



Summer Institute 2018

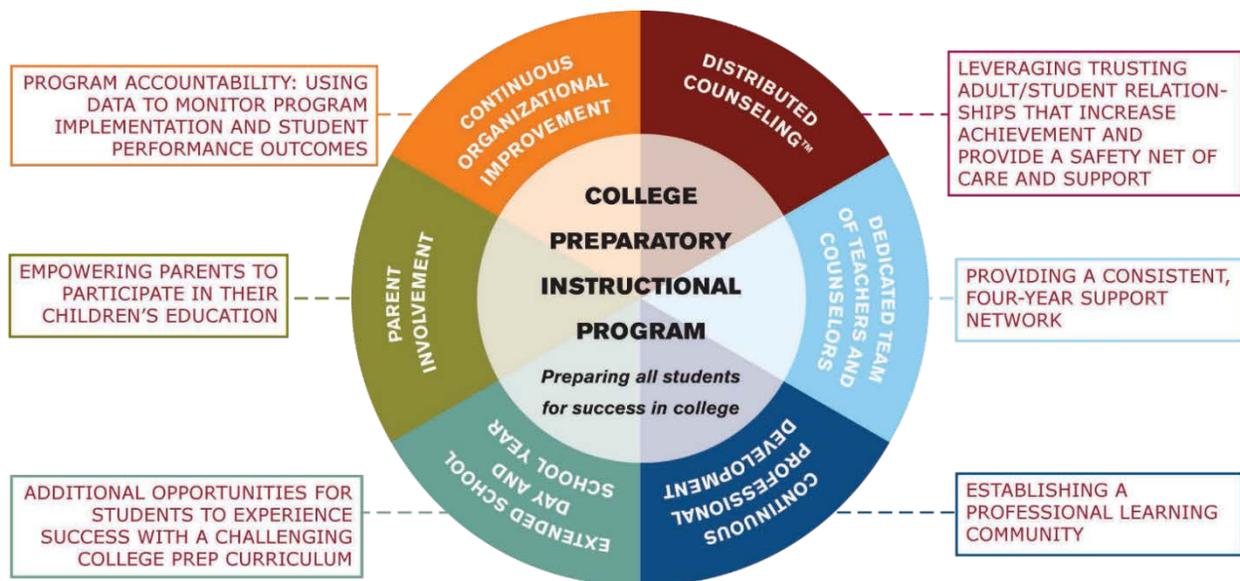
Carver High School
Winston Salem/Forsyth County Schools

August 13–14, 2018
North Carolina

**Using Inquiry for High Engagement of
Students in Literacy across the Curriculum**

The ISA Model

ISA's evidence-based model is framed by seven research-based principles that lead to improved student achievement and significantly increased high school graduation and college-going rates.



College Prep Teaching & Learning

College-preparatory instructional program provides all students with a rigorous, inquiry-based curriculum and instruction aligned with your state standards and teacher effectiveness framework.

Extended day/extended year provide additional opportunities for student enrichment, remediation, and external learning experiences.

Continuous professional development ensures a collaborative learning community in which teachers and school leaders participate in individual and team job-embedded coaching, workshops and institutes.

Building Relationships & Personalization

Distributed counseling leverages trusting adult/student relationships to increase student and school achievement and accountability and provide a safety net of care and support.

Dedicated team of teachers and counselors provides a consistent, four-year support network.

Parental involvement is structured so that the school is in partnership with families to support post-secondary education and achieve student success.

Continuous Improvement

Continuous organizational improvement focuses on the use of multiple sources of data to monitor program implementation, and student progress and performance outcomes.

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Welcome

Dear Colleagues,

Welcome to the ISA 2018 Summer Institute, which brings together school leaders, teachers, coaches and counselors from Carver High School in Winston-Salem, N.C. Some special guests from the school district and coaches from other ISA schools will collaborate with us during this professional learning event. The Summer Institute theme, ***“Using Inquiry for High Engagement of Students in Literacy Across the Curriculum”*** will be the focus of virtually every session.



Our keynote speaker, Dr. Marvin Pryor, will set the tone on day one with a talk titled, “How to Engage Students and Teachers in a Writing Across the Curriculum Initiative: An Open and Honest Conversation.” Dr. Pryor comes to us from Atlanta, Ga. His leadership and motto enabled him to lead one of the lowest performing high schools in the state of Georgia to become recognized by *USA Today* as one of America’s Top High Schools. Our day two keynote speaker, Dr. Ebony Green, will set the tone for the second day with a talk titled, “Writing Outside The Lines.” Dr. Green comes to us from Newburgh, N.Y., where she serves as the district’s first Executive Director of Equity and Access. She was instrumental in developing an Equity Report Card and Fair Student Funding Formula, which provided a baseline and leveraged resources to support the needs of students who have systemically been marginalized within the school district.

ISA coaches will facilitate thematic sessions that will focus on literacy across the curriculum from different perspectives. Facilitating professional learning for educators that prepare students for careers and college in the 21st century is paramount. The sessions will explore strategies for making sure that students' thinking and viewpoints are "center stage" in instruction from an inquiry-based perspective. Additionally, there will be plenty of time for us to evaluate the successes and lessons learned as we work together on our priorities for the upcoming school year in our content area groups. Together, building on the existing expertise and many successes of ISA school faculties, we will create new knowledge and instructional skills that are rooted in ISA’s seven research-based principles. We all know that students in the 21st century will need to be able to navigate, prepare and persist in a global society that requires everyone to be ready not only for postsecondary education, but also to continually upgrade knowledge and skills throughout their careers and adult life. ISA’s goal is to increase the number of students who graduate career- and college-ready.

ISA would like to thank the principal, leadership team, teachers and ISA coaches who have assisted in planning this year’s Summer Institute. The Summer Institute promises to be an exciting and inspiring experience with a variety of opportunities to share and acquire new expertise and shape plans for the next school year. We are excited to be collaborating with you. I believe, as I know you do, that all students deserve excellent and equitable schools. I am very proud to be part of a team striving to make that vision a reality.

With warmest regards,
Stephanie Wood-Garnett, Ed.D.
President, ISA

Monday's Keynote Speaker

Dr. Marvin Pryor

ISA School Development Leadership Coach



Dr. Marvin A. Pryor, author, and educator leads by the motto “Intentional Interventions Predictable Results.” His educational training includes a bachelor’s in Music Education from Berklee College of Music, a master’s in Education from Jacksonville State University, and an Education Specialists degree and a Doctor of Education in Educational Leadership Degree from Sarasota University. He has served over 30 years in the field of education with experiences as a classroom teacher, central office coordinator, and 11 successful years as a high school principal in an urban school district. His leadership and motto enabled him to lead one of the lowest performing high schools in the state of Georgia to become recognized by *USA Today* as one of America's Top High Schools. Defying the odds, under his leadership and a strong partnership with the Institute for Student Achievement (ISA), he increased the school's graduation rate of 27 percent to 100, 98 and 97 percent respectively during his first three graduation cohorts. As an author, he has penned two books; *Everything Your Eyes See Your Mouth Say You Want It: Everyone Has A Story* and *Baby Steps: Habits of Completion*, with a third book, *Intentional Interventions Predictable Results*, scheduled for release during the Fall 2018. Dr. Pryor retired from public school education in 2016 and is now founder and president of The Pryor Knowledge Group (PKG), an independent consulting group in partnership with The Institute for Student Achievement (ISA), a Division of Educational Testing Services (ETS), he provides services as a School Development Coach. He is excited to continue working with underserved students through the development of strong leaders.

Besides his educational work, Dr. Pryor is an active residential Real Estate Broker with Solid Source Realty, and a professional musician with over 30 years of experience performing, recording, and touring nationally and internationally with recording artists and groups such as: Cameo, The Ohio Players, Ray Charles, The Chi-Lites, The Dells, Third World, Rick Braun, Najee, Claudia Hayden and Mike Phillips. He is also co-founder and trombonist of the award-winning recording jazz group, The PR Experience. In his spare time, he is an avid golfer. Currently, Dr. Pryor resides in Covington, Ga., which is 33 miles east of Atlanta, with his wife Nina, and daughters Kierra and Ravin.

Tuesday's Keynote Speaker

Dr. Ebony Green

**Executive Director of Equity and Access,
Newburgh (N.Y.) Enlarged City School District**



Dr. Ebony I. Green is a pioneer in creating systemic equitable outcomes for underrepresented students, namely children of color, and those who are at risk, and/or transgendered. Dr. Green was tasked, in early 2017, to lead the Department of Equity and Access which oversees both the equity, as well as the social and emotional needs of the students enrolled in the Newburgh Enlarged City School District. As the district's first Executive Director of Equity and Access, she was instrumental in developing an Equity Report Card and Fair Student Funding Formula, which provided a baseline and leveraged resources to support the needs of students who have systemically been marginalized within the school district and greater society.

In addition to her work in Newburgh, Dr. Green is the Chief Executive Officer of Cornerstone Equity Consultants, where she serves to enact global change in the practices and policies that impact underrepresented children all over the world. To that end, she was nationally recognized as a leader in the field of equity and selected by the Southern Education Foundation to be a part of the Racial Equity Leadership Network to develop sustainable district structures that will shape the ways in which children receive an equitable educational experience. Additionally, she was selected to serve on the Kerner Commission 50th Anniversary: Education and the Path to One Nation, Indivisible panel in Washington, D.C., to discuss practical application of equity within her school district and its' implications for student outcomes for underrepresented youth. She has authored numerous blogs relating to equity as a pillar of civil rights and how integrating equity within complex organizations must be in the forefront of impacting global change in education.

Dr. Green maintains a firm commitment to teach and train the next generation of leaders. She has taught as an adjunct professor at Mercy College and Pace University and is currently serving at Bank Street College in New York City, where she has developed a graduate course to specifically examine the role of equity through the lens of racial, gender and intellectual identity.

A teacher, principal, district leader and nationally recognized champion for equity, she stands firm in her conviction, even in the face of adversity, to ensure that all children have a fighting chance to receive an equitable education.

Institute Agenda

Monday, August 13, 2018

Time	Session	Speaker / Presenter
7:45–8:30 a.m.	Continental Breakfast & Sign-In	
	Media Center	
8:30–9:20 a.m.	Welcome and Introductions	Dr. Carol Montague Principal Dr. Stephanie Wood-Garnett President, ISA
	Media Center	
9:20–10:00 a.m.	How to Engage Students and Teachers in a Writing Across the Curriculum Initiative: An Open and Honest Conversation	Dr. Marvin Pryor Keynote Speaker ISA Leadership Coach
10-10:15 a.m.	Break	
10:15–11 a.m.	Complicating Texts: An Antidote for Fake Reading and Writer’s Block	Carlton Jordan ISA Leadership and ELA National Coach
	Media Center	
	Literacy in the Science Classroom	Mariam Naraine-Zebrowski ISA Science National Coach
	Room 311	
	Literacy in the Math Classroom	Dr. Denise Johnson
Room 315		
11–11:15 a.m.	Break	
11:15–11:45 a.m.	Continuous Improvement: ISA Coaches and Carver High School Faculty Collaborate to Improve Academic Achievement and Outcomes for Students	Dr. Barbara Mallory ISA Leadership Coach
	Media Center	
11:45 a.m.–1 p.m.	Lunch	Media Center

Monday, August 13, 2018 (cont'd)

Time	Session	Speaker / Presenter
1–1:30 p.m.	District Framework for Literacy in our High School	Dr. Carol Montague Carver High School Principal
	Media Center	
1:30–1:45 p.m.	Break	
Using Inquiry-based Instructional Practices to Facilitate a Rigorous Learning Experience for Students		
1:45–3 p.m.	ELA/Social Studies	Carlton Jordan ISA Leadership and ELA Coach
	Room 313	
	Science	Mariam Naraine-Zebrowski Deborah Smithey ISA Science Coaches
	Room 311	
	Math	Dr. Denise Johnson ISA Math Coach
	Room 315	
	Principal Strand Principal Leadership Session with ISA Leadership Coaches	Dr. Carol Montague Principal *Dr. Barbara Mallory Dr. Marvin Pryor ISA Leadership Coaches
	Room 218	
3–3:30 p.m.	Closing Content Areas Report Out	Dr. Carol Montague Principal
	Media Center	

Tuesday, August 14, 2018

Time	Session	Speaker/Presenter
7:45–8:30 a.m.	Continental Breakfast	
	Media Center	
8:30–9:05 a.m.	Welcome and Introductions	Dr. Marvin Pryor Leadership Coach
	Media Center	
9:05–9:45 a.m.	Writing Outside the Lines	Dr. Ebony Green Second Day, Keynote Speaker
	Media Center	
9:45–10 a.m.	Break	
10–11:30 a.m.	Individual Content Team Meeting Time Review/Reflection and Collaborative Planning for SY2018–2019	
	ELA/Social Studies	*Dr. Gerrelyn Chunn Patterson ISA ELA Coach Carlton Jordan ISA Leadership and ELA Coach
	Room 313	
	Science	*Dr. Patricia LeGrand Mariam Naraine-Zebrowski Deborah Smithey ISA Science Coaches
	Media Center	

Tuesday, August 14, 2018 (cont'd)

Time	Session	Speaker/Presenter
10–11:30 a.m.	Math	*Dr. Carol Montague Dr. Denise Johnson ISA Math Coach
	Room 315	
	Counseling & Student Support	Assistant Principals Counseling Department
	Room 307	
	Art & Music Department	*Art Department Chairperson *Music Department Chairperson Dr. Marvin Pryor ISA Leadership Coach
	Room 305	
11:30–11:45 a.m.	Break	
11:45 a.m.–1 p.m.	Lunch Individual Content Team Meeting Time Review/Reflection and Collaborative Planning for SY2018–2019 Discussions Continued Return to Previous Day's Room Assignments for Working Lunch	
	Media Center	
1–1:15 p.m.	Break	
1:15–3 p.m.	Classroom Visitation and Setup	
3–3:30 p.m.	Dr. Carol Montague Remarks/Closing	

Session Descriptions

Complicating Texts: An Antidote for Fake Reading and Writer's Block

Facilitator: Carlton Jordan

Recommended Audience: *English, literature, art, music, social studies and ROTC content teachers should attend this session. Additionally, SPED and teachers of exceptional students are also invited to attend.*

In this interactive session, ELA teachers will explore the concept of fake reading and one viable reason why it is so prevalent in our schools. They will learn how to complicate texts, a process of filling in gaps which occur in stories that marginalize characters of color by layering the central texts with short works to facilitate comprehension and provide a more complete picture of the character and/or conflict through rereading, small group discussion, and writing. Participants will identify a work they will most likely teach in the coming year, deconstruct that work to identify gaps that promote fake reading and disinterest, and complicate the text in a way that tells a more complete story and pulls students into reading, speaking and writing in an inquiry-based classroom.

Literacy in the Science Classroom

Facilitator: Mariam Naraine-Zebrowski

Recommended Audience: *Science, physical education, student support, counseling, CTE (careers) and related content teachers should attend this session. Additionally, SPED and teachers of exceptional students are also invited to attend.*

While many students learn science content through inquiry and classroom instruction alone, students who read, write and talk about science go beyond what's presented in class. Literacy is a natural part of learning science, and it's how ideas and facts are recorded and passed on from one generation to generation. During this session, teachers will explore ways to increase literacy in the classroom while engaging students in authentic science inquiry experiences.

Literacy in the Math Classroom

Facilitator: Dr. Denise Johnson

Recommended Audience: *all math and related mathematical content teachers should attend this session. Additionally, SPED and teachers of exceptional students are also invited to attend.*

While many students learn math content through the process of using formulas and symbols, literacy can also be integrated into the learning process. The benefits of integrating literacy in the math classroom are varied. Students can use writing to help them think more deeply and clearly about math, visualize and understand the content, and support learning in the areas of organizing, clarifying and reflecting on ideas. During this session, teachers will explore ways to increase literacy in the classroom while engaging students in authentic math inquiry experiences.

Continuous Improvement: ISA Coaches and Carver High School Faculty Collaborate to Improve Academic Achievement and Outcomes for Students

Facilitator: Dr. Barbara Mallory

Collective efficacy matters. How and when does a high school faculty demonstrate collective efficacy? I love to hear a faculty say, "We've got this!" Let's talk about how we've got "this" at Carver Nation!

Using Inquiry-based Instructional Practices to Facilitate a Rigorous Learning Experience for Students

Facilitators: ISA Content Area Coaches

Inquiry-based learning is more than asking a student what he or she wants to know. It's about triggering curiosity. Activating a student's curiosity is a far more critical complex goal than the objective of mere information delivery. Despite its complexity, inquiry-based learning can be more accessible for teachers because it transfers some responsibilities from teachers to students, but it's easier because releasing authority engages students. These ISA individual content sessions are designed to engage teachers in a hands-on, step-by-step process in delivering an inquiry-based lesson through collaboration. These experiences should help teachers understand what inquiry pedagogy is and what it might look like in the content areas. Teachers then identify a few indicators for rigor and inquiry that align with North Carolina State Standards or the school district scope and sequence that they would agree to integrate into their lessons and teaching practice. Teachers in each of these sessions will walk away with a lesson plan that can be used immediately in their classrooms.

** See content area assignments.*

Principal Leadership Meeting with ISA Leadership Coaches

ISA End-of-Year Progress Reflection Meeting

Facilitators: Dr. Barbara Mallory and Dr. Marvin Pryor

The End-of-Year Progress Review is designed to help schools identify, document and sustain the school's accomplishments in implementing the ISA model, and to identify and make plans to strengthen and develop those areas that need work. Research and evaluation studies have shown that when there is high implementation fidelity to a successful model, schools are far more likely to achieve the intended student performance outcomes. In this reflection meeting, the principal and school leadership coach will have the opportunity to reflect on the End-of-Year Progress report for their school and to plan for how to share the information with faculty in ways that embed reflection on the school year with an ultimate goal of planning on how to craft a vision for the next steps in their school's development.

**Principal Meeting*

First Day Keynote Address: How to Engage Students and Teachers in a Writing Across the Curriculum Initiative: An Open and Honest Conversation

Speaker: Dr. Marvin Pryor

This session will address the importance of relevant text and current societal events in engaging both the student and teacher in reading and writing across the curriculum (WAC). Also, we will discuss the importance of scaffolding the process by allowing teachers to first support WAC in their respective disciplines with a focus on deepening students' knowledge of subject content.

Writing Outside the Lines

Second Day Keynote Address

Speaker: Dr. Ebony Green

This session is designed as a journey through the eyes of a student. We as educators must meet students where they are and embrace their differences. This reality requires us to support students by allowing and encouraging them to write outside the lines as a means of leveraging their strengths to reach their fullest potential.

Individual Content Team Meeting Time

Review/Reflection and Collaborative Planning for SY2018–2019

Facilitators: School department chairpersons and ISA content coaches supporting teachers and colleagues in same or similar content/curricular areas will collaborate and plan the first two weeks of instruction integrating inquiry. Colleagues will also use this time to share effective practices, problem solve and do collaborative planning. Each content group will present a sample of their plan/draft to the group upon completion. ISA coaches will support and help guide faculty in the integration of inquiry strategies within the planning.

**See content area assignments.*

Facilitator Biographies

Patricia LeGrand

Dr. LeGrand joined ISA as a science coach in 2018. She is an experienced instructional coach who focuses on the following: school-wide curriculum development, content coaching for teachers, professional development, creating communities of teachers, development of teacher confidence in the inquiry-based laboratory experiences, higher level questioning and content rigor, teacher resources, student value, and student engagement. Prior to coaching, Patricia spent a total of 41 years in education, including 32 years in science instruction in the middle, high school, and university level in Alabama, North Carolina, Kentucky, and Germany.



Barbara J. Mallory

Dr. Barbara J. Mallory joined ISA in 2017 as a leadership coach. Her past experiences include being a high school principal and lead school transformation coach with North Carolina's Department of Public Instruction. Since 2012, Barbara has served as Associate Professor in Educational Leadership at High Point University (HPU) in North Carolina. In 2016, she co-created an executive leadership coaching curriculum with North Carolina New Schools for training, developing and certifying leadership coaches for school principals. As a certified leadership coach herself, she enjoys collaborating with principals and schools to imagine a distinctive vision that inspires the work of continuous improvement and student success. One of her coaching conversations is always about "courage," as she believes strongly in the words of Maya Angelou: "Courage is the most important of all the virtues because without courage you can't practice any other virtue consistently."



Gerrelyn Patterson

Dr. Gerrelyn Chunn Patterson joined ISA as a literacy and ELA coach in 2017. She earned a BA in English Literature from North Carolina Central University, an M.Ed. in English Education from the University of Virginia, and a Ph.D. in Curriculum, Culture and Change from the University of North Carolina at Chapel Hill. She has more than 18 years of P-12 and post-secondary experience as a literature and composition instructor, and teacher educator. She has taught undergraduate and graduate methods courses, with an emphasis on instructional planning and classroom management, to pre-service teachers. She also conducts research in best practices with instructional strategies and the utilization of service-learning pedagogy to prepare culturally responsive teachers.



Mariam Naraine-Zebrowski

With over 10 years as a New York City educator, Mariam Naraine-Zebrowski joined ISA in 2012 as a science coach. During her time with the Department of Education, she taught high school Living Environment, Earth Science and Chemistry. Mariam has spent several years in the nonprofit world, exploring and developing programs to help underserved New York City students in middle and high school move on successfully to college. During this time, she coordinated the Metro Regional Junior Science and Humanities Symposium, in which more than 200 students from around the New York City region participated. Currently, Mariam is a Science and College Readiness coach for ISA at several schools throughout New York City, facilitating Science Department professional development meetings with a concentration on curriculum mapping and inquiry-based learning.



Carlton Jordan

Carlton P. Jordan Jr. is an independent national consultant, currently consulting with ISA as a content and school leadership coach. He consulted for the school quality review organization SchoolWorks, serving as a report writer and team leader across the nation. A former senior associate with The Education Trust, he works nationally helping schools understand and implement effective literacy strategies. He has served as a coach for urban teachers in New York City, Philadelphia, Lancaster, Los Angeles, Portland and Washington D.C. He is featured in the ASCD video series Examining Student Work, which captures aspects of The Education Trust's Standard in Practice work in Lancaster, Pa. Prior to joining the Trust in August 1998, Carlton taught middle and high school English language arts in Montclair, N.J. He was a vital member of a team that created a de-tracked middle school in Montclair called Renaissance, and an untracked ninth-grade English language arts course called World Literature. The World Literature work is featured in the video *Off Track: Classroom Privilege for All*, winner of the Silver Apple Education Award. Before teaching in Montclair, Carlton was an adjunct lecturer at the State University of New York at Albany in the Africana Studies Department, and a writing instructor for the EOP Department. He received his bachelor's degree in 1985, and his master's in 1991 from University at Albany in New York.



Denise Johnson

Dr. Denise Johnson joined ISA as a math coach in 2017. She has worked in mathematics education for nearly 20 years as a middle and secondary math teacher, community college instructor, and teacher education faculty. Denise has worked with classroom teachers across coaching beginning math teachers and providing professional development on using technology to enhance teaching. She has earned a BS in Mathematics and MS in Mathematics Education from North Carolina State University and a doctorate in Curriculum and Instruction from George Washington University.





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