



Walk Through to “Talk Through”:



**Targeting Supportive
Action for Teachers**

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Objectives for today's session...

- Transform the Walk Through into a “Talk Through” to clarify and focus classroom observations.
- Observe sample scenarios of classroom practice.
- Discuss and determine next steps for support and coaching.

Vital factors in professional growth...

According to Lyons & Pinnell in *Systems for Change*, the most effective support a principal can provide is a visible presence as a learner.

The reading coach acts as facilitator, collaborative problem solver, and teacher/learner, cultivating relationships that build trust and mutual respect.

Improving the principal /coach partnership...

***Are you “on the same page”
as you observe classroom practice?***

- Do you observe together? How long are your visits?
- Do you have a set time each week to discuss what you observe , as well as next steps?
- How can your coach support you in recognizing best practices in reading instruction?

Discussion Tool for Classroom Observation

- Does the lesson have a clear purpose that leads students to make meaning from text?
- To what degree are students engaged in achieving the purpose?
- How is the teacher checking for understanding and making necessary adjustments?
- How are students being led to independence?
- What do the students know and what can they do as a result of the lesson?

Casey, 2006

Let's practice observing some classroom scenarios...

- Use your T-Chart handout during each of the scenarios.
- Jot down observable behaviors of the teacher and students, as well as questions that pop into your mind.
- Resist evaluative thinking at this point.

Do you recognize this feature from the Principal's Walk Through?

“Instruction is focused on the content of the lesson in the Teacher’s Edition. Teacher models and encourages students to use comprehension strategies throughout instruction and shared reading.”

What do you notice and wonder?

Discussion Tool 1

For comprehension instruction...

Look for:

- Instructional routines that encourage active engagement
- “Think aloud” strategies that make processing of information visible to students
- Opportunities for mental “rehearsal” before the requirement to respond orally
- Conversational tone rather than lecture
- Higher order questions that must be answered with more than “yes”, “no”, or a grunt
- Use of the comprehension skill with additional authentic texts



A few words from Anita Archer...



Do you recognize this feature from the Principal's Walk Through?

“Teacher provides explicit instruction of phonic elements and word analysis skills. Pacing is appropriate.”

What do you notice and wonder?

Discussion Tool 2

For phonemic awareness and phonics...

Look for:

- Use of manipulatives in a low-risk environment
- Fast-paced direct instruction and obvious routine that maintains attention and motivation
- Clear sequence of instruction and cycle of review
- Opportunity to analogize patterns and make connections to word meanings
- Visual and auditory reinforcement to aid in blending and segmenting

Do you recognize this feature from the Principal's Walk Through?

“Teacher contextualizes words from the stories read to students. Students are actively involved with thinking about and using words in multiple contexts.”

What do you notice and wonder?

Discussion Tool 3

For vocabulary instruction...

Look for:

- Selection of useful words for extended instruction
- Questions, reasons, and examples provided
- Opportunity for student choice from examples and non-examples
- Categorization of words by function and meaning
- Instructional routines that encourage student involvement in vocabulary activities

Do you recognize this fluency feature from the Principal's Walk Through?

“Oral reading is taking place in small groups with the teachers providing immediate scaffolded feedback.”

What do you notice and wonder?

Discussion Tool 4

For fluency instruction...

Look for:

- Repeated reading of purposefully selected excerpts of instructional level text with gradual release of support
- Attention to phrasing, intonation, and expression to convey different meanings
- Fluency instruction in small groups for specific and individual feedback
- Explanation of teacher objectives as they relate to what “good readers do”
- Student use of fluency strategy during independent reading with appropriate leveled text

Some commonalities among all our scenarios...

- ***Meaningful*** guided practice and independent use of all skills at an appropriate text level
- Low risk opportunities to process concepts
- Importance of modeling...
“I do, we do, you do”
- Teacher use of routines for ***active participation***



Training for teachers and students in active engagement strategies is key...



A responsibility of the principal and coach...

The principal is in a crucial and unique position to exercise special skills of initiation, support, and visioning. Establishing collegial relationships that foster self-analysis and reflective thinking begin with the relationship of the principal and reading coach.

“To Do” list for the fall:

- **Nurture this special relationship.**
- **Identify and prioritize staff needs.**
- **Target specific supportive actions.**
- **Partner to serve your teachers.**
- **Enjoy the literacy growth in your students!**

Resources

- Archer, A. (2007). Active Participation: Engaging Them All. National Reading First Comprehension Conferences, Atlanta, GA
- Beck, I. (2006). *Making Sense of Phonics: The Hows and Whys*.
- Beck, I. (2006). *Bringing Words to Life: Robust Vocabulary Instruction*.
- Casey, K. (2006). *Literacy Coaching: The Essentials*.
- Lyons, C. (2001). *Systems for Change in Literacy Education: A Guide to Professional Development*.

More Resources

- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades.*
- Tyner, B. (2006). *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers.*
- Tyner, B. (2006). *Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8.*
- Wilhelm, J. (2005). *Reflective Teaching, Reflective Learning: How to Develop Critically Engaged Readers, Writers, and Speakers.*