

Elementary Reading Coach Foundational Training



DAY THREE



Your role as reading coach is to
“...provide and communicate a
rationale about why the
improvement of instruction
is essential

Katherine Casey

For change to happen, for shifting our way of thinking we must, establish a purpose, create routines, explain in detail (I, We, You) and Give It Time.

Coach's Craft

Technology to support coaching
Coach's log
Coach's compact
Coach's schedule

Coaching Conversations
Time management
Developing Relationships
Role of the Coach

Assessment/ Intervention

FAIR
FCAT
Voyager

Purposes of Assessment
Small Group Intervention
Data Chats

Literacy Leadership

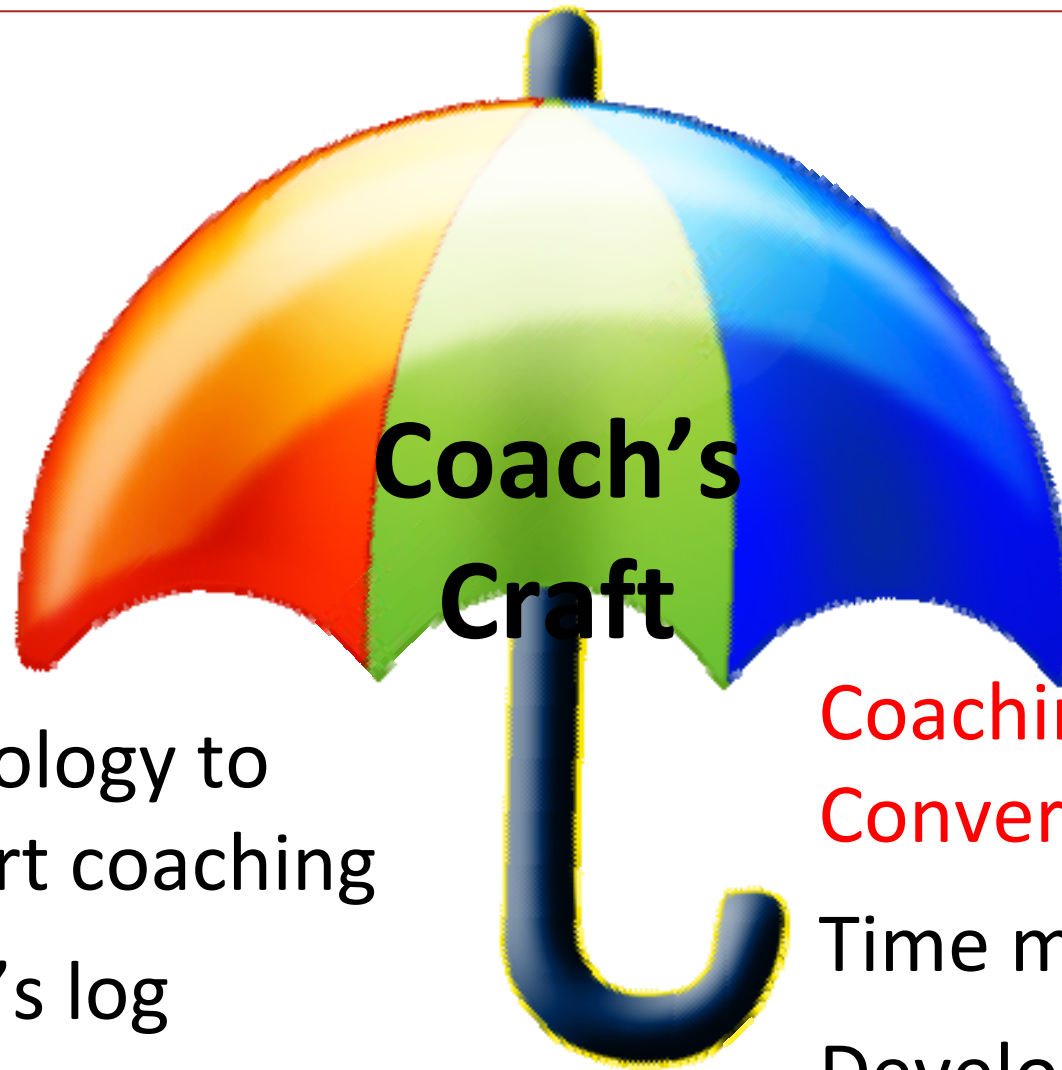
Literacy Leadership Teams
Lesson Study
Response to Intervention
Facilitative Leadership

Goal Setting
Common language
Collaborative Structures

Instruction

Instructional Strategies
Instructional Routines

K-12 CRRP
Standards
Core Reading Program



Coach's Craft

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Coach's log
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Coaching
Conversations

Time management
Developing Relationships
Role of the Coach

Needed:

An understanding of the process of coaching



“Coaching is a structured process of skill development where learning takes place through discovery and reflection rather than total instruction.”

“ It is about building trust and creating a safe environment for the person being coached to be open and honest, and take some risks without reprisal.”

Kathy Jourdain

Your role requires you to...



“...provide and communicate a rationale about why the improvement of instruction is essential.”

Katherine Casey, 2007

Talk for a minute:



- Find a shoulder partner and take turns articulating your beliefs as to why the improvement of reading instruction is essential.
- Think about this: how do you communicate this to your teachers?

Coaching requires...



“ mastery of many important skills, along with a substantial professional knowledge base. The key foundational skill for a coach is the ability to listen, understand, empathize and share information effectively with colleagues. This is the skill of communication.”

Hasbrouck and Denton

Each coaching session ...



“...is really a conversation and this can be misleading because it often feels very casual. The coaching conversation can only be successful if it is logistically and psychologically satisfying to the person being coached.”

Kathy Jourdain

This happens when they...



- Perceive they can influence the outcome of the conversation.
- Believe their emotions are acknowledged and understood, and
- Have a sense of completeness or closure at the end of the conversation.

Kathy Jourdain

Reflective Coaching Conversations



- Conversation protocols
- Going beyond data
- Questions that elicit conversation
- Building connections between PD and instruction
- Implications

There are two processes of coaching:



- Responding to needs (clarify expectations, establish outcomes, provide resources like information, advice, instruction or training)
- Initiating alternatives (when someone is under-performing or not meeting expectations)

Kathy Jourdain

In responding to a need, you need to...



- Clarify expectations
- Establish outcomes
- Provide resources like information, advice, instruction or training
- Confirm mutual understanding
- Build strategies to *build the next step*

Kathy Jourdain

The challenge of coaching...



- It often misses a feedback mechanism. We have the meeting, decide on actions, and there is no follow-up meeting to see what has taken place.
- Another common challenge is not clearly delineating outcomes.
- We don't have to follow-up if we are not clear on outcomes.

Kathy Jourdain

The follow-up piece...



“... is even more commonly missed when the coaching is about *initiating alternatives*. We are so relieved to have the meeting over with and the situation handled that we don't give a second thought to a follow-up meeting and we are always surprised when the situation does not miraculously resolve itself. It is at this point that we often blame the person we are coaching.”

Kathy Jourdain

In the follow-up meeting itself...



- Start with what is working and has gone well. This helps people see their progress and focus on success.
- Then you move to what has not worked so well by framing concerns or road blocks as “how could I.”
- To get around the roadblocks, you ask the person being coached to generate ideas to move forward, then select specific ones to work on.

Communication



- Nonverbal
- *Active* Listening
- Verbal: reflecting, paraphrasing, asking questions, summarizing

Talk for a minute:



- Remember your beliefs as to why the improvement of reading instruction is essential.
- Think about this: how do you communicate this to your teachers?
- How do you communicate this differently ?

In closing.....



“Asking questions, listening and providing the right process are all elements that achieve coaching success.”

Kathy Jourdain



Literacy Leadership

Literacy Leadership
Teams

Lesson Study

Response to
Intervention

Facilitative Leadership

Goal Setting

Common Language

Collaborative Structures

Purpose of Lesson Study



Lesson study provides an ongoing method to improve instruction based on *careful observation of students and their work.*

Lois Brown Easton

Lesson Study



- Lesson study is long term professional development
 - Involves small groups of teachers who collaboratively investigate teaching and learning
 - Employs action research
 - Provides a method of improving a lesson through teacher collaboration
 - “We” vs “Me”

Professional Development Practice



Teachers collaborate to develop a lesson plan, teach, and observe the lesson to collect data on student learning, and use their observations to refine their lesson.

Lesson Study vs. Traditional PD

Traditional PD

- Begins with expert
- Driven by expert
- Limited communication
- Hierarchical relationships
- Research informs practice

Lesson Study

- Begins with a question
- Driven by participants
- Generates conversation
- Builds relationships
- Practice is research

Lesson Study and Rtl



Rtl requires that we:

- Ensure that students' difficulties are not due to lack of appropriate instruction.
 - Implement scientifically-based instruction and interventions based on individual needs, with the ultimate goal of being student success in the form of increased academic achievement and positive behavior as early as possible.
 - Is the core instruction effective for approximately 80% or more of our students? If not, how do we make so?

Lesson Study provides a construct for strengthening instruction.

Role of the Reading Coach



- Resource provider
- Data coach
- Curriculum specialist
- Instructional specialist
- Classroom supporter
- Mentor
- Learning facilitator
- School leader
- Catalyst for change
- Learner

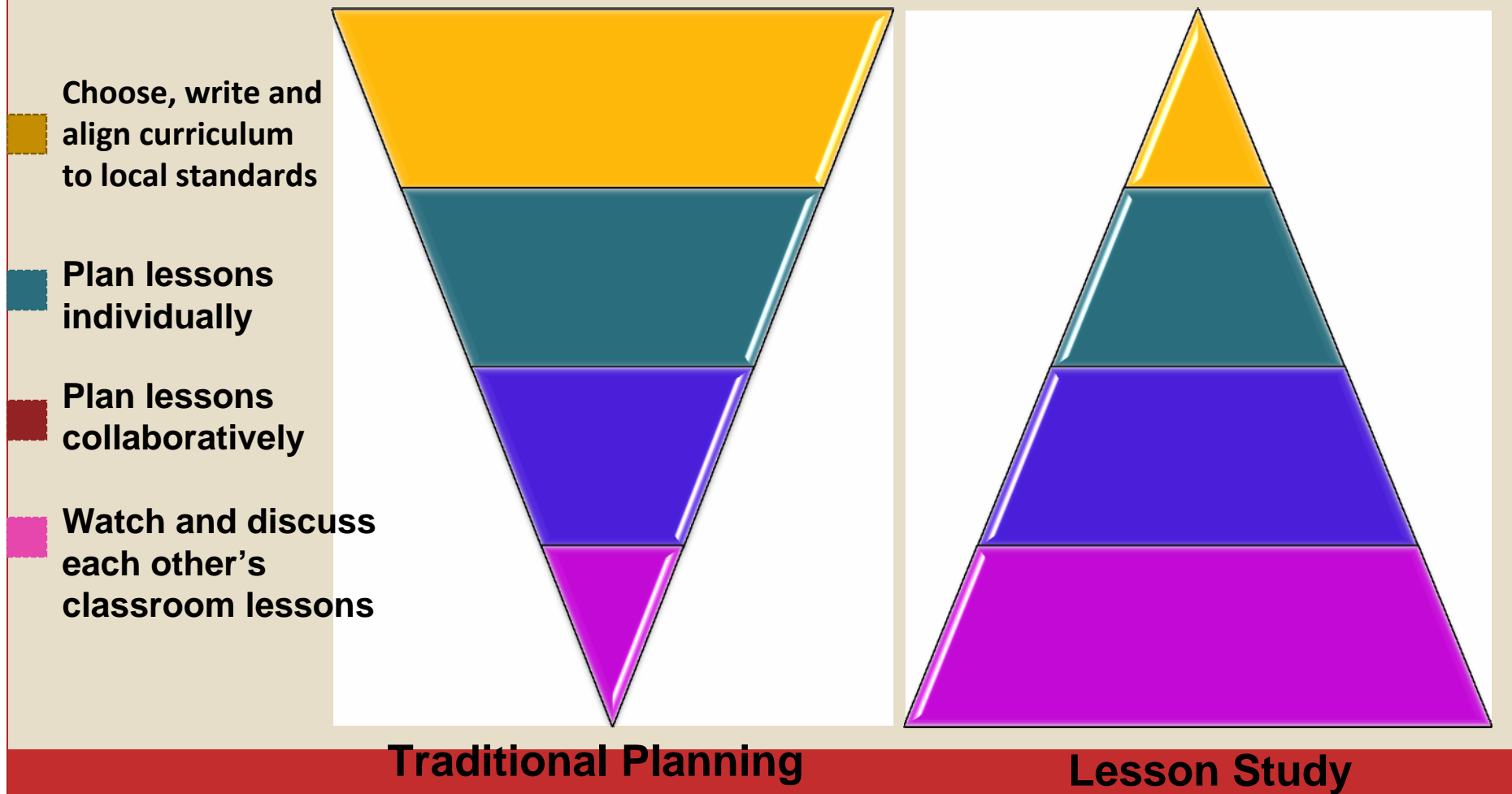
Pedagogy vs. Andragogy



- What is the nature of the conversations you are currently having with the teachers at your school?
- Are your conversations powerful enough to change behavior without force? Why or Why not?

Transmission of knowledge vs. the construction of knowledge

Traditional Planning vs. Lesson Study



Benefits of Lesson Study



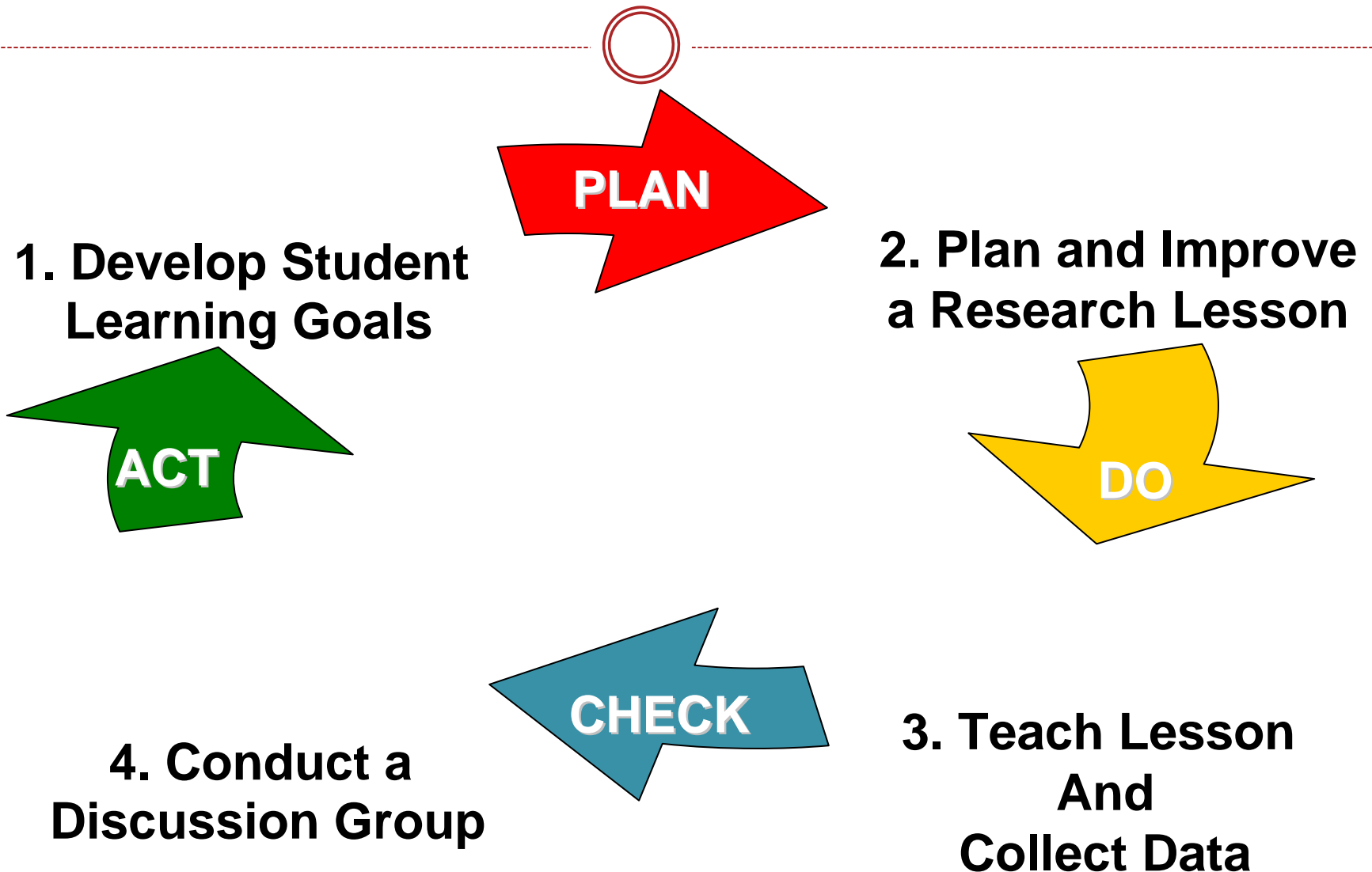
- Lesson Study helps teachers
 - Think deeply about the goals of a particular lesson or unit
 - Gather and study the best available curriculum materials
 - Deepen knowledge of subject matter and of instruction
 - Strengthen collaboration with colleagues (builds capacity)
 - Focus on student rather than curriculum

Lesson Planning Best Practices



- Teachers plan lessons with their students in mind (not just the content)
- Teachers make listening to students' thinking the heart of their lessons
- Teachers keep the body of their lessons focused on open-ended to encourage rigorous thinking, creativity, and risk taking
- Teachers never lose track of the lesson's objective
- Techniques that probe student thinking are built in
- Teachers listen and invite students to do most of the talking
- A sense of community is fostered with opportunities to develop skills for successful peer interaction.
- Students are provided the scaffolding necessary to work independently

The Lesson Study Process



Post Lesson Activities



Discussion of Lesson: Teacher, team members, observer

Guiding Questions:

1. Did the students achieve lesson goals? What data supports that?
2. Which element of our lesson contributed to student learning outcomes? What data supports that?
3. What does the data mean in terms of revising our lesson?
4. How can we apply what we learned from the data to our next lesson?
5. What did we learn from our experiences?

Cultivating *Thinking* Teachers



Coaches must make something of what teachers say and do.
Johnston, 2004

- **Challenge** teachers to transform their instruction to improve student learning
- **Facilitate** teachers' reflection on student learning and their own theories of practice
- **Collaboratively discuss** their perceptions of the lesson and possible alternatives for increasing student learning
- Play a key role in developing **ongoing support** for literacy instruction and an opportunity for teachers to reflect on and discuss their instruction



Assessment/ Intervention

FAIR

FCAT

Voyager

Purpose of
Assessment

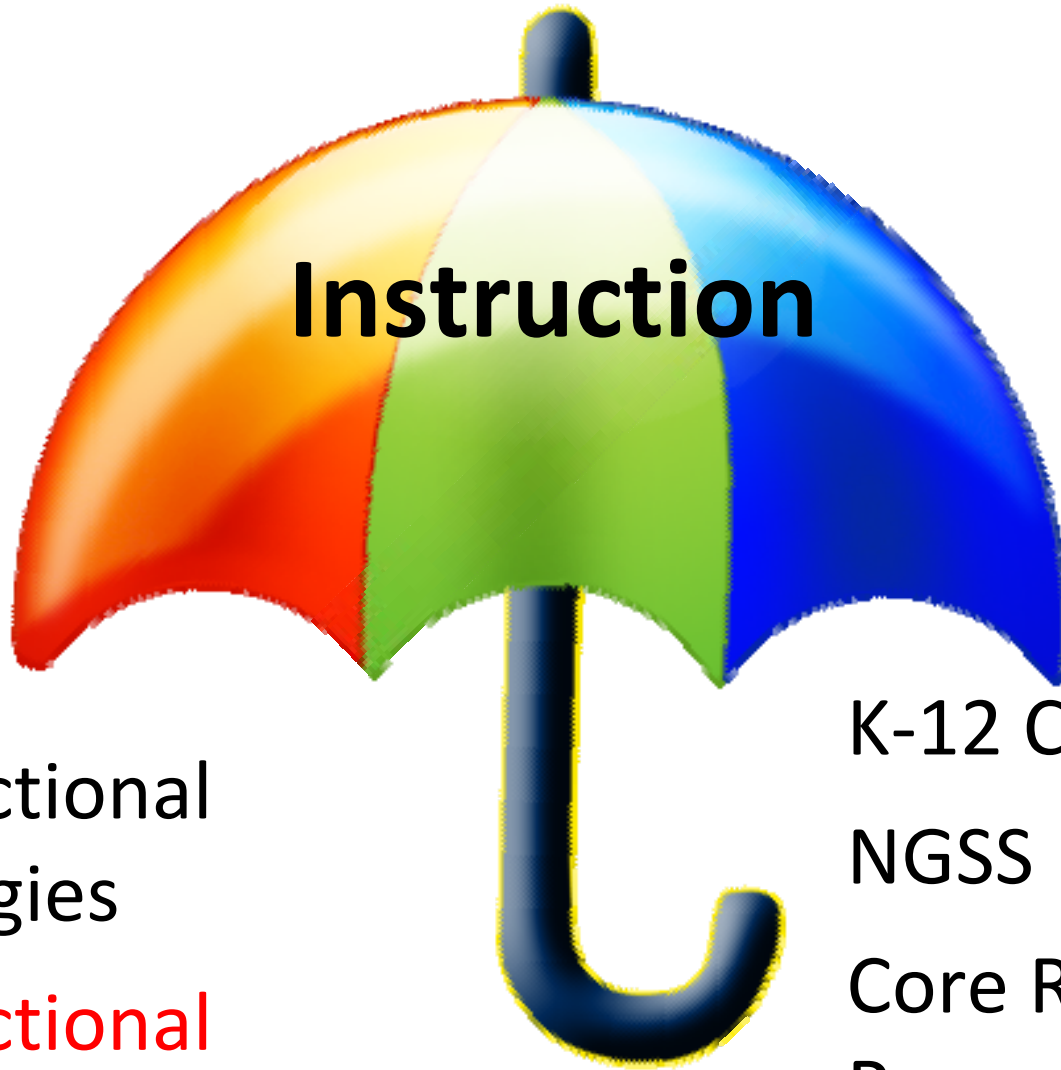
Small Group
Intervention

Data Chats

Dealing with Data



- What we have now
 - FAIR – AP1
 - Interim
 - ✦ Baseline
 - ✦ Fall
- New data
 - FAIR – AP2 in progress



Instruction

Instructional
Strategies

Instructional
Routines

K-12 CRRP

NGSS

Core Reading
Program



**Validity
& Reliability?**

Validity & Reliability

The student will **identify** the validity (i.e., correctness or soundness) and reliability (i.e., dependability) in a text by identifying supporting **facts** within or across texts. The student may be asked to **apply** information from a text in a valid and/or reliable way.

Other Ways To Say ...
supports
argument
greatest benefit conclusion
evidence
reasons behind
most valid reliable
sound dependable
trusted

Where will I find this benchmark?

- ✓ *Look for text that:*
 - takes a position
 - states a specific issue
 - relays an experience
- ✓ *Uses scientific research or expert opinions, surveys, data or information from books*
- ✓ **Sources need to be reliable and credible to provide evidence!**

- Editorials
- Scientific articles
- Current events issues

Conclusion

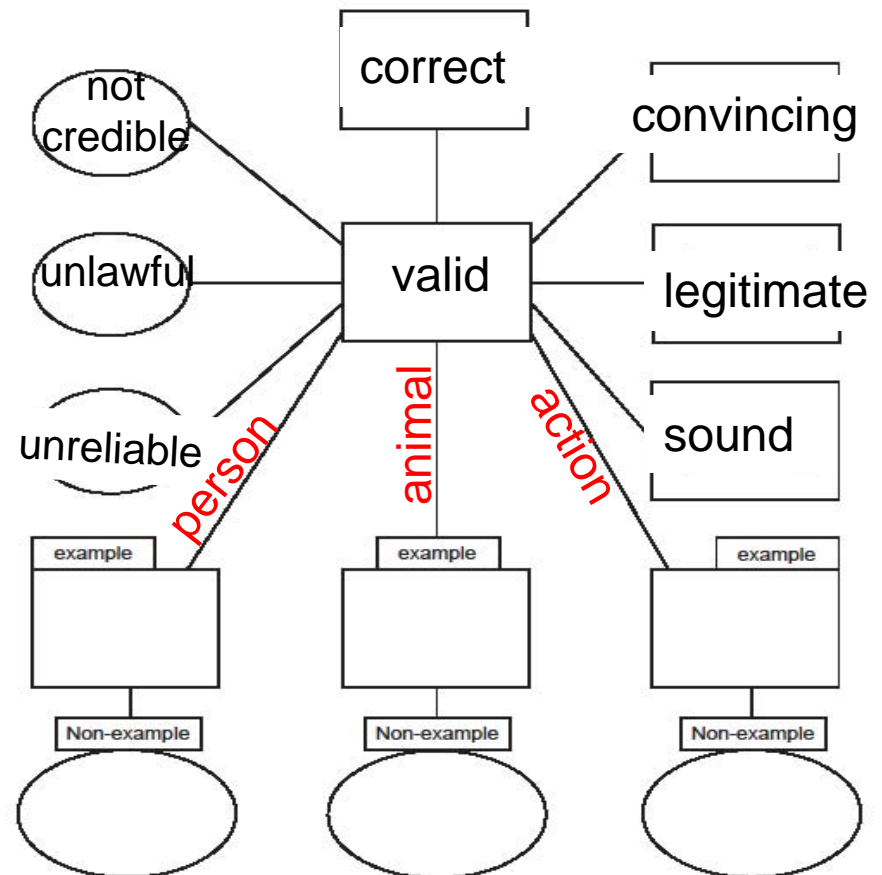
Support

Conclusion	Support

Something Else you need to know . . .

VALIDITY & RELIABILITY(LA.5.6.2.2)

- For what could the information in the article best be used?
- What does the author use to support the information in the article?
- What information from the article supports the conclusion that ____?
- What are the reasons behind the author's opinion that _____?
- According to the information, what is the MOST VALID argument for ____?
- Which statement best supports the idea that _____?
- What is the greatest benefit of ____?
- What evidence supports _____?



Let's try it with *the Fear Place*



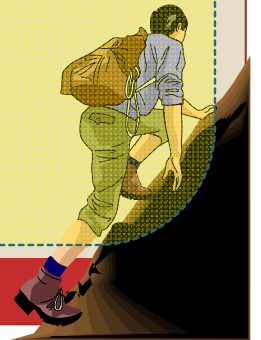
- Write down **several** reasons why the main character was fearful.
-
- Now write down how he tried to overcome his fear?

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Doug was nearing the first ridge. At nine thousand feet, he'd read, oxygen was about half of what it was at sea level. He had no idea how high he was. Stormy Peaks, to his left, was over twelve thousand feet. With each ascending step the air seemed to change. A mountain has its own weather, Dad told him. At high altitudes, a hiker could encounter sunshine, rain, sleet, ice pellets, wind, and snow, all in one afternoon, sometimes even in the space of an hour. The weather changed minute by minute, valley by valley, range by range.

It helped to keep his mind busy.



It helped keep his mind off his Fear!



What is the evidence ?	Is it reliable/valid?	What is benefit of knowing this information?
The higher Doug climbs- the thinner the air.	Doug read it in a book. It is a fact.	He understands that the air is changing around him.
Weather changes in the mountains very quickly.	Doug 's father taught him that. His father has experienced it.	The higher the altitude, the more unpredictable the weather.

Show your teachers what you Know!



1. What evidence in the passage supports the information that oxygen thins at higher altitudes?

Show your teachers what you Know!



2. Which statement from the passage supports the idea that weather is an important factor in the mountains?
- A. It helped to keep his mind busy.
 - B. He had no idea how high he was.
 - C. Stormy Peaks, to his left, was over 12,000 feet.
 - D. The weather changed minute by minute, valley by valley, range by range.

Show your teachers what you Know!



3. What was the greatest benefit of Dad's information?
 - A. He understood how to breathe when climbing.
 - B. He was able to enjoy the animals along the hike.
 - C. It distracted him from thinking about the climb.
 - D. He worried about the weather on Stormy Peaks.

Did you Miss these questions on the interim?



Which of these is MOST effective in convincing reader the information in the article can be trusted

_____.

The information in this article could BEST be used for _____.

The information in this article would be MOST helpful to someone who is _____.

Let's look at the link



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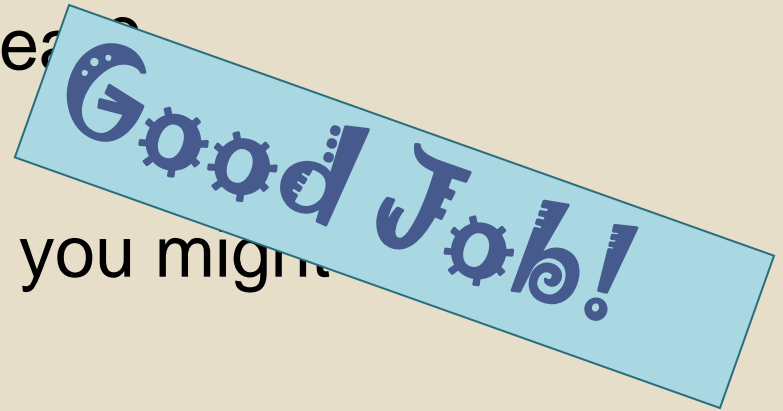
What kind of unexpected dangers did Erik face?

How did the Dad's information in the passage(story) help you understand Erik's unexpected dangers?

Tell me 3 things you learned today about Validity and Accuracy!



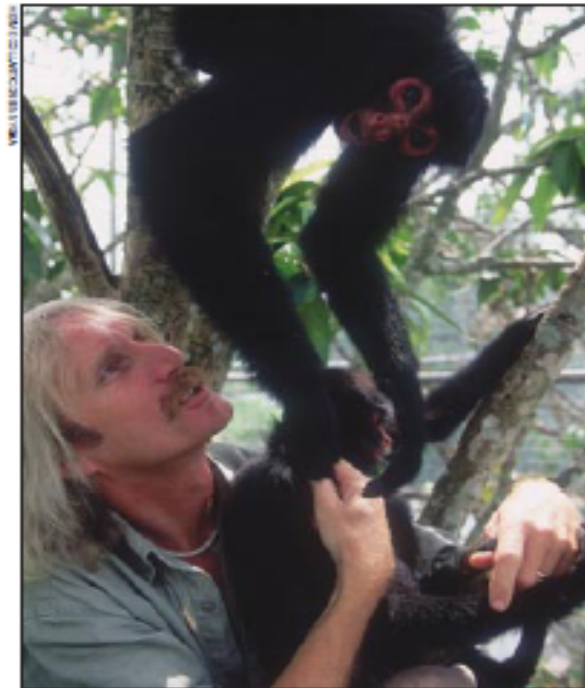
- Language you might see or hear
- What are some places where you might find information?
- How might you use the information?



Heroes of the Planet

Chapter One:

Marc van Roosmalen Fights for Biodiversity



Among van Roosmalen's furry friends are a spider monkey hanging above, and a marmoset, below.

In 1997, an Indian from the Amazon Basin arrived at the house in Manaus, Brazil, of biologist Marc van Roosmalen. The Indian was holding a tin can with a little monkey shivering inside. The Dutchman poked a finger at the small ball of copper-colored fur. It squeaked fearfully.

Van Roosmalen nearly squeaked back—with amazement. An expert on chimps and apes, he was staring at an unknown species of pygmy marmoset. It was a remarkable discovery. Trouble was, the Indian knew only that the marmoset had been trapped somewhere near the Madeira River, a 2,000-mile stretch of water flowing into the Amazon. This clue sent van Roosmalen on a nine-month odyssey in which he found far more than the marmosets.

The Journey Begins

His quest led van Roosmalen into an unstudied region of the Amazon, bursting with biodiversity. So far, he and his team have discovered seven species of primates, a lost cousin of the Brazil-nut tree, and a plant with leaves bigger than elephant ears. And best of all, van Roosmalen stumbled on traces of a farming technique invented by Stone Age tribes around 10,000 years ago.

Besides his monkey business, van Roosmalen specializes in medicinal plants and in rain-forest conservation. He knew he wanted to do fieldwork when he studied primates in Holland. He spent years in Suriname, a nation in South America, studying spider monkeys in their tree homes. Often, he survived on fruit gnawed by monkeys and then tossed away. "I was quite hungry," he recalls. "Spider monkeys are very economical eaters."

Spider Man

Inside the rain forest, van Roosmalen glides through the foliage, hardly stirring a leaf. There's the sudden drum of raindrops shaken off a tree high in the canopy. Van Roosmalen trains his binoculars upward. A branch bounces, and out pops a Titi monkey with black eyes and a pewter-colored beard. "It's a new species we just identified recently," he says excitedly.

As the discoverer of species, van Roosmalen has the right to choose their scientific name. But fame means less to him than saving a pure, emerald section of the Amazon. Otherwise, he warns, "The rain forest will be destroyed before we even know what plants and animals are out there."

What Is Biodiversity?

Variety is the spice of life. This variety is what biodiversity is about. Experts say there may be about 3 to 30 million different species of life on Earth. Some scientists believe that half those species will become extinct by the year 2050. Habitats, or environments, can lose their biodiversity quickly. For example, when a single plant in a habitat vanishes, certain animals that need that plant to survive may also die out.

The greater the biodiversity in a habitat, the more likely the life in it can survive a sudden change or threat. So it is important to preserve Earth's incredible variety of living things.

What is the issue?

Conclusion

Support

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VALIDITY & RELIABILITY

(LA.5.6.2.2)

*Grade 5 only

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Tell me 3 things you learned today about Validity and Accuracy!



- Language you might see or hear?
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Good Job!

Where Do We Go from Here?



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