

What can we expect to get from this module? This module makes the case that literacy is everyone's job. Participants learn the importance of actively teaching students how to learn content through strategies that help them get the most from written and spoken words. Strategies that promote literacy are modeled throughout the course, and participants are encouraged to reflect upon how these strategies and others like them could be incorporated into their practice.

What shouldn't we expect to get from this module? This module does not focus on teaching young students to read, but rather is focused on providing a school structure to support students using reading to learn.

Who is the training for? The primary audience is school teams at the middle grades and high school levels. Elementary teams may also benefit from this training, but they should understand that the module does not address reading instruction *per se*. The teams may be permanent, or *ad hoc* "literacy teams" that can provide a bridge to the rest of the faculty. They should include the principal and key teacher leaders across grade levels and content areas. Other members may include the media specialist/librarian, special education teachers, parents, community members and policy-makers. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of school team being trained. In addition, it is beneficial to include district staff involved in curriculum, literacy and instruction.

Big Ideas in This Module

- *Literacy encompasses a range of communication skills. Two primary skills are reading and writing, but also speaking, listening and observing. All these skills are used to learn and to communicate what we've learned.*
- *Literacy in America is abysmal, both in general and in the disparity among various subgroups. Although the root cause of many academic, attendance and discipline issues is literacy deficiency, this is seldom recognized.*
- *Literacy is a way to maximize student learning in all subjects and at all levels. Literacy is everyone's job.*
- *Although there are broadly held assumptions that many factors related to student literacy are beyond the school's control, these assumptions are frequently untrue and excuses for poor practice. All teachers and leaders can promote literacy through effective planning, assessment and instructional practices.*
- *Universally appropriate literacy practices include modeling reading and writing, reading aloud, making available a wide variety of developmentally appropriate reading materials that support the curriculum, requiring regular reading and writing, the use of literature, use of "meaning-making" strategies, and high expectations.*
- *School leaders must be able to recognize good and poor literacy practices when they see them in their schools. They must support literacy goals and professional development for teachers in literacy practices. Success in literacy leadership means transformation, not decoration.*

Other SREB Leadership Curriculum Modules that support this module. There are no formal prerequisites for this SREB module; however, the skills taught in the following SREB modules are considered foundational: *Using Data to Lead Change*; *Leading Assessment and Instruction*; *Prioritizing, Mapping and Monitoring the Curriculum*; and *Meeting the Standards*. It is recommended that school teams complete those training programs first (or acquire those skills in some other way) before pursuing literacy training.

What will we have to do to get the most from this module? Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment, attending one follow-up day, and completing a portfolio assignment. Each school must purchase the following texts:

- *Literacy Across the Curriculum.* Southern Regional Education Board, 2003.
- *Reading for Academic Success.* Richard Strong, Harvey Silver, Matthew Perini, Gregory Tculescu. Corwin Press, 2002.
- "Reading and Writing in the Content Areas." *Educational Leadership*, November 2002.

Module Design. This is a three-day workshop (2+1). It also includes a prework assignment and homework assignments. Each section is described below.

Prework (about five hours). Participants complete, and ask others to complete, one of three surveys about current literacy practices in their school. They also work as a team to divide five articles about literacy practice among themselves. Together, they create a graphic organizer summarizing their readings. Finally, they reflect on personal and school literacy practices.

Introduction: The Opportunity to Make a Difference (one hour). An icebreaker activity introduces participants to each other and to the idea that literacy supports all learning and daily activities.

Who Cares? Why Literacy is Everyone's Job (four hours, 45 minutes). Participants define literacy and explore good literacy practice based on prework readings. Using a viewing guide, they watch a videotape showing literacy practices at a school and analyze a case story. Finally, they look at their prework survey data and identify their school's strengths and weaknesses in literacy practice.

Homework. Participants are divided into six groups. Each group studies one reading and creates index cards summarizing key ideas related to the provided essential questions.

Bridge From Day One to Day Two (one hour, 15 minutes). Participants reflect on questions and answers regarding the material so far. Also, they work in small groups to prepare presentations based on their homework assignments.

The Work of the Literacy Leadership Team (four hours, 15 minutes). This section takes the remainder of Day Two. Participants explore, in a general sense, the role of a literacy leadership team. Then, they work through a series of activities

in which they learn concepts and then apply them to their real work as a team. They determine what data they need and how they will get it. They also set objectives for their literacy team, identify essential components of a literacy program, and plan professional development.

Homework. Between Days Two and Three of the training, participants should make measurable progress on implementing their action plans. This is the "team" part of their homework. There is also an individual assignment—to select a difficult text passage, demonstrate and document a strategy to teach that content.

Bridge From Day Two to Day Three (two hours, 15 minutes, several weeks after Day Two). Participants share key learning points from the action plans that they completed related to improving literacy. Each school team chooses an action plan to describe to the others. After sharing, participants work on revising/renewing their action plans for continued effort in the future.

Literacy Strategies for the Content Areas (two hours, 45 minutes). Participants explore a wide variety of research-driven strategies appropriate to helping students become better learners of standards-based content curricula (pre-reading, during reading, and post-reading strategies for a variety of subjects and grade levels). They also explore differentiation and the need to discriminate literacy needs for all learners vs. those of struggling students.

Summary and Portfolio Assignments (about 30 minutes). Teams must continue to implement their literacy plan. Participants submit a portfolio that contains team products as well as individual reflections and narrative.