PLC/Book Study Guide for *Teaching Kids with Learning Difficulties in Today's Classroom*

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This guide is designed as a professional development resource and can be used to facilitate a book study or as a learning experience for a professional learning community (PLC). Facilitator notes are provided for additional support and explanation in facilitating your groups' sessions. We recommend that the facilitator read the entire guide and the book before beginning the study.

For each session, participants will be asked to read chapters of the book. They may also be asked to bring particular materials or create or implement something *prior* to attending a session. Please note that the preparation work is noted at the beginning for each meeting. Before participants depart from each session, look ahead to the next session and review and clarify what should be done before the next meeting. Also note any reproducible forms you may need to print and provide to participants.

This guide encourages collegial peer coaching. The introductory session introduces both the book and the practice of collegial peer coaching. Conduct that session prior to discussing other chapters in the book. For subsequent meetings, feel free to choose the order of the topics.

This guide also includes recommendations for online video clips to enhance understanding of some of the topics. If you wish to show the videos during the sessions, you will need Internet access. Alternatively, participants can view videos that interest them on their own between meetings.

You will want to have a computer and large screen for displaying forms from the book's digital content and from this guide. The PDF presentation included in the book's digital content can also be helpful in guiding discussion.

Facilitator Note: Each session in this PLC/book study guide is focused on a book chapter. Depending on the needs of the group, each session can involve more than one meeting. While the guide offers a range of discussion topics, many more could be covered. At each session, be sure to assess what participants most want and need to discuss and learn, and allow time to focus on those topics.

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Introductory Session

1. Look through the contents together and ask participants how many topics interest them. Invite people to state topics they wish to learn more about.

2. Introduce and explain the documents teachers will use to record their work in the discussion group: the Strategy Log and the Meeting Log.

The Strategy Log is for teachers to use in their classrooms between study group meetings to record which specific differentiation activities and strategies they have used with their students. In the left column, teachers write the subject area and date on which they attempted to use a specific strategy. In the next column, teachers write the specific strategy they are using so they can report on the results at the next study group meeting. In the third column, teachers record their students' reactions to the specific strategy. And in the fourth column, teachers record their own thoughts about how the strategy could be more successful the next time they use it.

The Meeting Log is used during all study group meetings to record things that happened or were discussed at each meeting. In the left column, teachers write the date of the current meeting. In the next column, teachers summarize their own and other teachers' experiences with various differentiation strategies they have tried with their students. In the third column, teachers record any new strategy being discussed at the current meeting. In the fourth column, the teachers individually record their plan for how to use the strategy discussed at the meeting with their own students. In the far right column, before the next meeting, teachers briefly record a question or issue they have encountered as they attempted to implement a specific strategy. This same data will appear on the Strategy Log in more detail.

Some teachers may elect to save their logs digitally. Remind them to have all logs, either paper or digital, available at every meeting so they will always have complete records and notes.

3. The topic for this first discussion is collegial peer coaching. One of the most rewarding outcomes of participating in the discussion group is facilitating a *collegial peer coaching experience* to assist each other in the successful implementation of the strategies in the book. This means that peers at the same level of expertise are coaching each other toward a comfort level in successfully implementing newly learned teaching strategies. Researchers Bruce Joyce and Beverly Showers have studied this practice for decades. Their findings document that peer coaching not only contributes to the transfer of training, it also facilitates the development of new school norms of collegiality and experimentation. This is because teachers who have coached each other:

   ▪ practiced new strategies more often and with greater skill than un-coached educators with identical training

   ▪ adapted the strategies more appropriately to their own goals and contexts than did un-coached teachers

   ▪ retained and increased their skill more effectively over time while the un-coached teachers did not

   ▪ tended to explain the new models of teaching to their students, ensuring that students understood the purpose of the strategy and their expected behaviors and learning outcomes

   You are probably already aware that it is difficult, at best, to apply in the classroom the strategies and techniques that teachers learn in professional development settings. The collegial peer coaching method suggested for use in the discussion group can dramatically change that.

4. Discuss possible reasons for the effectiveness of collegial peer coaching. Some might include:

   ▪ It's easier to learn something new when you have company.

   ▪ Active learning is more effective than passive, or little, involvement.

- There is room for error without feeling guilty, because colleagues can answer each other's questions about problems encountered with implementation of a strategy. This reinforces the idea that the expertise needed to learn to use the strategies effectively is in the group members themselves.

Facilitator Note: Other forms of peer coaching focus on having someone with more expertise in using certain pedagogy assist someone who would like to become more skilled. In the collegial peer coaching model we are using, both partners are at about the same skill level and work together to help each other move to a higher level of competence with other skills related to an entire skill set of behaviors. The collegial peer coaching approach will add a sense of real practicality to the meetings, and it will be a helpful tool for professional development long after the book study has ended. The study group meetings act as a professional learning community (PLC) with the overarching topic of facilitating learning success for students with LD. Teachers continue to engage in what has been called "action research" as they work out the glitches and improve strategies with their own students in actual learning situations.

5. Distribute copies of the Collegial Peer Coaching (CPC) form and review it with participants. Allow sufficient time for everyone to ask questions about the use of the collegial peer coaching process. This process provides a risk-free opportunity for group members to observe each other, and learn from each other, as they implement strategies learned in the study group. Peers helping peers learn about and implement new methods are often more effective than speakers, full-time mentors, or administrators.

The peer partners can be at the same level of expertise and can still help each other toward ongoing implementation. They can be at different grade levels or on different teams, but still the method is highly effective. Reassure teachers that this is not a supervision or evaluation experience. If the teachers decide to observe each other in their classrooms, there will be no formal observations and any observation notes that are taken will be left with the person in whose class the experience took place. This peer practice opportunity is the most effective strategy in helping teachers make meaningful, successful, and long-lasting changes in their teaching.

6. Ask teachers to form their peer coaching partnerships before the next meeting. While it can be helpful for partners to be from the same grade level, it is not required. Often the most interesting partnerships are across grade levels. However, for subject matter specialists, partners from the same general subject area work best.

Chapter 1 Session: Creating Active Learning for All Students

To be completed before the Chapter 1 session:

- Have participants read Chapter 1.
- Have participants bring their Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.
- Have participants bring their class lists to the session.

1. Identify peer coaching partners the teachers selected in the last meeting. Discuss questions that partners may have about how the process can work best for them.

2. Ask teachers to think about what they do to make students feel welcome in their classrooms. Review the "Welcoming Activities" in the book on pages 7–9 and discuss which welcoming methods work or might work best for different teachers' students, especially those who seem anxious about being in school.

Based on participants' reading of Chapter 1, talk about specific issues teachers face in making students feel welcome, including creating an overall welcoming environment and welcoming English language learners.

3. Ask teachers what strategies, such as the Name Card Method, they have used to help increase student engagement in learning activities. You might ask, "What percentage of students in each of your classes would you expect to be 100 percent engaged at all times?" (Desired answer: 100 percent!) Use the Name Card Method with the group to discuss what happens in a classroom when we allow students to be less than fully engaged in learning.

4. Have teachers, individually or with discussion buddies, plan where they will use the Name Card Method with their own students before the next meeting. Remind them to use their Strategy Logs to enter the subject area and/or date they will use the strategy and to use this log between meetings to record information about the use of the Name Card Method and experiences with peer coaching (what worked and what needs improvement).

Suggest that peer-coaching partners video-record one another using the Name Card Method with their students. Explain that the videos are to be

used between themselves to help each other polish and refine the strategy until it is used to its best possible advantage in all classes.

5. Using their class lists, have teachers choose student discussion buddies for their classrooms to use with the Name Card Method and throughout the year.

Chapter 2 Session: Understanding Learning Difficulties and Intervening Effectively

To be completed before the Chapter 2 session:

- Have participants read Chapter 2.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Begin with a discussion of teachers' experiences using the Name Card Method and other strategies covered so far. Address any questions teachers may have noted in their Meeting Logs.

2. Looking through Chapter 2 together as a group, become familiar with the various types of learning difficulties included in the book. Discuss websites or other resources people find helpful when they need information about students with learning difficulties. Note the lengthy list of resources found in the book on pages 245–248.

Point out the "Unlocking Autism" sidebars on pages 29, 32, and 33. Discuss characteristics of autism spectrum disorders (ASD) as described in the book. Invite participants to share information about their students who may be on the autism spectrum.

Also point out the "Tech Tips" on pages 35 and 41. These tips occur throughout the book and provide information about special technologies helpful for students with learning difficulties.

3. Ask participants to think about any interventions they have used that have been successful with their students who have different types of learning difficulties. Also ask them to share their feelings about the types of learning difficulties that have been most challenging for them as teachers.

4. Individually, or with peer coaches or discussion buddies, have teachers brainstorm and plan ways they will try to modify their instruction to better meet students' needs that are caused by their learning challenges. Ask that they then choose a strategy designed to improve attending behaviors, such as the Daily Task Checklist, to implement with one or more students and to record in their Strategy Logs the outcomes they observe.

5. View as a group, or have partners view together on their own, a video clip on learning disabilities* in which learning disabilities expert Dr. Sheldon Horowitz of the National Center for Learning Disabilities explains the types of learning disabilities and their impact on people with LD. Invite participants to share their responses to the video.

Chapter 3 Session: Using Students' Learning Styles (Modalities) to Facilitate Learning Success

To be completed before the Chapter 3 session:

- Have participants read Chapter 3.

- For each participant, have available copies of the What's Your Learning Modality? form from the book, page 56.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

Facilitator Note: Many groups take two meetings for this topic. If the teachers in your group are fairly savvy about the topic, one meeting will suffice.

1. Give participants copies of the What's Your Learning Modality? form and ask them to silently review and respond to the form in this way:

- For each numbered item, they circle the choice that best describes their own preference.

- Then they go through the list again, this time thinking of a significant other with whom they are living or with whom they have had a serious conflict over time. To the left of each number, they mark a plus (+) or a minus (–) sign. They enter a plus sign if they are quite similar to their significant other regarding ONLY that specific preference. They enter a minus sign if they are quite different from that person regarding ONLY that specific preference. If they can't decide which mark to use, have them record a question mark (?).

  At the end of the silent test, participants are asked to raise their hands in separate groups if:

- they are quite similar to their significant other

- they are quite different from their significant other

- they are evenly matched with their significant other

2. Discuss the possibility that the students with whom we have the most conflict are those whose *learning style* (modality) is very different from

our preferred *teaching style*. Could the teaching style lead students to be reluctant to do things the way we ask for them to be done?

3. Say: "Think about any interventions you have used that have been successful with your students whose learning style preferences are significantly different from the ways in which you usually teach." Ask teachers to describe the interventions to partners and discuss what implications this fact has for their teaching. Then have two sets of partners pair up as a group of four, and ask each person to explain his or her partner's experience to the foursome.

4. Discuss how knowing a student's strongest learning modality can help the student compensate for his or her learning difficulties. Refer to the Hierarchy of Needs Chart (Maslow) on page 47 in the book and spend some time helping group members understand the importance of paying attention to all the levels of the hierarchy, rather than just the one the student is supposed to be functioning on at a given time in his or her school experience.

5. Encourage participants to find and use several opportunities in the next few weeks to call students' attention to how they are using their own learning modality information.

Chapter 4 Session: Ensuring That All Students Make at Least One Year's Academic Growth During Each School Year

To be completed before the Chapter 4 session:

- Have participants read Chapter 4 and review book pages 2–3, 37–38, and 61.

- Ask participants to use at least one tool with their students before the next group meeting, so all participants will be able to use the same learning style vocabulary. The Analytical or Global? form on page 54 in the book is acceptable for this purpose.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

Facilitator Note: You may want to divide this session into two meetings, with the first meeting focused on growth mindset and RTI and the second on technology support for students with learning difficulties.

1. Discuss how much of a student's school success is related to their attitudes about learning, to their innate abilities, or to the programs they encounter in school. Review Carol Dweck's theory of mindsets (book pages 2–3, 61) as related to Attribution Theory and Learned Helplessness discussed in Chapter 2 on pages 37–38. Discuss why most students tend to develop one of the two described mindsets.

2. Discuss the meaning and practice of differentiating instruction through RTI as explained on pages 63–65 of the book. Invite group members to share any areas of concern they have from their reading, from the "Questions & Answers" at the end of Chapter 4, or any others they may have.

3. You may want to view as a group, or have partners view together on their own, one or more of the following video clips:

- Dr. Carol Dweck speaking on "Teaching a Growth Mindset"* at Young Minds 2013

- Videos on the RTI Model from the Atlas Initiative for Public Education** (choose "RTI Resources" for videos explaining various aspects of RTI)

*www.youtube.com/watch?v=kXhbtCcmsyQ
**www.atlasinitiative.org

4. Discuss how technology can be used to help students become more independent learners to help make the Common Core State Standards accessible for all students. In what ways can teachers use technology to overcome the effects of negative attitudes or ineffective school programs? In what ways is it being used to help accelerate learning of those students who are behind their age peers in experience and achievement?

5. Briefly show and talk about a few of the resources found on the Assistive Technology chart on pages 80–81. Invite the group to share differentiated learning activities they have used successfully in their classrooms. Then ask group members to select a resource and decide how to use it to support a particular student or students.

Chapter 5 Session: Teaching Integrated Language Arts, Including Literature, Sounds, and Writing

To be completed before the Chapter 5 session:

- Have participants read Chapter 5 and review Chapter 3.

- For each participant, have available copies of the Teaching Integrated Language Arts Strategy List from this guide, page 26.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

Facilitator Note: You may wish to take two meetings for discussion of strategies from this chapter.

1. Give participants copies of the strategy list form. Ask: "What strategies have worked for you and your students in the past regarding the various aspects of reading and language arts?" Together, determine what areas of teaching integrated language arts and which strategies participants most want to discuss.

2. Have participants form small grade-level groups to discuss and share their experiences and ideas they wish to try. Focus the discussions on how to apply the strategies to the integrated language arts program being used by the teachers and for the benefit of students who continue to struggle with any of the included skills. Before reconvening with the larger groups, ask participants to select the strategies on which they wish to focus between this and the next meeting.

3. Bring the group back together to share what strategies teachers have found effective, suggestions from participants on implementing different strategies, and what new strategies they plan to try.

4. Discuss how the strategies the groups selected are compatible with the information the group has gleaned about learning modalities (see Chapter 3).

5. If you wish, view as a group or have partners view together at a later time, the video clip from the Teaching Channel called "Common Core for ELA and Literacy."* Discuss how literature can be included to support the informational text focus of the CCSS.

*www.teachingchannel.org/videos/common-core-standards-ela

Chapter 6 Session: Reading and Learning with Informational Text

To be completed before the Chapter 6 session:

- Have participants read Chapter 6.

- Bring to the meeting a current version of the state standards that should be taught this year in informational text and nonfiction categories (including social studies, history, science, health, and technical subjects) that apply to participants' grade levels.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Discuss that informational texts require strong reading skills. Since many students struggle when reading nonfiction, all teachers need to help struggling readers and therefore are teachers of reading.

   If you wish, visit the Common Core State Standards Initiative* website and look together at how essential reading skills are in all subject areas.

2. In small groups, have participants identify challenges students with LD typically demonstrate when they are trying to read informational text in any context, including textbooks, online resources, news-reporting sites, and so forth. Ask them to share their greatest frustrations in helping these students use this type of material with proficiency and even enjoyment.

3. Ask: "Share one specific strategy you are already using successfully with your students with LD with this type of text." Discuss the strategies that come up. Include in the discussion the value of visual organizers in helping students with LD enjoy their work and experience more success in it. Explore together the use of the Content Organization Chart described on pages 144–145 of the book. Point out the blank reproducible chart on page 151 as well as the many additional completed charts provided in the book's digital content.

4. To emphasize the value of visual organization and the many ways to support

it with struggling learners, visit Khan Academy's website* and YouTube site** for a huge range of lessons designed for visual learners.

5. Ask participants to select and implement some specific strategies to improve students' challenges with successfully reading and understanding informational text.

Chapter 7 Session: All Students Can Be Successful in Math

To be completed before the Chapter 7 session:

- Have participants read Chapter 7.
- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Think about how you try to motivate your students to learn math. Think about the strategies you use that work to help students learn the skill sections of the math curriculum such as math facts, measurement skills for distance, area, volume, time, and so on.

2. Review the "Ways to Get Struggling Students Hooked on Math" section and discuss strategies teachers have used that have been successful. What additional resources have improved math success for your struggling learners?

3. View the Khan Academy playlist* of videos on ways to transform formerly mysterious math algorithms into options that are extremely useful for students who believe they "don't get math." Encourage participants to share some of these videos with their students and to challenge them to find more to share and even to create some demonstrations of their own.

4. Review the methods for teaching computation and operations (pages 158–165). Ask participants which strategies they have used successfully with their students. If you wish, share the Timed Test Arcade** tests and games with the group. Discuss the benefits of game technologies in teaching math to struggling learners.

5. Ask participants to try several different math strategies with individual students who struggle with math until they find one or two that make a noticeable difference.

*www.youtube.com/watch?v=dsFQ9kM1qDs
**www.hoodamath.com/mobile/games/mathtimedtests.html

Chapter 8 Session: Using Assessments to Support Student Learning

To be completed before the Chapter 8 session:

- Have participants read Chapter 8.
- Have participants bring samples of rubrics they are using and finding particularly effective in their work with students with learning difficulties.
- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Together, hypothesize about why the practice of having students set their own goals (described on pages 61–63) for the amount of work they will do in any given time period has the potential to reduce student anxiety and resistance to more formal grading practices.

2. Share and discuss specific formative assessment practices that participants have found successful with students with learning difficulties.

3. Review the sections on summative assessment and share and discuss current summative assessments participants enjoy using with students.

4. If you wish, view this video clip of educator Rick Wormeli discussing formative and summative assessment*.

5. Discuss ways in which group members are making the use of rubrics more understandable and useful for students with learning difficulties. Share rubrics people have brought to the meeting, inviting participants to present theirs to the large group or in small groups.

6. As follow-up to this session, ask participants to:
   - Implement a different formative assessment strategy with some familiar material.
   - Evaluate at least one of their summative assessments to assure that they're assessing for mastery of the required standards.
   - Design a performance-based assessment for one subject or topic of study in their classroom.

Chapter 9 Session: Improving Students' Executive Functioning Skills

To be completed before the Chapter 9 session:

- Have participants read Chapter 9.

- If participants use any mnemonics or visual learning schedules, have them bring examples to the meeting.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Discuss what mnemonics or visual learning schedules from Chapter 9 participants have used. What was the outcome?

2. Discuss what effective organizational tools participants have used to improve their students' success in school. If you'd like, have participants view this video on visual aides.*

3. Review and discuss the section on homework (pages 189–191). If you wish, view and discuss educator Rick Wormeli's video "How Much Should Homework Count?"**

   Ask participants to think about the homework they assign and what the goal for this homework is. Have them consider in what ways they want to change their methods of assigning and grading homework. Ask them to decide to try one new approach regarding homework as described in the chapter.

4. Have participants start an anecdotal record of one student who has significant challenges with executive functioning skills. Every day the teacher is to record information about some change in executive functioning abilities, or even the fact that change is evident. Ask them to try to make a brief entry every day for two school weeks and then bring the record to share with their partner at a subsequent group meeting.

Chapter 10 Session: Helping Students Choose Appropriate Behaviors

> To be completed before the Chapter 10 session:
>
> - Have participants read Chapter 10.
> - Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Discuss problem behaviors in participants' classrooms. List behaviors as they are mentioned. Which problem behaviors occur most often or are most challenging? Look at the list together and ask participants to describe obvious or inferred antecedents that occur prior to each undesired behavior.

2. Look at the "Relentless Cycle of Threat" diagram on page 200 and discuss participants' experience with this cycle. In supporting students' learning, how are behavior management, teaching methods, and curriculum connected?

3. Discuss strategies for intervening with inappropriate behavior. What strategies have participants found to be effective? What strategies do participants find most effective in teaching self-regulation? What would they like to know more about? When teaching replacement behaviors, what skills would participants choose to target? Invite participants to share experiences and concerns related to positive time-out, teaching anger management, and other interventions discussed in the chapter.

4. Have participants describe classroom behavior strategies they have found to be successful in motivating students to exhibit expected behaviors. Review "Helping Students Learn to Choose Appropriate Behavior" (pages 206–213). Discuss the following:

- What are critical social skills students need to be taught in order to improve their behavior and lead to a more enjoyable, productive learning experience?
- In what ways has a token economy benefited a participant's classroom or a select group of students?

- Ask about participants' experience with functional behavior assessment (FBA). When is it necessary, and what are the challenges and benefits of using it?

     If you wish, watch or have partners watch a video explanation of positive behavior supports, such as "Building Positive Behavior Support Plans."*

5. Invite participants to assess the degree of success that their school has had with a school-wide behavior model such as SWBPS or PBIS. What is working? What isn't? What are the challenges? How do participants think the program could be improved to make it more effective for their students with learning difficulties?

     If you wish, watch or have partners watch school examples of a school-wide positive behavior program** from Positive Behavior Interventions and Supports (PBIS).

6. Have participants form small groups. In the groups, each participant is to choose a student with behavioral issues with whom to complete a functional behavioral analysis and work with colleagues from the small group to create a Positive Behavior Support Plan (page 224) for that student that includes all the steps described.

Chapter 11 Session: Helping Parents Become Partners in Their Children's Learning

To be completed before the Chapter 11 session:

- Have participants read Chapter 11.

- Have participants bring their ongoing Strategy Logs and Meeting Logs to the session. Have available extra copies of the forms.

1. Ask participants to briefly describe ways in which they engage parents in their child's education.

2. Discuss the most effective ways to communicate with parents (email, class website, phone, etc.). Ask for suggested ways grade-level colleagues could improve communication between home and school.

3. Discuss the school homework policy. Is there a policy? What are participants' policies? How effectively is the homework policy being implemented? How do participants explain to parents their philosophy and purpose in assigning homework? Discuss which strategies shared in this book can help guide decisions about assigning and grading homework.

4. Ask participants what issues they face in communicating with parents of students with learning difficulties. How do their parent-teacher conferences go? Have participants describe what they consider to be key elements of a highly productive parent-teacher meeting. What issues do participants face in involving parents in their child's learning? Encourage discussion in small groups of ways to engage parents at conferences and routinely.

Final Session

Whenever a group is at the point where it is finishing up its meeting schedule for a school year, conduct the following discussion.

1. Share three strategies you learned from these meetings that have made learning more successful for your students with learning difficulties.

2. Discuss one strategy that has not worked as well as you expected. Why hasn't it worked? What have you tried instead? What else might you try?

3. Describe your opinion about the collegial peer coaching aspect of the discussion group experience.

4. Make a suggestion as to how the next group could enjoy a better group learning experience. Feel free to contact the authors with your suggestions. You may reach them in one of these ways:

   ■ help4kids@freespirit.com

   ■ www.susanwinebrenner.com

   ■ skwine76@gmail.com

5. Be sure to thank everyone who participated in the study group.

Strategy Log

Use this log between meetings to keep a record of compacting and differentiating strategies used in the classroom.

Subject Area/Date	Selected Strategy	Students' Reactions	Improvement Plan for Next Time

Meeting Log

Name: _____ Grade/Subject: _____

Date	Experiences with already learned strategies	New strategy for today's meeting	How I plan to use the new strategy with students	Questions/Issues from use of strategy (for next meeting)

Collegial Peer Coaching (CPC)

Purpose

- Builds communities of teachers who study their craft together to improve teaching and learning practices and experiences.

- Develops shared language and common understandings necessary for effective collegial study and investigations.

- Facilitates the implementation of new teaching practices and programs.

- Allows new staff to learn programs implemented before they were hired.

- Provides less threatening and more effective ways to help teachers learn and use effective teaching strategies and practices.

- Utilizes "action research" in each teacher's classroom so the effects on one's own students can be observed and used as evidence that learning is taking place.

Collegial Coaching Process

- Teachers all receive the same professional development content.

- Partners observe each other trying out the target strategies with their students.

- Cyclical approach continues over time to extend training content and encourage ongoing utilization of the most effective teaching practices.

- Increases likelihood that teachers will transfer new practices to consistent implementation.

- Uses feedback that is accurate, specific, and nonevaluative.

- Generates abilities to engage in collaborative problem solving experiences.

- Training is enhanced with video segments processed by the teacher, the coach, and an observer, who comments on the process seen.

- Both parties agree on confidentiality; there is no discussion, pro or con, about the observations, except between partners.

Stages of Collegial Peer Coaching

The partners decide the point at which they wish to start the process and when to move to another stage.

Stage One

- Partners meet to decide what will be observed and to design an observation tool.

- Observation is confined to the effects of the lesson on students.

- Observing partner leaves completed observation tool in demonstrating teacher's classroom.

- Partners trade roles and do a second observation.

- There is no formal post-observation discussion.

Stage Two

- Same as Stage One, except a post-observation discussion may be scheduled at the invitation of the teacher being observed.

- Purpose of the post-observation meeting is to discuss the data observed.

- There are no judgments or advice asked for, nor any given. This includes not asking the observer if he or she thought the lesson was effective. That happens in Stage Three. Partners can move into Stage Three whenever they're ready, even if they skip Stage Two.

Stage Three

- Same as Stage Two, except the person being observed may ask for one suggestion for improvement the next time the same lesson/technique is used.

Teaching Integrated Language Arts Strategy List

Reading and Fluency

Language Experience Method
Power Reading Online (PRO)
Essential questions
Buddy reading
Rehearsed reading
Choral reading

_____

_____

_____

Comprehension

Story detectives
KWPL
Predictions
Question-Answer-Response
Visual organizers
Creative dramatics
Summarizing
Sequencing
Reciprocal teaching

_____

_____

_____

Literature-Based Reading

Literature circles
Reading response journals

_____

_____

_____

Phonics

Word families
Word walls
Music, rhythm, movement

_____

_____

_____

Reading Vocabulary

Vocabulary flash cards
Vocabulary attributes chart

_____

_____

_____

Spelling and Vocabulary

Arm tap spelling
Fernauld Word-Tracing Method
Functional spelling
Spelling baseball
Spelling contests
Studying misspelled words

_____

_____

_____

Writing

Journal writing
Just writing
6+1 Trait Writing Model
Writing Process
Sentence construction chart
Paragraph centipede
Story and character maps
Flip books
"Hand in" a perfect sentence
Assistive technologies

_____

_____

_____

About the Authors

Susan Winebrenner, M.S., is a former classroom teacher and current full-time consultant in staff development. She is the author and coauthor of several books and teaching resources, including *Teaching Gifted Kids in Today's Classroom* and *The Cluster Grouping Handbook*. Through her consulting and workshop business, Education Consulting Service, Susan presents seminars nationally and internationally, helping educators translate education research into classroom practice. She has served on the faculty of New Leaders for New Schools, a national organization dedicated to training and supporting a new generation of outstanding school principals for urban schools. Susan lives in San Marcos, California. Visit Susan's website at susanwinebrenner.com.

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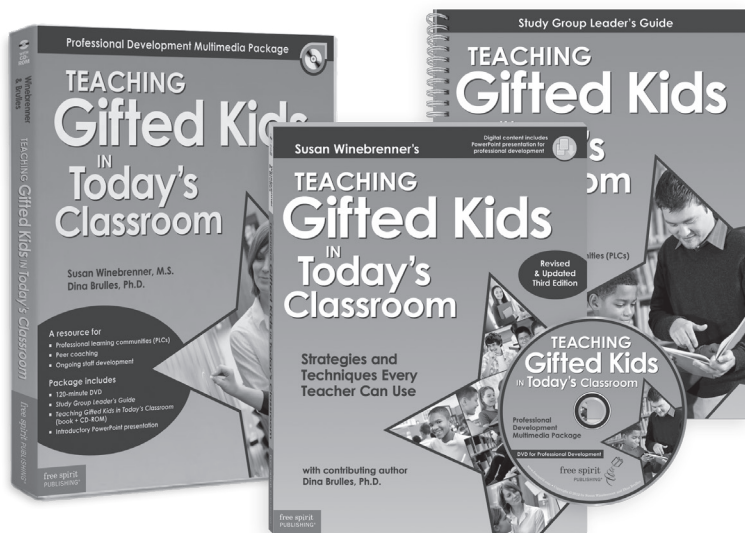
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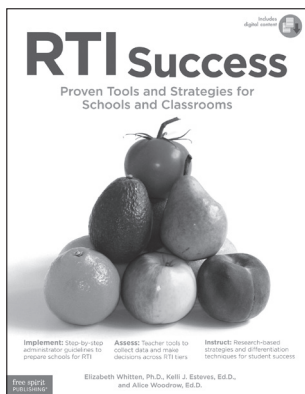
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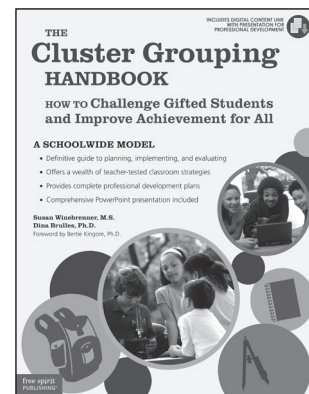
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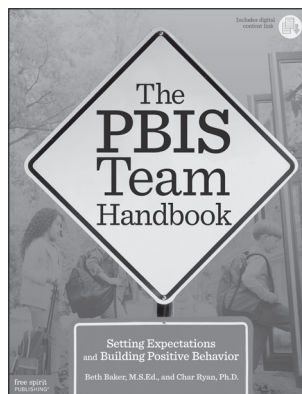
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