A protocol is a set of procedures which provides structure to a conversation. The purpose of a protocol may be to include all voices, sustain conversations, promote active listening by others, provide time to slow down thinking, encourage questions and/or challenge ideas.
This facilitator’s guide outlines a number of options for exploring the ALG depending on the audience and focus of the professional learning. Professional learning facilitators are encouraged to adapt these options to meet their context and needs (e.g., amount of time, size of group, readiness).

Facilitators are encouraged to consider the following questions:

- **Who is the audience? What is the purpose and context for the professional learning?**
- **What are the student literacy needs and how will the ALG assist educators in supporting students?**
- **How does the ALG connect with the professional learning needs of the participants and their current work?**
- **What is the readiness of the participants?**
## Facilitator’s Guide to Support the Adolescent Literacy Guide

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<td>To familiarize the team with the Professional Learning Cycle as it applies to adolescent literacy.</td>
<td>Use the Making Meaning protocol to explore how the ALG supports the Professional Learning Cycle. Protocol - Making Meaning</td>
<td>ALG • Professional Learning Cycle pp. 48-51 Other • Protocol – Making Meaning from the National School Reform Faculty <a href="http://www.nsrfrharmory.org/protocol/doc/making_meaning.pdf">http://www.nsrfrharmory.org/protocol/doc/making_meaning.pdf</a></td>
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<td>Classroom</td>
<td>Classroom Teachers</td>
<td>To use the ALG as a resource to advance understanding and knowledge about adolescent literacy based on an identified student need.</td>
<td>Use the ICQ protocol to examine one or more of the Practice and Research Connections that relate to the identified student literacy need. Protocol – Interesting, Connecting, Questioning (ICQ)</td>
<td>ALG • One or more of the Practice and Research Connections  - Adolescent Development (pp. 6-11)  - Critical Literacy (pp. 18-21)  - Metacognition (pp. 24-27)  - Questioning (pp. 30-33)  - Strategy (pp. 36-39)  - Voice &amp; Identity (pp. 42-45) Facilitator’s Guide • Protocol – ICQ (Appendix iii)</td>
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<td>Teachers</td>
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<td>To understand and apply teaching practices that support an identified student literacy need.</td>
<td>Start with an identified student literacy need. Determine the teacher practices and the student indicators that provide evidence of the need. Handout - How Student Learning Guides Inquiry</td>
<td>ALG • At A Glance pp. 56-57 Curriculum Connections pp. 62-65 Facilitator’s Guide • How Student Learning Guides Inquiry (Appendix iv)</td>
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<td>School Improvement Planning</td>
<td>School Teams</td>
<td>School Improvement Planning for Student Achievement (SIPSA)</td>
<td>Start with data that identifies a school literacy need and determine the resulting SMART goal. Determine the adolescent literacy component(s) that connects to the SMART goal indicators. Use the ALG as a resource to identify goals and/or strategies for adolescent literacy achievement.</td>
<td>ALG - SIPSA pp. 52-53, At A Glance pp. 56-57, Facilitator’s Guide - School Improvement Planning Team – Literacy Focus (Appendix v)</td>
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<tr>
<td>School Improvement Planning</td>
<td>School Effectiveness Framework (SEF) Indicator</td>
<td>To use the ALG as a resource to help determine evidence for a Literacy SEF indicator(s).</td>
<td>Start with the SEF indicators identified by the school improvement team. Use the School Effectiveness Framework Connections (pp. 59-61) to determine the link between the SEF indicator(s) chosen by the team and the adolescent literacy components and student indicators from the ALG. Find the identified student indicator(s) on the At A Glance (pp. 56-57) to determine the teacher practices that support literacy learning related to the student indicator. Use the School Effectiveness Framework Connections chart to link SEF indicators to the adolescent literacy components, student indicators and teacher practices.</td>
<td>ALG - SEF Connections pp. 59-61, At A Glance pp. 56-57, Facilitator’s Guide - Linking SEF indicators to ALG Student Indicators and Teacher Practices (Appendix vi)</td>
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</table>
| Coaching | Coaches  | To introduce coaches to the *ALG* so they can respond to the needs of teachers. | Provide sticky notes for marking pages in the *ALG*. Each participant uses the Skim and Scan Graphic Organizer as a guide to skim and scan the *ALG*. Use the question prompts on the Skim and Scan Graphic Organizer to guide a discussion around the resource. Address each question on the organizer in turn providing all participants time to share what they have recorded. | *ALG*  
- Adolescent Literacy Guide (entire)  
Facilitator’s Guide  
- Skim and Scan Graphic Organizer (Appendix vii) |

To deepen understanding of adolescent development.  
Practice and Research Connection, Adolescent Development pp. 6-11  
Think-Pair-Square  
*ALG*  
- Practice and Research Connection, Adolescent Development pp. 6-11  
Facilitator’s Guide  
- Facilitator’s notes – Handout (Appendix viii)  
- Cornell Notes template (Appendix ix) |

To familiarize coaches with the vision of the adolescent learner and the components of adolescent literacy.  
Use the Text Rendering protocol to familiarize coaches with the vision of the adolescent learner.  
Protocol - Text Rendering  
*ALG*  
- The Vision of the Adolescent Learner and the Components of Adolescent Literacy  
 pp. 12-13  
Other  
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</table>
| Coaching | Coaches  | To deepen understanding of a component(s) of adolescent literacy so coaches can respond to the needs of teachers in their work. | Use the adapted version of the K-W-L to deepen understanding of a component of adolescent literacy.  
Adapted K-W-L chart |  
**ALG**  
- One or more of the Practice and Research Connections  
  - Critical Literacy (pp. 16-21)  
  - Metacognition (pp. 22-27)  
  - Questioning (pp. 28-33)  
  - Strategy (pp. 34-39)  
  - Voice & Identity (pp. 40-45)  
**Facilitator’s Guide**  
- Adapted K-W-L chart  
  (Appendix x) |
|         |          | To identify how to use the **ALG** in the context of a coaching cycle. | Use Coaches Working with Teachers pp. 54-55 as an example.  
Work through the Coaching Template with a predetermined student literacy need. |  
**ALG**  
- Coaching Cycle pp. 54-55  
**Facilitator’s Guide**  
- Coaching Template  
  (Appendix xi) |
<table>
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<th>Context</th>
<th>Audience</th>
<th>Purpose</th>
<th>Protocols to Support Learning <em>(to address purpose)</em></th>
<th>Resources</th>
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</table>
| Peer-to-peer collaboration | Educators | To use the ALG as a resource to advance understanding and knowledge about adolescent literacy. | Key Messages p. 3  
Select your top three messages and discuss why you chose them.  
Protocol – Pick Three  
The Adolescent p. 5  
What does it mean to keep the student at the centre of our work?  
Protocol – Affinity Mapping | ALG  
- Key Messages p. 3  
Facilitator’s Guide  
- Protocol - Pick Three (Appendix xii)  
ALG  
- The Adolescent p. 5  
Other  
- Protocol – Affinity Mapping from the National School Reform Faculty [http://www.nsrfharmony.org/pro tocol/doc/affinity_mapping.pdf](http://www.nsrfharmony.org/protocol/doc/affinity_mapping.pdf) |
| Use the It Says, I Say, And So protocol to examine the Practice and Research Connection on Adolescent Development. | Protocol – It Says, I Say, And So | ALG  
- Practice and Research Connection Adolescent Development (pp. 6-11)  
Facilitator’s Guide  
- Protocol – It Says, I Say, And So (Appendix xiii)  
- OPTIONAL – It Says, I Say, And So Graphic Organizer (Appendix xiv) |
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<th>Protocols to Support Learning (to address purpose)</th>
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</thead>
</table>
| Peer-to-peer collaboration | Educators | To use the *ALG* as a resource to advance understanding and knowledge about adolescent literacy | Use the Save the Last Word for ME protocol to familiarize participants with the vision of the adolescent learner.  
Protocol – Save the Last Word for ME | *ALG*  
- The Vision of the Adolescent Learner and the Components of Adolescent Literacy  pp. 12-13  
Other  
- Protocol - Save the Last Word for ME  
from the National School Reform Faculty  
[http://www.nsrfharmony.org/protocol/doc/save_last_word.pdf](http://www.nsrfharmony.org/protocol/doc/save_last_word.pdf)  
Facilitator’s Guide  
- Protocol – Significant – Connect – Question (SCQ) (Appendix xv) |

To use the *ALG* as a resource to advance understanding and knowledge about adolescent literacy based on an identified student need.

Use the Significant-Connect-Question protocol to examine one or more of the Practice and Research Connections that relate to the identified student literacy need.

Protocol – Significant-Connect-Question (SCQ)
<table>
<thead>
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<th>Audience</th>
<th>Purpose</th>
<th>Protocols to Support Learning (to address purpose)</th>
<th>Resources</th>
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</thead>
</table>
| Peer-to-Peer Collaboration | Educators | To understand and apply teaching practices that support an identified student literacy need. | Start with an identified student literacy need. Determine the teacher practices and the student indicators that provide evidence of the need. Handout - How Student Learning Guides Inquiry | ALG  
  - At A Glance pp. 56-57  
  - Curriculum Connections pp. 62-65  
  Facilitator’s Guide  
  - How Student Learning Guides Inquiry (Appendix iv) |
|                  |          | To familiarize the group with the Professional Learning Cycle as it applies to adolescent literacy. | Use the Hunting for Questions protocol to explore how the ALG supports the Professional Learning Cycle. Protocol – Hunting for Questions | ALG  
  - Professional Learning Cycle pp. 48-51  
  Facilitator’s Guide  
  - Protocol – Hunting for Questions (Appendix xvi) |
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# Protocols At A Glance

*Protocols suggested throughout the Facilitator’s Guide*

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<th>Describing text</th>
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<th>Expanding thinking about a text</th>
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# Protocols At A Glance

*Additional protocols*

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Interesting—Connections—Questions (ICQ) Protocol

Source: Unknown

To provide a structure for discussing a text and listening to others’ ideas. To provide a structure for connecting new ideas to prior knowledge and raising questions about text.

Purpose of the Protocol

Groups of 3+ participants

1. Individually read the text. Answer the questions below.
   - What did you find Interesting about the text?
   - What Connections do you make with the text?
   - What Questions do you have about the text?

2. Small group discussion:
   Round one
   Presenter: The presenter shares one of the Interesting points that he or she identified from the text (with the page number or location) and explains why he or she chose this point (maximum 2 minutes).
   Group: Group members, in turn, respond to the passage. What does the passage make them think? Why is this passage interesting to them? (maximum 1-2 minutes)
   Repeat: Continue until each participant takes a turn as the presenter.
   Subsequent Rounds
   Repeat round one using the next question.

3. Group discussion questions. Choose one or more questions based on the text and your purpose for reading and discussing the text:
   - What do you wonder about the text or our discussion?
   - Why is, or isn’t, this text important?
   - In what ways do you agree/disagree with the text?
   - How does this text impact your work with students? teachers?
   - What have you learned? How have your views changed as a result of reading this material?

4. Debrief the ICQ Protocol:
   - How did the protocol help you in your understanding of the text?
   - How did the protocol help your discussion about the text?
How Student Learning Guides Inquiry

Starting with what students are learning
1. Describe what the students are doing and learning.

2. How do we know what we know? Consider the quality of evidence that we are using to answer the question:
   - Does the evidence show a connection between teaching and learning?
   - Does the evidence draw on personal experience?
   - Does the evidence draw on external sources?
   - Does the evidence go beyond the “If...then...” statement?

3. What are the possible reasons that the students responded in the way that they did?

4. What do students need to do next and what do teachers need to do to get them there?

Starting with beliefs about teaching and learning
1. Construct an “If...then...” statement that connects to the identified literacy need, student indicators and teacher practices. This statement identifies the specific relationship between teaching and learning under exploration.
   
   *If I ask students to “engage in conversations to explain, question and refine their thinking” then their work improves.*

2. List evidence that would and would not support the “If...then...” statement.

<table>
<thead>
<tr>
<th>Evidence that would support this statement</th>
<th>Evidence that would not support this statement</th>
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<tbody>
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3. Consider the quality of evidence in each column:
   - Does the evidence show a connection between teaching and learning?
   - Does the evidence draw on personal experience?
   - Does the evidence draw on external sources?
   - Does the evidence go beyond the “If...then...” statement?

4. Make an instructional plan to collect the evidence that will test the “If...then...” statement.

After new actions are taken...
5. What did we learn about our students? What can we adopt, revise and refine in our understanding of student learning?

## School Improvement Planning Team – Literacy Focus

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<th>Data Analysis / Needs Assessment</th>
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| School Improvement Planning team reviews and analyzes literacy related evidence and data from various sources, including student achievement, perceptual and program data.  
  - What evidence and data do we review related to adolescent literacy needs?  
  - How might we summarize the available data so that we have a comprehensive understanding of the progress of identified groups of students in comparison to board goals, provincial trends and provincial standards?  
  - What needs are suggested by the evidence and data?  What new information about our students’ learning do we have?  What can we learn from this information?  
  - Having reviewed all of the data, what are the implications for the next steps in the planning process?  
  - What adolescent literacy component(s) connect to the SMART goal?  
  - What evidence and data do we review related to adolescent literacy (e.g., collaboration in a professional learning cycle team, work with a coach) based on their needs and preference related to the Smart Goal and the evidence based strategies?  
  - What further opportunities are there for precision and personalization of the professional learning?  
  - What student work/evidence will we gather for analysis of intended change in the teaching and learning process, professional capacity and, ultimately, student achievement?  
  - What data need to be considered to acquire a clear understanding of the impact of our strategies on student achievement?  
  - What are our next steps?  
| - What is our SMART Goal?  Example: School Improvement Planning team selects “making connections between information and ideas in a reading selection and personal knowledge and experience across subject areas in grades 9-12” as an area of focus for their SMART goal.  
  - What adolescent literacy component(s) connects to our SMART goal indicators?  
  - What evidence and data will we use to monitor the SMART goal?  
  - What will we do differently by the end of the current term, semester, and school year?  
  - How will we know if the strategies being supported are making the intended change in the teaching and learning process, professional capacity and, ultimately, student achievement?  
  - What evidence can we gather?  
  - What data need to be considered to acquire a clear understanding of the impact of our strategies on student achievement?  
  - What are our next steps?  | - How might we determine the most effective instructional strategies to be included in our plan and support in the school?  
  - What sources will we use to determine the research- and evidence-based strategies in the school improvement plan?  
  - Example: Adolescent Literacy Guide  
  - School Improvement Planning team selects student indicator(s) related to the SMART goal, for example:  
    - Specific student indicator: Apply comprehension strategies before, during and after reading, to develop understanding.  
  - School Improvement Planning team uses the teacher practices in the Adolescent Literacy Guide to plan for educator learning, for example:  
    - Model comprehension strategies.  
  - School Improvement Planning team develops a list of specific instructional approaches, which help to model comprehension strategies (e.g., think aloud, explicit instruction). |

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Monitoring</th>
<th>Evaluation</th>
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</thead>
</table>
| What are the implications for the professional learning of administrators and teachers in relation to the instructional strategies identified by the team?  
  - What is our professional learning plan?  
  - How might the ALG be used to support professional learning?  
  - Example: Staff is invited to participate in professional learning (e.g., collaborate in a professional learning cycle team, work with a coach) based on their needs and preference related to the Smart Goal and the evidence based strategies.  
  - What further opportunities are there for precision and personalization of the professional learning?  
  - Example: The School Improvement Planning team may re-establish or re-focus professional learning cycles, accessing coaches, etc.  
  - School Improvement Planning team identifies areas for their own educator learning (e.g., about improvement planning). | School Improvement Planning team monitors the SMART goal.  
  - What evidence will we use to monitor our plan?  
  - Example: School Improvement Planning team constructs success criteria with staff.  
  - What student work/evidence will we gather for analysis of growth in student learning and achievement, based on the actions implemented?  
  - Example: Teachers use sample indicators to focus observations in their classrooms. Educators develop methods to collect evidence of student learning.  
  - Example: Educators observe, co-assess and reflect (e.g., on students’ ability to make connections in reading, on effectiveness of professional learning).  
  - How often will we monitor our progress?  
  - What will we do differently by the end of the current term, semester, and school year?  
  - How will we know that student learning has been impacted by what we have done?  
  - How will we know if the strategies being supported are making the intended change in the teaching and learning process, professional capacity and, ultimately, student achievement?  
  - What evidence can we gather?  
  - What data need to be considered to acquire a clear understanding of the impact of our strategies on student achievement?  
  - What are our next steps?  | - How will we do differently by the end of the current term, semester, and school year?  
  - How will we know that student learning has been impacted by what we have done?  
  - How will we know if the strategies being supported are making the intended change in the teaching and learning process, professional capacity and, ultimately, student achievement?  
  - What evidence can we gather?  
  - What data need to be considered to acquire a clear understanding of the impact of our strategies on student achievement?  
  - What are our next steps? |

# Linking SEF indicators to ALG Student Indicators and Teacher Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Example</th>
</tr>
</thead>
</table>
| 1. Start with the SEF indicator(s) identified through the school improvement team.          | **SEF indicator 2.2**  
Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. |
| 2. Refer to the School Effectiveness Framework Connections *(ALG pp. 59 – 61)* for sample connections between the SEF and the adolescent literacy components and student indicators. NOTE: More explicit connections may be made by referring to the evidence which support each of the SEF indicators. | **SEF indicator 2.2 evidence**  
Students:  
- Take ownership for actively engaging in the intended learning as individuals, in small groups, and as a whole class.  
- Independently apply knowledge, skills and strategies in different contexts. |
| 3. Refer to the At A Glance *(ALG pp. 56-57)* for a list of the student indicators for each Adolescent Literacy component. Which student indicator(s) support the SEF indicator? | **Adolescent Literacy component - Metacognition**  
Student indicator - Are aware of their own actions and beliefs and recognize how their attitudes, habits and dispositions influence the extent of their learning. |
| 4. Use the At A Glance *(ALG pp. 56-57)* to find the supporting teacher practice(s). You may also refer to the components of adolescent literacy for the teacher practices that support the student indicator. | **Adolescent Literacy component - Metacognition**  
Teacher practice – Develop checkpoints for students to track their learning and thinking, and identify next steps in the process. |
Skim and Scan Graphic Organizer

What pages drew your attention first?

What pages did you skip? Why?

What 'hotspots' did you find?

Pick a page to talk about. What do you want to say?
NOTE: The use of Cornell Notes for this task is as a framework to record notes for discussion. These directions will differ from the directions that would be given to a class learning the Cornell Notes strategy.

1. Read and take notes - Have participants read the material and take notes on the information that is new, interesting or significant (e.g., words, pictures) in the Note-taking Column. Use the template provided (on the next page) or replicate the columns on three-ring binder paper.

THINK-PAIR-SQUARE

2. THINK – Once participants have completed the reading, they can revisit the Cornell Note template to complete the Cue Column (record key words and questions that relate to the material in the notes column).

3. PAIR – In partners, participants share and compare the key words and questions they recorded in the Cue Column.

4. SQUARE – Join two pairs to form groups of four. Compare the information recorded in the Cue Column.

   Small group discussion using questions such as:
   - What are the similarities and differences in the material you recorded?
   - What did you find interesting and/or significant?
   - What did the reading make you think about? Why?
   - How does this text influence your work?

5. Debrief the Cornell Notes Strategy as a framework to record notes for discussion.
# Adolescent Development

**Adolescent Development**

<table>
<thead>
<tr>
<th>Cue Column</th>
<th>Note-taking Column</th>
</tr>
</thead>
</table>

**Summary**
## Adapted K-W-L chart

<table>
<thead>
<tr>
<th>What do you <strong>K</strong>now...</th>
<th>What do you <strong>W</strong>ant to know...</th>
<th>What did you <strong>L</strong>earn...</th>
</tr>
</thead>
<tbody>
<tr>
<td>... about the meaning of the component?</td>
<td>... about the meaning of the component?</td>
<td>... about the meaning of the component?</td>
</tr>
<tr>
<td>... about why to teach/access the component?</td>
<td>... about why to teach/access the component?</td>
<td>... about why to teach/access the component?</td>
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<tr>
<td>... about how to teach/access the component?</td>
<td>... about how to teach/access the component?</td>
<td>... about how to teach/access the component?</td>
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</tbody>
</table>

x | Appendix
COACHING TEMPLATE

Refer to pages 54-55 in the Adolescent Literacy Guide.

ASSESS LEARNER NEEDS
Collaboratively examine evidence and determine an area of need related to adolescent literacy

What evidence and/or data indicates an adolescent literacy need?

What is the literacy need(s) suggested by the evidence and/or data?

Which ALG component(s) relates to the identified need?
□ Critical Literacy
□ Metacognition
□ Questioning
□ Strategy
□ Voice & Identity

Which student indicator(s) connects to the identified need?

Which teacher practice(s) links to the identified student indicators?

What professional learning need(s) does the teacher and coach identify? How might the ALG support the professional learning plan?

CO-PLAN
Collaboratively identify content and instructional focus, and establish observation criteria

Which teacher practices do you plan to use to address the literacy learning need?

Determine the educator learning (i.e., what and how) required to address the area of student need. Which resources will support the co-planning?

What will students know and be able to do when they have mastered the literacy skill(s)? What will it look like?

Develop observation criteria for the identified literacy need using the applicable student indicator(s) as a starting point.

CO-TEACH
Collaboratively teach, monitor and gather evidence of student learning

Co-plan instruction that targets the identified student need using research based strategies.

What evidence (related to the literacy need) will be gathered through observation? What other data and/or evidence (related to the literacy need) will be collected?

What evidence (related to the literacy need) will be gathered through observation? What other data and/or evidence (related to the literacy need) will be collected?

When during the lesson are you able to monitor and check students for understanding? How can the lesson respond to the student?

CO-REFLECT
Collaboratively share observations and analyze results to determine next steps

Examine the evidence collected.

What do the students know and what are they able to demonstrate in relation to the identified literacy need?

What evidence (related to the literacy need) will be gathered through observation? What other data and/or evidence (related to the literacy need) will be collected?

Where are the students having trouble (related to the identified literacy need and/or a new literacy need)?

Reflect on the new learning and classroom evidence. Determine the next steps.
Pick Three Protocol

Source: Unknown

Purpose of the Protocol

To expand thinking and make connections about a text in a structured discussion.

Groups of 3-4 participants.

1. Individually read the text.
   Identify three important points or ideas from the text.
   Make notes about why each point/idea was chosen.

2. Small group discussion:
   First round
   - The first participant identifies his or her most important point from the text
     and explains reasons for choosing the idea (2 minutes).
   - Participants then take turns commenting on the same point/idea (1 minute).
     E.g., Participants explain why they chose the same point (if they did) and/or make connections to the idea.

Subsequent rounds
   - The next participant shares his or her most important point or idea (that has not been discussed) and reasons for choosing the idea.
   - Each person comments in turn.
     E.g., Participants explain why they chose the same point (if they did) and/or make connections to the idea.

The rounds continue until all participants have discussed their points.

3. Whole group open discussion around question, such as:
   • How does the information in the text support the work you are doing?

4. Debrief the Pick Three Protocol:
   • How did the protocol help to expand your thinking and make connections related to the text?
   • How did the protocol help you in your understanding of the text?
It Says, I Say, And So Protocol

Adapted from Kylene Beers When Kids Can’t Read What Teachers Can Do: A Guide for Teachers 6-12 and the Ontario Ministry Of Education Think Literacy Documents.

To provide a structure for discussing and making connections with a text.

Note: The words, sentences or ideas that a participant chooses are not as important as the discussion that develops from the selection.

Groups of 3-4 participants.

1. Individually - Each participant reads the text silently and identifies words, passages, ideas, and/or images that stand out.

2. Continue in rounds until each participant takes a turn as the presenter.

   One round consists of the presenter using up to 3 minutes to:
   
   **It Says:** Read aloud the word, sentence, idea selected from the text.
   **I Say:** Say what s/he already knows about the selection from her/his experiences, interpretations, or connections using specific examples (words, pictures, stories, etc.).
   **And so:** What does the presenter conclude, think, judge or predict based on their selection? What does the selection mean for their work?

   The group responds (for a maximum of 2 minutes) to what has been said. The time may need to be monitored during this part.

3. Follow the same pattern until all members of the group have had a chance to be the presenter and to discuss their selection.

4. Debrief the It Says, I Say, And So Protocol:
   - How did the protocol help your understanding of the text?
   - How did the protocol help your discussion about the text?
<table>
<thead>
<tr>
<th>It Says</th>
<th>I Say</th>
<th>And So…</th>
</tr>
</thead>
</table>
| • What words, phrases, ideas, or images stand out when reading? | • What do you already know about the selection from your own experiences, interpretations, or connections? Use specific examples (words, pictures, stories, etc.). | • What do you conclude, think, judge or predict based on your selection?  
  • What does the selection mean for your work? |
Significant-Connect-Question (SCQ) Protocol

To provide a structure for discussing text. To connect new ideas to prior knowledge and question the text.

Groups of 4 participants.

1. Individually read the text. Answer the questions:
   - What is Significant in the text?
   - What Connections do you make with the text?
   - What are the Questions you have after reading the text?

2. Small Group Discussion (maximum of 2 minutes per participant):
   First round
   - Each participant explains one of the Significant points from the text. Participants do not identify why they found the point significant.
   Second round
   - Participants take turns identifying one of the Connections they have after reading the text.
   Third round
   - Participants take turns identifying the Questions they have after reading the text.
   Fourth round
   - Participants take turns responding for a maximum of 3 minutes) to the significant points, connections and questions shared by the group. The time may need to be monitored during this part.

3. Whole group open discussion around questions, such as:
   - What questions were identified by your group?
   - How can you use this text to support the work you do?

4. Debrief the SCQ Protocol:
   - How did this protocol help your understanding of the text?
   - How did the protocol help your discussion about the text?
Hunting for Questions Protocol


To provide a structure for categorizing. To use questioning as a way to think deeply about text.

Groups of 4 participants. This protocol works the best when the text is “rich” with many thought-provoking ideas.

1. Individually read the text. Use sticky notes (one response per sticky note) to record:
   - Parts of the text that made participants stop and think
   - Questions participants asked themselves about the parts of the text they identified

2. Group Discussion:
   A. First round
      i. The first person identifies a part of the text that made him or her stop and think, and shares the question(s) he or she recorded for this selection of text.
      ii. The group considers the passage and questions they have regarding this piece of text. Participants record the questions on sticky notes (one question per sticky note).
   First turn
      iii. Members of the group share questions and/or ideas/thoughts they wonder about the passage. Participants may opt to not contribute a question if they do not have one.
   Second turn
      iv. Participants share (in turn) comments or additional questions they have after hearing from the group.
   B. Second round
      v. The second person identifies a different part of the text and shares the question(s) he or she recorded for this selection of text.
      vi. Continue steps ii - iv from A.
   C. Subsequent rounds
      vii. Repeat B until all participants have shared one passage.

3. Places all of the sticky notes on the table (or a large piece of chart paper) for the entire group to see. Group the sticky notes (quotes and questions) into themes or other categories.

4. Group Discussion:
   - What themes or categories emerged?

5. Debrief the Hunting for Questions Protocol:
   - How was this protocol a useful way to explore the ideas in the text?
   - How did focusing on the questions (not necessarily the answers) help you deepen your understanding (as an individual, as a group) of the text?
   - How did the protocol help your understanding of the text?
   - How did this protocol support your discussion?
From Another Perspective Protocol

Adapted from Beers, Sue and Howell, L. (2003). Reading Strategies for the Content Areas. Alexandria: ASCD.

To provide a structure for discussing a text and listening to others’ ideas.

Two or more groups of 4 participants.

1. Either assign or have participants select a person or group from whose perspective they will read the text (e.g., teacher, principal, student, coach, program lead). Participants individually read the text and answer the questions:
   - What did you find **interesting** about the text?
   - What did you find **significant** about the text?
   - What part(s) of the text do you **agree with**?
   - What part(s) of the text do you **disagree with**?

2. Small Group Discussion (4 participants):
   A scribe jots responses to each question on chart paper as each round proceeds (see below). Each question should have a separate piece of paper with the question clearly written at the top.

   First round
   Participants identify what they found **interesting**. **Participants do not share why they found the idea interesting.**

   Subsequent rounds
   Continue in rounds where participants identify their answer to the next question. **Participants do not share why they found the idea interesting.**

   Last round
   Participants respond (for a maximum of 3 minutes) to the responses shared by the group or to the ideas they shared. The time may need to be monitored during this part.

3. Post the chart paper around the room. Group the same questions together. Have participants look for similarities and differences between the various perspectives.

4. Whole group open discussion around questions, such as:
   - What are the similarities and differences between the responses?
   - What are the implications for your work?

5. Debrief the From Another Perspective Protocol:
   - How did this protocol help your understanding of the text?
   - How did the protocol help your discussion about the text?
   - How did listening to other perspectives change or solidify your thinking?
Connections-Points-Questions (CPQ) Protocol

To provide a structure for connecting new ideas to prior knowledge and raising questions about text.

Groups of 4 participants.

1. Individually read the text and answer the questions below.
   - What **Connections** do you make with the text?
   - What are the **Most Important Points** in the text?
   - What are the **Questions** you have after reading the text?

2. Small Group Discussion (maximum of 2 minutes per participant):
   - First round
     Participants explain a **Connection** they make to the text.
   - Second round
     Participants identify one of the **Most Important Points** from the text.
     They do not share why they found this point important.
   - Third round
     Participants identify the **Questions** they have after reading the text.
   - Fourth round
     Participants respond (for a maximum of 3 minutes) to the connections, points and questions shared by the group. The time may need to be monitored during this part.

3. Whole group open discussion around questions, such as:
   - What questions were identified by your group? What solutions or answers were discussed?
   - How does the information in the text support the work you are doing?
   - How can you use this text to support the work you do?

4. Debrief the CPQ Protocol:
   - How did this protocol help your understanding of the text?
   - How did the protocol help your discussion about the text?

**NOTE:** Participants can code the text using an "!" on some notes that indicate a connection, a "star" for most important points, and a "?" for questions they have.
Most Important Word Protocol


**To provide a structure for building ideas and thinking within a group by focusing on significant words in a text.**

**Note:** The word that a participant chooses is not as important as the discussion that develops from participants explaining why they chose the word they did and listening to why other people chose their word. This protocol can also use the most important passage, sentence, chapter, etc.

Groups of 4 participants.

1. Participants individually read the text and respond to the prompt:
   * What is **One Word** that you would use to describe the ideas and/or points in the text? Write your word on a sticky note.

2. Small Group Discussion. Continue in rounds until each participant takes a turn as the presenter.

   One round consists of:

   **Presenter:** The presenter reads aloud the word he or she selected. The presenter does not share why he or she chose the word (no elaboration).

   **Group:** Group members, in turn, respond to the word (speaking for a maximum of 2 minutes each).
   - Did they choose the same word?
   - What does the presenter’s word mean to them (in relation to the text)?

   **Presenter:** The presenter explains why he or she chose the word and what it made him or her think about (maximum 3 minutes).

3. Whole group open discussion around questions, such as:
   * What words were identified by your group? Were the words similar? Different? Why?
   * How can you use this text to support the work you do?

4. **Debrief Most Important Word Protocol:**
   * How did this protocol help your understanding of the text?
   * How did focusing on single words help build on ideas and thinking within the group?
   * How did the protocol help your discussion about the text?
Penny for Your Thoughts Protocol

Purpose of the Protocol

To provide a structure for discussing a topic or prompt that promotes equity in participant voice.

Groups of 4-6 participants.

1. Provide three pennies (tokens or slips of paper also work) to each participant.

2. Share the topic or prompt with participants. Provide the group with a few minutes to individually record thoughts about the topic or prompt.

3. Group Discussion. You may want to place a time limit on the response for each coin (e.g., 1 minute per coin).
   Participants respond to the topic/prompt. Each time a participant contributes to the discussion, one of his/her pennies is placed in the centre of the table.

   NOTE: Participants can only contribute if they have a penny to surrender. Once all participants run out of pennies you can divide up the pennies and start over.

4. Debrief the Penny for Your Thoughts Protocol:
   • How did the protocol help support equity in the group?
   • How did the protocol help your discussion about the topic or prompt?