

Keystones to Opportunity

Pennsylvania's Vision for Sustainable Growth in
Reading Achievement

Sub-Grantee Meeting

May 14-16, 2012

Eisenhower Hotel and Conference Center

Gettysburg, PA



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Breakout Session

Secondary Environment

Ann Small

Lancaster-Lebanon IU 13

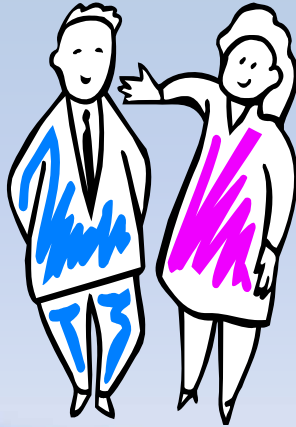
Central Region Manager, Keystones to Opportunity



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Who is in the room?



- Your name
- Your LEA
- Your position at your LEA
- Your role with the KtO grant



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Goals for the Session

- Explore various aspects of the secondary environment.
- Connect key KtO documents to the secondary environment.
 - The Local Literacy Needs Assessment, the Full Application, and the Pennsylvania Comprehensive Literacy Plan
- Examine the importance of 21st century skills in the secondary classroom environment.
- Consider the impact LoTi and H.E.A.T. have on continuously improving the literacy environment.



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Literacy is a cultural
imperative
not a cultural elective.



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Aspects of the Secondary Environment



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The Physical Environment

If you walked into a secondary school, what evidence would you see and hear that would convince you that the secondary environment ensured a focus on improving literacy for all students?



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The Physical Environment

“The Effective Teachers of Literacy project (Medwell et al, 1998) identified the importance of creating ‘literate environments’ in classrooms. In secondary schools the creating of an attractive, literate, working environment might include ensuring that all classrooms (not just English classrooms) are seen as places where literacy is supported. Features to attend to in classrooms include the provision of literacy materials, the range of books on offer, the types of displays created, the layout of the room to ensure pupils can see the board/OHP, etc.



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Other features include the creation of a print rich environment in the public areas and corridors and the celebration of literacy via displays such as book choice boards, reading and book posters around the whole school. Many secondary schools have initiated practical measures such as permanent display boards being covered with protective perspex sheets so that displays can withstand the daily wear and tear of busy and crowded corridors. Valuing literacy displays in this way gives many subtle messages about the importance of literacy and its status within the school community and the wider world.”

Implementing effective literacy initiatives in secondary school: lessons from research by Maureen Lewis and David Wray, <http://homepages.warwick.ac.uk/staff/D.J.Wray/Articles/factors.pdf>



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The Physical Environment

Turn and Talk

How does the physical environment both promote and reflect that literacy is a priority?



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Our Shared Purpose

The purpose of the Keystones to Opportunity (KtO) initiative is to advance literacy skills, including pre-literacy skills, reading, and writing, for students from birth through grade 12, including limited-English-proficient students and students with disabilities.



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Beliefs That Will Impact the Secondary Environment

- Everyone needs to believe they affect literacy.
- Everyone needs a positive attitude toward the effort, to implementing the effort, and to the students themselves.
- Everyone needs to believe that ALL students can learn. They are not equal in their ability to learn and will need different supports to learn.



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Adolescent Literacy Motivation



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Reflect and Summarize

We have explored various aspects of secondary environment: the tangible and physical aspects, and the intangible aspects such as purpose, beliefs, and motivation.

Write one sentence about something that you feel is critical to share with your team about these aspects of the secondary environment.



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Connecting KtO Documents and the Secondary Environment



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Connections to KtO Documents

Full Application Secondary Environment Look Fors

- Encouraging students to do their best by developing rigorous and meaningful academic goals.
- Providing information about the school's educational goals and offer appropriate feedback on each student's learning outcomes.
- Engaging all parents, teachers and students in an active and vibrant partnership to promote student learning.
- Ensuring that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.
- Implementation of the H.E.A.T. - Higher-order thinking, engaged learning, authentic connections, and technology use.



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Connections of the PA Common Core and KtO

Reading informational text with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Reading literature with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence.

Writing for different purposes and audiences with clear and focused text to convey a well-defined perspective and appropriate content.

Presenting appropriately in formal **speaking** situations, **listening** critically, and responding intelligently as individuals or in group discussions.



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Connections to KtO Documents

Local Literacy Needs Assessment Components

- Standards and Curriculum
- Assessments
- Instruction
- Professional Learning and Practice
- Literacy Leadership, Goals, and Sustainability
- Transition
- Partnerships



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Turn and Talk



- What components of the literacy needs assessment are directly incorporated in environment?
- Please select them with a partner and be prepared to share one with the larger group.



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To Summarize...

- Some aspects of environment both tangible and intangible
- The focus on student learning
- The integration of environment in KtO

- How do 21st century skills contribute to the picture of environment?



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21st Century Skills and the Secondary Environment



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Literacy and the 21st Century

“Adolescents entering the adult world of the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.”

Richard Vacca

Professor Emeritus, Kent State University



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The 21st Century Learner

- Full Application
 - “In Pennsylvania’s grant application, PDE committed to creating 21st century literacy environments where children can acquire the reading, writing, speaking, listening and language skills they need to succeed academically.”
- Pennsylvania Comprehensive Literacy Plan (PaCLP)
 - Guiding Principle 1 on pp. 8-9



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The Classroom Environment

- Considerations
 - The teaching of literacy in all content areas including ELA
 - The subject-specific literacy demands of content subjects
 - Cross-curricular issues of literacy which cross and can be supported by all departments
- Disciplinary literacy and the role of content area teachers (PaCLP pp. 99+)



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To Summarize...

- The physical environment
- The important focus on student learning
- The connections between the components of the Needs Assessment and the environment
- The demands and the shared responsibility for developing 21st century skills in our students



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LoTi/H.E.A.T. and the Secondary Environment


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LoTi



The change from technology implementation (1999)
to teaching innovation (2009)

Teacher centered  Learner centered

Lower levels of cognition  Higher levels of cognition

Lower level classroom routines (e.g., praise and feedback)  More complex routines (e.g., student initiated questioning)

Assigned use of digital tools and resources  Dynamic self-directed use of digital tools and resources

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H.E.A.T.

- **Higher-order Thinking**
 - Think: Bloom’s Taxonomy and Webb’s Depth of Knowledge
- **Engaged Learning**
 - Think: 1) the amount of complex thinking and 2) the degree of student-directed learning
- **Authentic Connections**
 - Think: Applying learning to real-life situations
- **Technology Use**
 - Think: technology to raise the amount of higher-order thinking, engaged learning, and authentic connections



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Pulling It Together



The decisions we make about the physical environment, our beliefs and attitudes, our focus on student learning and on teaching innovation, and how we can turn up the H.E.A.T. for our students all impact our ability to advance student literacy.



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“Aye, there’s the rub...”

Hamlet, William Shakespeare

Things don’t change because of what we know;
they change because of what we do.

- How will this examination of the secondary environment inform the implementation plans you and your LEA will be discussing on Wednesday afternoon?



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The members of the Technical Assistance Team will be available to you throughout the meeting and during your Team Planning time on Wednesday afternoon to support you as you plan for the implementation of Keystones to Opportunity.



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THANK YOU



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