Leading 21st Century Literacy: Part I

International Center for Leadership in Education

With Lin Kuzmich
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September 30, 2011

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International Center for Leadership in Education

21st Century Literacy Part I

With Lin Kuzmich
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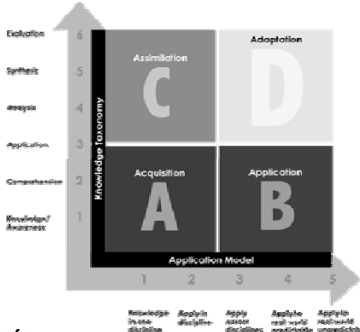July 22, 2011

Welcome!

‣ Introductions
‣ Logistics
‣ Suffering is Optional
‣ Participation is Most Appreciated
‣ Electronics on vibrate or off please
‣ Please get your questions answered
‣ Laptops or other digital devices are fine for notes, please check email, etc. during breaks

Kuzmich, 2011   2

Rigor/Relevance Framework®

All Learning Starts with Great Relationships

Evaluation 6
Synthesis 5
Analysis 4
Application 3
Comprehension 2
Knowledge/Awareness 1

C Assimilation
D Adaptation
A Acquisition
B Application

Knowledge Taxonomy

Application Model
1   2   3   4   5

Knowledge in one discipline
Apply in discipline
Apply across disciplines
Apply to real-world predictable situations
Apply to real-world unpredictable situations

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I. Introduction

What do you look for with regard to great literacy strategies now when you do classroom walkthroughs or visits?

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Assessing your walkthrough process for literacy......

What literacy strategies do you look for with teacher actions?	What do you look for in terms of student activities that are literacy based?

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High Payoff Literacy Strategies are in these Categories: The Big 8

1. Vocabulary
2. Student Dialogue and Grouping
3. Write to Learn
4. Graphic Organizers and Note Takers
5. Teacher and Student Questioning
6. Document, Technological, and Quantitative Literacy Strategies
7. Leveled Materials and Digital, Multi-Media Resources
8. Text and Media Complexity Access

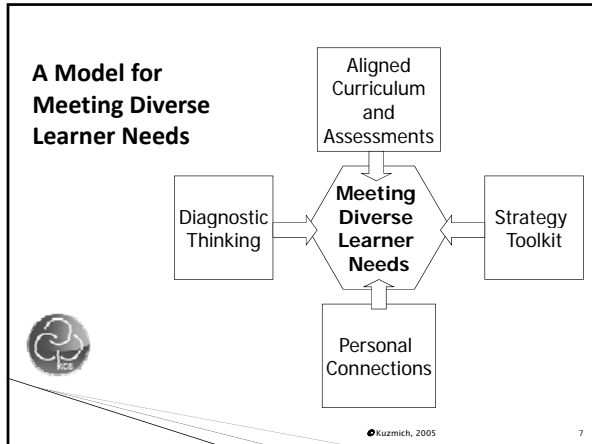Kuzmich, 2005, rev. 2011   All Rights Reserved.

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Assessing your walkthrough process for literacy......

What literacy strategies do you look for with teacher actions?	What do you look for in terms of student activities that are literacy based?

**A Model for
Meeting Diverse
Learner Needs**

Aligned
Curriculum
and
Assessments

Diagnostic
Thinking

**Meeting
Diverse
Learner
Needs**

Strategy
Toolkit

Personal
Connections

©Kuzmich, 2005   7

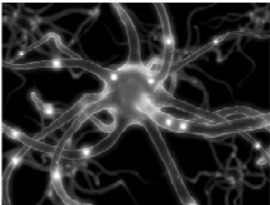
Agenda

I. Introduction
II. Learning and the Brain: Teaching Thinking Takes a Few Key Moves Each Day
III. Reviewing Learning Based on Relationships, Rigor, and Relevance
IV. Why the Big 8 Work
V. The Strategies, Plan and Content for the First Three Rounds of Training
VI. Leadership, Support so that We Get Implementation
VII. Next Steps and Help at the Trainings

Kuzmich, 2011   8

II. Learning and the Brain

What is learning?

How can we use this knowledge to improve critical thinking and literacy for diverse learners?
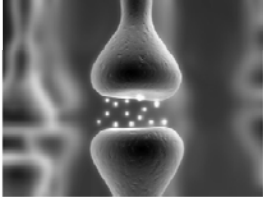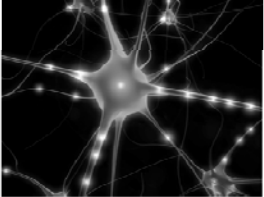
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Learning is...

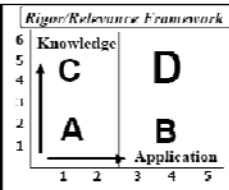New Connections   New Dendrites

Copyright Kuzmich, 2008   10

Path of Initial Learning

Path of initial learning that results in short and long term memory	Important notes on teaching and learning implications
We take everything in through our senses.	What matters for short term memory is the students participating in multi-sensory activities, not just the teacher using multi-sensory learning for teaching.
We have a survival and emotional response.	Positive emotion, attention and repetition are key to learning. Maintain great relationships and a positive classroom climate, processing breaks every 7 to 10 minutes, and multiple repetition opportunities in different ways are essential to learning.
We associate what we are hearing, seeing, or experiencing.	End all lessons at analysis or higher to increase memory. Use compare and contrast, similarities and differences, creation of something or justification that students use to complete an ending activity.
We make new connections and are able to think in a more complex way about what we are learning.	Make certain students have rigorous and relevant practice with any newly learned materials in the two or three days after you introduce new learning.

Kuzmich, 2011

III. Reviewing the Rigor and Relevance Framework

Tell a partner how you might use the R and R Framework to increase student success.

Rigor/Relevance Framework

6
5
4
3   C   D
2
1   A   B
                Application
    1   2   3   4   5

Knowledge

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Van Meter Secondary School: Rigor and Relevance Model Adaptation

Knowledge Taxonomy

Student Driven

Teacher Driven

Evaluation: *"Judge the outcome"* **6** • Compare and discriminate between ideas • Assess values of theories, presentations • Make choices on reasoned arguments • Verify value of evidence / Recognize subjectivity • Make judgments/choices based on criteria/standards/conditions	**C**	**D**
Synthesis: *"Putting together"* **5** • Use old ideas to create new ones • Relate knowledge from several areas • Reorganize parts to create new original thing, idea, concept • Use creativity to make something new • Generalize from given facts • Predict or draw conclusion	**Assimilation** Students extend and refine their knowledge so that they can use it automatically and routinely to analyze and solve problems and create solutions. *Student Think* *(Relationships important)*	**Adaptation** Students have the competence that, when confronted with perplexing unknowns, they are able to use their extensive knowledge base and skills to create unique solutions and take action that further develops their skills and knowledge.
Analysis: *"Taking apart"* **4** • See patterns/relationships • Recognize of hidden parts • Take ideas/learning apart • Find unique characteristics • Organize parts • Identify components • Separate into component parts		*Student Thinks and Works* *(Relationships critical!)*
Application: *"Making use of knowledge"* **3** • Use of information • Use methods, concepts, theories in new situations • Solve problems using required skills and/or knowledge • Make use of learning in new or concrete manner, or to solve problems	**A**	**B**
Comprehension: *"Confirming"* **2** • Understand information • Translate knowledge into new context • Grasp meaning of materials learned, communicate learnings, and interpret learnings • Order, group, infer causes • Interpret facts, compare/contrast • Predict consequences	**Acquisition** Students gather and store bits of knowledge and information and are expected to remember or understand this acquired knowledge. *Teacher Work* *(Relationship of little importance)*	**Application** Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.
Knowledge: *"Information gathering"* **1** • Observation and recall of information • Knowledge of dates, events, places • Mastery of subject matter • Gain specific facts, ideas, vocabulary, etc.		*Student Work* *(Relationships important)*

Rigor x Relevance x Relationships = Meaningful Learning
If one of these are missing, the equation equals 0
$R \times R \times 0 = 0$
$R \times 0 \times R = 0$
$0 \times R \times R = 0$

Application Model

1	2	3	4	5
Knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real world, predictable situations	Apply knowledge to real world, unpredictable situations

Classroom ⟶ Real Life

JCC July 2007

Learning Based on Relationships, Relevance, and Rigor

- Why are these 3R's so powerful?
- How do the 3R's help with diverse learners?
- Tips for Relationships, Relevance, and Rigor

Kuzmich, 2011   13

RULE ONE: RELATIONSHIPS MAKE LEARNING POSSIBLE

Student Engagement is One Part of Great Relationships

Do your students exhibit these characteristics consistently in every classroom? Why or Why not? Do you give feedback on these characteristics regularly? Why or Why not?
- Positive Body Language
- Consistent Focus
- Verbal Participation
- Confidence
- Sense of fun and excitement
- Comfort seeking help and getting individual attention
- Can clearly describe learning
- Find the work meaningful, relevant, and connected
- Work on rigorous learning, complex problems, and issues
- Can explain what high quality work looks like and how his or her work compares
- Can set and meet personal goals

From the Handbook on Student Engagement published by ICLE
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Planning for Great Student Engagement

In my class you would see almost all of my students exhibit these characteristics:

Student Engagement Characteristics	Consistently each day	Sometimes	Rarely	This is not something I look for right now	Ideas for Improving this Characteristic
Positive Body Language					
Positive Verbal Communication					
Consistent Focus					
Verbal Participation					
Displays Confidence					
Sense of fun and excitement					
Comfort seeking help and getting individual attention					
Can clearly describe learning					
Finds the work meaningful, relevant, and connected					
Work on rigorous learning, complex problems and issues					
Can explain what high quality work looks like and how his or her work compares to a model or criteria					
Can set and meet personal goals					

My Next Steps:

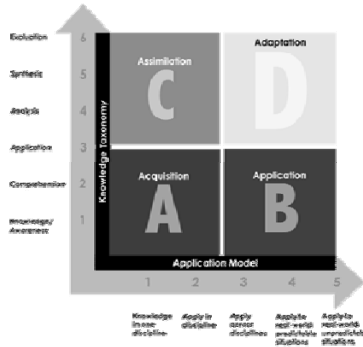## Why are Relationships, Relevance, and Rigor critical for the achievement of all learners?

‣ Brain friendly
‣ Memorable
‣ Their future
‣ Student centered
‣ Relationship dependent

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Rigor/Relevance Framework

International Center for Leadership in Education

RULE TWO: RELEVANCE MAKES RIGOR POSSIBLE

Relevance Makes Rigor Possible

- Diverse Learners respond well to relevant and contextual learning
- This improves memory, both short term and long term
- Students need practice to improve critical thinking using research based strategies such as structured dialogue, graphic organizers, responding to and developing great questions, and plenty of hands on relevant learning.
- Relevance must be student based: the student's life, the student's family and friends, the student's community, the world today, current events, etc.

Kuzmich, 2010   19

Adding Relevancy to Any Lesson or Unit

Comparing Learning to…	Use the Real World
- Student's life	- Moral, ethical, political, cultural points of view, and dilemmas
- Family's life	
- Student's community and friends	- Real world materials
- Our world, nation, state	- Internet resources
- World of Work	- Video and other media
- World of Service	- Scenarios, real life stories
- World of Business and Commerce that we interact with	- News – periodicals, media

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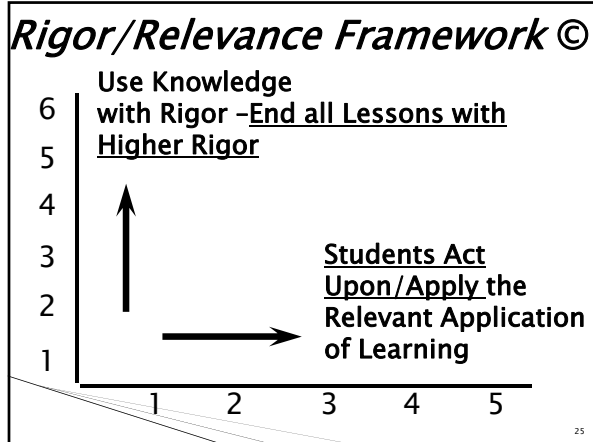---

RULE THREE: RIGOR MAKES THE FUTURE POSSIBLE

Rigor is...

♦ Scaffolding **thinking**
♦ Planning for **thinking**
♦ Assessing **thinking** about content
♦ Recognizing the level of **thinking** students demonstrate
♦ Managing the teaching/learning level for the desired **thinking** level

In this Framework, Rigor is Not...

♦ More or harder worksheets
♦ AP or honors courses
♦ The higher level book in reading
♦ More work
♦ More homework

Rigor and Relevance Framework©

Rigor		
Evaluation 6		
Synthesis 5	**C**	**D**
Analysis 4	**Student Thinks**	**Student Thinks and Works**
Application 3	**A**	**B**
Comprehension 2		
Knowledge/ Awareness 1	**Teacher Works**	**Student Works**

1	2	3	4	5
Knowledge in one discipline	Apply knowledge in one discipline	Apply knowledge across disciplines	Apply knowledge to real-world predictable situations	Apply knowledge to real-world unpredictable situations

Relevance

From: the International Center for Leadership in Education

Expectations and Student Success

Students can do no better than

◦ the assignment they are given...
◦ the assessment they are given...
◦ the tools and strategies they are taught to use...
◦ the questions they are asked and the questions they themselves ask...
◦ the feedback they are given...
◦ what they spend time doing and the models they receive...

From: Educational Trust, 2006

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Rigor/Relevance Framework ©

Use Knowledge
with Rigor –<u>End all Lessons with</u>
<u>Higher Rigor</u>

6

5

4

3   <u>Students Act</u>
           <u>Upon/Apply</u> the
2   Relevant Application
           of Learning
1

    1   2   3   4   5

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IV. Why "The Big 8" Work

‣ Matches how students learn
‣ Contains content specific strategies or adaptations
‣ Matches the needs of adolescents and pre-adolescents
‣ Long term memory is the goal rather than short term retention
‣ Increases rigor and relevance for 21st Century Learners
‣ Gets results

Kuzmich, 2011   26

High Payoff Literacy Strategies are in these Categories: The Big 8

1. **Vocabulary**
2. **Student Dialogue and Grouping**
3. **Write to Learn**
4. **Graphic Organizers and Note Takers**
5. **Teacher and Student Questioning**
6. **Document, Technological, and Quantitative Literacy Strategies**
7. **Leveled Materials and Digital, Multi-Media Resources**
8. **Text and Media Complexity Access**

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1. Vocabulary

‣ Gateway to higher levels of comprehension
‣ Without vocabulary is tough to progress
‣ It is how we learn new things – we are hard wired for language

Kuzmich, 2010   28

What Not to Do with Vocabulary Instruction

‣ Many Studies
‣ Age specific strategies matter
‣ Content specific strategies matter
‣ Avoid the usual with this generation – copy word and definition, study, dump on a test and forget
‣ The new highly visual, media drenched students we have learn differently, especially those at risk

Kuzmich, 2011   29

Vocabulary is the Gateway to Thinking

Most of us learned to teach vocabulary by having students:

● **Write the word several times**
● **Find or copy the definition**
● **Write it in a sentence**

Meta-research from William Nagy, Teaching Vocabulary to Improve Comprehension, ERIC, 2000 reports that…

These are the three least effective methods of initially teaching vocabulary and cause regression in assessment results!

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Additional Vocabulary Strategies

7 High payoff strategies
1. Verbal Rehearsal
2. Visual Clueing or Imprinting
3. Analogies
4. Combining Clues–Games
5. Graphic Organizers for Vocabulary – Special Emphasis on Semantic Feature Note Taker
6. Carding Strategies
7. Latin and Greek Origins or Word Families

Kuzmich, 2011   31

2. Student Dialogue and Grouping

‣ We are hardwired to speak and listen in order to learn
‣ We must create more opportunities for students to do this or we decrease long term memory and increase error based learning – meaning more re-teaching and less desirable results
‣ Learn a couple of simple methods and use them daily

Kuzmich, 2011   32

Effective Dialog and Collaboration
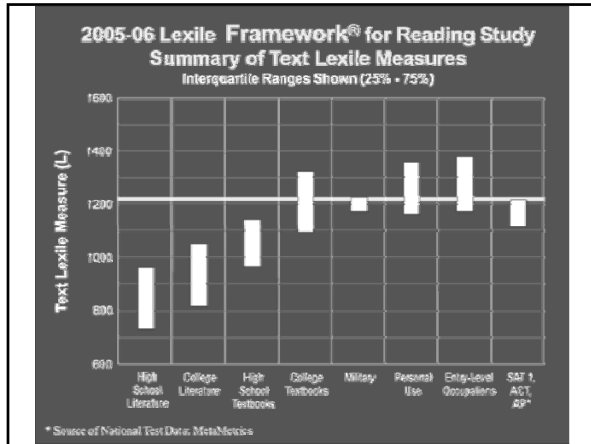
‣ Pause every 7 to 12 minutes for verbal interaction by every student
‣ Use Think–Pair–Share frequently
‣ Use collaboration rather than cooperative grouping for equity of task
‣ Talk before writing anything down always improves the product

One rule to remember:

The higher the level of critical thinking you need from students the smaller the group size.

Kuzmich, 2011   33

2005-06 Lexile Framework® for Reading Study
Summary of Text Lexile Measures
Interquartile Ranges Shown (25% - 75%)

Source of National Test Data: MetaMetrics

Increased Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to College and Career Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-College and Career Readiness	1070-1220	1215-1355

VI. Leadership Support So that We Get Implementation

Great leadership tips:
‣ What you ask gets answered.
‣ What you spend time doing gets done.
‣ What you give feedback on grows.
‣ What you model improves everything.

Instructional leadership is an active process of presence, dialog, coaching, feedback, celebration and modeling.

Kuzmich, 2011   36

5 Leading for Literacy Tips

1. Communication – in every form
2. Classroom visits by administrators – guarantee implementation if you do it, guarantee failure if you don't – frequency matters
3. Feedback – praise initial attempts, ask positive questions to promote "what about" or "what if" thinking
4. Time to process strategy use and student work samples as well as problem solve – initial use of any strategy requires modification and multiple trials before it really pays off
5. Implementation is process not an event – celebrate the process including frequency of use, attempts and assistance for others

Kuzmich, 2011   37

Getting Teachers the Feedback for Literacy Implementation

- Praise any attempts, really celebrate persisting through initial implementation issues or problems
- Collect student work samples, record in writing, pictures or film student interaction and publically share with all staff
- Through what you praise, set the bar for literacy high
- Give feedback by praising and great asking cognitive coaching type questions – e.g. " I liked your use of this vocabulary strategy. Since I could not stay for your whole lesson, how did the students do on that assignment given the use of … literacy strategy?"

Kuzmich, 2011   38

ICLE Literacy Protocol for Collaborative Walkthroughs by the End of our Year We Will Work Toward This Tool

Literacy	Teachers Use Literacy Strategies So That…
Reading Comprehension	Student uses complex texts to understand content and the world through evaluation, analysis, inference, questioning and summary of text.
Digital Literacy	Student demonstrates an effective integration of single and multiple sources to understand, infer, and act upon knowledge; to facilitate communication; or to create arguments and solutions.
Speaking, Listening and Collaborating	Student collaboration and communication uses integrated information to adapt, create, solve, justify and apply knowledge.
Document and Quantitative Literacy	Student comprehends and acts upon information contained in tables, charts, graphs, mathematical formats, and other modes of presenting information, using inference, analysis, synthesis and evaluation skills.
Written Communication	Student communicates clearly and with proficient language skills through multiple forms of writing for a variety of purposes and audiences.

Kuzmich and ICLE, 2011   39

Reminders for Creating Your Results Based Plan

1. Start developing a plan with your team as soon as possible.
2. Communicate the plan often and in many forms
3. Let all of your stakeholders know, students, teachers, parents, and the community
4. Get staff leaders to help develop the plan and help communicate and celebrate implementation and results
5. What is the new normal in your building? What are the standards of professional instruction in your building?

Kuzmich, 2011   40

Steps to Plan for the Implementation of Literacy Strategies and Monitor Results

1. Your first written or verbal statement to staff...
2. Changes in walkthroughs, letting staff know what you are looking for this year and thereafter
3. Plan to communicate and celebrate early implementation
4. Plan to collect and display student work, publicize teacher efforts in dialog and grouping strategies as well
5. How to prioritize and focus?
6. Getting teachers to set goals, then look for these strategies in their classrooms
7. What student data will you gather? How will you know if efforts are working?

Kuzmich, 2011   41

Expectations and Student Success

Students can do no better than

◦ the assignment they are given...
◦ the assessment they are given...
◦ the tools and strategies they are taught to use...
◦ the questions they are asked and the questions they themselves ask...
◦ the feedback they are given...
◦ what they spend time doing and the models they receive...

From: Educational Trust, 2006

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Progress for All in Literacy is Worth the Price of the Journey

Students who can read, write, speak, and listen with rigor and relevance can do anything given a caring environment!

Kuzmich, 2010   43

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VII. Next Steps

Please:
1. Walkthrough classrooms frequently and give teachers positive feedback and praise for trying any of the strategies we learned this week.
2. Collect great samples of student work using the literacy strategies and hold these up as models at a staff or department meeting.
3. Bring a sample of a great vocabulary strategy or a picture of a terrific processing break to the next meeting with your ICLE Coach.

Students who can read, write, speak, and listen with rigor and relevance can do anything given a caring environment!

Kuzmich, 2011   44

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May Your Moments be Many!

"Educators are addicted to the moment when a student's eyes light up, when the teaching becomes learning. May your days be filled with such moments."

Philip Patrick Horenstein

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Leadership in Education

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Success Indicators for Great Vocabulary Instruction

Success Indicator 5: Comprehension & Vocabulary Instruction

☐ Strategies to teach listening, speaking, reading and writing vocabulary are systematic across content areas.

☐ Specific word instruction includes multiple ways for a student to learn meaning of single words and words within passages or graphics.

☐ Teachers avoid using rote methods of vocabulary instruction such as use in a single sentence or copying of definitions.

☐ Use of context, visual representation, video clips, categorization, examples and other research-based strategies are used.

☐ Concept maps, mind maps, charts and other visual means of comprehension and vocabulary instruction are used frequently.

☐ Students are taught methods of thinking including summarizing, generalizing, justification, and connecting the known to the unknown using the content vocabulary.

☐ Students formulate questions that establish purpose, clarity and allow self evaluation of their work with vocabulary and concepts.

☐ Strategies for instruction and assessment include main ideas, literal information, and big ideas from print, media, or a graphic representation to show your understanding of vocabulary and concepts.

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Teachers Regularly Use:
1. Visuals
2. Characteristics, attributes, functions of words to show relationships
3. Relevancy
4. Similarities and differences, metaphors and similes, compare and contrast
5. Graphic organizers with finishing questions to help see connections between and among newly learned words
6. Student dialog and grouping to study, understand and use vocabulary
7. Color highlighting, sticky notes or note cards that help detail or code vocabulary words for current and later study
8. Students putting definitions into their own words (after that they can compare their definition to a teacher or dictionary definition and add features or detail)
9. Use the words in days following initial instruction for dialog and written work

Teachers Completely Avoid the Following: (This are shown to cause regression in test scores)
  A. Copy the definition for new learning of a word
  B. Write a brand new work in a sentence
  C. Copy the word several times

From Lin Kuzmich 2010

Creating Your Building Specific and District Specific Plan to Support Literacy

1. **Your first written or verbal statement to staff…**

2. **Changes in walkthroughs, letting staff know what you are looking for this year and thereafter.**

3. **Plan to communicate and celebrate early implementation.**

4. **Plan to collect and display student work, publicize teacher efforts in dialog and grouping strategies as well.**

5. **How to prioritize and focus?**

6. **Getting teachers to set goals, and then look for these strategies in their classrooms.**

7. **What student data will you gather? How will you know if efforts are working?**

Other Notes for Your Plan:

ABOUT LIN KUZMICH

Lin Kuzmich is an educational consultant and bestselling author from Loveland, Colorado. She served Thompson School District in several roles as the Deputy Superintendent, Executive Director of Secondary and Elementary Instruction, Director of Professional Development and she was a building principal for nine years.   Lin's school was named a 2000 winner of the John R. Irwin Award for Academic Excellence and Improvement. In addition, for the past decade she was involved in staff development through several universities and the Tointon Institute for Educational Change. Lin served as an Adjunct Professor and Instructor at Colorado State University and University of Northern Colorado in the Principal Preparation Programs. She is a Senior Consultant for the International Center for Leadership in Education. Lin also provides training and consulting to school districts around the country and presents at numerous national and international conferences. Lin Kuzmich can be reached at 970-669-2290 (home/office) 970-203-4176 (cell) or kuzenergy@gmail.com and her website is www.KuzmichConsulting.com

Lin's additional experience includes: Assistant Director of Special Education (1988-1991); Vision Specialist and Reading Teacher for Thompson School District (1979-1988). She also taught high school reading, high school and middle school English/Language Arts, K-12 special education and 4th - 6th grades for Denver Public Schools (1974-79). Lin earned the *Teacher of the Year Award* for Denver Public Schools in 1979 and was *Northern Colorado Principal of the Year in 2000* for Colorado Association of School Executives.

Lin currently works with schools and districts across the country that are struggling to meet the needs of diverse learners, the requirements of AYP and the changing educational practices needed for the future success of our students. Lin's work with schools improves achievement results for students and increases the capacity of staff. Lin is passionate about helping educators prepare today's students for a successful future.

Lin's Publications:

- Stretch Learning Handbook- With Units and Strategies Aligned to Common Core State Standards (2011) International Center for Leadership in Education
- "Manage the Molehill Before It Becomes a Mountain: Keeping Parent Interactions Productive for Students" in Leadership for Family and Community Involvement Edited by Cole, Blankstein and Houston for the Soul of Leadership Series (2010) Corwin Press
- Stretch Learning: Rigor and Relevance for an Unpredictable World (2010) International Center for Leadership in Education. (Multi-Media Kit)
- Student Team That Get Results: Teaching Tools for the Differentiated Classroom (2010) Corwin Press, co-author Gayle Gregory.
- "Test Preparation Strategies that Have High and Quick Payoff," (March 2010) Successful Practices Network Monthly Online Publication
- "Ensuring Access through Differentiated Instruction" in The Special EDge, Vol. 21, Num. 3 Summer 2008, co-authored with Dr. Willard Daggett
- Redefining Literacy in Grades 7-12: Strategies for Document, Technological and Quantitative Literacy (May 2007) International Center for Leadership in Education. (Multi-Media Kit)
- Teacher Teams that Get Results: 61 Strategies for Sustaining and renewing Professional Learning Communities (January 2007) Corwin Press, co-author Gayle Gregory. (Bestseller)
- "Redefining Literacy for the 21st Century," (2006a) Successful Practices Network Monthly Online Publication
- "Tips for Credit Recovery Programs," (December 2006b) Successful Practices Network Monthly Online Publication
- Differentiated Literacy Strategies for Student Growth Grades 7-12, (2005b), Corwin Press, co-author Gayle Gregory. (Bestseller)
- Differentiated Literacy Strategies for Student Growth Grades K-6, (2005a) Corwin Press, co-author Gayle Gregory. (Bestseller)
- Data Driven Differentiation in the Standards Based Classroom, (2004) Corwin Press, co-author Gayle Gregory. (Bestseller)
- "Taking Professional Care of New Teachers," CSDC Network News, October 2001.
- Data Driven Instruction, (1998) Colorado: CBOCES.
- Facilitating Teacher Evaluation in a Standards-Based Classroom, (1996) Colorado: *CBOCES*, Co-authored with Randy Zila, Linda Gleckler and Pete Denzin.
- "Neurophysiological Development: A Review for Educators," The Journal of Professional Studies, Vol. 5 No. 1, Feb. 1980.