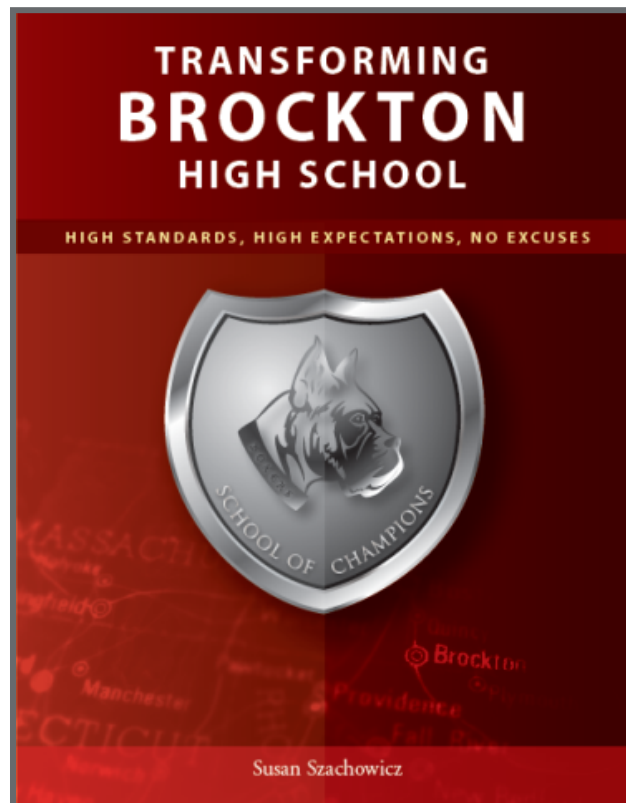


WELCOME to our Book study – Session 3



An opportunity to experience the story of Brockton High's transformation, to gain instructional leadership strategies, to discuss the challenges of educational change, and to share your own experiences.

Session 3 Agenda

3:00-3:07

I. Brief Recap to Sessions 1 and 2

3:07-3:25

II. Key to Success: Adult Learning

A. Literacy for ALL, no exceptions

B. Once we defined LITERACY, then what?

C. The Process

D. Questions

3:25-3:50

III. Examples of Actual Literacy Workshops

A. Literacy Workshop (calendar):
Open Response Writing

B. Literacy Workshop (teacher toolbox): No Opt Out/Everybody Writes

C. Your Turn: QUESTIONS???

Session 2 Agenda (cont)

3:50-3:57

IV. Dealing with Resistance (NO, not everyone was happy!!!)

- A. Mr. Artist
- B. Your Turn
- C. Let's Share

3:57-4:00

V. Wrap Up/Next Session

4:00-4:30

OPTIONAL: Time for anyone who wants to stay on for additional questions/discussion

Recap to Sessions 1 and 2

Why are we doing this?

Goals of the Book Study:

- ❖ **Share the story of a grassroots school turnaround effort that has continued for over a decade**
- ❖ **Share strategies that can be implemented in your own school or district**
- ❖ **Share with each other – there are no right answers!**

How this will work (hopefully...)

I'll share some ideas, themes, specific strategies, then ask you to reflect, and if you are with a group, discuss.

Then we'll share with each other.

INFORMAL! Let's talk!

How this will work

Michelle will open everyone's microphones:

- **Be aware of any background noise**
- **Please state your name, your school and position**
- **Then let's talk**
- **Technology???**

What happened? The turnaround:

We went from this:

75% failing MCAS

Culture of low expectations/
students have a right to fail

Not our fault, what are we
supposed to do?

Success by chance. Are you
lucky enough to get the
teacher who teaches writing?

Negative image in our city/
failing school/ cesspool

To this:

Nearly all passing

High standards/High
Expectations/NO Excuses

We are ALL responsible for
success of EVERY student

Success by design. School
wide initiative. Literacy for
ALL, every class!

National Model School,
awards, “jewel of the city”

What happened? The turnaround:

We went from this: To this:

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

MCAS 1999 | The results

Failing scores

Last month, the Board of Education voted to make 220 the passing score for the MCAS exam. The class of 2003 will be the first students in the state required to earn a 220 in both math and English in order to earn a diploma. A 220 is one point above failing in the 'needs improvement' category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The Globe analysis is based on this year's 8th grade test results because those students will be members of the class of 2003.

Rank/District	Score
121 FALL RIVER	1996
122 BROCKTON	1993
123 LOWELL	1992
124 CHELSEA	1989
125 NEW BEDFORD	1988
126 LYNN	1984
127 BOSTON	1977
128 SPRINGFIELD	1964
129 HOLYOKE	1948
130 LAWRENCE	1944

English			Math		
District	1999	1998	District	1999	1998
HOLYOKE	40	40	Seven Hills	79	62
SPRINGFIELD	34	29	HOLYOKE	77	83
Seven Hills	33	23	LAWRENCE	76	75
LAWRENCE	32	33	SPRINGFIELD	74	72
CHELSEA	29	26	LYNN	71	69
LYNN	29	27	NEW BEDFORD	68	64
NEW BEDFORD	28	25	BROCKTON	66	68
FITCHBURG	27	24	Sabis International	64	45
WORCESTER	27	23	FALL RIVER	63	61
BOSTON	26	29	LOWELL	61	61
LOWELL	26	30	Renaissance	65	61
FALL RIVER	24	24	CHELSEA	64	61
Greenfield	23	20	FITCHBURG	63	60
BROCKTON	22	21	Palmer	63	56
Webster	22	17	CHICOPEE	60	60
Renaissance	21	34	REVERE	60	63
WATERBURY	20	12	WATERTOWN	60	63
				59	68
				59	49
				58	60

the districts

Turnaround at Brockton High *The Boston Globe*

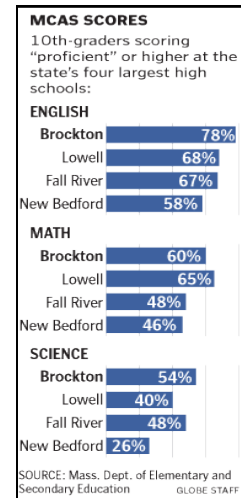
Emphasis on literacy brings big MCAS improvement



Principal Susan Szachowicz, shown chatting at lunch with Yiriam Lopez, is in many ways the school's biggest cheerleader. (Essdras M Suarez/ Globe Staff)

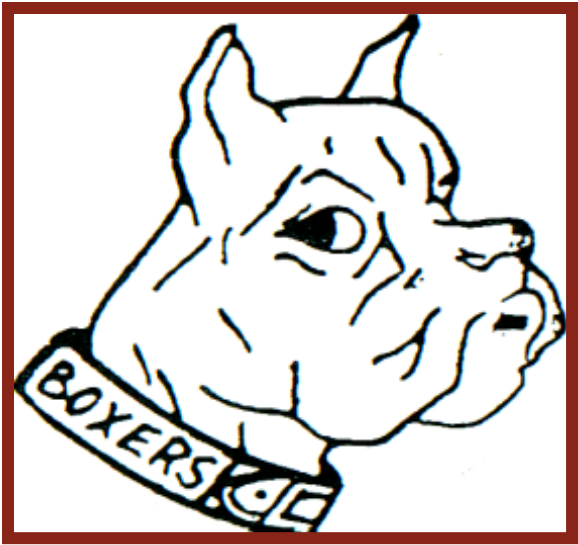
By James Vaznis Globe Staff / October 12, 2009

BROCKTON - Brockton High School has every excuse for failure, serving a city plagued by crime, poverty, housing foreclosures, and homelessness. Almost two-thirds of the students qualify for free or reduced-price lunches, and 14 percent are learning to speak English. More than two-thirds are African-American or Latino - groups that have lagged behind their peers across the state on standardized tests. But Brockton High, by far the state's largest public high school with 4,200 students, has found a success in recent years that has eluded many of the state's urban schools: MCAS scores are soaring, earning the school state recognition as a symbol of urban hope.



To THIS!!!

Boxers in the NEW YORK TIMES



High Expectations NO Excuses!!!



September 28, 2010

And after over a decade!

Massachusetts School and District Profiles Brockton High

2016 Accountability Data - Brockton High

Organization Information

District:	Brockton (00440000)	School type:	High School
School:	Brockton High (00440505)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information

[About the Data](#)

Accountability and Assistance Level

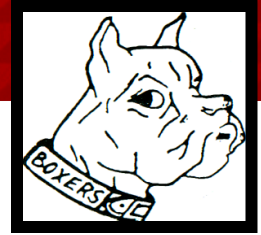
Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		82	Met Target
High needs		95	Met Target
Econ. Disadvantaged		-	-
ELL and Former ELL		78	Met Target
Students w/disabilities		74	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		87	Met Target
Hispanic/Latino		67	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		85	Met Target



NO secret sauce
NO silver bullets
NO magic formula
NO special programs

If we can do this, ANYONE can!

Our FOUR transformation steps:

1. Empower a team
2. Focus on LITERACY for ALL
3. Implement with a plan, and with fidelity
4. Monitor like crazy

We will get to all of these throughout the book study.

The Key to Success: Adult Learning

After our Shakespearean fiasco, it was back to the drawing board to find a better approach

We asked 3 questions:

1. What skills do our students need to be able to do to be successful on the MCAS?
2. What skills do our students need to be able to do to be successful in their classes?
3. What skills do our students need to be able to do to be successful in their lives beyond BHS?



From that discussion:



We noticed that students needed to be able to read challenging passages, difficult nonfiction, write – a LOT, solve multistep problems, explain their thinking, speak professionally... they needed **SKILLS!**

THAT LED US TO:

LITERACY – First, we defined it, then trained ourselves how to teach these literacy skills to our students.

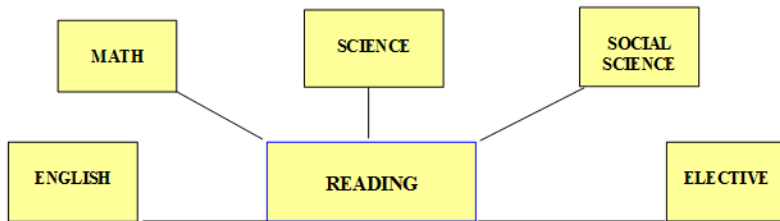
It HAD to be about LITERACY!!!

Defining the Focus:

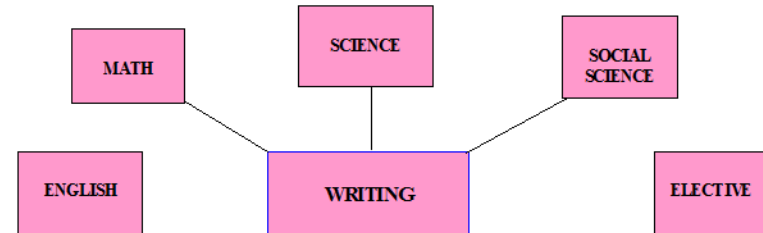
What does LITERACY
actually mean?

What does it look like?

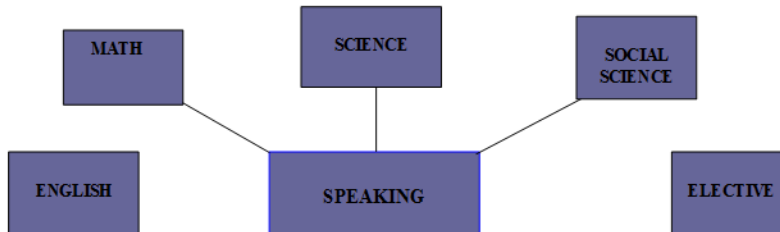
Brockton High Literacy Initiative



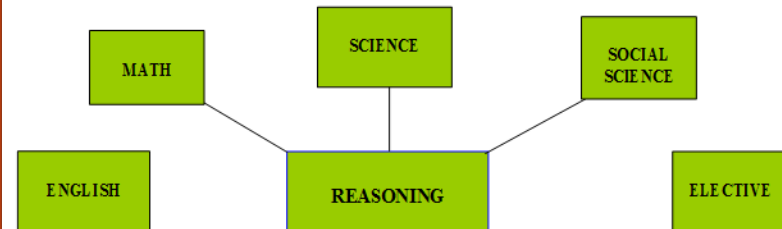
- for content (both literal and inferential)
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea of a passage
- to understand a concept and construct meaning
- to expand one's experiences



- to take notes
- to explain one's thinking
- to argue a thesis and support one's thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one's findings, and report one's conclusion
- to generate a response to what one has read, viewed, or heard
- to convey one's thinking in complete sentences
- to develop an expository essay with a formal structure



- to convey one's thinking in complete sentences
- to interpret a passage orally
- to debate an issue
- to participate in class discussion or a public forum
- to make an oral presentation to one's class, one's peers, one's community
- to present one's portfolio
- to respond to what one has read, viewed, or heard
- to communicate in a manner that allows one to be both heard and understood

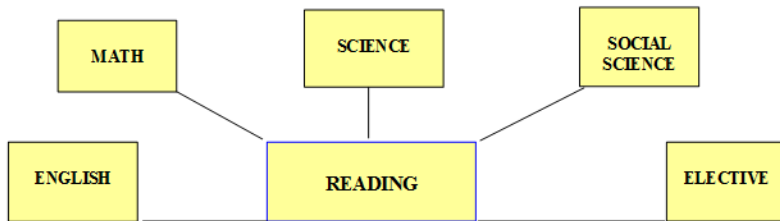


- to create, interpret and explain a table, chart or graph
- to compute, interpret and explain numbers
- to read, break down, and solve a word problem
- to interpret and present statistics that support an argument or hypothesis
- to identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- to detect the fallacy in an argument or a proof
- to explain the logic of an argument or solution
- to use analogies and/or evidence to support one's thinking
- to explain and/or interpret relationships of space and time

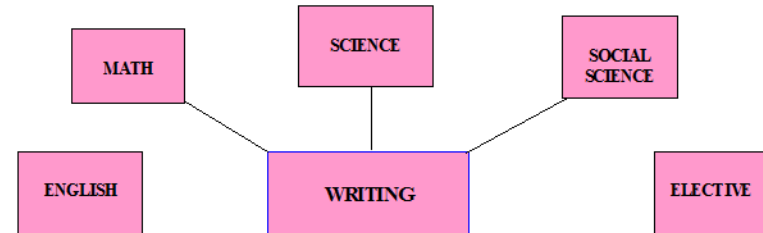
Let's think about LITERACY...

p. 31 *“The Literacy Charts represented a significant intellectual change within the institution. They defined the school’s academic expectations for student learning in specific measurable ways and gave Brockton a school wide focus for the first time. Certain reading, writing, speaking, and critical thinking skills - long viewed as the responsibility of a few departments - now were the responsibility of all teachers and departments, challenging the traditional segregation of content areas in the high school setting.”*

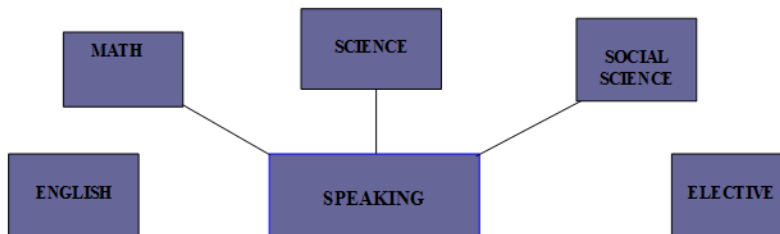
Brockton High Literacy Initiative



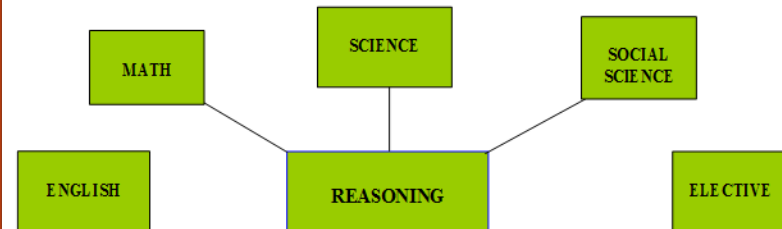
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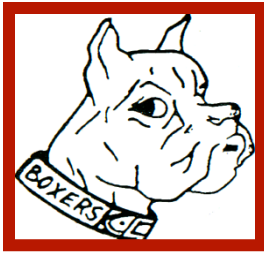
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- to explain and/or interpret relationships of space and time

Literacy for ALL:

Once we clearly defined
LITERACY, then what??

Our FOUR transformation steps:

1. Empower a team
2. Focus on LITERACY for ALL
3. **Implement with a plan,
and with fidelity**
4. Monitor like crazy



**It's about
instruction:**



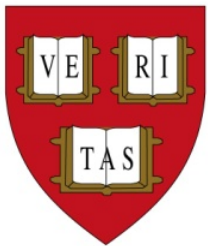
**We knew that the “HOW WE
TEACH IT” matters...**

**How many of your teachers
are like me?**

Me, teach reading???

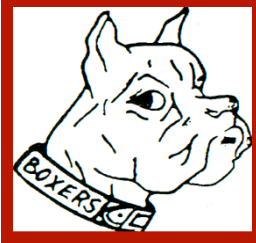
Quality of Instruction

“The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction.”



The Achievement Gap Initiative *At Harvard University*
Toward Excellence with Equity

Conference Report by Ronald F. Ferguson, Faculty Director



**The key to our
transformation:**

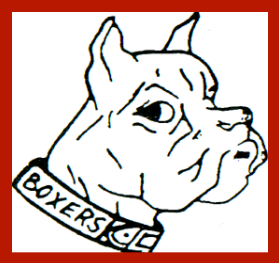


ADULT LEARNING and SUPPORT

**We modeled for the
faculty the process that
they would then teach
to the students.**

Essential to why this worked:

We infused literacy skills into EVERY area rather than doubling up on English and math classes. The content provides the context.



**FOCUS, FOCUS,
FOCUS**



We started with
writing! WHY???

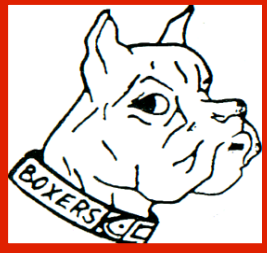
Writing is thinking

Let's Review Our Process:

- ◆ Restructuring Committee targets a skill
- ◆ Committee develops a step-by-step process for teaching that skill to students
- ◆ ALL teachers are trained in a Literacy Workshop modeling the process
- ◆ Teachers are given time AND support to develop their contextual lesson to teach the skill
- ◆ Implementation according to a schedule
- ◆ Monitoring of the implementation

I have included the actual full script of this training in this next section.

Here is just a sample to demonstrate the process.



LITERACY WORKSHOP: OPEN RESPONSE WRITING



WHAT IS IT? Students must read a passage, and then write a response to a question about that passage. (Teacher selects reading and writes question.)

WHY START WITH THAT? Easily crosses all disciplines, is authentic, and is measurable.

Students demonstrate writing skill AND understand the content.

OPEN RESPONSE WRITING STEPS

- 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.**
- 2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).**
- 3. ACTIVELY READ PASSAGE.**
- 4. MAP OUT YOUR ANSWER.**
- 5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.**
- 6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.**
- 7. PARAGRAPH YOUR RESPONSE.**
- 8. REREAD AND EDIT YOUR RESPONSE.**

The student creates a map in order to organize the response:

In this reading (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting t thesis

Body Paragraph 3

To conclude... (connect to thesis)

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

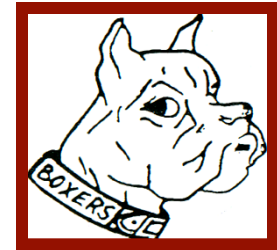
OPEN RESPONSE ASSESSMENT		
WRITER'S NAME _____		DATE _____
CONTENT	FORM	
8 <ul style="list-style-type: none"> Response contains a clear thesis and insightfully answers all parts of the question. Response provides relevant and specific textual evidence. Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material. 	4 <ul style="list-style-type: none"> Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with few or no errors. 	
6 <ul style="list-style-type: none"> Response contains a clear thesis and adequately answers all parts of the question. Response provides relevant but general textual evidence. Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material. 	3 <ul style="list-style-type: none"> Response contains adequate but simplistic use of transitions and strategic repetition. Response is organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with no distracting errors. 	LEGIBILITY 1 <ul style="list-style-type: none"> Easy to read 0 <ul style="list-style-type: none"> Difficult to read
4 <ul style="list-style-type: none"> Response contains a thesis but only partially answers the question. Response provides a mix of accurate and inaccurate textual evidence. Explanations of evidence are vague and/or demonstrate limited understanding of the material. 	2 <ul style="list-style-type: none"> Response contains some inappropriate use of transitions and strategic repetition. Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. Response contains lapses in sentence structure that interfere with the clarity of thought. 	
2 <ul style="list-style-type: none"> Response contains a thesis but only minimally answers the question. Response provides insufficient and/or largely inaccurate textual evidence. Explanations of evidence are unclear and/or demonstrate minimal understanding of the material. 	1 <ul style="list-style-type: none"> Response contains incorrect or inadequate use of transitions and strategic repetition. Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. Response contains major errors in sentence structure. 	LENGTH 1 <ul style="list-style-type: none"> Sufficient 0 <ul style="list-style-type: none"> Insufficient
0 <ul style="list-style-type: none"> Response is incorrect. Response contains insufficient evidence to show understanding of the material. Response is off-topic and/or contains irrelevant content. 	0 <ul style="list-style-type: none"> Response contains no evidence of transitions and strategic repetition. Response reflects no organization. Response contains little to no evidence of sentence structure. 	

Evaluated by: Self Peer Teacher (Circle One)

Comments:

SCORING
 13-14 = Advanced
 11-12 = Proficient
 8-10 = Needs Improvement
 0-7 = Failing

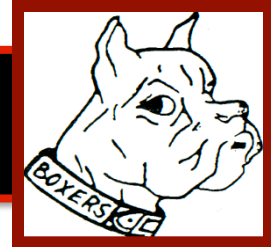
So then what...



**Follow up the
Interdisciplinary Training.**

**Next step – HOW to bring this
into the classroom**

- **Lessons developed**
- **Implemented according
to a calendar**



We didn't leave it to chance!

**Everyone was trained to teach the targeted Literacy Skill. The implementation was according to a specific timeline.
NO EXCEPTIONS!!!**

Success by DESIGN, not by chance!

The Open Response calendar of implementation:

Nov 2-6: Social Science, Social Sci Biling.

Nov 30-Dec 4: Wellness, JROTC

Dec 14-18: Science, Science Bilingual

Jan 11-15: Business, Tech, & Career Ed.

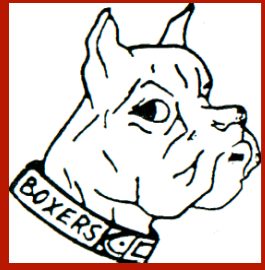
Jan 25-29: Math, Math Bilingual

Feb 22-26: Foreign Lang, Special Ed

Mar. 7-11: English, ESL, Guidance

Mar 20-24: Family & Cons. Sci, ProjGrads

Apr 5-9: Music, Art



Step FOUR: Monitored like crazy!!!



**What gets monitored is what
gets done! TWO strategies:**

- Monitoring the work of the students (rubrics and collection and review of the work)
- Monitoring the implementation by the faculty (walkthroughs, evals)

WRITER'S NAME _____

Evaluated by: Self Peer Teacher (Circle One)

Comments _____

DATE 1-21-11

SCORING
13-14 = Advanced

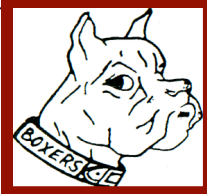
CONTENT	FORM	
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Total Score: _____

8

3.6

11-12 = Proficient
8-10 = Needs Improvement
0-7 = Failing



Our methodical approach



Step 1: We built and empowered our team (teachers and administrators)

Step 2: Determined our focus (for ex., Open Response Writing) and trained the faculty in the writing process we would ALL use (Literacy Workshops)

Step 3: Developed and implemented a plan (Trained the faculty in the process and implemented according to a calendar)

Step 4: Monitored like crazy (direct observation and reviewing student work)



Remember

**It's about the adults, not
the kids!**

**We taught ourselves to teach
these literacy skills to
the students.**

And we will ALL do it THIS WAY!



From *Talent is Overrated*

by Geoff Colvin

The factor that seems to explain the most about great performance is something the researchers call deliberate practice... Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance.



**By doing this we
gave our students
powerful THINKING
ROUTINES!**

Before I share two specific
Literacy Workshops and
the actual scripts,
QUESTIONS,
QUESTIONS,
QUESTIONS???

Literacy Workshop Strategy:

- ◆ Restructuring Committee determines topic based on data, our needs
- ◆ Restructuring Committee develops script, we all review and practice

Here's the general structure of the Literacy Workshop:

- Introduce topic/ Always use an Opener
- WHY are we doing this (provide some data/ research)
- Model the steps that teachers will then teach to the students
- Provide guided practice of the skill
- Independent practice of the skill
- Opportunity for questions/Next steps
- Closer

When we all work together consistently and effectively

- Expectations are clear
- Students practice important skills repeatedly in relevant ways
- Rigor increases
- Results improve

Examples of Actual Literacy Workshops



Two types of Literacy Workshops:



1. **School wide calendar implementation**
2. **Teacher “Toolbox Strategies”**

I'll share an example of each

Two types of Literacy Workshops

**School wide calendar implementation:
Everyone implements as assigned.**

Benefits:

- **Highlights the school's focus**
- **Provides consistent process of instruction**
- **Ensures students receive repeated, deliberate practice of the target skill.**

Two types of Literacy Workshops

School wide calendar implementation:

Some examples:

- ❖ **Active Reading/Open Response Writing**
- ❖ **Reading for Purpose**
- ❖ **Graphing Across the Curriculum**
- ❖ **Reading and Analyzing Visuals**
- ❖ **Problem Solving**

**Active Reading/
Open Response Writing
Literacy Workshop**

Active Reading/ Open Response Writing

Why are we here?

- To improve students' performance on state assessments.

BUT, it's not just about test taking...

- To provide students with skills that will help them succeed in their classes, in college, and in their lives beyond school.

OUR AGENDA

- 1. Active Reading Strategies**
- 2. Open Response Writing Steps**
- 3. Using the Rubric**
- 4. The Implementation Process**



Let's Begin: Active Reading



“Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster.”

Doug Lemov, *Teach Like a Champion*

The first step in teaching the students to write well is to teach them how to actively read the text and the question being asked.

Determining the purpose for reading

Carefully reading and analyzing the question helps the student determine the purpose for reading.

Active Reading Strategies

1. Read the question.
2. a. Circle key direction verbs.
 - For example – write, draw, explain, compare, show, copy
- b. Underline important information.
 - Often there is information in a question that is irrelevant to finding the answer.
3. In your own words, write what the question is asking you to do.
4. Develop your plan/Answer the question.

Let's go through this process together

We will complete the first three steps of the Active Reading Strategies.

1. Read the question, prompt, or directions.
2. Circle and Underline the question, prompt, or directions
Circle key direction verbs.
(for example; discuss, contrast, explain)
Underline important information
3. In your own words, write what the question, prompt, or directions ask you to do.

Now, let's flip the question

For example:

**The frustrations and rewards
Bluestein has experienced as a
tornado chaser are _____,
_____, and _____.**

*NOTE: This is an important tool to help the students focus
their purpose for reading and begin their writing process*

Now it is time to read the text

Please actively read the text making text annotations (underline, circle, make notes in the margin) that are focused on responding to the question.

(Note: Focusing students on reading to respond to the question allows students to read without getting bogged down or distracted by details that are irrelevant.)

Remember there are 4 STEPS to Active Reading

1. Read the question, prompt, or directions.
2. Circle and Underline the question
Circle key direction verbs.
(for example; discuss, contrast, explain)
Underline important information
(often there is irrelevant information)
3. In your own words, write what the question, prompt, or directions ask you to do.
4. **Develop your PLAN to answer the question, prompt or directions.**

OPEN RESPONSE WRITING STEPS

- 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.**
- 2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).**
- 3. ACTIVELY READ PASSAGE.**
- 4. MAP OUT YOUR ANSWER.**
- 5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.**
- 6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.**
- 7. PARAGRAPH YOUR RESPONSE.**
- 8. REREAD AND EDIT YOUR RESPONSE.**

The student creates a map in order to organize the response:

In this reading (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting t thesis

Body Paragraph 3

To conclude... (connect to thesis)

Next step: Writing the Response

To help your students to write a strong and fully developed Open Response, you may want to use a template we have developed.

OPEN RESPONSE STRUCTURE

Write a **THESIS STATEMENT** that uses **KEY WORDS** from the question.

Write a **TRANSITION** using **KEY WORDS** from the **THESIS STATEMENT** to introduce your **first EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses **KEY WORDS** from the **THESIS** to **CONNECT** it to the **EXAMPLE** .

Write a **TRANSITION** using **KEY WORDS** from the **THESIS STATEMENT** to introduce your **second EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses **KEY WORDS** from the **THESIS** and **CONNECTS** it to the **EXAMPLE** .

Write a **TRANSITION** using **KEY WORDS** from the **THESIS STATEMENT** to introduce your **third EXAMPLE**, providing some detail, evidence, or information for the reader about the example. Follow with an **EXPLANATION** that uses **KEY WORDS** from the **THESIS** and **CONNECTS** it to the **EXAMPLE**.

Write a **CONCLUDING STATEMENT** that repeats the **THESIS** and **KEY WORDS** from the question.

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

OPEN RESPONSE ASSESSMENT		
WRITER'S NAME _____		DATE _____
CONTENT	FORM	
8 <ul style="list-style-type: none"> Response contains a clear thesis and insightfully answers all parts of the question. Response provides relevant and specific textual evidence. Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material. 	4 <ul style="list-style-type: none"> Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with few or no errors. 	
6 <ul style="list-style-type: none"> Response contains a clear thesis and adequately answers all parts of the question. Response provides relevant but general textual evidence. Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material. 	3 <ul style="list-style-type: none"> Response contains adequate but simplistic use of transitions and strategic repetition. Response is organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with no distracting errors. 	LEGIBILITY 1 <ul style="list-style-type: none"> Easy to read 0 <ul style="list-style-type: none"> Difficult to read
4 <ul style="list-style-type: none"> Response contains a thesis but only partially answers the question. Response provides a mix of accurate and inaccurate textual evidence. Explanations of evidence are vague and/or demonstrate limited understanding of the material. 	2 <ul style="list-style-type: none"> Response contains some inappropriate use of transitions and strategic repetition. Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. Response contains lapses in sentence structure that interfere with the clarity of thought. 	
2 <ul style="list-style-type: none"> Response contains a thesis but only minimally answers the question. Response provides insufficient and/or largely inaccurate textual evidence. Explanations of evidence are unclear and/or demonstrate minimal understanding of the material. 	1 <ul style="list-style-type: none"> Response contains incorrect or inadequate use of transitions and strategic repetition. Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. Response contains major errors in sentence structure. 	LENGTH 1 <ul style="list-style-type: none"> Sufficient 0 <ul style="list-style-type: none"> Insufficient
0 <ul style="list-style-type: none"> Response is incorrect. Response contains insufficient evidence to show understanding of the material. Response is off-topic and/or contains irrelevant content. 	0 <ul style="list-style-type: none"> Response contains no evidence of transitions and strategic repetition. Response reflects no organization. Response contains little to no evidence of sentence structure. 	

Evaluated by: Self Peer Teacher (Circle One)

Comments:

SCORING
 13-14 = Advanced
 11-12 = Proficient
 8-10 = Needs Improvement
 0-7 = Failing

Suggestions for Follow Up Lessons

- Present the class two or three representative student samples showing a high, middle, and low level response (names omitted, of course).
- Use the rubric to have students score these papers so that everyone sees and agrees upon the criteria.
- After that, you could use the rubric to score the papers yourself, or you could pair the students and have them score each others' papers using the rubric.
- Students can see what a good paper looks like and do a self- assessment on ways that they can improve their own papers..

Recap/Next Steps

- **You will be receiving a calendar of implementation**
- **Select an appropriate reading passage that supports the content that you are teaching that day/week, challenges the students – it needs to be rigorous!**
- **Develop a challenging question based on that reading. Remember do NOT simply ask for a summary – make them THINK!**
- **Explain to the students why you are doing this lesson and why it will help them. WRITING MATTERS! WRITING IS THINKING!**
- **Be very directive teaching the process. DO NOT SKIP ANY STEPS!**

From *Talent is Overrated*
by Geoff Colvin


“The factor that seems to explain the most about great performance is something the researchers call deliberate practice... Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance.”

THANK YOU!!!
YOU WILL MAKE A DIFFERENCE!!!



**Here's the script that the
presenters received so
that the presentation
was consistent:**

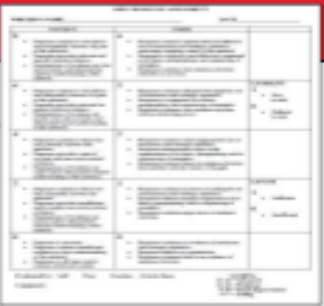
Active Reading/Open Response Writing Workshop

Slide #	Power Point Slide	Script	Time
1	<p style="text-align: center;">Active Reading/ Open Response Writing</p> <p style="text-align: center;"><i>Why are we here?</i></p> <ul style="list-style-type: none"> ➤ To improve students' performance on state assessments. <p style="text-align: center;"><i>BUT, it's not just about test taking...</i></p> <ul style="list-style-type: none"> ➤ To provide students with skills that will help them succeed in their classes, in college, and in their lives beyond school. 	<p>Welcome everyone to this training on Active Reading and Open Response Writing, and then read slide</p>	30 sec
2	<p style="text-align: center;">OUR AGENDA</p> <ol style="list-style-type: none"> 1. Active Reading Strategies 2. Open Response Writing Steps 3. Using the Rubric 4. The Implementation Process 	<p>Read Slide</p>	30 sec
3	 <p style="text-align: center;">Let's Begin: Active Reading</p> <p style="text-align: center;"><i>"Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster."</i></p> <p style="text-align: center;"><i>Doug Lemov, Teach Like a Champion</i></p> <p>The first step in teaching the students to write well is to teach them how to actively read the text and the question being asked.</p>	<p>Read Slide</p>	1min

4	<p style="text-align: center;">Determining the purpose for reading</p> <p>Carefully reading and analyzing the question helps the student determine <u>the purpose</u> for reading.</p>	Read slide	30 sec
5	<p>Active Reading Strategies</p> <ol style="list-style-type: none"> 1. Read the question. 2. a. <u>Circle</u> key direction verbs. <ul style="list-style-type: none"> ➤ For example – write, draw, explain, compare, show, copy b. Underline important information. <ul style="list-style-type: none"> ➤ Often there is information in a question that is irrelevant to finding the answer. 3. In your own words, write what the question is asking you to do. 4. Develop your plan/Answer the question. 	Hand out Active Reading Strategies steps and review the steps briefly.	2 min
6	<p style="text-align: center;">Let's go through this process together</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: red;">We will complete the first three steps of the Active Reading Strategies.</p> <ol style="list-style-type: none"> 1. Read the question, prompt, or directions. 2. Circle and Underline the question, prompt, or directions <ul style="list-style-type: none"> Circle key direction verbs. (for example; discuss, contrast, explain) Underline important information 3. In your own words, write what the question, prompt, or directions ask you to do. </div>	<p>Hand out the reading/question. (For the high school, use Chasing Tornadoes , the question is on the bottom of the handout).</p> <p>Now follow the steps on the slide with the participants:</p> <ol style="list-style-type: none"> 1. Read the question aloud 2. Ask the participants to circle the direction verbs and underline important information IN THE PROMPT. 3. Now ask what they circled and underlined – BRIEFLY 4. Now give the participants a couple of minutes to do STEP 3 – Explain in their own words what the question is asking them to do. 5. Now ask participants to share their responses and remind them that this is their purpose for reading. 	5 min

7	<p style="text-align: center;">Now, let's flip the question</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>For example:</p> <p>The frustrations and rewards Bluestein has experienced as a tornado chaser are _____, _____, and _____.</p> <p><small>NOTE: This is an important tool to help the students focus their purpose for reading and begin their writing process</small></p> </div>	<p>Say to participants: <i>This is the transition from reading and analyzing the question to beginning the writing process. As you are teaching this to your students, it is important to model how this is done. So using the reading we have provided, we would say... THEN READ SLIDE</i></p>	3 min
8	<p style="text-align: center;">Now it is time to read the text</p> <p>Please actively read the text making text annotations (underline, circle, make notes in the margin) that are focused on responding to the question.</p> <p><small>(Note: Focusing students on reading to respond to the question allows students to read without getting bogged down or distracted by details that are irrelevant.)</small></p>	<p>Read slide. Then give participants 7 minutes to actively read the text.</p>	7 min
9	<p style="text-align: center;">Remember there are 4 STEPS to Active Reading</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> 1. Read the question, prompt, or directions. 2. Circle and Underline the question <ul style="list-style-type: none"> Circle key direction verbs. <small>(for example, discuss, context, explain)</small> Underline important information <small>(often there is irrelevant information)</small> 3. In your own words, write what the question, prompt, or directions ask you to do. 4. Develop your PLAN to answer the question, prompt or directions. </div>	<p>Say to participants, <i>"Remember, there are four steps to active reading. Now it is time to develop the plan to answer the question, Step 4."</i></p>	2 min

<p>10</p>	<p>OPEN RESPONSE WRITING STEPS</p> <ol style="list-style-type: none"> 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS. 2. RESTATE QUESTION AS THESIS (LEAVING BLANKS). 3. ACTIVELY READ PASSAGE. 4. MAP OUT YOUR ANSWER. 5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE. 6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE. 7. PARAGRAPH YOUR RESPONSE. 8. REREAD AND EDIT YOUR RESPONSE. 	<p>Say to participants <i>“But first, we want to explain how this connects to the writing. Let’s take a look at the Open Response Writing Steps and see where we are at this point. We have already completed numbers 1,2, and 3 having actively read the question, understanding what the question is asking, and actively reading the passage. So now, our next step is to map out our answer.”</i></p>	<p>1 min</p>
<p>11</p>	<p>The student creates a map in order to organize the response:</p>	<p>Hand out the blank mapping template to the participants. Give them five minutes to fill in their map.</p>	<p>5 min</p>
<p>12</p>	<p>Next step: Writing the Response</p> <p>To help your students to write a strong and fully developed Open Response, you may want to use a template we have developed.</p>	<p>Say to the participants, <i>“This is the point that students would be given the appropriate time to thoughtfully write their open response. For the sake of time in this workshop, we will not have you actually complete the writing process. However, we would like to provide you with an Open Response Writing Structure that you can share with your students to help them write strong and fully developed Open Responses.”</i> DISTRIBUTE THE OPEN RESPONSE STRUCTURE HANDOUT</p>	<p>2 min</p>

13	<p>Final Step: The Rubric</p> <p>This rubric provides the students with the criteria upon which they will be assessed.</p> 	<p>HAND OUT THE RUBRIC and say to the participants, <i>"We are providing you with a rubric that details the criteria upon which the students should be assessed. Please note that both content and form are part of the assessment criteria. Students should be provided with the rubric and an explanation of its use prior to beginning the writing process. We are also providing you with a guideline on how to introduce the rubric to your students."</i> DISTRIBUTE THE APPROACH TO INTRODUCING THE RUBRIC TO THE STUDENTS HANDOUT and review briefly.</p>	5 min
14	<p>Suggestions for Follow Up Lessons</p> <ul style="list-style-type: none"> > Present the class two or three representative student samples showing a high, middle, and low level response (names omitted, of course). > Use the rubric to have students score these papers so that everyone sees and agrees upon the criteria. > After that, you could use the rubric to score the papers yourself, or you could pair the students and have them score each others' papers using the rubric. > Students can see what a good paper looks like and do a self- assessment on ways that they can improve their own papers. 	<p>READ SLIDE</p>	2 min
15	<p>Recap/Next Steps</p> <ul style="list-style-type: none"> • You will be receiving a calendar of implementation • Select an appropriate reading passage that supports the content that you are teaching that day/week, challenges the students – it needs to be rigorous! • Develop a challenging question based on that reading. Remember do NOT simply ask for a summary – make them THINK! • Explain to the students why you are doing this lesson and why it will help them. WRITING MATTERS! WRITING IS THINKING! • Be very directive teaching the process. DO NOT SKIP ANY STEPS! 	<p>READ SLIDE</p>	2 min
16	<p>From <i>Talent is Overrated</i> by Geoff Colvin</p> <p>"The factor that seems to explain the most about great performance is something the researchers call deliberate practice... Deliberate practice is hard. It hurts. But it works. More of it equals better performance. Tons of it equals great performance."</p> <p>THANK YOU!!! WE WILL MAKE A DIFFERENCE!!!</p>	<p>READ SLIDE AND <i>Thank you, thank you!!!</i></p>	30 sec

Total Time = Approx. 40 min

Two types of Literacy Workshops

Teacher Toolbox Strategies: Calendar NOT required. Should be used consistently in class by all teachers.

Benefits:

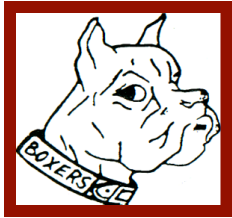
- **Research based strategies taught to all teachers – “How to”**
- **Improves instruction across the school**
- **Colleague-to-colleague sharing of best practices**

Two types of Literacy Workshops

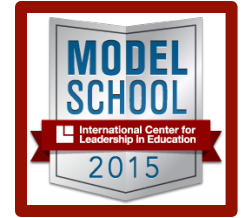
Teacher Toolbox Strategies:

Some examples:

- ❖ **Asking Rigorous Questions**
- ❖ **Effective Openers and Closers**
- ❖ **Vocabulary in Context**
- ❖ **The Power of Quick Writes and Graphic Organizers**
- ❖ **Developing Speaking Skills**
- ❖ **No Opt Out and Everybody Writes**
- ❖ **Providing Effective Feedback**



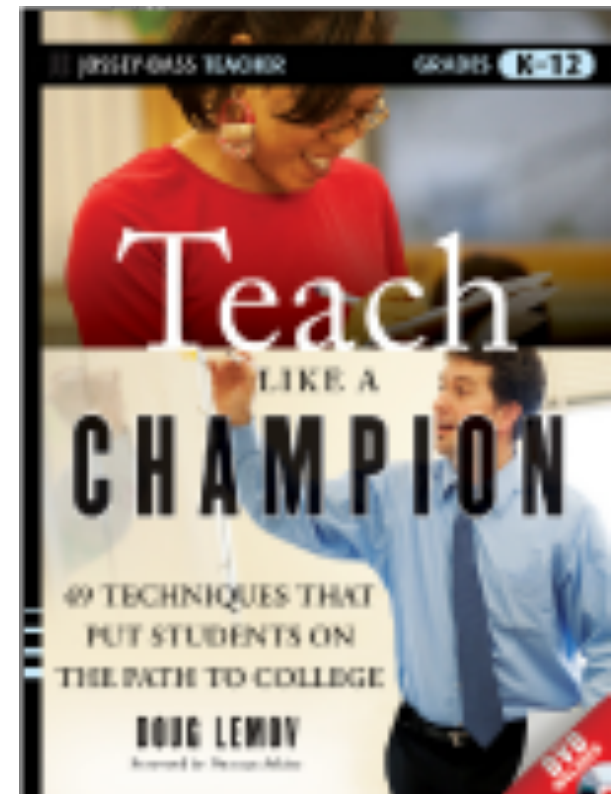
Teacher to Teacher!



Some of our Literacy Workshops focused on improving instruction by sharing “bang for your buck” techniques.

Here’s an example of one of our most highly rated using *Teach Like a Champion*:

**No Opt Out and
Everybody Writes**



BHS Instructional Workshop: *Teach Like a Champion*



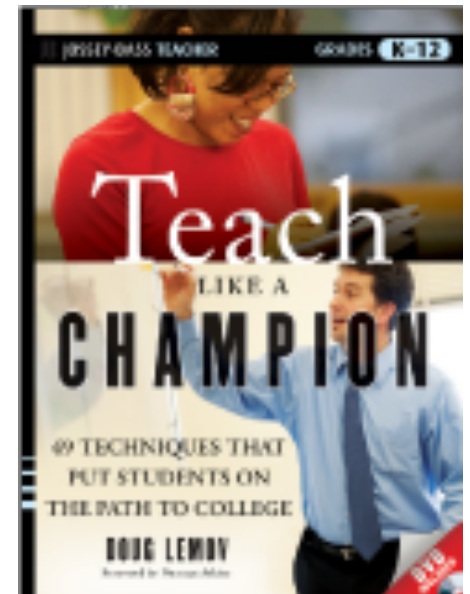
No Opt Out and Everybody Writes

Teach Like a Champion

Techniques that can enhance what we are already doing.

OPENER:

What do you do when a student doesn't know the answer or does not want to answer a question?



Teach Like a Champion

“Techniques that enhance instruction and student outcomes”

Objective

To actively read and discuss effective instructional techniques that can be used school wide.

Agenda

- Opener/Activator
- Technique #1 No Opt Out**
- (Actively read and discuss technique)
- Technique #26 Everybody Writes**
- (Actively read and discuss technique)
- Closer – Ticket to Leave

The Art of Teaching

Actively Read pages 4-5

How to Use This Book

As you read, think about:

- Techniques you use effectively
- An area that you want to continue to develop

The Art of Teaching

We chose techniques that:

- can be incorporated in classrooms school wide
- “operate in synergy” with our literacy strategies
- may take what is already being done well to the next level

Technique #1

NO OPT OUT

What do you do when a student doesn't know the answer or does not want to answer a question?

NO OPT OUT

“It’s not okay not to try”

No Opt Out

- Ensures that all students take responsibility for learning
- Establishes a tone of student accountability

“The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.”

NO OPT OUT
“It’s not okay not to try”

Actively read pages 27-34 and as you read frame your thinking around these 3 questions. Then we’ll discuss them:

Discussion questions (Think, Write, Share):

- 1. What were the most important points you pulled from this section?**
- 2. Of the four formats on pages 32 -33, which would you most likely use in your classroom?**
- 3. Describe the No Opt Out strategies you already use.**

Technique #26

EVERYBODY WRITES

“Writing is Thinking”

Everybody Writes is a great technique that prevents students from opting out

EVERYBODY WRITES

“Writing is Thinking”

As you actively read this section of Teach Like a Champion, think about the many ways you incorporate writing into your classes, and how this technique can enhance discussion.

EVERYBODY WRITES

“Writing is Thinking”

Actively read pages 137-141 and as you read frame your thinking around these 3 questions. Then we'll discuss them:

Discussion questions (Think, Write, Share):

- 1. What were the most important points you pulled from this section?**
- 2. Share some Everybody Writes techniques that you use in your classes**
- 3. How can Everybody Writes link to No Opt Out?**

EVERYBODY WRITES

“Writing is Thinking”

“I write to know what I think.”

Joan Didion

Let's talk about the greatest benefits you see from utilizing the Everybody Writes technique.

CHALLENGE: Put Into Practice

NO OPT OUT AND EVERYBODY WRITES

- 1. We all use the same language
“There is No Opt Out”**
- 2. Try one of the 4 No Opt Out formats on
pages 32-33**
- 3. Include Everybody Writes as a way to
provide wait time; giving students an
opportunity to process your questions
before answering**

TICKET TO LEAVE

- 1. Scan *Teach Like a Champion***
- 2. Choose 2 techniques that you would be willing to lead a discussion about in an interdisciplinary group**



**WE MAKE A
DIFFERENCE!!!**

THANK YOU



**Here's the script that the
presenters received so
that the presentation
was consistent:**

No Opt Out/Everybody Writes Workshop

Slide #	Power Point Slide	Script	Time
1	<p style="text-align: center;">BHS Interdisciplinary Workshop</p>  <p style="text-align: center;"><i>Teach Like a Champion</i></p>	<p>Say: <i>While training to be a teacher, you probably heard that you need a number of tools in your toolbox to deal with different types of students and their needs. Today we hope to add a few new tools to enhance your instruction. We need to actively seek out new ways of teaching and refine our craft for students with unexpected needs. We're going to reference the book Teaching like a Champion by Doug Lemov and Norman Atkins for techniques you can use regularly to enhance student achievement.</i></p>	
2	<p style="text-align: center;">Teach Like a Champion</p> <p>Techniques that can enhance what we are already doing. OPENER: What do you do when a student doesn't know the answer or does not want to answer a question?</p> 	<p>Say: <i>As always in our Literacy Workshops we try to model effective instructional strategies, so we would like to begin with an Opener. Please take about three minutes to answer this question, and then we'll share some of our responses.</i></p>	
3	<p style="text-align: center;">Teach Like a Champion <i>"Techniques that enhance instruction and student outcomes"</i></p> <p>Objective To actively read and discuss effective instructional techniques that can be used school wide.</p> <p>Agenda</p> <ul style="list-style-type: none"> -Opener/Activator -Technique #1 No Opt Out -Actively read and discuss technique) -Technique #26 Everybody Writes -Actively read and discuss technique) -Close – Ticket to Leave 	<p>Read slide to review the agenda</p>	
4	<p style="text-align: center;">The Art of Teaching</p> <p>Actively Read pages 4-5 How to Use This Book As you read, think about:</p> <ul style="list-style-type: none"> - Techniques you use effectively - An area that you want to continue to develop 	<p>Say: <i>Let's begin by reading pages 4–5 titled "How to Use this Book." Please actively read and think about techniques you currently use effectively. Also consider areas that you want to continue to develop.</i></p>	
5	<p style="text-align: center;">The Art of Teaching</p> <p>We chose techniques that:</p> <ul style="list-style-type: none"> - can be incorporated in classrooms school wide - "operate in synergy" with our literacy strategies - may take what is already being done well to the next level 	<p>Read slide to reinforce why we chose these particular Teach Like a Champion techniques</p>	

6	<p>Technique #1 NO OPT OUT</p> <p>What do you do when a student doesn't know the answer or does not want to answer a question?</p>	<p>Say: <i>In the Opener we asked you this question. Let's take a few minutes to share some of your responses.</i></p>	
7	<p>NO OPT OUT "It's not okay not to try"</p> <p>No Opt Out</p> <ul style="list-style-type: none"> - Ensures that all students take responsibility for learning - Establishes a tone of student accountability <p>"The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible."</p>	<p>Say: <i>In this section of Teach Like a Champion, techniques are explained which ensure that all students participate, and you know how we believe in ALL means ALL at Brockton High. Here's what No Opt Out means... then READ SLIDE</i></p>	
8	<p>NO OPT OUT "It's not okay not to try"</p> <p>Actively read pages 27-34 and as you read frame your thinking around these 3 questions. Then we'll discuss them:</p> <p>Discussion questions (Think, Write, Share):</p> <ol style="list-style-type: none"> 1. What were the most important points you pulled from this section? 2. Of the four formats on pages 32-33, which would you most likely use in your classroom? 3. Describe the No Opt Out strategies you already use. 	<p>Say: <i>First we'd like you to actively read pages 27-34 of Teach Like a Champion, and as you read, please frame your thinking around the following discussions questions for a Think, Write, Share activity.</i></p> <p>Give participants time to read, take notes, and answer the three questions, then discuss. Use the following during the Share portion of the activity to fill in any gaps in participants' understanding.</p> <ul style="list-style-type: none"> • "It is not okay not to try." • Begin with high expectations for all students all the time. • Ensure that all students take responsibility for learning. • Establish a tone of student accountability. • "I don't know" is the Rosetta stone of work avoidance. • "The sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible." • Allow for rehearsed success: get it wrong, and then get it right. 	
9	<p>Technique #26 EVERYBODY WRITES</p> <p>"Writing is Thinking"</p> <p>Everybody Writes is a great technique that prevents students from opting out</p>	<p>Say: <i>As you think about other ways to ensure that no student "opts out," remember the previous statement at our trainings that writing is thinking. If you can get students writing, they will demonstrate their thinking process and actively participate</i></p>	
10	<p>EVERYBODY WRITES "Writing is Thinking"</p> <p>As you actively read this section of Teach Like a Champion, think about the many ways you incorporate writing into your classes, and how this technique can enhance discussion.</p>	<p>Say: <i>We have so many of our students in our classes who are English language learners, or have learning disabilities, and often they need to have thinking time to process the question before we start a discussion. This Everybody Writes technique will help us ensure that all students have an opportunity to think about their answer and prepare to discuss so they can NOT opt out.</i></p>	

11	<p>EVERYBODY WRITES "Writing is Thinking"</p> <p>Actively read pages 137-141 and as you read frame your thinking around these 3 questions. Then we'll discuss them.</p> <p>Discussion questions (Think, Write, Share):</p> <ol style="list-style-type: none"> 1. What were the most important points you pulled from this section? 2. Share some Everybody Writes techniques that you use in your classes 3. How can Everybody Writes link to No Opt Out? 	<p>Say: <i>First we'd like you to actively read pages 137-141 of Teach Like a Champion, and as you read, please frame your thinking around the following discussions questions for a Think, Write, Share activity.</i></p> <p>Give participants time to read, take notes, and answer the three questions, then discuss. Use the following during the Share portion to fill in any gaps in participants' understanding.</p> <ul style="list-style-type: none"> • Allow students to prepare for more ambitious thinking/discussion by writing first. • As an entry ticket into class or prior to a discussion, have students respond to a prompt by first writing out their ideas and questions. When the discussion begins, everyone has something to contribute. 	
12	<p>EVERYBODY WRITES "Writing is Thinking"</p> <p>"I write to know what I think." Joan Didion</p> <p>Let's talk about the greatest benefits you see from utilizing the Everybody Writes technique.</p>	<p>Ask everyone to share their thoughts on this question. Share the following if there are any gaps in their responses: Some benefits include:</p> <ul style="list-style-type: none"> • You can select effective responses as you've already reviewed their ideas. • You can more easily cold call on students since you know everyone is prepared. • Every student has an opportunity to be part of the conversation. • Having students write helps them process and refine their thoughts, improving the quality of their ideas and overall writing. • You set a standard or steer the direction. <p>Students remember twice as much if they write it down.</p>	
13	<p>CHALLENGE: Put Into Practice</p> <p>NO OPT OUT AND EVERYBODY WRITES</p> <ol style="list-style-type: none"> 1. We all use the same language "There is No Opt Out" 2. Try one of the 4 No Opt Out formats on pages 32-33 3. Include Everybody Writes as a way to provide wait time, giving students an opportunity to process your questions before answering 	<p>Modeling the Strategy</p> <p>Say: <i>Our challenge today is determining how you will put these techniques into practice. Using consistent language across classrooms and across the school is essential to students understanding that everyone is held to the same high expectations; regardless of the class, there is no opt out. Working with your table group, review the four No-Opt-Out formats on pages 32-33, and discuss which ones would work best in your classroom. Following the discussion, take turns at your table group practicing the No-Opt-Out procedures using a content area question. The question does not have to be particularly rigorous for your colleagues; this exercise is more about practicing how you will ensure that they answer. You can also include Everybody Writes as a way to provide wait time and give students an opportunity to process your questions before answering.</i></p>	
14	<p>TICKET TO LEAVE</p> <ol style="list-style-type: none"> 1. Scan <i>Teach Like a Champion</i> 2. Choose 2 techniques that you would be willing to lead a discussion about in an interdisciplinary group 	<p>Say: <i>As a summary of our day, spend the last few minutes scanning through Teach Like a Champion and choosing two techniques that you would be willing to lead a discussion about in an interdisciplinary group. Please write your choices on a piece of paper, and hand them to me as you leave. As you go back into your classroom, please be consistent with your language: in our school no one can opt out and everybody writes.</i></p>	
15	<p>WE MAKE A DIFFERENCE!!!</p> <p>THANK YOU</p>		

Before I move to Dealing
with Resistance,
QUESTIONS,
QUESTIONS,
QUESTIONS???

**BUT, please don't think
that everyone was
HAPPY about this
literacy focus...**

**The resistance was
building!!!**

**Dealing with Resistance
(NO, not everyone was
happy about this!!!)**

**And with the Open
Response Writing
Literacy Workshop
implementation, the
resistance grew!**

The Resistors: Meet Mr. Artist

We had begun the first school wide writing initiative in the hope of improving students' performance on the state assessment.

Everyone has been trained; every teacher has an assigned time for implementing this. You (principal) have been told that Mr. Artist, one of the best art teachers in the school, has covered up the Literacy Objectives with student artwork, and mocked the writing assignment to his students. He is your AP art teacher, most of his students receive outstanding scores on the AP art exam, and he is well respected by his colleagues.

Let's talk about this kind of resistance

- Let's talk about how you should handle this as an administrator (remember, there are no "right" answers!).
- How about if you're a teacher and Mr. Artist is your colleague. Should you say/do anything?

Let's share...

Wrap Up/Next Steps

THANK YOU!!!

Last session: Wednesday, 12/14

Topics: *Sustaining the Initiative/
Staying the Course

*Advice for the Journey

*More Literacy Workshops

*What would like to be sure
I include?

Pages 55 – 97 (Additional
workshops are included from
page 99 on)

**Prior to the session we
will send out another
message and provide
some themes,
questions, and issues
to think about.**

OPTIONAL

We will remain available for an additional optional thirty minutes for anyone that would like to ask additional questions or discuss any issues further.

To everyone else I say THANK YOU for participating!!!