

# **Module 1 Tab Page**



## Read to be Ready Coaching Network

Module 1: Overview

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Welcome

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Agenda

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## Agenda

- Our Unfolding Story
- High Quality Reading Instruction
- Literacy Framework Overview
- Coaching Framework Overview



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## An Unfolding Story...



TCAP Data  
Spring 2015



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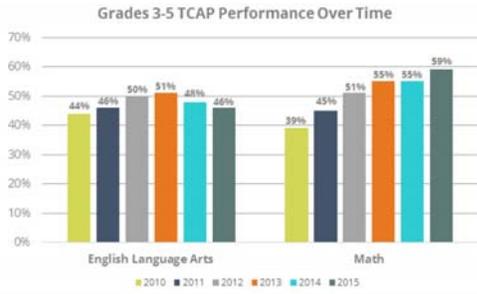
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## Tennessee Comprehensive Assessment Program (TCAP) Data



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## An Unfolding Story...




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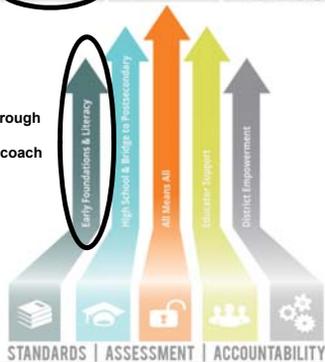
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Tennessee will rank in the top half of states on NAEP by 2019.

## TENNESSEE SUCCEEDS.

1. The average NAEP score in Tennessee will rise to a C+ by 2019.
2. The average NAEP score in Tennessee will rise to a C+ by 2019.
3. The percentage of high-achieving students (score of 800 or above) will rise to 10% by 2019.

Strengthen reading instruction through quality training options and the expansion of a statewide literacy coach initiative.




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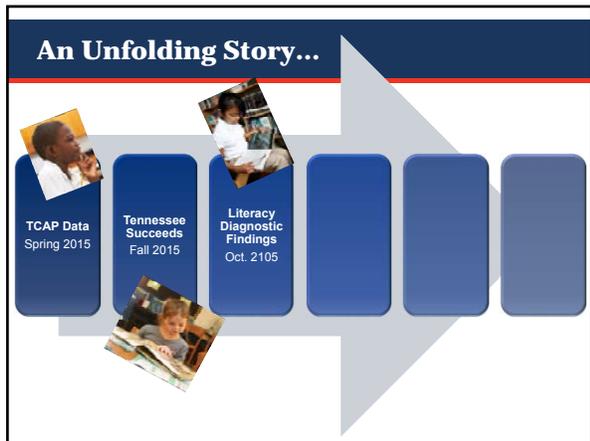
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TNTP *reimagining teaching*

## Literacy Diagnostic Findings

Tennessee Department of Education

October 15, 2015

This report was created by The New Teacher Project published in October, 2015. © TNTP 2015

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In partnership with the Tennessee Department of Education (TDOE), The New Teacher Project (TNTP) conducted a statewide literacy diagnostic to understand the instructional practices and student learning that influence current reading achievement.

			
10	10	112	851
School districts	Schools visited	Classrooms observed	Student work samples analyzed

This report was created by The New Teacher Project published in October, 2015. 

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**Literacy Diagnostic Findings**

**Headline 1:** Tennessee educators are working hard to meet expectations and prepare students for success.

**Headline 2:** Students in early grades need a consistent balance of literacy instruction focused on learning to accurately and fluently read and comprehend a wide range of complex and content-rich texts while also embracing speaking and writing about texts as a means of building knowledge about the world.

**Headline 3:** All students need regular practice with high quality, appropriately complex texts and aligned instructional tasks.

**Headline 4:** Students gaining a deep understanding of texts and their content should be the primary focus of reading comprehension instruction, rather than mastery of isolated skills.

This report was created by The New Teacher Project published in October, 2015.

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**An Unfolding Story...**

TCAP Data  
Spring 2015

Tennessee Succeeds  
Fall 2015

Literacy Diagnostic Findings  
Oct. 2015

Setting the Foundation Report  
Feb. 2016

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Setting the

**FOUNDATION**

A Report on Elementary Grades Reading in Tennessee

FEbruary 2016

TN Department of Education

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## Setting the Foundation Recommendations

- Support **deeper literacy instruction** to ensure that students learn decoding within the context of broader comprehension
- Increase schools' and teachers' ability to **differentiate instruction in the early grades** and to target students' academic and non-academic needs as early as possible
- Improve RTI<sup>2</sup> implementation for students who need greater support in specific skill areas
- Get better at getting better




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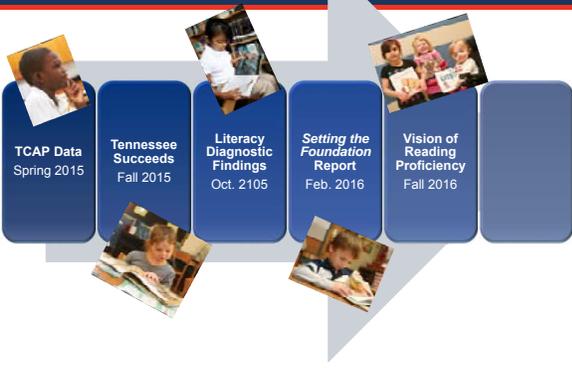
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## An Unfolding Story...




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**Tennessee Succeeds.**

Tennessee will rank in the top half of states on NAEP by 2019.

1. The state will have a 20% increase in the number of students who are proficient in reading and math by 2019.

2. All students will be proficient in reading and math by 2019.

3. The percentage of high-achieving students (proficient in reading and math) will increase by 20% by 2019.

Measure and ensure a shared definition and usable data for kindergarten readiness and third-grade proficiency.

Early Foundations & Literacy  
High School & Bridge to Postsecondary  
All Students All  
Teacher Support  
District Empowerment

STANDARDS | ASSESSMENT | ACCOUNTABILITY

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**Vision of Proficient Reading**

				
Accurately, fluently, and independently read a wide range of complex texts	Strategically employ comprehension strategies to analyze key ideas and information	Construct interpretations and arguments through speaking and writing	Develop vocabulary	Build knowledge about the world

TN Department of Education

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**TN Break**

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**TN Panel Discussion-  
High Quality Tier I Core  
Literacy Instruction**

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**Panel Discussion**

What is high quality Tier I core literacy instruction?



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**Panel Discussion**

What are some key instructional practices that will work for all students? Why do you think these practices are important?



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**Panel Discussion**

How does high quality Tier I instruction connect to Tiers II and III?



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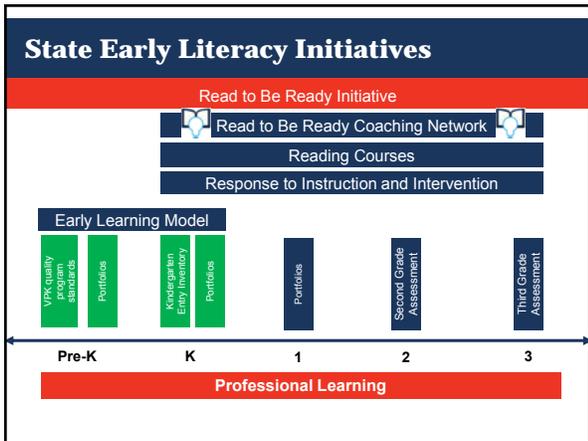
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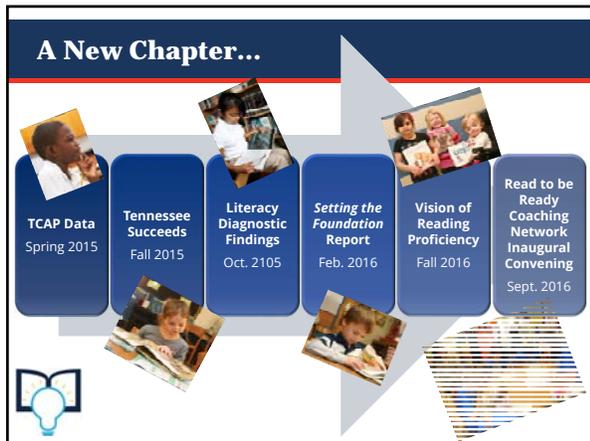
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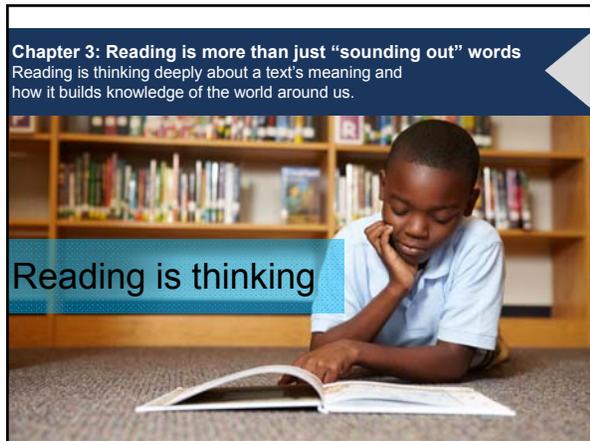
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### Our Theory of Action

<b>Literacy Coaches</b> 			
<ul style="list-style-type: none"> <li>Build content knowledge in early literacy</li> <li>Develop coaching skills</li> </ul>			



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### Our Theory of Action

<b>Literacy Coaches</b> 	<b>Classroom Teachers</b> 		
<ul style="list-style-type: none"> <li>Build content knowledge in early literacy</li> <li>Develop coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Build content knowledge in early literacy</li> <li>Provide sound models of effective instructional practices</li> </ul>		



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### Our Theory of Action

<b>Literacy Coaches</b> 	<b>Classroom Teachers</b> 	<b>Instructional Strategies</b> 	
<ul style="list-style-type: none"> <li>Build content knowledge in early literacy</li> <li>Develop coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Build content knowledge in early literacy</li> <li>Provide sound models of effective instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>Sustained implementation of research-based, high impact instructional strategies</li> <li>On-going study and coaching support</li> </ul>	



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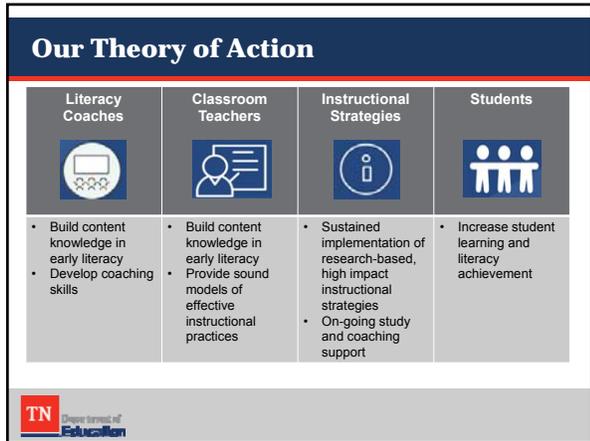
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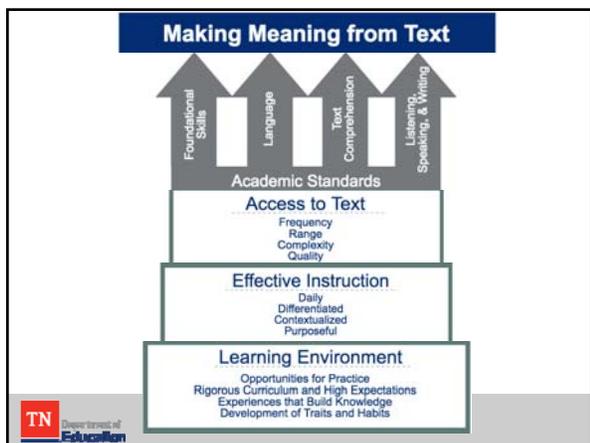
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## Read to be Ready Model

Literacy Instructional Outcomes



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## Instructional Outcomes

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Alouds
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Guided Reading and Instructional-level Texts
	Semester 2	Independent Reading and Reading Conferences



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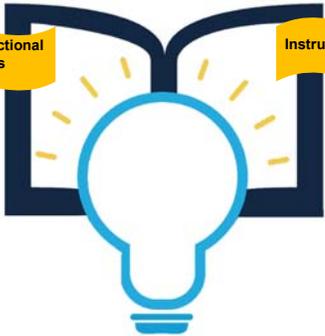
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## Read to Be Ready Model

Literacy Instructional Outcomes



Instructional Coaching

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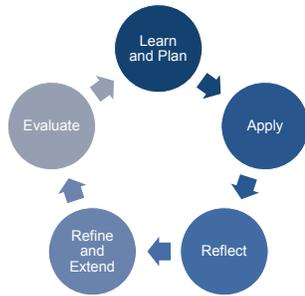
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## The Coaching Cycle



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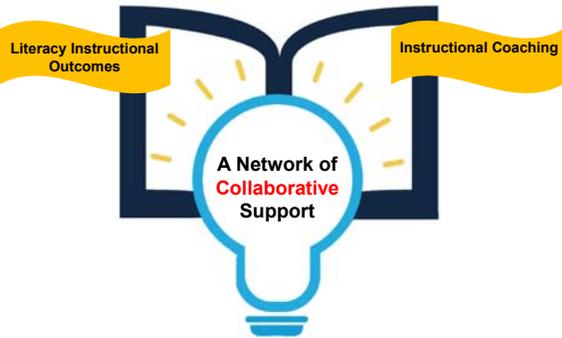
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## Read to Be Ready Model



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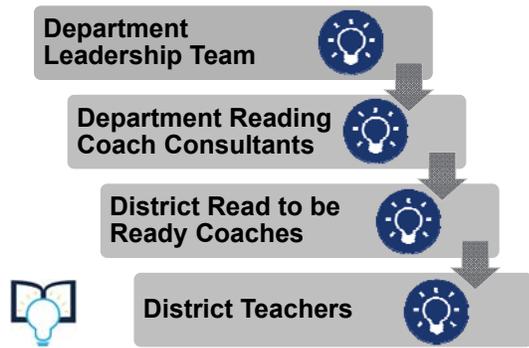
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## A Network of Support



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**Leadership Team and Reading Coach Consultants**



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*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**

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## **Module 2 Tab Page**



## Read to be Ready Coaching Network

Module 2: Six Instructional Outcomes and Effective Interactive Read Alouds

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### Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



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### Agenda

- Team Icebreaker
- Connected, Contextualized Tier I Instruction
- Supporting High Quality Interactive Read Alouds



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## Objectives

- **WHY:** Understand how the Read to be Ready Literacy Instructional Outcomes and the Vision for Reading Proficiency connect to instruction within a strong literacy block
- **HOW:** Be able to connect how to support contextualized literacy learning opportunities based on the reading vision, literacy outcomes, and tools for effective interactive read alouds
- **WHAT:** Be able to identify what creates an effective read aloud experience and where supports might be needed for a teacher to strengthen this outcome



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## Team Icebreaker: Nameplates

- Create a name tent using a combination of seven letters and numbers that reflects a personal depiction of yourself. Write your name on the other side of the tent.
- Prepare to share with the group:
  - Name
  - District and role
  - Nameplate explanation



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**Accessing Complex  
Text for All Students**

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**Literacy Framework**

1. Turn to Handout 1.
2. As you read independently the Literacy Framework document, highlight the main words that pops out to you from each section.
3. Using the First Turn, Last Turn structure at your table, the person with the shortest hair begins by saying a highlighted word. Without cross-talk, go clockwise around the table with each person at the table giving a sentence-long connection. The person who started first, then offers one sentence including reasoning for choosing that word in connection with the reading.
4. Continue the process with each person to the left of the previous starting speaker.




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**Connected, Contextualized Instruction**




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**Vision of Proficient Reading**

				
Accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts	Strategically employ comprehension strategies to analyze key ideas and information	Construct interpretations and arguments through speaking and writing	Develop vocabulary	Build knowledge about the world




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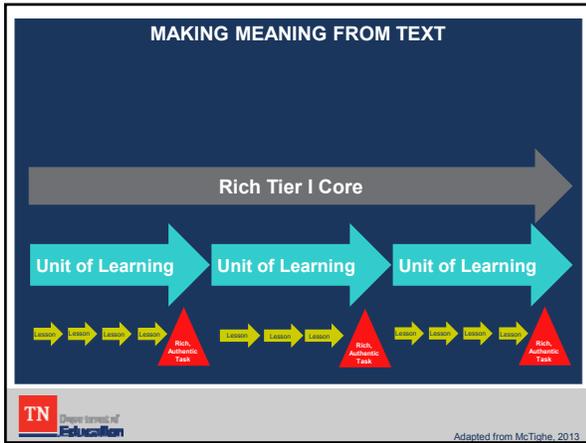
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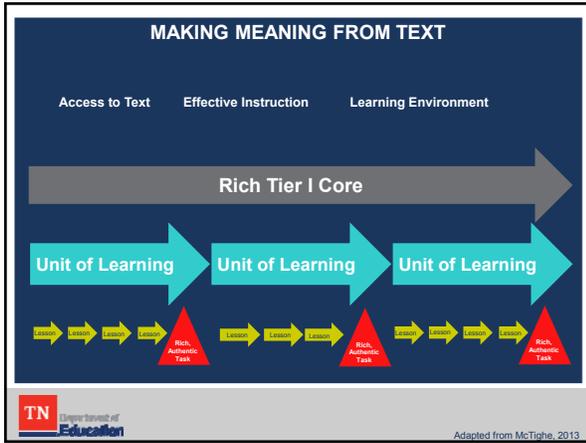
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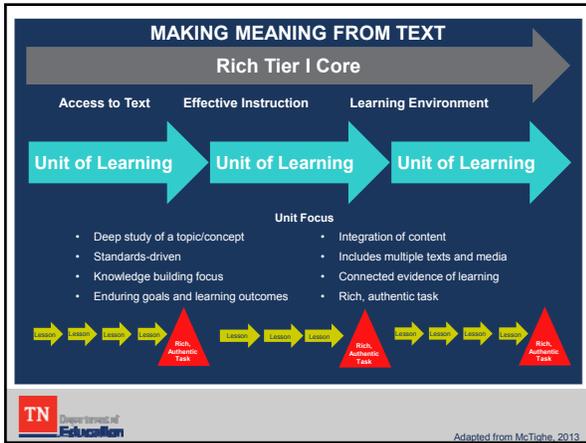
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## So what if students still struggle beyond Tier I?

Marzano (2004) shares four questions that focus the work of the learning team:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond if they already know it?
- How will we respond when a student experiences difficulty in learning?

### Use evidence to:

Focus **differentiation** during Tier I small group instruction

Inform **strategic Tier II interventions** in addition to Tier I Core

Inform **intensive Tier III interventions** in addition to the Tier I Core




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## Exploring the Literacy Block: Interactive Read Alouds

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**Interactive Read Aloud:** Teacher reads aloud to groups of students (can be whole class or small groups). Primary purpose is to extend students background knowledge and access to complex concepts.

Content/Instructional Preparation Focus	Instructional Tasks
What stands out as you read this section?	In what areas do you anticipate teachers will need extra support?




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## Interactive Read Aloud Video

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### Interactive Read Aloud Video

- What made this an effective read aloud experience?



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### Supporting High Quality Read Alouds

**Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading**

1. Select a high-quality and content-rich text, analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself if students deeply understand the text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of task-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (explicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then, decide if any other standards are not suited for this text. If so, form questions that align to those standards. *Tip:* Teachers can begin with the standards in mind before selecting text for a read aloud especially if there is a specific instructional goal that needs to be taught or that students need practice with.
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think aloud may be needed to clarify the text or assist comprehension; plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #3. Double-check that the task-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

\*This guide is derived and adapted from our source: *Advance the Grade Read Aloud Project: Share Ideas, Share Practices* | A Resource for the 21st Century Learning by Barbara Branson, Terrie, and Thomas

## What might be some potential support areas for teachers to implement high quality interactive read alouds?

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## Supporting High Quality Read Alouds

What might be some potential support areas for teachers to implement high quality interactive read alouds?

- Integration of standards
- Selection of high quality, content-rich, complex text
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks



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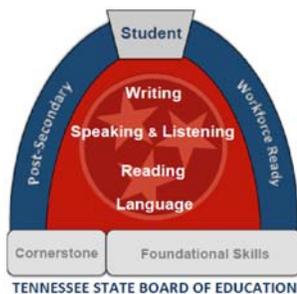
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## Integration of Standards



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## **Read to be Ready Literacy Framework**

The goal of proficient reading is to be able to comprehend the meaning of rich and complex texts in a way that increases understanding of language and literacy, improves speaking and writing abilities, and increases knowledge of the surrounding world. This kind of reading molds students into smarter, more empathetic global citizens while preparing them for postsecondary and career success. For students to achieve reading proficiency, they need purposeful, targeted, and standards-aligned instruction. The Read to be Ready coaches will work to improve Tier I instruction by focusing on access to text, instructional practice, and the learning environment while making connections to high-quality interventions provided in Tiers II and III.

### **Access to Text**

For students to become proficient readers, they must acquire skills and strategies within the contexts of listening, reading, and writing in an environment that supports both application and integration. When increasing students' access to complex text, teachers consider diverse types of texts that have both qualitative and quantitative complexity and engage students with texts that exhibit exceptional craft and provide useful information. Teachers assist students in gaining necessary reading skill sets (such as letter recognition, sound blending, high frequency word recognition, and comprehension) while immersing them in rich vocabulary and complex ideas.

### **Instructional Practice**

Effective literacy instruction pays sufficient attention to both skills-based and knowledge-based competencies. Explicit instruction in decoding, vocabulary, and comprehension contextualized within complex and authentic text provides students with multiple opportunities to engage with more challenging words and concepts while building strong foundational skills. Effective instruction that supports proficient reading engages students in reading and writing daily, developing their emerging literacy skills and strategies proactively through contextualization, integration, and differentiation. Rigorous curricula must also be paired with high expectations. Students are asked to read and write in purposeful, meaningful, and authentic ways and are provided with regular practice through demanding instructional tasks that push them to think critically about texts, and their real-world implications. Skills-based and knowledge-based competencies are intertwined into coordinated activities that require students to use the competencies they are gaining in meaningful ways. Students read and write with the intent of answering questions, solving problems, constructing arguments with supporting evidence, and building knowledge. Instructional tasks are designed to mimic real-world expectations, with a focus on critical thinking, reasoning, and expression of ideas through speaking and writing.

### **The Learning Environment**

All students need regular practice with high-quality, appropriately complex texts that build knowledge and vocabulary. Regular practice with rigorous and standards-aligned instructional tasks that require students to listen, speak, and write drives them to think deeply and to make

**Module 2: Literacy Outcomes and Effective Interactive Read Alouds**  
**Handout 1, Page 2 of 6**

connections across texts and to the broader world. The primary focus of the literacy classroom is for students to gain a deep understanding of texts, their content and structure, and their vocabulary with the end goal of building knowledge about the world. Effective literacy instruction provides experiences that add to students' knowledge banks through listening to and reading texts on a myriad of topics and by connecting information from texts to real world experiences. Teachers acknowledge the unique experiences and background knowledge that students bring to the classroom by utilizing texts that affirm those experiences. Texts are purposefully chosen to promote a positive and expansive worldview, fostering an understanding of unfamiliar historical and cultural events, scientific concepts, and an ability to analyze real world problems from different perspectives.

**Instructional Strategies**

The six instructional outcomes selected for the Read to be Ready Coaching Network highlight the importance of developing knowledge-based competencies, such as comprehension and vocabulary, in addition to skills-based competencies, such as alphabet knowledge and word reading. This is intended to build on prior reading trainings including state led summer trainings, the year-long reading courses, and the most recent Regional Educator Summits. The instructional strategies will assist teachers in integrating these competencies and contextualizing them within authentic text.

Instructional Outcomes	How it Connects to Framework	Research
<p>Accessing complex text through interactive read aloud</p>	<ul style="list-style-type: none"> <li>• Models rhythm, phrasing, intonation, and emphasis on meaningful words and ideas that support reading comprehension.</li> <li>• Introduces or develops students' awareness of wide range of vocabulary, including content words and concepts; targets vocabulary learning</li> <li>• Provides students' access to diverse and complex text patterns</li> <li>• Develops connections between students' prior knowledge and experiences while expanding knowledge of text content</li> <li>• Demonstrates use of word reading and comprehension skills and strategies</li> <li>• Extends students' interest in content explorations</li> <li>• Encourages students to grapple with unfamiliar concepts and analyze these from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Fisher, D., Flood, J., Lapp, D., &amp; Frey, N. (2004)</li> <li>• Johnston, V. (2015).</li> <li>• Beck, L. &amp; McKeown, M.G. (2001)</li> <li>• Brabham, E. &amp; Lynch-Jackson, C. (2002)</li> <li>• Blachowicz, C. &amp; Obracht, C. (2007)</li> <li>• Santoro, Chard, D., Howard, L., &amp; Baker, S. (2008)</li> </ul>

Module 2: Literacy Outcomes and Effective Interactive Read Alouds  
Handout 1, Page 3 of 6

<p>Accessing on-grade level texts through shared reading</p>	<ul style="list-style-type: none"> <li>• Draws attention to print and text features to support word reading and comprehension strategies</li> <li>• Demonstrates reading and knowledge building skills and strategies to scaffold students' use of the text to support their reading and comprehension</li> <li>• Teaches elements of the reading process (e.g., finding and defining targeted vocabulary; inviting students to read along to emphasize meaningful phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Blachowicz, C. &amp; Obracht, C. (2005).</li> <li>• Fisher, B. &amp; Medvic, E. (2000).</li> <li>• Fisher, D., Frey, N., &amp; Lapp, D. (2008).</li> <li>• Schickedanz, J. &amp; McGee, L. (2010).</li> <li>• Waters, Karen C. (2014).</li> </ul>
<p>Responding to texts through interactive speaking and writing activities</p>	<ul style="list-style-type: none"> <li>• Develops students' ability to effectively construct opinions and arguments and defend them with evidence</li> <li>• Provides opportunities for students to apply learning in authentic ways</li> <li>• Encourages students to listen to the perspectives of others</li> </ul>	<ul style="list-style-type: none"> <li>• Gilliam, S. &amp; Reutzell, D. (2013).</li> <li>• Isbell, R., Lindauer, L., &amp; Lowrance, A. (2004).</li> <li>• De Temple, J. &amp; Snow, C. (2003).</li> <li>• Hansen, J. (2009).</li> <li>• Read, S. (2005).</li> <li>• McCarrier, A., Pinnell, G., &amp; Fountas, I. (2000).</li> </ul>
<p>Teaching foundational skills through reading and writing</p>	<ul style="list-style-type: none"> <li>• Draws attention to particular letters or word parts within complex text</li> <li>• Develops strong foundational skills that support fluent reading</li> <li>• Integrates skills-based and knowledge-based competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Aram, D. (2006).</li> <li>• Gehsmann, K. &amp; Templeton, S. (2013).</li> <li>• Justice, L., Meir, J., &amp; Walpole, S. (2005).</li> <li>• McCarrier, A., Fountas, I. C., &amp; Pinnell, G. S. (2000).</li> <li>• Morrow, L. (2009).</li> </ul>
<p>Guided reading and instructional-level texts</p>	<ul style="list-style-type: none"> <li>• Provides small group instruction that enables individualized instruction during text readings to meet individual student needs</li> <li>• Matches student's reading performance to text levels</li> <li>• Guides students through text reading to generate connections to prior knowledge, identify main ideas and supporting details, generate inferences, reread to generate arguments with supporting evidence, and to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Burkins, J. M., &amp; Croft, M. M. (2010)</li> <li>• Cantrell, S. &amp; Wheeler, T. (2011).</li> <li>• Ford, M. P., &amp; Opitz, M. F. (2008).</li> <li>• Fountas, I. &amp; Pinnell, G. (2006)</li> <li>• Fountas, I. &amp; Pinnell, G. (2012).</li> <li>• Gurley, J. L. (2012).</li> <li>• Dougherty-Stahl, K. (2004).</li> <li>• Wharton-McDonald, R. (2011).</li> </ul>

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	<ul style="list-style-type: none"> <li>• Individualizes instruction to build on each student’s unique experiences and background knowledge</li> </ul>	
<p>Independent reading and reading conferences</p>	<ul style="list-style-type: none"> <li>• Acknowledges students’ unique interests</li> <li>• Creates an opportunity for students to self-select text and explore topics that build their knowledge and understanding of a myriad of topics</li> <li>• Engages students in discussions about their reading skills and strategies providing teacher feedback</li> <li>• Enables teacher monitoring of progress and supports individual guidance</li> <li>• Increases students’ vocabulary</li> <li>• Increases students’ motivation and develops their self-concept as a reader</li> <li>• Increases reading fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Bomer, R. (1999).</li> <li>• Cunningham, A. (2005).</li> <li>• Fisher, D., Grant, M., &amp; Ross, D. (2010).</li> <li>• Kuhn, M., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., Woo, D.G., Meisinger, E.B., et al. (2006)</li> <li>• Manning, M., Lewis, M., &amp; Lewis, M. (2010)</li> <li>• Moss, B., &amp; Young, T.A. (2010)</li> </ul>

## Read to be Ready Literacy Framework Research Overview

<b>Accessing complex text through interactive read aloud</b>
<ol style="list-style-type: none"><li>1. Beck, I.L., &amp; McKeown, M.G. (2001). Text Talk: Capturing the Benefits of Read Aloud Experiences for Young Children. <i>The Reading Teacher</i>, 55, 10-20.</li><li>2. Blachowicz, C. L. Z., &amp; Obrochta, C. "Tweaking Practice": Modifying Read-Alouds to Enhance Content Vocabulary Learning in Grade 1. In D. Dickinson (Ed.) <i>National Conference Yearbook</i> (pp. 111-121). Oak Creek, WI: National Reading Conference.</li><li>3. Brabham, E., &amp; Lynch-Jackson, C. (2002). Effects of Teachers' Reading-Aloud Styles on Vocabulary Acquisition and Comprehension of Students in the Early Elementary Grades. <i>Journal of Educational Psychology</i>, 94(3), 465-473.</li><li>4. Fisher, D., Flood, J., Lapp, D., &amp; Frey, N. (2004). Interactive Read-Alouds: Is There a Common Set of Implementation Practices? <i>The Reading Teacher</i>, 58(1), 8-17.</li><li>5. Johnston, V. (2015). The Power of Read Aloud in the Age of the Common Core. <i>The Open Communication Journal</i>, 9, 34-38.</li><li>6. Santoro, Chard, D. J., Howard, L., &amp; Baker, S. K. (2008). Making The Very Most of Classroom Read Alouds to Promote Comprehension and Vocabulary. <i>The Reading Teacher</i>, 61, 396-498.</li></ol>
<b>Accessing on-grade level texts through shared reading</b>
<ol style="list-style-type: none"><li>1. Blachowicz, C. L. Z., &amp; Obrochta, C. (2005). Vocabulary Visits: Virtual Field Trips for Content Vocabulary Development. <i>The Reading Teacher</i>, 59, 252-269.</li><li>2. Fisher, B., &amp; Medvic, E.F. (2000). <i>Perspectives on shared reading: Planning and practice</i>. Portsmouth, NH: Heinemann.</li><li>3. Fisher, D., Frey, N., &amp; Lapp, D. (2008). Shared Readings: Modeling Comprehension, Vocabulary, Text Structures, and Text Features for Older Readers. <i>The Reading Teacher</i>, 61(7), 548-556.</li><li>4. Schickedanz, J. &amp; McGee, L. (2010). The NELP Report on Shared Reading Inventions (Chapter 4): Extending the Story. <i>Educational Researcher</i>, 39(4), 323-329.</li><li>5. Waters, Karen C. (2014). Using Shared Reading and Close Reading to Bridge Intervention and the Common Core. <i>Connecticut Reading Association Journal</i>, 2(2), 9-22.</li></ol>
<b>Responding to texts through interactive speaking and writing activities</b>
<ol style="list-style-type: none"><li>1. De Temple, J., &amp; Snow, C. (2003). Learning Words from Books. In A. V. Kleck, S. A. Stahl, &amp; E. B. Bauer (Eds.) <i>On Reading Books to Children: Parents and Teachers</i> (pp. 16-36). Mahwah, NJ: Erlbaum.</li><li>2. Gilliam, S. L., &amp; Reutzell, D. R. (2013). Speaking and Listening Standards. In L. M. Morrow, T. Shanahan, &amp; K. K. Wixson (Eds.), <i>Teaching with the Common Core Standards for English Language Arts, Prek-2</i> (pp. 107-127). New York: Guilford.</li><li>3. Hansen, J. (2009). Young Writers Use Mentor Texts. In B. Cullinan &amp; D. Wooten (Eds.). <i>Children's Literature in the Reading Program: An Invitation to Read</i> (3<sup>rd</sup> ed., pp. 88-98). Newark, DE: International Reading Association.</li><li>4. Isbell, R., Sobol, J., Lindauer, L., &amp; Lowrance, A. (2004). The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children. <i>Early Childhood Education Journal</i>, 32(3), 157-163.</li><li>5. McCarrier, A., Pinnell, G., &amp; Fountas, I. (2000). <i>Interactive Writing: How Language and Literacy Come Together, K-2</i>. Portsmouth, NH: Heinemann.</li><li>6. Read, S. (2005). First and Second Graders Writing Informational Text. <i>The Reading Teacher</i>, 59(1), 36-44.</li></ol>

<b>Teaching foundational skills through reading and writing</b>
<ol style="list-style-type: none"><li>1. Aram, D. (2006). Early Literacy Interventions: The Relative Roles of Storybook Reading, Alphabetic Activities, and Their Combination. <i>Reading and Writing</i>, 19, 489–515.</li><li>2. Gehsmann, K. M., &amp; Templeton, S. (2013). Reading Standards: Foundational Skills. In L. M. Morrow, T. Shanahan, &amp; K. K. Wixson (eds.) <i>Teaching with the Common Core Standards for English Language Arts, PreK-2</i> (pp. 67-84). New York: Guilford Press.</li><li>3. Justice, L., Meier, J., &amp; Walpole, S. (2005). Learning New Words from Story Books: An Efficacy Study with At-Risk Kindergarteners. <i>Language, Speech, and Hearing Services in Schools</i>, 36, 17-32.</li><li>4. McCarrier, A., Pinnell, G., &amp; Fountas, I. (2000). <i>Interactive Writing: How Language and Literacy Come Together, K-2</i>. Portsmouth, NH: Heinemann.</li><li>5. Morrow, L. M. (2009). <i>Literacy Development in the Early Years: Helping Children Read and Write</i> (7<sup>th</sup> ed.). Needham, MA: Allyn &amp; Bacon/Pearson.</li></ol>
<b>Guided reading and instructional-level texts</b>
<ol style="list-style-type: none"><li>1. Cantrell, S. C., &amp; Wheeler, T. (2011). Pedagogy/Instruction: Beyond “Best Practices.” In R. Powell &amp; E. C. Rightmyer (eds.), <i>Literacy for All Students: An Instructional Framework for Closing the Gap</i> (pp. 152-189). New York: Routledge.</li><li>2. Dougherty-Stahl, K. A. (2004). Proof, Practice, and Promise: Comprehension Strategy Instruction in the Primary Grades. <i>The Reading Teacher</i>, 37(7), 598-609.</li><li>3. Ford, M. P., &amp; Opitz, M. F. (2008). A National Survey of Guided Reading Practices: What We Can Learn from Primary Teachers. <i>Literacy Research and Instruction</i>, 47(4), 309-331.</li><li>4. Fountas, I. C., &amp; Pinnell, G. S. (2006). <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann.</li><li>5. Fountas, I., &amp; Pinnell, G. (2012). Guided Reading: The Romance and the Reality. <i>The Reading Teacher</i>, 66(4), 268-284.</li><li>6. Gurley, J. L. (2012). An Analysis of the Impact of Second Grade Students' Self-Selection of Text on Their Engagement, Discourse, and Reading Strategies during Guided Reading.</li><li>7. Wharton-McDonald, R. (2011). Expert Classroom Instruction for Students with Reading Disabilities. In A. McGill-Franzen &amp; R. L. Allington (Eds.) <i>Handbook of Reading Disability Research</i> (pp. 265-272). New York: Routledge.</li></ol>
<b>Independent reading and reading conferences</b>
<ol style="list-style-type: none"><li>1. Bomer, R. (1999). Conferencing with Struggling Readers: The Test of Our Craft, Courage, and Hope. <i>New Advocate</i>, 12(1), 21-38.</li><li>2. Cunningham, A. E. (2005). Vocabulary Growth through Independent Reading and Reading Aloud to Children. In E. H. Hiebert &amp; M. L. Kamil (Eds.), <i>Teaching and Learning Vocabulary: Bringing Research in Practice</i> (pp. 45-68). Mahwah, NJ: Erlbaum.</li><li>3. Fisher, D., Grant, M., &amp; Ross, D. (2010). Building Background Knowledge. <i>The Science Teacher</i>, 77(1), 23-26.</li><li>4. Kuhn, M., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., Woo, D.G., Meisinger, E.B., et al. (2006). Teaching children to become fluent and automatic readers. <i>Journal of Literacy Research</i>, 38(4), 357-388.</li><li>5. Manning, M., Lewis, M., &amp; Lewis, M. (2010). Sustained silent reading: An update of the research. In E.H. Hiebert &amp; D.R. Reutzel (Eds.), <i>Revisiting silent reading</i> (pp. 112-128). Newark, DE: International Reading Association.</li><li>6. Moss, B., &amp; Young, T.A. (2010). <i>Creating lifelong readers through independent reading</i>. Newark, DE: International Reading Association.</li></ol>

### Integrated Model of Literacy Instructional Components Semantic Feature Analysis

All instructional components should occur daily and throughout the day, integrated across the curriculum including when teaching the English Language Arts and when teaching academic content (e.g., science, social studies).

<b>Instructional Emphasis</b>	<b>Primary Purpose</b>	<b>Gradual Release of Responsibility</b>	<b>Text level</b>	<b>Essential Instructional Practices</b>	<b>Classroom Organization</b>	<b>Embedded Formative Assessments</b>
<b>Accessing Complex Texts through Interactive Read-Alouds</b>	Extend students' knowledge and comprehension of complex texts, demonstrating strategies supporting comprehension and word learning.	Teacher led with pauses during read alouds for students to apply skills & strategies that were modeled.	Above instructional level, content rich and age appropriate	Focus on higher-order discussion of text content and vocabulary, including academic vocabulary. Provide opportunities to draw students' attention to print features and text information.	Whole class, small groups; flexible grouping depending on purpose	Observations and note taking
<b>Accessing On-grade Level Texts through Shared Reading</b>	Demonstrating use of foundational skills, comprehension strategies and use of text features to support comprehension and knowledge building.	Shared reading of texts with teacher taking the lead and providing strategic involvement (with scaffolds) of students' reading or rereading text segments and applying targeted skills and strategies.	Instructional or independent level, content rich and age appropriate.	Modeling use of skills and strategies while reading texts and scaffolding students' application. Moving students to independence with targeted skills and strategies, while emphasizing comprehension and vocabulary development.	Whole class or small group, flexible grouping depending on purpose.	Observations and note taking

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Instructional Emphasis	Primary Purpose	Gradual Release of Responsibility	Text level	Essential Instructional Practices	Classroom Organization	Embedded Formative Assessments
<p><b>Responding to Texts through Interactive Speaking and Writing Activities</b></p>	<p>Provides systematic and regular instructional support for students' generating evidence based claims in their speaking and writing. Focuses on building proficiency with academic language.</p>	<p>Teacher led with active student participation, students taking the lead in oral and written expression with teacher scaffolds.</p>	<p>Instructional or independent level text, content-rich and age appropriate</p>	<p>Demonstrations of methods for reading and rereading texts and organizing selected text information to support claims. Scaffolds students' oral and written communication of text based-evidence.</p>	<p>Large group, small group, or one-on-one, depending on student needs and purposes.</p>	<p>Observations and note taking, writing and oral expression rubrics.</p>
<p><b>Teaching Foundational Skills through Reading and Writing</b></p>	<p>Strengthening independent use of foundational skills to support reading comprehension and written expression. Ensure that students are proficient in use of word elements to identify unknown words and reading with appropriate fluency.</p>	<p>Teacher scaffolds student's use of foundational skills when reading and writing. Teacher demonstrates application of skills when needed.</p>	<p>Instructional level text, content-rich and age appropriate</p>	<p>Cueing students, with teacher scaffolds when needed, to monitor their reading for meaning and implement fixup strategies using previously taught skills and strategies. Cueing students to read with fluency and use skills and strategies to identify unfamiliar words.</p>	<p>Small group and one-on-one, depending on student needs and purposes.</p>	<p>Oral reading data, such as running records, and writing rubrics.</p>

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<b>Instructional Emphasis</b>	<b>Primary Purpose</b>	<b>Gradual Release of Responsibility</b>	<b>Text level</b>	<b>Essential Instructional Practices</b>	<b>Classroom Organization</b>	<b>Embedded Formative Assessments</b>
<b>Guided Reading and Instructional-Level Texts</b>	Supports close reading of texts with emphasis on comprehension and higher order thinking, use of foundation skills, and vocabulary and knowledge development	Teacher guided reading, emphasizing comprehension before, during, and after reading. Students reading texts.	Instructional level text, content-rich and age appropriate	Drawing attention to important concepts and opportunities for problem solving during reading (e.g., to identify main ideas, to gather evidence to support interpretations, to analyze unfamiliar words). Providing repeated opportunities to discuss and use vocabulary, including academic vocabulary and text content.	Small group, with flexible group of students for targeted instruction and to meet student needs.	Observations and note taking. Comprehension checks; possible opportunities to collect oral reading data (when meeting one-to-one)
<b>Independent Reading Conferences</b>	Provides opportunity for increasing volume of texts students read. Conferencing emphasizes the importance of comprehension and independent use of skills and strategies.	Students' engaged in voluntary reading with teacher led conferences to monitor students' understanding and reading progress.	Generally independent level text, content-rich, high interest, and age appropriate.	Preparing classroom library of a wide range of text genre and text levels. Modeling strategies for book selection; providing book talks to generate interest. Collecting data on students' progress in meeting individual goals during conference.	Individualized for voluntary reading with opportunities for peer sharing and discussions.	Observations, note taking, reading records. Opportunities for oral reading samples.



## **Integrated Model of Literacy Instructional Components**

Interactive read aloud, shared reading, guided reading, and independent reading with conferences are each part of a connected and integrated process of reading instruction that are equally important to supporting students' progress in learning to read. Emphasis is placed on application of foundation skills and comprehension strategies with goals of building knowledge, developing vocabulary—including academic vocabulary—and comprehending complex and content-rich texts. Vygotsky's notion of progressing from teacher-regulated activity to self-regulated activity is addressed in these four components of instruction.

Responding to texts through interactive speaking and writing activities provides systematic opportunities for students to generate evidence-based writing and speaking skills with teacher scaffolds and demonstrations.

Teaching foundational skills through reading and writing demonstrates the close connections of word learning with reading comprehension and oral and written communication about text concepts and information. Teacher scaffolds guide students' application of previously taught foundation skills during reading and writing.

All instructional components should occur throughout each day, integrated across the curriculum including when teaching the English language arts and when teaching academic content (e.g., science and social studies).

### ***Accessing Complex Texts through Interactive Read Aloud (Year 1, Semester 1)***

Through interactive read aloud, the teacher reads aloud to groups of students (can be whole class or small groups). The primary purpose is to extend students' background knowledge, provide access to complex concepts, and demonstrate meaning-making strategies.

#### **Content/instructional preparation focus**

- Identifying instructional goals for students
- Selecting appropriate complex texts (including informational text) that are generally at or above students' instructional level and that address targeted content/standards (Accessing texts that might be too difficult to read independently); this includes poetry, drama, and literary texts, as well as social studies, science, technical, and digital texts
- Choosing content-rich texts that are analyzed for qualitative and quantitative complexity
- Choosing texts that are thematically and conceptually related to deepen academic content and vocabulary knowledge, including multicultural content.
- Identifying targeted vocabulary, including academic vocabulary and content for instruction corresponding to instructional goals and academic standards (could include foundational skills as applied to gaining information from complex text)
- Selecting content-based vocabulary and text ideas that represent key concepts and most important information for students to comprehend
- Developing text dependent questions and questions that engage higher-order thinking and thoughtful reactions to literal, inferential, analytical, and evaluative questions, including questions that focus on meaning of vocabulary and language (e.g., tricky syntax), text structural features (e.g., dialogue of characters within literary texts, charts in information texts), and/or potentially difficult sections of text (e.g., high density of information).
- Providing synthesis and culminating activity at the end of the reading (or daily, if the texts are read over several days) where students demonstrate comprehension and use of information for applications to thought-provoking questions or examples

### **Instructional tasks**

- Introducing text by inviting students to anticipate content (e.g., anticipating events or actions, making connections to personal experiences)
- Modeling reading with fluency and prosody
- Pausing during reading to model strategies for thinking aloud about print, illustrations, text ideas and vocabulary, and text structural clues (thinking within the text, about the text, and beyond the text)
- Pausing during reading to model strategies for clarifying ideas and making intertextual connections
- Modeling enthusiasm and interest in targeted words, phrases, vocabulary, concepts, and text ideas
- Engaging students in oral readings of selected sections of text to support learning of vocabulary and complex syntax and to enhance knowledge building
- Engaging in higher order discussions before, during, and after reading with text dependent questions and text-to-self and text-to-text and text-to-world questions and synthesis activities
- Providing synthesis and a culminating activity at the end of the reading (or daily, if the texts are read over several days) for which students demonstrate comprehension and use of information for application to thought-provoking questions or examples

### ***Accessing On-grade Level Texts through Shared Reading (Year 1, Semester 2)***

Through shared reading, the teacher reads collaboratively with students. Students might follow along silently as the teacher reads aloud, or students might take the lead to read or reread specific text segments. Primary purpose is to demonstrate use of foundational skills, comprehension strategies, or text features to support reading comprehension and knowledge building.

### **Content/instructional preparation focus**

- Identifying instructional goals for students
- Selecting appropriate complex texts (including informational text) that are generally at students' instructional level and that address targeted content/standards; this including poetry, drama, and literary texts, as well as social studies, science, technical, and digital texts
- Choosing content-rich texts that are analyzed for qualitative and quantitative complexity
- Choosing texts that are thematically and conceptually related to deepen academic content and vocabulary knowledge, including multicultural content
- Choosing texts that support purpose, such as skill or strategy instruction (e.g., text that implies attitude of characters not stated explicitly to draw inferences; texts that require reading of technical information)
- Identifying foundational skill strategies (e.g., finding rhyming words) and comprehension strategies (e.g., interpreting visual information, identifying details to support main ideas) or text features (e.g., use of headings or text organization) that will enable comprehension of text
- Identifying targeted vocabulary, including academic vocabulary, and content for instruction; corresponding to instructional goals and academic standards (could include foundational skills as applied to gaining information from complex text)
- Selecting content-based vocabulary and text ideas that represent key concepts and most important information for students to comprehend
- Developing text-dependent questions and questions that engage higher-order thinking and thoughtful reactions to literal, inferential, analytical, and evaluative questions, including questions that focus on meaning of vocabulary and language (e.g., tricky syntax), text structural features (e.g., dialogue of characters within literary texts, charts in information texts), and/or potentially difficult sections of text (e.g., high density of information)
- Planning to make the text accessible to students (e.g., multiple texts, big books for young children)
- Identifying how students will participate in the shared reading activity (e.g., making notations in text, rereading character's exclamations)

- Providing synthesis and culminating activity at the end of the reading (or daily, if the texts are read over several days) for which students demonstrate comprehension and use of information for applications to thought-provoking questions or examples

### **Instructional tasks**

- Introducing text by inviting students to anticipate content and/or by posing questions that alert students to problem solving activities that will require use of skills/strategies during text reading
- Modeling reading with fluency and prosody, along with asking students to reread and orally read selected sections
- Pausing to model targeted skill and strategies for thinking aloud about print, illustrations, text ideas and vocabulary, and text structural clues(thinking within the text, about the text, and beyond the text)
- Pausing to model strategies for clarifying ideas and making intertextual connections; asking students to apply strategies to selected text sections
- Modeling enthusiasm and interest in targeted words, phrases, vocabulary, concepts, and text ideas
- Demonstrating use of targeted instructional strategy with multiple opportunities for students to practice within the text with teacher scaffolds
- Asking students to demonstrate skills and strategies for problem solving about words or text ideas, with teacher support as needed, supporting students' independent application
- Engaging in higher-order discussions before, during, and after reading
- Encouraging students to pose text questions and search for answers or evidence that supports answers
- Rereading sections of text and engaging students in independent use of targeted skill or strategy drawing attention to text features, words, and vocabulary and concepts
- Providing synthesis and a culminating activity at the end of the reading (or daily, if the texts are read over several days) where students demonstrate comprehension and use of information for application to thought-provoking questions or examples

### ***Responding to Texts through Interactive Speaking and Writing Activities (Year 2, Semester 1)***

Interactive speaking and writing activities provide systematic and regular opportunities for students to apply evidence-based writing and speaking skills about complex and content-rich texts that are integrated across the curriculum and that are chosen to address instructional goals. This instruction is integrated within interactive read aloud, shared reading, guided reading, and conferencing during independent reading. Instruction ensures that all students are proficient with academic language, including complex sentence structures and academic vocabulary expressed orally and in writing.

### **Content/instructional preparation focus**

- Identifying instructional goals for students
- Identifying sequence of instructional activities—to occur both during and following text reading—that engages students in careful reading and comprehending textual information, generating claims and arguments, and supporting claims and arguments with text information; literary and informational texts, including digital texts and media sources, are used for building speaking and writing with evidence
- Generating text-dependent questions, including those that require students to comprehend factual details and academic content and vocabulary, generate inferences and interpretations, form arguments and conclusions, and identify text evidence supporting those arguments and conclusions
- Planning for reading, speaking, and writing engagement with teachers demonstrating methods for generating evidence-based arguments
- Planning for small- and large-group activities in which students express, listen to, respond, and evaluate their peers' argumentation and reporting of information
- Providing a culminating activity that supports explicit application of gathering evidence to support claims that are discussed orally and in writing

**Instructional tasks (occur primarily during interactive read aloud, shared reading, guided reading instruction, and individual conferences with students).**

- Setting purposes for speaking and writing about text content
- Taking the lead to involve students in writing or speaking about text content, modeling purpose setting and strategies for generating claims, gathering evidence, and supporting arguments
- Modeling strategies for organizing information for effective oral and written communication
- Using questions and demonstrations to guide students' careful reading and rereading of texts to identify specific information and generate conclusions. Questions include a focus on who, what, when, why, and how; making predictions and generating hypotheses and interpretations, with added emphasis on defending, judging, and justifying responses by gathering text evidence
- Guiding students to revisit text information to identify evidence and factual information supporting conclusions, confirm conclusions, and analyze evidence
- Scaffolding students' oral and written communication; revisiting text content to support comprehension and revise and edit oral and written reports
- Providing synthesis and a culminating activity at the end of the reading (or daily, if the texts are read over several days) where students demonstrate independence in forming evidence-based arguments, as well as comprehension and use of information for applications to thought-provoking questions or examples

***Teaching Foundational Skills through Reading and Writing (Year 2, Semester 2)***

Guided instruction in this area focuses on strengthening independent use of foundational skills to ensure that students are proficient in their close study of word elements and in their application of foundation skills to support reading comprehension and written expression. Fluency is a foundation skill that is embedded in instruction with complex text, with a focus on appropriate rate, expression, and accuracy that corresponds to the purpose and structure of the text.

**Content/instructional preparation focus**

- Identifying instructional goals for students
- Identifying previously taught skills and strategies for application when students are reading and writing texts

**Instructional tasks**

- Depending on grade level, develop and practice foundational skills such as print concepts, word analysis, use of text features that support comprehension, and comprehension strategies (e.g., activating prior knowledge, predicting outcomes)
- Demonstrating strategies for identifying pronunciation and meanings of unfamiliar words
- Cueing students to monitor their reading for meaning and implement fix-up strategies using skills and strategies previously taught
- Demonstrating fluency and prosody that fits the purpose and structure of the text

***Guided Reading and Instructional-level Texts (Year 3, Semester 1)***

Teacher provides instruction that supports students' reading of appropriate instructional level texts. Teacher-led, close reading of content rich and increasingly complex texts is a regular part of daily reading instruction. Teachers emphasize comprehension of text details, with text-dependent questions, while prompting focused word study and foundational skills, vocabulary and knowledge development, and applications of meaning-making strategies. With regular guided reading within small group and differentiated instruction, students build capacity to read carefully and independently.

**Content/instructional preparation focus**

- Identifying instructional goals for students
- Identifying skills and strategies for revisiting and practicing within reading and writing contexts

- Selecting appropriate complex texts (including informational text) that are generally at students' instructional level and that address targeted content/standards; including poetry, drama, and literary texts, as well as social studies, science, technical, and digital texts
- Choosing content-rich texts that are analyzed for qualitative and quantitative complexity
- Choosing texts that are thematically and conceptually related to deepen content and vocabulary knowledge
- Identifying targeted vocabulary and content for instruction, corresponding to instructional goals and academic standards
- Selecting content-based vocabulary and text ideas
- Developing text-dependent questions and questions that engage higher-order thinking and thoughtful reactions to literal, inferential, and evaluative questions
- Differentiating instruction by engaging with small groups of students and texts that approximate their instructional level
- Planning for flexible grouping—bringing different groups of students together for different instructional purposes and according to needs of students
- Choosing texts that will support students' reading of increasingly challenging and complex texts to extend their applications of skills and strategies and long term independence

### **Instructional tasks**

- Introducing text to draw attention to important concepts and opportunities for problem-solving tasks (might include picture walks and/or discussion to text features)
- Students reading text with brief interactions with teachers for strategic questioning and/or to prompt use of decoding and comprehension strategies; revisiting text ideas
- Engaging in higher-order discussions before, during, and after reading
- Discussing the text; building knowledge and students' oral language as they express their interpretations and connections with text ideas, vocabulary, and new knowledge
- Throughout lesson, drawing connections between text ideas and prior knowledge with goal to extend and deepen knowledge
- Addressing instructional goals by focusing on targeted teaching points, including word work, that are grounded in text ideas and directed toward expanding students' strategic actions
- Using a variety of grouping strategies for flexible grouping of students for targeted instruction and to meet student needs
- Providing repeated opportunities to discuss and use vocabulary and text content
- Providing synthesis and culminating activity at the end of the reading (or daily, if the texts are read over several days) for which students demonstrate comprehension and use of information for applications to thought-provoking questions or examples

### ***Independent Reading and Reading Conferences (Year 3, Semester 2)***

Independent reading and reading conferences provide opportunities and dedicated time for students' voluntary reading with self-selected texts and teacher monitoring with teacher-student conferences to provide feedback and encouragement regarding the use of problem-solving strategies. The goal is to substantially increase the volume of texts students read. Teacher conferencing around texts that students read emphasizes the importance of building text understanding, independent application of skills and strategies, and students' communicating depth of knowledge acquired through reading.

### **Content/instructional preparation focus**

- Preparing classroom library of a wide range of text genre and levels, multicultural texts, including age-appropriate, grade-appropriate literary and informational texts, periodicals, and digital texts, including student-written texts
- Organizing books thematically and conceptually by content themes, authors, or text purposes
- Referring to formative data, plan for individual conferences to monitor application and integration of previously learned skills and strategies

**Instructional tasks**

- Establishing daily time (typically 30 minutes) and comfortable spaces for reading
- Modeling strategies for book selection and student choice; may guide text selection initially
- Modeling of teacher's independent reading
- Providing book talks to generate students' interest
- Setting goals that teachers and students generate
- Providing anchor charts listing strategies students can use independently to support their text selection or reading comprehension
- Rereading favorite texts as part of the process can be useful for deepening knowledge and integration of skills and knowledge
- Providing opportunities for peer sharing of book reading
- Monitoring comprehension with individual conferences (e.g., listening in during reading, taking notes about students' observations, making connections)
- Targeted teaching can occur during conferences (to reinforce skills and strategies) and to support interests
- Keeping reading records
- Implementing selective use of post-reading activities that could include speaking and writing about texts to inform others

## **Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading**

1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards.  
*Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project; *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

## Interactive Read Aloud Planning Sheet

What area of the interactive read aloud experience are you interested in exploring?

- Integration of standards
- Selection of high quality, content-rich, complex text
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks

What is your goal? \_\_\_\_\_  
\_\_\_\_\_

How might you know that you achieved that goal? \_\_\_\_\_  
\_\_\_\_\_

What might be some steps for learning more about your interactive read aloud area of interest? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your next steps to move to application with this area? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How might this area of study impact student learning? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

### A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

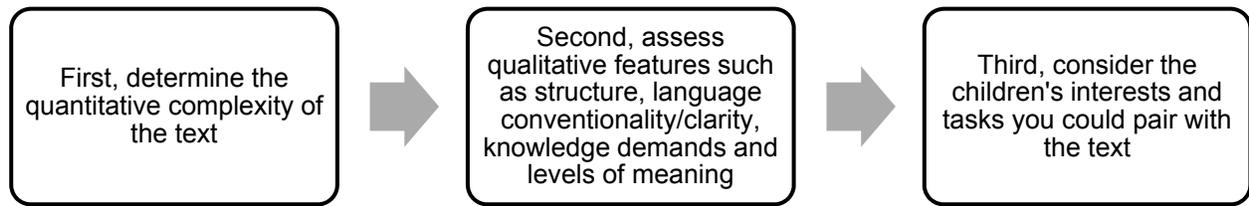
- 1) Qualitative dimensions of text complexity.** In the standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.
- 2) Quantitative dimensions of text complexity.** The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
- 3) Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

*English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects  
Appendix A: Research Supporting Key Elements of the Standards*



Figure 1: The Standards' Model of Text Complexity

## Guidelines for Text Complexity Analysis



**First, determine the quantitative measure to place a text in a grade-level band.**

**Lexile to Grade Level Correlation**

Grade	Independent Reader Measures 25 <sup>th</sup> percentile to 75 <sup>th</sup> percentile
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Quantitative complexity—such as word frequency, sentence length, and text cohesion—is best analyzed by a computer and is difficult for a human reader to evaluate. There are multiple tools for determining the quantitative complexity of a text (e.g., ATOS, Degrees of Reading Power, Flesch-Kincaid, The Lexile Framework, SourceRater).

For a read aloud to be quantitatively complex, its lexile should be 1-2 grade levels above students' current grade level. In early grades classrooms, the lexile may be even more than two grade levels above.

**Second, using your professional judgment, perform a qualitative analysis of text complexity to situate a text within a specific grade level.**

Qualitative tools measure such features of text complexity as text structure, language clarity and conventions, knowledge demands, and levels of meaning and purpose that cannot be measured by computers and must be evaluated by educators.

**Structure:** Text structure refers to the ways authors organize information in a text. Structure can range from complex to simple.

Complex Structure	Simple Structure
Implicit and unconventional structure	Well marked, conventional structure
Use flashbacks, flash forwards, multiple points of view, and other manipulations of time and sequence	Sequenced in chronological order
Informational texts that conform to the norms and conventions of a specific discipline (such as an academic textbook or history book)	Informational texts that do not deviate from the conventions of common genres and subgenres
Graphics are complex, provide an independent source of information, and are essential to understanding a text *	Graphics are simple and supplementary

\* Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.

**Language Conventionalty and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (e.g., general academic and domain-specific vocabulary).

**Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

**Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (e.g., satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

**Third, educators should evaluate the text in light of the students they plan to teach and the task they will assign.**

Consider possible struggles students might face, as well as brainstorm potential scaffolding to support students in unpacking the most complex features of the text. Reader and task considerations enable the educator to “bring” the text into a realistic setting—their classroom.

Some elementary texts contain features to aid early readers in learning to read that are difficult to assess using the quantitative tools alone. Educators must employ their professional judgment in the consideration of these texts for early readers.

*- Retrieved and adapted from  
[www.ccssso.org/Navigating\\_Text\\_Complexity](http://www.ccssso.org/Navigating_Text_Complexity)*

**Text Complexity: Qualitative Measures Rubric<sup>1</sup>**

**LITERATURE**

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>		<ul style="list-style-type: none"> <li><b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> <li><b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li><b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Is clear, chronological or easy to predict</li> <li><b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>		<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>		<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li><b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

**Text Complexity: Qualitative Measures Rubric**  
**INFORMATIONAL TEXTS**

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>		<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><b>Text Features:</b> If used, are essential in understanding content</li> <li><b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc. are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>		<ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational, rarely overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>PURPOSE</b>		<ul style="list-style-type: none"> <li><b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>		<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li><b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li><b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li><b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li><b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

## Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

### Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this texts? What supports can I provide?

### Task Considerations

What do you want students to demonstrate after reading this text? (e.g., key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

- Retrieved from [www.ccsso.org/Navigating\\_Text\\_Complexity](http://www.ccsso.org/Navigating_Text_Complexity)



## Creating Text Sets

### What is a text set?

A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

<b>Step One</b>	
<i>Identify the Anchor Text and Formulate a Line of Inquiry for the Set</i>	The first step is to identify an anchor text and formulate an overall line of inquiry for the set. This can happen in either order. An educator may first identify an anchor text, from which they formulate a line of inquiry for the set OR an educator may choose to first identify a topic for a unit of study and then seek out an anchor text around which to build the set. The most important part of this step is that the anchor text be a grade-level complex text that meets the complexity demands of the Standards and is worthy of the time and attention of students. Without a rich anchor text, it is impossible to create a worthwhile text set.
<b>Step Two</b>	
<i>Step Two: Use Databases to Research Texts around the Topic</i>	Once you have identified the anchor text and line of inquiry for your set, you can use a variety of databases to search for texts. Sometimes you will need to adjust your search terms to find a range of texts on a topic. Several databases allow you to organize texts according to quantitative measure ( <a href="http://www.lexile.com/fab/">http://www.lexile.com/fab/</a> ).
<b>Step Three</b>	
<i>Step Three: Evaluate Texts for Inclusion in the Set</i>	<ul style="list-style-type: none"> <li>• Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text?</li> <li>• Is the text worthy of student time and attention?</li> <li>• Does the text contribute to a range and balance of text types and formats in the overall set?</li> <li>• Does the text contain new information that students likely don't already know?</li> <li>• Does the text build background knowledge that will help students comprehend later texts and experiences?</li> <li>• Does the text contain information that is useful in the real world?</li> <li>• Does the text contain information that is relevant to students' needs or interests? Does it help them answer questions or solve problems?</li> <li>• Does the text contain information that helps students connect their own experiences and situations to others and to the broader world?</li> <li>• Is the content of the text authentic and does it lend itself to further research, exploration, and inquiry?</li> </ul>

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<b>Step Four</b>	
<i>Step Four: Refine, Finalize, and Produce Text Set</i>	Continue to refine your selections until you are satisfied that you have a range and balance of texts that support student engagement with the line of inquiry. Then, finalize your selections and document the text set for use in your instructional unit and to share with other educators. In documenting your set, we recommend including the title, author, quantitative measure, source, text type, and brief summary/justification for including the text in the set.

- List borrowed and modified from three sources: *Guide to Creating Text Sets*, retrieved from [www.ccsso.org](http://www.ccsso.org); *The importance of content rich texts to learners and students*, retrieved from Oxford University Press English Language Teaching Global Blog; and *Informational Text and Young Children: When, Why, What, Where, and How* by Dr. Nell K. Duke

**Blank Text Set**

<b>Text Set Title:</b>	
<b>Text Set Grade Placement:</b>	
<b>Enduring Understandings</b>	
<b>Text and Resources</b> (Indicate in what order the supporting works are to be introduced and taught.)	
<b>Anchor Text</b>	<b>Title:</b> <b>Author:</b>
<b>Supporting Works</b>	<b>Book(s)</b> 1. 2. <b>Article(s)</b> 3. 4. <b>Poem(s)</b> 1. 2. <b>Infographic(s)</b> 3. 4. <b>Other Media</b> 5. 6.  <b>Supporting Works will be introduced/taught in the following order:</b>
<b>Standards</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>Rich, Authentic Task</b>	



## Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
  - Literal: Understanding what the text says at a surface level from the key ideas and details
  - Inferential: Understanding what the means and how it works from the perspective of craft and structure of the text
  - Analytical: Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

-Downloaded and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

## Steps in Question Planning

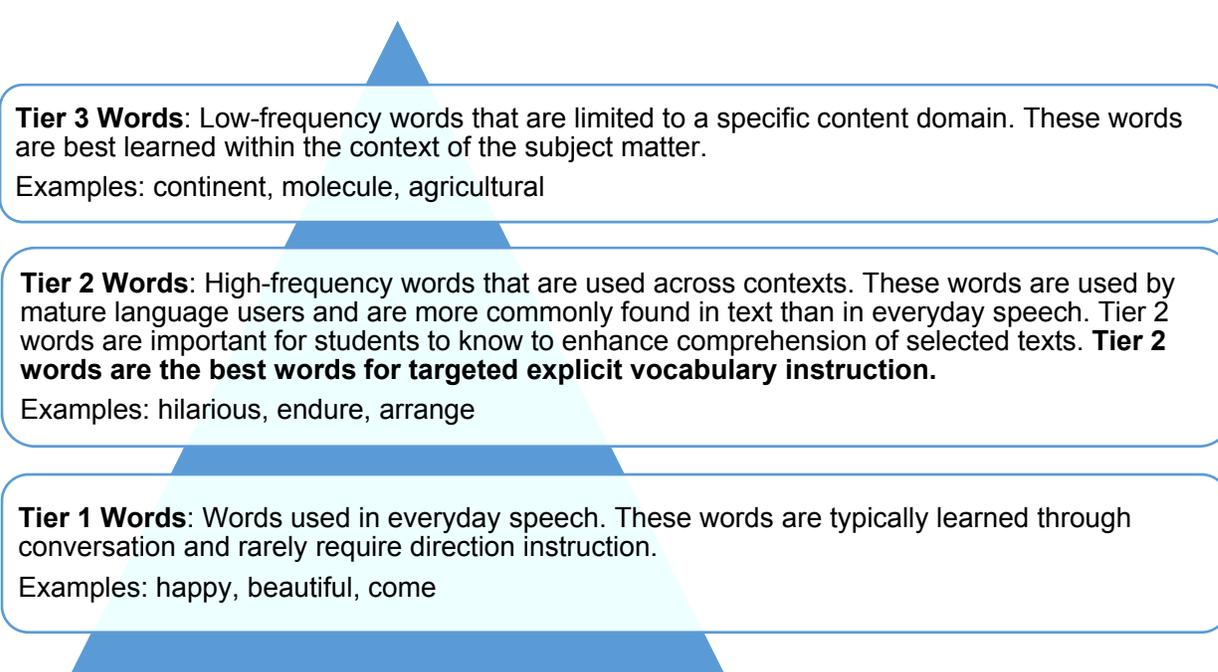
Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.		
Category of Comprehension	Description	Question Options
<b>Locate and Recall</b>	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	<ul style="list-style-type: none"> <li>• What is the main idea of this section?</li> <li>• What details did the author give about _____?</li> <li>• Who were the main characters in _____?</li> </ul>
<b>Integrate and Interpret</b>	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	<ul style="list-style-type: none"> <li>• How did (character) feel when _____? Why did he feel that way?</li> <li>• What connections can we make to events/facts across the text?</li> <li>• What similarities and differences do we see with _____?</li> </ul>
<b>Critique and Evaluate</b>	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	<ul style="list-style-type: none"> <li>• What do you think is the most important message in this text?</li> <li>• How well did the author describe the new ideas in what you just read?</li> <li>• If the author asked you what she could have done differently or better to help other students understand, what would you tell her?</li> <li>• How might (character) behave in the future based on her experience in this story?</li> </ul>
Step 2: Develop discussion questions that require students to think deeply about text.		
<b>Discussion Questions</b>	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	<ul style="list-style-type: none"> <li>• Why did _____?</li> <li>• What do you think _____?</li> <li>• If you were the author _____?</li> <li>• What does _____ remind you of and why?</li> </ul>
Step 3: Ask follow-up questions to encourage and facilitate discussion.		
<b>Follow-up Questions</b>	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	<ul style="list-style-type: none"> <li>• What makes you say that?</li> <li>• What happened in the book that makes you think that?</li> <li>• Can you explain what you meant when you said _____?</li> <li>• Do you agree with what _____ said? Why or why not?</li> <li>• How does what you said connect with what _____ already said?</li> <li>• Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.</li> <li>• What does the author say about that?</li> </ul>

- Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

## Promoting Knowledge of Vocabulary through Interactive Read Alouds

Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned (Bloom, 2000). As teachers read, they draw students' attention to Tier 2 words—the "high frequency words of mature language users" (Beck, McKeown, & Kucan, 2002, p. 8). These words, which "can have a powerful effect on verbal functioning" (Beck et al., 2002, p. 8), are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read alouds.

- *Vocabulary Development During Read Alouds: Primary Practices*. Kindle, 2009



**Tier 3 Words:** Low-frequency words that are limited to a specific content domain. These words are best learned within the context of the subject matter.

Examples: continent, molecule, agricultural

**Tier 2 Words:** High-frequency words that are used across contexts. These words are used by mature language users and are more commonly found in text than in everyday speech. Tier 2 words are important for students to know to enhance comprehension of selected texts. **Tier 2 words are the best words for targeted explicit vocabulary instruction.**

Examples: hilarious, endure, arrange

**Tier 1 Words:** Words used in everyday speech. These words are typically learned through conversation and rarely require direction instruction.

Examples: happy, beautiful, come

- Adapted from *Bringing Words to Life* by Beck, McKeown, & Kucan, 2002.

### Examples of Tier 2 Words from Trade Books

Text	Vocabulary
<i>Bear Snores On</i> by Karma Wilson	lair, divvy, fret
<i>Where the Wild Things Are</i> by Maurice Sendak	mischief, gnashed, rumpus
<i>The Kissing Hand</i> by Audrey Penn	nuzzled, palm, scamper

## Teaching Vocabulary through Interactive Read Alouds

**Step 1:** Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

**Step 2:** Note which words are most significant to comprehending the plot or meaning of the text.

**Step 3:** Note which words have meanings that are easily conveyed by the story's context, such as through illustrations or dialogue.

**Step 4:** Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

**Step 5:** Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings. These are the words you should teach through **explicit instruction**.

**Step 6:** Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

**Step 7:** Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words require explicit definitions and would be best taught through **embedded instruction**.

### Vocabulary Planning Sheet

Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

**Vocabulary Planning Sheet**

<b>Tier 3 Content Specific Word</b>	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

## Vocabulary Routine for Explicit Instruction

- Say the word, teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the book:	

Gesture:

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- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson and *Bringing Words to Life* by Isabel Beck



## Think Aloud Planning

Effective Strategy	Description	Think Aloud Stems
<b>Activating Prior Knowledge</b>	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that...  From what I have already read, the meaning that I am constructing is...  The author's clues (or ideas) cause me to predict that...
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why...  I am curious about...  I am interested in learning how...
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	As I read the author's words, I see...  As I am reading, the pictures that are forming in my mind are...
<b>Monitoring, Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was...  One area that I will go back and reread is...  One strategy that I will use to help me understand is...
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer...  The text evidence and my own knowledge leads me to think that...
<b>Summarizing/ Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is...  The passage says that... The main points from my reading are...

*-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).*

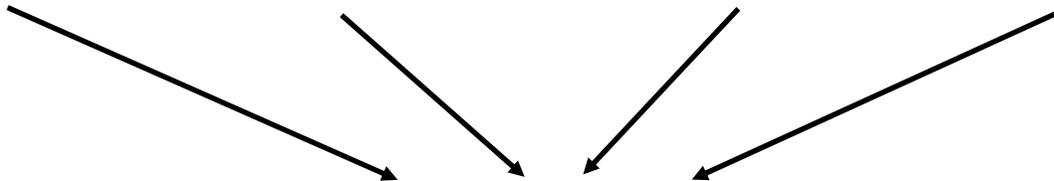


## Text Synthesis

Topic \_\_\_\_\_

<b>What I know about the topic...</b>
---------------------------------------

<b>What the resources say about the topic</b>			
Resource #1 Information	Resource #2 Information	Resource #3 Information	Resource #4 Information

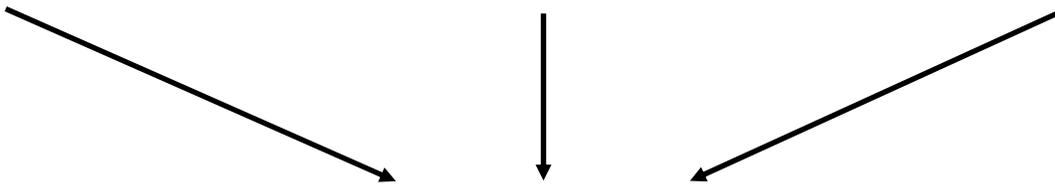


<b>My new thinking based on what I know and the information I have learned from the resources...</b>
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Topic \_\_\_\_\_

<b>What I know about the topic...</b>
---------------------------------------

<b>What the resources say about the topic...</b>		
Resource #1 Information	Resource #2 Information	Resource #3 Information



<b>My new thinking based on what I know and the information I have learned from the resources...</b>
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**Remember...**

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

**What is a Culminating Task?**

A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

An effective culminating task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear—not a “gotcha”
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply) to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information, fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

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Hess, K., Carlock, D., Jones, B., & Walkup, J. (2009). What exactly do "fewer, clearer, and higher standards" really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In Hess' Local Assessment Toolkit: Exploring Cognitive Rigor. Available (online) [http://www.nciea.org/cgi-bin/pubspace.cgi?sortBy=pub\\_date](http://www.nciea.org/cgi-bin/pubspace.cgi?sortBy=pub_date) Educational Research and Action.

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# **Module 3 Tab Page**



## Read to Be Ready Coaching Network Convening

Module 3

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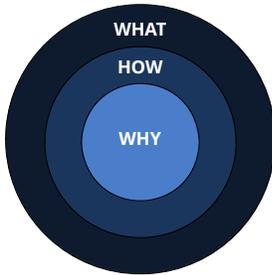
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### Simon Sinek's Golden Circle



- **Why: Your Purpose**
  - What do you believe?  
Your motivation?
- **How: Your Process**
  - Specific actions taken to realize your *why*
- **What: Your Result**
  - What do you do? The result of your *why* (your proof)



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### Turn and Talk

- What are the implications of the golden circle on your work as a reading coach?
- Why is it important that you start with the "why" when you begin to work with your teachers on these instructional outcomes?



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## Objectives

- **WHY:** Understand the foundational beliefs around which the coaching framework has been established and the research behind each portion of the coaching cycle
- **HOW:** Be able to use the coaching cycle to support teacher change and articulate how you will differentiate the cycle to meet individual teacher needs
- **WHAT:** Be able to conduct each phase of the cycle through specific coaching practices and actions



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## Agenda

- Overview of the Coaching Cycle
- Learn and Plan
- Apply
- Lunch
- Reflect
- Refine and Extend
- Evaluate



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## Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



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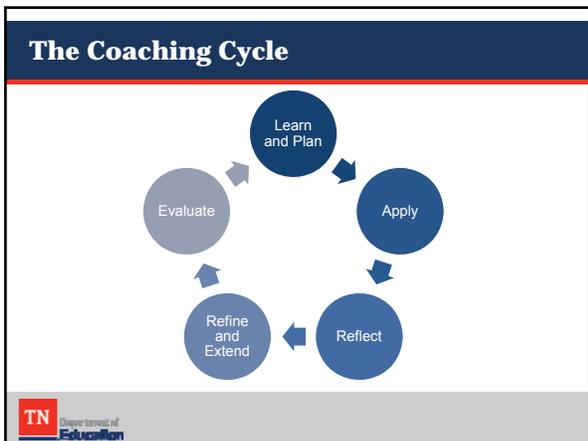
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## Foundational Beliefs and Tenets of Effective Coaching

- Explore the foundational beliefs and the tenets of effective coaching.
  - What resonates with you?
  - What might you expect to see in the coaching framework based on these beliefs and tenets?



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## Stand Up, Hand Up, Pair Up

- Partner A will share first.
  - What resonates with you?
  - What might you expect to see in the coaching framework based on these beliefs and tenets?
- Partner B paraphrase Partner A
  - So you believe...
  - So you think...
  - So you feel...
- Then respond
  - I agree/disagree...because...
  - I want to add on to...
  - Another idea I had was...



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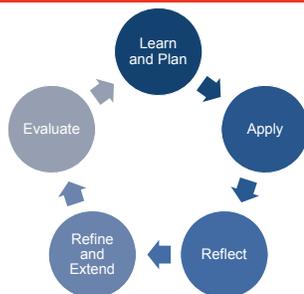
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## The Coaching Cycle



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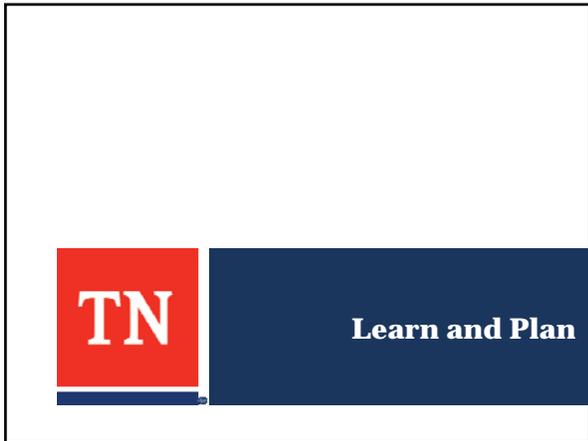
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**Text Annotation Activity**

- Read about the learn and plan portion of the coaching cycle. Annotate the text using the following marks:
  - ✓ This connects to what I believe about high-quality professional learning
  - + This connects to what I have experienced first hand
  - ? This is something I wonder about

The logo for the Tennessee Department of Education, featuring 'TN' in a red square and 'Department of Education' in blue text below it.

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**Talking Chips Table Talk**

- Why do we begin the coaching cycle by providing opportunities for professional learning?
- Why is it important that those learning opportunities are high quality?
- Think back to the elements of an effective interactive read aloud. What might be some areas you might focus on in developing professional learning opportunities for your teachers?

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## Learning Session Orientation



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## Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.



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## Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.



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## Planning



**Model Planning**

- The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.



**Co-Planning**

- The coach and the teacher(s) interact as co-equal parties engaged in shared decision making working towards a common goal. This may be conducted one-on-one or may be facilitated with a larger group.



**Planning Conversations**

- The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson.



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## Coaching Roles



Consultant
Collaborator
Coach

Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.



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## Planning Conversation

- Take a look at the planning conversation map.
  - What are the major elements of a planning conversation?
  - What do you need to solidify at the end of any learn and plan session?



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## Role of Coach

- Listening
  - Listen to learn and understand
  - Pause and allow think time
  - Paraphrase
- Questioning
  - Questions are open-ended
  - Questions assume positive presuppositions
- Evidence-based Feedback
  - Feedback is facilitative
  - Feedback is grounded in evidence
- Rapport



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## Video of Planning Session

- As you watch the video of the planning session, consider the following:
  - What role is the coach in during this session? (consultant, collaborator, or coach)
  - What does the teacher say/do that indicates that this is the appropriate role?
  - How might you know when you need to switch roles?
  - What are some of the actions the coach uses during this conversation? Use your coaching checklist and see what elements you can identify.



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## Planning Session: *It's a Hummingbird's Life*



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## Turn and Talk

- Discuss the following with a table partner:
  - What role is the coach in during this session? (consultant, collaborator, or coach)
  - What does the teacher say/do that indicates that this is the appropriate role?
  - What are some of the actions the coach uses during this conversation?
  - How might you know when you need to switch roles?



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## Text Annotation Activity

- Read about the apply phase of the coaching cycle. Annotate the text using the following marks:
  - ✓ This connects to what I believe about high-quality professional learning
  - + This connects to what I have experienced first hand
  - ? This is something I wonder about



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### Trios PPI (Pause, Paraphrase, Pause, Inquire)

- Reread the section of literature review on Modeling and the Coaching Framework description for that section.
- A paraphrases.
- B adds ideas.
- C pauses, paraphrases what A and B said and then inquires, asking an open-ended question related to the ideas stated.
  - Repeat the pattern with the section on co-teaching, alternating roles.
  - Repeat the pattern with the section on observing, alternating roles.



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### Supporting Transfer

 <b>Modeling</b> <ul style="list-style-type: none"><li>• Demonstration lessons are conducted in the classroom of the teacher</li><li>• The opportunity for the teacher to observe the practice in another teacher's classroom</li><li>• Utilizes preplanned look-fors in both teacher practice and student outcome</li></ul>	 <b>Co-Teaching</b> <ul style="list-style-type: none"><li>• Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction</li><li>• Utilizes preplanned specific look-fors connecting implemented teacher practices and student outcomes</li></ul>	 <b>Observing</b> <ul style="list-style-type: none"><li>• Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.</li></ul>
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### Evidence

- What evidence did the teacher request at the end of the planning conversation we watched during learn and plan?
- What is the coach going to do next?

Complete the evidence collection guide at the top of the observation notes handout.



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## Video

- As we watch the teacher conduct her hummingbird read aloud, collect the evidence that has been requested.



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## Interactive Read Aloud: *It's a Hummingbird's Life*



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## Turn and Talk

- What evidence did you gather while watching the teacher's interactive read aloud?
- What might you want the teacher to recognize about her students' performance?
- What do you want the teacher to recognize about her own teaching practices?



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**Text Annotation Activity**

- Read about the reflect phase of the coaching cycle. Annotate the text using the following marks:
  - ✓ This connects to what I believe about high-quality professional learning
  - + This connects to what I have experienced first hand
  - ? This is something I wonder about



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**Paired Verbal Fluency**

- A and B will take turns responding to a prompt.
- At the signal, one will speak and one will listen.
- At the timer, the other will speak while the first speaker listens.
- Each time no one is able to repeat anything that was said by the other.
- At the second timer, you may check for clarification with each other.



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## Coaching Roles

Consultant
Collaborator
Coach

Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.

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## Reflective Conversation Moves

Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.

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## Turn and Talk

Review the Coaching Moves and Purposes for a Reflective Conversation in your handouts.

- What stands out to you in the reflective conversation?
- How will this conversation help you prompt teachers to use reflection as a tool to stimulate changes to their practice?
- What are some elements of the conversation that you are wondering how to implement?

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## Video

- As we watch the following video of a reflective conversation, note the following:
  - Does the coach follow the map?
  - How does the coach ensure that the teacher is doing the majority of the thinking?
  - Does the coach switch roles?
  - What verbal and non-verbal cues from the teacher let us know this was a good choice?



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## Reflective Session: *It's a Hummingbird's Life*



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## Stand up, Hand up, Pair Up

- Partner A will answer the first two questions.
- Partner B paraphrase and add on.
  - Does the coach follow the map?
  - How does the coach ensure that the teacher is doing the majority of the thinking?



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## Stand up, Hand up, Pair Up

- Partner B answers the next two questions.
- Partner A paraphrase and then add on.
  - Does the coach switch roles?
  - What verbal and non-verbal cues from the teacher let us know this was a good choice?



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## Table Talk

- Looking at the coaching observation checklist, what elements did you see in this reflective coaching conversation?
- What are some coaching practices you may need to refine to effectively conduct a reflective coaching conversation?



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**Refine and Extend**

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## Text Annotation Activity

- Read about the refine and extend phase of the coaching cycle. Annotate the text using the following marks:
  - ✓ This connects to what I believe about high-quality professional learning
  - + This connects to what I have experienced first hand
  - ? This is something I wonder about



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## Generate Questions

- Independently craft two open-ended questions that might get another person to explain why this phase of the coaching cycle is important.



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## A/B Partners

- Partner A asks their questions first.
  - Partner B answers.
  - Then Partner A paraphrases.
- Partner B asks their questions.
  - Partner A answers.
  - Then Partner B paraphrases.



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## Question Check

- Were the questions open-ended?
- Did the questions use positive presuppositions?
- Did the questions use plural forms?
- Did the questions utilize tentative language?



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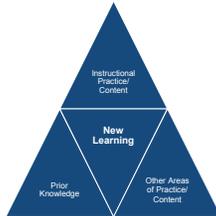
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## Refine or Extend

**Refine**  
Repeat Portions of the Coaching Cycle



**Extend**  
Make Connections



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## Video

- As you watch the refine and extend portion of the coaching video, consider:
  - Which role the coach is in for this phase?
  - How did the coach use questioning to get the teacher to make connections?



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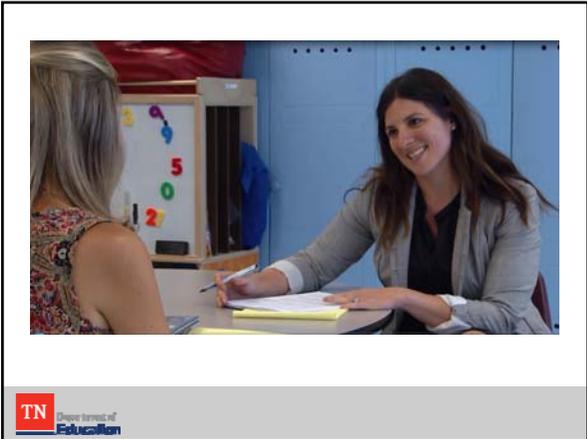
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### Video Group Debrief

- Which role is the coach in for this phase?
- How did the coach use questioning to get the teacher to make connections?
- As you consider the teacher practices needed to successfully implement interactive read aloud, what might be some areas you anticipate teachers will need to refine?
- What might be some areas that you can extend? What connections do you anticipate teachers might make?



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**Evaluate**

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## Text Annotation Activity

- Read about the evaluate phase of the coaching cycle. Annotate the text using the following marks:
  - ✓ This connects to what I believe about high quality professional learning
  - + This connects to what I have experienced first hand
  - ? This is something I wonder about



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## Turn and Talk

- Why do you think it is important to evaluate the successfulness of your coaching cycles?
- Why is it important to look at a variety of sources of evidence and to look at success from multiple perspectives?



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## Read Aloud

- *Sam and Dave Dig a Hole*  
Written by Mac Barnett  
Illustrated by Jon Klassen
- Consider how this story connects to the idea of evaluating our progress in multiple ways.



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## Brainstorm

- Individually, on a post-it note, record as many types of evidence as you can think of that you might use to evaluate your success.
- You will have two minutes of independent think time.



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## All Write Round Robin

- Each person at the table shares one of their ideas. If you don't have it on your list, add it to your list.
- Continue to go around until no one has any ideas left to share.



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**Solidify Today's  
Learning**

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### 3, 2, 1

On a post it note:

- Record 3 protocols we used today that you found useful and might use in your practice.
- Record 2 practices related to coaching that you learned and/or that you want to refine.
- Record 1 thing you are excited about related to the coaching network.



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## **Read to be Ready Coaching Framework Beliefs and Tenets**

### **Framework Rationale and Beliefs:**

- We believe that **high expectations** and **effective instruction** in grades K–3 can cause students to become proficient readers.
- We believe that **improving reading instruction** in grades K–3 is a **valuable investment** and prepares students for a future of academic, personal, and professional success.
- We believe to achieve the dramatic academic growth we're aiming for, schools and districts need a **plan of support** that is high impact, sustainable, and proven to work.
- We believe that the kind of **ongoing, job-embedded professional support** that is needed for continuous learning and sustained application is only possible at the school or district-level.

### **Tenets of Effective Coaching:**

- We embrace that being **goal oriented** increases the focus of conversations between coaches and teachers.
- We embrace that coaching conversations will be **driven by evidence** and focused on student learning.
- We embrace that **collaboration** between the coach and the teacher supports the development of a reciprocal relationship.
- We embrace that coaches being **open to voice and choice** honors teacher expertise, builds teacher ownership, and fosters practice improvement.
- We embrace that **reflective practices** enhance the ability to identify strengths, opportunities for growth, and next steps for action.
- We embrace that **modeling, team teaching, and implementation of new practices** creates opportunities for new learning to occur.

## **Learn and Plan**

### **Formal Professional Learning Sessions**

Effective professional learning is organized around long-term goals broken into explicit segments of learning that can be unified through sustained effort over time (Hasbrouck & Denton, 2005 and Guskey, 1995). When the learning is job-embedded, grounded in day-to-day teaching practices and content, and supported in the classroom with many opportunities for coaching, greater classroom transfer occurs (Viadero, 2010). Effective professional learning connects theory to practice by providing opportunities for teachers to actively engage in learning that is relevant, self-directed, and problem-solution oriented (Knowles, 1984 and Croft et al, 2010).

### **Planning**

Planning provides an additional opportunity to support teachers in adopting new practices. Through modeling, co-planning, and conducting planning conversations, a coach can engage with teachers in relevant and meaningful ways. Modeling of planning includes talking out loud about one's planning rationale and provides metacognition about the particular behavior being modeled (Garmston & Wellman, 2009). Co-planning facilitates an opportunity for collaboration. Teacher collaboration has been found to have positive effects on both student achievement and teacher satisfaction (Ronfeldt, et al., 2015). In fact, Moran (2007), found that more effective schools can be differentiated from less effective schools by degree of teacher collegiality. Co-planning together and teaching one another about the practice of teaching are opportunities to build a collegial school culture. Planning conversations further engage teachers and coaches in collaborative dialogue, allowing the coach and teacher to establish clear goals for evidence collection during the apply phase of the coaching cycle (Carr, Herman, & Harris, 2005). These conversations also allow the coach and teacher to specify observable indicators of success, which can later be used for providing feedback (Costa & Garmston, 2002).

### **Goal Setting**

Setting goals helps move the focus of the conversation away from the worries and concerns about the problem and towards some potential positive outcomes (Hasbrouck & Denton, 2005). Goal setting can bring a wave of positive feeling and optimism to the coaching process and can provide a clear path to follow (Hasbrouck & Denton, 2005).

## **Tennessee Standards for Professional Learning**

**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

**Learn and Plan**

<b>Provides professional learning opportunities that align to the Tennessee standards for professional learning</b>	
<b>Formal Professional Development Sessions</b>	<b>Planning</b>
	
	<b>Consultant      Collaborator      Coach</b>
<p><b>Data:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p> <p><b>Learning Communities:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p><b>Implementation:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p><b>Outcomes:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p><b>Model Planning:</b> The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.</p>
	<p><b>Co-Planning:</b> The coach and the teacher(s) interact as equal parties engaged in shared decision making working towards a common goal. This might be conducted one-on-one or may be facilitated with a larger group.</p>
	<p><b>Planning Conversation:</b> The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson. Questions focus on ensuring a deep and specific discussion of the literacy content and the pedagogy that will support student learning around the instructional practice, student outcomes, and content, otherwise known as the Instructional Triangle. The teacher commits to enacting what has been discussed. The teacher identifies the type and format of evidence that will be collected to evaluate the progress towards stated student and pedagogical goals.</p>
<p><b>Goal Setting:</b> The “Learn and Plan” portion of the coaching cycle anchors the learning for teachers through the establishment of teacher, system, and student goals. Specific goals individualized to each teacher and the students in his/her classroom ensure that the coaching cycle is relevant and needs driven.</p>	

## Coaching Moves for a Planning Coaching Conversation

Coaching Move	Examples of Coaching Questions or Statements to be Used in a Reflective Conversation
<p style="text-align: center;"><b>Clarify Goals and Intentions</b></p> <p style="text-align: center;"><i><b>Purpose:</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
Probe for Goals and Preliminary Success Indicators	<ul style="list-style-type: none"> <li>• What are your goals for this lesson?</li> <li>• Tell me about what you want students to learn.</li> <li>• How might you know that you have reached that goal?</li> <li>• What might you look for to know that you were successful?</li> <li>• What do you want students say or do to let you know it is successful?</li> </ul>
Solidify the content and instructional moves	<ul style="list-style-type: none"> <li>• What are some options for enhancements that you are considering for what you are teaching?</li> <li>• What might you want to focus in on in your instructional practice to assist students in reaching that goal?</li> <li>• What might be some ways for adjusting how you are teaching the material?</li> <li>• What strategies might you try?</li> <li>• How will the lesson unfold?</li> </ul>
<p style="text-align: center;"><b>Generate Plans and Construct New Learning</b></p> <p style="text-align: center;"><i><b>Purpose:</b> Means of prompting connections between and among the three points of the Instructional Triangle (content, pedagogy, and student) and deepening the teacher's content and pedagogical knowledge</i></p>	
Utilize Open-ended, Probing Questions to Support Planning	<ul style="list-style-type: none"> <li>• How might you use (insert instructional practice) to help you reach that goal?</li> <li>• What might you want to consider as you plan for (insert instructional practice) in order to help students (insert student goal)?</li> <li>• What might be some steps for...</li> <li>• Share your plans for/thinking about....</li> </ul>
Provide research-based options (when the teacher struggles to surface focused ideas or plans)	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way you might...</li> <li>• After considering these options, what might you like to explore?</li> </ul>
<p style="text-align: center;"><b>Call to Action</b></p> <p style="text-align: center;"><i><b>Purpose:</b> Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to implementing work that has been discussed</i></p>	
Solidify Understandings	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might ____ impact student learning?</li> </ul>
Commit to Implementation	<ul style="list-style-type: none"> <li>• What are you going to try in your upcoming lesson?</li> <li>• How will you (insert instructional practice)?</li> <li>• How do plan to sustain your effort?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to be Used in a Reflective Conversation
Determine indicators of Success	<ul style="list-style-type: none"> <li>• What evidence will you collect to determine if your (insert instructional practice) was successful?</li> <li>• What evidence might you like me to collect during your lesson?</li> <li>• What teacher/student evidence would you like me to collect?</li> </ul>
<p><b>Reflect on Coaching</b>  <i>Purpose: Provides us with an opportunity to solidify the purpose of planning together</i></p>	
Close the conversation	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> </ul>

**Apply**

Opportunities for teachers to practice with support before implementation and during implementation are essential to effective transfer of professional learning (Showers et al., 1987). One type of support is classroom modeling. Moran (2007) suggested that all professionals become more confident in implementing new tasks or skills after observing someone else put these new practices into action. Knight (2007) also found that teachers reported model lessons provided by instructional coaches assisted them in teaching with fidelity to research-based practices, supported their learning of new practices, and increased their confidence in adopting those practices. However, varying opportunities for support allows for differentiation to meet a variety of teacher and student needs. Jackson (2013) explained, “Teachers at different stages of skill development need different types of support to move to the next stage...The best way to increase a teacher’s skill is to do so incrementally, always working within-but at the outer edge of- a teacher’s current abilities.”

<b>Ensures transfer to the classroom through on-going, job-embedded support</b>		
<b>Model</b>	<b>Co-Teach</b>	<b>Observe</b>
		
Demonstration lessons that are conducted in the classroom of the teacher or the opportunity for the teacher to observe the practice in another teacher’s classroom with preplanned look-fors in both teacher practice and student outcome	Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction with specific look-fors connected to student outcomes	Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.

**Evidence Collection Guide**

<b>Focus of Observation:</b>	
<b>Evidence the teacher would like collected:</b>	
<b>Teacher</b>	<b>Student</b>

**Reflect**

A person’s beliefs form the basis for the actions that he/she performs (Bandura, 1977). For teachers, their pedagogical beliefs inform their instructional decisions and the relationships they form with students (Institute for Adult Learning, 2011). Reflection allows for challenging beliefs as a result of new experiences. To promote the deep reflection necessary to establish new thinking patterns, coaches engage teachers in reflective dialogue (Cheliotis & Reilly, 2010). Cheliotis and Reilly (2010) elaborated:

Coaching is a way of listening and speaking to colleagues that assumes a belief that others are whole and capable...Coaches operate with an underlying assumption that giving advice to others undermines the confidence and self-worth of others. Coaching conversations require leaders that think of themselves as partners and collaborators, rather than experts and bosses (p. 9).

During the reflective conversation, the coach engages the teacher in constructing meaning and solidifying learning and new practices so that the teacher can apply that learning in the future (Costa & Garmston, 2002). Both individual and group reflections generate opportunities for teachers to approach teaching as a series of challenges we respond to, rather than a series of challenges we react to (Moran, 2007). Open-ended questions, those without a yes or no answer, encourage reflection and provide opportunities for transformative thinking (Toll, 2005 and Costa & Garmston, 2002).

<b>Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer</b>		
<b>Coaching Stance Continuum</b>		
		
<b>Consultant</b>	<b>Collaborator</b>	<b>Coach</b>
<ul style="list-style-type: none"> <li>• <b>Summarize Goals and Impressions:</b> Means of ensuring the coach and the teacher are thinking about the content, pedagogy, and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</li> <li>• <b>Analyze Causal Factors and Relationships:</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (Instructional Practice, Student Outcomes, Content)</li> <li>• <b>Construct New Learning:</b> Means of deepening the teacher’s content and pedagogical knowledge</li> <li>• <b>Call to Action:</b> Acknowledge critical content or pedagogical information and provide a means for having the teacher commit to implementing work that has been discussed</li> <li>• <b>Reflect on the Coaching:</b> Provides an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices</li> </ul>		



## Coaching Moves and Purpose for a Reflective Conversation

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Summarize Goals and Impressions</b></p> <p><i><b>Purpose:</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
Clarify Goals and Success Indicators	<ul style="list-style-type: none"> <li>• What were your goals for this lesson? What did you want students say or do to let you know it was successful?</li> <li>• Tell me about why you wanted students to complete this particular task. What were you hoping students would learn?</li> </ul>
Summarize Impressions	<ul style="list-style-type: none"> <li>• How did your lesson go? How do you know?</li> <li>• How did your use of implicit vocabulary instruction within your interactive read-aloud influence your students vocabulary acquisition? How do you know?</li> <li>• How did your student work compare to the outcomes you wanted?</li> <li>• What evidence supports that your students understand ___?</li> <li>• How did you engage students in developing their understanding of migration during your lesson? How did what you hear students say compare to what you wanted to hear?</li> <li>• What does the student work tell us about students' acquisition of new vocabulary?</li> </ul>
<p style="text-align: center;"><b>Analyze Causal Factors and Relationships</b></p> <p><i><b>Purpose:</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
Utilize Open-ended, Probing Questions	<ul style="list-style-type: none"> <li>• What are some of your hunches about why students ___?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for your vocabulary instruction for this lesson? How did planning for your vocabulary that way influence students' vocabulary acquisition?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert student work noticings)?</li> <li>• How did the structure of your partner talk impact the responses you heard from students?</li> <li>• What effect did your instructional decisions have on the results that you saw in your student work?</li> </ul>

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p>Provide evidence from lesson: When a teacher is not accurately surfacing areas of focus, the coach may switch to a consultant role and provide evidence of what he/she noticed in the lesson</p>	<ul style="list-style-type: none"> <li>• I noticed when the students were asked to _____, students _____.</li> <li>• We identified that students (insert student outcomes). During the lesson, I noticed that the (focus on instructional practice) questions were...model included...vocabulary instruction focused on...</li> </ul> <p><i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</p>
<p><b>Construct New Learning</b> <i>Purpose: Means of deepening the teacher's content and pedagogical knowledge</i></p>	
<p>Utilize open-ended, probing questions</p>	<ul style="list-style-type: none"> <li>• You just anticipated that students will say <math>5 + 5 + 5 + 5</math> or <math>4 \times 5</math>. How might you generate an opportunity for students to explain the relationship between the two expressions?</li> <li>• What might have better equipped students to be able to make the connections between the constant rate of growth in the table and the graph?</li> <li>• What might be some ways that you could continue to reinforce the students' vocabulary acquisition as you are engaging them in the interactive read-aloud?</li> <li>• What might be some elements of Accountable Talk that could enhance your discussions?</li> <li>• How might your questioning be impacting your student data? What might be some ways you could adjust your questioning to see different results?</li> </ul>
<p>Provide research-based options: When the teacher struggles to surface focused ideas or solutions</p>	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way...</li> </ul>
<p><b>Call to Action</b> <i>Purpose: Acknowledge critical content or pedagogical information and provide a means for having the teacher commit to implementing work that has been discussed</i></p>	
<p>Solidify Understandings</p>	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might _____ impact student learning?</li> </ul>
<p>Commit to Implementation</p>	<ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• We just recognized how important the manipulatives are for modeling addition of fractions with unlike denominators. So when in the lesson might you hand out the manipulatives and give the students time to use them?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do? What are some things you want to try as a result of today's conversation?</li> </ul>

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Reflect on Coaching</b></p> <p><b>Purpose:</b> Provides us with an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices</p>	
<p>Close the conversation</p>	<ul style="list-style-type: none"> <li>• How has today’s conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> </ul>

-Adapted from *Coaching Moves and Purposes* ©2016 University of Pittsburgh



## Coaching Observation Checklist

- Demonstrates Active Listening
  - Listens to learn and understand
  - Pauses and allows think time
  - Paraphrases to solidify decisions, clarify understanding, or shift levels of thinking
  - Paraphrases by utilizing “you” rather than “I” statements
  - Avoids autobiographical responses or providing immediate solutions
  
- Questions Promote Reflection
  - Questions are open-ended
  - Questions assume positive presuppositions
  - Questions utilize plural forms
  - Questions utilize tentative language
  - Questions are focused and deepen the teachers reflection around the instructional practice and content goals
  
- Grounds Conversation in Evidence
  - Focuses conversation on goals for student learning
  - Elicits the teacher to make connections between pedagogical practice and student results
  - Provides teacher with requested evidence collection as needed
  
- Maintains Rapport
  - Maintains eye contact
  - Matches body language and positioning
  - Nods head
  - Expression is relaxed, open, and inviting

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass, 2013.  
Costa & Garmston, (2002). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordan Publishers, Inc.  
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**Refine and Extend**

Prochaska, Norcross, and DiClemente (1994) suggest that successful change doesn't always follow a linear pattern, but rather people may move back and forth and in and out of various change stages before they finally successfully integrate the change into their behavior patterns. The refine and extend phase of the coaching cycle allows for the opportunity to solidify effective changes into a teacher's repertoire. Brown, Roediger, and McDaniel (2014) suggested that the ability to make connections and explain how new learning connects to prior knowledge can assist in retaining information for later use. In addition, Cross (1999) suggested in her paper "Learning is About Making Connections" that in order for people to move beyond surface learning it is essential to make cognitive connections.

<b>Supports refinement in connection to the goals set for the coaching cycle, or prompts the teacher to make connections and extend the new learning to other areas of the teacher's practice</b>	
<b>Repeat Portions of the Coaching Cycle</b>	<b>Make Connections</b>
<p>While staying focused on the goals for this coaching cycle, the coach and the teacher may identify additional areas for either refining the same pedagogical skill or a related pedagogical skill. To refine these skills, the coach and the teacher may opt to go back through certain portions of the coaching cycle. The collaborative decision about next steps should be based on student and teacher needs.</p> <div style="text-align: center;"> </div>	<p>The coach utilizes probing questions to prompt the teacher to make connections between the new learning, best practice for instruction (evaluation language), prior knowledge and other areas of the teachers instructional practice (i.e. subjects &amp; classes).</p> <div style="text-align: center;"> </div>



**Evaluate**

Data-driven school cultures foster mutual accountability in efforts for continuous improvement (Datnow, Park, & Wohlstetter, 2007). Collaborative goal setting allows for amendment, revision, and input from multiple stakeholders as they collectively decide whether to terminate, continue, or restructure the current plan of professional learning based on the analysis of a variety of data sources (Hasbrouck & Denton, 2005). Datnow, Park, and Wohlstetter (2007, p. 42) stressed that when “schools and systems gather multiple kinds of data, they can make a greater variety of data informed decisions.” Burgess and Bates (2009) captured the essence of creating shared leadership in decision making stating:

The truth is, the critical work of schools is done through relationships among people. These relationships must be nurtured and attended to so that conversations move beyond collegiality to collaboration and a commitment to improving one's practice... As William D. Greenfield (2005) writes, "The challenge for a school leader is to spark and sustain such a dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively" (p. 249).

Effective data use in a school can provide the catalyst for generating the sense of urgency needed to elicit change efforts and to measure success along the way.

<b>Engages all stakeholders in evaluating professional learning and results using a variety of sources and types of <u>coach</u>, <u>teacher</u>, <u>student</u>, and <u>system</u> data.</b>	
<p><b>Data:</b></p> <ul style="list-style-type: none"> <li>• Evidence-driven purpose</li> <li>• Qualitative and quantitative data sources</li> <li>• Formative assessment precipitate adjustments</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Objective alignment to professional and student needs</li> <li>• Alignment of outcomes to learning standards and teacher evaluation</li> <li>• Demonstration of complete and accurate understanding</li> </ul>
<p>Goals are evaluated both individually and collectively by a variety of stakeholder groups. The leadership team evaluates the overall effectiveness of the professional learning being provided and ensures that progress is being made towards the goals that have been established. Teacher groups evaluate the success of each cycle and use the data collected to determine the next goal for professional learning. Coaches evaluate their own skills and reflect upon the success of the coaching cycle with teachers. Evaluating success through a variety of data points can assist coaches, teachers, and school leaders in creating continuous cycles of improvement that are focused on relevant needs.</p>	



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**Module 4 Tab Page**



## Read to Be Ready Coaching Network Convening

Module 4

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### Objectives

- **WHY:** Understand the importance of designing professional learning to meet the needs of adult learners
- **HOW:** Be able to identify the elements of high-quality professional learning sessions
- **WHAT:** Be prepared to plan for high-quality professional learning sessions for interactive read aloud



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### Agenda

- Building the WHY for professional learning sessions
- Elements of high-quality professional learning
- Lunch
- Model professional learning session
- Tools to use when planning professional learning for interactive read aloud



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## Group Norms

- Be fully present.
- Actively participate.
- Embrace collaboration.
- Silence cell phones.



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## Table Talk

- When you consider the content around interactive read aloud, what instructional practices do you anticipate your teachers will need the most support to implement?



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## All Write Round Robin

- Each person will take turns answering the following question. Everyone records the instructional practices each member suggests. Star the ones that you think also apply to your teachers.
  - What might be some instructional practices related to interactive read aloud on which you will want to provide formal professional learning sessions?



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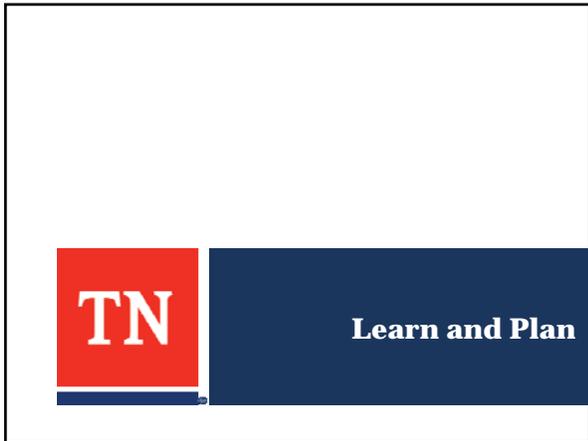
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### High Quality Professional Learning

- When you consider formal professional learning that you have participated in that was effective, what elements made it effective?
  - Discuss these elements at your table.
  - Share out whole group.

TN Department of Education logo in the bottom left corner.

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### Tennessee Standards for Professional Learning Ensure Quality

- **LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.



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### Tennessee Standards for Professional Learning Ensure Quality

- **DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.



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### What does the research say about professional learning?

- Say Something:
  - Partner with someone with whom you have not worked this week.
  - Both read silently the first section of text. Then Partner A says something in response to the first section of text.
  - Partner B paraphrases.
  - Both read silently the next section of text. Partner B says something and Partner A paraphrases.



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### What does the research say about professional learning?

- What connections can you make to the standards for professional learning?
- What connections can you make to our own list of high quality professional learning?



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### Jigsaw Carousel

- Independently highlight words that stand out to you in relationship to your standard.
- With your group, surface the most important ideas about your standard and create a graphic representation of the standard. Consider:
  - What will this look and sound like in practice?
  - Why is this an important element of high quality professional learning?



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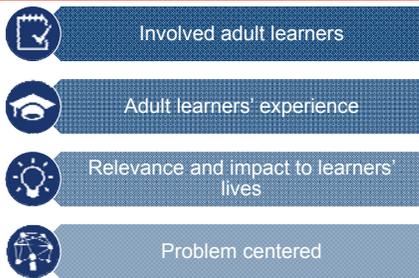
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### 4 Principles of Adult Learning



Knowles, M. (1984). The adult learner: A neglected species. Houston, TX: Gulf Publishing.



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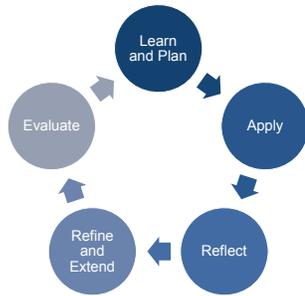
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## The Coaching Cycle



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## Make Connections

- A strong sense of purpose is established by participants through the examination of educator, student, and system data, and that examination of data is used by participants to define individual, team, and system goals.
- Goals for new learning are evaluated, refined, and modified collectively through data analysis to create a system of continuous improvement.
- Objectives for the learning are concrete, narrowly focused on specific professional needs aligned to specific student learning needs



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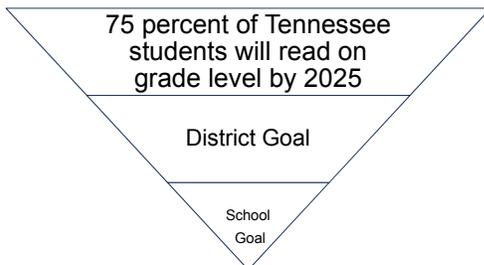
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## Goals and Assessment



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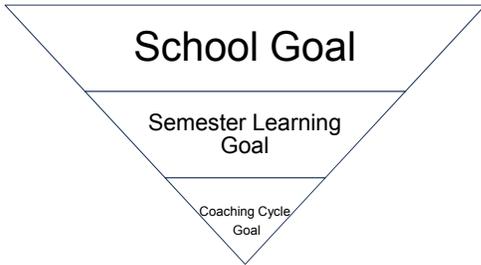
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## Goals and Assessment



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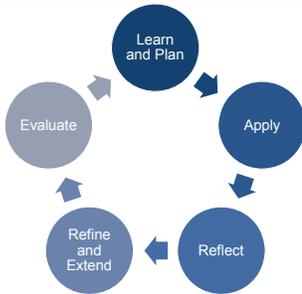
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## The Coaching Cycle



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## Creating a Semester Plan

- What are my student and teacher needs?
- Where and when will I address them?
  - Afterschool professional learning session?
  - During a PLC?
  - During a collaborative planning session?
- How will I connect each session so that..
  - it creates a connected set of learnings?
  - it builds to our instructional outcome of utilizing interactive read alouds?
  - it results in increasing students access to complex text?



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## Supporting High-Quality Read Alouds

- What might be some potential support areas for teachers to achieve high-quality interactive read alouds?
  - Integration of standards
  - Selection of high-quality, content-rich, complex text
  - Collection of effective text sets
  - Creation of text dependent questions for literal, inferential, and analytical understanding
  - Implementation of impactful vocabulary instruction
  - Application of think alouds for meaning-making
  - Synthesis of multiple texts
  - Creation of authentic culminating tasks



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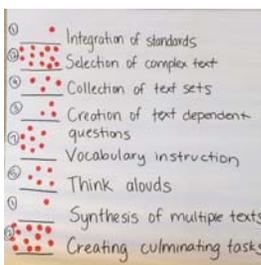
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## Example Plan



- After school: Analyze text complexity to select read aloud texts
- PLC: Plan for vocabulary instruction for read aloud
- PLC: Plan for think alouds during read aloud
- Planning: Refine questions with select teachers
- After school: Create high-quality culminating tasks
- PLC: Connect vocabulary instruction and think alouds to tasks



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## Assess Your Needs

- Take a moment to use the checklist for potential support areas for interactive read aloud.
- Begin to make a plan for when and where you might provide the Learn and Plan portion of the coaching cycle.



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### Model of a Professional Learning Session

- You are going to step into the role of teachers and attend a professional learning session based on interactive read aloud.
- During this model, we will stop periodically to explain what we are doing as facilitators.
- We will also discuss as a group where these practices are falling on the professional learning feedback tool.



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### Goal Setting

- Examine the student work on your table.
  - What stands out to you about this work?
  - What types of vocabulary words are students using in their writing?
  - What types of vocabulary words would we like to see students using in their writing?
  - What might be some ways we could support students in using more expressive or precise vocabulary in their writing?
  - How might supporting students in their acquisition of vocabulary support our school literacy goals?



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### Objective

By the end of our learning session, we will be able to plan for vocabulary instruction within our read alouds to increase our students' ability to utilize expressive vocabulary in their writing.



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### Key Concepts and Ideas

- Choose a partner.
- Read "Promoting Knowledge of Vocabulary through Interactive Read Alouds," marking key concepts and ideas.
- When you have both finished reading, take turns sharing and exploring the concepts and ideas marked by each partner.



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### Video

- How is she using the three different types of vocabulary instruction within her read aloud?
- What might be some ways she is assisting students in moving that vocabulary into their own speaking and writing?



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### Interactive Read Aloud: *It's a Hummingbird's Life*



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## Video

- How is she using the three different types of vocabulary instruction within her read aloud?
- What might be some ways she is assisting students in moving that vocabulary into their own speaking and writing?



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## Student Work Table Talk

- What do you notice about the students' use of vocabulary?
- How did Ms. Karen assist students in moving these new vocabulary words into their writing?
- What might be some ways we could assist students in acquiring new vocabulary through our read alouds?



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## Group Share

- What are some ways you might plan for vocabulary instruction in your next read aloud?
- What might be some things you want to consider as you select your vocabulary words to teach?
- How might you structure your read aloud time to allow students the opportunity to use the words in speaking before they move to writing?



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## Planning

- Based on our conversations, what modification are you thinking you might want to make to your read aloud practices this week?
- Begin to plan for those modifications. Some tools you might use include:
  - The Vocabulary Planning Sheet
  - The Teaching Vocabulary Through Interactive Read Aloud handout
  - The Vocabulary Routine for Explicit Instruction handout
- Finally, decide what you will look for in student work, discussion, or assessments to assess the impact of your implementation.



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## Stand Up, Hand Up, Pair Up

- What were some strengths of this professional learning session?
- What were some opportunities to strengthen the professional learning session?
- What might be some things you want to remember as you plan for your own professional learning sessions?



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## Talking Chips

- What are some important elements of high-quality professional learning?
- What might be some ways that the professional learning you provide for interactive read aloud will be similar to or different from other professional learning that has occurred in your district?



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## Planning a Learning Session

- What data will I use to establish a purpose for the new learning?
- What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
- What new learning will I provide for teachers?
- How will I engage teachers in generating that new learning for themselves?
- What tools or resources might I use for this new learning?
- What will I look for as teachers prepare to take this learning back to their classrooms?
- How will we set the measurement criteria for the cycle? What evidence might we collect?



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## Gots and Wants

- Record your "gots."
  - What are the things you learned in this training that you are excited to implement? What are the things you want us to be sure to continue to do in future training sessions?
- Record your "wants."
  - What do you hope the next training session will cover? What can we provide additional information on as we support you in the field? What can we do to make the next training session better?
- Place your post-its on the "Gots" and "Wants" poster on your way out.



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**Video from  
Commissioner  
McQueen**

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**READ TO BE  
READY** 

75 percent of Tennessee students  
reading on grade level by 2025

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 **Department of  
Education**

*Districts and schools in Tennessee will  
exemplify excellence and equity such that all  
students are equipped with the knowledge  
and skills to successfully embark on their  
chosen path in life.*

Excellence | Optimism | Judgment | Courage | Teamwork

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## **Tennessee State Board of Education Agenda**

**April 20, 2012**

### **First Reading Item: III. F.**

#### **Standards for Professional Learning**

##### **The Background:**

Professional learning is an essential part of effective organizations. Successful organizations are those in which continuous learning and improvement take place. In successful schools, principals and teachers engage in continuous learning and improvement in order to enhance the learning of their students. The challenge to policymakers and educators is to create conditions conducive to student and educator learning in each school.

A professional development policy was first adopted by the State Board in 1992 and revised in 2002 (SBE Policy 5.200). Both the original policy and the subsequent revisions endorsed the standards developed and then revised by the National Staff Development Council (NSDC). In 2010 NSDC changed its name to Learning Forward and standards for professional learning were revised again in 2011.

These standards call for a new form of educator learning. The decision to call these Standards for Professional Learning rather than Standards for Professional Development signals the importance of educators taking an active role in their continuous improvement and places emphasis on the learning. By making learning the focus, those who are responsible for professional learning will concentrate their efforts on assuring that learning for educators leads to learning for students. For too long, practices associated with professional development have treated educators as individual, passive recipients of information, and school systems have expected little or no change in practice.

In November, 2011 representatives from Learning Forward Tennessee, Tennessee School Boards Association, Tennessee Organization of School Superintendents, Department of Education, State Board of Education, Tennessee Association of Colleges of Teacher Education, Tennessee ASCD, Tennessee School Boards Association, SCORE and other professional organizations convened to review the Standards for Professional Learning (Learning Forward, 2011). There was unanimous consent among all the organizations represented to work toward statewide adoption and implementation of the standards.

##### **The Master Plan Connection:**

Professional learning is the primary vehicle available to schools and school systems to strengthen the performance of the education workforce and the success of educators' daily work depends on it. This item supports the Board's *Master Plan* focus areas of effective school leaders and teachers by defining the essential elements of and conditions for professional learning.

##### **First to the Top Connection:**

At its core, the goal of First to the Top is to ensure that every child has an effective teacher and every school an effective leader. Standards for Professional Learning enumerate the conditions, processes and content of professional learning to support continuous improvement in leadership, teaching and student learning.

##### **The Recommendation:**

The Department of Education recommends acceptance of the Standards for Professional Learning (Learning Forward, 2011) on first reading. The SBE staff concurs with this recommendation.

### **Standards for Professional Learning**

The Standards for Professional Learning are the essential elements of professional learning that function in synergy to enable educators to increase their effectiveness and student learning. All elements are essential to realize the full potential of educator professional learning. The Standards for Professional Learning describe the attributes of effective professional learning to guide the decisions and practices of all persons with the responsibility to fund, regulate, manage, conceive, organize, implement, and evaluate professional learning.

Implicit in the standards are several prerequisites for effective professional learning. They are so fundamental that the standards do not identify or describe them. These prerequisites reside where professional learning intersects with professional ethics:

- Educators' commitment to students, *all* students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels, and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates.

### **Standards for Professional Learning**

**LEARNING COMMUNITIES:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**LEADERSHIP:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**DATA:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**LEARNING DESIGNS:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**IMPLEMENTATION:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

## What Are the Necessary Conditions for High-Quality Job-Embedded Professional Development?

Much of the research on professional development for teachers is descriptive without causal investigation, making it hard to pinpoint what factors contribute to highly effective JEPD (i.e., JEPD that leads to improved practice, which leads to improved student learning outcomes). Meta-analyses have identified very few studies—out of hundreds—that provide empirically derived support for the positive impact of professional development on student achievement (Blank & de la Alas, 2009; Yoon et al., 2007). Although more rigorous research is needed, including both experimental and nonexperimental research, the existing research base does provide important guidance for the design of high-quality JEPD. (See Penuel et al., 2007, for an example of an empirical study on teacher professional development.)

### Teacher Opportunity to Learn

Similar to students as learners, teachers as learners benefit from multiple opportunities to learn. Those opportunities are created when teachers are afforded the time, space, structures, and support to engage in JEPD. District and school administration can provide this support by eliminating excessive paperwork and other noninstructional duties for teachers; coordinating teacher schedules; clarifying goals, outcomes, and priorities of the JEPD; and assisting in collection of valid student and teacher performance measures (Hawley & Valli, 1999).

Moreover, the school's professional culture significantly affects teachers' opportunity to learn. School leaders are instrumental in fostering an organizational culture of continuous learning and teamwork through venues such as professional learning communities and professional norms, including, for example, open-door policies for observing each others' classrooms. In addition, JEPD produces enduring effects when it is matched to the school curriculum, state standards, and assessment of student learning; is compatible with daily school operations; and is framed to address the particular instructional needs of a teacher's given assignment (Blank & de la Alas, 2009; Wei et al., 2009).

Research-based knowledge about how adults learn also should inform the design of any effective professional development effort, particularly JEPD (National Staff Development Council, 2001). Adults learn best when they are self-directed, building new knowledge upon preexisting knowledge, and aware of the relevance and personal significance of what they are learning—grounding theoretical knowledge in actual events (Bransford, Brown, & Cocking, 2000; Knowles, Holton, & Swanson, 1998). Therefore, effective professional development should begin with an analysis of school needs in terms of both student and teacher learning based on formative evidence of their performance. Through an analysis of these data, learning goals can be developed and aligned with JEPD methods. Powerful and practical connections also can be made between district and school improvement plans and JEPD, resulting in greater coherence across the system. These locally based plans show that JEPD is highly conducive to adult learning through its focus on concrete acts of teaching that are highly relevant to teachers while requiring their active participation and construction of professional knowledge.

## Professional Learning in a Community and as a Community

Evaluating and solving problems of practice in order to improve a teacher's practice, which is at the heart of JEPD, is usually best accomplished through sustained collaboration in identifying and supporting the implementation of evidence-based instructional practices. Teachers' experiences with collaborative problem solving can be mixed; under some circumstances, it may merely lead to perpetuating existing practice. Done well, however, it holds the power to lead to the building of collective knowledge and expertise as well as a shared understanding of good practice (Hawley & Valli, 1999).

To help ensure positive outcomes of collaboration, researchers suggest providing teachers with guided opportunities to develop their collaborative skills, including conflict resolution, problem-solving strategies, consensus building, and other meeting skills (Hord, Rutherford, Huling-Austin, & Hall, 1998; National Staff Development Council, 2001). While the teachers are congregated together, the disclosure of full expectations—including roles and responsibilities for each teacher—is necessary for successful JEPD (Fogarty & Pete, 2009). The development of norms for collaboration and the use of conversation protocols can benefit all participants in a learning community. Teachers are each others' main resource for professional learning in JEPD, making successful collaboration key to professional growth.

### Facilitator Skills

The quality of JEPD depends in significant part on the skills of JEPD facilitators. Facilitators may have a variety of formal roles and titles; they can be principals or assistant principals, mentors, department chairs, instructional coaches, teacher leaders, subject-area specialists, or teachers. In addition to having expertise in instruction, JEPD facilitators also must have effective interpersonal and group-process skills, which can be acquired through targeted professional development. These skills are critical because JEPD facilitators serve as catalysts for professional learning, supporting teachers in conducting inquiries and team collaboration while strengthening the connection of teacher learning to student learning.

JEPD facilitators need to know what excellent teaching would look like for their colleagues in their classrooms while supporting teachers in improving their practice. For example, one strategy consists of a JEPD facilitator teaching an example of a class lesson to colleagues, making explicit the decision-making process during the lesson. Finally, JEPD facilitators themselves should have structured opportunities to learn from educators serving in the same role in other schools or districts to improve the quality of the JEPD they are providing to school faculty. (See West and Saphier, 2009, for a discussion on how districts can support instructional leaders.)

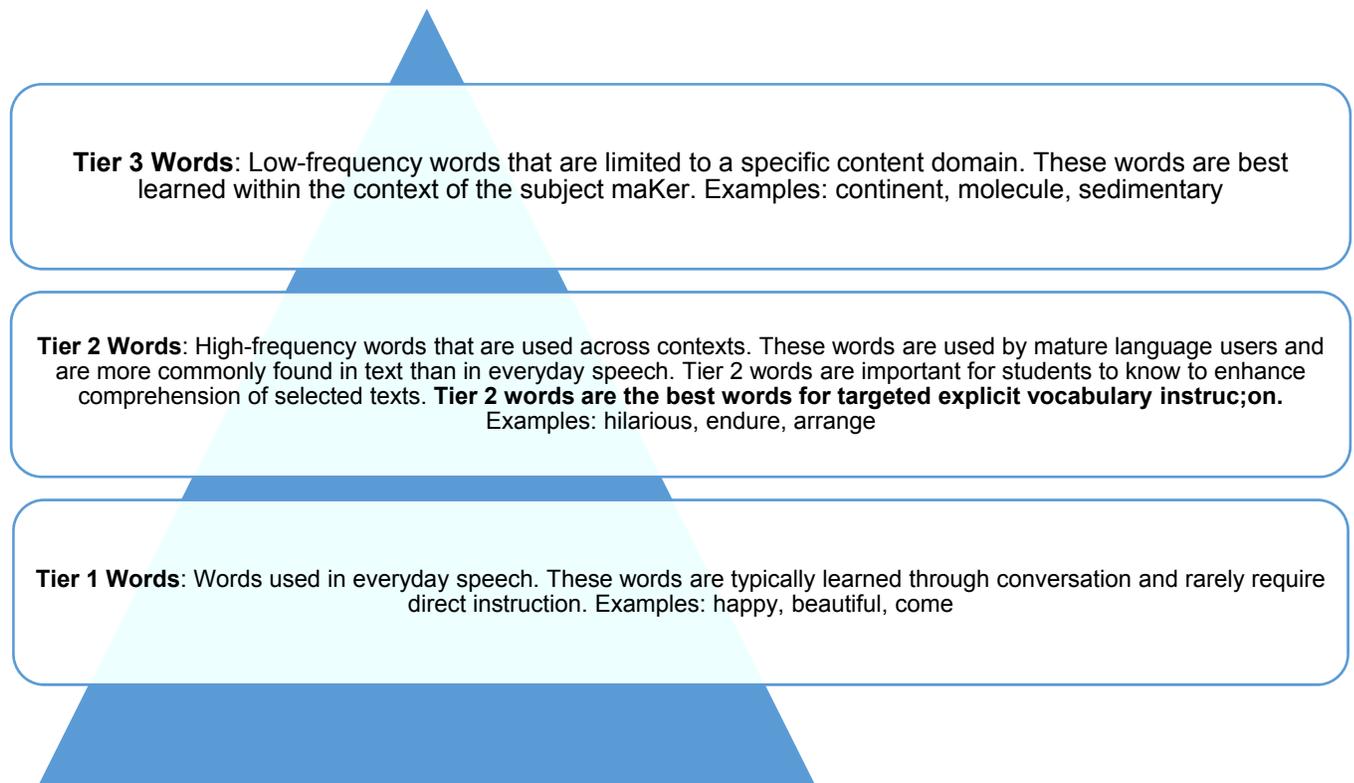
<p><b>Professional Learning Feedback Tool</b></p> <p>This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.</p>		
<p><b>Data</b></p> <p>Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>		
<p><b>Transforming</b></p> <p>Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals.</p> <p>Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals.</p> <p>Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance.</p> <p>Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.</p>	<p><b>Developing</b></p> <p>A sense of purpose is established by the Presenter/Leader/Facilitator through the connection of educator, student, or system data to individual, team, and/or system goals.</p> <p>Quantitative or qualitative measurement criteria are set by the presenter/leader/facilitator for the established goals and the plan for monitoring is shared with participants.</p> <p>The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance.</p> <p>Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.</p>	<p><b>Emerging</b></p> <p>The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated.</p> <p>Quantitative and qualitative data exists that could be useful for monitoring progress towards goals.</p> <p>A plan for monitoring the impact of learning on student performance is not clearly articulated.</p> <p>Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.</p>
<p><b>Learning Communities</b></p> <p>Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>		
<p><b>Transforming</b></p> <p>Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group.</p> <p>Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals.</p> <p>Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals.</p> <p>Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.</p>	<p><b>Developing</b></p> <p>Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data.</p> <p>Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively.</p> <p>Participants have personal accountability and make plans for implementation of learning.</p>	<p><b>Emerging</b></p> <p>Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants.</p> <p>Presenters/Leaders/Facilitators present materials to the participants.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for discussion.</p> <p>Presenters/Leaders/Facilitators encourage participants to implement learning.</p>

<b>Implementation</b>		
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.</p> <p>An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.</p> <p>Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.</p> <p>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.</p> <p>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.</p>	<p>Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.</p> <p>A model or example of the learning is provided that demonstrates how the learning will be implemented.</p> <p>Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.</p> <p>Defined and specific plans are made for support of participants in connection to the learning.</p> <p>Opportunities for feedback and reflection are provided and utilized by most participants.</p>	<p>Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.</p> <p>Learning is presented in a way that is clear and understandable.</p> <p>Learning loosely connects to other learning opportunities.</p> <p>Plans are made for support of some participants.</p> <p>Intermittent opportunities for feedback and/or reflection are provided.</p>
<b>Outcomes</b>		
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.</p> <p>Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.</p> <p>Participants ensure that individual student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional needs aligned to established goals</p> <p>Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.</p> <p>Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional practices.</p> <p>There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.</p> <p>Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.</p> <p>Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.</p>

## Promoting Knowledge of Vocabulary through Interactive Read Alouds

Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned (Bloom, 2000). As teachers read, they draw students' attention to Tier 2 words—the "high frequency words of mature language users" (Beck, McKeown, & Kucan, 2002, p. 8). These words, which "can have a powerful effect on verbal functioning" (Beck et al., 2002, p. 8), are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read-alouds.

- *Vocabulary Development During Read-Alouds: Primary Practices*. Kindle, 2009.



- Adapted from *Bringing Words to Life* by Beck, McKeown, & Kucan, 2002.

### Examples of Tier 2 Words from Trade Books

Text	Vocabulary
<i>Bear Snores On</i> by Karma Wilson	lair, divvy, fret
<i>Where the Wild Things Are</i> by Maurice Sendak	mischief, gnashed, rumpus
<i>The Kissing Hand</i> by Audrey Penn	nuzzled, palm, scamper

## Learning Vocabulary in Context

Kindle (2012) identifies three different levels of [vocabulary] instruction... In implicit instruction, children hear more complex language as books are read and teachers weave this language into discussion; there is no attempt to teach word meanings. In embedded instruction, attention is provided to target words. Child-friendly definitions are inserted within the supportive context of the read-aloud, but with minimal disruption to reading. Explicit focused instruction usually occurs before or after reading, when teachers identify and work with target words that are critical for comprehension. This allows for multiple opportunities to interact with target words outside the context of the book.

- *Interactive Read-Alouds—An Avenue for Enhancing Children's Language for Thinking and Understanding: A Review of Recent Research*, Kindle, 2012 in Lennox, 2013.

### Three Levels of Vocabulary Instruction

- *Implicit Vocabulary Instruction:* There is not an attempt to teach word meanings. Instead, teachers weave this language into discussion or through drawing attention to context clues, illustrations, or the use of more common synonyms. The flow of the story is not interrupted for these words.
- *Embedded Vocabulary Instruction:* These words are also not taught through direct instruction. Instead, teachers provide a quick, child-friendly definition. The flow of the story is not interrupted. Words targeted for embedded instruction would be those that help with comprehension but may not be essential to the story.
- *Explicit Instruction:* This instruction occurs before or after reading. Teachers identify and work with target words that are critical for comprehension or are powerful academic vocabulary.

### Remember...

A common misconception is that vocabulary should be taught from a list. However, research shows that this method of vocabulary instruction is not as effective as when students learn vocabulary and word meanings in context.

The Tennessee Academic Standards do not include a vocabulary list. Additionally, TNReady vocabulary items will require students to use context to determine the meaning of words.

## **Professional Learning Planning Guide for Interactive Reading Alouds**

### **What might be some potential support areas for teachers to achieve high-quality interactive read-alouds?**

- Integration of standards
- Selection of high-quality, content-rich, complex text
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks

### **Guiding Questions for Planning a Learning Session**

- What data will I use to establish a purpose for the new learning?
- What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
- What new learning will I provide for teachers?
- How will I engage teachers in generating that new learning for themselves?
- What tools or resources might I use for this new learning?
- What will I look for as teachers prepare to take this learning back to their classrooms?
- How will we set the measurement criteria for the cycle? What evidence might we collect?



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## **Tab Page for Appendix**

## Read to be Ready Coaching Framework Beliefs and Tenets

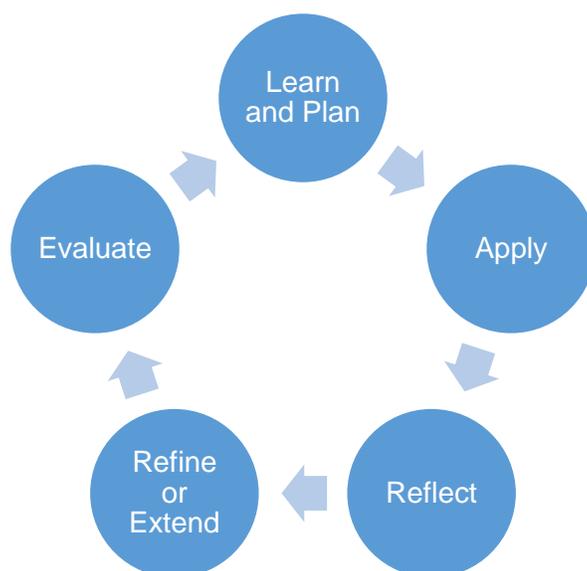
### Framework Rationale and Beliefs:

- We believe that **high expectations** and **effective instruction** in grades K–3 can cause students to become proficient readers.
- We believe that **improving reading instruction** in grades K–3 is a **valuable investment** and prepares students for a future of academic, personal, and professional success.
- We believe to achieve the dramatic academic growth we're aiming for, schools and districts need a **plan of support** that is high impact, sustainable, and proven to work.
- We believe that the kind of **ongoing, job-embedded professional support** that is needed for continuous learning and sustained application is only possible at the school or district-level.

### Tenets of Effective Coaching:

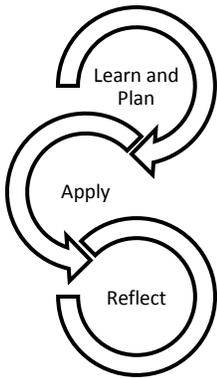
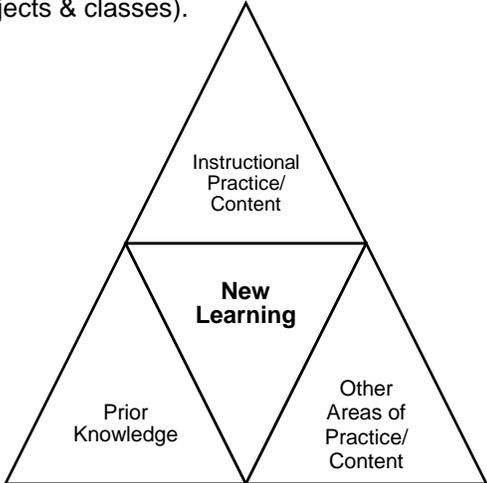
- We embrace that being **goal oriented** increases the focus of conversations between coaches and teachers.
- We embrace that coaching conversations will be **driven by evidence** and focused on student learning.
- We embrace that **collaboration** between the coach and the teacher supports the development of a reciprocal relationship.
- We embrace that coaches being **open to voice and choice** honors teacher expertise, builds teacher ownership, and fosters practice improvement.
- We embrace that **reflective practices** enhance the ability to identify strengths, opportunities for growth, and next steps for action.
- We embrace that **modeling, team teaching, and implementation of new practices** creates opportunities for new learning to occur.

### The Coaching Cycle



<b>Learn and Plan</b>	
<b>Provides professional learning opportunities that align to the Tennessee standards for professional learning</b>	
<b>Formal Professional Development Sessions</b>	<b>Planning</b>
	
<p><b>Data:</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p> <p><b>Learning Communities:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p><b>Implementation:</b> Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p><b>Outcomes:</b> Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>	<p><b>Model Planning:</b> The coach models the metacognition behind effectively planning for implementation of a specific pedagogical practice.</p>
	<p><b>Co-Planning:</b> The coach and the teacher(s) interact as equal parties engaged in shared decision making working towards a common goal. This might be conducted one-on-one or may be facilitated with a larger group.</p>
	<p><b>Planning Conversation:</b> The coach utilizes probing questions to engage the teacher in planning for an upcoming lesson. Questions focus on ensuring a deep and specific discussion of the literacy content and the pedagogy that will support student learning around the instructional practice, student outcomes, and content, otherwise known as the Instructional Triangle. The teacher commits to enacting what has been discussed. The teacher identifies the type and format of evidence that will be collected to evaluate the progress towards stated student and pedagogical goals.</p>
<p><b>Goal Setting:</b> The “Learn and Plan” portion of the coaching cycle anchors the learning for teachers through the establishment of teacher, system, and student goals. Specific goals individualized to each teacher and the students in his/her classroom ensure that the coaching cycle is relevant and needs driven.</p>	

<b>Apply</b>		
<b>Ensures transfer to the classroom through on-going, job-embedded support</b>		
<p><b>Model</b></p> 	<p><b>Co-Teach</b></p> 	<p><b>Observe</b></p> 
<p>Demonstration lessons that are conducted in the classroom of the teacher or the opportunity for the teacher to observe the practice in another teacher’s classroom with preplanned look-fors in both teacher practice and student outcome</p>	<p>Preplanned for delivery of the lesson as a team where the teacher and the coach both have roles in the delivery of the instruction with specific look-fors connected to student outcomes</p>	<p>Coach observes the teacher looking for preplanned evidence of student outcomes and teacher practices.</p>

<b>Reflect</b>	
<b>Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer</b>	
<b>Coaching Stance Continuum</b>	
<b>Consultant</b>	<b>Collaborator</b>
<b>Coach</b>	
<ul style="list-style-type: none"> <li>• <b>Summarize Goals and Impressions:</b> Means of ensuring the coach and the teacher are thinking about the content, pedagogy, and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</li> <li>• <b>Analyze Causal Factors and Relationships:</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (Instructional Practice, Student Outcomes, Content)</li> <li>• <b>Construct New Learning:</b> Means of deepening the teacher's content and pedagogical knowledge</li> <li>• <b>Call to Action:</b> Acknowledge critical content or pedagogical information and provide a means for having the teacher commit to implementing work that has been discussed</li> <li>• <b>Reflect on the Coaching:</b> Provides an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices</li> </ul>	
<b>Refine and Extend</b>	
<b>Supports refinement in connection to the goals set for the coaching cycle, or prompts the teacher to make connections and extend the new learning to other areas of the teacher's practice</b>	
<b>Repeat Portions of the Coaching Cycle</b>	<b>Make Connections</b>
<p>While staying focused on the goals for this coaching cycle, the coach and the teacher may identify additional areas for either refining the same pedagogical skill or a related pedagogical skill. To refine these skills, the coach and the teacher may opt to go back through certain portions of the coaching cycle. The collaborative decision about next steps should be based on student and teacher needs.</p> 	<p>The coach utilizes probing questions to prompt the teacher to make connections between the new learning, best practice for instruction (evaluation language), prior knowledge and other areas of the teachers instructional practice (i.e. subjects &amp; classes).</p> 

<b>Evaluate</b>	
<b>Engages all stakeholders in evaluating professional learning and results using a variety of sources and types of <u>coach</u>, <u>teacher</u>, <u>student</u>, and <u>system</u> data.</b>	
<b>Data:</b> <ul style="list-style-type: none"> <li>• Evidence-driven purpose</li> <li>• Qualitative and quantitative data sources</li> <li>• Formative assessment precipitate adjustments</li> </ul>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Objective alignment to professional and student needs</li> <li>• Alignment of outcomes to learning standards and teacher evaluation</li> <li>• Demonstration of complete and accurate understanding</li> </ul>
<p>Goals are evaluated both individually and collectively by a variety of stakeholder groups. The leadership team evaluates the overall effectiveness of the professional learning being provided and ensures that progress is being made towards the goals that have been established. Teacher groups evaluate the success of each cycle and use the data collected to determine the next goal for professional learning. Coaches evaluate their own skills and reflect upon the success of the coaching cycle with teachers. Evaluating success through a variety of data points can assist coaches, teachers, and school leaders in creating continuous cycles of improvement that are focused on relevant needs.</p>	

## Ready to Be Ready Coaching Framework Literature Review

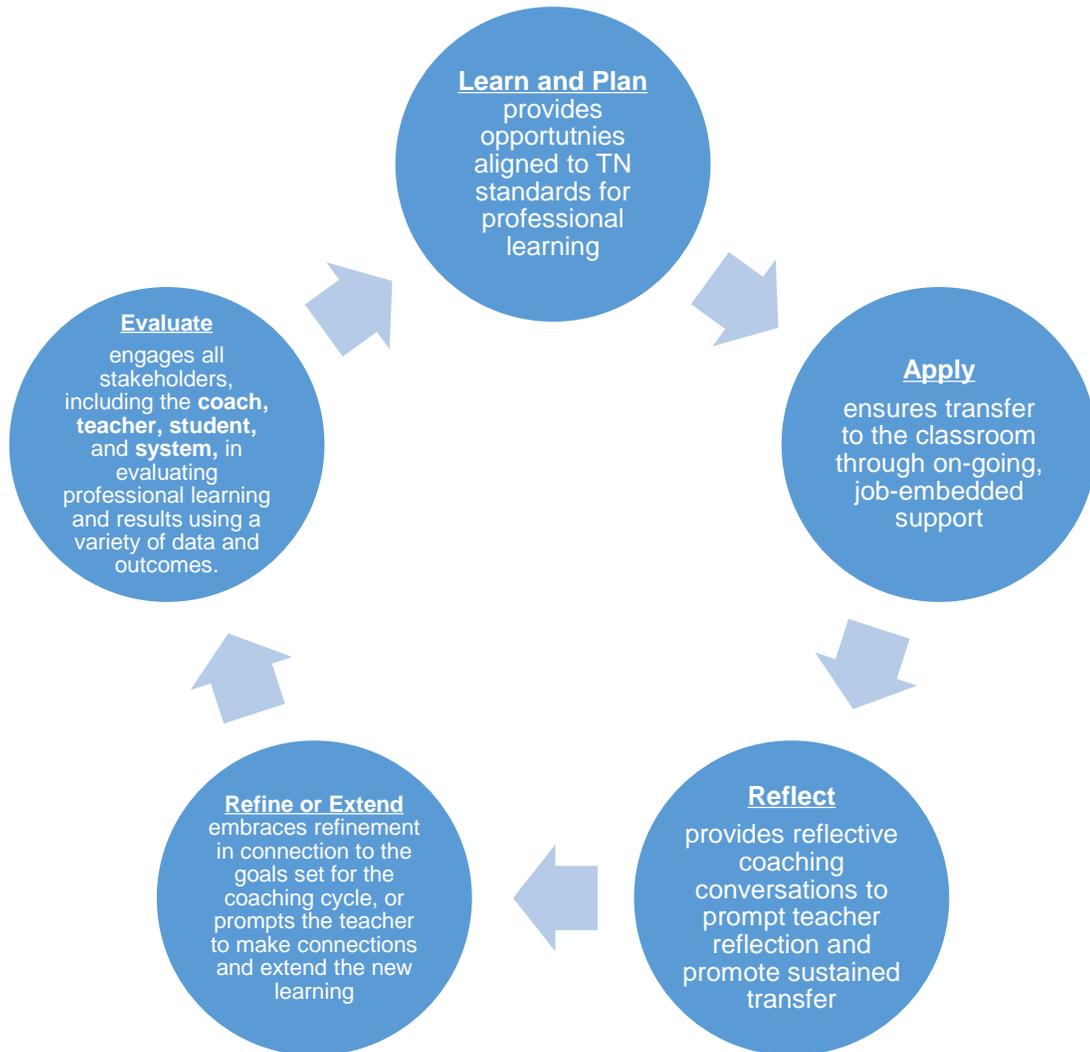
### Framework Rationale and Beliefs

We believe that...	Research shows that...
<b>High expectations and effective instruction</b> in grades K-3 can cause students to become proficient readers.	Teacher expectations contribute to student success. In first grade, for instance, teacher expectations accounts for nine to 12 percent of the variance in student achievement (Kuklinksi & Weinstein, 2001).
<b>Improving reading instruction</b> in grades K–3 is a <b>valuable investment</b> and prepares students for a future of academic, personal, and professional success.	Intervention strategies and getting students on reading level in the early years make a significant difference in students’ reading abilities, and allows them to maintain successful learning in later years (Balkcom, 2014).
To achieve the dramatic academic growth we’re aiming for, schools and districts need a <b>plan of support</b> that is high impact, sustainable, and proven to work.	Providing supports helps to avoid the pitfalls of teachers becoming discouraged and stopping new interventions or practices prematurely, or modifying the plan in a manner that lessens the chance for success (Hasbrouck & Denton, 2005).
The kind of <b>ongoing, job-embedded professional support</b> that is needed for continuous learning and sustained application is only possible at the school or district-level.	According to Showers et al. (1987), professional development is effective when teachers have opportunities to understand the theory and rationale behind new instructional practices, observe a model in action, practice the new strategy, and try out new practice with support in the classroom.

### Tenets of Effective Coaching

We embrace that...	Research shows that...
Being <b>goal oriented</b> increases the focus of conversations between coaches and teachers.	Shifting the conversation to thinking about potential positive outcomes can be a relief for teachers, and it puts the conversation in a more encouraging and constructive place (Hasbrouck & Denton, 2005).
Coaching conversations will be <b>driven by evidence</b> and focused on student learning.	Focusing on results by establishing goals helps guide the development of a plan and also helps motivate all parties involved (Hasbrouck & Denton, 2005).
<b>Collaboration</b> between the coach and the teacher supports the development of a reciprocal relationship.	Moran (2007) argues that collaboration allows for two or more professional colleagues to work together and to reflect on current practices, build new skills, share ideas and teach one another.
Coaches being <b>open to voice and choice</b> honors teacher expertise, builds teacher ownership, and fosters practice improvement.	According to Carr et al. (2005), building knowledge and sharing it with others is imperative for lasting change, and coaches must enable knowledge building on both a regular and ongoing basis.
<b>Reflective practices</b> enhance the ability to identify strengths, opportunities for growth, and next steps for action.	Reflective dialogue helps teachers examine their practice, set or refine goals, surface their personal knowledge and theories, and critique their own thinking. This reflective practice improves teaching and learning. (Moyles, 2009 & Jackson, 2013).
<b>Modeling, team teaching, and implementation of new practices</b> creates opportunities for new learning to occur.	Providing teachers opportunities to self-evaluate, think critically about effective teaching, pair up with other teachers, and engage in reflective conversations supports new and ongoing skill development (Jackson, 2013).

## The Coaching Cycle



## Coaching Cycle Research Base

### 1. Learn and Plan

- a. **Formal Professional Learning Sessions:** Effective professional learning is organized around long-term goals broken into explicit segments of learning that can be unified through sustained effort over time (Hasbrouck & Denton, 2005 and Guskey, 1995). When the learning is job-embedded, grounded in day-to-day teaching practices and content, and supported in the classroom with many opportunities for coaching, greater classroom transfer occurs (Viadero, 2010). Effective professional learning connects theory to practice by providing opportunities for teachers to actively engage in learning that is relevant, self-directed, and problem-solution oriented (Knowles, 1984 and Croft et al, 2010).
- b. **Planning:** Planning provides an additional opportunity to support teachers in adopting new practices. Through modeling, co-planning, and conducting planning conversations, a coach can engage with teachers in relevant and meaningful ways. Modeling of planning includes talking out loud about one's planning rationale and provides metacognition about the particular behavior being modeled (Garmston & Wellman, 2009). Co-planning facilitates an opportunity for collaboration. Teacher collaboration has been found to have positive effects on both student achievement and teacher satisfaction (Ronfeldt, et al., 2015). In fact, Moran (2007), found that more effective schools can be differentiated from less effective schools by degree of teacher collegiality. Co-planning together and teaching one another about the practice of teaching are opportunities to build a collegial school culture. Planning conversations further engage teachers and coaches in collaborative dialogue, allowing the coach and teacher to establish clear goals for evidence collection during the apply phase of the coaching cycle (Carr, Herman, & Harris, 2005). These conversations also allow the coach and teacher to specify observable indicators of success, which can later be used for providing feedback (Costa & Garmston, 2002).
- c. **Goal Setting:** Setting goals helps move the focus of the conversation away from the worries and concerns about the problem and towards some potential positive outcomes (Hasbrouck & Denton, 2005). Goal setting can bring a wave of positive feeling and optimism to the coaching process and can provide a clear path to follow (Hasbrouck & Denton, 2005).

2. **Apply:** Opportunities for teachers to practice with support before implementation and during implementation are essential to effective transfer of professional learning (Showers et al., 1987). One type of support is classroom modeling. Moran (2007) suggested that all professionals become more confident in implementing new tasks or skills after observing someone else put these new practices into action. Knight (2007) also found that teachers reported model lessons provided by instructional coaches assisted them in teaching with fidelity to research-based practices, supported their learning of new practices, and increased their confidence in adopting those practices. However, varying opportunities for support allows for differentiation to meet a variety of teacher and student needs. Jackson (2013) explained, "Teachers at different stages of skill development need different types of support to move to the next stage...The best way to increase a teacher's skill is to do so incrementally, always working within-but at the outer edge of-a teacher's current abilities."

3. **Reflect:** A person's beliefs form the basis for the actions that he/she performs (Bandura, 1977). For teachers, their pedagogical beliefs inform their instructional decisions and the relationships they form with students (Institute for Adult Learning, 2011). Reflection allows for challenging beliefs as a result of new experiences. To promote the deep reflection necessary to establish new thinking patterns, coaches engage teachers in reflective dialogue (Cheliotis & Reilly, 2010). Cheliotis and Reilly (2010) elaborated:

Coaching is a way of listening and speaking to colleagues that assumes a belief that others are whole and capable...Coaches operate with an underlying assumption that giving advice to others undermines the confidence and self-worth of others. Coaching conversations

require leaders that think of themselves as partners and collaborators, rather than experts and bosses (p. 9).

During the reflective conversation, the coach engages the teacher in constructing meaning and solidifying learning and new practices so that the teacher can apply that learning in the future (Costa & Garmston, 2002). Both individual and group reflections generate opportunities for teachers to approach teaching as a series of challenges we respond to, rather than a series of challenges we react to (Moran, 2007). Open-ended questions, those without a yes or no answer, encourage reflection and provide opportunities for transformative thinking (Toll, 2005 and Costa & Garmston, 2002).

4. **Refine or Extend:** Prochaska, Norcross, and DiClemente (1994) suggest that successful change doesn't always follow a linear pattern, but rather people may move back and forth and in and out of various change stages before they finally successfully integrate the change into their behavior patterns. The refine and extend phase of the coaching cycle allows for the opportunity to solidify effective changes into a teacher's repertoire. Brown, Roediger, and McDaniel (2014) suggested that the ability to make connections and explain how new learning connects to prior knowledge can assist in retaining information for later use. In addition, Cross (1999) suggested in her paper "Learning is About Making Connections" that in order for people to move beyond surface learning it is essential to make cognitive connections.
5. **Evaluate:** Data-driven school cultures foster mutual accountability in efforts for continuous improvement (Datnow, Park, & Wohlstetter, 2007). Collaborative goal setting allows for amendment, revision, and input from multiple stakeholders as they collectively decide whether to terminate, continue, or restructure the current plan of professional learning based on the analysis of a variety of data sources (Hasbrouck & Denton, 2005). Datnow, Park, and Wohlstetter (2007, p. 42) stressed that when "schools and systems gather multiple kinds of data, they can make a greater variety of data informed decisions." Burgess and Bates (2009) captured the essence of creating shared leadership in decision making stating:

The truth is, the critical work of schools is done through relationships among people.

These relationships must be nurtured and attended to so that conversations move beyond collegiality to collaboration and a commitment to improving one's practice... As William D. Greenfield (2005) writes, "The challenge for a school leader is to spark and sustain such a dialogue and to work with and through teachers to develop a shared commitment to implementing the desired practices effectively" (p. 249).

Effective data use in a school can provide the catalyst for generating the sense of urgency needed to elicit change efforts and to measure success along the way.

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## Coaching Moves for a Planning Coaching Conversation

Coaching Move	Examples of Coaching Questions or Statements to be Used in a Reflective Conversation
<p><b>Clarify Goals and Intentions</b></p> <p><i><b>Purpose:</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
Probe for Goals and Preliminary Success Indicators	<ul style="list-style-type: none"> <li>• What are your goals for this lesson?</li> <li>• Tell me about what you want students to learn.</li> <li>• How might you know that you have reached that goal?</li> <li>• What might you look for to know that you were successful?</li> <li>• What do you want students say or do to let you know it is successful?</li> </ul>
Solidify the content and instructional moves	<ul style="list-style-type: none"> <li>• What are some options for enhancements that you are considering for what you are teaching?</li> <li>• What might you want to focus in on in your instructional practice to assist students in reaching that goal?</li> <li>• What might be some ways for adjusting how you are teaching the material?</li> <li>• What strategies might you try?</li> <li>• How will the lesson unfold?</li> </ul>
<p><b>Generate Plans and Construct New Learning</b></p> <p><i><b>Purpose:</b> Means of prompting connections between and among the three points of the Instructional Triangle (content, pedagogy, and student) and deepening the teacher's content and pedagogical knowledge</i></p>	
Utilize Open-ended, Probing Questions to Support Planning	<ul style="list-style-type: none"> <li>• How might you use (insert instructional practice) to help you reach that goal?</li> <li>• What might you want to consider as you plan for (insert instructional practice) in order to help students (insert student goal)?</li> <li>• What might be some steps for...</li> <li>• Share your plans for/thinking about....</li> </ul>
Provide research-based options (when the teacher struggles to surface focused ideas or plans)	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way you might...</li> <li>• After considering these options, what might you like to explore?</li> </ul>
<p><b>Call to Action</b></p> <p><i><b>Purpose:</b> Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to implementing work that has been discussed</i></p>	
Solidify Understandings	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might ____ impact student learning?</li> </ul>
Commit to Implementation	<ul style="list-style-type: none"> <li>• What are you going to try in your upcoming lesson?</li> <li>• How will you (insert instructional practice)?</li> <li>• How do plan to sustain your effort?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to be Used in a Reflective Conversation
Determine indicators of Success	<ul style="list-style-type: none"> <li>• What evidence will you collect to determine if your (insert instructional practice) was successful?</li> <li>• What evidence might you like me to collect during your lesson?</li> <li>• What teacher/student evidence would you like me to collect?</li> </ul>
<p><b>Reflect on Coaching</b>  <i>Purpose: Provides us with an opportunity to solidify the purpose of planning together</i></p>	
Close the conversation	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> </ul>

## Coaching Moves and Purposes for a Reflective Coaching Conversation

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Summarize Goals and Impressions</b></p> <p><i><b>Purpose:</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
Clarify Goals and Success Indicators	<ul style="list-style-type: none"> <li>• What were your goals for this lesson? What did you want students say or do to let you know it was successful?</li> <li>• Tell me about why you wanted students to complete this particular task. What were you hoping students would learn?</li> </ul>
Summarize Impressions	<ul style="list-style-type: none"> <li>• How did your lesson go? How do you know?</li> <li>• How did your use of implicit vocabulary instruction within your interactive read-aloud influence your students vocabulary acquisition? How do you know?</li> <li>• How did your student work compare to the outcomes you wanted?</li> <li>• What evidence supports that your students understand ___?</li> <li>• How did you engage students in developing their understanding of migration during your lesson? How did what you hear students say compare to what you wanted to hear?</li> <li>• What does the student work tell us about students' acquisition of new vocabulary?</li> </ul>
<p style="text-align: center;"><b>Analyze Causal Factors and Relationships</b></p> <p><i><b>Purpose:</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
Utilize Open-ended, Probing Questions	<ul style="list-style-type: none"> <li>• What are some of your hunches about why students ___?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for your vocabulary instruction for this lesson? How did planning for your vocabulary that way influence students' vocabulary acquisition?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert student work noticings)?</li> <li>• How did the structure of your partner talk impact the responses you heard from students?</li> <li>• What effect did your instructional decisions have on the results that you saw in your student work?</li> </ul>

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
Provide evidence from lesson: When a teacher is not accurately surfacing areas of focus, the coach may switch to a consultant role and provide evidence of what he/she noticed in the lesson	<ul style="list-style-type: none"> <li>• I noticed when the students were asked to _____, students _____.</li> <li>• We identified that students (insert student outcomes). During the lesson, I noticed that the (focus on instructional practice) questions were...model included...vocabulary instruction focused on...</li> </ul> <p><i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</p>
<b>Construct New Learning</b> <i>Purpose: Means of deepening the teacher's content and pedagogical knowledge</i>	
Utilize open-ended, probing questions	<ul style="list-style-type: none"> <li>• You just anticipated that students will say <math>5 + 5 + 5 + 5</math> or <math>4 \times 5</math>. How might you generate an opportunity for students to explain the relationship between the two expressions?</li> <li>• What might have better equipped students to be able to make the connections between the constant rate of growth in the table and the graph?</li> <li>• What might be some ways that you could continue to reinforce the students' vocabulary acquisition as you are engaging them in the interactive read-aloud?</li> <li>• What might be some elements of Accountable Talk that could enhance your discussions?</li> <li>• How might your questioning be impacting your student data? What might be some ways you could adjust your questioning to see different results?</li> </ul>
Provide research-based options: When the teacher struggles to surface focused ideas or solutions	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way...</li> </ul>
<b>Call to Action</b> <i>Purpose: Acknowledge critical content or pedagogical information and provide a means for having the teacher commit to implementing work that has been discussed</i>	
Solidify Understandings	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might _____ impact student learning?</li> </ul>
Commit to Implementation	<ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• We just recognized how important the manipulatives are for modeling addition of fractions with unlike denominators. So when in the lesson might you hand out the manipulatives and give the students time to use them?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do? What are some things you want to try as a result of today's conversation?</li> </ul>

Coaching Move and Purpose	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Reflect on Coaching</b></p> <p><b>Purpose:</b> Provides us with an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices</p>	
Close the conversation	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> </ul>

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## Coaching Observation Checklist

- **Demonstrates Active Listening**
  - Listens to learn and understand
  - Pauses and allows think time
  - Paraphrases to solidify decisions, clarify understanding, or shift levels of thinking
  - Paraphrases by utilizing “you” rather than “I” statements
  - Avoids autobiographical responses or providing immediate solutions
  
- **Questions Promote Reflection**
  - Questions are open-ended
  - Questions assume positive presuppositions
  - Questions utilize plural forms
  - Questions utilize tentative language
  - Questions are focused and deepen the teachers reflection around the instructional practice and content goals
  
- **Grounds Conversation in Evidence**
  - Focuses conversation on goals for student learning
  - Elicits the teacher to make connections between pedagogical practice and student results
  - Provides teacher with requested evidence collection as needed
  
- **Maintains Rapport**
  - Maintains eye contact
  - Matches body language and positioning
  - Nods head
  - Expression is relaxed, open, and inviting

Adapted from Elena Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. San Francisco: Jossey-Bass, 2013.  
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## Professional Learning Feedback Tool

This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.

### Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals.</p> <p>Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals.</p> <p>Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance.</p> <p>Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.</p>	<p>A sense of purpose is established by the Presenter/Leader/Facilitator through the connection of educator, student, or system data to individual, team, and/or system goals.</p> <p style="text-align: center;">Quantitative or qualitative measurement criteria are set by the presenter/leader/facilitator for the established goals and the plan for monitoring is shared with participants.</p> <p>The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance.</p> <p>Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.</p>	<p>The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated.</p> <p>Quantitative and qualitative data exists that could be useful for monitoring progress towards goals.</p> <p>A plan for monitoring the impact of learning on student performance is not clearly articulated.</p> <p>Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.</p>

### Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group.</p> <p>Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals.</p> <p>Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals.</p> <p>Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.</p>	<p>Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data.</p> <p>Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively.</p> <p>Participants have personal accountability and make plans for implementation of learning.</p>	<p>Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants.</p> <p>Presenters/Leaders/Facilitators present materials to the participants.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for discussion.</p> <p>Presenters/Leaders/Facilitators encourage participants to implement learning.</p>

<b>Implementation</b>		
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.</p> <p>An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.</p> <p>Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.</p> <p>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.</p> <p>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.</p>	<p>Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.</p> <p>A model or example of the learning is provided that demonstrates how the learning will be implemented.</p> <p>Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.</p> <p>Defined and specific plans are made for support of participants in connection to the learning.</p> <p>Opportunities for feedback and reflection are provided and utilized by most participants.</p>	<p>Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.</p> <p>Learning is presented in a way that is clear and understandable.</p> <p>Learning loosely connects to other learning opportunities.</p> <p>Plans are made for support of some participants.</p> <p>Intermittent opportunities for feedback and/or reflection are provided.</p>
<b>Outcomes</b>		
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.</p> <p>Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.</p> <p>Participants ensure that individual student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional needs aligned to established goals</p> <p>Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.</p> <p>Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional practices.</p> <p>There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.</p> <p>Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.</p> <p>Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.</p>



## Professional Learning Feedback Tool References

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