

Literacy: Relevant to the Future

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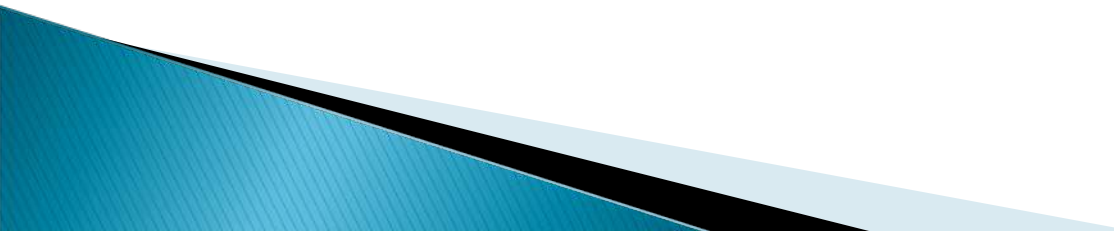
Georgia Department of Education
Career, Technical and Agricultural Education Division

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In collaboration with
The Southern Regional Education Board

Debbie Hall
SREB/*HSTW/TCTW* School Improvement Specialist
GACTE, July 19, 2010

Purpose of the Workshops

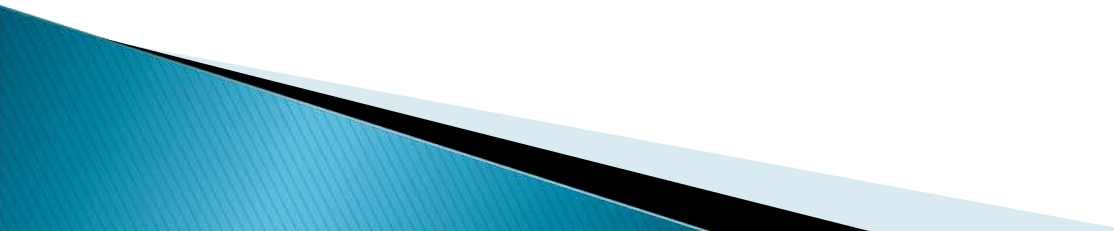
- ▶ Address the English indicator in the Perkins IV legislation for CTAE
 - ▶ Assist students and teachers in understanding that literacy is inclusive of more than reading
 - ▶ Assist schools in meeting AYP and increasing graduation rate
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Who Attended?

Teams made of an administrator, English teacher, 2 CTAE teachers, and a media specialist.

Location	Number of Schools	Number of Participants
Albany	15	60
Augusta	10	44
Dalton	11	42
Macon	11	36
Savannah	4	21
Totals	51	203

Project Goals

- Define literacy and its importance
 - Model instructional strategies teachers can use to engage students in reading, writing and the language of their CT field
 - Develop and implement a literacy plan for each school
 - Increase classroom rigor
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Literacy is. . .

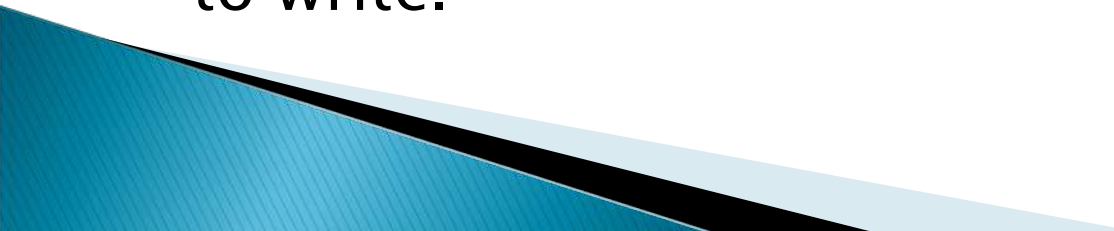
- ▶ *Reading*
 - ▶ *Writing*
 - ▶ *Listening*
 - ▶ *Speaking*
 - ▶ *Observing*
- 

How important is literacy?

Jim Trelease, *The Read-Aloud Handbook*

- ▶ The more you read, the more you know, the more diplomas you earn, the longer you live.
- ▶ The less you read, the less you know, the greater your chances of going to jail.

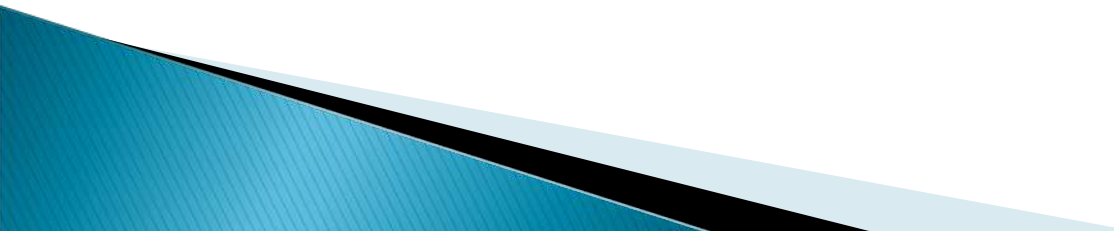
National Commission on Writing

- ▶ The nation's private companies spend an estimated \$3.1 billion per year—state governments spend an additional \$220 million—teaching their employees to write.
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Effective instructional strategies. . .

<i>The Big Six Skills</i>	<i>Strategies</i>
Summarize	Jigsaw, Paired Questioning, GIST, KWL, Cornell Notes
Paraphrase	Jigsaw, Paired Questioning, KWL, Cornell Notes
Categorize	KWL, Graphic Organizers, Frayer Model, Cornell Notes
Make Inferences	RAFT, Questioning the Author
Make Predictions	KWL, Story Impressions, Anticipation Guides
Recognize Content Vocabulary	Vocabulary Clues, Possible Sentences, Frayer Model

Literacy Plan Goals. . .

- *Read the equivalent of 25 books a year*
 - *Write weekly in all classes*
 - *Use reading and writing strategies to enhance learning in all classes*
 - *Write research papers in all classes*
 - *Teach English at the college-prep/honors level*
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Schools Sharing

- ▶ Social Circle High School – Social Circle, Ga.
 - Principal, Mr. Tony Overstreet
- ▶ Rutland High School – Bibb County Schools
 - Ms. Brenda Blain, Literacy Coach

Social Circle High School

Social Circle, Georgia



Tony Overstreet, Principal
Connie Cannon, English
Julie Johnson, Healthcare Science
Jenna Nations, Business
Michelle Spell, Media Specialist

Read the equivalent of 25 books across the curriculum

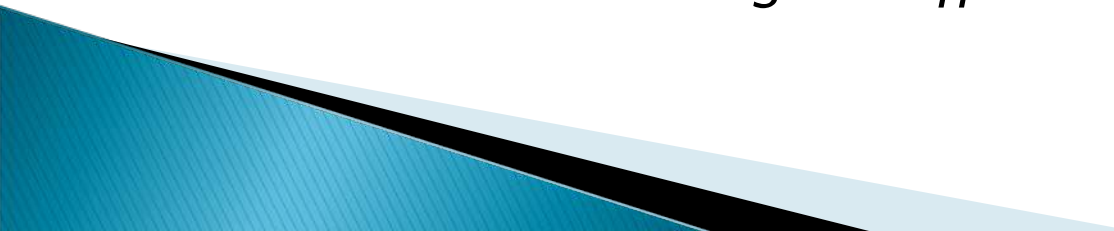
➤ *What we have done*

- *Created Redskin Reader Mascot (debuts Fall 2010)*
- *Redskin Reader bookmarks*
- *Bar Stool Reading during “Magical Monday” time*
- *Collaboration with public library for all students to have library cards*

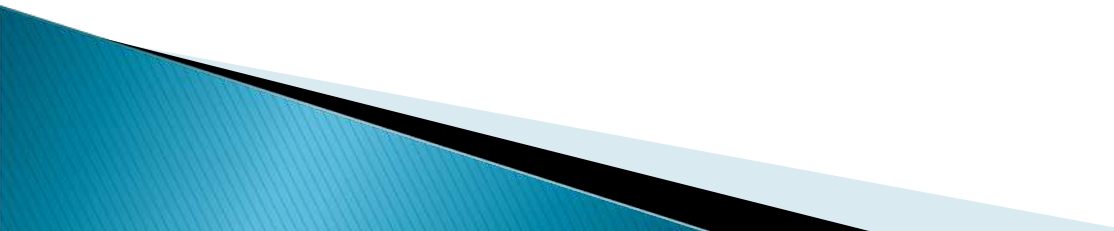
➤ *The results of our efforts*

- *More students engaged in reading during Magical Monday*
- *“You’re interrupting my reading time”*


➤ *What we plan to do*

- *Continue with our great efforts!*
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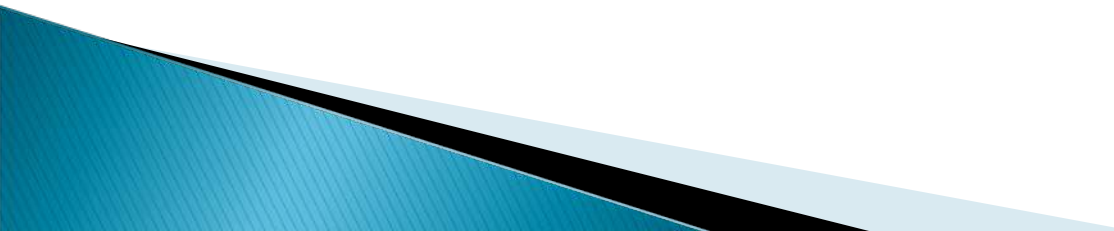
Write weekly in all classes

- *What we have done*
 - *Weekly writing samples for each teacher turned in to Media Specialist notebook*
 - *The results of our efforts*
 - *Writing scores have improved*
 - *What we plan to do*
 - *Continue with efforts*
 - *Target weak writers and place in Writers Workshop classes*
- 

Use reading and writing strategies to enhance learning

- *What we have done*
 - *Exercises training staff on possible sentences, reading predictions*
 - *The results of our efforts*
 - *Teachers have been equipped with toolbox of activities to choose from*
 - *What we plan to do*
 - *Fully implement use of Larry Bell strategies Fall 2010*
 - *More staff development on Cornell Notes and other useful strategies (Jigsaw, Think/Pair/Share, etc)*
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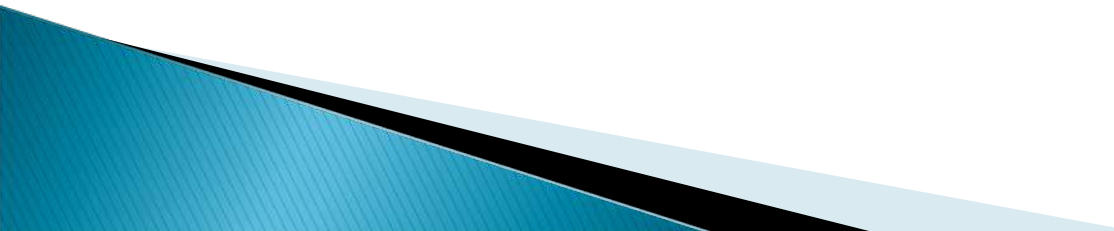
Write research papers in every class

- *What we have done*
 - *Began gathering data on quality research products to show as references to teachers and students*
 - *Defined “research”*
 - *The results of our efforts*
 - *Will implement Fall 2010*
 - *What we plan to do*
 - *Define expectations of research product*
 - *Show examples to students of quality research products*
 - *Students will write at least one research product per year per class*
- 

Teach all classes to college prep/honor standards.

- *What we have done*
 - *11th and 12th grade AP Literature classes in place*
 - *All students currently enrolled in college prep classes in Language Arts curriculum*
- *The results of our efforts*
- *RIGOR is not a four letter word!*
- *What we plan to do*
 - *Continue to offer AP courses and raise the bar on GHSGT*

Closing Comments

- *Reactions to the training*
 - *Very useful information*
 - *Redelivery to the faculty*
 - *Had a party to kick-off initiative*
 - *Faculty meetings being used to introduce new topics*
 - *Suggestions for others*
 - *Generate enthusiasm about initiative so others will jump on the bandwagon!*
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Rutland High School

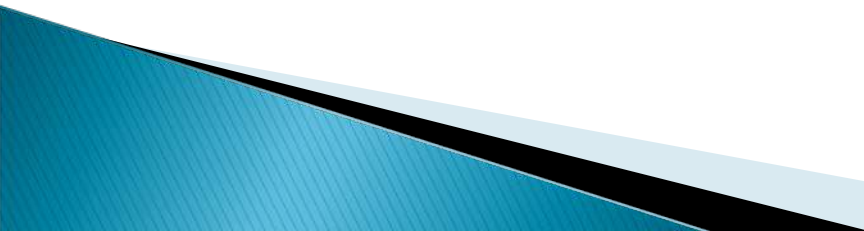
Macon, GA

Brenda Blain, Reading Specialist

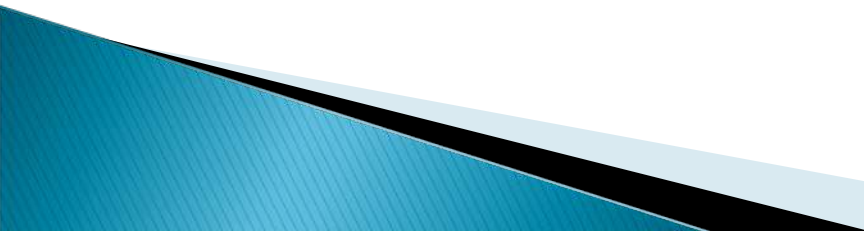
Diane Byington, CTAE Teacher



Read the equivalent of 25 books across the curriculum

- *Faculty surveyed to assess student reading frequency; Presented findings to faculty*
 - *Departments set realistic reading goals to be evaluated and adjusted each year*
 - *Teachers requested specific reading instructional materials*
 - *American Relief & Recovery Act (ARRA) funds used to purchase critical reading instructional needs*
 - *Professional development provided to motivate students to become lifelong readers and provide teachers with research-based effective literacy strategies aligned with GPS*
 - *Earn faculty “buy-in” by working towards 25 books across the curriculum to be reached by year 3*
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Write weekly in all classes

- *Provided small group professional development opportunities, including discussion of best practices and modeling*
 - *“Writing to Learn”, “Writing to Demonstrate”, “Authentic Writing”*
 - *Grade-level writing focus: 9th – technical, 10th – persuasive/argumentative, 11th & 12th – expository*
 - *All teachers incorporate writing activities weekly as reflected in lesson plans*
 - *Develop common student writing assessment rubric & display student writing exemplars school and county wide*
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Use reading and writing strategies to enhance learning

- *Provided effective reading and writing strategies to faculty during professional development meetings using Before, During, and After reading framework*
 - *Teachers given professional development options & implement strategies in classroom instruction*
 - *Teachers allowed opportunity to reflect on strategies during small-group settings*

 - *Literacy Coach provides instructional support for all faculty*
 - *Targeted classes receive additional instructional support through modeling and monitoring*

 - *Teachers incorporate strategies to improve student reading frequency, writing development, fluency, vocabulary, and reading comprehension in all classes*
 - *Reading frequency goals to be met by individual departments*
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Write research papers in every class

- *Clear definition of “research” outlined by Leadership Team*
 - *Common research paper writing assessment grading rubric & APA/MLA citations quick guides created by ELA department and Literacy Coach*
- *Teachers will require students to write research papers or conduct writing-based research projects in all classes as reflected in lesson plans*
 - *Once per semester, beginning spring of year 2*
- *Survey faculty to determine successes and best strategies*
 - *Present findings to faculty and revise department writing goals as needed*

Teach all classes to college prep/honor standards.

- *Team established to answer the question: "What does a rigorous language arts curriculum look like?"*
 - *Paid professional development time for team members*
- *Developed requirement for a rigorous language arts curriculum based on GPS standards*
 - *Present curriculum to ELA department members during department meetings*
- *Paid collaborative planning time given to English department teachers by grade once per semester to discuss progress and implementation of requirements*
 - *Data analysis provides proof of effectiveness*
 - *Modify curriculum criteria as needed*

Closing Comments

- *3 Prevailing Initiatives: Key to Success*
 - *1. Teacher Buy-In*
 - *2 .Professional Development, Instructional Support, Collaborative Effort*
 - *3. Plan, Do, Check, Act*

Tentative 2010–11 Schedule

You will receive registration information at a later date.

Literacy Across the Curriculum Workshops

- ▶ **January 11–12 & Feb. 15**–Douglas Co. Annex, Douglasville
 - ▶ **January 13–14 & Feb. 16**–GA Tech Research Institute, Atlanta
 - ▶ **January 25–26 & March 1**–Central Ga. Technical College, Macon
 - ▶ **February 1–2 & March 8**–Woodville–Thompkins Career Institute, Savannah
 - ▶ **March 10–11 & April 11**–Chattahoochee Technical College, N. Metro Campus, Acworth
 - ▶ **March 14–15 & April 12**–Wiregrass Ga. Technical College, Valdosta
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Final Comments

- ▶ Thanks to schools for presenting
 - ▶ Thanks to Debbie Hall
 - ▶ Mark the tentative dates for next year
 - ▶ Have a great school year
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