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
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

- Learn and Plan
- Evaluate
- Refine or Extend
- Reflect
- Apply
- or Extend
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.
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.
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
Three Ways to Differentiate by Process

**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
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
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?
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.
Understanding Your Teachers

Unconscious Incompetence (Start) → Conscious Incompetence

Unconscious Competence (Goal) ← Conscious Competence

—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.
Connection to Formative Assessment

Formative Assessment

- Assessment during learning
- Assessment for learning
Enduring understanding or a standards-aligned unit topic/theme
### Evidence Collection Planning

#### Enduring Understanding

<table>
<thead>
<tr>
<th>Knowledge Targets</th>
<th>Reasoning Targets</th>
<th>Skill Targets</th>
<th>Product Targets</th>
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—Chappuis, Stiggins, Chappuis, & Arter, 2012
## Practice Evidence Collection Planning

### Enduring Understanding

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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

<table>
<thead>
<tr>
<th>DEMONSTRATION (Teacher Modeling)</th>
<th>SHARED DEMONSTRATION (Joint Practice)</th>
<th>GUIDED PRACTICE (Student Practices Under Teacher Guidance)</th>
<th>INDEPENDENT PRACTICE (Independent Use)</th>
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</thead>
<tbody>
<tr>
<td>Accessing complex texts through interactive read alouds</td>
<td>Accessing on-grade level texts through shared reading</td>
<td>Guided reading and instructional-level texts</td>
<td>Independent reading and reading conferences</td>
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<tr>
<td>Teaching foundational skills through reading and writing</td>
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Responding to texts through interactive speaking and writing activities

Routman, 2004
How does it all fit in Tier I so we don’t silo?

MAKING MEANING FROM TEXT

Rich Tier I Core

Unit of Learning

Unit of Learning

Unit of Learning

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

Rich, Authentic Task

Rich, Authentic Task

Adapted from McTighe, 2013
How does it all fit in Tier I so we don't silo?

**MAKING MEANING FROM TEXT**

Access to Text  Effective Instruction  Learning Environment

Rich Tier I Core

Unit of Learning


Adapted from McTighe, 2013
Literacy Block

- Explicit Foundational Skill Study
- Interactive Read Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Writing
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