

Middle School Disciplinary Literacy

At the middle/junior high school level, training focuses on the Disciplinary Literacy Framework. This framework brings together the five Design Principles of Disciplinary Literacy and an array of tools and resources to assist teachers in their implementation of new strategies. The Disciplinary Literacy Principles along with the embedded Principles of Learning provide the template for standards-based instruction. Coaches work with individual as well as teams of classroom teachers at schools to implement units of study and lessons.

Training:

Pre-requisites: Each content area requires certain basic levels of practice/training in reading, writing, content and the Principles of Learning before moving into Disciplinary Literacy training. Teachers receive training in standards-based instructional content from district coaches who can continuously provide insight and feedback.

Level I: Intro to Disciplinary Literacy

Utilizes district coaches to create summer training sessions, demonstration/model classrooms, study groups, and in-school professional development. Emphasis will be on curriculum content/strategies in math, science, social studies, or English. Participants will be asked to designate a content area to follow during the four days of training. A particular focus will be on the elements of curriculum design found in DL lessons and hands-on work as a learner in the DL classroom. Three middle schools will have coach extra support in all four content areas in the ongoing effort to develop model classrooms at each middle school. Other participants will receive classroom support through periodic site visits. Additionally, national level consultants work with the administration, leadership team, and classroom teachers.

Level II: Advanced Disciplinary Literacy

Has middle/junior high school teachers examine delivery models for inquiry-based learning. The goal is to take middle/junior high school classrooms and turn them into demonstration sites of Best Practice in individual content areas. This training builds on both the training of DL I and the classroom work of DL I teachers. Learning how to intentionally implement Accountable Talk and Academic Rigor with community building and group strategies is fundamental to this training. Looking at classroom work and individual curriculums will aid teachers in both scaffolding and adding academic rigor to their curriculum.

Level III: Disciplinary Literacy/Coaching

Teachers at this level commit to becoming demonstration teachers, leading study groups, teaching with other teachers, and becoming professional developers by sharing with others during school trainings, district trainings, institutes and conferences. Professional development centers around effective cognitive coaching and bringing schools to capacity.