Recurring Patterns and Behaviors

Issues, Problems, Events

Recurring Patterns and Behaviors

Values, beliefs, fears, Concern, assumptions, etc.
New thoughts
Change behavior
Three tier approach to Literacy

Layers of intervention responding to student needs

Each tier provides more intensive and supportive intervention

Aimed at preventing reading disabilities

The agreed upon set of behaviors, routines and protocols
Levels of Use

**Renewal** - State at which the user re-evaluates the quality of the use of the innovation, seeks major modifications or alternatives.

**Integration** - State at which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on students within their grade level or group.

**Refinement** - State at which the user varies the use of the innovation to increase the impact on students in their classrooms based on knowledge of both short & long term consequences for students.

**Routine** - Use of the innovation is stabilized. Few if any changes are being made.

**Mechanical use** - State in which the user focuses most effort on short-term, day to day use with little time for reflection.

**Preparation** - State in which the user in preparing for the first use of the innovation.

**Orientation** - State in which the user has recently acquired or is acquiring the information about the innovation and/or has recently explored or is exploring its value & demands upon the user.

**Nonuse** - State at which the user has little or no knowledge of the innovation and is doing nothing toward becoming involved.
**Intervention Strategies for Levels of Use**

**Renewal** – Use this teacher as resource and provide additional materials and resources that will translate this teacher’s adaptations into reality. You may need to tactfully explain that some adaptations are not in alignment.

**Integration** - Do all you can to nurture, facilitate, and continue development in the professional culture of the school. Make it possible for people to work together.

**Refinement** - Help the teacher find appropriate assessments, evaluation tools or rubrics to check on student work.

**Routine** - Celebrate and congratulate the teacher. May need to help them to become more innovative, but it is a good resting place.

**Mechanical use** - Finding and organizing materials, scheduling time to plan, co-planning, offering “how to” trainings & tips, co-teach.

**Preparation** - Be supportive and ready to help the teacher move toward use.

**Orientation** - Provide information in an organized well sequenced manner. Make it interesting and provocative.

**Nonuse** - Stimulate interest and support to help teacher move toward the use. Keep the conversation alive. Administrator’s job to be the heavy.
Principles of the CORE training

Stages of Concern

Levels of Use

Three phases coaching cycle

3 P’s of team work

5 Step Problem Solving technique
Cognitive Coaching

Existing state to Desired state
Coaching Cycles
Coaching behaviors
Five states of Holonomy
Problem Solving- Pace & Lead
One more coaching skill

Side by Side Coaching
Coaching Cycle

- Confer/Debrief
- Set Goals
- Observe
- S x S
- Demo

Increased Student Achievement
Does the Data suggest a need for a change?
Coaching Schedule for Classroom Visits

- **1st Visit**
  - Demonstration Lesson
  - Goal Setting/Confer

- **Next 2-4 Visits**
  - Coaching, observations, determine next steps, who gets coached, support for on-site coach, principal support

Discuss your School's Protocol...

<table>
<thead>
<tr>
<th>Coaching Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confer/Goal Set</td>
</tr>
<tr>
<td>Demonstrate</td>
</tr>
<tr>
<td>Co-teach/Side by Side</td>
</tr>
<tr>
<td>Observe</td>
</tr>
<tr>
<td>Debrief</td>
</tr>
</tbody>
</table>
Specific Instructional Goal Setting

The immediate instructional goals should center around the agreed upon set of teaching behaviors:

- Teacher’s Editions
- Routine Cards
- OCR Coaching Routine
- OCR Instructional Checklist
## Teacher Observations During Model Lesson

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see me do that is similar to what you do in your classroom?</td>
<td>What do you see me do that is different from what you do in your classroom?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you see me do that you will do in your classroom next time?</td>
<td>Is there anything you saw me do that you will not do in your classroom?</td>
</tr>
</tbody>
</table>
Before, During, and After Side-by-Side Coaching

**Phonemic Awareness (Oral Blending)**

**Possible Problem**

1. Let’s pause here for a moment.

**Problem:**

- T: No definite pause at the break...
- S: Unable to hear the word parts

**Solution:**

- For this activity it is important to break between initial sound and the last part of the word. Teacher says first sound and Puppet says last part of the word.

**Purpose:**

- The reason this is important is that in Oral blending students need to hear how sounds are put together to make up words which will prepare them for phonics instruction.

2. Praise students and teacher: Provide an Assignment:

3. The students were...

4. The reason this is important is...... (refer back to rationale and purpose)

5. Let’s teach the students to...

- I’ll model it first. Pay special attention to...

6. Now, you try to teach the students to...

- As teachers we want to make sure...

7. Great job! Did you notice how the students...
Blending

Problems:
1. Not blending thru vowel
2. Weak signals/pacing   Moving to whole word too soon
3. Blending blends (tr, bl)
4. Adding schwa to cons. sound, confusing bird card & robot, erasing lines as they go
5. Verbal scaffolding used when no longer needed
6. Not giving any think time
7. Management/engagement strategies not used/student placement for all to see   procedures for blending

Purposes:
- Strategy to figure out unfamiliar words
- Develops fluency, automaticity, & comprehension
- Opportunity to develop language
- A step to success to the decodable
- Lay groundwork for spelling
- First step in learning to read & write
- Blend sounds to words

Solutions:
1. The reason blending through the vowel is important is because it develops fluency and automaticity.
2. The reason for strong signaling and pacing is to develop correct blending procedures.
3. The reason to continue w/sound by sound blending is to lay strong foundation for decoding before moving to the next level.
4. It is important for students not to add schwa sound to cons. because it interferes w/blending and spelling.
5. It is important to be aware when verbal scaffolding is no longer needed so students can develop independence in decoding.
6. It is important for students to have time to think so they can correctly verbalize and write.
7. It is important to have strong management/engagement strategies so each student will have the opportunity to participate and teacher be able to assess to determine individual student needs
Debrief

- Debriefing - start with a positive
- Use checklist as a focus for discussion and feedback
- Ask teacher how they felt about lesson
- Review goals and plan next steps-
- Plan with the teachers by grade level
- Negotiate any changes based on data
- Conduct specialized follow up trainings
Why Side by Side coaching review?

Opportunity to respond to the concept (repeated practice)

Increase the number of responders (pay attention to who’s responding)

Positive Immediate Error Correction (s x s coaching allows coach to do this. Other steps in cycle set teacher up for perfect practice and/or immediate feedback (closer to the error) with the s x s routine.

Engagement
Administrators

Recognize it

Encourage its use

Literacy Coaches

Know the routines & protocols

Use it