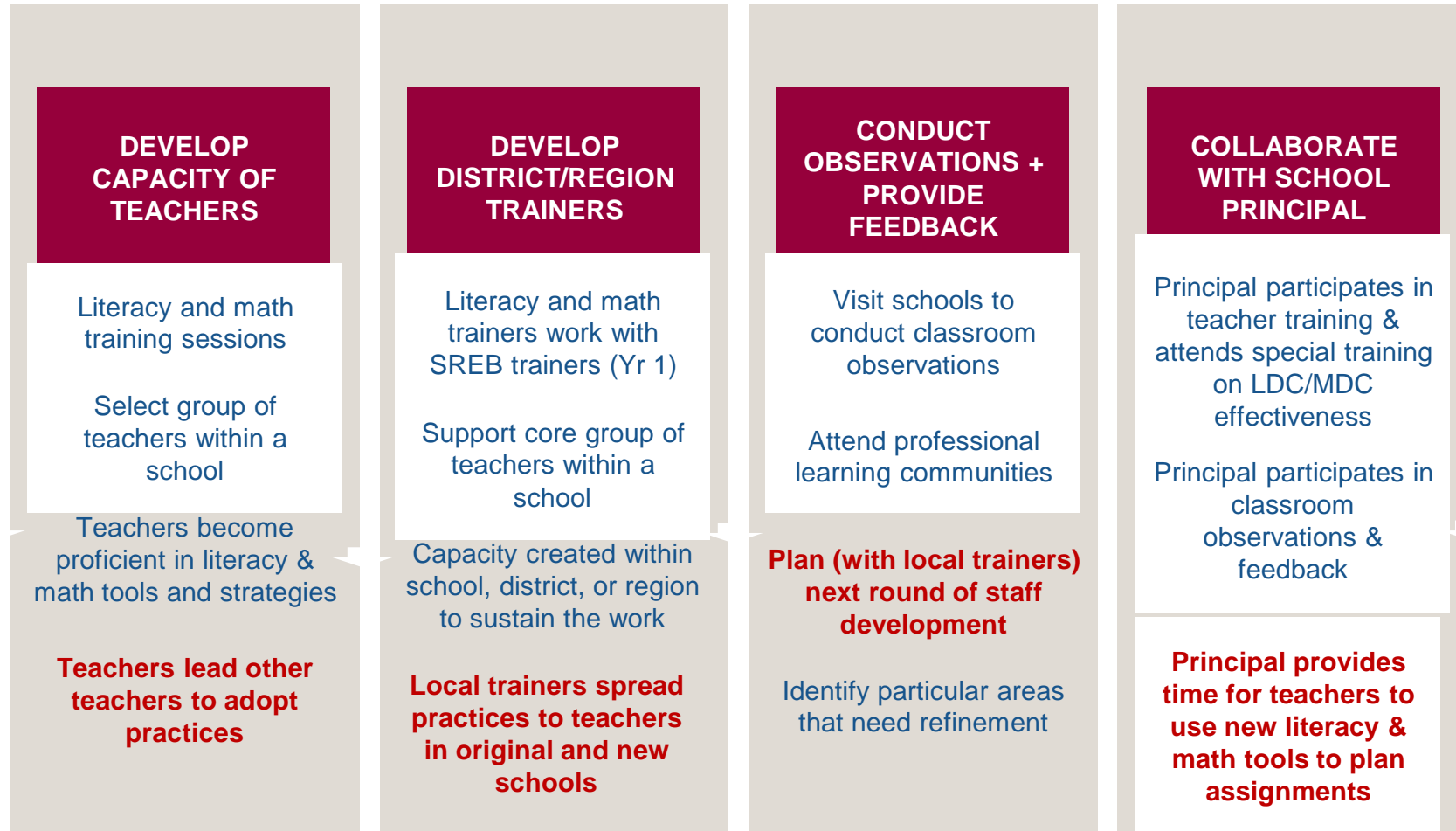


The Role of Principals in Supporting Literacy Instruction in All Disciplines

Lauri M. Johnson, Director of School
Leader Development

Elements of SREB Professional Learning



Assignments

Recent research by The Education Trust found that:

- 38% of assignments were aligned with a grade appropriate standard (rates in high poverty schools were less than a third)
- 55% of assignments were connected to a text, 16% required using the text as support of a claim
- 4% of assignments pushed students to think at a high level. 85% recall or apply basic concepts
- Relevance and choice were missing in action



The Education Trust

Research on Literacy Design Collaborative

In a study of 1600 teachers, Research for Action found:

84%

reported that LDC is effective in increasing rigor of writing assignments.

92%

found LDC effective in promoting literacy skills in science and social studies classrooms.

87%

found LDC effective in supporting students' college readiness.

Levin, S. and Poglinco, S. "Scale-Up and Sustainability Study of the LDC and MDC Initiatives"
Philadelphia: Research for Action. September 2013.



Learning LDC

85%

79%

85%

81%

75%

79%

reported that LDC helps them design assignments that raise expectations for what they are asking students to do.

of participants found LDC strategies help students think critically and intelligently discuss content both verbally and in writing.

learned effective strategies for using literacy to teach content.

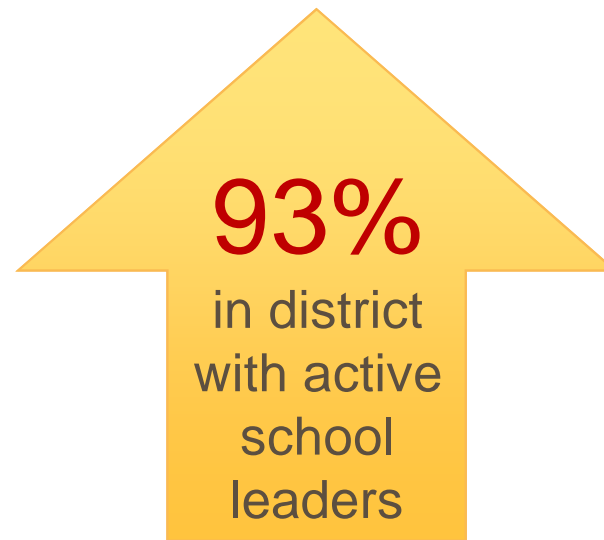
68%

39%

55%

Implementing LDC

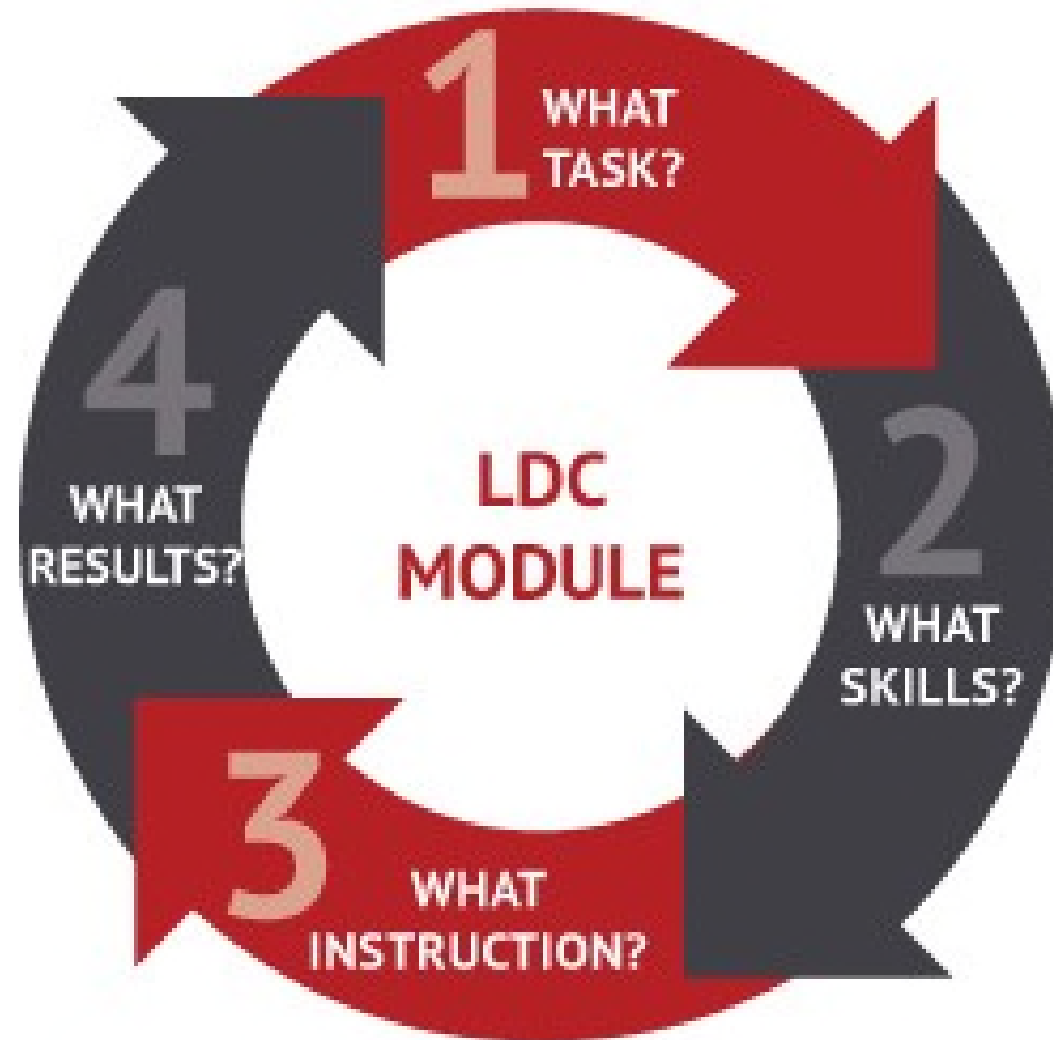
After one year of LDC, 60% of participating teachers developed and taught 3 or more modules.





Literacy Matters

LDC FRAMEWORK



Panelists

Mary Beth Blankenship, Principal,
Shades Valley High School, Alabama

Jennifer Sharpe, Assistant Principal,
Rocky Mount High School, North Carolina

Jean Lee, Literacy Consultant, SREB



Leadership to Engage Students in Deeper Understanding of Mathematics Concepts

Lauri M. Johnson, Director of School
Leader Development

Research on MDC

In a study of 1,239 mathematics teachers in 21 states, Research for Action found:

85%

reported that MDC raised their expectations for students' mathematical work.

86%

found MDC supported students' college-readiness.

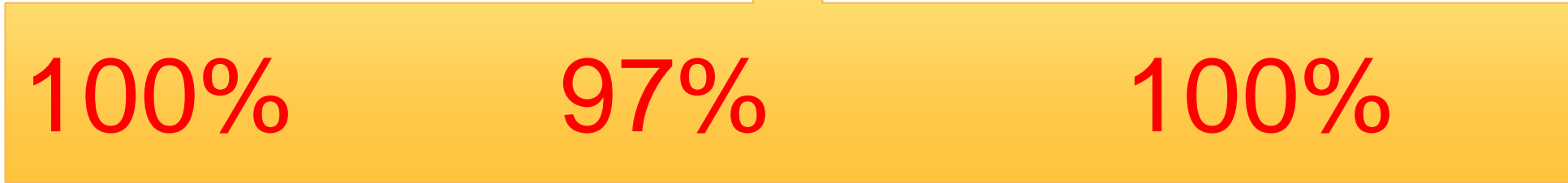
97%

found MDC was effective in improving students' ability to think mathematically.

Levin, S. and Poglinco, S. "Scale-Up and Sustainability Study of the LDC and MDC Initiatives"
Philadelphia: Research for Action. September 2013.



Learning MDC



84%

reported that MDC raised their expectations for students' mathematical work.

83%

found MDC improved their understanding of their state's college and career math standards.

95%

found MDC was effective in improving students' engagement with learning mathematics.



Implementing MDC

After one year of MDC, 51% of participating teachers developed and taught 6 or more Formative Assessment Lessons.



Process Readiness Indicators

- Make sense of problems and persevere in solving through reasoning and exploration.
- Reason abstractly and quantitatively by using multiple forms of representations to make sense of and understand mathematics.
- Describe and justify mathematical understandings by constructing viable arguments, critiquing the reasoning of others and engaging in meaningful mathematical discourse.
- Contextualize mathematical ideas by connecting them to real-world situations. Model with mathematics.
- Use appropriate tools strategically to support thinking and problem solving.
- Attend to precision.
- Look for and make use of patterns and structure.
- Look for and express regularity in repeated reasoning.
- Demonstrate flexible use of strategies and methods while reflecting on which procedures seem to work best for specific types of problems.
- Reflect on mistakes and misconceptions to improve mathematical understanding.

Formative Assessment Lesson

Panelists

Gail Dugger, Assistant Principal, St. Marys Middle School, Georgia

Amin Salaam, Principal, Kettering Middle School, Maryland

Kenna Barger, Director, Product and Material Development, SREB