Disciplinary Literacy Coaching

To the Core K-12

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ELA/literacy Common Core State Standards (distilled)

1. Read closely
2. Determine central themes
3. Analyze the development and interaction of elements
4. Interpret words and phrases
5. Analyze the structure of texts
6. Assess point of view, content, and style
7. Integrate and evaluate content
8. Outline and evaluate content
9. Analyze intertextuality
10. Comprehend complex texts
“Going back to definitions is an important operation of the mind. We should know that the power of a word does not reside in its sound, but in the ideas of which the word reminds us and, ultimately, in the facts on which the ideas are based.”

~ G. Polya (1945)
• What are the benefits and challenges of college and career readiness standards?
• What are the benefits and challenges of reading and writing non-fiction texts?
• What are the benefits and challenges of having literacy standards for Science, Social Studies and technical subjects?
• What are the benefits and challenges of using textual evidence in reading and writing across disciplines?

[Script link for video](https://www.teachingchannel.org/videos/common-core-standards-ela/embed?format=js)
Define the following terms in your own words:

- Common
- Core
- Standards
- Shifts
- Text
What CCSS are not...

The CCSS should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. They do not tell how teachers should teach
2. They do not describe all that can or should be taught
3. They do not define the nature of advanced work for students who meet the standards prior to the end of high school
4. They do not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations
5. They do not define the full range of support appropriate for English learners and for students with special needs
6. They do not define the whole of career and college readiness
E. Hiebert –  “Exemplars are meant to exemplify not become a canon.”
“Complex text is a complex topic.”

P.D. Pearson -  “Literacy is best developed and enacted in the service of acquiring disciplinary expertise.”
“CCSS are not stone tablets. They are at best professional judgments that are not developmentally sequenced.”

T. Shanahan -  “Failure rates are being estimated at 75%. Currently, we’re at 20-30%.”
“States are grossly underestimating the cost of CCSS implementation for – new assessments – professional development – technological infrastructure – and remediation.”
“Policy infrastructure needed for CCSS implementation currently does not exist.”
Revisiting good teaching

“... it is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards’ grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the standards.”

Appendix A
Decreasing scaffolding and increasing independence both within and across grade levels means...

- I do, you look (interactive practice)
- I do, you help (shared practice)
- You do, I help (guided practice)
- You do, I look. (independent practice)

Note: Each instructional practice is an opportunity for assessment.
PAUSE – PARTNER - PONDER

Interactive Practice

I do

Teacher behavior

You look

Student behavior

Shared Practice

I do

Teacher behavior

You help

Student behavior

Guided Practice

You do

Teacher behavior

I help

Student behavior

Independent Practice

You do

Teacher behavior

I look

Student behavior
## CONTINUUM OF COACHING

<table>
<thead>
<tr>
<th>Interactive coaching</th>
<th>Private voice</th>
<th>Intraactive coaching</th>
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<tbody>
<tr>
<td>Facilitate a <strong>workshop</strong> to improve learning and instruction based on assessment</td>
<td>Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment</td>
<td>Facilitate <strong>RtI</strong> team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment</td>
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<tr>
<td>Provide an <strong>observation lesson</strong> to improve learning and instruction based on static and dynamic assessment</td>
<td>Confer, observe, and <strong>debrief</strong> to improve learning and instruction using assessment</td>
<td>Facilitate <strong>lesson study</strong> or action research to improve learning and instruction using assessment</td>
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<tr>
<th>Increased external scaffolding</th>
<th>Decreased external scaffolding</th>
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<tr>
<td><strong>Subject-centered pedagogy</strong></td>
<td><strong>Solution-seeking andragogy</strong></td>
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Transformation may occur when teachers or his or her coaches are provided opportunities to observe, co-teach, confer, study, research, and reflect on practices based on behavioral evidence.

*Note*: The term **observation lesson** has been used to replace **demonstration lesson** to denote the opportunity being provided versus a model lesson to emulate.

Adapted from:
How will literacy coaching on a continuum impact the implementation of CCSS?
What kinds of “shifts” in coaching needs to take place to support teacher-colleagues in implementing CCSS?

1. Updating a common language
2. Re-membering conditions for learning
3. Redefining literacy in the context of disciplinary literacy
3 Essential Questions for Reflective Coaching on a Continuum

1. What is occurring with the teacher?

2. How do I interact with what is occurring?

3. Am I intentionally assisting or assessing performance?
If literacy learning is complex (Clay, 2001), then …

If literacy enterprises are an aesthetic as well as an efferent endeavor (Rosenblatt, 1978), then …

If knowledge is socially constructed (Vygotsky, 1978), then …

If attention, motivation, and situation need to be in harmony for learning to be productive (Csíkszentmihályi, 1997), then …

If opposing views are seen as strengths rather than hurdles towards seeking solutions (Bakhtin, 1981), then …

If adult learning is a solution-seeking endeavor (Knowles, 1984), then …

If universal conditions of learning need to be in place for optimal literacy learning to occur (Cambourne, 1988), then …
“Intensive instruction demands intensive coaching conversations”.

“What is to give light must endure burning”

- Viktor Frankl
Potential Resources

Appendix A: Research Supporting Key Elements of the Standards, Appendix B: Text Exemplars and Sample Performance Tasks
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreEnglish.shtml

David Coleman Presentations: Bringing the Common Core to Life
http://vimeo.com/25206110, CC in ELA/Literacy