

# Fundamentals of Literacy Coaching Professional Development Modules

## Module 4, Facilitator Guide



## Outline of Module 4:

**Session 10:** Helping Teachers Plan and Implement Engaging, Effective, Standards-Aligned Lessons

**Session 11:** Using Data for Instruction

**Session 12:** Addressing the Needs of All Students

**Session 13:** Analyzing Implementation of Lessons with Teachers

### Domain D

Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

**Standard 1:** Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (i.e., stacking benchmarks, curriculum mapping, vertical progression of the standards).

**Standard 2:** Identify and apply appropriate student progress monitoring records and assist with data analysis after students are assessed.

**Standard 3:** The application of standards-aligned systematic instruction and intervention for language and literacy development.

**Standard 4:** The stages of language and literacy development for all students.

**Standard 5:** The strategic use of evidence-based instructional practices grounded in the science of reading.

**Standard 6:** Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Language and Exceptional Student Education departments.

**Standard 7:** Multi-Tiered System of Supports and evidence-based practices, programs, and interventions.

**Standard 8:** How to use student data to make instructional decisions.

**Standard 9:** The role of student motivation and active engagement in developing literacy.

**Standard 10:** How to analyze the effectiveness of lessons, instructional materials, and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments, and student work samples).

**Standard 11:** How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.

**Standard 12:** Developing a plan for effective coaching conversations informed by observations, data analysis, and classroom artifacts.

**Bridge to Practice Project:** Create a video that reflects coaching to help teachers plan, implement, and analyze standards-based literacy instruction.

# Fundamentals of Literacy Coaching Professional Development

## Module 4 – Session 10: Helping Teachers Plan and Implement Engaging, Effective, Standards-Aligned Lessons

### Facilitator’s Guide

#### Resources for Conducting the Session:

**The Participant Guide** – The Fundamentals of Literacy Coaching Professional Development Guide for Session 10 contains printable versions of all of the PowerPoint slides and participant handouts inserted after corresponding slides.

**The Facilitator PowerPoint** – Slides for Session 10 contain facilitator notes and links to videos.

**Documents for Download** – Although all of the resources may be downloaded, the documents below are highlighted for download because participants will need to write on them. If a facilitator wishes for participants to submit them, that could be done via email.

*\*The Participant Guide and the Facilitator PowerPoint contain all of the information needed to conduct the sessions.*

#### Focus for this Session:

##### Domain D

Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

**Standard 1:** How to align instruction and intervention to a logical scope and sequence of reading skill development.

**Standard 3:** The application of standards-aligned systematic instruction and intervention for language and literacy development.

**Standard 5:** The strategic use of evidence-based instructional practices grounded in the science of reading.

**Standard 9:** The role of student motivation and active engagement in developing literacy

## Gather Materials:

- The Fundamentals of Literacy Coaching Professional Development Guide for Session 10
- Slides for Session 10
- Sticky Notes
- Highlighters
- Pens
- Chart Paper and Markers

## Prepare:

- Review slides with notes for Session 10.
- Read the Session 10 section of the Fundamentals of Literacy Coaching Professional Development Guide

Note: Handouts, self-study activities, and videos can be accessed directly from the table of contents in the Fundamentals of Literacy Coaching Professional Development Guide.

## Session 10 Resources Overview:

Session 10	
Slide Number	Resources
9	<b>Video 1:</b> Planning for Standards-Aligned Instruction (6:04)
19	<b>Handout 1:</b> Stacked Benchmarks
21	<b>Handout 2:</b> Curriculum Mapping
21	<b>Handout 3:</b> Curriculum Map Template
31	<b>Handout 4:</b> 4-12 Walkthrough Tool Pages
32	<b>Video 2:</b> Reciprocal Teaching (7:27)
34	<b>Handout 4:</b> 4-12 Walkthrough Tool Pages
46	<b>Handout 5:</b> What Literacy Leaders Need to Know Infographic
46	<b>Handout 6:</b> Reading Intervention Infographic
47	<b>Handout 7:</b> Implementing Evidence-Based Literacy Practices
47	<b>Handout 8:</b> The Strategic Use of Evidence-Based Practices Grounded in the Science of Reading
48	<b>Handout 9:</b> Recommendation 4 from IES Adolescent Literacy Practice Guide
48	<b>Handout 10:</b> The Role of Student Motivation and Active Engagement in Developing Literacy
49	<b>Handout 11:</b> Foundations in Emergent Literacy Instruction Snapshot Series
49	<b>Handout 12:</b> Adolescent Literacy Visual Representation
49	<b>Self-Study 1:</b> Video Viewing Guide for Video 3: Virtual Student Engagement and Directed Note-Taking for Infographic Use
49	<b>Video 3:</b> Virtual Student Engagement (6:47)

# Fundamentals of Literacy Coaching Professional Development

## Module 4 – Session 11: Using Data for Instruction

### Facilitator’s Guide

#### Resources for Conducting the Session:

**The Participant Guide** – The Fundamentals of Literacy Coaching Professional Development Guide for Session 11 contains printable versions of all of the PowerPoint slides and participant handouts inserted after corresponding slides.

**The Facilitator PowerPoint** – Slides for Session 11 contain facilitator notes and links to videos.

**Documents for Download** – Although all of the resources may be downloaded, the documents below are highlighted for download because participants will need to write on them. If a facilitator wishes for participants to submit them, that could be done via email.

*\*The Participant Guide and the Facilitator PowerPoint contain all of the information needed to conduct the sessions.*

#### Focus for this Session:

##### Domain D

Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

**Standard 8:** How to use student data to make instructional decisions.

**Standard 10:** How to analyze the effectiveness of lessons, instructional materials, and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments, and student work samples).

#### Gather Materials:

- The Fundamentals of Literacy Coaching Professional Development Guide for Session 11
- Slides for Session 11
- Sticky Notes
- Highlighters
- Pens
- Chart Paper and Markers

## Prepare:

- Review slides with notes for Session 11.

Note: Handouts, self-study activities, and videos can be accessed directly from the table of contents in the Fundamentals of Literacy Coaching Professional Development Guide.

- Read the Session 11 section of the Fundamentals of Literacy Coaching Professional Development Guide.

## Session 11 Resources Overview:

Session 11	
Slide Number	Resources
11	<b>Handout 1:</b> K-2 Instructional Implications Data
11	<b>Handout 2:</b> K-2 Instructional Implications Grouping
11	<b>Handout 3:</b> Instructional Implications Handouts Grouping Chart
14	<b>Handout 4:</b> Taxonomy of Intervention Intensity: Academics
19	<b>Video 1:</b> Austin’s Butterfly (6:32)
19	<b>Handout 5:</b> Video Viewing Guide for Video 1: Austin’s Butterfly
20	<b>Video 2:</b> Using Data to Analyze the Effectiveness of Lessons (2:20)
21	<b>Handout 6:</b> Weekly Lesson Planning Template
25	<b>Handout 7:</b> Analyzing Student Work Data Protocol
29	<b>Video 3:</b> Teacher Resource Guides for Supporting Family Involvement in Foundational Reading Skills for Grades K-3 (9:13)
30	<b>Handout 8:</b> Helping My Teen with Reading Skills Infographic
30	<b>Handout 9:</b> Literacy Tips for Parents of Adolescents
31	<b>Video 4:</b> Relationship Building to Increase Student Engagement (5:43)
32	<b>Self-Study 1:</b> A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders
32	<b>Handout 7:</b> Analyzing Student Work Data Protocol
32	<b>Video 5:</b> Formative Assessment White Boards (2:23)
32	<b>Self-Study 2:</b> Video Viewing Guide for Video 5: Formative Assessment: White Boards

# Fundamentals of Literacy Coaching Professional Development

## Module 4 – Session 12: Addressing the Needs of All Students Facilitator’s Guide

### Resources for Conducting the Session:

**The Participant Guide** – The Fundamentals of Literacy Coaching Professional Development Guide for Session 12 contains printable versions of all of the PowerPoint slides and participant handouts inserted after corresponding slides.

**The Facilitator PowerPoint** – Slides for Session 12 contain facilitator notes and links to videos.

**Documents for Download** – Although all of the resources may be downloaded, the documents below are highlighted for download because participants will need to write on them. If a facilitator wishes for participants to submit them, that could be done via email.

*\*The Participant Guide and the Facilitator PowerPoint contain all of the information needed to conduct the sessions.*

### Focus for this Session:

#### Domain D

Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

**Standard 2:** How to align instruction and intervention to a logical scope and sequence of reading skill development.

**Standard 3:** The application of standards-aligned systematic instruction and intervention for language and literacy development.

**Standard 4:** The stages of language and literacy development for all students.

**Standard 6:** Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Language and Exceptional Student Education departments.

**Standard 7:** Multi-Tiered System of Support and evidence-based practices, programs, and interventions.

## Gather Materials:

- The Fundamentals of Literacy Coaching Professional Development Guide for Session 12
- Slides for Session 12
- Sticky Notes
- Highlighters
- Pens
- Chart Paper and Markers

## Prepare:

- Review slides with notes for Session 12.

Note: Handouts, self-study activities, and videos can be accessed directly from the table of contents in the Fundamentals of Literacy Coaching Professional Development Guide.

- Read the Session 12 section of the Fundamentals of Literacy Coaching Professional Development Guide.

## Session 12 Resources Overview:

Session 12	
Slide Number	Resources
8	<b>Video 1:</b> Addressing the Needs of All Students—Aligning Instruction and Intervention (7:00)
8	<b>Handout 1:</b> Video Viewing Guide for Video 1: Addressing the Needs of All Students—Aligning Instruction and Intervention
10	<b>Video 2:</b> The Self-Study Process (3:34)
11	<b>Handout 2:</b> Scoring Guide Area 7: Communication
13	<b>Video 3:</b> Systematic Teaching in Tiers 2 and 3
14	<b>Video 4:</b> Research on Learning to Read (3:18)
20	<b>Handout 3:</b> What Literacy Leaders Need to Know
21	<b>Video 5:</b> Learning to Read
25	<b>Video 6:</b> Kindergarten – Addressing the Needs of All Students – Stages of Language and Literacy Development for All Students (1:14)
25	<b>Video 7:</b> Grade 5 – Addressing the Needs of All Students – Stages of Language and Literacy Development for All Students (2:02)
25	<b>Video 8:</b> High School – Addressing the Needs of All Students – Stages of Language and Literacy Development for All Students
25	<b>Handout 4:</b> Video Viewing Guide for Videos 6, 7, and 8: Addressing the Needs of All Students – Stages of Language and Literacy Development for All Students
26	<b>Video 9:</b> Scarborough’s Reading Rope (1:31)

## Session 12 Resources Overview (continued):

Session 12	
Slide Number	Resources
31	<b>Handout 5:</b> Effective Reading Intervention for Kids with Learning Disabilities
32	<b>Handout 6:</b> Evidence-Based Strategies for Elementary English Learner Students
32	<b>Handout 7:</b> Evidence-Based Strategies for Secondary English Learner Students
32	<b>Handout 8:</b> Meeting the Needs of EL Students with Disabilities
33	<b>Handout 9:</b> Assessing Professional Learning Needs for EL Teachers Supporting Integrated English Learner Student Instruction: A Guide to Assess Professional Learning Needs Based on the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide
33	<b>Handout 10:</b> Plan for Enhancing Literacy Learning Processes and Language Development of English Language Learners and Students with Disabilities in Collaboration with ESOL and ESE Departments
34	<b>Handout 11:</b> Rtl and MTSS in the Primary Grades
34	<b>Handout 12:</b> Rethinking Rtl at Middle and High School
34	<b>Handout 13:</b> Multi-Tiered System of Support and Evidence-Based Practices, Programs, and Interventions
35	<b>Video 10:</b> Coach-Teacher Relationship (2:56)
36	<b>Handout 14:</b> Compelling Scientific Evidence on Reading Instruction
36	<b>Self-Study 1:</b> Compelling Scientific Evidence on Reading Instruction and Intervention
36	<b>Video 11:</b> How to Implement Effective Literacy Interventions (13:07)

# Fundamentals of Literacy Coaching Professional Development

## Module 4 – Session 13:

### Analyzing Implementation of Lessons with Teachers

#### Facilitator’s Guide

#### Resources for Conducting the Session:

**The Participant Guide** – The Fundamentals of Literacy Coaching Professional Development Guide for Session 13 contains printable versions of all of the PowerPoint slides and participant handouts inserted after corresponding slides.

**The Facilitator PowerPoint** – Slides for Session 13 contain facilitator notes and links to videos.

**Documents for Download** – Although all of the resources may be downloaded, the documents below are highlighted for download because participants will need to write on them. If a facilitator wishes for participants to submit them, that could be done via email.

*\*The Participant Guide and the Facilitator PowerPoint contain all of the information needed to conduct the sessions.*

#### Focus for this Session:

##### Domain D

Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

**Standard 11:** How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.

**Standard 12:** Developing a plan for effective coaching conversations informed by observations, data analysis, and classroom artifacts.

#### Gather Materials:

- The Fundamentals of Literacy Coaching Professional Development Guide for Session 13
- Slides for Session 13
- Sticky Notes
- Highlighters
- Pens
- Chart Paper and Markers

## Prepare:

- Review slides with notes for Session 13.

Note: Handouts, self-study activities, and videos can be accessed directly from the table of contents in the Fundamentals of Literacy Coaching Professional Development Guide.

- Read the Session 13 section of the Fundamentals of Literacy Coaching Professional Development Guide.

## Session 11 Resources Overview:

Session 13	
Slide Number	Resources
14	<b>Handout 1:</b> Sample Observation Tool Including Pre- and Post-Conference
14	<b>Video 1:</b> Gradual Release Model in a High School English Class (6:22)
15	<b>Handout 2:</b> Video Viewing Guide for Video 2: Post-Observation Coaching Discussion
15	<b>Video 2:</b> Post-Observation Coaching Discussion (6:00)
16	<b>Handout 3:</b> Coaching Conversation Planning Guide
16	<b>Video 3:</b> Part 1 Pre-Observation Conference (3:40)
17	<b>Handout 3:</b> Coaching Conversation Planning Guide
17	<b>Video 4:</b> Part 2 Classroom Observation
18	<b>Handout 3:</b> Coaching Conversation Planning Guide
18	<b>Video 5:</b> Part 3 Post-Observation Conference (2:10)
19	<b>Handout 4:</b> Video Rubric
20	<b>Handout 5:</b> Leveraging Video for Learning from the Center for Education Policy Research at Harvard University
20	<b>Video 6:</b> Visibly Better (1:16)