SLIDE 180: SUSTAINING READING DEVELOPMENT
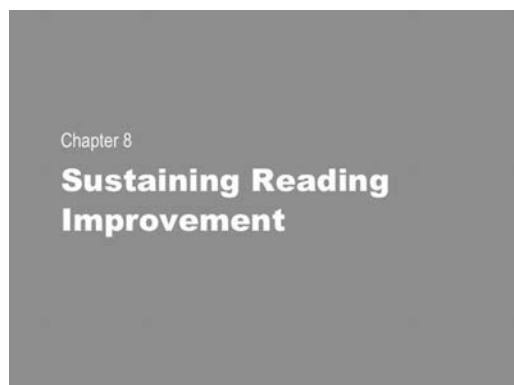
Chapter 8

Sustaining Reading Improvement

Participant's Guide Page:

PG 8.3

Facilitator Support:

Approximate time for Overview of Chapter 8 activity: 8 minutes

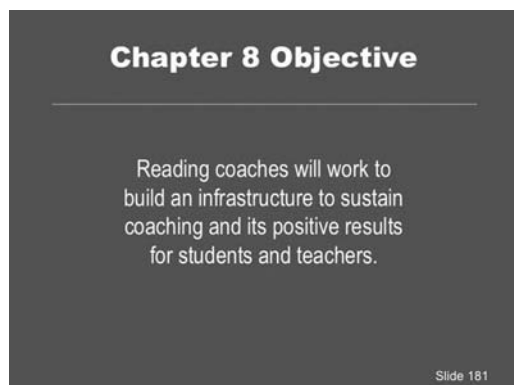Approximate time for Chapter 8: 2.75 hours

KEY POINT

Overview of Chapter 8

Say: *"Let's use the reading strategy of asking questions to familiarize ourselves with Chapter 8, Sustaining Reading Improvement. Take the next five minutes to skim the contents of Chapter 8 before the group discussion. Scan the chapter until I say stop. At that point take three minutes to think of a question about the material you have just read. Please note the questions that occur to you on the sticky notes in the center of your table."*

Hold up sample sticky note. Point to the Questions poster.

Say: *"I'll collect your questions and post them on our Questions poster. If a question occurs to you at any time, ask it immediately, or feel free to post it for later review."*

SLIDE 181: CHAPTER 8 OBJECTIVE

Chapter 8 Objective

Reading coaches will work to build an infrastructure to sustain coaching and its positive results for students and teachers.

Slide 181

Participant's Guide Page:
PG 8.5

KEY POINT

Chapter 8 Objective

- Refer to Chapter 8 Objective.
- Review the Coaching Objectives Orientation chart by noting how many red, yellow, and green marks showed up for this objective.

SLIDE 182: REVIEW OF GOALS

> The idea that all
> children can attain
> high academic goals,
> once an earnest hope,
> is now national policy.
>
> Slide 182

Handouts/Materials:

Vocabulary Word Wall—Infrastructure

Participant's Guide Page:

PG 8.5

KEY POINTS

Define *Infrastructure*

Review *Leading for Reading* Concepts

- Based on reading research foundation;
- Provides professional development to build teacher capacity to use scientifically based reading programs;
- Ongoing screening, progress monitoring, and diagnostic assessments to ensure student growth and school accountability;
- Coaching can support schools in achieving improved teaching and learning.

Review Connection of Concepts to No Child Left Behind (NCLB)

- Connection with Chapter 1.

Review Goals of *Leading for Reading*

- The necessary PD to help teachers teach for understanding requires both new ideas about what counts as PD and new policies that provide the framework within which PD can occur.
- Improving teachers' practice and student learning requires PD that is explicitly tied to teachers' daily work.

DEFINITION

- **Infrastructure:** Basic underlying framework or features of a system or organization.

SLIDE 183: THE RIGHT COMBINATION

**What School and Teacher
Combination
is Right for
No Child Left Behind?**
(Resource 8.1)

Slide 183
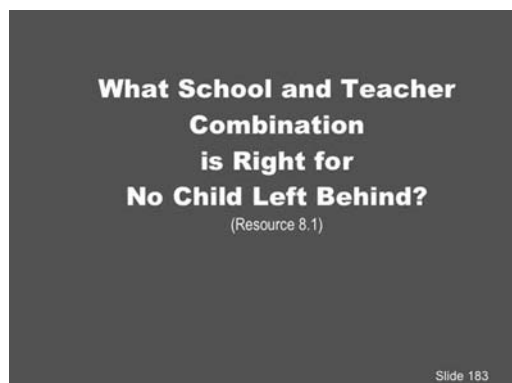
Participant's Guide Page:

PG 8.6

Facilitator Support:

Approximate time for What School and Teacher Combination is Right for No Child Left Behind? activity: 10 minutes

KEY POINT

Process & Practice Activity: What School and Teacher Combination Is Right for No Child Left Behind? (Resource 8.1)

- Ask participants to review the chart on page PG 8.6, which shows an average child represented by performance at the 50th percentile on entering school.
- Note that the left column proposes the type of school and teacher this average child will work with during one academic year.
- Ask participants to predict and record in the right column the percentile ranking the child will earn after leaving this situation. Allow 2 minutes.
- After recording predictions, ask participants to reflect on their responses by answering the questions below the chart. Allow 3 minutes.
- Refer participants to correct answers located on page PG 8.29. Correct percentiles are 50, 3, 37, 63, 96, and 78 respectively. Allow 5 minutes.
- The difference between effective and ineffective teaching can be as great as one full level of achievement in a single year.
- School improvement begins with individual teacher improvement.

SLIDE 184: READING WALK-THROUGH

Reading Walk-Through

Recognize strengths in teachers' practice.

Note areas that need improvement.

Monitor program implementation.

Build rapport, teamwork, and professional credibility.

Slide 184

Handouts/Materials:

Vocabulary Word Wall—Print-Rich Environment

Vocabulary Word Wall—Elkonin boxes

Vocabulary Word Wall—Word Play

Vocabulary Word Wall—Choral Reading

Vocabulary Word Wall—Partner Reading

Vocabulary Word Wall—Repeated Reading

Vocabulary Word Wall—Shared Reading

Participant's Guide Page:

PG 8.7

KEY POINTS

Discuss Advantages of a Reading Walk-Through

• Principals can use classroom visits to identify strengths and areas of improvement.

• A reading walk-through is a tool to help principals identifiy categories of instruction that should be noted during the visit.

Briefly Review *Principal's Reading Walk-Through: K–3* for Kindergarten and 1st Grade Classrooms *Checklists*

Define *Print-Rich Environment, Elkonin Boxes, Word Play, Choral Reading, Partner Reading, Repeated Reading, and Shared Reading*

DEFINITIONS

• **Print-Rich Environment:** Wealth of text, including big books, decodable books, vocabulary words and letter-sound cards.

• **Elkonin Boxes:** Framework used during phonemic awareness instruction; Sound Boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a penny or a marker into a box as they segment each sound in the word.

• **Word Play:** Deliberately investigating words in a fun, engaging manner (e.g., vocabulary-building exercises, word-identification practice, and spelling).

• **Choral Reading:** A group of students reading text orally; unison reading.

• **Partner Reading:** Reading aloud by taking turns with a partner who provides word identification help and feedback.

• **Repeated Reading:** Rereading of text until reader is able to read at a predetermined rate to produce fluency.

• **Shared Reading:** Activities completed cooperatively by the class such as oral reading by the teacher.

SLIDE 185: READING WALK-THROUGH IN ACTION

Reading Walk-Through in Action
Slide 185

Participant's Guide Page:

PG 8.7

Facilitator Support:

Confirm principal to share use of *PRWT* or classroom walk-through

Approximate time for Making It Personal: 10 minutes

Approximate time for *PRWT* activity: 25 minutes

KEY POINTS

Video Clip (0:43)

- Discuss principal's role in sustaining reading achievement.
- Seeing administrators in classrooms supports the infrastructure, the unseen elements that make classrooms strong.

Process & Practice Activity: *Principal's Reading Walk-Through: K–3* Checklists

- Divide participants into four groups. Each group will focus on a reading walk-through checklist for a single grade level.
- After selecting a recorder, reporter, and timekeeper, ask participants to review and discuss their assigned classroom walk-through checklist.
- Ask participants in the Kindergarten and 1st grade groups to describe how their principal could recognize such features as Elkonin boxes, word play, choral reading, etc. in the average classroom at their school.
- Ask participants in the 2nd and 3rd grade groups to select four indicators from the checklist and describe how their principal could recognize these indicators in the average classroom in their school.
- Allow 15 minutes.
- Allow 10 minutes for reporters from each group to share.

MAKING IT PERSONAL

Invite a principal who uses the *Principal's Reading Walk-Through: K–3* or another classroom walk-through to share practices.

SLIDE 186: BUILDING CAPACITY
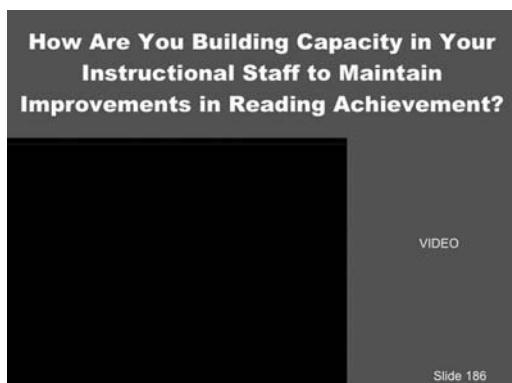
Participant's Guide Pages:

PG 8.8–9

Facilitator Support:

Approximate time for Talking It Over: 10 minutes

KEY POINTS

Discuss Coach's Role in Sustaining Reading Improvement

• The principal depends a great deal on the coach, who depends a great deal on the teachers to meet the school's reading goal. Refer participants back to Role Clarification Form (Resource 1.2) to reinforce the task interdependence and teamwork needed across roles.

Video Clip (8:33)

Coaches' Reflections (Resource 8.2)

• As participants view the clip, ask them to note the strategies suggested in Resource 8.2 (page PG 8.9).

• Ask participants to share strategies they recorded in the Building Capacity to Maintain Reading Achievement (Resource 8.2) from the video as well as their own strategies for building capacity in the instructional staff at their schools.

TALKING IT OVER

Ask teachers to share their experiences with this assertion: "If teachers like a coach, they usually will try out what the coach suggests. If they don't like the coach, they'll even resist helpful teaching practices (Knight, 2006)." How does this reinforce the importance of coaching skills discussed in Chapter 6?

SLIDE 187: SUSTAINING POSITIVE CHANGE

How can a
Reading Leadership
Team sustain positive
changes?

Slide 187

Participant's Guide Pages:

PG 8.10–11

Facilitator Support:

Approximate time for Adopter Types activity: 15 minutes

KEY POINTS

Reading Leadership Team's Role

Discuss Adopter Types

- Innovator
- Leader
- Early Majority
- Late Majority
- Resister

Process & Practice Activity: Adopter Types (Resource 8.3)

- Ask participants to reflect on the teachers at their school and then to categorize each teacher using the Adopter Type chart on page PG 8.11.
- Participants should figure the percentages and compare them with those on page PG 8.10.
- Allow 10 minutes.
- Allow 5 minutes for participants to discuss how this information will affect how they implement change.

SLIDE 188: CBAM

Concerns-Based Adoption Model

Stages of Concern	Expressions
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	What impact am I having? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Slide 188

Participant's Guide Pages:
PG 8.11–12

KEY POINTS

Discuss CBAM

Theories of Change

• Changes in behavior
• Changes in attitude
• Changes in thinking
• Combination

Stages of Concern

• Refocusing
• Collaboration
• Consequence
• Management
• Personal
• Informational
• Awareness

SLIDE 189: CBAM LEVELS OF USE

Participant's Guide Page:
PG 8.12

KEY POINT

CBAM Levels of Use

- Renewal
- Integration
- Refinement
- Routine
- Mechanical
- Preparation
- Orientation
- Non-use

SLIDE 190: CHANGES IN THINKING

Changes in Thinking

- Are driven by questions typically asked by teachers but also by parents, administrators, students, or community members.
- Begin with extensive data collection. Such data might include student work samples; surveys of students, teachers, parents or others; test scores; peer and self observation; any other evidence that sheds light on the inquiry.
- Include reading professional literature related to the topic.
- May include consulting with others in the field (colleagues at other schools or in other districts, university researchers, or content experts; e.g., in science or social studies).
- Lead to hypotheses based on extensive review of data and information collected, combined with reflection and discussion among participants.
- Use hypotheses to develop new practices.
- Continue until the inquiry leads to desired changes.

Slide 190

Handouts/Materials:

Vocabulary Word Wall—Cognitive Dissonance

Reading-related incentive

Participant's Guide Pages:

PG 8.13–14

Facilitator Support:

Approximate time for Successful Change activity: 7 minutes

KEY POINTS

**Changes in Thinking**

Define Cognitive Dissonance

Process & Practice Activity: How Does Successful Change Happen?

• Ask participants to record on page PG 8.14 their thoughts on how successful change happens.

• Ask participants to think about a time when they resisted a change and to check the reasons for their resistance.

• Allow 2 minutes.

• Allow 5 minutes for a volunteer to share. Reward the first volunteer with a reading-related incentive.

• Change is a process, not an event.

• Change takes time, more time than you think.

DEFINITION

• **Cognitive Dissonance:** The discomfort one feels when faced with two seemingly incompatible ideas.

SLIDE 191: PRINCIPAL IN ACTION
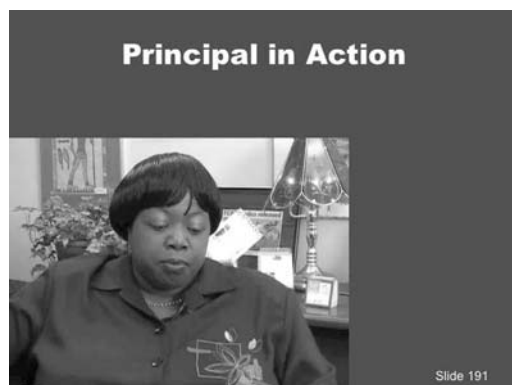
Handouts/Materials:

Sticky notes, Questions poster

Table-top supplies sample

Participant's Guide Page:
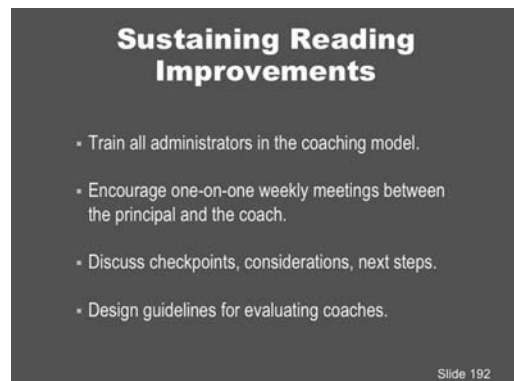
PG 8.15

KEY POINTS

Principal's Role as Change Agent

- The principal's support can make or break the impact of the reading coach.
- The coach's professional development includes what he or she learns by exchanges with classroom teachers, by participating in professional development sessions with teachers, and by attending workshops with other coaches.

Video Clip (0:44)

- After the video clip, ask participants to reflect on a time when they took the initiative toward successful change; ask participants to record their thinking on PG 8.15.
- Discuss the video and participant responses.

SLIDE 192: SUSTAINING IMPROVEMENTS

Sustaining Reading Improvements

- Train all administrators in the coaching model.

- Encourage one-on-one weekly meetings between the principal and the coach.

- Discuss checkpoints, considerations, next steps.

- Design guidelines for evaluating coaches.

Slide 192

Participant's Guide Pages:

PG 8.15–18

Facilitator Support:

Approximate time for Sustaining Reading Improvement activity: 20 minutes.

KEY POINTS

Discuss District's Role

Process & Practice Activity: Sustaining Reading Improvement (Resource 8.4)

• Ask participants to review the checkpoints and considerations listed on pages PG 8.17–18 and record key words to prompt next steps in the space provided.

• Allow 15 minutes.

• Discuss for 5 minutes.

SLIDE 193: LEARNING CENTERS

Participant's Guide Pages:

PG 8.19–20

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or 7 minutes per station.

KEY POINTS

Review of Chapter 8

Address any questions from Chapter 8 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to pages PG 8.19–20 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

SLIDE 194: NEXT STEPS

Keep your eyes on the goal:

All K-3 students reading on grade level or higher by the end of 3rd grade

Slide 194

KEY POINTS

Final Comments

Next Steps

PD Evaluation

CHAPTER 8 VOCABULARY WORD WALL

Infrastructure

Print-Rich Environment

Elkonin Boxes

Word Play

Choral Reading

Partner Reading

Shared Reading

Repeated Reading

Cognitive Dissonance