January Professional Development
Littleton High School
Session Options (4 to choose from)
January 22nd & 23rd

A session will be offered each period of each day and a session will be offered after school on Thursday from **2:20 – 3:20.** It is imperative that you come to the after school session on time.

- Sessions during 3rd block begin at 11:07 on Thursdays and 10: 31 on Fridays to accommodate both lunch schedules.
- All other sessions begin at the beginning of the period and run for 60 minutes.

The sessions are labeled as introductory, intermediate or advanced. These labels indicate your comfort level with reading strategies. All of the sessions will work with any class and any grade level.

Session #1
Introductory: The power of student-generated questions and predictions (Effect size .59)

Questioning and predicting are both reading strategies that good readers use to mentally interact with a text. Discover the power of student-generated questions and predictions. Krista offered a similar presentation about three years ago for the entire staff. This presentation will benefit teachers who need a review of how to support student-led questioning and predictions and how to use those questions and predictions to facilitate stronger group discussion. This workshop will also discuss different levels of questions (Bloom's Taxonomy) and explore how to push students to ask deeper questions about what they are reading (differentiation). Participants will learn a framework for the gradual release of responsibility when introducing and supporting students' use of questioning and predicting while reading.

Session #2
Intermediate: The Power of Summary Writing (Effect size 1.0)

The skill of summarizing requires that students enact one important reading skill – determining what is important in the reading. When students summarize they must "delete some information, substitute some information, and keep some information" (Classroom Instruction that Works, Marzano, R.; Pickering, D.; Pollock, J.; 2001) Within this workshop, participants will learn how to teach students to summarize information by identifying the main idea and supporting details of a reading through the use of graphic organizers. Participants will learn the key components to a valid summary and will discover options for assessing summary writing, which is essentially, assessment of a students' comprehension of the content. Participants will learn a framework for the gradual release of responsibility when introducing and supporting students' writing of summaries.

Session #3
Intermediate: Graphic organizers for Before/During/After Reading Activities (Nonlinguistic representation - effect size .75)

Graphic organizers are a powerful tool to help students process a text in a meaningful way. Students of all levels benefit from a structured way to process new information. Adults continue to use this skill when filtering and processing new knowledge. Students are asked to develop their own graphic organizers on the CSAP when preparing to write and are also asked to complete graphic organizers for the reading section of the text. Participants will learn to determine how a texts' structure helps dictate which style of graphic organizer to use for a particular text. Graphic organizers assist students in identifying similarities and differences in and among texts and ideas (identifying similarities and differences has an effect size of 1.61). Participants will learn about websites and resources that proved pre-made resources and will briefly be introduced to SmartArt in Microsoft Word and its use in creating graphic organizers. As students become skilled in the use of graphic organizers, they can create their own, which adds another layer of differentiation and assessment of students' comprehension. Participants will learn a framework for the gradual release of responsibility when introducing and supporting students' through the use of graphic organizers before, during and after reading.

Session #4
Advanced: Text-Based Collaboration: Reciprocal Teaching – summarizing, questioning, clarifying and predicting (Cooperative learning effect size .73)

According to Doug Fisher and Nancy Frey, Reciprocal Teaching is a student-centered process that supports learners at varying abilities in the classroom (differentiation). Students construct meaning from a text by using four strategies that good readers use regularly: summarizing, questioning, clarifying and predicting. Students become the models for each other in the use of the strategy and they therefore increase their metacognition. By using reciprocal teaching, students use their background and prior knowledge through their predictions. They focus on the big ideas by generating their own questions. Students monitor their comprehension by clarifying information. Through the summary process, students determine important information in a text. Each component is a skill that every student can either develop or refine in order to become stronger readers. Participants in this workshop will learn about implementation of this text-based discussion activity and its use in the classroom. They will also learn how to modify this activity for their students' needs (differentiation). Participants will learn a framework for the gradual release of responsibility when implementing Reciprocal Teaching.

Information about Effect Size:

From: Boston, C. **Effect Size and Meta-Analysis. ERIC. Retrieved on January 14, 2009. Digest. http://www.ericdigests.org/2003-4/meta-analysis.html**

In order to show whether a particular technique or intervention helps raise student achievement on a test, a researcher would translate the results of a given study into a unit of measurement referred to as an effect size. An effect size expresses the increase or decrease in achievement of the experimental group (the group of students who are exposed to a specific instructional technique) in standard deviation units.

For example, suppose that the effect size computed for a specific study is 1.0. This means that the average score for students in the experimental group is 1.0 standard deviation higher than the average scores of students in the control group. In other words, a student at the 50th percentile in the experimental group would be one standard deviation higher than a student at the 50th percentile in the control group. A study that shows an effect size of 1.0 thus means a percentile gain of 34 points one standard deviation above the mean encompasses 34 percent of the scores provided one can assume the average for the group is the 50th percentile.

A Chart within the appendix of *Classroom Instruction that Works* by Marzano, Pickering and Pollock, (2001) demonstrates the correlation between effect size and the percentile gain for student achievement.

For Example:

Effect Size	% gain
.25	10
.33	13
.50	19
.67	25
.75	27
.88	31
1.00	35