

SREB

# Literacy Strategies for the Teacher Workforce

Bob Stokes

Director, State and District Partnerships

Connie Lester

Leadership Coach

Quinton Granville

Instructional Coach

*75<sup>th</sup>  
Anniversary*

# School Improvement Division



The “Supporting Action” portion of SREB’s work comes to life in the School Improvement Division’s direct work with teachers and leaders across the region.

# SREB'S PROFESSIONAL LEARNING ELEMENTS

- 1 Relevant to educators
- 2 Continuous coaching
- 3 Collaboratively vetted
- 4 Job-embedded coaching
- 5 Content and pedagogy skill development
- 6 Designed for adult learners
- 7 Leadership-specific coaching
- 8 Efficient use of Technology
- 9 Prioritizes transformational change
- 10 Emphasizes applying powerful practices

## Math & Science Teacher Preparation



## Teaching to Lead



# Professional Learning Frameworks



SREB

# **SREB SMART**

(Science and Math Alternative  
Route to Teaching)

Quinton Granville  
Instructional Coach

*75<sup>th</sup>*  
*Anniversary*

SREB SMART is designed to positively impact teacher development by providing ...



# SREB SMART

## Math

“...most organizational supports, as they are currently delivered, do not appear to help beginning middle school mathematics teachers improve their instructional quality (Smith et al., 2018).”

- Critical Analysis
- Developing Solutions
- Deductive Reasoning

## Science

“Encouraging the development of teacher efficacy in the context of cultural efficacy becomes important at all levels of teacher preparation, especially to ensure the retention of high-quality science teachers in high-needs schools (Mosely et al. 2014).”

- Research
- Data analysis
- Lab Reports

# SREB SMART

- Initial Training
- Continuous Learning
- Job-Embedded Coaching
- Second Training at EOY
- Year Two Training

## Classroom Culture

- Growth Mindset
- Productive Struggle
- Safe Place

## Instructional Planning

- CCR-Aligned
- Meaningful Goals
- Student-Centered

## Student Engagement

- Career-Relevant
- Collaborative
- Practice-Driven

## Assessments

- Task Simulation
- Feedback
- Efficacy



# Teacher Quotes

- “As someone who has a bachelor's degree in Biology and not education. I was clueless about ways to provide high school students with quality instruction and learning experiences. SREB SMART provided numerous techniques and tips that I was able to use in my teaching.”
- “As a beginner teacher, I knew the science, but what I did not know was the ins and outs of teaching, the ways to present information in a way high schoolers can truly learn from, and fortunately SREB SMART provided those to me.”

# Literacy Support for New CTE Teachers

Bob Stokes

Director, State and District Partnerships

# You Hire Great People to Be CTE Teachers....



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And then they leave.....

# New Teachers Need Support

SREB's **Teaching to Lead** teacher preparation program offers intensive professional development and coaching supports that build the capacity of teachers from business and industry to begin and remain in the profession.



# How T2L Works

*A System of Professional Development  
and Support*



Targeted  
Professional  
Development  
Curriculum

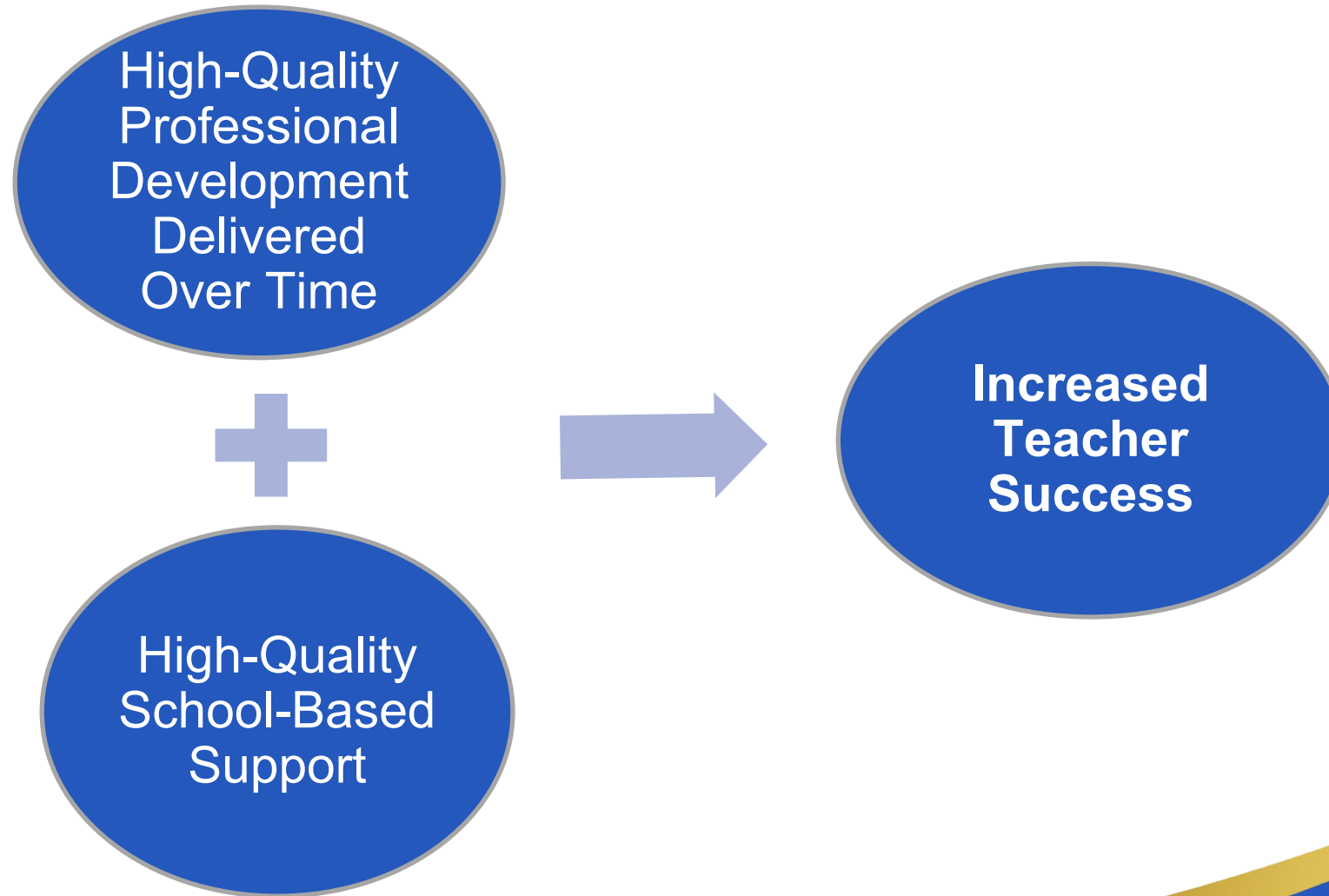


Just-In-Time,  
Ongoing  
Professional  
Development  
Delivery

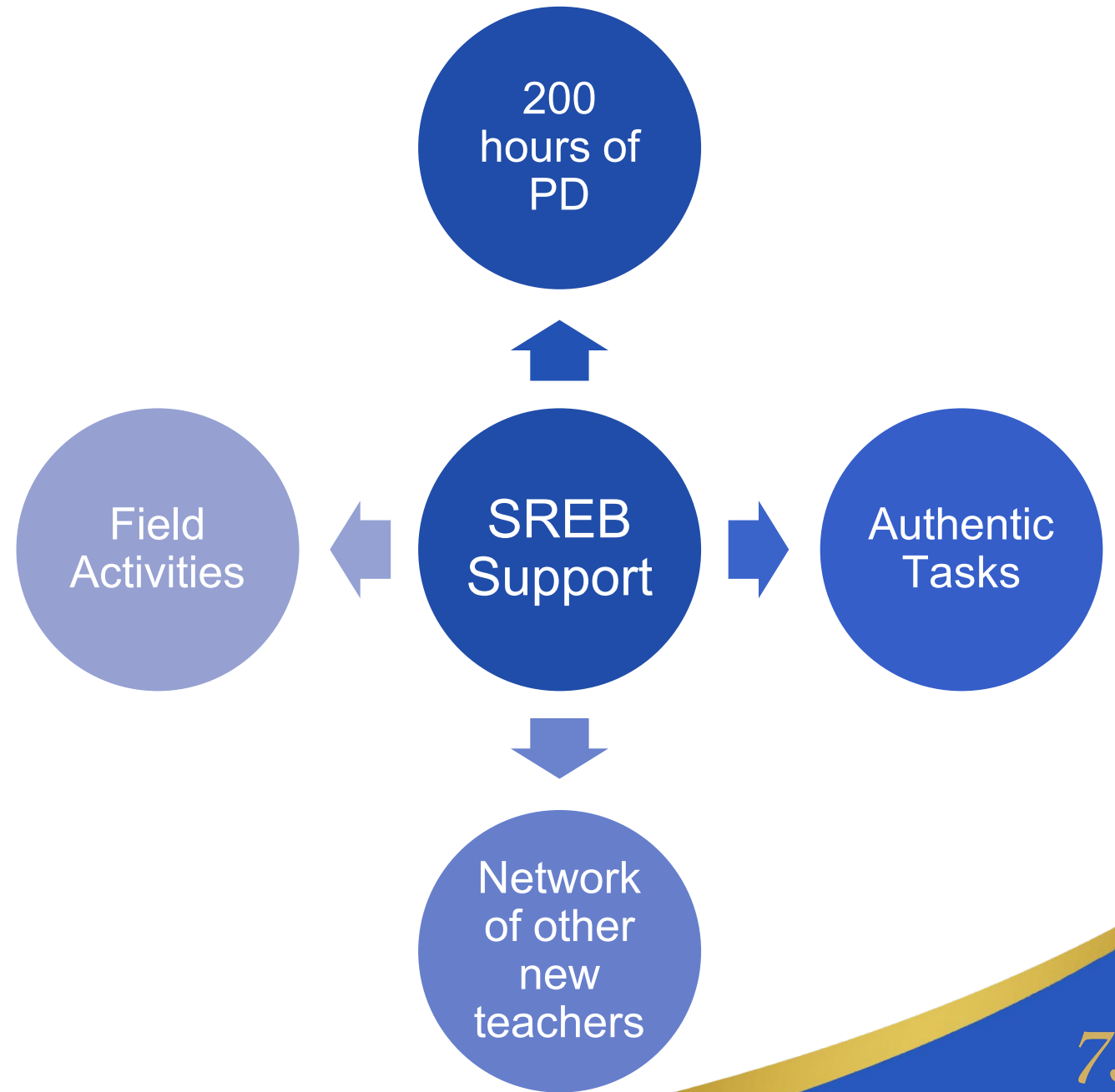


Support  
from a  
Professional  
Learning  
Community

# Framework for Teaching to Lead



# Targeted Professional Development Curriculum





## Instructional Planning

Create short-term and long-term standards-based instructional plans based on the varying learning needs of students.

## Engagement Strategies

Use instructional strategies that actively engage students in learning and encourage the development of problem-solving, critical thinking, and teamwork skills.

### Teacher Competence

## Assessment & Feedback

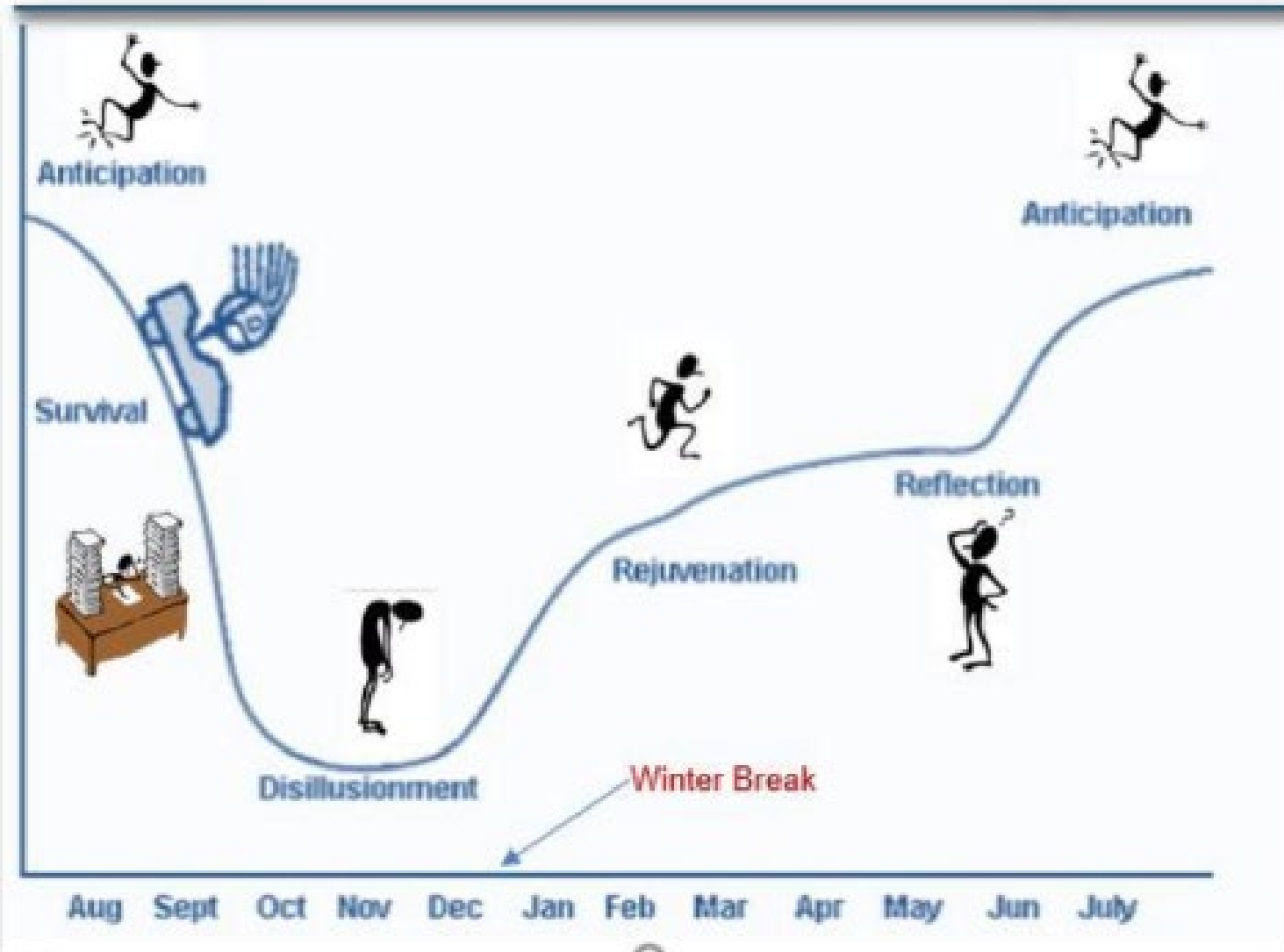
Use formal and informal assessment strategies to evaluate student progress toward learning goals and provide feedback to improve student learning.

## Classroom Culture

Create a learning environment that encourages student motivation, positive behavior, and collaborative social interaction.

### Teacher Reflection

Reflect, both individually and collaboratively, on the effects of instruction and use the reflective process to continually improve instructional practice.



Source: Attitudes Towards Teaching by Ellen Moir [newteachercenter.org](http://newteachercenter.org)

# Phases of First Year Teachers' Attitude Toward Teaching

# A Network of Support from a Professional Learning Community

- Program instructors serve as coaches to offer feedback and encouragement
- On-site mentors connect new teachers to the school
- School administrators create supportive school culture
- 15 hours of training for mentors, administrators and coaches
- New teacher peers share experiences and forge professional relationships





## Example from Tennessee

Tennessee has allowed districts to apply for Education Preparation Program (EPP) status. This enables them to be the certifying body for their alternatively certified teachers. The SREB Teach to Lead Curriculum is/will be used in five districts.

Knox County Schools is using a regional approach to address the needs of these teachers in several districts in East Tennessee.

**Knox County School District**  
(Director of Schools, Jon Rysewyk)

**Primary LEA Partner:**  
Knox Co. Schools

- Clinical Practice (classroom placement)
- School Administrators: TEAM evaluations
- CTE Specialists
- CTE Dept. Chairs
- EPP Mentors
- (CTE) Practitioners: 4x visits



**EPP:**  
(housed in KCS HR Talent Acquisition)

<b>SAP – Occupational CTE:</b>		
- Exec. Director & EPP Head Administrator: Alex Moseman		
- EPP Supervisor: Ulla Carr		
- EPP Instructor: Judy Siebert		
- Input from CTE (Director: Matt Mosley)		
	SAP #2	SAP #3

**Regional District #1:**

- Clinical practice
- School/District administrators: evaluations
- CTE Dept. Chairs
- EPP mentors
- CTE Practitioners: visits 4x
- HR for support w/ licensure

**Regional District #2**

**Regional District #3**

**HR Department:**  
(Exec. Dir., Scott Bolton)  
→ Support hiring and licensure

**REA Department:**  
(Supervisor, Clint Sattler)  
→ Program analysis, data support

# Logistics

Cost: \$600/semester/participant

- finance plans differ by partner districts

Start:

- ideally hired by late July (before Intensive Induction)
- late hires: enroll but coursework with next cohort

Duration: 4 semesters

## Professional Occupational Educator License Advancement Requirements Check List

**Name:** \_\_\_\_\_ **LEA:** \_\_\_\_\_

✓ Attendance during the first year of teaching for a total of five days at new teacher training sponsored by the department's division of college, career & technical education

Date Completed \_\_\_\_\_

✓ Successful completion of an educator preparation program designed to meet the knowledge and skills for teacher preparation. Candidates must be recommended by an institution of higher education with a preparation program approved according to the standards and guidelines established by the State Board of Education.

Date Completed \_\_\_\_\_

✓ Four days release time to observe three experienced teachers within endorsed teaching area and one experienced teacher outside of the teaching area.

Date Completed \_\_\_\_\_

Observation One  
(School and Educator Names)

Date Completed \_\_\_\_\_

Observation Two  
(School and Educator Names)

Date Completed \_\_\_\_\_

Observation Three  
(School and Educator Names)

Date Completed \_\_\_\_\_

Observation Four  
(School and Educator Names)

Date Completed \_\_\_\_\_

✓ Assigned teacher mentor during the first three years of teaching.

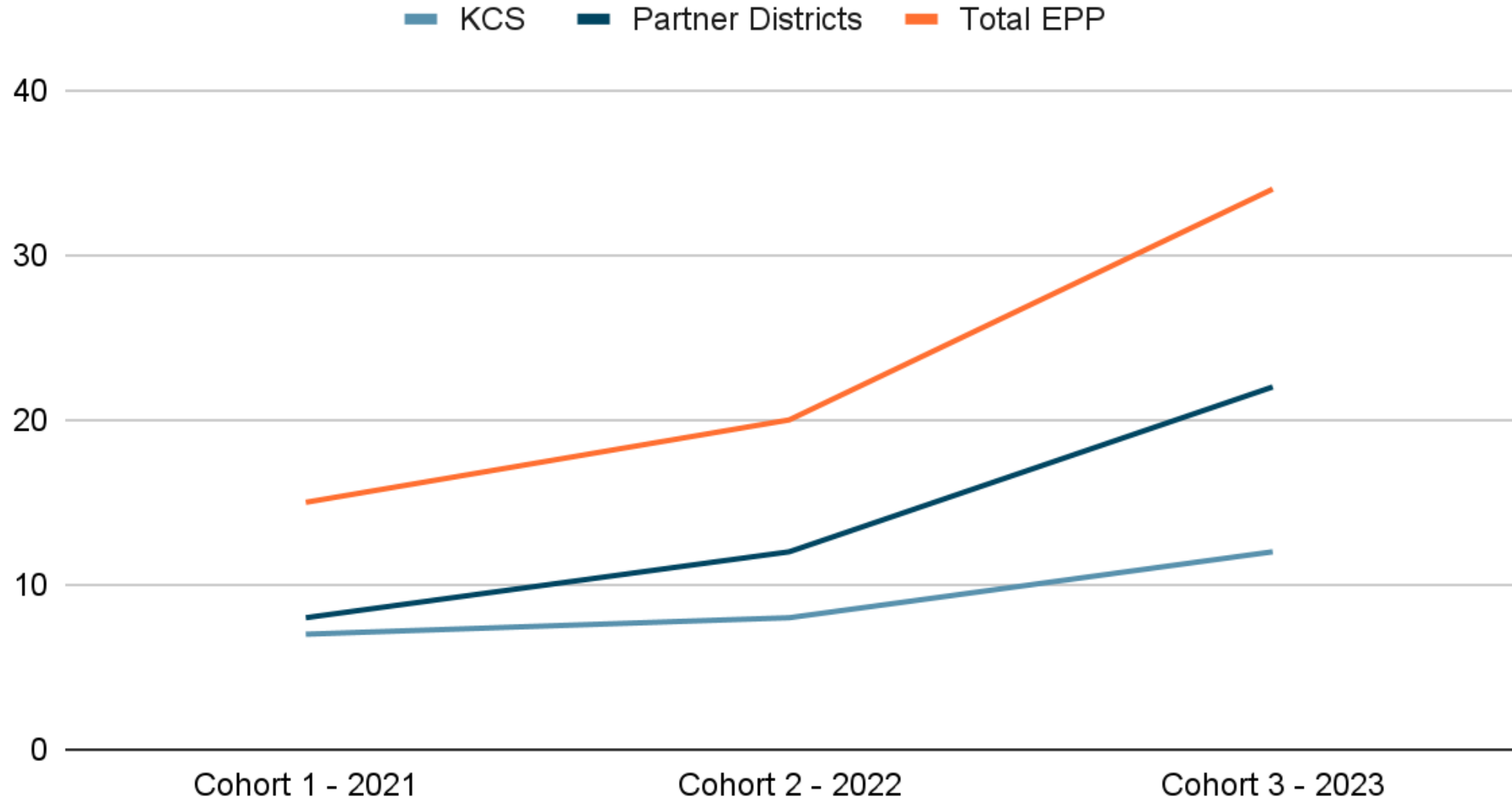
Mentor's Signature \_\_\_\_\_

✓ Current/valid industry certification where required by teacher endorsement area.

✓ Three years of experience and the recommendation to the director of schools or documentation of 30 professional development points.

The KCS EPP program administrators have been approved to sign off on six of the requirements for professional teacher licensure.

# KCS EPP Candidates





# Success in Kentucky

The process to become occupation-based certified in Kentucky changed significantly in 2017. One of the major changes to the program was the adoption of the Teaching to Lead curriculum. This change has helped us increase our retention of new teachers by almost 30%, moving the state from a **64% retention rate to over 90%**. The intensive professional development, coupled with significant coaching support, allows our teachers to smoothly transition into the classroom from business and industry and quickly thrive as a CTE teacher.

-Jodi Adams the Director of KY CTE New Teacher Institute

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# Literacy Support for All Teachers

Connie Lester  
Leadership Coach

75<sup>th</sup>  
Anniversary

# Tools for Supporting Literacy

- Disciplinary Literacy
- SREB's Powerful Literacy Practices
- SREB's Powerful Instructional Practices –  
Content Specific

# Disciplinary Literacy

	Read	Write	Think
<b>Science</b>	<p><i>When scientists read, they</i></p> <ul style="list-style-type: none"> <li>• Ask "Why?" more than "What?"</li> <li>• Interpret data, charts, illustrations</li> <li>• Seek to understand concepts and words</li> <li>• Determine validity of sources and quality of evidence</li> <li>• Pay attention to details</li> </ul>	<p><i>When scientists write, they</i></p> <ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Compose in phrases, bullets, graphs, or sketches</li> <li>• Use passive voice</li> <li>• Favor exactness over craft or elaboration</li> <li>• Communicate in a systematic form</li> </ul>	<p><i>When scientists think, they</i></p> <ul style="list-style-type: none"> <li>• Tap into curiosity to create questions</li> <li>• Rely on prior knowledge or research</li> <li>• Consider new hypotheses or evidence</li> <li>• Propose explanations</li> <li>• Create solutions</li> </ul>
<b>History</b>	<p><i>When historians read, they</i></p> <ul style="list-style-type: none"> <li>• Interpret primary and secondary sources</li> <li>• Identify bias</li> <li>• Think sequentially</li> <li>• Compare and contrast events, accounts, documents and visuals</li> <li>• Determine meaning of words within context</li> </ul>	<p><i>When historians write, they</i></p> <ul style="list-style-type: none"> <li>• Create timelines with accompanying narratives</li> <li>• Synthesize info/evidence from multiple sources</li> <li>• Emphasize coherent organization of ideas</li> <li>• Grapple with multiple ideas and large quantities of information</li> <li>• Create essays based on argumentative principles</li> </ul>	<p><i>When historians think, they</i></p> <ul style="list-style-type: none"> <li>• Create narratives</li> <li>• Rely on valid primary and secondary sources to guide their thinking</li> <li>• Compare and contrast or ponder causes and effects</li> <li>• Consider big ideas or inquiries across long periods of time</li> <li>• Recognize bias</li> </ul>
<b>Math</b>	<p><i>When mathematicians read, they</i></p> <ul style="list-style-type: none"> <li>• Use information to piece together a solution</li> <li>• Look for patterns and relationships</li> <li>• Decipher symbols and abstract ideas</li> <li>• Ask questions</li> <li>• Apply mathematical reasoning</li> </ul>	<p><i>When Mathematicians write, they</i></p> <ul style="list-style-type: none"> <li>• Explain, justify, describe, estimate or analyze</li> <li>• Favor calculations over words</li> <li>• Use precise vocabulary</li> <li>• Include reasons and examples</li> <li>• Utilize real-word situations</li> </ul>	<p><i>When Mathematicians think, they</i></p> <ul style="list-style-type: none"> <li>• Consider patterns</li> <li>• Utilize previous understandings</li> <li>• Find connections</li> <li>• Estimate, generalize, and find exceptions</li> <li>• Employ mathematical principles</li> </ul>
<b>English Language Arts</b>	<p><i>When students of English read, they</i></p> <ul style="list-style-type: none"> <li>• Understand how figurative language works</li> <li>• Find underlying messages that evolve as theme</li> <li>• Assume a skeptical stance</li> <li>• Pay attention to new vocabulary or words used in new ways</li> <li>• Summarize and synthesize</li> </ul>	<p><i>When students of English write, they</i></p> <ul style="list-style-type: none"> <li>• Engage in a process that includes drafting, revising, and editing</li> <li>• Use mentor texts to aid their writing craft</li> <li>• Pay attention to organization, details, elaboration and voice</li> <li>• Rely on the feedback of others</li> <li>• Avoid formulaic writing</li> </ul>	<p><i>When students of English think, they</i></p> <ul style="list-style-type: none"> <li>• Reflect on multiple texts</li> <li>• Ask questions of the author</li> <li>• Consider research or others ideas</li> <li>• Discuss ideas and themes</li> <li>• Argue both sides of a point</li> </ul>

# Powerful Literacy Practices

These practices and related professional learning and coaching is designed to support existing teachers in all content areas as we improve student outcomes across the region.



# Powerful Literacy Practices

SREB's **Powerful Literacy Practices** enable teachers in all disciplines, grades 3-12, to increase students' literacy achievement and content knowledge. Teachers learn how to design assignments that engage students in reading grade-level texts and expressing their understanding of those texts orally and in writing.

# Powerful Literacy Practices

Teacher Behaviors	Student Behaviors	Artifacts
<b>The literacy-based assignment includes an authentic written product citing evidence from reading complex text(s) that are aligned to the depth of knowledge of the standard(s)</b>		
<b>The teacher</b> <ul style="list-style-type: none"><li>■ designs long-term and short-term assignments aligned to state content and literacy standards</li><li>■ chooses text(s) that are on-grade level or higher and appropriate for the discipline</li><li>■ requires extended writing products that engage students in analyzing and synthesizing information from text(s)</li><li>■ aligns content, texts, and writing products to state content and literacy standards</li><li>■ connects the daily lesson to the larger assignment</li></ul>	<b>The students</b> <ul style="list-style-type: none"><li>■ engage in assignments that require them to read grade-level or higher texts and demonstrate understanding through both short and extended writing products</li><li>■ use evidence from text in their writing to make claims and demonstrate critical thinking about essential content</li><li>■ can explain the purpose of the assignment and the steps required to be successful</li></ul>	<b>An assignment that</b> <ul style="list-style-type: none"><li>■ involves content central to the discipline</li><li>■ is text dependent</li><li>■ requires authentic writing products</li><li>■ aligns with both literacy and content standards</li><li>■ is posted and available for students to reference</li></ul>

## Teacher Behaviors

## Student Behaviors

## Artifacts

### 1. The learning environment sets high expectations and uses the protocols of business and industry to promote and sustain student motivation, persistence and effort (*Culture of Learning*).

#### The teacher:

- Values, emphasizes and celebrates student effort to achieve rigorous technical, academic and workplace standards
- Creates a high-performance classroom culture and uses protocols and procedures that emulate the workplace
- Uses job titles and team structures commonly found in the workplace
- Models and conveys respect and professionalism by respecting students' unique needs, skills and interests and by valuing each student's diverse background
- Helps students persist through learning challenges by providing extra support — such as small group instruction, one-on-one meetings and instructional technology aids — and communicating expectations that students will re-do work that does not meet standards

#### The students:

- Help develop classroom expectations and use workplace protocols that enhance their productivity, efficiency and accountability
- Communicate workplace expectations and use the language of the career field
- Can articulate job and/or team assignment roles that emulate the workplace
- Interact with others in a professional manner and take care to address and avoid personal or regional biases
- Develop an understanding of their personal strengths, talents and interests
- Can articulate opportunities to:
  - enhance or expand their learning
  - improve the quality of their work
  - request and receive support for meeting classroom and industry expectations

#### Workplace-related artifacts:

- Reflect shared and co-developed class missions, visions and norms
- Communicate and reference industry protocols
- Include posted job duties, project management tools and leadership designations that replicate those in the workplace
- Include analyses of data that communicate and celebrate students' progress toward earning industry credentials (e.g., badging, certificates, etc.)
- Reflect a learning environment that replicates the workplace (e.g., through station set-ups)

#### Learning artifacts:

- Include anchor charts or rubrics that model and support professional, respectful interactions (e.g., question or feedback starters, collaboration tips, etc.)
- Spotlight exemplars of quality work that shows how students progress in their learning (e.g., drafts, revisions, etc.)
- Showcase profiles of students' talent and aptitudes
- Include syllabi that detail opportunities for students to receive support



# PLPs

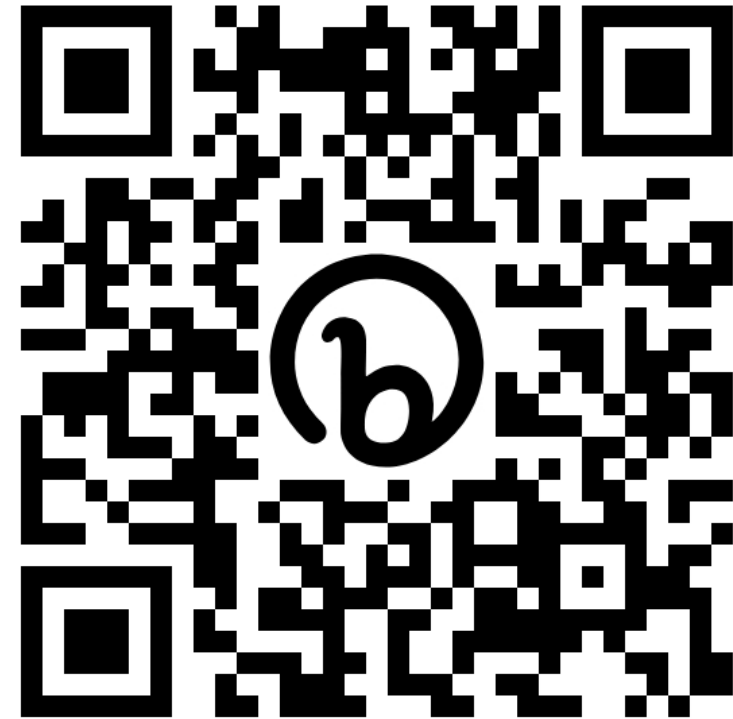
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# SREB's Library

[sreb.org/powerful-instructional-practices](https://sreb.org/powerful-instructional-practices)



# Final Thoughts

- Thank you to legislators and state boards that support the work
- Teachers are receiving quality professional learning and support through SREB SI efforts.
- Questions/Comments

A panoramic view of the Nashville skyline, featuring the prominent AT&T Building with its spire, surrounded by other skyscrapers and brick buildings. The city is situated on a riverbank with a green lawn and a walkway in the foreground.

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SREB

Southern Regional  
Education Board

# SREB

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Southern  
Regional  
Education  
Board

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*75<sup>th</sup>*  
*Anniversary*