



AUSSIE

Adolescent Literacy Series

AUSSIE invites Instructional Leadership Teams of Principals, APs, Coaches and Lead Teachers in grades 5-9 to join together for the Adolescent Literacy Series.

Confusion, bravado, restlessness, a preoccupation with peers, and the questioning of authority are hallmarks of adolescence. Good teaching can take advantage of these and help students find meaningful ways to channel their energies and social needs towards learning instead of trying to legislate against them.

The most powerful lever for improving student learning is the transforming of teachers' pedagogy. Educators have a professional responsibility to continually improve their knowledge and understanding about the craft of teaching and translate that knowledge into practice.

Engagement is a key ingredient to support adolescent students towards success. Student engagement will only occur as students recognize that they can be successful partners in the learning process. Under-performing students must be encouraged and motivated to engage and re-engage with texts.

The Adolescent Workshop Series and the in-school consultancy AUSSIE provides is based on the assessment of both school and student needs and is integrated into the schools on-going professional development plan.



Workshops concepts are best put into action in the classroom when combined with in-school consultancy days. We recommend 20 days infused between the workshop sessions. Please contact Bill McConnell at 212-731-8400 to discuss consultancy days.

1

How Students Learn

Managing a differentiated classroom can be a challenge. Using authentic assessment tools to teach and assess reading in the middle school is as essential as fostering motivated learners by facilitating social interactions in the classroom.

Workshop will focus on:

- Taking inventory of assessment information.
- Gathering, recording, and managing reading data.
- Applying theory and practice to differentiated instruction.
- Using data to plan and manage differentiated classroom instruction.
- Creating classroom environments that are rich in literacy experiences, resources and models.
- Fostering effective classroom management.



2

The Reading Process

Reading is a construction of meaning from text and should be an active, cognitive, and affective process.

Workshop will focus on:

- Research-based best practices.
- Gathering essential information on students' use of comprehension strategies.
- Direct and explicit comprehension instruction.
- Individual Reading conferences - obtaining essential information on the reader.
- Monitoring the students' learning of comprehension strategies.

3

Strategic Reading

Background knowledge and prior experience are critical to the reading process.

Workshop will focus on:

- Developing students' prior knowledge.
- Using a framework to analyze text difficulty.
- Matching students to appropriate texts from a variety of sources.
- Planning, using supports and challenges of texts.

4

Whole Class Instruction

Explore the different types of whole class instruction practices and matching the appropriate model to the teaching focus.

Workshop will focus on:

- Planning for effective whole class instruction, examining resources and the class environment.
- Shared Reading in the middle school.
- Read Alouds - focusing on comprehension.
- Selecting appropriate texts.
- Exploring other effective whole class instructional approaches within the literacy framework.

5

Small Group Instruction

Exploring the different types of small group instructional practices and matching the appropriate model to the teaching focus.

Workshops will focus on:

- Collecting, managing, analyzing, and using meaningful data.
- Reciprocal Teaching in small groups to improve comprehension.
- Guided Reading - using a variety of genres to focus on strategy instruction.
- Literature Circles and Book Clubs matching students to texts and encouraging focused, meaningful discussions.

6

Reviewing, Reflecting, and Planning

Reviewing and reflecting on content learned such as instructional practices, diversity of students, and classroom contexts.