERSISTENCE: Stay the course – too often in education we give up on things too soon (yet another thing…)**
- **MONITOR: Compare and analyze student work across the school – raise the rigor!**
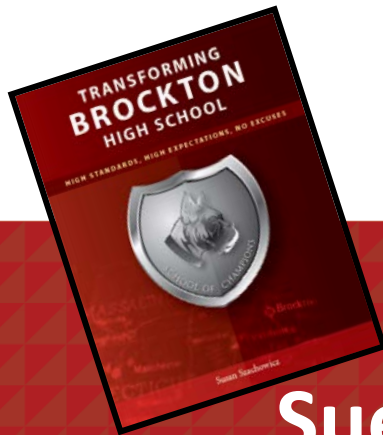- **REPLICATE: Don't reinvent the wheel – replicate the process**

FINAL THOUGHT:
Making change takes TENACITY, not brilliance!
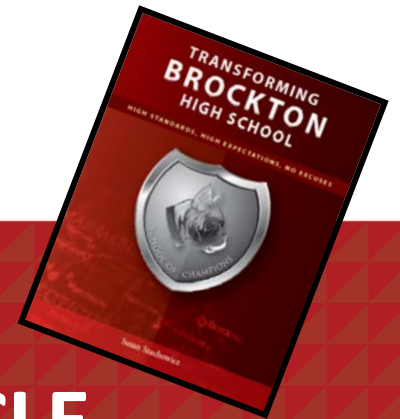
If we can do this, anyone can! In 1999 we were called a "cesspool" in our local media. Now we are called the "Jewel of the City."