Literacy Coaching Continuum in an era of K-12 core standards

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The kiss, Rodin
Session objective:
Developing A Common Language

• Text
• Zone of Proximal Development
• Zone of Ventral Development
• Zone of Distal Development
• Pedagogy
• Andragogy
• Hebegogy

Original hunger, Rodin
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College & Career Readiness Anchor Standards

Key ideas & details
1. Read closely
2. Determine central themes
3. Analyze interaction of elements

Craft & structure
4. Interpret meanings and tone
5. Analyze structure
6. Assess point of view

Integration of knowledge & ideas
7. Integrate and evaluate content
8. Evaluate argument
9. Analyze intertextuality

Range & complexity
10. Comprehend increasing complexity

The thinker, Rodin
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College & Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments
2. Write informative/explanatory texts
3. Write narratives

Production and Distribution of Writing

4. Produce clear and coherent writing
5. Develop and strengthen writing
6. Use technology

Research to Build and Present Knowledge

7. Conduct research projects based on focused questions
8. Gather relevant information from multiple sources
9. Draw evidence from literary or informational texts

Range of Writing

10. Write routinely for a range of purposes, and audiences

Lovers’ hands, Rodin
Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Three Shades, Rodin
K-12 Text complexity considerations in reading and writing across content areas

1. Qualitative elements - levels of meaning, structure, language conventionality and clarity, and knowledge demands

2. Quantitative elements - word length or frequency, sentence length, and text cohesion

3. Learner and task considerations- motivation, knowledge, and experiences

The fallen angel, Rodin
Learner Response Cycle
(adapted from the work of Masters & Johnson, 1966)

- Excitement Phase
- Plateau Phase
- Refractory Phase
- Climax Phase
- Resolution Phase
Learner Response Cycle
(adapted from the work of Masters & Johnsons)

- **Excitement phase** – predicting, anticipating, curious, eager
- **Plateau phase** – fully engaged, monitoring predictions, and anticipating climax
- **Climax phase** – new learning accomplished
- **Refractory phase** – satisfied and temporarily uninterested in further learning
- **Resolution phase** – diminished physical engagement involving reflection
CONTINUUM OF COACHING

Public voice  ←  Private voice  ←  Inner voice
Interactive coaching  ←  Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment  ←  Facilitate Rti²/Mtss team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment  ←  Facilitate lesson study or action research to improve learning and instruction using assessment  ←  Intraactive coaching

Facilitate a workshop to improve learning and instruction based on assessment
Provide an observation lesson to improve learning and instruction based on static and dynamic assessment
Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment
Confer, observe, and debrief to improve learning and instruction using assessment
Facilitate Rti²/Mtss team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment
Facilitate lesson study or action research to improve learning and instruction using assessment

Increased external scaffolding
Decreased external scaffolding

Subject-centered pedagogy
Solution-seeking andragogy

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:
Provide an observation lesson to improve learning and instruction based on static and dynamic assessment.

Co-teach with a host teacher in an observation classroom to improve learning and instruction based on static and dynamic assessment.

Confer, observe, and debrief to improve learning and instruction using assessment.

Facilitate RtI/MTSS team or literacy leadership team to investigate adaptive challenges using static and dynamic assessment.

Facilitate lesson study or action research to improve learning and instruction using assessment.

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Adapted from:
Considerations when working with teacher-colleagues

- Years of experience teaching
- Comfort level with change
- Exhibits self-directed behaviors
- Background knowledge of specific content
- Knowledge of student strengths and needs
- Routines and procedures effectively established
Using the Continuum in an era of K-12 core standards

1. Think of a real school scenario.
2. Share with an “elbow-partner”.
3. Consider a coaching point based on the scenario.
4. Where on the continuum of coaching would you start and why?
5. Be ready to share with whole group.
Pause...ponder...partner...

How will a literacy coach know when to shift on a continuum in an era of K-12 core standards?

La Danaïde, Rodin
Key walk-away understandings:

1. Input and output are mediators of learning.
2. Look at assessment as a “realm of potentiality” rather than as a source of void or lack.
3. Acceleration in learning cannot take place unless strengths are recognized.

Talk with mentor-colleagues.
What does this mean for you?

Fall of the angels, Rodin
Next steps...

- Educating administrators
- Educating colleagues
- Developing a common language
- Encouraging the development of a literacy leadership team
- Supporting a literacy leadership team
- Setting and committing to a calendar
When literacy coaching is approached as a continuum of professional learning, it diminishes resistance to change by providing options.

Puig & Froelich, 2011

Satyresses, Rodin
Auguste Rodin (French, 1840–1917) was intensely motivated by tradition yet fought against its idealized forms, introducing innovative practices that paved the way for modern sculpture. He believed that art should be true to nature, a philosophy that shaped his attitudes to models and materials. His genius was to express inner truths of the human psyche, and his gaze penetrated beneath the external appearance of the world. Exploring this realm beneath the surface, Rodin developed an supple technique for rendering the extreme physical states that correspond to expressions of inner chaos or tremendous ecstasy.
Inspired by Auguste Rodin...

“A literacy coach should sculpt a universe of great passion and a world of imagination that exceeds the reality of K-12 core standards.”

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