

Key Question 3



**Key Question 3: What do I Need  
to Support My Teachers'  
Capacity to Build Ready  
Literacy Classrooms?**

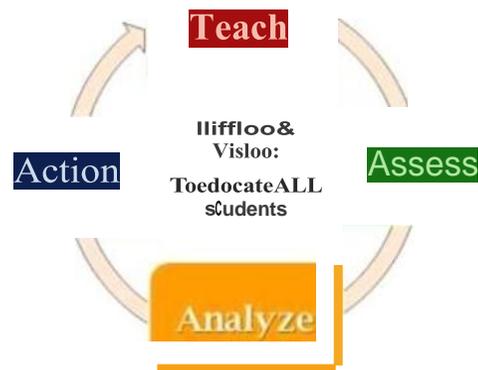
## The Cycle of Assessment:

**Teach:** Does the instruction and the tasks align to the identified learning target(s)?

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II

# Formative Assessment

## Formative Assessment (for learning)

Formal and Informal processes teachers and students use to gather evidence for the purpose of Improving learning. •

### *Difference - PURPOSE*

## Summative Assessment (of learning)

Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. •

II

## Writing is...

Writing is not simply a way for students  
to *demonstrate* what they know.

It is a way to help them *understand* what  
they know. At its best, writing is learning."

National Commission on Writing in America's Schools and Colleges (2003)



## Writing is part of learning

Writing across the curriculum focuses on a student's ability to **focus** in on specific subject matter understanding and synthesize their understanding for the purpose of explaining and sharing this knowledge.

**(S)** Grammar is not the concentration of a content area teacher's writing. Instead, the teacher will be guiding students towards competency and mastery of content material.

After a content teacher measures student content knowledge and determines appropriate vocabulary usage, the ELA teacher can help students attend to language needs including grammar. **iii.**

## All teachers should use writing

**All faculty members should include writing as part of meaning making experiences within their learning process.**

- Writing is a learning tool to be used in all areas and is not reserved for ELA teachers only.

No specialized **writing** training is required to read student writing and check for correct content.

II

## Writing practice improves communication of learning

**Effective writing skills develop through frequent writing opportunities across all content areas.**

By utilizing literacy strategies such as writing in **EVERY** content area 15-20 minutes a few times each week, students increase reading levels and significantly improve performance on content area standardized testing.

**(S)** Writing is not a unit or an isolated activity. It is woven into the fabric of instruction.

**II**

## Why Write?

- A study from the National Commission on Writing says that two-thirds of salaried workers have jobs that require extensive writing.

Report of the National Commission on Writing for America's Families, Schools, and Colleges, College Board, p.3.

- Writing matters in EVERY job no matter the level or industry, and the skills your students graduate with will affect their employability for the rest of their lives.

II

## Writing as Expression of Understanding

- Writing is an opportunity for students to share content knowledge and clarify learning points.
- Writing is a powerful assessment tool for all areas.



**Writing is a general skill that should be incorporated into all academic content.**

**II**

## Writing is a measure of learning

- By writing, students are "Putting it all together", so our teachers need to have students write and write often.
- Writing becomes a **formative assessment** tool.

II

## So how does writing become a formative assessment tool?

- Can writing identify gaps in learning?
- Can writing provide information to assist in effective grouping?
- Can writing identify how much time to allocate to specific objectives?
- Can writing determine which concepts need to be re-taught?
- Can writing identify if students need additional or alternative materials?

II

## Written Expression as a Demonstration of Skill Knowledge

Research shows...

- If teachers use literacy strategies in the content area 15-20 minutes (a couple of times each week), students increase reading levels and significantly improve performance on content area standardized testing.
- Writing clarifies learning points of content area inquiry lessons.

II

## Connecting to the TEAM Rubric (Literacy)

Indicators	Descriptors (Level 5- Significantly Above Expectation)
<b>Assessment (Planning)</b>	Assessment Plans: <ul style="list-style-type: none"> <li>• are <b>aligned</b> with state content standards;</li> <li>• have clear measurement criteria;</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test);</li> <li>• require extended <b>written tasks</b>;</li> </ul>
<b>Student Work (Planning)</b>	Assignments require students to: <ul style="list-style-type: none"> <li>• <b>organize, interpret, analyze, synthesize, and evaluate</b> information rather than reproduce it;</li> <li>• draw conclusions, make generalizations, and <b>produce arguments that are supported through extended writing</b>; and</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>



[TEAM Rubric](#)

[TEAM Administrator Rubric](#)

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II

# Types of Analyses

## Specific Analysis

What does the student work show that the students know?

What does the student work show that the students do not know?

What are the students thinking?

What gaps exist in the students' thinking?

What are the implications of this work for instruction?

## Global Analysis

How well did my class do as a whole?

What are the strengths and weaknesses in the standards?

Who are strong and weak students?

What do our TVAAS reports say about our students?

Who should be in tier 2 or tier 3 intervention?



## **Student Work in PLCs**

- How can students' written work provide rich PLC conversations?
- What kind of data does written expression provide?
- How can written expression student samples help teachers make actionable plans from PLC meetings?



## Bridge to Practice

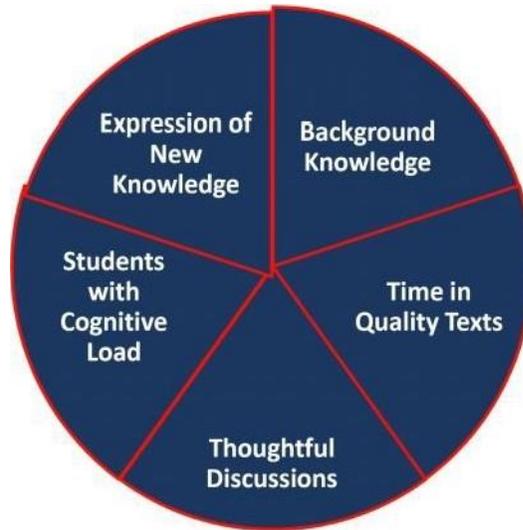
- You were to bring five pieces of student literacy work that exemplify weak and strong alignment to the standards.
- As you examine these examples of student work, think:
  - I want to see MORE OF THIS -
  - I want to see LESS OF THIS - **(S)**

III.

## Bridge to Practice

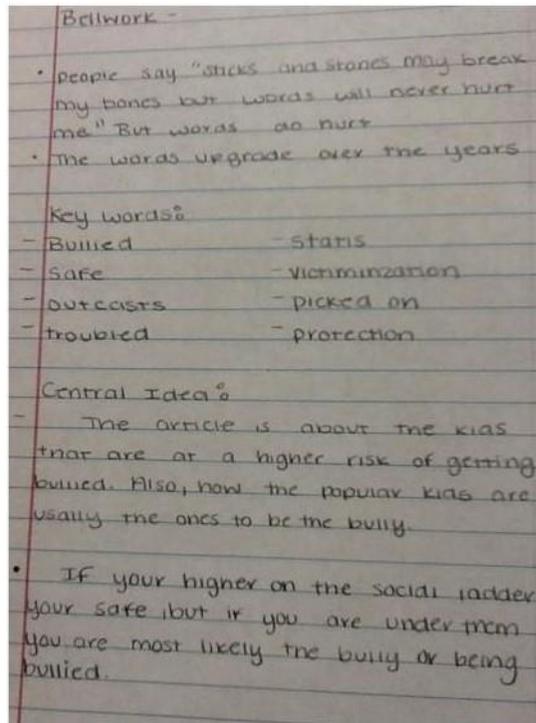
Let's look at two examples together.

- Think about the new learning that should be expressed in the written expression.
- Remember the elements that happened in a strong lesson and how significant the student's analysis of text should show in their writing



III

# Evidence of Literacy Practices



II

# Evidence of Literacy Practices

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1st p

1. The two precocious children often had to be separated.

2. The clouds were accumulating over the city.

3. While trying to get the girl's anxiety to subside, the doctor tripped and fell.

4. The therapist didn't seem very receptive.

5. The girl was crestfallen after failing her driving test.

6. The dog cowered in the corner during the thunderstorm.

7. The lunch they gave the students was meager due to the food shortage.

8. The teacher scaffolded when the trouble-maker student said he would try to get all A's.

9. His boss constantly made derogatory statements about the girls in the office.

10. The classroom was full of decision even the good students made fun of each other.

Bar

Many precocious men accumulated in the bar. The bar owner tried to get the tension subside by offering everyone one free drink. This technique was very receptive because no one was vented by the thought of free eggs created out of the

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AOW  
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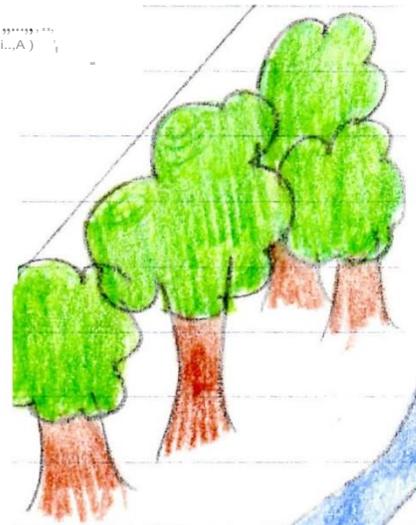
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learn about



Jesús Rivas studies green anacondas in the Amazon practically every day so he can learn more about them.

Madison Haddock

## If **people** received **an award** for every single thing **they...**

If people received an award for every single thing they did, how would that affect them when they are older? Would the trophies become less, or maybe they would eventually expect an award for doing what's required. Giving or not giving everyone a trophy both have their own benefits. However, not giving everyone a trophy will be better for children.

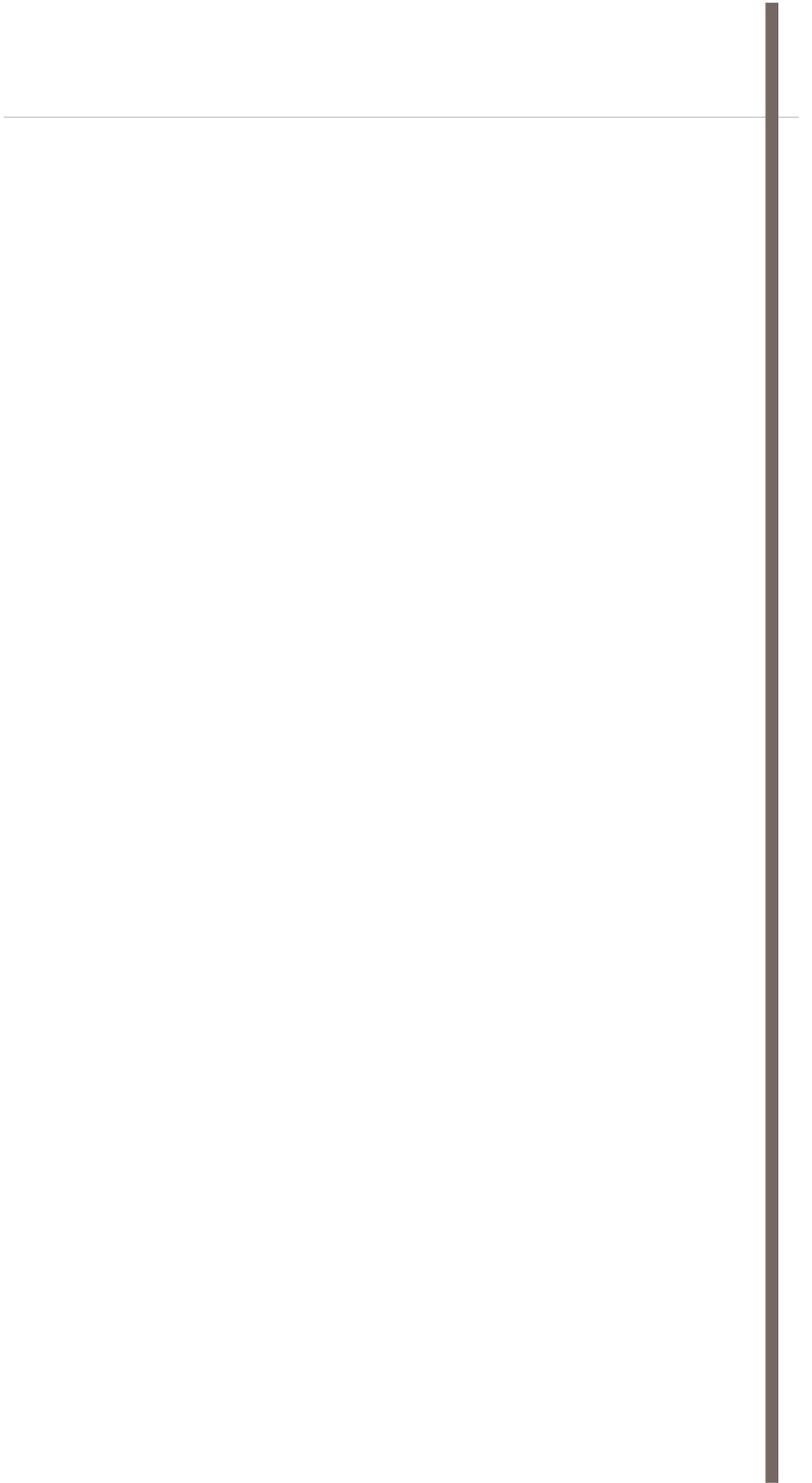
One reason everyone should not get a trophy is because trophies will lose meaning. In the article "Too Many Trophies," it states, "We need to examine the causes of their devaluation more closely, so that awards will still be meaningful." In Tarshis's article, she also wrote, "Both Coffin and Anthony point out that trophies can lose their meaning when everyone gets one." Both quotes prove that if a person has so many trophies because they always get one, even if they just participated, the trophy will lose its value. As a result, everyone should not receive a trophy because a surplus of trophies can cause their meaning to a person to decline.

To add on, people shouldn't get a trophy for doing what is necessary. According to the text, "In life, most people are not rewarded for doing what's required." This evidence proves that people should be motivated to get a trophy by doing their absolute best, not just showing up. All in all, people should only receive a trophy for doing their best, not just for participating.

On the other hand, some people think everyone deserves a trophy. Although trophies encourage adolescents to continue playing, only giving some players a trophy will encourage the others to strive to be number one by working harder. In addition, Tarshis states, "Coffin argues that trophies are not an effective way for coaches to motivate players." This evidence shows that small acts of appreciation from the coach can be as rewarding as giving everyone a trophy. This is why giving everyone a trophy is worse than if you didn't.

In conclusion, not giving everyone a trophy is better than the opposing point of view. In the article, "Should Everyone Get a Trophy?" Tarshis writes that everyone doesn't get a trophy for doing what they have to. In life, people need to know that they have to work hard for a reward. They shouldn't think they deserve anything if they did not put any effort in. When coaches give their whole team a trophy, those who didn't work hard could think they did just because they received an award. Giving and not giving everyone a trophy are both good in their own ways, however, not giving everyone a trophy has strong and lasting effects.

Overall, you did such a good job. You have good evidence that is



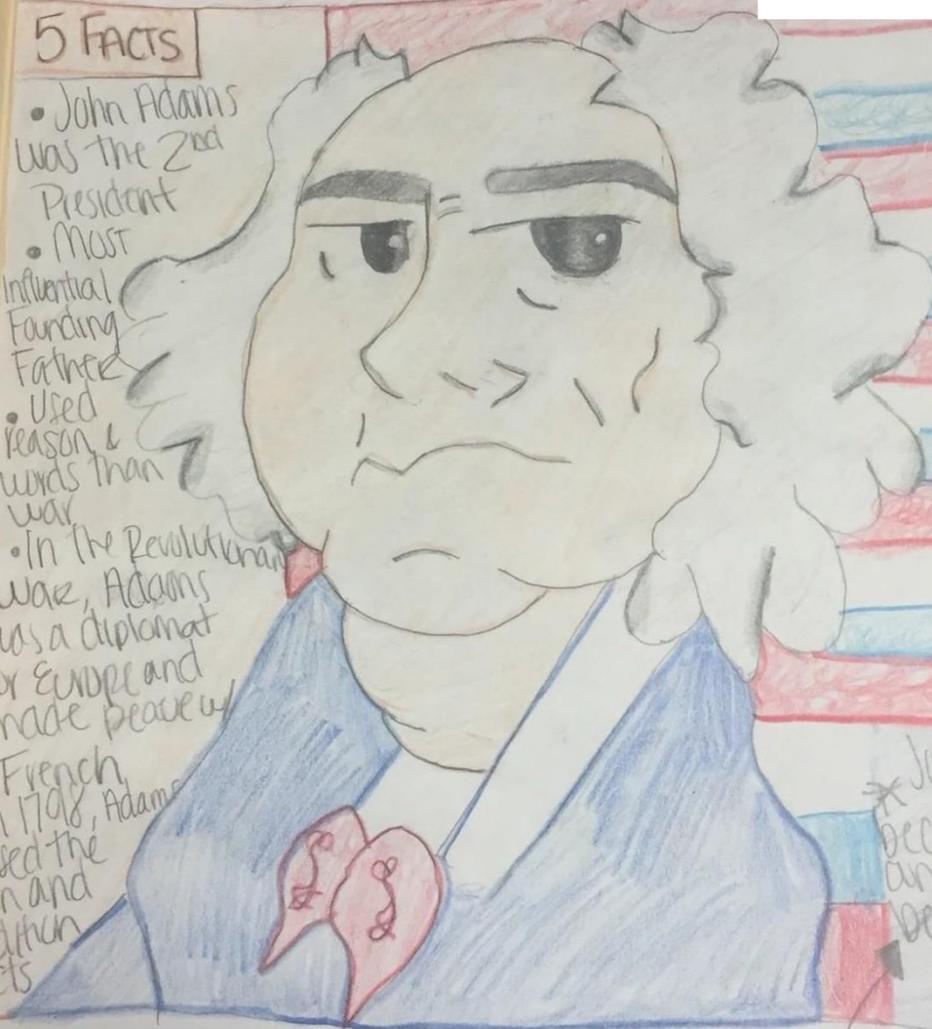




# JOHN ADAMS S

## 5 FACTS

- John Adams was the 2nd President
- Most Influential Founding Father
- Used reason & words than war
- In the Revolutionary War, Adams was a diplomat for Europe and made peace w/ French
- In 1798, Adams passed the Alien and Sedition Acts



\* John Adams became unpopular and citizens became angry/mad at him.

## FOREIGN ISSUES

- \* The XYZ Affair was when 3 diplomats (X, Y, & Z) from France tried to bribe the 3 US diplomats to pay money for ships
- \* The Alien Acts made everyone who was foreign back to the United States and the Sedition Act (against the 1st Amendment, Speech & Press)

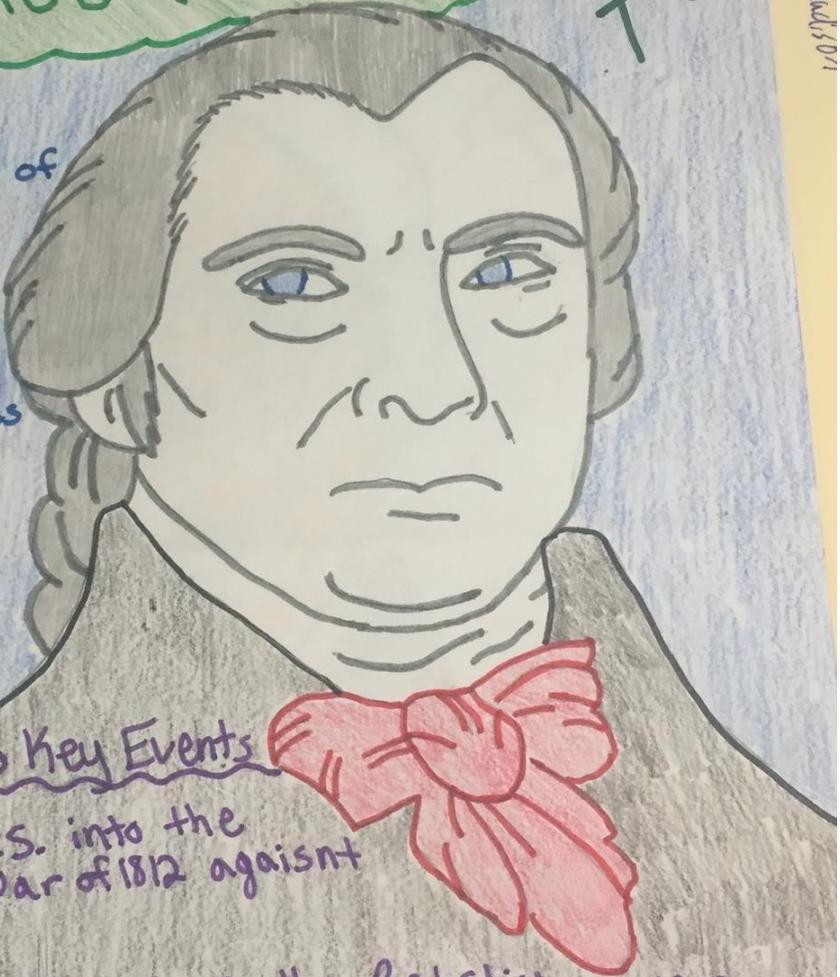
# James Madison

## 5 fun facts

- Born in 1751
- 4<sup>th</sup> president of the United States
- Known as the "Father of the Constitution"
- Montpelier was the home of President James Madison
- Died in 1836

## 3 Key Events

- Led the U.S. into the controversial War of 1812 against Great Britain.
- The Creek War was where the Redsticks were attacking U.S. settlers and this is when Tecumseh was killed in action.
- British invade Washington, D.C. and they also try to burn it down, but unsuccessful. Also, try to capture Baltimore, but too much cannon fire. The attempt of capturing Baltimore is when the "Star Spangled Banner" was written.





# Ice Cream

◦ Aided in Jefferson realizing (remembering) that he is human and that a boy  
 EX: Man → corn  
 Human → ice cream } Desires  
 - asks for portion of ice cream in the beginning, but in the end he received a bowl  
 \* S & comes from ice cream truck (memory from Jefferson)

A common good  
 and good between Jefferson  
 and S & when S & says  
 that he wants to buy some  
 for his son and his wife  
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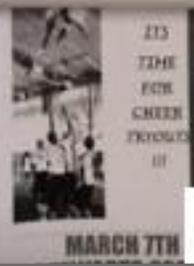
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## A Lesson Before Dying

By Ernest J. Gaines

Significance Analysis of  
 Novel Elements

## Bridge To Practice - Group Work

- Look at some of the sample texts you brought with you or look at some of the samples available in the digital resources.
- Work with some of your colleagues at your table to assess the literacy practices evidenced by the student work.

III.

# Literacy Practices In Action



III

<b>More of +</b>	<b>Less of -</b>

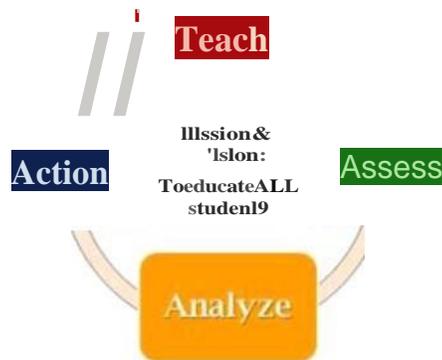
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## Scaffolding

The term *scaffold* , as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process "that enables a child or novice to solve a task or achieve a goal that would be beyond **his Unassisted efforts.**"\_Guided

Instruction-Fisher and Frey, 2010



Image retrieved from <http://serc.carleton.edu/details/images/765.html>



# Effective Use of the Gradual Release of Responsibility Model

By

**Dr. Douglas Fisher**

*Professor of Language and Literacy Education  
San Diego State University*

Evidence on effective instruction is accumulating at an amazing rate. We know that all learners need purposeful instruction in reading skills and strategies, motivation to read, access to a wide variety of texts, and authentic opportunities to read and write both inside and outside of school (Farstrup & Samuels, 2002; Fink & Samuels, 2008). We also know that students need to develop their expertise in all aspects of reading and writing, including oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension (Frey & Fisher, 2006). And we also know that the skills of the teacher, and how the teacher uses valuable instructional time, matters.

This evidence on effective literacy teaching, which includes small group instruction, differentiation, and a response to intervention, presents a challenge for many teachers and schools. Clearly, whole-class instruction will not work to improve the literacy achievement of our children. To be effective, teachers have engaged students in purposeful instruction designed to meet the needs of individual and smaller groups of students.



## **The Gradual Release of Responsibility Model**

A common way that teachers can do this is to use a gradual release of responsibility model (Pearson & Gallagher, 1983). The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211). This gradual release

may occur over a day, a week, a month, or a year. Stated another way, the gradual release of responsibility “... emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005).

The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

## Components of the Gradual Release of Responsibility Model

As delineated in the visual representation in Figure 1 (Fisher & Frey, 2008), there are four interactive (or interrelated) components of a gradual release of responsibility model:

- **Focus Lessons.** This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers and opportunity to build and/or activate background knowledge.

- **Guided Instruction.** During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.

- **Collaborative Learning.** To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation.

- **Independent work.** As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

## How is the Gradual Release of Responsibility Used?

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success.

Implementing the gradual release of responsibility model requires time. Instructional planning can consume hours of a teacher's time. As teachers, we have to plan for a diverse group of learners, students learning English, students who find reading easy and those who struggle, and students who need strategic intervention to be successful. As part of a gradual

release of responsibility model, curriculum must be vertically aligned. Our students do not have time to waste on skills and strategies they have already mastered. Similarly, without strong vertical alignment as part of the gradual release of responsibility model, skills can be missed.

## What is vertical alignment?

Vertical alignment is both a process and an outcome, the result of which is a comprehensive curriculum that provides learners with a coherent sequence of content. Vertical alignment ensures that content standards and reading skills and strategies are introduced, reinforced, and assessed. Vertical alignment guarantees

**“As part of a gradual release of responsibility model, curriculum must be vertically aligned.”**

that instruction is targeted on the intersection between student needs and content standards. In curricula with strong vertical alignment, content redundancy is reduced and the curriculum is rigorous and challenging.

### Why is vertical alignment important?

First and foremost, strong vertical alignment accommodates a wide variety of developmental levels and is designed to increase the intellectual, personal, physical, social, and career development of all students. Vertical alignment allows teachers increased precision in their teaching because they are not teaching content that is covered elsewhere or that students have mastered previously. Vertical alignment also ensures that specific content standards are not entirely missed as a teacher at one grade assumes someone else focused on that content.

### Conclusion

With strong vertical alignment and purposeful instruction, students learn. While there are many reasons that children struggle with reading and writing, there are not endless numbers of solutions. Students who find literacy tasks difficult deserve increased attention from their teachers, quality reading materials, and authentic opportunities to read and write. If we provide them with these essentials, we can expect great things. If we do not, we cannot expect students to know themselves or their world.

### References

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**Teacher Responsibility**

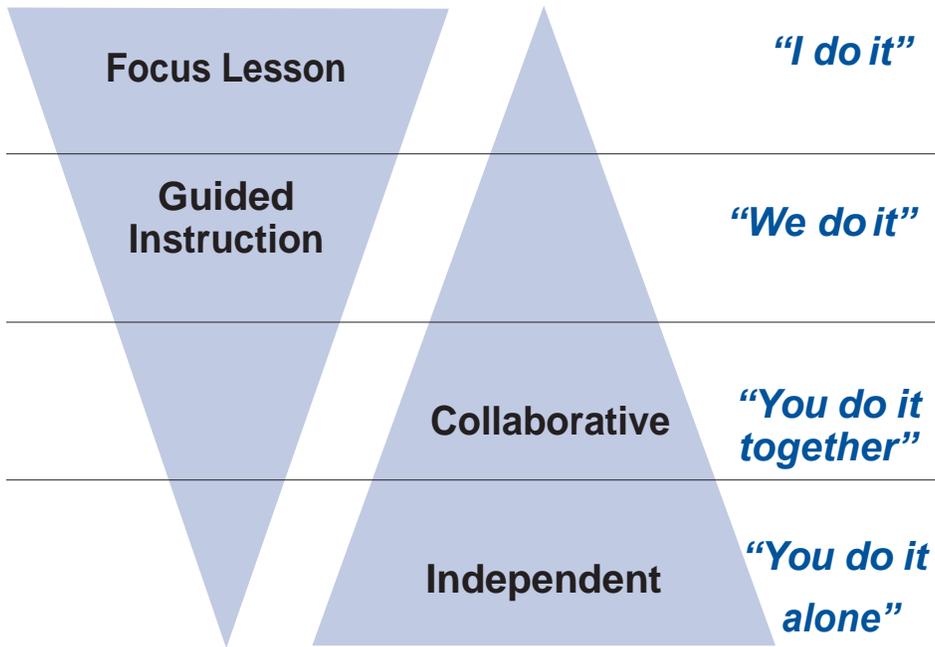
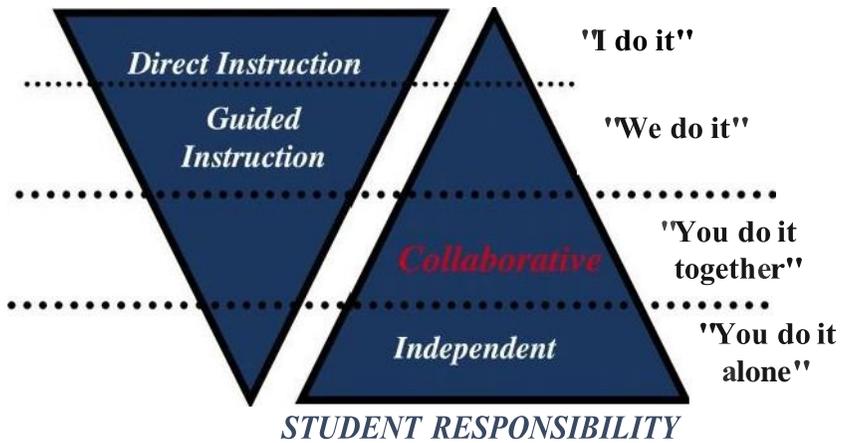


Figure 1

# ***ACTION: Gradual Release***

## **A Model for Success for All Students** **"Gradual Release of Responsibility"**

*TEACHER RESPONSIBILITY*



*STUDENT RESPONSIBILITY*

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.



## Video Set Up

You will watch this video and look for:

- When did "I do" occur?
- When did "we do" occur?
- When did "you do it together" occur?
- When did "you do it independently" happen?

II

## Debrief Video

- When did "I do" occur?
- When did "we do" occur?
- When did "you do it together" occur?
- When did "you do it independently" happen?



## Areas for Leader Actions



## *Building Teacher Capacity*



III

## Teacher Partnerships

- Teachers partnerships provided **job embedded, collaborative professional learning** focused on a specific topic.
- Partners **work collaboratively during regular times** to strengthen practice.
- Teacher partnerships build capacity and **create a culture of learning** throughout the school.



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[https://gpoenews.wordpress.com/coregory/gpoco\\*ne](https://gpoenews.wordpress.com/coregory/gpoco*ne) tJS/poge/l/



# Leaders Build Teacher Capacity

Students need access to highly effective teachers.

Students who had highly effective teachers were **far more likely** to advance to a higher achievement level than students who did not.

Lower achieving students are **significantly less likely** to be placed in the classrooms of our highest rated teachers.



Leaders  
Actions

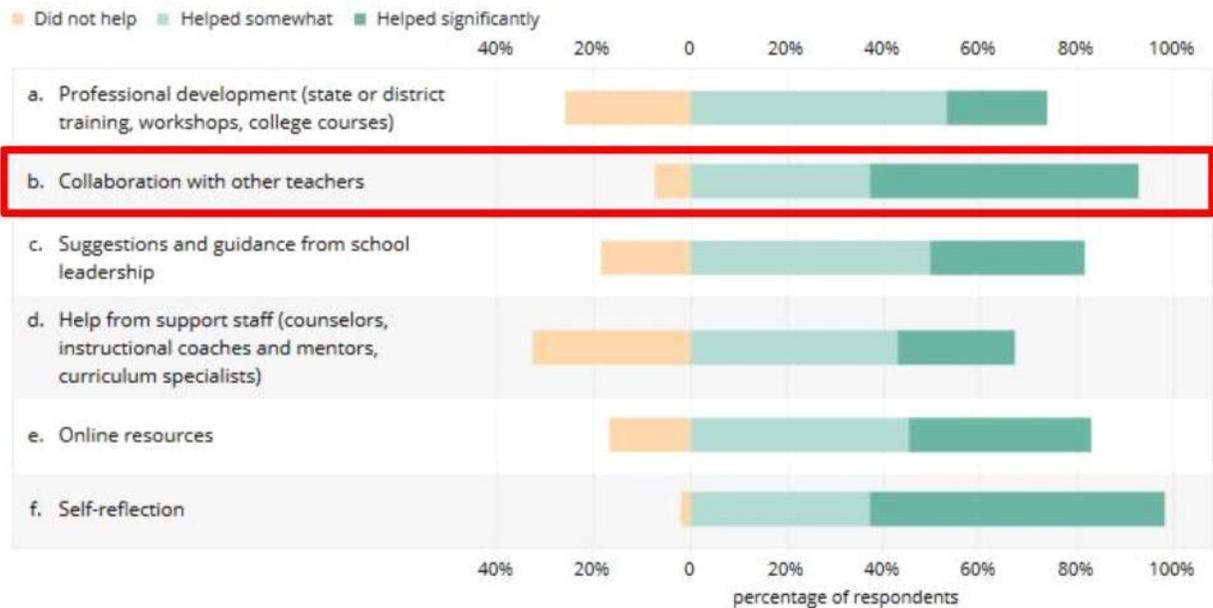
Support  
Teachers

to Ensure  
Student  
Readiness



# Teacher Educator Survey

To what extent did each of the following contribute to your improvement in this area?

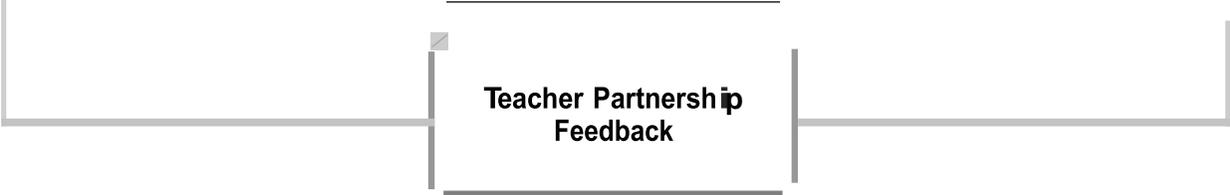


## [Teacher Educator Survey Results](#)

# Teacher Partnerships

"My partner and I both have different strengths. We can both learn more from each other."

"I thought it would be a good way to learn from another educator."



## Teacher Partnership Feedback

"I could already see improvement. We were very intentional about what we are doing... it's not necessarily what you wrote on your lesson plan, it's the impact that it had on your children.."

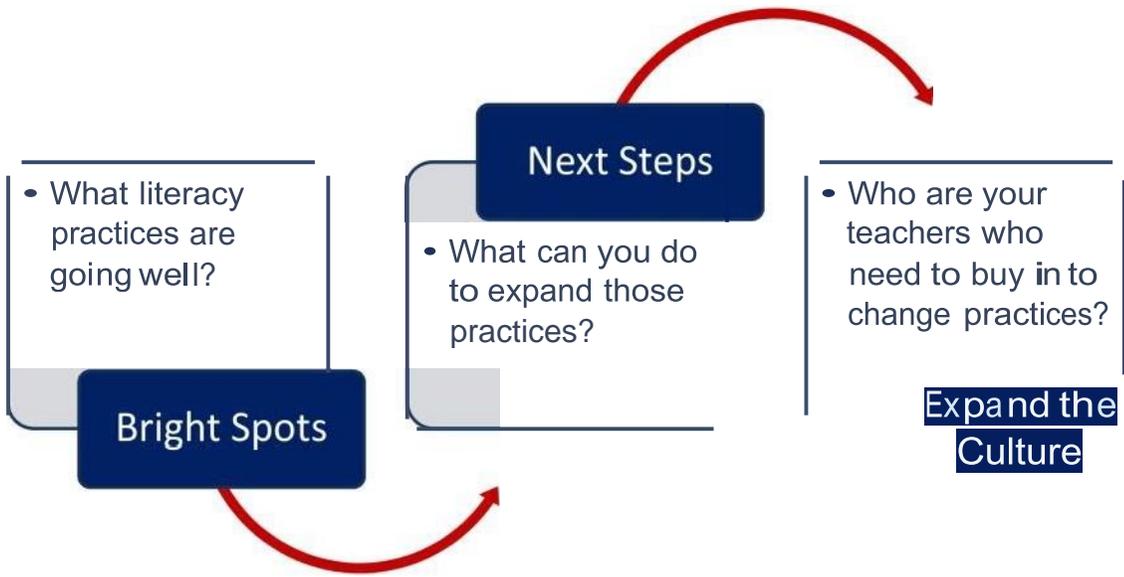
"...that teacher-to-teacher [format] was just outstanding. I think she just really valued, and appreciated the teacher coming in. As an administrator, I can talk it...I can give you some strategies, I can tell you, but I think with it actually coming from a classroom teacher who's actually doing it day-to-day it just had a lot of value."



# Partnerships Planning

Literacy Practices	Level of Practice	Use as an Exemplar/ Model for others	Provide Feedback and peer observation	Encourage Partnership
Look fors in all content area classrooms				
Back ground Knowledge addressed (content background ie. Tone, periodic table, mercenary) •Vocab and concept front loading •Models to access content knowledge and content specific academic language				
Texts are topically appropriate, high quality and require time in text, and meet purpose of lesson outcome. (Provide multiple access points for student learner need)				
Engage in Interactive reading to promote thoughtful discussions and provide scaffolded reading supports.				
Students are engaged in the thinking and the productive struggle of the work. Teacher is using gradual release strategies to support varied student needs.				
Expression of new ideas are explicitly designed in learning outcomes and require students to communicate in writing or orally. (ie. Writings, Socratic Seminars, Presentations)				

## Next Steps and Reflection



II

