

Resource Sessions

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Using Lexiles to Differentiate Instruction and Boost Achievement

Benny Lile, Director of Instruction, Barren County School District, Kentucky, and **Ilene Rosenthal**, President of Strategic Initiatives, Achieve3000, Washington, D.C.

Historically, time constraints have made it difficult to address the reading needs of each student. Today, however, a proprietary technology is available that can seamlessly tailor the same content to each student's Lexile level. Students who use this differentiated instruction program have doubled and tripled their expected Lexile level reading growth in nine months. This presentation will demonstrate the Achieve3000 technology solution and show its benefits for meeting the needs of every student, while monitoring progress and meeting state and national accountability guidelines.

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Using USA Today to Add Rigor and Relevance to Your Curriculum

Dr. Sara K. Davis, Manager of Education Resource Development, USA Today, McLean, Virginia

This interactive session will introduce the strategic benefits of using USA TODAY newspapers in classrooms to support curricula, help meet standards, and prepare students for assessments. When students read, analyze, and research real-world events, they strengthen their non-fiction reading comprehension and their analytic and evaluative thinking. The newspaper provides a platform for rigor and relevance across the disciplines. The session will provide a brief introduction on how to integrate content and features from USA TODAY into the curricula, followed by three 15-minute participant-centered modules designed to demonstrate high-impact approaches to using the newspaper.

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Organizational Health

Dr. Marvin Fairman, President, and **Dr. Leon McLean** and **Brent Fairman**, Consultants, Organizational Health: Diagnostic and Development Corporation, Highland Village, Texas

Each of the four sessions will provide an overview of the Organizational Health Instrument (OHI), which is used by the 75 high schools in the International Center/Council of Chief State School Officers initiative. Following this overview, each session will focus on one dimensions of the OHI.

1. *Enhancing Goal Focus* - Participants will have an opportunity to examine a conceptual framework for increasing commitment to school goals and explore best practices for goals development and implementation strategies.
2. *Creating Cohesiveness Teams* - Participants will be introduced to a leadership model that provides pragmatic strategies for building cohesive, interdependent teams and have the opportunity to consider norms specific for their campus teams.
3. *Proactive Adaptation* - Participants will receive practical strategies that will facilitate their leadership efforts to help faculty members respond proactively to external change demands.
4. *Improving Communication Systems* - Participants will receive practical strategies that will facilitate the improvement of school-wide communication.

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Redefining Literacy in Grades 7-12: Strategies for Document, Technological, and Quantitative Literacy

Lin Kuzmich, Senior Consultant, International Center for Leadership in Education

U.S. students do poorly on document, technological, and quantitative literacy tasks when compared to students in other countries. This session will introduce a framework for addressing "literacy to do," the literacy skills that will help students succeed in the workplace and community as well as in school. Teachers need strategies that go beyond literature and textbooks so they can teach students how to read other types of documents. *Redefining Literacy in Grades 7-12: Strategies for Document, Technological, and Quantitative Literacy* provides numerous ways to

address non-prose skills, which are especially needed in math, science, electronic media, and other graphical and visual materials. These strategies will help schools increase performance and better prepare this generation of learners for an unknown future in the global arena.

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Student Engagement — Creating a Culture of Academic Achievement

Dr. Richard Jones, Senior Consultant, International Center for Leadership in Education

Engagement in school is a key to students achieving at high levels of rigor and relevance, not merely the levels measured by state tests. Student engagement is not something that just happens when a teacher is assigned a “good” class. It involves a complex combination of cognitive, emotional, and behavioral domains. Student engagement can and should be planned for, measured, and improved. This session will clarify the essential school pre-conditions and teacher pedagogy to help students become active, engaged learners. The session will also introduce a new resource kit, *Student Engagement — Creating a Culture of Academic Achievement*, and review the best practices to increase student engagement.

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Personal Skill Development

Chris LaRocco, Master Teacher, International Center for Leadership in Education

To help schools clarify their missions, prioritize problems, and review school performance critically, the International Center has developed the Learning Criteria to Support Rigor, Relevance, and Relationships. The fourth criterion, Personal Skill Development, is an essential element in continuous school improvement. When students learn to communicate effectively, respect others, accept responsibility, resolve problems, and work on teams, their academic achievement improves. Business leaders validate the importance of these personal skills as critical for success in the workplace. This session will preview the forthcoming Personal Skill Development kit. Participants will learn ways to integrate personal skills into the overall school curriculum.

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Describing the Extraordinary Teacher — Differences that Make a Difference

Rebecca Gardner, Consultant; **Dr. Linda Lucey**, Senior Associate; **Dr. Custer Quick** and **Dr. Doris Quick**, Senior Consultants, International Center for Leadership in Education

In most schools, when the question is asked, “Who is the best teacher here?” the answer is same whether it comes from faculty members, administrators, students, parents, or community members. Based on a qualitative research study, International Center researchers have identified 10 characteristics of extraordinary teachers. These characteristics have been validated through classroom visits and interviews with administrators, teachers, and students. This session will provide an overview of the characteristics and video selections showing teachers who have been identified as extraordinary. Participants will critique the videos and discuss the characteristics. The session will conclude with implications for administrators.

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Algebra Mastery Through Relevant Applications in Grades 6-10

Dr. Linda Lucey, Senior Associate, International Center for Leadership in Education

Integrating the Rigor/Relevance Framework into algebra classrooms is one way to improve student understanding. Algebra students who can relate to curriculum materials through real-world scenarios will increase their chances of retaining information. To help struggling students, this session will describe some strategies for teaching and learning algebra. These strategies are focused in five areas: instruction, literacy, administrivia, student engagement, and learning styles. Staff development techniques will also be shared to help begin a schoolwide approach to improving math achievement.

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Boosting Achievement Through Content Area Reading Instruction in Grades 7-12

Terri Sessoms, Lead Teacher for School Improvement and Professional Development, Johnston County Schools, Smithfield, North Carolina, and Master Teacher, International Center for Leadership in Education

Research shows that reading instruction after the elementary grades has a positive impact on test scores, classroom performance in all subjects, technical know-how, college preparedness, and employability. This session for administration, school leaders, and teachers will provide the rationale, resource information, and hands-on activities to learn research-based strategies for strategic reading instruction across the disciplines in middle and high school. These strategies align easily with curriculum and integrate higher order thinking skills. These strategies align easily with curriculum, integrate higher order thinking skills, and increase reading comprehension levels for all students, including students with learning disabilities in resource or mainstreamed settings. The International Center's resource kits, *Strategic Reading in the Content Area* and *Leading with Reading in Grades 7-12*, are the basis for this session.

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School Performance – From Rhetoric to Reality

Dr. G. Thomas Houlihan, Senior Consultant, International Center for Leadership in Education

The International Center's resource kit, *School Performance: How to Meet AYP and Achieve Long-Term Success*, introduces new ideas about how to meet AYP and improve performance for students in all schools. This session will provide an overview of the key issues facing schools and how the public's attitude towards schools is changing on an ongoing basis. Feedback from users of *School Performance* will be provided to highlight a number of recommendations found in the resource kit for moving school improvement from the rhetoric of NCLB to the reality of what must be done to achieve long-term success. The session will increase understanding of key next steps.

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Data-driven Decisions for Teaching Using the Curriculum Matrix

Tom Venezia, Vice President, International Center for Leadership in Education, and Director, Successful Practices Network

Educators need to develop curriculum, instruction, and assessment that is both rigorous and relevant. In order to meet the needs of all students so they can achieve at high levels, teachers must focus on priority standards, define appropriate level strategies and assessments, differentiate instruction, and determine student individual needs. This session will show how to use standards data and the Rigor/Relevance Framework to make data-driven decisions that will make a difference in student learning. The International Center's five Curriculum Matrix resource kits will be explained as well.

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Leadership for Rigor, Relevance, and Relationships

Dr. Richard Jones, Senior Consultant, International Center for Leadership in Education

The growing enthusiasm for the new 3 Rs is a result of wide recognition that a commitment to rigor, relevance, and relationships is an effective approach to school improvement that challenges students to stretch their learning and develop personal skills as well as fostering improved engagement. The International Center is known for its Rigor/Relevance Framework, which is used in planning instruction and assessment. This session will describe the leadership tasks and approaches necessary to develop a school culture that embraces rigor and relevance and that builds relationships between students and adults and among the students themselves, all of which are essential to support learning at high levels. The session will also explain the resource kit, *Leadership for Rigor, Relevance, and Relationships*.

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Instructional Strategies: How to Teach for Rigor and Relevance

Helen M. Branigan, Senior Consultant, International Center for Leadership in Education

Effective teaching is not about discovering the perfect instructional strategy. Effective teaching requires developing a full repertoire of strategies and selecting one or more that will be most successful based on the needs of students and the particular learning objectives. This session will review instructional strategies to use based upon rigorous and relevant learning, describe the correlation between instructional strategies and learning styles, and identify various assessments that complement particular instructional strategies. Excerpts from International Center's resource kit, *Instructional Strategies: How to Teach for Rigor and Relevance*, will be shared.

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How to Create Small Learning Communities

Helen M. Branigan, Senior Consultant, International Center for Leadership in Education

Many school leaders are considering implementing small learning communities, where it is easier to forge staff collaboration and focus on student learning. From our experience working with many schools, the International Center does not promote a single small community model but does offer suggestions that will help any school create small learning communities that do achieve rigorous and relevant learning for all students. This session will focus on how to establish new small learning communities and strengthen existing ones. Excerpts will be shared from the International Center's resource kit, *Creating Small Learning Communities*, which includes suggestions, checklists, resources, and forms to guide implementation of a successful small learning community.

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Tools for Achieving Excellence in CTE

Jim Miles, Senior Consultant, International Center for Leadership in Education

Participants in this interactive workshop will learn how to use reading comprehension strategies and techniques from the International Center's resource kit *Reading Strategies for Career Academies and Career-Technical Education* to increase the rigor and relevance of instruction in career academies and career and technical education programs. The workshop will also show how using the CTE Curriculum Matrix in the resource kit *Academic Excellence Through Career and Technical Education* for planning instruction, designing assessments, and developing rigorous and relevant lessons can help prepare students in career academies and CTE programs to pass state examinations.

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Strategies for Writing in the Content Areas— A Second Key to Literacy

Christine LaRocco, Education Consultant, Boise, Idaho, and Master Teacher, International Center for Leadership in Education

To compete in the world outside the classroom, students need writing experiences beyond essays, journals, and letters. Responding to the call by business leaders for better writing skills in today's workforce, the International Center has developed *Strategic Writing Across the Curriculum in Grades 7-12*, a resource kit for use in all disciplines to teach students writing-to-learn strategies and more rigorous writing for both academic and workplace applications. Participants in this hands-on workshop will review this resource and gain insight on techniques to energize students through natural bridges to professional writing in all courses.

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Reinventing 9th Grade — Foundation for High School Success

Dr. Gary Fields, Senior Consultant, International Center for Leadership in Education

Model high schools across the country are finding that the key to a rigorous and relevant education for all students is what happens during the critical first year of high school. Following a needs assessment and data analysis, these schools created 9th grade initiatives featuring a myriad of strategies, including: small learning communities, class size adjustments, academic interventions, mentoring, tutoring, and rigorous and relevant instruction. All have one

thing in common – an uncompromising commitment not to allow freshmen to fail. This session will consider the variables involved when educators make an extraordinary commitment to 9th grade success. An overview of the International Center’s resource kit, *Reinventing 9th Grade – Academics Through Personalization*, will be presented.

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Benefits of the Successful Practices Network and Collaborating Online for Rigor and Relevance (CORR)

Tom Venezia, Vice President, International Center for Leadership in Education, and Director, Successful Practices Network

The Successful Practices Network is an alliance of more than 650 schools (K-12) that have made a true commitment to continuous school improvement. This session, designed for new and prospective Network members, will provide a comprehensive overview of Network benefits, services, expectations, and new activities for 2007-08. This session will also describe Collaborating Online for Rigor and Relevance (for Quad D Lessons and for Instructional Strategies), interactive, collaborative experiences for creating high-quality lessons and using varied instructional strategies that reinforce the use of the Rigor/Relevance Framework. Any school can participate in CORR.

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Round Table Discussions

These sessions are designed to allow an opportunity to discuss educational issues in areas of interest, get answers to pressing questions, and gain new insights. Each session will be facilitated by an International Center consultant or staff member who has expertise in that area. Some sessions also have practitioners from successful programs related to the topic.

Student Engagement with Kathy Weigel

Transition Years with Lisa Hathaway, Becky Harrison, Troy McCarley, Dianne Walker

Adolescent Literacy with Lin Kuzmich, Tom Fitzgerald

Career and Technical Education with Mary Bruno, Dale Eggebraaten

STEM (Science, Technology, Engineering, Math) with Sam Houston, Ben Lindeman, Ann

Learning Criteria with Joe Shannon