

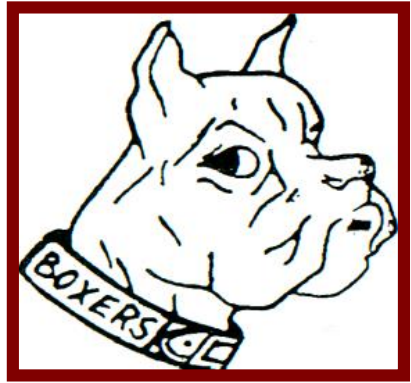
# Creating a Culture of Literacy Simple, NOT Easy!

**Dr. Sue Szachowicz**  
**Senior Fellow, SPN**  
**Former Principal,**  
**Brockton High**

**NAESP Webinar, September 5, 2018**



# Agenda:



- Introduction
- The power of a school wide Literacy Initiative
- What it takes: 4 steps
- Replicable? YES!!!
- How to Make It Stick (Simple, NOT Easy!)





# So who is this woman and why is she doing this webinar???



- **Principal, Retired Brockton High**
- **Senior Fellow, SPN**
- **Former History Teacher, Dept. Head Brockton High**

After being on the front page of the Boston Globe as one of the WORST schools in Mass., we implemented a Literacy Initiative and...

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

## MCAS1999 | The results

Rank/District	Score
121 FALL RIVER	1996
122 BROCKTON	1993
123 LOWELL	1992
124 CHELSEA	1989
125 NEW BEDFORD	1988
126 LYNN	1984
127 BOSTON	1977
128 SPRINGFIELD	1964
129 HOLYOKE	1948
130 LAWRENCE	1944

**Failing scores**

Last month, the Board of Education voted to make 220 the passing score for the MCAS exam. The class of 2003 will be the first students in the state required to earn a 220 in both math and English in order to earn a diploma. A 220 is one point above failing in the 'needs improvement' category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The Globe analysis is based on this year's 8th grade test results because those students will be members of the class of 2003.

English			Math		
District	1999	1998	District	1999	1998
HOLYOKE	40	40	Seven Hills	79	62
SPRINGFIELD	34	29	HOLYOKE	77	83
Seven Hills	33	23	LAWRENCE	76	75
LAWRENCE	32	33	SPRINGFIELD	74	72
CHELSEA	29	26	LYNN	71	69
LYNN	29	27	NEW BEDFORD	68	64
NEW BEDFORD	28	25	BROCKTON	66	68
FITCHBURG	27	24	Sabis Internati	66	45
WORCESTER	27	23	FALL RIVER	65	73
BOSTON	26	29	LOWELL	65	70
LOWELL	26	30	Renaissance	65	91
FALL RIVER	24	24	CHELSEA	64	63
Greenfield	23	20	FITCHBURG	63	60
BROCKTON	22	21	Palmer	63	56
Webster	22	17	CHICOPEE	60	60
Renaissance	21	34	REVERE	60	63
HAVERHILL	20	16	TAUNTON	60	63
North Adams	20	19	BOSTON	59	68
REVERE	20	14	EVERETT	59	49
	19	24	North Adams	58	60

Massachusetts Dept. of Education, computed by Globe staff  
Globe staff chart

### Comparing the districts



# Turnaround at Brockton High

Emphasis on literacy brings big MCAS improvement



Principal Susan Szachowicz, shown chatting at lunch with Yiriam Lopez, is in many ways the school's biggest cheerleader. (Essdras M Suarez/ Globe Staff)  
By [James Vaznis](#) Globe Staff / October 12, 2009

**BROCKTON** - Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness.

Almost two-thirds of the students qualify for free or reduced-price lunches, and 14 percent are learning to speak English. More than two-thirds are African-American or Latino - groups that have lagged behind their peers across the state on standardized tests.

But Brockton High, by far the state's largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state's urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.

## The Boston Globe

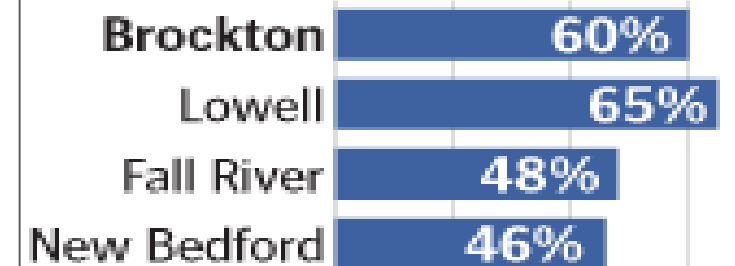
### MCAS SCORES

10th-graders scoring "proficient" or higher at the state's four largest high schools:

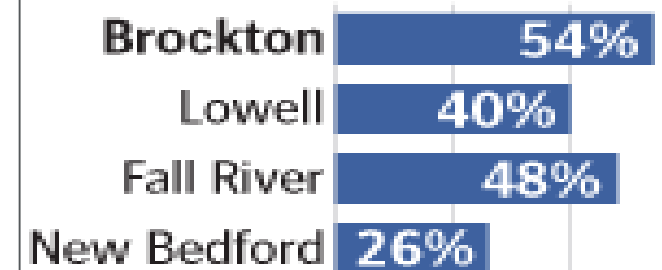
#### ENGLISH



#### MATH



#### SCIENCE



SOURCE: Mass. Dept. of Elementary and Secondary Education  
GLOBE STAFF

## THEN (1998)

### Advanced+Proficient

ELA – 22 %

MATH – 7 %

## NOW

### Advanced+Proficient

ELA – 88 %

MATH – 70%

### Failure

ELA – 44%

MATH – 75%

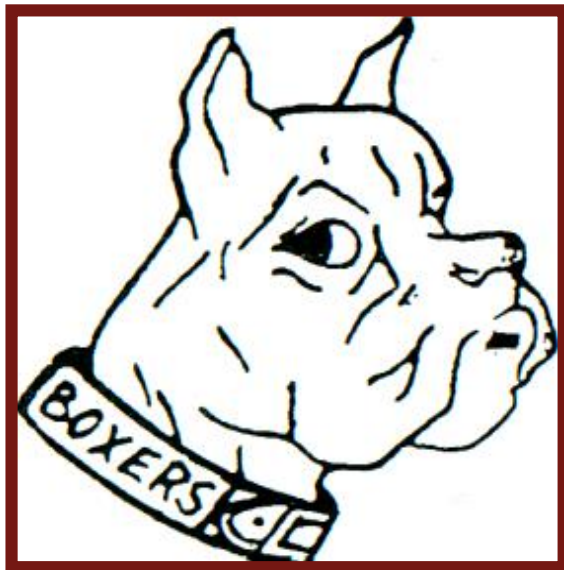
### Failure

ELA – 1 %

MATH – 9 %

# To THIS!!!

## Boxers in the NEW YORK TIMES



# High Expectations NO Excuses!!!

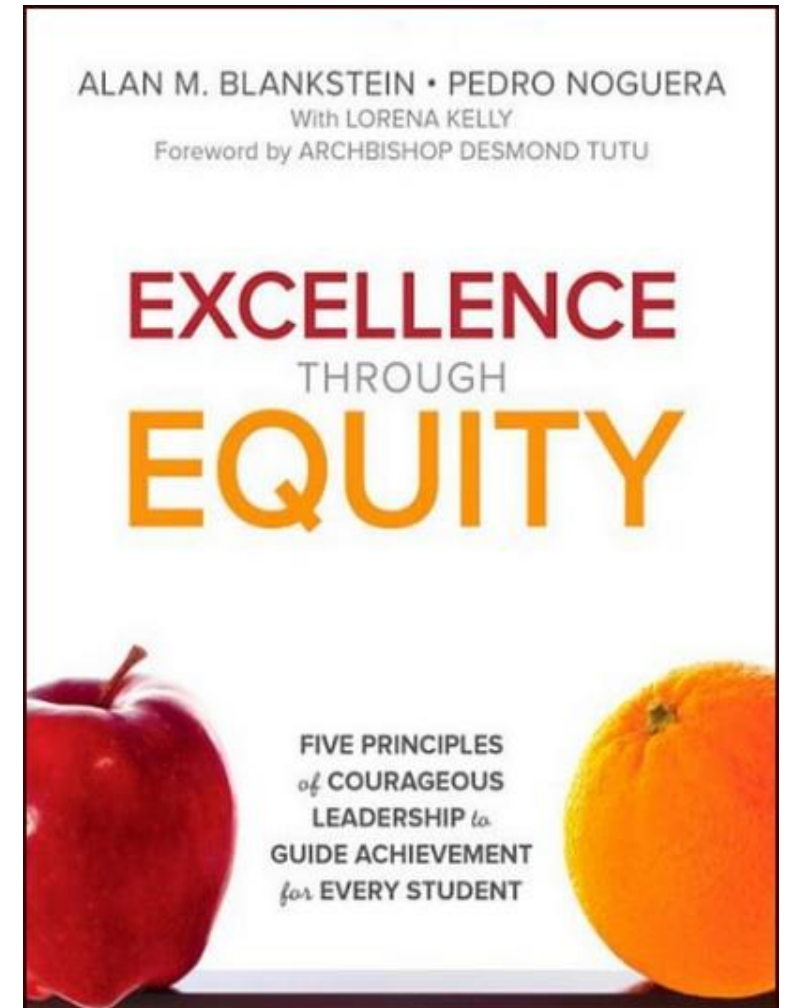


September 28, 2010



# Creating the Conditions

***“Brockton High demonstrates that you don’t have to change the student population to get results, you have to change the conditions under which they learn.”***



Pedro Noguera





# But this isn't just about high school!

**Blythe A. Carpenter Ed. S, Principal**

Merriam Cherry Street Elementary, Panama City FL

*"I am writing to share the good news that our school pulled it off, we found out yesterday that we made the 'A'!!! We went from one of the lowest performing 300 schools in the state of Florida with an 'F' grade, to a high performing 'A' school in just TWO years!!! We did it with a focus on literacy, particularly in reading, and forged relationships with our students fostering a family culture."*

# Look at this report card!!!:

## MCS School Grade

### Performance

	Reading	Math	Science
2015/2016	37	32	28
2016/2017	40	37	36
2017/2018	55	61	49

### Points Total

2015/2016	193
2016/2017	382
2018/2019	461

### Learning Gains-All

	Reading	Math
2015/2016	31	32
2016/2017	62	66
2017/2018	73	82

### Percentage Total

2015/2016	28%
2016/2017	55%
2017/2018	66%

### Learning Gains-Bottom Quartile

	Reading	Math
2015/2016	10	23
2016/2017	67	74
2017/2018	64	87

A=62% or greater, B=54%-61%, C=41-53%, D=32%-40%, F=31% and below



# Transformed by Literacy: The turnaround at Brockton High

**NO** silver bullets

**NO** magic formula

**NO** special programs

Simple, NOT easy!!!

**We focused relentlessly on  
LITERACY! Research is overwhelming  
that:  
READING and WRITING are critical  
to students' success in and out of  
school.**

**BUT...**

**We talk about it, but are NOT doing  
this everywhere...**

**WHY...**



# WHY???

“Because it is not my area of expertise.”

“Because I do not have time.”

“Because they should already know how to read and write by the time they reach my grade level.”

“Because I have to cover the curriculum.”

“Because it is too hard.”

“Because it is not my job.”

Etc., etc., etc...

**It is also important to remember:**

**Literacy is NOT trendy**

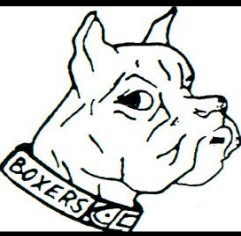
**Literacy is NOT an event**

**Literacy never gets “dated”**

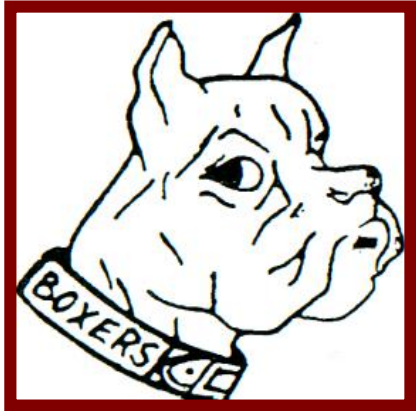
**Literacy doesn't cost a fortune**

**Literacy can be easily replicated**

**If we can do this, ANYONE can!**







# 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?**

**The POWER of a  
school wide  
initiative!!!**



**Just my opinion...  
for what it's worth**

**Too often schools consist of  
separate classrooms, everyone  
with their own set of  
expectations and standards.  
When everyone focuses, it can  
be powerful learning!**

# **We moved from comments like:**

“This is my classroom, my kingdom”

“I’m glad I don’t teach that subject”

“MCAS doesn’t test my area so it doesn’t impact me”

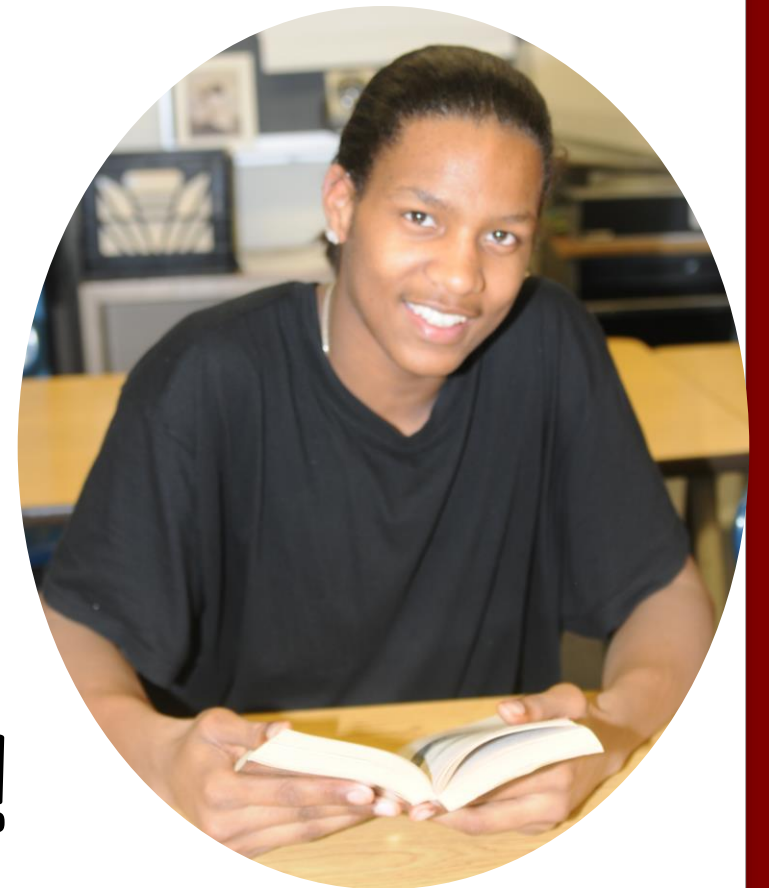
# **To everyone pulling together when they saw how literacy worked:**

“We made a difference when we all worked on writing. How can we help math now?”

“What are we going to do next, this is going to work!”

# Changing Culture through Literacy

- ❖ We used our data to chart our course.
- ❖ Set clear expectations about WHAT we would teach the students to be able to do: **LITERACY**
- ❖ Taught everyone HOW to teach these skills (**WHAT?? ME teach reading??**)
- ❖ We valued their work. Their instruction mattered!







**Here's another way to say it simply:**

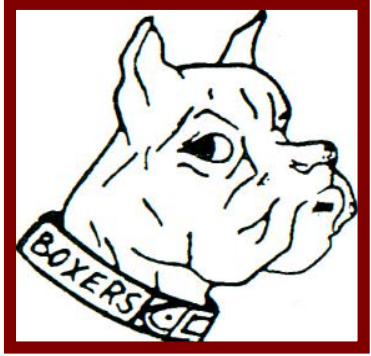
**You want to improve your school?**

**Focus on the adults!**

# Our FOUR transformation steps

# 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

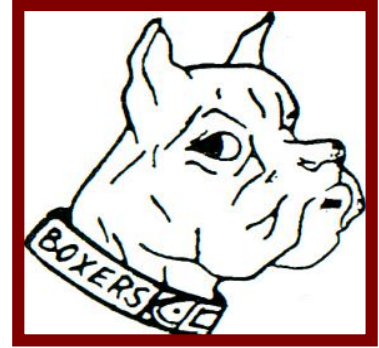
**4**  
Monitored  
like crazy!

# And all of these take leadership!





# My focus for these today



## Our turnaround: 4 Steps

**1**  
Empowered a  
Team

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Focused on  
Literacy: Literacy  
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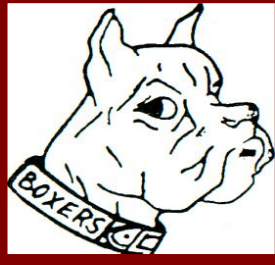
**3**  
Implemented  
with fidelity and  
according to a  
plan

**4**  
Monitored  
like crazy!

**Steps 3 and 4 present the greatest challenges!**

# STEP 1

## EMPOWERING A LEADERSHIP TEAM

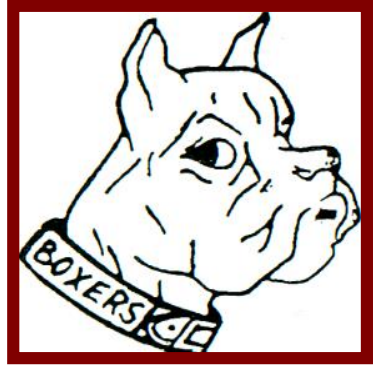


### **Restructuring Committee: our “think tank”**

- 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!!!



**We looked at the data  
And, our first plan:**



**Let's figure out the test...  
The result of that:**



**The Great  
Shakespearean Fiasco**

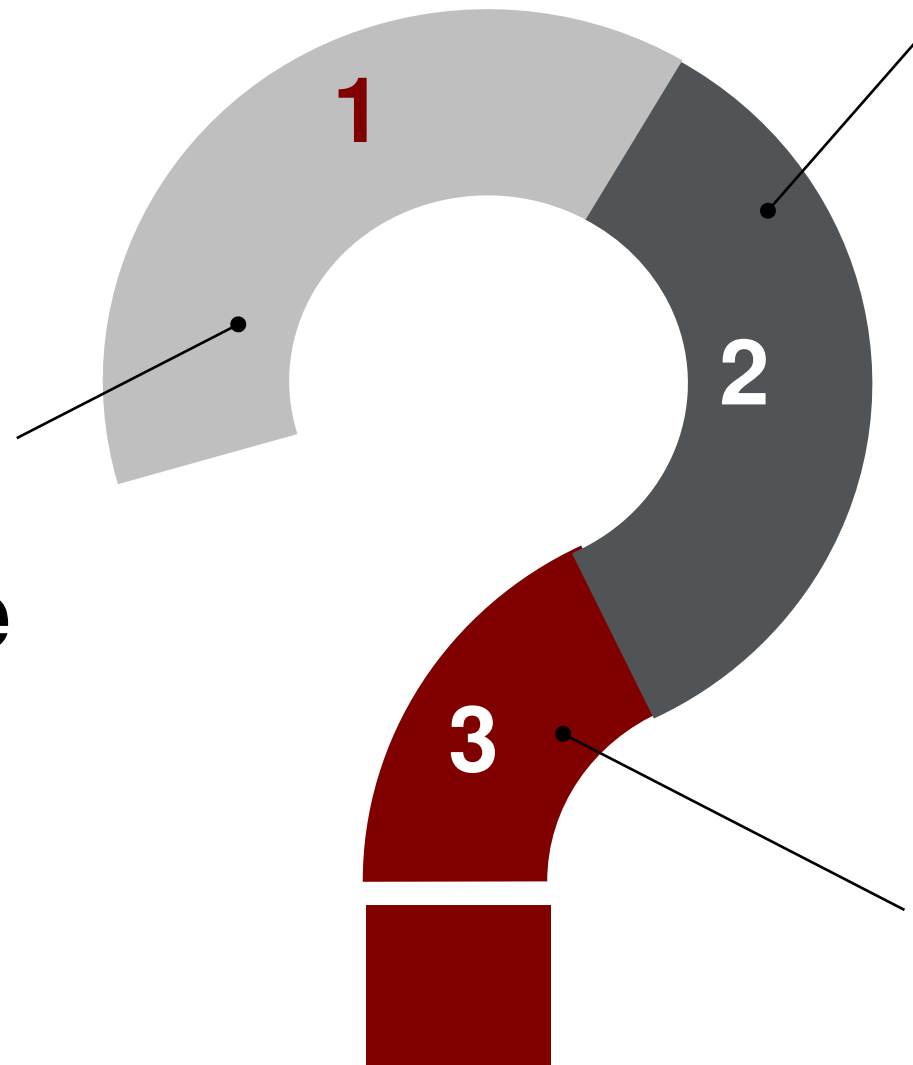


# Back to the drawing board to find a better approach



**We asked  
3 questions:**

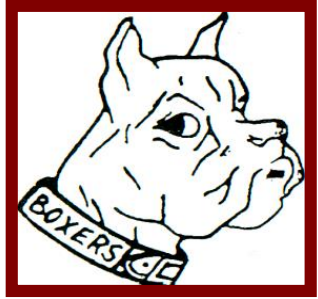
**What skills do  
our students  
need to be able  
to do to be  
successful on  
the MCAS?**



**What skills do our  
students need to  
be able to do to be  
successful in their  
classes?**

**What skills do our  
students need to  
be able to do to be  
successful in their  
lives beyond BHS?**

# From that discussion:



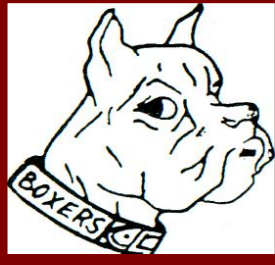
We noticed that students needed to be able to:

- read challenging passages, difficult nonfiction
- write – a LOT
- solve multistep problems, explain their thinking
- speak professionally... they needed SKILLS!

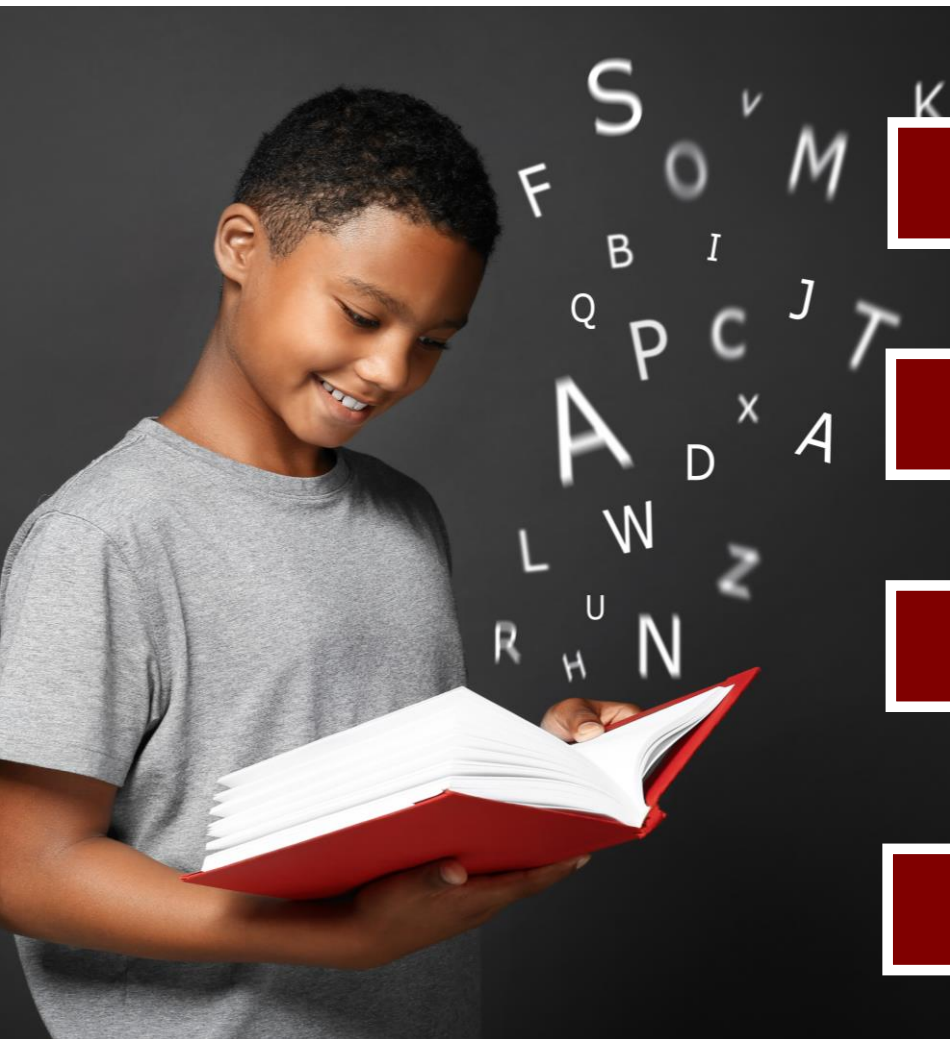
**THAT LED US TO LITERACY** – First, we defined it, then trained ourselves how to teach these literacy skills to our students

# STEP 2

## FOCUS ON LITERACY FOR ALL



First, we defined literacy:



**READING**



**WRITING**



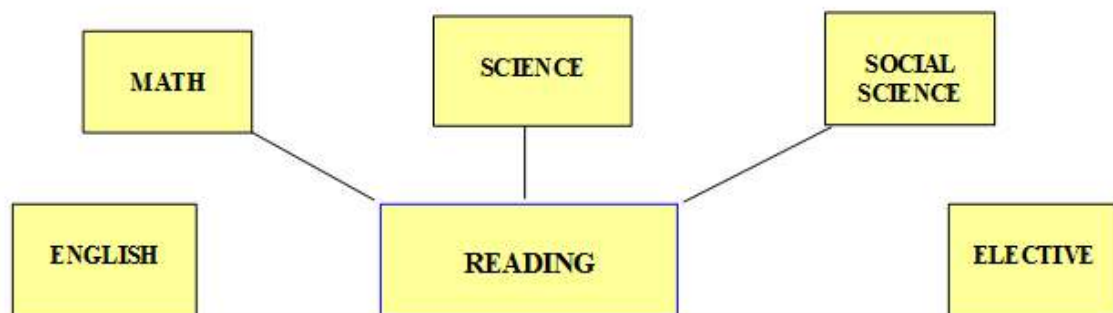
**SPEAKING**



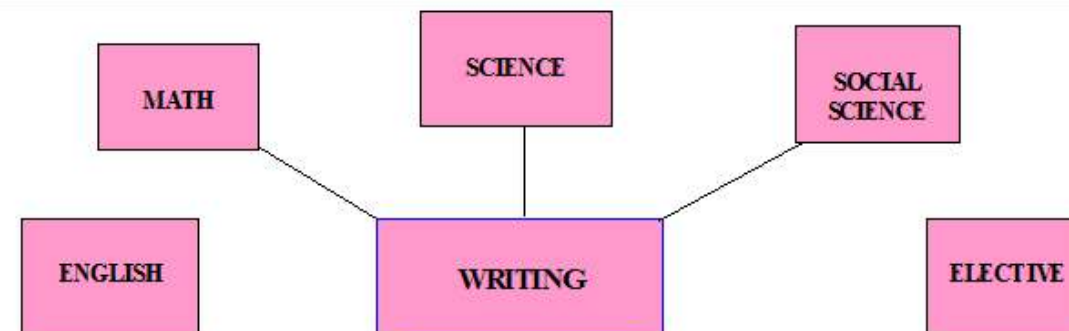
**REASONING**

Then we said,  
**LITERACY FOR  
ALL, every class!**

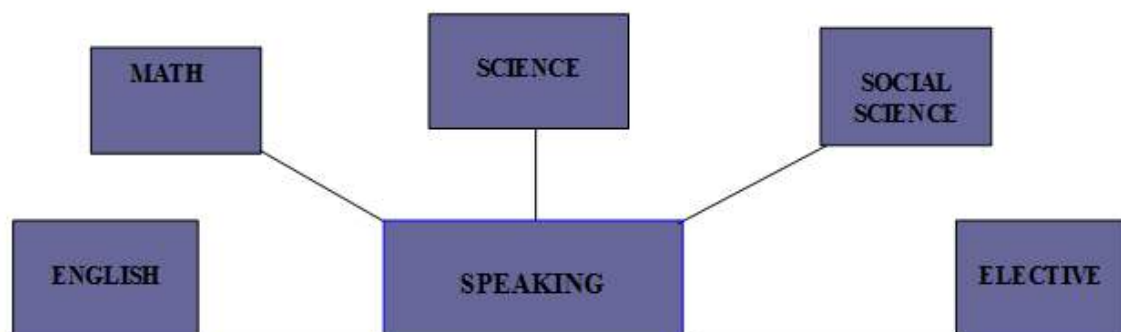
# Brockton High Literacy Initiative



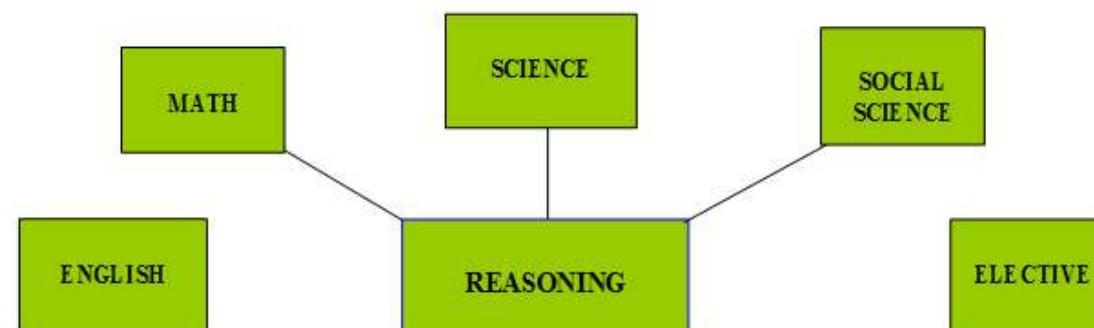
- for content ( both literal and inferential )
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea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



- 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



- 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



- 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





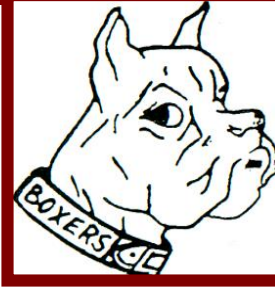
# So now what...

**We had cool looking charts on the walls... SO WHAT...**

**The KEY to our implementation is HOW we trained teachers to teach these Literacy skills to our students.**

# STEP 3

## IMPLEMENTED WITH FIDELITY AND PLAN



Faculty Meetings  
became  
**Literacy Workshops**  
KEY - Adult Learning  
Teachers teaching  
teachers =  
GOOD stuff!

# The key to our transformation



## ADULT LEARNING AND SUPPORT

**We modeled for the faculty the process that they would then teach to the students.**





# After examining our data:

**We noticed that our students were not handling the writing questions at all. They were leaving them blank, or barely putting sentences together, or writing off topic. So, that led to...**





# **Our first Literacy Workshop: Active Reading/Open Response Writing**

**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**

## **WRITING IS THINKING!!!**

# An emphasis on Non-Fiction Writing

## Why start with that?

Students process in a much clearer way when required to write.

**For students:** Writing clarifies their thinking process.

**For teachers:** student writing gives rich and complex diagnostic information

**The integration of reading  
and writing strategies  
helps students make the  
leap from knowing to  
understanding.**

Harvard Graduate School of Education

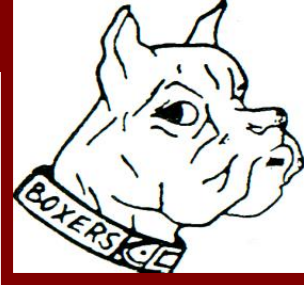
# **The POWER of WRITING: More research...**

- ❖ **Writing about material read improves students' comprehension of it;**
- ❖ **Teaching students how to write improves their reading comprehension, reading fluency, and word reading;**
- ❖ **Increasing how much students write enhances their reading comprehension.**

Harvard Study 2011  
Graham and Herbert



I've included the entire Active Reading/Open Response Writing Literacy Workshop. I'll walk you quickly through this, however, if you were using this with faculty, it would take approximately 50 minutes to complete.



# Structure we used for our Literacy Workshops

- ❖ **OPENER** related to what we will be doing
- ❖ **WHAT** we are presenting and **WHY** (data/research if possible)
- ❖ **MODEL** the steps the teachers will teach to the students
- ❖ **PRACTICE** or **DISCUSSION** depending upon the focus of the workshop
- ❖ **NEXT STEPS**
- ❖ **CLOSER** bringing everything together)

Let's experience a Literacy Workshop:

**Active Reading/  
Open Response Writing  
Literacy Workshop**

# **OUR AGENDA**

- 1. Why are we doing this:  
What the research says**
- 2. Active Reading Strategies**
- 3. Open Response Writing  
Steps**
- 4. Using the Rubric**
- 5. The Implementation  
Process/ Next Steps**



# **Active Reading/ Open Response Writing**

## **Why are we here?**

- **To provide students with skills that will help them succeed in their classes, in college, and in their lives beyond school.**
- **To improve students' performance on state assessments.**
- **AND MOST IMPORTANTLY –  
because WRITING is THINKING!!!**

# **Literacy Workshop: Active Reading/Open Response Writing**

**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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# **An emphasis on Non-Fiction Writing - What the research says:**

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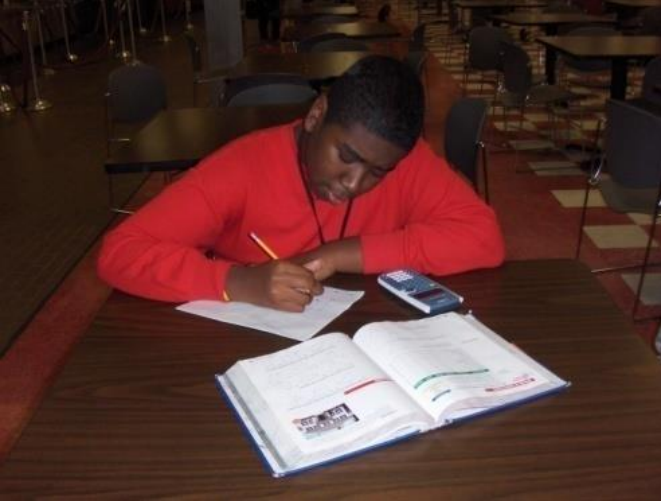
Harvard Graduate School of Education



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- ❖ Writing about material read improves students' comprehension of it;**
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- ❖ Increasing how much students write enhances their reading comprehension.**

Harvard Study 2011 -Graham and Herbert



# 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 so they determine a PURPOSE for reading.**

# **Determining the purpose for reading**

**Carefully reading and  
analyzing the question  
helps the student  
determine the purpose for  
reading.**

# Let's go through this process together

## Active Reading Steps:

1. Determine the purpose of the reading by ACTIVELY READING the question, prompt, or directions. That means:  
**Circle** key direction verbs.  
(for example; discuss, contrast, explain)  
**Underline** important information  
(often there is irrelevant information)
2. In your own words, write what the question, prompt, or directions ask you to do. To help you do that, flip the question.
3. ACTIVELY READ the selections keeping in mind the PURPOSE for reading – review your flipped question!
4. Develop your PLAN to answer the question, prompt or directions using the graphic organizer.



**Step 1: Determining the purpose for reading by actively reading the question.**

**Carefully reading and analyzing the question helps the student determine the purpose for reading.**

# Let's go through the first step of this process together

1. Actively read the question, prompt, or directions:

**Circle** key direction verbs.

(for example; discuss, contrast, explain)

**Underline** important information  
(often there is irrelevant information)

Now let's do it. Here is the reading:

*Fast food and fast-food restaurants did not always exist. In fact, hamburgers had a bad reputation when they were first introduced in the late 1800s and early 1900s.*

## The Pioneers

*from Chew on This*

by Eric Schlosser and Charles Wilson

The story of fast food begins in October 1885, near the small town of Seymour, Wisconsin. A friendly and outgoing fifteen-year-old boy named Charlie Nagreen was driving his family's ox cart down a dirt road amid wide-open fields. Charlie was going to Outagamie County's first annual fair, where he wanted to earn some extra money selling meatballs. What happened next was the unlikely origin of a delicious sandwich that would one day change the world.

As Charlie sold meatballs at the fair, he noticed that customers had trouble eating them and strolling at the same time. People were impatient. They wanted to visit Mr. John Bull's popular beehives (encased in glass), to see the fancy new harvesting machines, and to enjoy all the other thrilling attractions at the fair. They didn't want to waste time eating meatballs. Charlie suddenly had an idea: if he squashed the meatballs and put them between two slices of bread, people could walk and eat. And so Charlie invented the hamburger.

German immigrants lived in Charlie's hometown of Hortonville, Wisconsin, and he later claimed that the new sandwich was named after the German town of Hamburg, long famous for its ground-beef steaks. Charlie continued selling burgers at the Outagamie County Fair until 1951. By then he was an old man who liked to sing this rhyme while flipping burgers on the grill:

*Hamburgers, hamburgers, hamburgers hot!*

*Onions in the middle, pickle on top.*

*Makes your lips go flippity flop.*

Charlie had not only invented the hamburger but also composed one of the first advertising jingles for it.

A number of other cities—including New Haven, Connecticut; Akron, Ohio; and Hamburg, New York—now claim to be the true birthplace of America's favorite sandwich. But the residents of Seymour, Wisconsin, will have none of that. The signs that welcome people into Seymour let everybody know they're entering **the home of the hamburger**. And every August the town has a big parade in honor of Hamburger Charlie.

### Killer Burgers

Despite Charlie's best efforts, burgers didn't become America's national dish overnight. For a long time after that 1885 Outagamie County Fair, hamburger meat had a bad reputation. Many people assumed that ground beef was dirty. According to one historian, during the early 1900s the hamburger was considered "a food for the poor," polluted and unsafe to eat. Restaurants generally didn't sell them. Burgers were served at lunch carts parked near factories, at circuses and carnivals. It was widely believed that ground beef was made from rotten old meat full of chemical preservatives. "The hamburger habit is just about as safe," one food critic warned, "as getting meat out of a garbage can."

The hamburger's reputation wasn't helped when murderers started using ground beef to kill people. In 1910, Alexander J. Moody, a wealthy baker from Chicago, died after somebody put poison in his burger. The police were never able to solve the case. One year later, a Chicago pie maker was poisoned the same way. Similar murder stories appeared in newspapers across the United States. Ground beef seemed like the perfect food in which to hide a deadly poison.

The widespread fear of hamburgers caused a great deal of frustration among butchers. They liked to grind leftover pieces of beef into hamburger meat. They liked selling every scrap of meat in the store. They didn't want to waste any of it. But most customers preferred to buy solid pieces of steak. That way you could see exactly what you were buying—and feel confident there was nothing poisonous in it.

In 1925, when New Yorkers were asked to name their favorite meal, hamburger ranked nineteenth. Of the 180,000 people who voted for their favorites, just 2,912 voted for hamburger. It beat out gefilte fish (1,361 votes). But the burger lost big to corned beef and cabbage (23,061 votes) and roast loin of pork (5,411 votes). By a wide margin, most New Yorkers even preferred eating cow tongue and spinach (8,400 votes).

Around this time Walt Anderson set out to defend the hamburger from its many critics. A former janitor and short-order cook, Walt loved burgers and opened a small restaurant in Wichita, Kansas, devoted to selling them. Walt grilled the burgers right in front of his customers, so they could see for themselves that the meat and the equipment were clean. The place was so successful that Walt found a business partner and started opening more hamburger restaurants, built in the shape of small white medieval forts. Walt called them White Castles, a name suggesting that the place was solid and the food was pure. White Castle restaurants claimed that their ground beef was delivered twice a day, to insure freshness, and supported an unusual experiment at the University of Minnesota. For thirteen weeks a medical student there consumed nothing but White Castle burgers and water. When the student not only survived the experiment but also seemed pretty healthy, people started to view hamburgers in a new light. Now hamburgers seemed wholesome, not deadly.

White Castle was popular among workingmen in the East and the Midwest, but it didn't attract many women or children. It didn't turn hamburgers into America's favorite sandwich or create the modern fast-food business. A pair of brothers in southern California did all that, along with a traveling salesman who for years had failed at just about everything he tried.

"The Pioneers" by Eric Schlosser and Charles Wilson, from *Chew on This: Everything You Don't Want to Know About Fast Food*. Copyright © 2006 by Eric Schlosser. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company.

**Based on the excerpt, explain why it took many years for hamburgers to become popular in the United States. Support your answer with important and specific information from the excerpt.**

**STEP 1: Determining the purpose for reading by actively reading the question.**

**Based on the excerpt, explain why it took many years for hamburgers to become popular in the United States. Support your answer with important and specific information from the excerpt.**



**CIRCLE key direction verbs;  
UNDERLINE important information**

**Based on the excerpt, explain why it took many years for hamburgers to become popular in the United States. Support your answer with important and specific information from the excerpt.**

**Let's share...**

# Let's do STEP 2:

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

To help you do that, let's talk about how to “flip the question” or use the words of the question in your statement.

# Now, let's flip the question

For example:

**It took hamburgers many years to become a popular food in the United States for a number of reasons such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.**

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

# **STEP 3: ACTIVELY read the text**

**ACTIVELY read the text making text annotations (make notes in the margin, underline, circle) that are focused on responding to the question. Use the graphic organizer to organize your reading notes.**

*(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.)*



# Active Reading Steps:

1. Determine the purpose of the reading by ACTIVELY READING the question, prompt, or directions.

That means:

**Circle** key direction verbs.

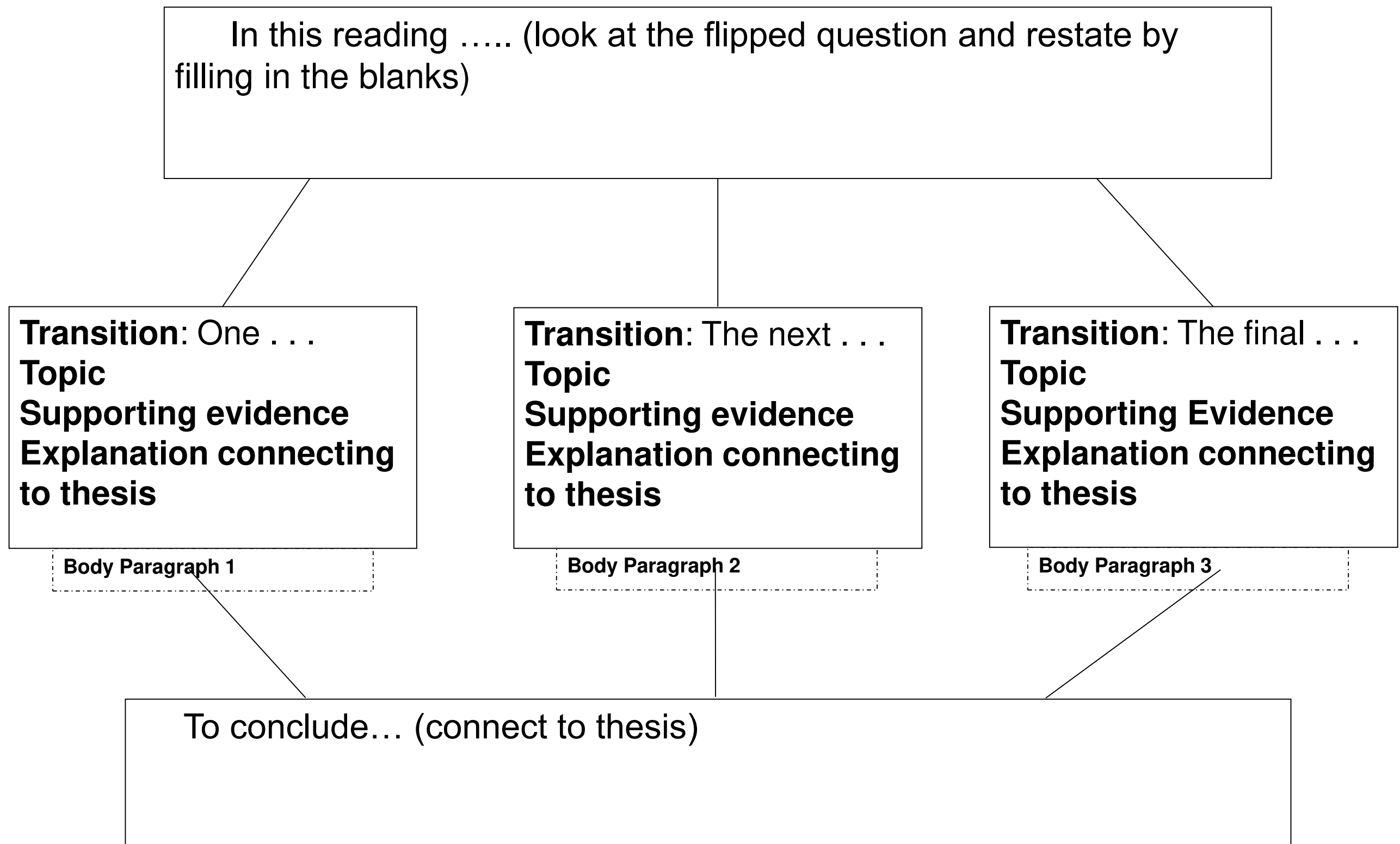
(for example; discuss, contrast, explain)

**Underline** important information

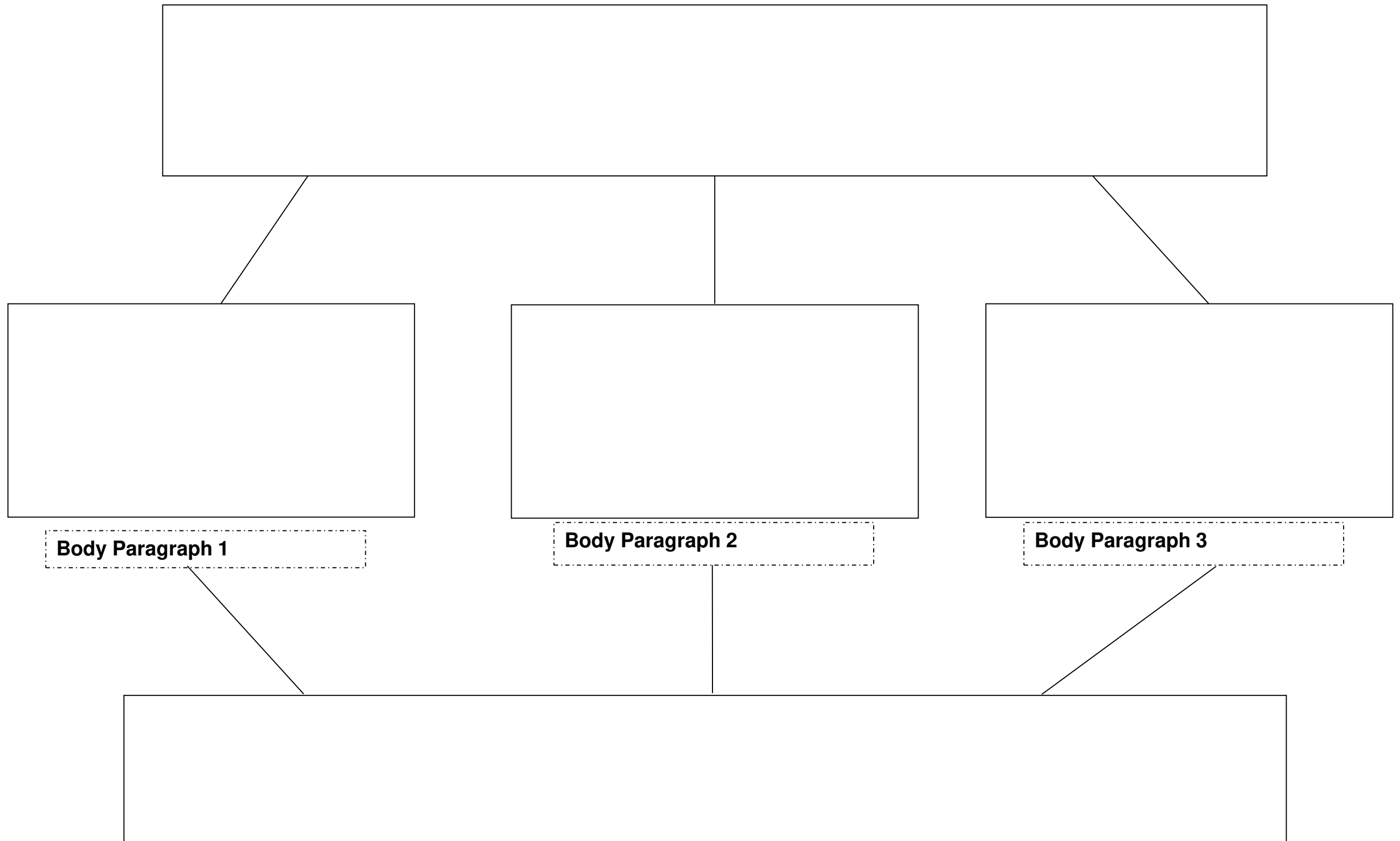
(often there is irrelevant information)

2. In your own words, write what the question, prompt, or directions ask you to do. To help you do that, flip the question.
3. ACTIVELY READ the selections keeping in mind the PURPOSE for reading – review your flipped question!
4. Develop your PLAN to answer the question, prompt or directions using the graphic organizer.

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



# Let's do it based on the article:



# 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.

We will not do this step today

## 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.

# **ALL the OPEN RESPONSE WRITING STEPS**

- 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.**
- 2. RESTATE QUESTION AS THESIS (FLIP THE QUESTION 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.**



# 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	
<b>8</b> <ul style="list-style-type: none"> <li>Response contains a clear thesis and insightfully answers all parts of the question.</li> <li>Response provides relevant and specific textual evidence.</li> <li>Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material.</li> <li>Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples.</li> <li>Response contains clear sentence structure with few or no errors.</li> </ul>	
<b>6</b> <ul style="list-style-type: none"> <li>Response contains a clear thesis and adequately answers all parts of the question.</li> <li>Response provides relevant but general textual evidence.</li> <li>Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Response contains adequate but simplistic use of transitions and strategic repetition.</li> <li>Response is organized in its thesis, paragraphing, and sequencing of examples.</li> <li>Response contains clear sentence structure with no distracting errors.</li> </ul>	<b>LEGIBILITY</b> <b>1</b> <ul style="list-style-type: none"> <li>Easy to read</li> </ul> <b>0</b> <ul style="list-style-type: none"> <li>Difficult to read</li> </ul>
<b>4</b> <ul style="list-style-type: none"> <li>Response contains a thesis but only partially answers the question.</li> <li>Response provides a mix of accurate and inaccurate textual evidence.</li> <li>Explanations of evidence are vague and/or demonstrate limited understanding of the material.</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>Response contains some inappropriate use of transitions and strategic repetition.</li> <li>Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples.</li> <li>Response contains lapses in sentence structure that interfere with the clarity of thought.</li> </ul>	
<b>2</b> <ul style="list-style-type: none"> <li>Response contains a thesis but only minimally answers the question.</li> <li>Response provides insufficient and/or largely inaccurate textual evidence.</li> <li>Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.</li> </ul>	<b>1</b> <ul style="list-style-type: none"> <li>Response contains incorrect or inadequate use of transitions and strategic repetition.</li> <li>Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples.</li> <li>Response contains major errors in sentence structure.</li> </ul>	<b>LENGTH</b> <b>1</b> <ul style="list-style-type: none"> <li>Sufficient</li> </ul> <b>0</b> <ul style="list-style-type: none"> <li>Insufficient</li> </ul>
<b>0</b> <ul style="list-style-type: none"> <li>Response is incorrect.</li> <li>Response contains insufficient evidence to show understanding of the material.</li> <li>Response is off-topic and/or contains irrelevant content.</li> </ul>	<b>0</b> <ul style="list-style-type: none"> <li>Response contains no evidence of transitions and strategic repetition.</li> <li>Response reflects no organization.</li> <li>Response contains little to no evidence of sentence structure.</li> </ul>	

Evaluated by:   Self   Peer   Teacher   (Circle One)

Comments: \_\_\_\_\_

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

# Grading this lesson:

As discussed in the previous slide, the students' essays should be graded using the rubric.

HOWEVER, it is important to make this lesson count! Please use this as a test grade, and include these criteria in determining the grade:

1. Student implementing the process, particularly the evidence of active reading both the prompt AND the articles.
2. Student completing the graphic organizers to plan their essay.
3. Student writing the essay in class.

# 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.”


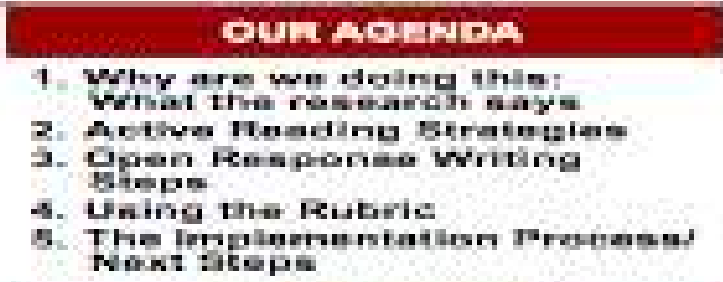

***THANK YOU!!!  
YOU WILL MAKE A DIFFERENCE!!!***




**The script I used follows.  
You could use this with your  
faculty as is, or use the  
format and adapt it.**

# Active Reading/Open Response Writing Workshop

**\*Note: Directions appear in bold font. Script appears in italics.**

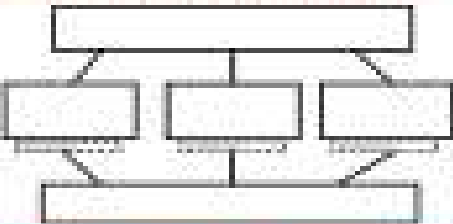


Slide #	Power Point Slide	Script	Time
1		Welcome everyone to this training on the Active Reading and Open Response Writing. Remind everyone that the key to our students' success is the quality instruction of the faculty, and in this Literacy Workshop we will model a writing strategy that they will then model for their students.	___min
2		Read slide	___min
3		Read slide	___min
4		Read Slide	___min

5	<p><b>An emphasis on Non-Fiction Writing - What the research says:</b></p> <p><b>Why start with that?</b></p> <p>Students process in a much clearer way when required to write.</p> <p><b>For students:</b> Writing clarifies their thinking process.</p> <p><b>For teachers:</b> student writing gives rich and complex diagnostic information</p>	Read Slide, noting that this focus on reading and writing is supported by educational research.	___min
6	<p><b>The integration of reading and writing strategies helps students make the leap from knowing to understanding.</b></p> <p>Harvard Graduate School of Education</p>	Read Slide	___min
7	<p><b>The POWER of WRITING: More research....</b></p> <ul style="list-style-type: none"> <li>Writing about material read improves students' comprehension of it;</li> <li>Teaching students how to write improves their reading comprehension, reading fluency, and word reading;</li> <li>Increasing how much students write enhances their reading comprehension.</li> </ul>	Read Slide	___min
8	<p><b>Let's Begin: Active Reading</b></p> <p>"Teaching students to select the full meaning of the texts they read is the single most powerful influence a teacher has on them." - Doug Lemov, Teach Like a Champion</p> <p>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 so they determine</p>	Read Slide	___min
9	<p><b>Determining the purpose for reading</b></p> <p>Carefully reading and analyzing the question helps the student determine the purpose for reading.</p>	Read slide	___min
10	<p><b>Let's go through this process together Active Reading Steps:</b></p> <ol style="list-style-type: none"> <li>Determine the purpose of the reading by ACTIVELY READING the question, prompt, or directions. They mean: <ul style="list-style-type: none"> <li>Circle key direction verbs.</li> <li>(for example: discuss, compare, explain, describe) important information.</li> <li>Circle those to relevant information.</li> </ul> </li> <li>In your own words, write what the question, prompt, or directions ask you to do. To help you do this, flip the question.</li> <li>As you flip the question, keeping in mind the PURPOSE for reading - review your flipped question.</li> <li>Develop your PLAN to answer the question, prompt or directions using the graphic organizer.</li> </ol>	<p>Hand out the reading The Pioneers.</p> <p>Say to participants:</p> <p>Notice that the first three steps in the process are about ACTIVE READING. We're going to go through the steps that you will teach to your students so that you can model the process for them.</p>	___min

11	<p><b>Step 1: Determining the purpose for reading by actively reading the question.</b></p> <p>Carefully reading and analyzing the question helps the student determine the purpose for reading.</p>	Say, "Let's start with the first step – determining the purpose for reading."	___min
12	<p><b>Let's go through the first step of this process together</b></p> <p>1. Actively read the question, prompt, or directions;  <b>Circle</b> key direction verbs.  (for example; discuss, contrast, explain)  <b>Underline</b> important information  (often there is irrelevant information)</p> <p><b>Now let's do it. Here is the reading:</b></p>	<p>Ask them to look at the reading, The Pioneers.</p> <p>Say to participants:  "We're going to go through the process just as you will model this for your students."</p>	___min
13		Say, "Here's the reading, the prompt is at the bottom left."	___min
14	<p><b>STEP 1: Determining the purpose for reading by actively reading the question.</b></p> <p>Based on the excerpt, explain why it took many years for hamburgers to become popular in the United States. Support your answer with important and specific information from the excerpt.</p>	<p>"Here's the prompt – I enlarged it so you can clearly see it. Remember, first the students must determine the PURPOSE for reading by analyzing the question or prompts. "</p>	___min
15	<p><b>CIRCLE key direction verbs; UNDERLINE important information</b></p> <p>Based on the excerpt, explain why it took many years for hamburgers to become popular in the United States. Support your answer with important and specific information from the excerpt.</p> <p><b>Let's share</b></p>	<p>Let's do it:</p> <ol style="list-style-type: none"> <li>1. First, read the question/prompt aloud</li> <li>2. Ask the participants to circle the direction verbs and underline important information <b>IN THE PROMPT.</b></li> <li>3. Then ask what they circled and underlined – <b>BRIEFLY</b></li> </ol>	___min

16	<p><b>Let's do STEP 2:</b></p> <p>2. In your own words, write what the question, prompt, or directions asks you to do.</p> <p>To help you do that, let's talk about how to "flip the question" or use the words of the question in your statement.</p>	Say to participants: <i>Step 2 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...</i> THEN READ SLIDE	___min
17	<p><b>Now, let's flip the question</b></p> <p>For example:</p> <p>It took hamburgers many years to become a popular food in the United States for a number of reasons such as _____, _____, and _____.</p> <p><small>NOTE: This is an important tool to help the students focus their purpose for reading and begin their writing process.</small></p>	Say to participants: While we are skillful readers, and do this almost instinctively, many of our students struggle with this step. A good strategy to teach to the students is "Flipping the question" in which they use the wording of the question/prompt to make their thesis statement, but they leave blanks to fill in the details after they have read the selection.	___min
18	<p><b>STEP 3: ACTIVELY read the text</b></p> <p>ACTIVELY read the text making text annotations (make notes in the margin, underline, circle) that are focused on responding to the question. Use the graphic organizer to organize your reading notes.</p> <p><small>(Note: Focusing students on reacting to respond to the question allows students to read without getting bogged down or distracted by details that are irrelevant.)</small></p>	Read slide. Then give participants 5-10 minutes to actively read the text.	___min
19	<p><b>Active Reading Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine the purpose of the reading by ACTIVELY READING the question, prompt, or directions that means: <ul style="list-style-type: none"> <li>Circle key direction verbs.</li> <li>(for example) discuss, compare, explain, describe important information.</li> <li>(then there is interpret information.)</li> </ul> </li> <li>2. In your own words, write what the question, prompt, or directions ask you to do. To help you do that, flip the question.</li> <li>3. ACTIVELY READ the selection seeking to find the EVIDENCE for reading – review your flipped question.</li> <li>4. Develop your thesis to answer the question, prompt or directions using the graphic organizer.</li> </ol>	<p>Say to participants, "Remember, there are four steps to active reading. 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, it is time to develop the plan to answer the question, Step 4."</p> <p><b>GIVE OUT THE BLANK GRAPHIC ORGANIZER</b></p>	___min
20	<p><b>The student creates a map in order to organize the response:</b></p>	Say to participants: <i>Good writing requires planning. This Graphic Organizer provides you with a template for planning your essay. You already have the top box ready to complete from when we did Step 2. By flipping the question, you essentially have your thesis statement ready.</i>	___min



21	<p><b>Let's do it based on the article:</b></p> 	Hand out the blank graphic organizer template to the participants. Give them approximately five minutes to fill in their template.	___min
22	<p><b>Next step: Writing the Response</b></p> <p>To help your students to write a strong and fully developed Open Response, you may want to use a template we have developed.</p> <p><b>We will not do this step today</b></p> 	Say to the participants, <i>"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."</i>	___min
23	<p><b>ALL the OPEN RESPONSE WRITING STEPS</b></p> <ol style="list-style-type: none"> <li>1. ACTIVELY READ QUESTION BY CIRCLES AND UNDERLINE KEY WORDS.</li> <li>2. RESTATE QUESTION AS THESE (FLIP THE QUESTION LEAVING BLANKS).</li> <li>3. ACTIVELY READ PASSAGE.</li> <li>4. MAP OUT YOUR ANSWER.</li> <li>5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.</li> <li>6. STRATEGICALLY REPEAT KEY WORDS FROM THESE IN YOUR BODY AND IN YOUR END SENTENCE.</li> <li>7. PARAGRAPH YOUR RESPONSE.</li> <li>8. REREAD AND EDIT YOUR RESPONSE.</li> </ol>	Say to the participants, <i>"Let's take a moment to review ALL the steps in the process. I have taken you through steps 1 through 4 in the same way that you can model the process for your students. Because we are all capable writers, we felt there was no need to take workshop time for you to write an essay. However, this is an essential step for the students. Please have them do this in class, NOT for homework so you can closely monitor their progress and their struggles."</i>	___min
24	<p><b>Final Step: The Rubric</b></p> <p>This rubric provides the students with the criteria upon which they will be assessed.</p> 	HAND OUT THE RUBRIC and say to the participants, <i>"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."</i> DISTRIBUTE THE APPROACH TO INTRODUCING THE RUBRIC TO THE STUDENTS HANDOUT and review briefly. Remember, students should be given credit for ALL steps in the process.	___min
25	<p><b>Grading this lesson:</b></p> <p>As discussed in the previous slide, the students' essays should be graded using the rubric. HOWEVER, it is important to make this lesson count! Please use this as a test grade, and include these criteria in determining the grade:</p> <ol style="list-style-type: none"> <li>1. Student implementing the process, particularly the evidence of active reading both the prompt AND the articles.</li> <li>2. Student completing the graphic organizers to plan their essay.</li> <li>3. Student writing the essay in class.</li> </ol>	Remind them that they should present this to the students NOT as something they are being required to do, but rather stress the important skills of active reading and writing. And because of the importance of this, it should be given an important grade, for example, counted as a test grade, or a project grade. It should matter!	___min

26	<p><b>Suggestions for Follow Up Lessons</b></p> <ul style="list-style-type: none"> <li>• Present the class two or three representative student samples showing a high, middle, and low level response (names omitted, of course).</li> <li>• Use the rubric to have students score these papers so that everyone sees and agrees upon the criteria.</li> <li>• 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.</li> <li>• Students can see what a good paper looks like and do a self-assessment on ways that they can improve their own papers.</li> </ul>	Please follow the steps of the Writing process with fidelity. The intent of this is to provide our students with a clear consistent process and provide them with deliberate practice on this skill. After they finish the writing, here are some suggestions that you might want to use with your students. THEN READ SLIDE	___min
27	<p><b>Recap/Next Steps</b></p> <ul style="list-style-type: none"> <li>• You will be receiving a calendar of implementation</li> <li>• Select an appropriate reading passage that supports the content that you are teaching that day/week, challenges the students – it needs to be rigorous!</li> <li>• Develop a challenging question based on that reading. Remember do NOT simply ask for a summary – make them THINK!</li> <li>• Explain to the students why you are doing this lesson and why it will help them. WRITING MATTERS! WRITING IS THINKING!</li> <li>• Be very directive teaching the process. DO NOT SKIP ANY STEPS!</li> </ul>	So, where do we go from here? READ SLIDE	___min
28	<p><b>From Talent is Overrated by Geoff Colvin</b></p> <p>"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."</p> <p><b>THANK YOU!! YOU WILL MAKE A DIFFERENCE!!</b></p>	<p><b>READ SLIDE AND</b></p> <p><i>Thank you, thank you!!!</i></p>	___min

Total Time = \_\_\_ min

# After the Literacy training...



1. Teachers select an article:
  - ◆ Rigorous, challenging
  - ◆ Fits in the curriculum, supports the content being taught
2. Teachers write the prompt
3. Teach the process with fidelity as set in the calendar



# Success by DESIGN, not by chance!

## The Open Response calendar of implementation:

Nov 2 – 6	Social Science, Social Science Bilingual
Nov 20 – 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 Education
Mar 7 – 11	English, ESL, Guidance
Mar 20 – 24	Family & Cons. Science, Project Grads
Apr 5 – 9	Music, Art

# Critical Element!!!

We did NOT leave the implementation to chance. Teachers were assigned WHEN to do it. They selected the topic (content/age appropriate) and wrote the question. BUT, they were assigned when to do it so students received repeated practice of the target skill.



# Literacy Workshops improved instruction:

- \*Active Reading/Open Response Writing

- \*Active Reading/Writing Using Multiple Selections

- \*Asking Rigorous Questions

- \*Graphing Across the Curriculum

- \*Vocabulary Strategies

- \*Problem Solving

- \*No Opt Out/Everybody

- \*Classroom Culture:  
Effective Entry

- Routines

- \*Developing Speaking Skills

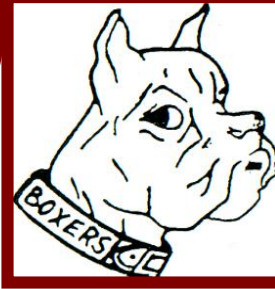
- \*Providing Effective Feedback

- \*Quick Writes/Graphic Organizers

- \*Reading/Analyzing Visuals

# STEP 4

## MONITORED LIKE CRAZY



### What gets monitored is what gets done!

- Monitoring the work of the students (rubrics and collection and review of the work)
- Monitoring the implementation by the faculty (walkthroughs, evals)



# 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!**

# Monitor, Monitor



**Assess what the students are  
doing using a consistent  
standard.**

**We ALL used the same rubric...**

**SIMPLE, NOT EASY!!!**



# How do we know the students are learning it?

- We used a common rubric
- Compared and discussed student work

WRITER'S NAME \_\_\_\_\_  
 Evaluated by: Self \_\_\_\_\_ Peer \_\_\_\_\_ Teacher (Circle One)  
 Comments \_\_\_\_\_

DATE 1-11-11  
 SCORING  
 13-14 = Advanced

CONTENT		FORM	
8	<ul style="list-style-type: none"> <li>Response contains a clear thesis and insightfully answers all parts of the question.</li> <li>Response provides relevant and specific textual evidence.</li> <li>Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material.</li> <li>Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples.</li> <li>Response contains clear sentence structure with few or no errors. <i>Punctuation NOT Capitalized</i></li> </ul>	
6	<ul style="list-style-type: none"> <li>Response contains a clear thesis and adequately answers all parts of the question.</li> <li>Response provides relevant but general textual evidence.</li> <li>Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Response contains adequate but simplistic use of transitions and strategic repetition.</li> <li>Response is organized in its thesis, paragraphing, and sequencing of examples.</li> <li>Response contains clear sentence structure with no distracting errors.</li> </ul>	<b>LEGIBILITY</b> 1 Easy to read 0 Difficult to read
4	<ul style="list-style-type: none"> <li>Response contains a thesis but only partially answers the question.</li> <li>Response provides a mix of accurate and inaccurate textual evidence.</li> <li>Explanations of evidence are vague and/or demonstrate limited understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Response contains some inappropriate use of transitions and strategic repetition.</li> <li>Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. — <i>Concluding Paragraph</i></li> <li>Response contains lapses in sentence structure that interfere with the clarity of thought.</li> </ul>	
2	<ul style="list-style-type: none"> <li>Response contains a thesis but only minimally answers the question.</li> <li>Response provides insufficient and/or largely inaccurate textual evidence.</li> <li>Explanations of evidence are unclear and/or demonstrate minimal understanding of the material.</li> </ul>	<ul style="list-style-type: none"> <li>Response contains incorrect or inadequate use of transitions and strategic repetition.</li> <li>Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples.</li> <li>Response contains major errors in sentence structure.</li> </ul>	<b>LENGTH</b> 1 Sufficient 0 Insufficient
0	<ul style="list-style-type: none"> <li>Response is incorrect.</li> <li>Response contains insufficient evidence to show understanding of the material.</li> <li>Response is off-topic and/or contains irrelevant content.</li> </ul>	<ul style="list-style-type: none"> <li>Response contains no evidence of transitions and strategic repetition.</li> <li>Response reflects no organization.</li> <li>Response contains little to no evidence of sentence structure.</li> </ul>	2.0

Total Score: 8

83 13.6  
14

11-12 = Proficient  
 8-10 = Needs Improvement  
 0-7 = Failing



# Monitor, Monitor



**Monitor how the faculty  
is implementing the  
skill. We ALL used the  
same Walk Through tool.**

**SIMPLE, NOT EASY!!!**

Literacy Walkthrough Guide:

## Open Response Writing

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

TO THE OBSERVER: Please remember that the objective of this walkthrough is to observe and review the process we developed; this is NOT a teacher evaluation. Thank you!

What to look for:	More Support Needed	Met Expectation
1. The teacher explained the importance of the process and why they were doing this.	<input type="radio"/>	<input type="radio"/>
2. The teacher explained the writing process and modeled it for the students.	<input type="radio"/>	<input type="radio"/>
3. The teacher then provided students with a challenging reading.	<input type="radio"/>	<input type="radio"/>
4. The prompt was rigorous.	<input type="radio"/>	<input type="radio"/>
5. Students then worked through the writing process with the teacher providing support as needed.	<input type="radio"/>	<input type="radio"/>

### ADDITIONAL QUESTIONS:

What was working well?

What do we need to provide more support for or revise?

Any other "What do you notice" observations?

**A Walkthrough  
tool doesn't  
have to be  
complicated or  
complex.  
What are you  
looking for?**

# **Focused collegial conversations around examining student work**

- 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.

**Powerful follow up!**

**After a number of collegial professional conversations, one teacher observed and suggested:**

***“Sue, I’ve noticed that the quality of my students’ writing often depends on the question I’ve asked. I think we need a Literacy Workshop on asking effective and rigorous questions.”***



# Consistency!!!

**EVERYONE** used the writing process:

- \* Same steps
- \* Same graphic organizer
- \* Same rubric

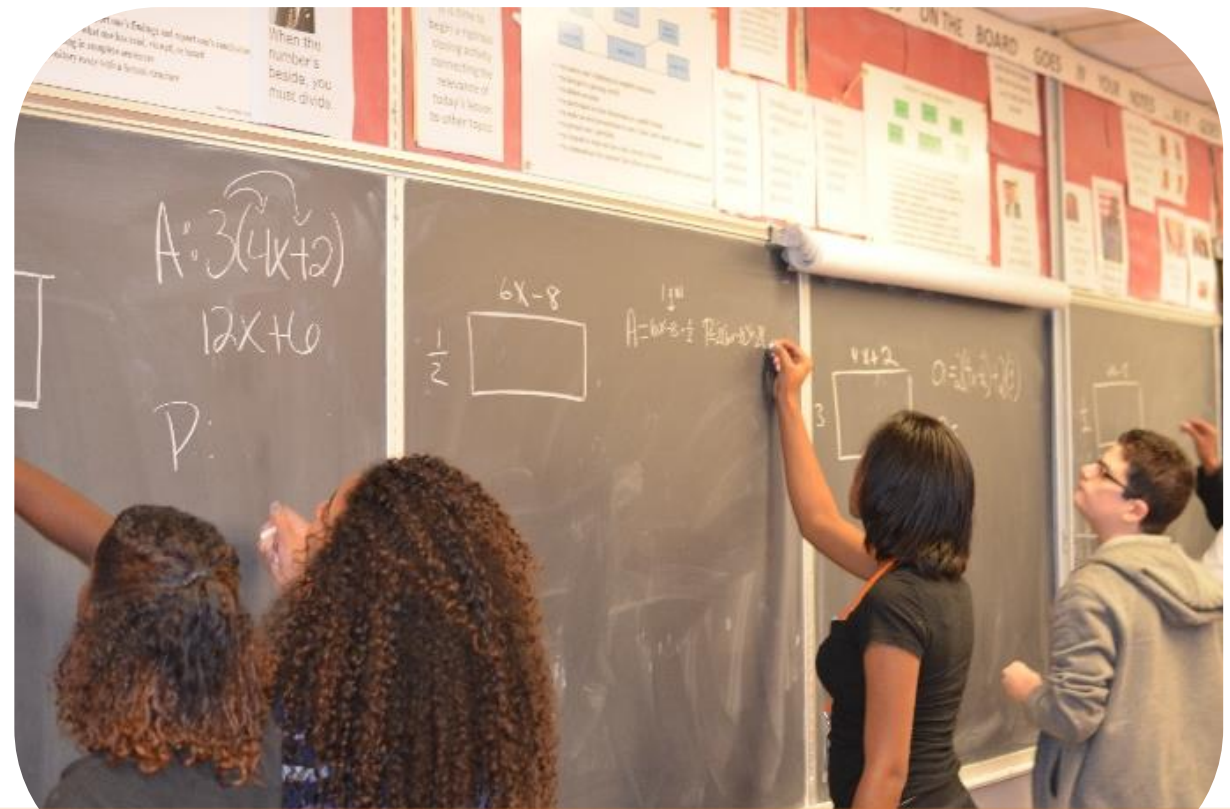


**This provided students with deliberate practice, and helped them develop THINKING ROUTINES**

# There Are Always Critics.



## The cookie-cutter comment The students learn **THINKING ROUTINES!**





**Buy In????.....**

**If we waited for buy-in,  
we'd still be waiting.**

Here's what gets the buy-in:

**Results!!!**



# Results = Buy-in

**In ONE year, focusing only on  
the writing:**

- ❖ **Cut our failure rate IN HALF  
(from 44% to 23 %)**
- ❖ **Almost doubled the percentage  
of students reaching proficiency**
- ❖ **The next year, we did it again!!!**



The Achievement Gap Initiative  
at Harvard University

## HOW HIGH SCHOOLS BECOME EXEMPLARY



**Listen to what Professor  
Ferguson says about us....**

RAISES  
AND NARROWS GAPS  
IMPROVING INSTRUCTION  
IN 15 PUBLIC HIGH SCHOOLS

2009 CONFERENCE REPORT

TOWARD EXCELLENCE WITH EQUITY





# **Listen to our students!**

**Meet Nephie and Tatiana  
and listen to what they  
have to say about our  
school wide Literacy  
Initiative**



# To access the videos:

To see the entire documentary done by PBS on the show Need to Know, here's the link:

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



# Let's recap the process:

- 1. EMPOWER A TEAM:** Target the skill we want to teach to all the students, but first teach it to the adults!
- 2. FOCUS ON LITERACY:** Once the literacy skill has been selected, team develops a step by step process.
- 3. IMPLEMENT WITH FIDELITY:** This Literacy Workshop is led by our own team, teaches everyone the process, and next steps of HOW to implement are shared. A calendar of implementation is developed so the students get repeated practice of the skill.
- 4. MONITOR LIKE CRAZY:** Monitor how the faculty implements the process, using a common assessment (rubric, for ex), and then a process for comparing and discussing student work is established.



# Can this be **REPLICATED?**

---

**You bet! Don't reinvent  
the wheel. Replicate the  
process. Some examples:**



# Roles & Responsibilities for Implementing Literacy Targets

Birdville  
TX

DISTRICT	CAMPUS
<ul style="list-style-type: none"><li>• Determine literacy targets</li><li>• Develop adult learning for leaders and teachers</li><li>• Develop adult learning for leaders to turn around to teachers (TOT)</li><li>• Schedule adult learning for leaders and teachers</li><li>• Conduct adult learning for leaders and teachers</li><li>• Support adult learning for leaders and teachers</li><li>• Monitor leaders' implementation of literacy targets at the campus level</li><li>• Use data from monitoring to provide feedback and support to campuses</li></ul>	<ul style="list-style-type: none"><li>• Commit to literacy targets and learning provided by District</li><li>• Prepare to lead adult learning for teachers utilizing campus LOL team</li><li>• Schedule adult learning for teachers</li><li>• Conduct adult learning for teachers</li><li>• Support adult learning for teachers</li><li>• Collaborate with academic coaches and deans to provide targeted coaching and a system of feedback for teachers</li><li>• Monitor teachers' implementation of both district and campus-led adult learning in their classroom instruction</li><li>• Use data from monitoring to provide feedback and support to teachers</li></ul>

**TEN of 21 schools in the district made  
DOUBLE DIGIT gains on STAAR**



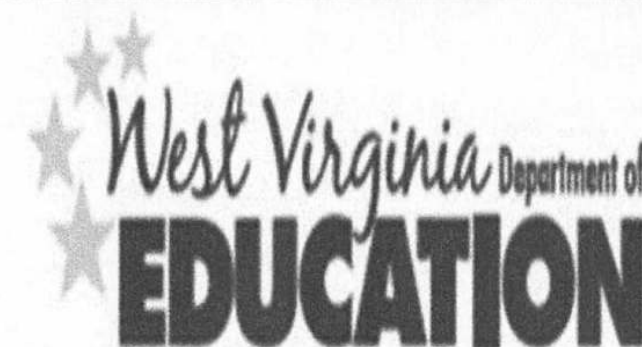


# JACKSON COUNTY SCHOOLS

*Lighting the Way to Excellence in Education*

## STUDENT PERFORMANCE DATA

### Comparison of Preliminary West Virginia General Summative Assessment Results



	ENGLISH LANGUAGE ARTS		MATHEMATICS		SCIENCE	
	2015	2016*	2015	2016*	2015	2016*
	% proficient	% proficient	% proficient	% proficient	% proficient	% proficient
<b>WEST VIRGINIA</b>	<b>45</b>	<b>47</b>	<b>26</b>	<b>30</b>	<b>37</b>	<b>36</b>
<b>Jackson</b>	47 <sup>13th</sup>	54 <sup>3rd</sup>	27 <sup>20th</sup>	31 <sup>12th</sup>	38 <sup>11th</sup>	40 <sup>9th</sup>

Jackson County Schools showed 2<sup>nd</sup> highest ELA growth in the state.





# JACKSON COUNTY SCHOOLS

*Lighting the Way to Excellence in Education*

**So what made the difference?**

## **BEST PRACTICE: Literacy Initiative**

### **❖ Non-negotiables:**

- 1. All means All**
- 2. One graphic organizer**
- 3. Consistency across all grades and content**

### **❖ Literacy Teams at Each School**

### **❖ Monitor, Monitor, Monitor**

# **Lebanon TN: Small, rural district!**

- ❖ Adapted our process and implemented a K-12 Writing Program**
- ❖ Teacher leadership teams determined the process, developed the Literacy Workshops**
- ❖ ALL teachers trained**
- ❖ Process implemented in all classrooms according to a calendar so that students received repeated, deliberate practice**
- ❖ AND monitored, monitored, monitored!**



# **Creating a Culture of Literacy and Making It Stick**

**We know what it takes!**

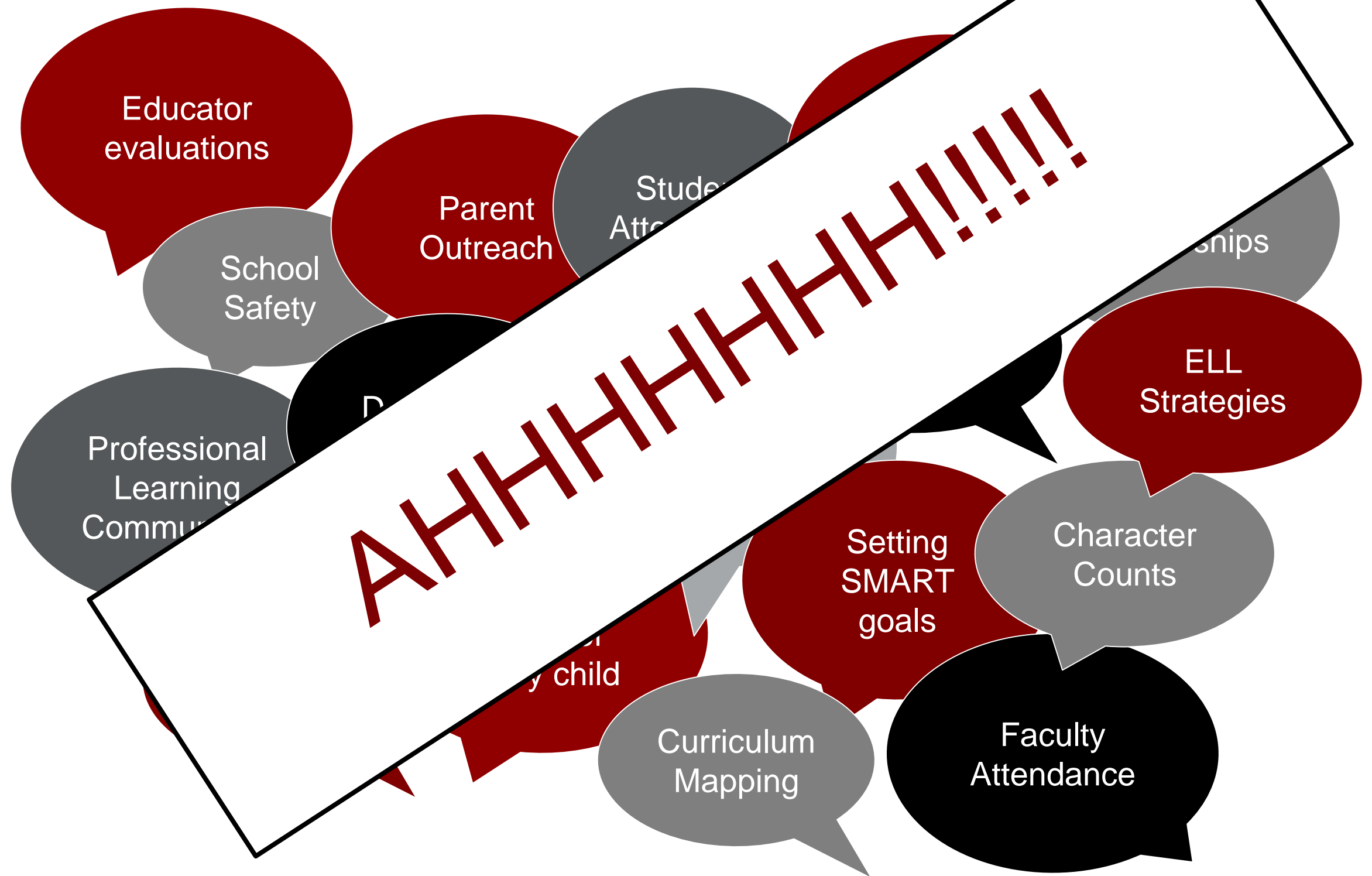
**The 4 C's**

# CREATING A CULTURE: Remember the 4 C's to MAKE IT STICK

## 1. Clear Course of Action

With your leadership team, find  
your **FOCUS** and develop an  
attack plan. Suggestion:  
**Begin with WRITING!!!**

# You CAN'T do all this!



# CREATING A CULTURE: Remember the 4 C's to MAKE IT STICK

## 2. Communicate the importance!

Tell everyone WHY you are doing this;  
skills needed for college and  
career, NOT just about a test!

❖ WHAT we are doing?

❖ WHY we are doing this?

**Be TENACIOUS, RELENTLESS**  
**Drive everyone crazy!**

**They should know what you're  
going to say before you say it!**

**If I went into the cafeteria  
and asked your students  
what was important to your  
principal, or your teachers,  
what would the kids say?**





# Communicating the focus to ALL - To the FACULTY:

**Be clear about  
WHAT, HOW,  
and WHY so  
important**

**Talk about it  
constantly –  
daily, in class  
visits, on  
announcements**

**Use data to  
justify the  
focus**

**Send out  
messages,  
tweets,  
emails,  
newsletters**

# Communicating the focus to ALL - To the STUDENTS:

Just keep TELLING them  
Try this: “Today I’m going  
to teach you something that  
is so important that you’ll  
remember it and use it for  
the rest of your life.”

# Communicating the focus to ALL - To the PARENTS:

Be clear about  
**WHAT, HOW,**  
and **WHY** so  
important

Make it a  
centerpiece of  
your parent  
Open Houses

Use data to  
justify the  
focus

Give them  
strategies to  
use at home  
(literacy  
questions they  
can ask)

# CREATING A CULTURE: Remember the 4 C's to MAKE IT STICK

## 3. Consistency in the process!

- Implement effective professional development to promote adult learning
- SUPPORT those who need more
- We ALL do it this way!!! All means ALL, do not exempt anyone!

**Many of our students were not  
on board either...at first.**

**But they sure came around:**

**Meet Fabieny  
and listen to  
her opinion of  
the Literacy  
Initiative.**







# **CREATING A CULTURE: Remember the 4 C's to MAKE IT STICK**

## **4. Celebrate the success! (the fun part)**

- Be very public about celebrating any improvement
- Thank everyone for their work bringing about success!

**If we don't get the message out, no one will!**



# Get the good news out:

If we don't share  
the good news,  
no one will!!!  
Marketing!!!



# HERE'S WHAT IT TAKES:

- \* Empower A Team!**
- \* Focus on Literacy**
- \* Implement with Fidelity**
- \* Monitor Like Crazy**

**And all that  
TAKES LEADERSHIP!!!**

**Simple...NOT easy...**

# FINAL THOUGHT:

**Making change takes  
tenacity, NOT brilliance!!!**

If we can do it anyone can! In  
1999 Brockton High was called a  
“cesspool” in the local media.  
Now Brockton High is referred to  
as “The Jewel of the City.”



# SPN

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