

Hawk's Nest

by: Nannette M. Mills

Adolescents who are fully literate know and use reading, writing, listening, speaking, and thinking strategies to learn and can demonstrate and communicate that learning to others who need to know and can transfer their learning to new situations.

The above definition of adolescent literacy is the heart of Hodgdon High School's plan for student success. The administration and teachers at Hodgdon High School are part of an exciting leadership model for improving adolescent literacy. This model is being provided by the Public Consulting Group's Center for Resource Management's School-Wide Program for Improving Reading and Learning (SPIRAL) which supports middle and high school educators to systemically address improving adolescent literacy.

Julie Meltzer, Ph.D., the director of the Adolescent Literacy Project at the LAB at Brown University, author of Adolescent Literacy Resources: Linking Research and Practice, has been working closely with teachers at HHS to effectively apply promising research-based practices to support the literacy development and learning needs of adolescents.

Teachers are engaging students in literacy tasks that are meaningful and purposeful, providing instruction, modeling, and guided practice of literacy support strategies in context which is improving student confidence, competence, and efficacy.

Visit Hodgdon High School's web page at www.msad70.net to learn more about the exciting learning experiences and opportunities for all students at HHS.