Read to be Ready Coaching Network

Winter Convening

Module 5: Supporting the Application of Learning

Objectives

- Articulate the importance of supporting the transfer of new learning to the classroom

- Differentiate the supports provided to teachers during the apply phase

- Plan for the look-fors and evidence that will be collected during a model, co-teach, or observation of shared reading

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Table Talk

- Consider your recent learning on shared reading.
- Using the Professional Learning Planning Guide, discuss with your table partners how you will begin to plan for the professional learning you will deliver to teachers.
  - How will you decide on the topics for professional learning?
  - How will you decide on the structure you will use to deliver professional learning?
  - What are some of the actions you took to plan for professional learning on interactive read aloud that you want to do again?
  - What are some of the pitfalls you learned when planning for and delivering professional learning on interactive read aloud that you want to avoid?

Group Discussion

- How might you use this planning guide as you begin to plan learning sessions for shared reading?

- Where is there overlap between the knowledge and skills needed to plan shared reading lessons and the knowledge and skills needed to plan interactive read alouds?

The Coaching Cycle
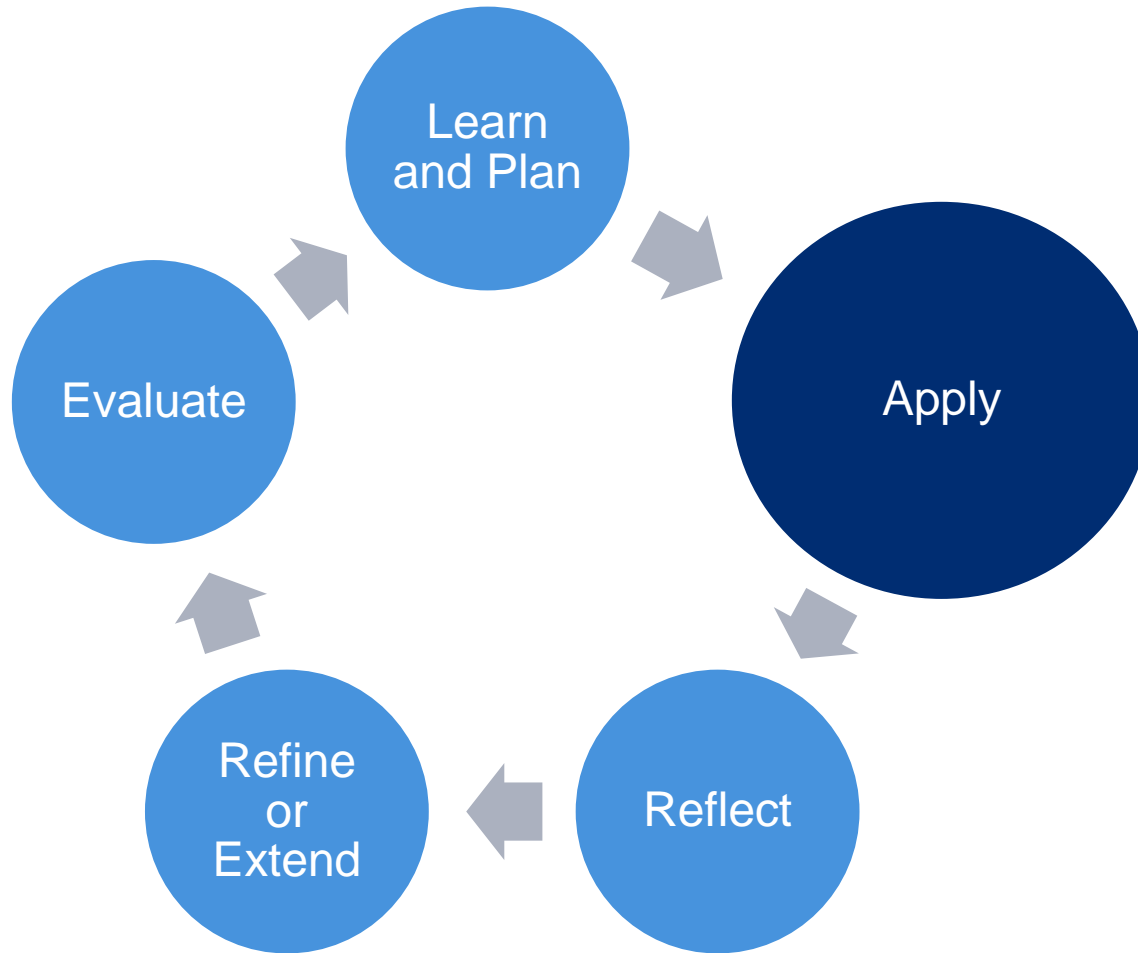
Supporting Transfer

Modeling

- Demonstration lessons that are conducted in the classroom of the teacher
- The opportunity for the **teacher to observe** the practice in another teacher's classroom
- Preplanned look-fors in both teacher practice and student outcomes

Co-Teaching

- Preplanned for delivery of the lesson as a team
- The **teacher and the coach both have roles in the delivery and/or observation** of the instruction
- Preplanned look-fors in both teacher practice and student outcomes

Observing

- **Coach observes** the teacher
- Preplanned look-fors in both teacher practice and student outcomes

Why support classroom transfer?

- Read the research quotes in your manual.
- Highlight words or phrases that stand out to you.
- Share with a shoulder partner what resonates with you when you consider your teachers and students in connection to these quotes.
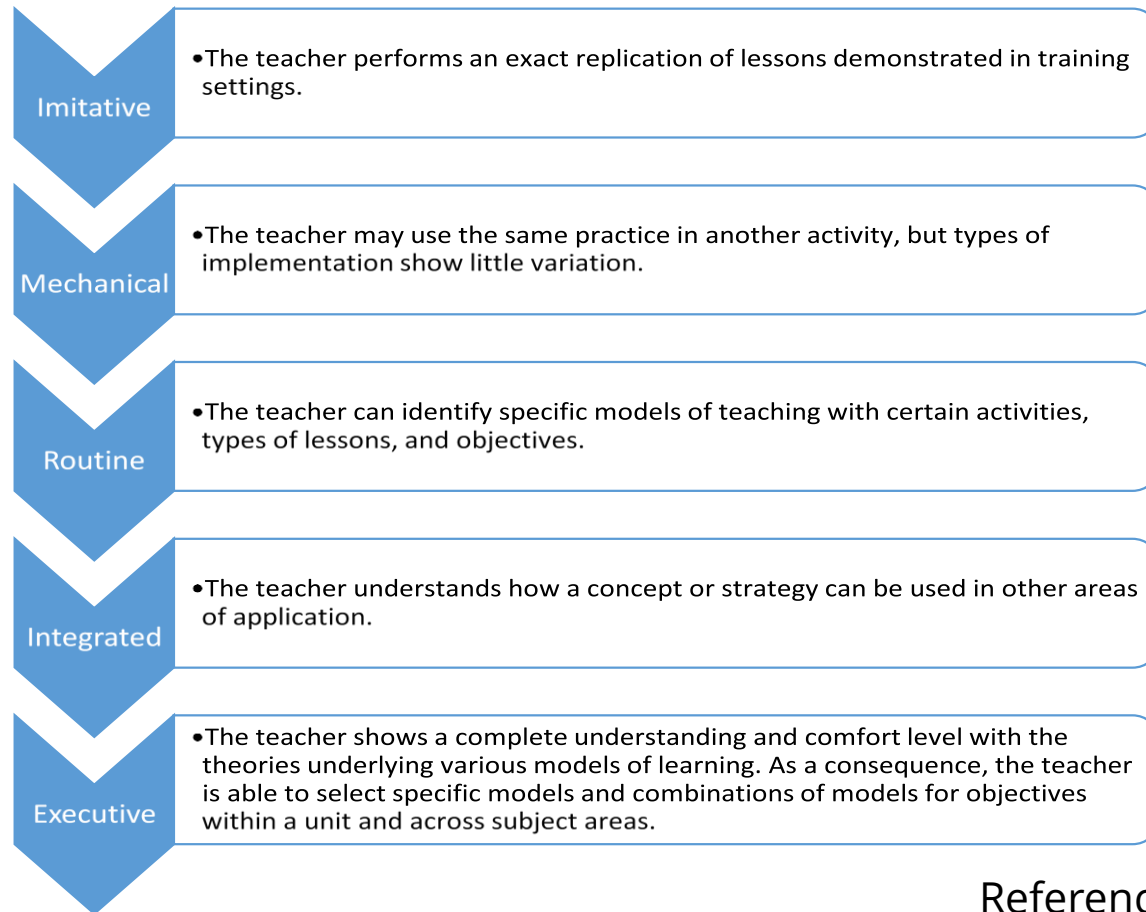
Professional Learning Connection

- Specific, goal-oriented plans are made for on-going support of participants that are differentiated and scaffolded to meet all individual and group learning needs.

- Opportunities for constructive feedback and reflection are utilized by all participants and planned for both within the learning session and through ongoing job-embedded support.

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Differentiating Support

Levels of Transfer (Joyce & Showers, 2002)

Imitative
- The teacher performs an exact replication of lessons demonstrated in training settings.

Mechanical
- The teacher may use the same practice in another activity, but types of implementation show little variation.

Routine
- The teacher can identify specific models of teaching with certain activities, types of lessons, and objectives.

Integrated
- The teacher understands how a concept or strategy can be used in other areas of application.

Executive
- The teacher shows a complete understanding and comfort level with the theories underlying various models of learning. As a consequence, the teacher is able to select specific models and combinations of models for objectives within a unit and across subject areas.

Referenced in Moran, 2007

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Three Ways to Differentiate by Process

Modeling

- Demonstration lessons that are conducted in the classroom of the teacher
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Components of an Effective Model

Attention

- Provide look-fors
- Provide a graphic organizer
- Ensure the expectations for observation of the model are clear

Retention

- Reflect on the model
- Provide additional support in planning the next lesson

Reproduction

- During reflection make a clear call to action
- Provide support in implementation

Motivation

- Highlight student outcomes
- Ground reflection in the changes for students

—Bandura, 1977

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Co-teaching

- Read about the three types of co-teaching, then discuss with a shoulder partner:
  - How might you know when to use the different forms of co-teaching?

  - Why is co-teaching an effective way to support the transfer of practices to the classroom?
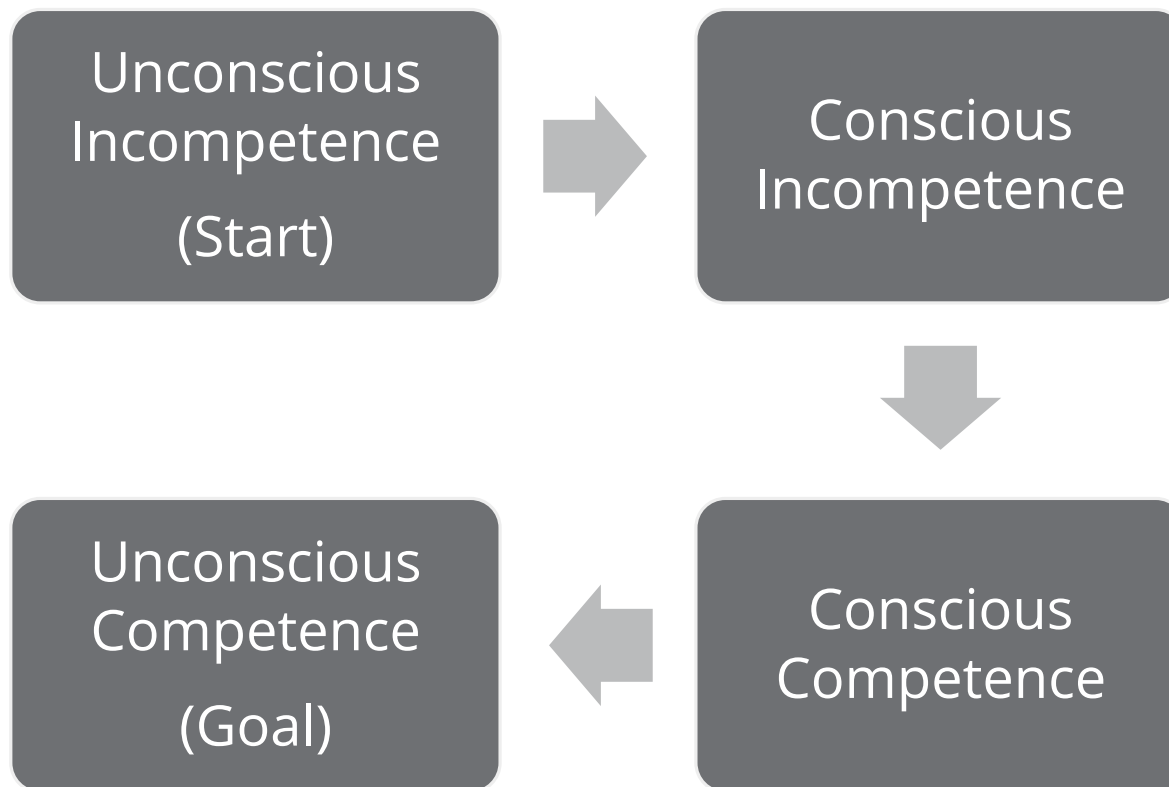
Observations

- How do we ensure that our observations of practice are supportive for teachers?

- What role does establishing look-fors and evidence prior to an observation have in developing and maintaining teacher trust?

Video

- Watch a video of a coach utilizing co-teaching for a shared reading lesson. As you watch, reflect on the questions listed in your manual.

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Understanding Your Teachers

Unconscious Incompetence (Start) → Conscious Incompetence

Conscious Incompetence → Conscious Competence

Conscious Competence → Unconscious Competence (Goal)

—Adams, 2016
Accessed at www.gordantraining.com

Planning Look-fors and Evidence Collection

- Read and highlight the words that stand out to you in the two quotes.

- Then independently answer the two discussion questions on the bottom of the page.

- **Stand Up Hand Up Pair Up** – Share your answers with someone whom you have not spoken with today.
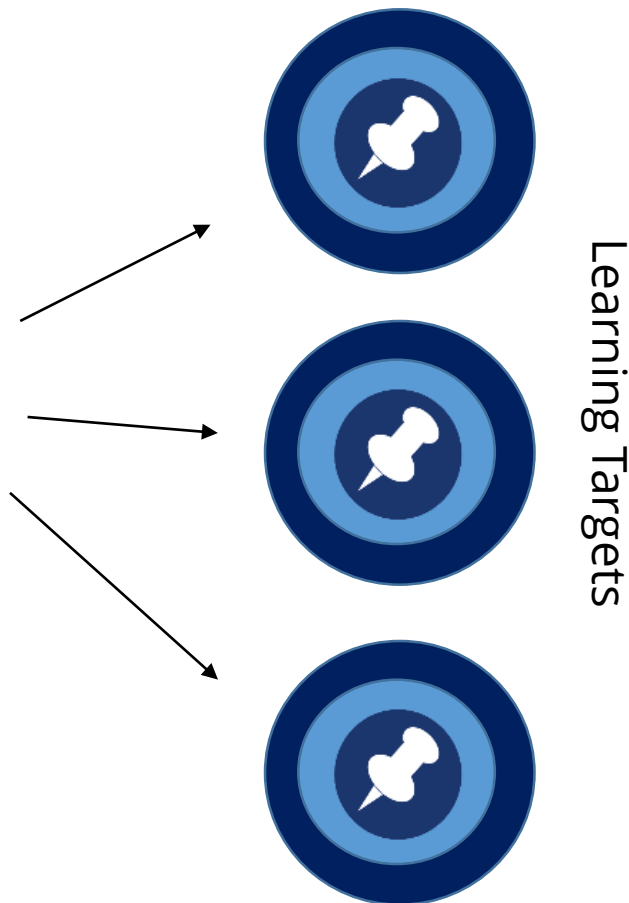
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Connection to Formative Assessment

Formative Assessment

- **Assessment during learning**
- **Assessment for learning**

Enduring understanding or a standards-aligned unit topic/theme

Learning Targets

Assessment Methods

Evidence Collection Planning

Enduring Understanding			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Assessment Method	Assessment Method	Assessment Method	Assessment Method

—Chappuis, Stiggins, Chappuis, & Arter, 2012

Practice Evidence Collection Planning

Enduring Understanding			
Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets
Assessment Method	Assessment Method	Assessment Method	Assessment Method

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Evidence Collection

- What decisions will need to be predetermined before entering the apply phase?

- Why is it important for the coach and teacher to know what evidence will be collected?

Integrating the Instructional Outcomes within the Unit

Unit Text Set

DEMONSTRATION (Teacher Modeling)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
Accessing complex texts through interactive read alouds Teaching foundational skills through reading and writing	Accessing on-grade level texts through shared reading Teaching foundational skills through reading and writing	Guided reading and instructional-level texts Teaching foundational skills through reading and writing	Independent reading and reading conferences Teaching foundational skills through reading and writing

Responding to texts through interactive speaking and writing activities

Routman, 2004

MAKING MEANING FROM TEXT

Rich Tier I Core

Unit of Learning → Unit of Learning → Unit of Learning

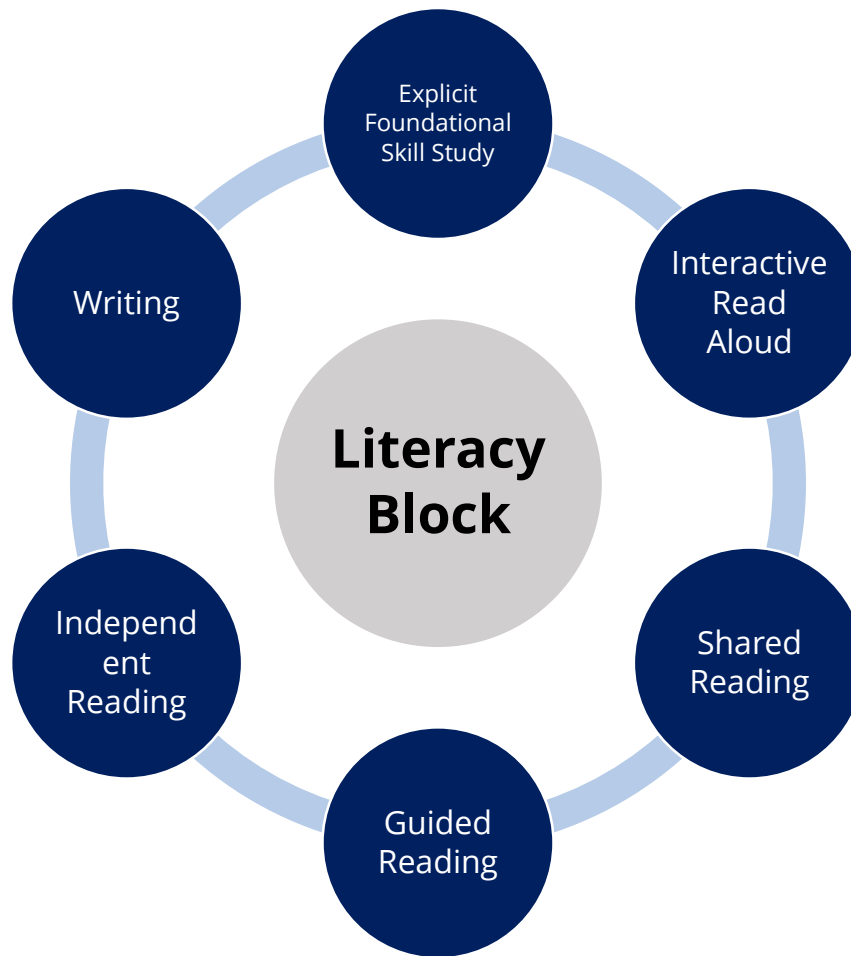Lesson → Lesson → Lesson → Lesson → Rich, Authentic Task

Lesson → Lesson → Lesson → Rich, Authentic Task

Lesson → Lesson → Lesson → Lesson → Rich, Authentic Task

Adapted from McTighe, 2013

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MAKING MEANING FROM TEXT

Access to Text   **Effective Instruction**   **Learning Environment**

Rich Tier I Core →

Unit of Learning → **Unit of Learning** → **Unit of Learning** →

Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task**

Lesson → Lesson → Lesson → **Rich, Authentic Task**

Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task**

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Literacy Block

Explicit Foundational Skill Study

Interactive Read Aloud

Writing

Literacy Block

Shared Reading

Independent Reading

Guided Reading

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Reflection

- How has the information provided in the last two days connected to the goals you set for yourself and your learning?

- What is your biggest takeaway from this training?

- What are your next steps as you go back to your school and district?

Ticket out the Door