# The Role of Principals in Supporting Literacy Instruction in All Disciplines

Lauri M. Johnson, Director of School Leader Development



#### Elements of SREB Professional Learning

#### DEVELOP CAPACITY OF TEACHERS

Literacy and math training sessions

Select group of teachers within a school

Teachers become proficient in literacy & math tools and strategies

Teachers lead other teachers to adopt practices

#### DEVELOP DISTRICT/REGION TRAINERS

Literacy and math trainers work with SREB trainers (Yr 1)

Support core group of teachers within a school

Capacity created within school, district, or region to sustain the work

Local trainers spread practices to teachers in original and new schools

# CONDUCT OBSERVATIONS + PROVIDE FEEDBACK

Visit schools to conduct classroom observations

Attend professional learning communities

Plan (with local trainers) next round of staff development

Identify particular areas that need refinement

#### COLLABORATE WITH SCHOOL PRINCIPAL

Principal participates in teacher training & attends special training on LDC/MDC effectiveness

Principal participates in classroom observations & feedback

Principal provides time for teachers to use new literacy & math tools to plan assignments



# 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





# 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.





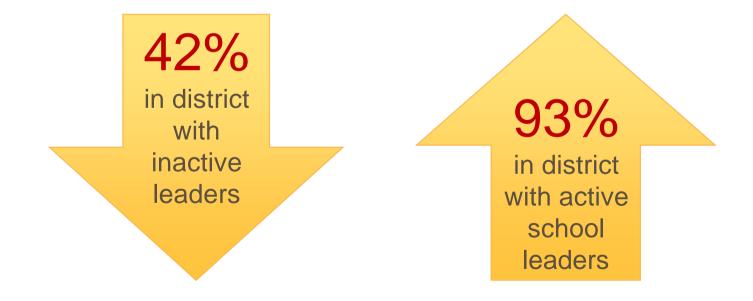
# Learning LDC

85% 79% 85% 81% 75% 79% reported that LDC helps of participants found LDC learned effective strategies strategies help students think them design assignments for using literacy to teach that raise expectations for critically and intelligently content. what they are asking discuss content both verbally students to do. and in writing. 68% 39% 55%



# Implementing LDC

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

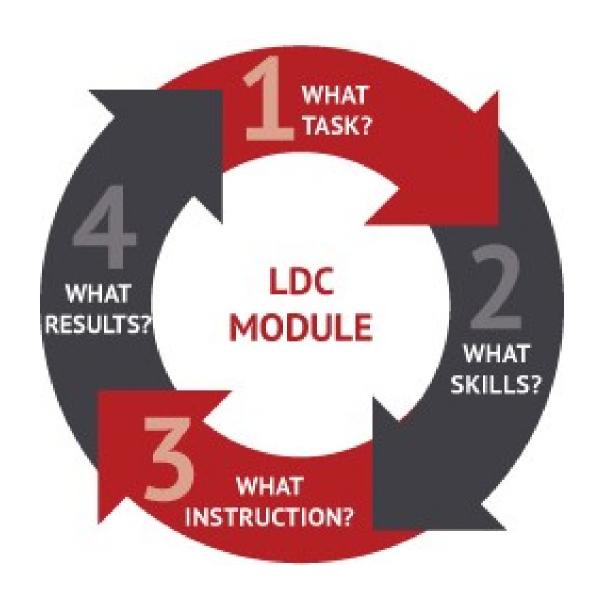




# **Literacy Matters**



# 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

100% 100% 97% 84% 83% 95% found MDC improved their found MDC was effective reported that MDC raised understanding of their state's their expectations for in improving students' students' mathematical college and career math engagement with learning standards. work. mathematics. 74% 56% 87%



# 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 realworld 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

