Helping students read for understanding

Reading for understanding is essential to learning in high school, yet a significant proportion of students are not able to do so. At Talent Development High Schools (TDH-S), we are addressing what we see as the three causes of this serious limitation: students who are not prepared to use comprehension strategies; teachers who have not been trained in reading instruction; and the complexity of learning different reading approaches for each academic subject.

Poor Student Preparation

Many high school students struggle with their reading assignments because they do not have the comprehension strategies needed to handle complex texts, and they have not read enough to read easily and fluently. Over several years, we have developed special courses and learning activities to narrow and close the gaps in student reading skills.

The Talent Development literacy program features a "double dose" of time in English courses, with our own first-term class aimed at building comprehension and fluency. This leads into the second-term course, with the district's required content for each grade.

In ninth grade, the first-term course is Strategic Reading; in 10th grade, Reading and Writing in Your Career; and in 11th, it is College Preparatory Reading and Writing. In each course, students read literature and nonfiction texts that are of high interest to teenagers but are written at a level that will not frustrate them, allowing them to use their mental

Center for Social Organization of Schools

Schools offer many opportunities for students to get back on track

Credit recovery may seem like an odd topic for the beginning of the school year. But it's almost never too early to start helping students stay, or get back, on track.

At John H. Francis Polytechnic High School in Sun Valley, Calif., ninth-grade instructors wait only four weeks for students to falter in core subjects before they step in.

At Bridgeton (N.J.) High School, where the credit recovery—and credit completion—program makes up one of the school's five academies, students who did not pass to the next grade last spring—only 38 students in ninth, 10th and 11th grades—are trying to get there before they fall behind their classmates.

At East St. John High School in Reserve, La., credit recovery takes place in a Twilight School, added to the regular school day for students who have failed courses. There is also mandatory after-school tutoring for those struggling in Algebra I.

These examples at high schools associated with Talent Development illustrate the varied ways schools and administrations attack the problem of students who fail too frequently or attend school too infrequently to earn the credits they need for graduation.

"We try to get them early," said Ed Trimi, who until recently was assistant principal and director of the Freshman Centre at Polytechnic High School. "After four weeks, if it doesn't look like the student is going to pass, he or she goes to a skills-based class," taking an Incomplete in the main course, such as Algebra I and getting elective credit for the skills-based course, he explained.

East St. John has an early intervention program for Algebra I only. Any student who gets a D or an F on a weekly test is required to attend two tutoring sessions the next week.

The first is a study session, reviewing the test and the skills and concepts tested. On the second day, the students re-take the test, and the higher score goes on their records, said Freshman Academy math teacher Genevieve Gomez.

At Poly, "If they don't pass Algebra I [the first time], they re-enroll with a different teacher, and with the year-round school, students have two opportunities to attend summer school in each grade," Trimi said. The school also has a Twilight School (11 a.m. to 4:45 p.m.) for students who fail four or more courses.

Last year, 93 percent of Poly's ninth graders went on to 10th grade, compared to a 73 percent promotion rate two years before, he added.

Sam Hull is proud of what Bridgeton is doing for students who fall behind. Last school year, 134 students were assigned to Bridgeton's ECHOES—Everyone Creates His/Her Own Opportunities, Experiences and Successes—Academy because they weren't meeting academic requirements. Of those, only eight did not go on to the next grade this fall. "I believe that we were very, very successful last year," said Hull.

ECHOES is a self-contained academy with a slightly different schedule and smaller classes. "ECHOES is not an alternative school," Hull emphasizes. "It is strictly for those who don't meet academic requirements.

(continued on p. 7)
energy for applying comprehension and self-monitoring strategies. Each course also uses a variety of classroom activities to grab students’ attention and help them focus on how to read for understanding. Teachers model comprehension strategies with “read-aloud/think-aloud” lessons. Prompted by questions about the author’s ideas and methods, students both participate in team discussions and choose books and articles from classroom libraries for silent reading. We find that students enjoy these first-term courses and then do much better with the required high school English texts in the second term.

A few students are so far behind that they still need help in decoding common words and in combining sounds in new words. For them, we offer a “triple dose” of time, adding a literacy lab that uses tutoring and technology to address individual students’ needs.

**Teacher support**

Most high school teachers have not been well trained in reading instruction—even English instructors whose expertise is in teaching literature and writing for different audiences. We are in the middle of a major national study, sponsored by the National Institute of Child Health and Human Development and the U.S. Department of Education, on how to help English teachers teach reading.

This five-year study compares three different kinds of teacher support that have been used in Talent Development high schools. The first study condition is intensive professional development on teaching reading. English teachers have a two-day workshop at the start of the year and another two days in the middle of the year. The second condition adds curriculum materials with detailed daily lessons and selected texts. The third condition adds an expert peer coach at least weekly for each teacher, in addition to the workshops and curriculum materials. These coaches help teachers implement the instructional practices recommended for improving students’ reading skills.

This large study involves the random assignment of 54 high schools to each of these three conditions staggered over three years. After the first year, we are finding that supporting teachers with curriculum materials and coaches is beneficial: the expert coaches are proving the more important. We still need to replicate these findings and investigate how teachers’ training may condition the results.

**Reading math, science and history texts**

High school subjects require various reading approaches that students do not seem to be learning. We are beginning to work on lessons and support all high school teachers on this issue of content literacy.

We are using interdisciplinary teacher teams to improve instruction for content literacy, by providing core lessons on reading topics that can be applied differently. The lessons fall into common categories. Lessons on text recognition, for example, help students understand that a text’s organization reflects thinking in that discipline. They also help familiarize students with how print is presented with headings, illustrations, sidebars and examples they can anticipate in each subject.

Lessons on vocabulary present new word families or precise meanings of familiar words for each subject. Lessons on comprehension strategies will help students draw the core meanings from the materials.

During the study, a team of English, math, science and history teachers will meet to preview the content literacy lesson for the week. This lesson will take up 15 to 30 minutes of class on one or two days.

Teachers will present the same reading strategy, with special applications for their subjects; this reinforcement across courses should make the short reading lessons effective. Teachers are expected to overcome any initial resistance to reading instruction and gain confidence by working in teams and emphasizing common reading elements. Having students who can read and understand their textbooks means less work for these teachers.

We are seeking further grant and contract support for four new content literacy interventions, and are beginning pilot tests and evaluations with new reading lessons for interdisciplinary teams. We expect to widely disseminate the outcomes of this work next school year.

Because reading for understanding is so vital to student success in high school, the Talent Development model is providing a comprehensive literacy program to address each of the core problems. Our “double-dose” English curriculum aims to improve comprehension and fluency. Our teacher support system helps English teachers provide effective literacy instruction, and our content literacy lessons for interdisciplinary teams will spread reading improvement across all subjects.

— James McPartland

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### On the fall and winter schedule

**Third Annual Birthday Party for Baltimore Talent Development High School**

*November 17*

Glass Pavilion, Johns Hopkins University, Baltimore

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**Adolescent Literacy Study Coaches’ Fall Training**

*December 5 and 6*

Inn at the Colonnade, Baltimore

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**Content Area Meetings**

*December 6 and 7*

Baltimore

**All-Teams Meeting**

*December 8*

Radisson Hotel at Cross Keys, Baltimore
More than 250 members of the TDHS community—staff, school administrators, coaches and friends—attended the July meeting in Baltimore, and went away enthused and encouraged about the work ahead.

"It's good work that we do and it's work that is needed," said Leslie Mobray, who spoke at Saturday's Recognition Breakfast, shortly before the conference concluded. With 37 years in public education, many of them in Anne Arundel County (Md.) schools, Mobray brought the breadth of his experience and some of the "bumps" he encountered to his talk.

"The bumps will come. You cannot be discouraged; you have to be optimistic; you have to be merchants of hope," he said. "We have committed to nurturing the hopeless and left-out students."

With the theme "Building on Lessons Learned," the biennial conference began two days earlier with a similar message from keynote speaker Martin Haberman, a longtime educator and author who is a Distinguished Professor at the University of Wisconsin at Milwaukee. "For kids in poverty, success in school is a matter of life and death," he said, adding that educating these young people is not a job, it's "a life-saving business."

"What you are doing is working on the most important problem in our coun-

try," he said. Between these two calls to action, the attendees from across the country participated in training sessions, model lessons and presentations of best practices. They also heard from school and regional teams that showed what happens in real classrooms.

A one-day National Leadership Institute preceded the national conference. Talent Development High School principal Gail Awakuni from James Campbell High School in Ewa Beach, Hawaii, opened the institute with a data-rich presentation on her school's progress over the last four years. Conference participants were positive about the program and the presentations, especially those that showcased the work of school teams in the "Voices from the Field" sessions. Despite the chill in the hotel's conference rooms, most participants agreed that their welcome to Baltimore and Talent Development was warm, and their time well spent.

The next national conference is tentatively scheduled for July 9–12, 2008.
Gates invests $1.9 million in TDHS expansion

A new $1.9 million investment from the Bill & Melinda Gates Foundation will enable Talent Development High Schools to add about 110 more schools across the country by 2010, bringing the total to nearly 200.

Within the next four years, the TDHS program will expand its technical support, improve curriculum materials and instructional tools, develop new methods to strengthen program data collection and evaluation, and share its best practices for high school improvement with those outside the TDHS network.

“There is an increasing demand for solutions to the challenges faced by low-performing high schools and the students they serve,” said Nettie Legters, co-director of TDHS and a research scientist at the Center for Social Organization of Schools. “This grant will enable TDHS to grow with intention and a vigilant eye on quality and results,” she said.

This new investment will allow TDHS to carry out its multi-year strategic plan, which was developed through consultation with the Bridgespan Group and funded through an initial one-year Gates Foundation grant that TDHS received in 2004.

TDHS is working with high schools in New York City and Los Angeles through the Bill & Melinda Gates Foundation partnership grants.

“The Gates Foundation grant will help us accomplish our mission of both research and development, to follow up our studies of the major problems in public education with practical solutions we design and evaluate,” said senior director James McPartland. “With Gates’ assistance, we can expand our TDHS improvements throughout the country, and study the processes of nationwide education reform.”

Talent Development welcomes new schools

Talent Development High Schools welcomes 19 new schools in seven states, plus a new contingent of schools in the Adolescent Literacy Initiative Study for the 2006-2007 school year. Some of these schools, especially those in New York City and Los Angeles, came aboard midyear last year, but this will be their first full year as Talent Development High Schools.

Some schools are in a planning year. Some are implementing part of the model, and others are taking advantage only of specific curricula.

Here are the new schools:

**California**: Jordan High School, Los Angeles, and East Valley High, North Hollywood.

**Illinois**: Wells High, Chicago.

**Louisiana**: Zachary High, Zachary.

**Michigan**: Utica High, Romeo High, Center Line High and New Haven High, all in Macomb County.

**New Jersey**: Perth Amboy High, Perth Amboy.

**New York**: George Westinghouse High School, Franklin K. Lane High and Abraham Lincoln High, New York City; Mount Vernon High, Mount Vernon.

**North Carolina**: Currituck County High, Barco; Anson High, Wadesboro; Asheboro High, Asheboro City; Southwest Edgecombe High, Pinetops; Southeast Guilford High and Northwest Guilford High, Greensboro.

The Adolescent Literacy Study adds 23 schools in four states in this, its second full year.

They are:

**Delaware**: Cape Henlopen High, Lewes; Laurel Senior High, Laurel; and Seaford Senior High, Seaford.

**Maryland**: Aberdeen High, Aberdeen; Bel Air High, Bel Air; C. Milton Wright High, Bel Air; Edgewood High, Edgewood; Fallston High, Fallston; Harford Technical High, Bel Air; Havre de Grace High, Havre de Grace; Joppotown High, Joppa; and North Harford High, Pylesville.

**North Carolina**: Eastern Alamance, Mebane; Graham High, Graham; Southern High, Graham; Clayton High, Clayton; Smithfield-Selma Senior High, Smithfield; South Johnston High, Four Oaks; Dixon High, Holly Rich; and Southwest High, Jacksonville.

**New York**: Jefferson High, Douglass High and Franklin Finance and Economic Career High, Rochester.

Welcome all. Let us hear from you.
As retired principals of the first two Talent Development High Schools, we often reflect on the questions we asked ourselves while at the helm of Patterson and Southwestern high schools in Baltimore. Early in our tenures as instructional leaders of these two schools, we found ourselves at a critical intersection when the questions foremost on our minds were: What expectations do we have for ourselves and for our students and staffs? Should we stay the course or is it time for wholesale changes? Should we join the educational reform movement? Are we willing to take risks, and at what costs?

To our readers, the answers are obvious. We stepped out on a limb, ignored bureaucratic red tape and scoffed at any fear of reprisal. Maintaining the status quo meant poor academic performance, a high rate of student and staff absenteeism, a high dropout rate and a disconnect between the curriculum and what our students needed to function independently and compete in the “real” world.

These words of Peter M. Senge, author, lecturer and founder of the Society for Organizational Learning, encouraged us to bring about meaningful change: “For the past decade or so we have seen schools being forced to comply with a business managerial ideology that has all but crushed the common sense and creativity of innovative teachers and schools. We believe now is the time to reclaim schools as democratic learning communities based on shared values and teaching beliefs that realize the gifts and talents of all students.”

As trailblazers, we collaborated with the CSOS staff led by Director James McPartland, Nettie Legers, Robert Balfanz, Will Jordan and Ed McDill on what would prove to be a leading reform model in American public high schools. We found ourselves literally “building the plane and flying it” at the same time, but always with a clear vision and minds open to innovative ideas and a better way to reach the students, staff and community. As relentless advocates of educational reform, we refused to wallow in the semantics of school reform inertia. The time was ripe for a metamorphosis and we were up to the challenge.

Over the past 10 years, we have witnessed the evolution of the Talent Development High Schools model. Although specialized curricula had not been developed when we began and we had no cadre of facilitators and coaches, we forged ahead. The organizational reforms, such as the Ninth-Grade Success Academy and career-focused academies, gave us the self-governing schools-within-a-school concept. These changes in the organizational model, roles and responsibilities and the implementation of a rigorous and relevant curriculum brought about conflict with teachers and staff. This had to be addressed and resolved. The students were remarkably willing to accept, adopt and participate in the changes. As leaders, we grew in the ability to use shared decision making, and to delegate, collaborate and celebrate.

Today, principals who choose to implement the TDHS model face the same obstacles as we did. We commend them for their vision, courage and perseverance. High school reform remains a high-risk proposition. We are proud that school leaders across the country have selected TDHS and have realized positive changes in school climate, attendance, academic achievement and the dropout rate. School leaders have quickly recognized that data collection, a non-negotiable tenet of the model, provides statistical evidence that the reform, when implemented properly, brings success.

Specialized courses in mathematics, language arts and Freshman Seminar enhance the tools available to school leaders and staffs. Organizational and instructional facilitators provided by Johns Hopkins University and the concept of “building capacity” through coaches are indicators of the model’s growth and attention to quality instruction.

Principals across the United States have implemented the model with demonstrable success. Jose LeBron at Edison Fareira High School in Philadelphia, Debbie Schum at East St. John High School in Reserve, La., and Gail Awakuni from James Campbell High School in Ewa Beach, Hawaii, are premier examples of what strong leaders can achieve with the model. They have discovered, as we did, that the model builds leaders within their schools and creates a community of learners and an atmosphere of trust and high expectations for all.
Talent Development folks are on the move. Here are some of the recent comings and goings: Talent Development welcomes two new researchers, Ruth Curran Neild and Marcy Davis. Neild is returning to CSOS, where she was a postdoctoral fellow before becoming an assistant professor in the Graduate School of Education at the University of Pennsylvania. She will focus on high school and middle school projects, continuing to work with Bob Balfanz on the predictors of high school dropouts. She lives in Collingwood, N.J., with her husband, Steve, her son, Samuel, and their cocker spaniel. Marcy Davis is a postdoctoral fellow and a graduate student in the Department of Human Development at the University of Maryland at College Park. She will be working primarily on the adolescent literacy project and is writing a review paper on Strategic Reading practices. Her research interests include comprehension instruction, motivation and measurement. Davis successfully defended her dissertation in September. Dennis Goyette, who goes by "G," is the site-based instructional coach for mathematics in the three New York City schools; he relocated to Yonkers from Craig, Alaska, where he tutored Alaskan native students and their caregivers. He is certified in secondary math and is an experienced college-level instructor in math and computer science. G worked 18 years as a software consultant/engineer and owned his own martial arts school for six years; “I’m very eager to learn as much as possible to help teachers and students better learn mathematics,” he says. Also new in New York City are organizational facilitators Gayle Marchica and Ken Lerner. Lerner joins Talent Development after 35 years with the Philadelphia Public Schools and close ties to Talent Development for eight years, when he was assistant principal and administrator of the Ninth-Grade Success Academy at Edison-Fareira High School. Before that, he was social studies department head there. Lerner has been a frequent presenter for Talent Development at conferences around the country. New to ELA in New York is Sarah Hodge, Strategic Reading coach at Westinghouse and Lincoln high schools; after graduating from the College of the Holy Cross in Worcester, Mass., Hodge joined Teach for America and was a Strategic Reading teacher at L.B. Lancy High School in New Orleans, where “I was ecstatic to see the growth that my students achieved through the [SR] program.” After Hurricane Katrina, she worked as the enrichment director at East Harlem Village Academy in New York City last school year. In the Southeast, Queenie Sellers is a new senior instructional facilitator in eastern North Carolina. Before joining Talent Development, she worked 19 years as a teacher, curriculum facilitator and district coach. She also had careers as an auditor and footwear manager for K-Mart. “My desire is to bring literacy to the forefront of agendas across the nation,” says Sellers, who lives in Greensboro. Tracy Morrison is the new math curriculum writer, working on lessons for ALTA (Adolescents Learning and Thinking in Algebra) Lab. She taught math in two Baltimore County high schools for five years; she has a bachelor’s in biology from Bucknell and is working on her master’s in math at Morgan State. Also new in Baltimore is Diana Muskauskis, editorial coordinator for ELA curriculum development. She has a bachelor’s degree in communications media from Indiana University of Pennsylvania. As part of her degree work she was a media relations intern for the National Aquarium in Baltimore, where she also created and implemented a marketing program at the M&S Grill. Another new face in Baltimore is that of Charlene Pryseski, who as director of instruction for the Adolescent Literacy Initiative Study and Network Sites coordinates professional development for facilitators, coaches and teachers and monitors the effectiveness of the instructional model. Before joining CSOS, she was an instructional monitor for the Maryland State Department of Education; her career includes 31 years with the Anne Arundel County (Md.) Public Schools, where she was a principal, reading specialist and teacher. Guernica Williams is an ELA instructional facilitator at Baltimore Talent Development High School and the Academy for College and Career Exploration (ACCE); she is also teaching the elective journalism course this semester at BTDHS, where she is co-coordinator, with Monique (continued on p. 8)
They are here for a semester in hopes that they will do what they need to get their credits.”

ECHOES students begin school one block later than the rest of the school and remain one block later in the afternoon, until nearly 4 p.m. Students who are trying to recover more credits than is possible in the four-class day can stay even later to make up additional credits.

Hull differentiates between credit completion and credit recovery. Completion means doing the work needed to bring an existing failing grade up to passing—retaking a final exam, for example, or spending more time on specific assignments. Recovery involves retaking the failed course or a substitute.

For about five years East St. John has had its Twilight School because it does not allow students to retake courses they fail during regular school hours. The “school” is actually a period two hours and 15 minutes long, added to the regular school day. It offers Twilight versions of “core courses mainly from ninth and 10th grades.” This term, for instance, there are four sections of Algebra I with about 20 students each. The courses run four days a week for six to eight weeks; they are usually offered twice a school year, Gomez said.

Baltimore Talent Development High School is taking a new approach to credit recovery this year, beginning with the school’s 11th-graders. Students who lack credits are using the computer program STARS (Student Testing, Assessment and Remedial System) adopted by the Baltimore City Public Schools. The online courses are available for several courses in math, English, social studies and science.

The students meet with a teacher to complete the lessons they need, as determined by a lengthy pre-assessment. The program costs each student $50; students will use same school time, and some after-school time, to work on the credits they need. About 25 students are enrolled so far this semester, though more than 40 11th-graders still lack credits, said John Snoddy, the school’s guidance counselor.

He is impressed with the rigor of the STARS courses and considers it important to impress upon students the need to work hard on the credits they lack.

The block schedule, common to Talent Development schools, allows students who are successful in recovering or completing courses during the first semester of 10th or 11th grade to stay on track with their class to graduation. Though this does not work for all students, it is an advantage that Talent Development High schools have over those with traditional schedules.

— Mary Maushard

### Network News

**Strawberry Mansion High School** in Philadelphia made Adequate Yearly Progress (AYP), meeting 13 out of 13 measures of school performance. Its graduation rate, 74.49 percent for 2005-2006, up from 62.4 percent the previous year, almost doubled in the years Talent Development has been part of the school. Among the other measures contributing to AYP: math scores, which show 52.2 percent of the students tested proficient, topping this year’s target by more than 7 percentage points. In Reading, 44.6 percent of the students tested proficient. Although this fell short of the state target of 54 percent, it did show at least a 10 percent drop in the number of students below proficient—gaining the school “Safe Harbor” status, which counts toward the AYP... In North Carolina, two Talent Development High Schools achieve “high growth” ratings in that state’s ABCs 2006 Accountability Report. **Douglas Byrd High School** in Cumberland County and **High Point Central High** in Guilford County achieved change ratios of 1.68 and 2.51, respectively; these compare the number of students meeting the school’s individual growth standard to those who do not. In addition, 52.9 percent of the students at Byrd scored at or above grade level as did 61.1 percent of High Point Central’s students... In its fourth year, the 2006 **TDHS Climate and Instruction Survey** drew its largest response ever, topping 20,000 responses for the first time last spring. More than 20,000 students and 1,300 teachers in 50 TDHS schools in 23 districts and 15 states completed the survey. The response rate by school was 77 percent, with 50 of the 65 invited schools participating in the surveys... Their motto, “Home of the Stars,” has new meaning for the students at **Baltimore Talent Development High School** since the school was featured in a cover story in USA Today on Sept. 28. The positive story about BTSD’s efforts to keep students in school and prepare them for college and work brought more media attention, from NBC Nightly News, Fox 5 in Washington, D.C., Tony Brown’s Journal and numerous radio stations around the country. Short videos are still available on the USA Today Web site.
Three schools field test

11th-grade English transition course

The 11th-grade double-dose course in English language arts, College Prep Reading and Writing (CPRW), is being field-tested in three schools this fall. Teachers and students at Bridgeton (N.J.) High School, Baltimore Talent Development High School and the Academy for College and Career Exploration, also in Baltimore, are trying out the course, which is designed to build the skills that universities and professional groups indicate need more attention before students get to college or the workplace.

In this project-based course, students focus not only on reading, but also on creating a portfolio showing their progress in eight skill areas, while engaging in authentic assessments such as completing resumes and college applications, making persuasive speeches and debating. Through these and other activities, students are putting to work the critical thinking and analytical skills they are learning. The students are challenged daily with current events readings to help them connect to the world around them. They use their increasing background knowledge to relate to nonfiction essays from a broad range of disciplines and political points of view. Students are encouraged to develop their own opinions about the essays they read and to support their arguments in essays and class presentations.

Last year, Mary Beth Galex at Bridgeton High taught CPRW as a pilot. She had such success with those students in her pilot class that she participated in the sessions about CPRW at the national conference. Galex had a particular challenge, as she was teaching students who had not had the ninth—or 10th—grade TDHS intervention courses. Still, the students quickly learned the routine, and Galex and her students reported seeing gains in reading, critical thinking and writing abilities. Students reported that the course helped them “think about what goes on in the world” as well as “read a little deeper.”

With additional teachers and students trying out the curriculum this year, course developer Helen DeVinney is eager to receive feedback on making the course as helpful as possible to teachers and schools that want their students prepared for college and career paths. Guernica Williams is coaching the two new 11th-grade teachers at BTDHS. Both she and DeVinney are hopeful that the Baltimore students will make the same kind of gains as those at Bridgeton.

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(Focus on People...from p.6)

Cox, of the College Preparatory Experience for juniors. She is also an actress, having graduated from the American Academy of Fine Arts in New York City, after receiving her bachelor’s degree at Howard University. “I am trying to decide if I will finish my master’s in adult learning or am I going to pursue a degree in writing. I want to do it all.”

■ On the move: Melissa Loftus has moved from North Carolina to join the Charles Street Gang as an organizational facilitator assigned to the Adolescent Literacy Initiative Study.

■ Doug Elmer is the new Midwestern regional manager with responsibility for schools in Illinois, Michigan, Arkansas and Kansas City, Mo., his home base.

■ Van Robinson moved to Chicago in August to become the field manager in Chicago, replacing Greg Ekey, who will stay with Talent Development as a consultant while returning to graduate school.

■ Liz Montag, technology coordinator, joined the team developing Accelerating Literacy for Adolescents (ALFA) Lab after moving to Maryland from Kansas City, where she helped pilot the ALFA Lab.

■ Rachel Wooten Nichols has become a full-time ELA instructional facilitator assigned to Chicago and New York, as her schedule permits, as well as Philadelphia, her previous part-time post.

■ Goodbyes: TDHS bid goodbye to Tony Gerdes, facilitator for Freshman Seminar, in September; he has taken a position in four Cecil County (Md.) schools with the Maryland Council on Inclusive Education.

■ Royce Wallace, a facilitator in New York City schools, also resigned over the summer to take another position.