

Literacy Success 12



Background

Adolescents entering the adult world today will need to perform more reading and writing tasks—and contend with a greater flood of information—than at any other time in human history.

International Reading Association
Policy Resolution on Adolescent Literacy (1999)

Active Young Readers Primary–6 and Active Readers 7–9

Writers in Action

Literacy Success 10–12 is a *Learning for Life II: Brighter Futures Together* project which spans two major *Learning for Life* themes—Raising the Bar and Closing the Gap. Increased support for students' development as readers and writers has been firmly established as a priority for Department of Education, school boards, and schools.

The Literacy Success project began for grade 10 in 2006–07. It expanded into grade 11 in 2007–08, and is expanding into grade 12 in 2008–09.

Learners benefit when schools identify literacy as a key area for whole school improvement, co-ordinate efforts to maximize the potential for improvement in students' reading and writing achievement, and view the promotion of students' literacy development as a shared responsibility.

Literacy Success 10, 11, and 12 will build on the foundation of the Active Young Readers Primary–6 and Active Readers 7–9. These projects comprise four key components:

- ▶ time—minimum instructional time requirements for language arts in grades primary–8, allocation of time for reading instruction and reading practice, and effective use of instructional time
- ▶ resources—provision of a range of learning resources for students to support a balanced reading program; professional resources for teachers, resource teachers, and administrators; and resources to assist teachers in assessing students' strengths and learning needs as readers
- ▶ professional development—focussed on effective instruction, effective assessment, and effective classroom-based intervention
- ▶ intervention and support for students experiencing literacy difficulties, including Reading Recovery™ in grade 1 and, through the Literacy Support Strategy, targeted funding for students with Literacy Support Plans in grades 7, 8, and 9.

Literacy Success 12 complements the Writers in Action project which places the “literacy lens” on writing and language study. To date, Writers in Action has been implemented in grades 4–10 in the context of English/French language arts. Writers in Action 11 will be introduced in May 2009.

Writers in Action is designed to ensure that students benefit from structured, sequential instruction in writing and language, and that they have access to a wide range of writing opportunities including writing workshops. This project has included the provision of

- ▶ writing handbooks for students
- ▶ information pamphlets for parents, grades 4–6
- ▶ resources for classroom writing centres
- ▶ *Write Traits* classroom kits for the instructional program
- ▶ professional resources and professional development for teachers

Focus on Reading

The primary focus of Literacy Success 12 is on assessment, primarily as it relates to reading but also across all subject areas.

It is crucial that the senior high school program ensure and enhance the development of adolescents as readers by providing high quality reading instruction and assessment for all learners and effective interventions for those students experiencing difficulties in their reading development.

Reading is an integral part of learning in all curriculum areas. Programming and services in the senior high years must ensure further development of students as independent, fluent readers.

Components

Literacy Success comprises four key components: time, resources, professional learning, and a support strategy.

Time

Both the quality and the quantity of instructional time focussed on literacy development are important factors in fostering students' growth.

Time to Learn

Students need "time to learn."
Teachers need "time to teach."
Time is a resource that can be used to create additional learning opportunities for students and additional teaching opportunities for teachers.

Time to Learn Strategy (2002)

The *Time to Learn Strategy* paper noted the importance of providing teachers and students with blocks of uninterrupted instructional time long enough (but not too long) to engage students in active and interactive learning.

Students benefit when teachers in all subject areas make effective use of available time to include instruction on the specific literacy requirements of those subjects to support and extend students' development as readers, writers, and learners. The Department continues to identify and develop resources to assist teachers in the content areas in understanding and addressing students' needs in this regard.

English 10 is designed for a *minimum* of 110 hours of instructional time. The *Time to Learn Strategy* included the recommendation that year-long options be explored/provided for English/French language arts and that a 220-hour, two-credit, year-long option be explored for English/French language arts at the grade 10 level for students who require additional support in literacy.

Since that time, English 10 Plus has been implemented as a course option for grade 10 students. English 10 Plus is designed for a *minimum* of 220 hours of instructional time. A key feature of the course is an emphasis on student-centered, active learning. Through the additional time and support offered by English 10 Plus, students have extended opportunities to engage fully in the learning process, develop specific strategies, and strengthen their skills in each of the strands of English language arts.

English 11, Advanced English 11, and English/Communications 11 are designed for a *minimum* of 110 hours of instructional time.

English 12, Advanced English 12, and English/Communications 12 are also designed for a *minimum* of 110 hours of instructional time.

Time for Reading

For students with all degrees of reading expertise, time must be made available for both intensive and extensive reading.

Atlantic Canada English Language Arts Curriculum: Grades 10–12 (1998), p. 125

The English/French language arts curriculum in grade 12 continues to recognize that speaking, listening, reading, viewing, writing, and other ways of representing are interrelated and can be developed most effectively as interdependent processes.

Within the context of high school English/French language arts classes, classroom teaching time must provide opportunities for read-aloud, shared reading, guided reading, and independent reading. The reading workshop approach is an effective way to organize these learning experiences.

Resources

Resources provided to support Literacy Success includes professional resources for teachers of English language arts, teachers of other subject areas, resource teachers, and administrators, as well as a range of learning resources for students.

Professional Resources

Professional resources provided in 2008–2009 to support Literacy Success 12 will include the following:

Literacy Success Resources

Teachers of English 12 and English/Communications 12, as well as grade 12 teachers of mathematics, social studies, and science (English Program), will receive the following:

- ▶ *Classroom Assessment: What's Working in High Schools?* (Books One and Two)

Schools with grade 12 will also receive copies of the following for added support:

- ▶ *Setting and Using Criteria*
- ▶ *Conferencing and Reporting*
- ▶ *Self Assessment and Goal Setting*
- ▶ *Making Classroom Assessment Work*
- ▶ *Reading Strategies in the Content Areas: Volume 2*

The number of copies of these titles to go to schools will be determined by student/staff population.

Each member of Literacy Success 12 leadership teams will receive copies of all professional resources.

Other Professional Resources

Resources provided in previous years may also be of interest to those leading and supporting implementation of Literacy Success 12.

Grade 11

Copies of the following professional resources have been provided through Literacy Success 11:

- ▶ *Adolescent Literacy: Turning Promise into Practice*
- ▶ *Engaging Readers and Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions*
- ▶ *Action Strategies for Deepening Comprehension: Role Plays, Text Structure and Other Enactment Techniques That Engage Students with Text*
- ▶ *Reading Strategies for the Content Areas: An ASCD Action Tool*

Grade 10

Teachers of English 10 have been provided with copies of the following:

- ▶ *Beyond Monet: The Artful Science of Instructional Integration*
- ▶ *Why Workshop? Changing Course in 7–12 English*
- ▶ *Writing for Real: Strategies for Engaging Adolescent Writers*

Teachers of English 10 Plus have been provided with copies of the following:

- ▶ *Lifers: Learning from At-Risk Adolescent Readers*
- ▶ *Improving Comprehension with Think-Aloud Strategies*
- ▶ *Thinking Through Genre: Units of Study in Reading and Writing Workshops*
Break Away: Reading and Writing for Success: Teacher's Resource

Grades 7–9

Copies of the following professional resources have been provided through Active Readers 7–9:

- ▶ *Classroom Strategies for Interactive Learning*—Doug Buehl
- ▶ *Deeper Reading: Comprehending Challenging Texts, 4–12*—Kelly Gallagher
- ▶ *Do I Really Have to Teach Reading?*—Cris Tovani
- ▶ *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*—Cris Tovani
- ▶ *Reading Reminders: Tools, Tips, and Techniques*—Jim Burke
- ▶ *Reading Reasons: Motivational Mini-Lessons for Middle and High School*—Kelly Gallagher
- ▶ *Subjects Matter: Every Teacher's Guide to Content-Area Reading*—Harvey Daniels and Steven Zemelman
- ▶ *Tools for Teaching Content Literacy*—Janet Allen
- ▶ *When Kids Can't Read—What Teachers Can Do*—Kylene Beers

Learning Resources

Students should read a rich variety of texts, including narrative genres and information and persuasive texts written by traditional and contemporary authors who represent a range of cultural traditions. Students should be allowed considerable freedom of choice in reading matter and be encouraged to develop and widen their own tastes in reading.

Atlantic Canada English Language Arts Curriculum: Grades 10–12 (1998), p. 125

Distribution of resources will be phased in over time. The first phase (Literacy Success 12: Part A) will be focussed on providing resources to teachers of English language arts. The second phase (Literacy Success 12: Part B) will be focussed on providing resources to content area teachers.

Classroom collections for Literacy Success have been acquired for the English boards through the directed purchasing process to provide a collection for each English 12 and English/Communications 12 classrooms. Decisions about purchases of Literacy Success resources for CSAP schools will be made by CSAP.

Literacy Success 12: Part A print collections comprise three components:

- ▶ Component #1 - Fiction materials
- ▶ Component #2 - Nonfiction materials
- ▶ Component #3 - Atlantic Canadian materials

Literacy Success 12: Part B print collections comprise four components:

- ▶ Component #1 - Science
- ▶ Component #2 - Social Studies
- ▶ Component #3 - Arts Education
- ▶ Component #4 - Other (Business Education, Family Studies, Mathematics, Personal Development and Career Education, and Technology Education)

Resources have been selected for readers at the transitional, fluent, and extended fluent stages of development as follows:

- ▶ appropriately challenging resources for readers at the transitional stage of reading development for whole-class activities, small-group activities, and independent reading
- ▶ appropriately challenging resources for readers at the fluent stage of reading development for whole-class activities, small-group activities, and independent reading
- ▶ appropriately challenging resources for readers at an extended fluent stage of development for whole-class activities, small-group reading, and independent reading

These resources will be available for distribution in early November 2008. It is anticipated that in most boards classroom collections will be distributed to schools to reflect the time frame for Literacy Success professional learning projects.

Classroom collections will also be provided for high school in 2009–10.

On-line resources in the form of accessible, interactive passages specifically designed for content teachers will be available at a later time throughout the progression of Literacy Success, beginning with on-line passages for Science 10 in 2008.

Additional learning resources to address identified priorities will be selected during 2008–09 and distributed to schools for 2009–10. It is anticipated that these will include a Resource support package.

The Department invites Literacy Success leadership teams, board co-ordinators and consultants (programs, student services, race relations/ cross-cultural understanding), library staff, and teachers of grades 10–12 to recommend outstanding resources that should be considered in this process.

Professional Learning

The Department, school boards, board leadership teams, and high school principals share leadership and support roles in the implementation of Literacy Success. These responsibilities include providing access to Literacy Success in-service education and professional learning opportunities for high school administrators and teachers—English/French language arts teachers, teachers of other subject areas, and resource teachers.

***Literacy Success 12
Implementation Leadership
Teams***

Boards and their schools will make decisions regarding the professional learning opportunities for *Literacy Success 12* to be provided in 2008–09 and to continue in 2009–10 and 2010–2011.

The Department is sponsoring a three-day Literacy Success 12 implementation workshop for board leadership teams. The workshop, scheduled for October 20–22, 2008, will focus on assessment as it pertains to literacy, specifically in the area of English language arts, but also as it relates across all disciplines.

Each board has been requested to identify a Literacy Success 12 Team Leader and has been invited to form a Literacy Success 12 Implementation Leadership Team comprising one representative from each high school in its jurisdiction. The Department will assist boards and their leadership teams in planning and supporting effective implementation of Literacy Success 12 and ensuring that administrators and grade 12 teachers have access to Literacy Success 12 professional learning opportunities.

To support the concept of whole-school improvement in regard to literacy, it would be advantageous to involve—as appropriate, as soon as possible, and to the extent possible—teachers of other grades in the school and other members of the school staff in Literacy Success professional learning opportunities. It will be particularly important to ensure clarity about the ‘learn to read/read to learn’ focus and common approaches to be used across the curriculum to provide high quality reading instruction for all learners and effective intervention and support for those students experiencing difficulties in their reading development.

***Supporting Professional
Learning***

Since school board directors of programs and services and school principals have so clearly articulated the need for more professional development time at the school site, the Department has rescinded its mandate for one “shut-down” Literacy Success in-service day for English language arts teachers and another “shut-down” Literacy Success in-service day for content area teachers. While some boards will offer regionally-based Literacy Success 12 workshops in 2008–2009, other boards are considering alternative models including professional learning communities and networked learning communities.

In these types of learning communities, teachers work together in a collaborative environment in order to develop an expertise in a specific topic or series of topics and to provide ongoing opportunities for job-embedded professional development.

In 2008–2009, the Department and school boards are continuing to work to support schools engaged in implementing what has been described as a new model of professional learning, including Professional Learning Network Schools and schools that are involved in the provincial school accreditation program.

In addition, English Program Services is continuing to support Literacy Mentor pilots at the high school level in two boards.

Triple Focus of Professional Learning

Literacy Success professional learning has a triple focus —effective instruction, effective assessment, and effective intervention. Professional learning experiences have a specific design focus to address

- ▶ effective instructional practices that support students' development as readers and writers, including implementation of specific strategies across the curriculum to meet learners' needs
- ▶ effective classroom assessment practices that inform instruction in English/French language arts and other subject areas, including the identification of individual students' strengths and needs as readers and writers
- ▶ effective classroom intervention practices and school-wide support strategies to help learners who are experiencing literacy difficulties

Effective Instruction

This component emphasizes ways to support students' development as strategic readers who apply appropriate strategies, flexibility, and comfortably to a range of text types and reading tasks in both English language arts and other subject areas. The professional learning focus is on increasing teacher expertise in

- ▶ using effective strategies and frameworks to teach reading
- ▶ providing explicit instruction focussed on specific learning needs
- ▶ providing explicit instruction in strategies for understanding, interpreting, and constructing a range of text types
- ▶ providing explicit instruction in the types of reading tasks, concepts, and strategies required for learning across the curriculum
- ▶ making effective use of a range of learning resources to reflect learners' needs and reading interests
- ▶ making optimal use of instructional time

Teachers of English/French language arts have particular responsibilities for structuring and organizing learning tasks appropriate to their students' stages of reading development and for explaining, demonstrating, and providing explicit instruction in reading strategies. Professional learning opportunities centre on helping them to

- ▶ create a supportive learning environment
- ▶ design developmentally appropriate learning experiences
- ▶ select accessible texts that provide a platform of reading success for their students
- ▶ identify appropriate levels of texts for guided reading and independent reading

Teachers of other subject areas also have an important role in supporting students' development as readers and enhancing their interest in reading. To help students learn in a particular subject area, teachers can explain the nature and uses of different kinds of texts used in that subject area and provide explicit instruction in the strategies and skills students need to read, use, and create those texts. Many reading strategies and skills can be taught in the content areas.

It is critical that these reading strategies be explicitly explained, modelled, and regularly incorporated into classroom learning across the curriculum. Frameworks provided for teaching reading strategies and guiding students to learn from reading are intended to be of use to all teachers.

Professional learning will also focus on reading/writing connections across the curriculum and ways that the integration of information technologies within English language arts and other subject areas can support learners' development as readers.

Effective Assessment

This component of professional learning centres on increasing teacher expertise in

- ▶ assessing student learning at the classroom level
- ▶ making optimal use of both assessment information gathered at the classroom level and information about student learning from other sources (school, region, province) to inform instruction in all subject areas
- ▶ involving students in assessing their own growth and needs as readers in language arts and other subject areas

Assessment is designed with a purpose: it includes *Assessment of Learning*, *Assessment for Learning*, and *Assessment as Learning*.

Assessment of Learning

Assessment of learning is summative: it is done at the end of a unit or reporting period and provides an overview of a student's achievement in relation to prescribed curriculum outcomes. For this type of assessment, the teacher wants to assess the quality of student learning—what the student knows and is able to do in relation to the expected learning outcomes documented in the curriculum guide. The purpose of this type of assessment is often to provide a mark for reporting purposes.

Assessment for Learning

Assessment for learning is more formative in nature. The purpose of this assessment is, in part, to assist students in their progress toward achievement of prescribed curriculum outcomes. Assessment activities, tasks, and strategies should inform students about what kinds of knowledge, skills, and performance are important. Through the use of a variety of strategies and tools, the teacher is able to assess the student's strengths and needs in order to guide and inform instructional practice. *Assessment for learning* takes a developmental perspective and tracks students' growth over time.

Assessment as Learning

Assessment as learning is designed specifically to involve students in the assessment process and provide them with a continuous flow of information about their achievement. Assessment activities, tasks, and strategies help students to self-assess their learning, to reflect on how they learn, and to identify where they may need more assistance. When students become actively engaged in their own assessment practice, they learn what knowledge, understanding, and skills they have, and what they can do to increase or enhance their understanding. The self-monitoring process is the essential component of the *assessment as learning* component of classroom assessment.

Professional Learning Focus

Professional learning opportunities centre on exploring ways to gather information to determine what reading strategies the student is applying successfully, what strategies the student needs to practice, and what strategies to introduce. That information can be gathered by both teachers of English language arts and teachers of other subject areas and can be used effectively to identify appropriate contexts across the curriculum for students to learn, practise, and use specific reading strategies in order to understand text.

Effective use of assessment information informs instruction in all subject areas and assists teachers in designing learning experiences targeted to students' specific learning needs as readers in those subject areas.

Professional learning opportunities for teachers in Literacy Success 12 will be designed to increase their expertise in tracking and documenting students' progress along the continuum of reading development and in communicating student progress, growth, and achievement to students and parents.

Effective Intervention

Ways that classroom teachers, resource teachers, and other professional support staff can work effectively as a team to support students who are experiencing literacy difficulties will be a particularly important focus of Literacy Success professional learning.

Key concepts to be explored regarding intervention will include the following:

- ▶ classroom-based instruction and assessment as integral components in interventions developed and implemented for students experiencing literacy difficulties
- ▶ the importance of broadly based and ongoing assessment
- ▶ direct and specific connections between assessment information and interventions
- ▶ the importance of effective collaboration between the classroom teacher and other professionals who may also be involved in providing interventions/support (e.g., resource teacher, speech/language pathologist)
- ▶ the importance of ensuring that any intervention provided by professional support staff is directly related to the student's achievement of learning outcomes

Professional learning opportunities designed to meet the learning needs of classroom teachers, resource teachers, administrators, and other professional staff will assist schools in developing and implementing classroom-based interventions to respond effectively to the needs of students who are transitional readers and to those of other students who are experiencing literacy difficulties.

The long-term goal of Active Young Readers Primary–6 and Active Readers 7–9 projects is that, by the end of grade 9, students are reading at the fluent stage of development and applying literacy skills strategically for learning in the content areas.

Students entering grade 10 and then grade 11 who are not at the fluent stage of reading development or who are experiencing other literacy difficulties will require appropriate interventions and consistent, ongoing support across the curriculum to maximize their opportunities to grow as readers. Strategies for identifying students who are not at the fluent stage as readers and planning effective instruction, intervention, and support to meet the learning needs of these students should be a particular focus of professional learning.

In English/French language arts, students who are transitional readers will require explicit reading instruction targeted to their developmental learning needs, a range of learning resources that they find accessible and engaging, and appropriate intervention and support to address the specific difficulties they are experiencing in their reading development.

In other subject areas, teachers can anticipate the difficulties these students may encounter with particular texts and reading tasks and provide appropriate support to help students actively engage in learning.

For students entering grade 10 as readers at the transitional or early stages of reading development, it is expected that intervention and support programming and services will already be in place. For these students, it is important to plan a seamless transition from junior to senior high, ensuring that there is no disruption in the provision of programming and services that address their reading difficulties.

Long-term Planning

In terms of long-term planning for regional, families/clusters of schools, and site-based Literacy Success professional learning in the coming years, the key consideration for leadership teams in designing in-service programs and other professional learning opportunities will be building teacher and administrator expertise. Outcomes frameworks for professional development have been drafted to assist in this endeavour.

- ▶ Teachers of English/French language arts need to have expertise in reading instruction to identify and address students' specific needs.
- ▶ Resource teachers need to have reading specialist expertise in designing and providing effective intervention and support.
- ▶ Content area teachers need to know basic approaches to teaching reading strategies and skills as part of their subject-based teaching.
- ▶ Principals need to co-ordinate a school-wide approach to improving students' reading achievement.

Professional learning opportunities have the greatest impact when supported by strong leadership and collaboration. Collaborative environments create a community of learners brought together with a common learning goal in mind. The key component to the success of a professional learning community is that the principal or the school's staff development leader is an active participant, that teachers are able to join voluntarily, and that teachers are allowed to try out their learning in their classrooms.

The school, as a professional learning community, plays a key role in maximizing and sustaining benefits of regionally-based professional development. Effective professional development at the school level requires a balanced approach that reflects identified school needs and individual needs. Professional development can take many forms, all of which should strengthen teaching and learning and be relevant to the teachers' needs and realities. Ensuring that teachers have input into their own professional growth is crucial.

Individual schools and families/clusters of schools will require ongoing support from board program and student services staff and Literacy Success leadership teams in planning and implementing long-term professional learning opportunities for administrators, English/French language arts teachers, resource teachers, and content area teachers. Meaningful professional growth in terms of the knowledge and expertise required to support students' development as active readers will require substantial time.

While teachers are central to student learning, all members of the school community are partners in the learning process. Long-term planning for a whole-school focus on literacy will consider how all partners can contribute to a comprehensive plan to increase support for students' development as readers, including effective ways to

- ▶ increase the involvement of students, parents and the community in planning, implementing, and evaluating school improvement initiatives centred on supporting students' development as readers
- ▶ establish/strengthen partnerships that can support positive change in policies, programs, and practices
- ▶ use school advisory councils and home and school associations to strengthen broad involvement of the community in literacy projects
- ▶ increase support through the use of literacy mentors within the boards

Support Strategy

The Junior High Literacy Assessment (JHLA) provides individual student data regarding select outcomes in reading and viewing and in writing.

It is expected that the senior high Learning through Literacy support strategy will combine these assessment data with those of classroom and school/board-based assessment sources to determine effective instructional practices to support ongoing literacy development for grade 10 and 11 students identified through the JHLA results. To assist this process, teachers will track student progress with specific literacy goals and plan for supportive instruction as part of the Learning through Literacy response.

A senior high literacy support teaching resource will be distributed to all teachers of grade 10 language arts, mathematics, science, and social studies following the release of the JHLA results and to grade 11 teachers in early fall, 2008. This resource contains many practical teaching strategies designed to support the development of student literacy in the classroom context. These strategies form the basis of a variety of activities that have been applied to topics in the aforementioned course areas to model the use of literacy strategies that support students' comprehension and demonstration of learning.

Whole-School Focus

A whole-school focus on literacy maximizes opportunities for students to achieve developmentally appropriate levels of competence.

Reading difficulties, in particular, are a barrier to learning success in all subject areas, and teachers of all subject areas have a role to play in addressing this concern. Resource teachers, library staff, and other professional staff are also key participants in developing and maintaining a whole-school focus on reading.

Developing a whole-school focus on reading will involve ensuring the commitment of teachers throughout the school to practices that support students' development as readers and strengthening collaboration with students, parents, and other members of the school community.

School Improvement Planning

The school improvement planning process provides a mechanism and an opportunity for identifying priorities for increasing students' success as readers.

Each school can best determine its own priorities and the scope of a viable strategy for increasing students' reading success with due regard for other components of the school improvement plan. The organizational structure of the school (grade levels, etc.) and other factors specific to the school and school community will also shape the nature of the support strategy.

Schools might consider, for example, one or a combination of the following:

- ▶ an examination of current school policies, approaches, and practices that have an impact on students' development as readers
- ▶ ways to collect baseline data and continue to gather data on students' reading development over time
- ▶ strategies for enhancing family and community involvement and support for students' reading development
- ▶ ways to address the specific needs of students who require targeted support
- ▶ professional learning opportunities related to
 - a whole-school focus on teaching reading strategies
 - students' developmental needs, and implications for instruction and assessment
 - approaches for more actively engaging students in reading
 - effective use of library resources
 - effective use of reading assessment information in the context of specific subject areas
 - reading requirements of specific subject area (texts, tasks, particular strategies and skills)
 - effective use of learning resources to support students' needs
- ▶ strategies for enhancing student involvement, e.g., peer tutoring programs
- ▶ ways to celebrate and build on students' reading success
- ▶ what information on related actions and data (indicators of improvements in students' opportunities and abilities to achieve reading success) to include in their annual reports.

Next Steps

During 2008–09, the Department will work collaboratively with boards' professional staff (program and student services), Literacy Success 12 team leaders, and other partners to develop a framework for the support strategy component of the Literacy Success project.

Evaluating the efficacy of implementation of Literacy Support Plans in grades 7, 8, and 9 and examining best practices in supporting students' ongoing literacy development in grades 10 and 11 will be an important part of this work. Ways to establish mechanisms for tracking and reporting on students' progress, growth, and achievement will also be explored with junior and senior high schools involved in the school accreditation program.

It is strongly recommended that high school administrators, guidance personnel, and literacy leaders work collaboratively with their junior high counterparts to

- ▶ enhance their understanding of the Learning through Literacy support planning and implementation process
- ▶ examine existing ways in which junior and senior high schools address the needs of students who require literacy support/interventions
- ▶ anticipate the needs of students who may require literacy support and interventions in grade 10 and/or grade 11
- ▶ plan transition support
- ▶ ensure that grade 10 and grade 11 classroom teachers, resource teachers, and others who support student learning are aware of students' learning needs and are ready to respond effectively to those needs
- ▶ plan ways that literacy support and interventions can best be provided within grade 10 and grade 11 classrooms

Key elements implementing the Learning through Literacy are

- ▶ collaboration with junior high partners
- ▶ an examination of challenges and opportunities related to the school's organizational structure, including scheduling
- ▶ consideration, clarification, and communication of the roles of administrators, classroom teachers, resource teachers, and other professional staff

Schools with grades 10 and 11 will need to

- ▶ analyze the results of the Junior High Literacy Assessment in conjunction with the results of classroom-based assessments
- ▶ develop a comprehensive profile of the strengths and needs of students who require literacy support
- ▶ document planned strategies and interventions to support specific identified needs
- ▶ implement, as soon as possible in the 2008–09 school year, recommendations for effective instruction, intervention, support, and related services to meet the specific learning needs of students who require focussed instructional practices to further their literacy development

Literacy Success 12 Implementation Leadership and Support

The program for the Literacy Success 12 Implementation Workshop will provide professional development sessions for leadership team members and assist them in planning in-service education workshops and other professional learning opportunities for teachers and administrators in their boards.

The Department recognizes the importance of regional leadership in supporting schools' efforts to effect improvement in areas identified as priorities, such as literacy. The Department will

- ▶ provide ongoing support to board leaders and leadership teams for the implementation of Literacy Success 12
- ▶ work with boards to address the need for regional leadership of Literacy Success 12 projects
- ▶ liaise with boards and other education partners re the professional learning needs of teachers and administrators
- ▶ develop a communications plan and related materials for parents and the general public regarding the Literacy Success project

The Department recognizes the pivotal role of principals in leading and supporting the implementation of Literacy Success in their schools. Principals have a key role in helping their staff to develop and establish a clear, shared vision and direction for the Literacy Success project and in co-ordinating and monitoring the implementation of a support strategy.

Principals and school advisory councils share leadership roles in working with teachers and others in the school community to

- ▶ assess and build on the school's current strengths in providing effective instruction, intervention, support, and related services to address the needs of students who are experiencing literacy difficulties
- ▶ consider what changes may be needed in current practices to more effectively meet the needs of students who are experiencing literacy difficulties
- ▶ ensure that teachers have a sense of ownership in planning and implementing a literacy support strategy tailored to the school's circumstances—a plan that makes sense to them.

While the strength of any school improvement initiative lies in the commitment of the whole staff group, a school leadership team may be required to manage the literacy support strategy. Board-level leadership and support may be required to enable schools to implement and follow through with the support strategy.

Outcomes Framework to Inform Professional Learning: English Teachers

To be effective, professional development experiences for teachers, like all learning experiences, must reflect and respond to their individual learning needs, building on their prior knowledge and experiences. It is recognized that English teachers will be at different stages on the continuum of professional learning required to expand their knowledge base and extend their repertoire of effective practices. It is also recognized that professional growth is ongoing and requires long-term commitment and long-range planning.

The following outcomes framework is intended to assist leadership teams, administrators, school staffs, and individual teachers in planning and designing appropriate professional growth experiences, for themselves and for others, over time and in a range of contexts. It provides the “big picture” for professional development in reading education and reference points which may be helpful in determining needs and identifying the focus of professional learning.

English teachers are expected to teach students to read meaning.

To do this English teachers need to know

- ▶ the process of constructing meaning from print through interaction between the mind of the reader and the text, involving
 - the integration and co-ordination of the four curing systems of systems of information: pragmatic, semantic, syntactic, and graphophonic
 - the reading strategies of sampling, predicting, and confirming/self-correcting that proficient readers use as they identify words and comprehend text
 - the extension of the meaning-making process to whole texts as readers respond to the ideas they encounter in a text
- ▶ the interrelationship of reading, writing, and oral language and their contribution to language proficiency
- ▶ the range of texts that are appropriate for students in term of
 - reading difficulty
 - interest to both male and female students
 - genre and form
 - racial/ethnocultural diversity
 - maturity and sophistication of text
 - text type, patterns, and structure

English teachers are expected to assess the reading development of their students in order to plan effective instruction for them.

To do this English teachers need to know

- ▶ the reading behaviours that characterize emergent, early, transitional, and fluent stages of development so that they can monitor students’ growth as readers
- ▶ the reading behaviours that characterize emergent, early, transitional, and fluent stages of development so that they can monitor students’ growth as readers
- ▶ appropriate use of assessment tools to gather information about students’ understanding of the reading process, their knowledge of language, their attitudes, and their strategies
- ▶ effective strategies for gathering information about reading development, such as oral reading analyses, reading conferences, interview, checklists, retellings, anecdotal records, self-assessment, surveys, interest inventories, work samples, portfolios, reading logs, response journals, and rubrics

- ▶ planning strategies for whole class, small group, and individual instruction on the basis of the assessment of learners' reading development
- ▶ effective ways to communicate with students and their parents regarding students' strengths, growth, and learning needs

English teachers are expected to facilitate students' reading growth.

To do this English teachers need to know

- ▶ the components of a balanced reading program: teacher read-aloud, shared reading, guided reading, independent reading
- ▶ classroom management and organizational strategies to facilitate whole-class, small-group, and individual instruction
- ▶ instructional strategies and frameworks for teaching reading, such as modeling, demonstrations, min-lessons, reading conferences, literature circles, and reading workshops
- ▶ planning strategies for whole class, small group, and individual instruction on the basis of the assessment of students' reading development
- ▶ effective practices for supporting and extending students' development as readers within the context of language arts and other subject areas
- ▶ effective practices for collaboration with others who share responsibility for supporting students' reading development
- ▶ effective practices for linking classroom instruction to home support
- ▶ effective ways to develop, implement, and evaluate specific outcomes for individual program plans

See also "The Teacher's Role," *Foundation for the Atlantic Canada English Language Arts Curriculum* (1996), pp. 44–45.

Outcomes Framework to Inform Professional Learning: Teachers of Reading in the Content Areas

To be effective, professional development experiences for teachers, like all learning experiences, must reflect and respond to their individual learning needs, building on their prior knowledge and experiences. It is recognized that content area teachers will be at different stages on the continuum of professional learning required to expand their knowledge base and extend their repertoire of effective practices. It is also recognized that professional growth is ongoing and requires long-term commitment and long-range planning.

The following outcomes framework is intended to assist leadership teams, administrators, school staffs, and individual teachers in planning and designing appropriate professional growth experiences, for themselves and for others, over time and in a range of contexts. It provides the "big picture" for professional development in reading education and reference points which may be helpful in determining needs and identifying the focus of professional learning.

Content area teachers are expected to teach students to read for meaning.

To do this content area teachers need to know

- ▶ the features, structure, and patterns of various information texts and the corresponding demands on the reader
- ▶ the integration of various sets of knowledge that contribute to meaning making including
 - personal experience
 - literary knowledge

- world knowledge
- ▶ the reading strategies of sampling, predicting, and confirming/self-correcting that proficient readers use as they identify words and comprehend text

Content area teachers are expected to assess the reading development of their students in order to plan effective instruction for them.

To do this content area teachers need to know

- ▶ the reading behaviours that characterize emergent, early, transitional, and fluent stages of development so that they can monitor students’ growth as readers
- ▶ effective strategies for gathering information about students’ understanding of concepts and ideas relevant to the subject area curriculum and the influence reading has on their level/degree of understanding
- ▶ planning strategies for whole class, small group, and individual instruction on the basis of the assessment of learners’ reading development

Content area teachers are expected to organize instruction to facilitate students’ reading growth.

To do this content area teachers need to

- ▶ assist readers of informational text throughout the reading process by supporting comprehension at all stages of reading
 - before (activating)
 - during (acquiring)
 - after (applying)
- ▶ model and teach literacy skills relevant to specific curriculum areas
- ▶ know classroom management and organizational strategies to facilitate whole-class, small-group, and individual instruction
- ▶ collaborate effectively with others who share responsibility for supporting students’ reading development

**Outcomes
Framework to
Inform
Professional
Learning:
Administrators**

To be effective, professional development experiences for principals must reflect and respond to both shared and individual needs for information and experiences that will enable them to better support the teachers and learners in their schools and plan for continuous improvement in the teaching and learning of reading in English language arts and other subject areas.

The following framework provides the broad range of teacher knowledge related to the teaching of reading in English language arts and other subject areas that administrators should have awareness of and outlines the scope of administrative responsibility for cultivating the positive environment in which such teaching must take place.

This framework is intended to assist leadership teams, school administrators’ groups, and individual principals in planning and designing appropriate professional growth experiences, for themselves and for their teachers, over time and in a range of contexts. It provides the “big picture” for professional development in literacy education and reference points which may be helpful in identifying needs and determining the focus of professional learning.

Administrators are expected to have a thorough understanding of the principles underlying effective practice.

Administrators need to have a thorough understanding of

- ▶ the essential graduation learnings
- ▶ the principles of learning
- ▶ the curriculum outcomes framework for English language arts
- ▶ the principles underlying the English language arts curriculum [*Atlantic Canada English Language Arts Curriculum: Grades 10 – 12* (1997), p. 3]
- ▶ the principles that underlie effective reading instruction [*Atlantic Canada English Language Arts Curriculum: Grades 10 – 12* (1997), pp. 127–133]

Administrators are expected to support effective reading instruction at each grade level and in all subject areas.

To do so, administrators need to have an awareness of the nature of reading instruction in English language arts, including

- ▶ the curriculum outcomes informing the reading strand of literacy development
- ▶ reading as a process of constructing meaning from print through interaction between the mind of the reader and the
- ▶ cueing systems
- ▶ the reading strategies proficient readers use to comprehend text
- ▶ the components and frameworks of a balanced reading program: teacher read-aloud, shared reading, guided reading, and independent reading
- ▶ the interrelationship of reading, writing, and oral language and their contribution to language proficiency
- ▶ the need for appropriate texts to support a learner’s reading growth: texts that represent
 - a range of reading difficulty
 - the diverse interests of both male and female students
 - diverse cultural perspectives
 - a range of genre and form
 - varied levels of maturity and sophistication

Administrators also need to have an awareness of the literacy demands/requirements in other subject areas, including

- ▶ the features, structure, and patterns of various texts and the corresponding demands on the reader
- ▶ the need to assist readers of informational text throughout the reading process by supporting comprehension at all stages of reading
 - before (activating)
 - during (acquiring)
 - after (applying)
- ▶ the need for modeling, explicit instruction, and mini-lessons focussed on the literacy skills relevant to each subject area
- ▶ the need for a range of texts that can be used for independent reading and for instruction and in a variety of groupings, including
 - whole class
 - small group
 - partners
 - individual

Administrators are expected to understand the role of effective intervention in literacy development.

To do so, administrators need to have an awareness of

- ▶ the variety of reasons why intervention may be necessary
- ▶ the components of effective intervention

Administrators are expected to support teachers' use of effective classroom strategies.

To do so, administrators need an awareness of

- ▶ the need for structured time devoted to reading instruction
- ▶ classroom management and organizational strategies that whole-class, small-group, and individual instruction
- ▶ instructional strategies and frameworks such as modeling, demonstrations, mini-lessons, reading conferences, literature circles, and reading workshops

Administrators are expected to support effective assessment of students' reading development.

To do so, administrators need to have an awareness of

- ▶ the role of assessment in a balanced reading program
- ▶ the stages of reading development (transitional, fluent) and their occurrence across grades
- ▶ appropriate use of strategies to assess students' reading development and to identify their strengths and learning needs
- ▶ the effective use of assessment results to inform teaching

Administrators are expected to promote a collaborative environment where teachers plan for use of resources and share ideas and information related to practice and students' growth as readers.

To do so, administrators need to

- ▶ provide a leadership role in literacy and encourage lead teachers to offer support for staff
- ▶ facilitate mentorships for teachers who wish to change their instructional practices or develop new ones
- ▶ promote collaboration among teachers to provide intervention and consistent, ongoing support for students experiencing literacy difficulties
- ▶ support ongoing professional growth opportunities for teachers
- ▶ support teachers as readers and show themselves to be readers
- ▶ facilitate communication between teachers and parents/guardians

See also "The Principal's Role," *Foundation of Atlantic Canada English Language Arts Curriculum*, p. 44.