



# Collaboration to Support Advanced Learners



Oregon School District 2017



# Who we are.....

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# What we would like to share how we....

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- Collaborate to reach all learners
- Assess our learners to find learning needs
- Design instruction to meet these needs
- Involve learners in the process

What we believe....

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Joyce  
and  
Showers

## Professional Development Outcomes

PROFESSIONAL DEVELOPMENT ELEMENTS	KNOWLEDGE LEVEL  (Estimate percentage of participants understanding content)	SKILL ATTAINMENT  (Estimate percentage of participants demonstrating proficiency in the instructional practices)	TRANSFER TO PRACTICE  (Estimate percentage of participants regularly implementing instructional practices in the classroom)
<b>Theory</b> (e.g., presenter explains content—what it is, why it is important and how to teach it)	10%	5%	0%
<b>Demonstration</b> (e.g., presenter models instructional practices)	30%	20%	0%
<b>Practice</b> (e.g., participants implement instructional practices during the session)	60%	60%	5%
<b>Coaching</b> (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%

What works? Job embedded, practice focused, continuous  
professional development.

# How we work....


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## **Collaborative** Structures to Reach **ALL** Learners:

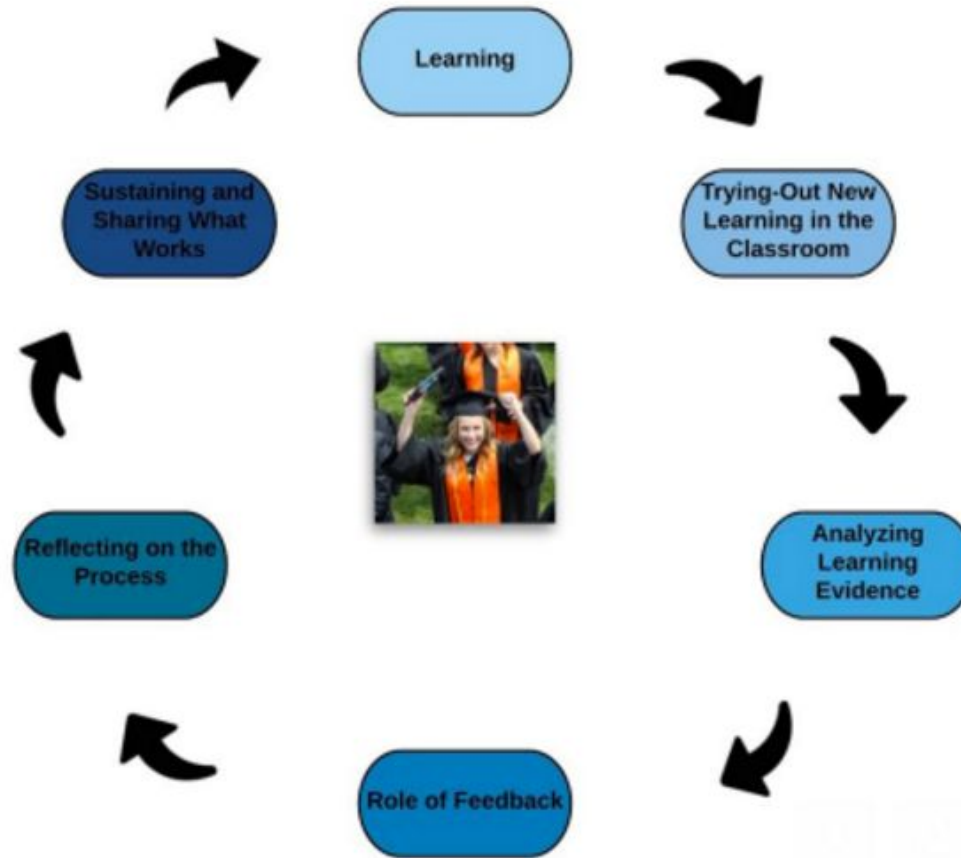
- Professional Learning Communities
- Student-Centered Coaching
- Collaborative Classroom Visits



## Student-Centered, Teacher-Centered, and Relationship-Driven Coaching

More Impact on Students-----Less Impact on Students 			
	Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Role	The coach partners with teachers to design learning that is based on a specific objective for student learning.	The coach moves teachers towards implementing a program or set of instructional practices.	The coach provides support and resources to teachers.
Focus	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs-based.	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on providing support to teachers in a way that doesn't challenge or threaten them.
Use of Data	Formative assessment data and student work is used to determine how to design the instruction. Summative assessment data is used to assess progress towards standards mastery.	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision-making.	Data is rarely used in relationship-driven coaching.

# Teaching and Learning Cycle



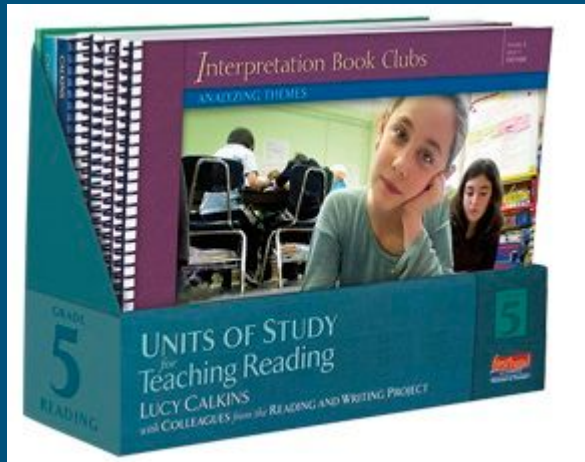


# What do we teach?

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Teachers are the instructional decision maker

1. Decide what the learners need
  - a. Preassessments (leads to goal setting & developing progressions)
2. Design lessons tailored to those needs that encourage growth
3. Use formative assessment to see how students are responding
  - a. Progress monitoring
4. Discuss assessment results to tailor future instruction
5. Reflect on goals and learning



4	5	6	7
<p>*I give themes from a portion of the story</p> <p>*Some of my evidence supports my theme and some does not.</p>	<p>*I give themes across a story</p> <p>*I don't just summarize my evidence, I also use quotes.</p> <p>*I can think about which themes are most important by looking at my evidence and seeing which themes are more supported.</p>	<p>*I can think about themes across a story and think of themes that are more hidden.</p> <p>*I can note literary devices that support the theme, such as symbolism. I know that themes are shown not only through content but by how the text is written.</p>	<p>*I start to see themes that have a social relevance. I start reading with these lenses and begin to see what the text is suggestion about gender roles or a social issue.</p> <p>*I can find passages that support how these themes are developed perhaps through author's craft.</p>

# Tools we use.....

## Develop an understanding of assessment tool together.

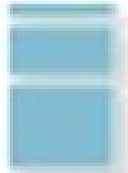
- Start with the end in mind
- Understanding of learning targets and success criteria
- Student develop an idea of where they are and what learning is next

### Summary Thinking

★★★★★	★★★★★★	★★★★★ ★★	★★★★★ ★★★
<p>□ I wrote about a main idea(s).</p> <p>□ I used the structure to write my response.</p> <p>□ I wrote some details to match my ideas.</p> <p>□ I included a few carefully selected details that link to the main idea.</p> <p>□ I kept my own opinions separate from the ideas in the text.</p>	<p>□ I wrote about more than one main idea.</p> <p>□ I supported each idea with the strongest details from the text.</p> <p>□ I keep my opinion separate from the ideas in the text.</p> <p>□ I included carefully selected details that support each main idea.</p> <p>□ I kept my own opinions separate from the ideas in the text.</p>	<p>□ I fused together the two or more main ideas into a central idea.</p> <p>□ I identified the main idea that was the strongest.</p> <p>□ I supported my ideas/ claims with specific details or quotes, and chose evidence that is the strongest.</p> <p>□ I use transitions to link my ideas.</p>	<p>□ I can cite textual evidence to support the reasons and claims.</p> <p>□ I can use more complex text to infer the claim/counterclaim.</p> <p>□ I use transitions to link my ideas.</p>
<p><b>SUMMARIZE!</b></p>			

# What other tools did we use?



**MAP**   
Measures of  
Academic Progress

# MAP

Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
<b>Reason with Shapes and their Attributes</b> <ul style="list-style-type: none"><li>Identifies and names a triangle</li><li>Identifies and names a square</li><li>Identifies and names a rectangle*</li><li>Identifies and names a circle*</li><li>Id-</li></ul>	<b>Reason with Shapes and their Attributes</b> <ul style="list-style-type: none"><li>Compares squares (larger, smaller)</li><li>Identifies and names multiple shapes (e.g., square, rectangle, triangle, circle)*</li><li>Classifies polygons by sides and vertices</li><li>Id-</li></ul>	<b>Reason with Shapes and their Attributes</b> <ul style="list-style-type: none"><li>Identifies and names a polygon*</li><li>Identifies the number of faces on rectangular prisms</li><li>Identifies and names a cylinder</li><li>Identifies and names a sphere</li><li>Se-</li></ul>
<b>LEFT COLUMN: Skills and Concepts to Enhance</b> <p>Skills on which the student is closer to approaching mastery</p>	<b>MIDDLE COLUMN: Skills and Concepts to Develop</b> <p><b>Where the student's RIT score falls</b></p> <p>Represents the student's <b>Instructional Level</b>, the skills he or she should be working on right now.</p>	<b>RIGHT COLUMN: Skills and Concepts to Introduce</b> <p>Skills to work toward</p> <p>Use for goal setting and future instructional planning</p>

-Language Usage MAP test used in grade 5 through 8 in addition to STAR Reading

- Implementing grammar based on these results

-We are moving toward a continuum of assessment for students who have reached the ceiling

# Questions???

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