Grades 6-12 Literacy Instruction Practice Profile

April 10, 2025

# Transcript

00:00:00 Speaker 1

Welcome to our JRF webinar. We are going to be talking about Florida Grade Florida's Grade 6 through 12, literacy instruction, practice profile this afternoon and we are super excited to have you with us along with me today is my Co-host and fellow reading specialist.

00:00:20 Speaker 1

Tessa Schuler and for those of you that have not met me before, my name is Monica Reeves and Umm, we are looking forward to this time together this afternoon.

00:00:31 Speaker 1

A couple of just housekeeping announcements that we want to share with you, the recording and the materials for the webinar will be available on just Reed's website after and in the days leading after our webinar for you to be able to access the materials. So recording.

00:00:51 Speaker 1

And the materials will be available and we'll show you how to access that at the end of our time together this afternoon.

00:00:59 Speaker 1

You should have also received an e-mail with the handout packet. If you have did not receive that e-mail or have not had a chance to open that, we're going to drop that in the chat for you now and throughout our time together this afternoon so that you can access the handouts that you will need during our time together.

00:01:19

Is.

00:01:19 Speaker 2

Not like.

00:01:19 Speaker 1

And.

00:01:21 Speaker 1

So make sure that when you enter that you are muted and we're going to go ahead and get started. So today we're going to dive into the Grade 6 or 12 literacy instruction practice profile. There are 5 components of effective instruction that is outlined in the practice profile that we're going to explore today. The intent for today's work is to develop an understanding of the definition for each component.

00:01:45 Speaker 1

And a common language around effective instructional practice.

00:01:49

This.

00:01:53 Speaker 1

So again, we want you to walk away with an increased understanding of Florida's Grade 6 through 12 practice profile components and evidence based practices for the improvement of literacy instruction for your students.

00:02:09 Speaker 1

So the practice profile clearly defines evidence based practices of core instruction in a way that is teachable, learnable, doable, and accessible in practice. So the practice profile provides guidance and a common language for grade 6 through 12 English language arts or ELA.

00:02:29 Speaker 1

It is research based aligned to the definition of effective reading instruction in Rule 6A, dash 6.053 from the Florida Administrative Code. If you're not familiar with that rule, that is our comprehensive evidence based reading plan rule, and it's also an alignment with Florida's best standards.

00:02:50 Speaker 1

The practice profile supports state, regional and district school capacity building for the implementation of evidence based practices as intended, so having a well operationalized instructional practice allows for you know that development of common language and expectations for the delivery of high quality instructional.

00:03:13 Speaker 1

Practices to achieve the best DLA.

00:03:16 Speaker 1

Standards. It also supports the development of an infrastructure to support the delivery of best instructional practices, so things such as like training protocols, coaching strategies, fidelity assessments and using data to make decisions. And of course the use of continuous improvement to identify.

00:03:36 Speaker 1

But should be implemented and measured.

00:03:43 Speaker 1

So the practice profile can and should be used by regional teams and district teams to develop teacher professional learning on effective instructional practices for the delivery of the best DLA standards. It should also be used to inform the development of a non-evaluative teacher observation for professional learning.

00:04:04 Speaker 1

Systems building and coaching, so the practice profile is not intended to be used as a rubric or a walk through tool for evaluative purposes.

00:04:14 Speaker 1

So basically in a nutshell, what that means is, is the practice profile is really meant to serve as a tool to guide coaching and professional learning decisions that you're making among your teams, and to really evaluate your system of instruction. So not just one individual teacher, but all of your system.

00:04:34 Speaker 1

Of instruction across your schools, across your district.

00:04:38 Speaker 1

So if a district doesn't have a non-evaluative tool or observational tool, the practice profile could be used to create one. If your district does have a non-evaluative observational tool, you could create a crosswalk to be completed between the practice profile and your walk through tool to make sure that they're in alignment and grounded in the core.

00:04:59 Speaker 1

Components of entry.

00:05:00 Speaker 1

Action. The practice profile is also designed not to be, like I said, centered around 1 teacher. So I think that's really the biggest point here is that we want to make is that the practice profile is really meant to be used as that professional learning building to really identify within your system what are what are you guys doing.

00:05:20 Speaker 1

Really. Well, what are your teams of teachers doing really well? Instructionally in the classroom? And what are some areas and opportunities for improvement that we can really support with our literacy coaches and administrators in helping our student, our teachers grow and those instructional practices?

00:05:42 Speaker 1

So before we jump into this next slide, I do want to draw your attention to your handout packet. There are three handouts within your packet. If you have not already downloaded that packet, we're going to drop it in the chat again, and you also received it in an e-mail. So hopefully you have access to that packet.

00:06:01 Speaker 1

So as we start moving into these next few slides, you're going to be interacting with handout one, which is the practice profile.

00:06:08 Speaker 1

Itself, and then hand out to is a note taker, so like a recording sheet, you know, if you choose to use it, you can take notes on that handout to you can annotate all over hand out one that practice profile handout and we're going to be using those two handouts together over the next several slides.

00:06:29 Speaker 1

So now let's take a moment to really take a look at the desired outcomes for the practice profile. So we really want to use this tool to help us increase the percentage of students reading on grade level by the end of 8th and 10th.

00:06:44 Speaker 1

Grades. Of course we want to work and continue to work to close the achievement gap for Florida's most vulnerable students. We want to increase our high school graduation rates and we of course really want to rank number one on nationally on the 8th grade. Reading on the national assessment for educational progress.

00:07:04 Speaker 1

Finally known as the Nate. So again, we're going to be interacting with handout 1 and handout 2 as we move forward. So make sure that you are ready with that.

00:07:17 Speaker 1

All right. So let's kind of dive into the practice profile itself a little bit here. So we're going to be, you can follow along with me on the screen or and hand out one the Grade 6 through 12 literacy instruction, practice profile has three sections. The first section is the philosophy values and guiding principles.

00:07:37 Speaker 1

And this section really establishes the foundation and the purpose to why the practice profile was created.

00:07:45 Speaker 1

It also gives us information about really what it's based on, what it's aligned to, and we're going to go over that in just a moment. The second section is where you will find the core components, those 5 core components are explicit instructions, systematic instruction, scaffolded instruction corrected.

00:08:06 Speaker 1

Back and differentiated instruction, we like to call it on the JRF team. The Fab 5, those are our five instructional practices that we're going to dive into in just a moment. And then lastly, of course our glossary and really the glossaries points and in intent here is to clarify.

00:08:27 Speaker 1

Terminology that are that's used throughout the practice profile so that everyone has the same language and common understanding of those terms so that we're all on the same page when we're referring to certain terms within the profile.

00:08:42 Speaker 1

All right, so now let's take a look at the first section of the profile. The philosophy values and guiding principles. So this section of the practice profile establishes the foundation and the purpose. So the Grade 6 through 12 practice profile is based on Rule 6A dash 6.053 that I mentioned before are.

00:09:02 Speaker 1

Comprehensive evidence based reading plan rule are finally known as the CERP rule. This rule defines reading instruction as print, write, explicit scaffolded, and differentiated with corrective.

00:09:16 Speaker 1

Feedback that really emphasizes the development of background knowledge and the integration of appropriate writing in response to reading so effective literacy instruction really ensures that students read or at or above grade level.

00:09:35 Speaker 1

The six components of reading, along with the best ELA standards are the what of effective instruction. So take a look with me at Florida's formula for reading success. I hope that many of you are for familiar with this.

00:09:49 Speaker 1

Graphic it really does a great job at illustrating what reading instruction is in the state of Florida. So again, the standards are the what of effective literacy instruction and the practice profile is the how of effective literacy instruction. So our formula here defines how these work together.

00:10:10 Speaker 1

The practice profile breaks down the how in a way that's doable, teachable and accessible within Tier 1 core instruction.

00:10:19 Speaker 1

The data that we collect when observing the five core components can be used to inform schools and districts on which instructional practices are going well and which practices need professional learning and coaching.

00:10:36 Speaker 1

The profile is also informed by four types of classroom assessment, which is screening progress monitoring, diagnostic and.

00:10:44 Speaker 1

Summative this is a really great graphic that shows the four types of assessments in an easy to read format. This document is available in the Florida Department of Education's read at home plan that's located on the just read Florida Web page. I really like to share this graphic anytime I get the opportunity to.

00:11:04 Speaker 1

Because it's really great to utilize when we're coaching our newer teacher.

00:11:08 Speaker 1

Others or teachers who really need to build capacity around the four types of assessments because it really is just a snapshot of all of those assessments in an easy to read and understand format. It's also a great resource to use with parents when explaining results to students. So it's just a great resource to have. So we wanted to share it with you today.

00:11:30 Speaker 1

All right, I'm going to hand it over to Tessa to talk about.

00:11:33 Speaker 1

The core components.

00:11:35 Speaker 2

Hey everybody, now that we have discussed the philosophy values and the guiding principles of the literacy instruction practice profile, we're going to take a look at all of the core components, explicit instruction, systematic instruction, scaffolded instruction, corrective feedback and differentiated instruction.

00:12:00 Speaker 2

OK. So as we can see on this slide, we have 3 columns, but on your handout you'll notice that you're going to have 4:00. So what we're going to do is we're going to look at each column and then discuss. Let's start with the core component of explicit instruction, explicit instruction.

00:12:19 Speaker 2

Is the intentional teaching with a clear and direct presentation of new information to learners an important thing to note about explicit instruction is that it does not require any student inferencing.

00:12:32 Speaker 2

During the introduction of new or previously taught material, one example of explicit instruction is the gradual release model.

00:12:43 Speaker 2

The contribution to desired outcomes is the second column. Explicit instruction contributes to the learner's clear understanding of newly introduced or previously taught content concepts and skills, positive engagement, and relating to the new learning and continued literacy progress.

00:13:04 Speaker 2

The accomplished use column is what our goal is. That's what we want to see from our teachers going through and utilizing the practice profile in the classrooms. So some accomplished uses.

00:13:16 Speaker 2

Are that the teacher is communicating goals and expectations for student learning to the students and explaining clearly those goals and those expectations for their learning. The teacher is modeling or demonstrating and providing both examples and non-examples.

00:13:35 Speaker 2

Rules. And then finally the teacher also provides opportunities for student practice with guidance.

00:13:51 Speaker 2

So after looking at those first 3 columns of explicit instruction, let's think about this question. What does explicit instruction look like at the middle school and the high school?

00:14:01 Speaker 2

Level we're going to respond to this question using a waterfall format. So what I want you to do is go ahead and think about this question, have an answer of what explicit instruction looks like in the secondary setting, and type it into the chat, but don't hit enter yet.

00:14:21 Speaker 2

I'm going to say 321 waterfall and then all at once everyone is going to press enter and we will see all of the answers at 1:00.

00:14:32 Speaker 2

Time.

00:14:32 Speaker 2

I'm going to give you a few seconds to think and go ahead and start typing in the.

00:14:36 Speaker 2

Chat.

00:14:38 Speaker 2

And then I will say 321 waterfall.

00:14:53 Speaker 2

OK, 321 waterfall.

00:15:01 Speaker 1

So we've got some good.

00:15:11 Speaker 1

Some good responses. I'm seeing a lot of the gradual release on a model I do. We do use you, Nicole? We like to say it here in North Florida, I do.

00:15:22 Speaker 1

We do y'all do and then you do right where we let them work together before we were totally released.

00:15:31 Speaker 1

Intentional teaching, clear and direct.

00:15:34 Speaker 1

Very good positive engagement.

00:15:42 Speaker 2

Modeling. Did you say the same time as?

00:15:43 Speaker 1

Yes.

00:15:45 Speaker 2

I did, yes.

00:15:50 Speaker 2

OK. Thank y'all.

00:15:53 Speaker 1

All right. Do you see a couple of responses that I just want to add to you know?

00:16:00 Speaker 1

I see some like lecture. So while we certainly think when we think of explicit instruction, I do want to make sure it's clear when we're when we think lecture, sure, we're definitely going to be seeing teachers doing the lift during explicit instruction because we're not going to be having.

00:16:20 Speaker 1

Our students doing any kind of inferencing or lift while we're introducing that new concept or skill, but I think it's also important to note that.

00:16:31 Speaker 1

Explicit instruction is where we're seeing that modeling and that guided practice. So you're going to be seeing some interaction between the teacher and the student and the students, and this, you know, having opportunities to talk to each other, you know, during that time. But yes, definitely you're going to see a more teacher LED situation going on when we're being explicit.

00:16:51 Speaker 1

But I also want to make sure we know that all part of that being explicit is having that guided practice time and having students interact with you and with their peers.

00:17:01 Speaker 1

During that learning time, as they're practicing so that you can support and see and see where you need to be more explicit or provide more instruction. So I just wanted to add that to that piece.

00:17:16 Speaker 2

Thank you, Monica.

00:17:19

Alright.

00:17:23 Speaker 2

This slide is your column four of your handout, which is the ineffective use and these are the things that we're going to use if teachers are doing these to sort of push them up to the next level. So this is where we see things like indirectly communicating those goals or giving explanations that are kind of.

00:17:42 Speaker 2

Unclear that students are not understanding and when we observe those kinds of things, then we have to take them and push them to the next level of the accomplished use.

00:17:55 Speaker 2

This one for the ineffective use. Sorry. Someone knocked on my door, got distracted. The teacher is modeling or demonstrating that maybe not providing those clear examples and non-examples or the teachers giving opportunities for practice, but they're not providing the guidance that is needed.

00:18:18 Speaker 2

So now we're going to take a look at a scenario and we are going to respond to this scenario. You can either unmute and share out if you don't mind doing that or you can drop your answer in the chat. So we have a 10th grade English teacher, Mrs. Jones, and she is starting a new unit on the Crucible.

00:18:38 Speaker 2

And she wants to help her students analyze how key elements enhance or add layers of meaning or style within the text.

00:18:49 Speaker 2

Briefly describe how she can provide explicit instruction to her students as they engage in a new text.

00:18:58 Speaker 2

So again, if you're comfortable, please share out or you can drop your answers in the chat.

00:19:19 Speaker 1

Probably working on typing into the chat box your response. So to kind of get us kicked off.

00:19:28 Speaker 1

You know, perhaps Miss Jones can model close reading and annotation strategies. She can highlight direct statements about characters and discuss key elements that enhance or add layers of the meaning into of text.

00:19:42 Speaker 1

We're starting to see some stuff in the chat now.

00:19:45 Speaker 2

The background guided questions model beforehand.

00:19:51 Speaker 2

When I would do the Crucible in class, my best friend was my document camera. I put that play up under the document camera and I went through things with my students over and over and over and it was more of a bounce back and forth, kind of situation where they had to.

00:20:12 Speaker 2

Do what I was doing so I was providing that modeling that gradual release for them.

00:20:19 Speaker 1

Yeah, we're seeing a lot of that example represented in the chat, like providing context to build that background and knowledge to understand those key elements that kids will need to understand to understand even what's happening during that time period so that they can connect to the.

00:20:28 Speaker 2

That was important.

00:20:40 Speaker 1

The meaning in the in the text.

00:20:42 Speaker 2

Yes, so much context has to be given.

00:20:45 Speaker 1

Right and front loading that vocabulary. Yeah, chunk the reading and provide think aloud. Absolutely. That's a great example.

00:20:56 Speaker 2

Yeah. Oh, I like this one. She can take an excerpt from the text and model how to annotate and close read. She can also pull up vocabulary, pull vocabulary out that might be challenging for the students. That's very good. Yes.

00:21:09 Speaker 1

Yeah, even this next example, like using another text that maybe they're more familiar with in in model.

00:21:17 Speaker 1

Using that familiar texts to really hone in on those key elements to enhance or add layers so that they have some experience with a known text before you jump into the unknown text to get that modeling in place. And that's a great idea.

00:21:33 Speaker 2

Yes, yes, definitely.

00:21:37 Speaker 1

All right.

00:21:37 Speaker 2

All right, now I'm going to hand it back over to you, Monica, for systematic instruction.

00:21:46 Speaker 1

All right.

00:21:47 Speaker 1

All right. So let's talk about systematic instruction again. I want to draw your attention to that first column, the core component. So systematic instruction is that planned sequence that includes A logical progression of content, concepts and skills from those simple building from simple to more.

00:22:08 Speaker 1

Mix with that cumulative teaching and review and practice to enable learners to achieve the learning goals that you have set forth for your students and the and the contribution to those desired outcomes are the learner's continuous acquisition of increasingly complex content concepts and skills.

00:22:29 Speaker 1

In order to become a confident reader, it decreases the prospect of a learner developing a reading difficulty over.

00:22:36 Speaker 1

Time. So now that we really understand what the core component is, I want you to take just a minute independently to look at the accomplished use column and the ineffective use column and really take note of the big differences that you see between those two columns. And then we will come together in just a few.

00:22:57 Speaker 1

Like a minute or so and take a look at and think about what systematic instruction looks like in the secondary second setting. So I'm going to give you guys about a minute or so to take a look at the accomplished use column in that in effective use column and look at what differences you may see between those two columns.

00:24:08 Speaker 1

Before we really jump into our question around systematic instruction, if you would, you could feel free if you would like to unmute and share out or if you're more comfortable in the chat. That's fine too. What is something that stood out to you from the accomplished use column?

00:24:29 Speaker 3

I think for me, it's that opportunity to provide multiple times to be able to interact with the text versus just here you go see what you can see what happens. So if we see that often, like OK don't have time yet, did you really have time to work with the text?

00:24:46 Speaker 3

Like one time through for anyone, even good readers, that's a challenge.

00:24:50 Speaker 1

Absolutely. It's being very. It's that intentional?

00:24:55 Speaker 1

Really making sure that we're giving adequate time to master the learning goals that we're after with our students. So that's a very good point, Abby. Thank you for a meeting and sharing.

00:25:06 Speaker 2

Seeing a lot of activating background knowledge and prior knowledge in the chat and that's.

00:25:12 Speaker 2

That's Ken.

00:25:14 Speaker 1

Absolutely.

00:25:15 Speaker 1

I think that you know, for me what stands out is, you know, using that logical progression, really being thoughtful about where we need to start to lead successfully to where we really want our students to end up and making sure that we don't skip some of those steps in between and making sure that we're.

00:25:36 Speaker 1

Like Abby was saying, not flying through it, really. Spending some time making sure that our students understand in a logical progression that that will help them master those really complex skills.

00:25:50 Speaker 1

All right. Thank you for engaging with me in that. Let's take a look at our next question, which is you should.

00:25:58 Speaker 1

Kind of is we're going to do this with every component. So really thinking about and you guys have really touched on this already. So I think we can go pretty quickly. What does systematic instruction look like in the secondary setting? So any, any additional thoughts from what we've already talked about with the accomplished use? What does it look like in our secondary?

00:26:18 Speaker 1

Classrooms.

00:26:27 Speaker 4

I want to say it looks like a collaboration between the T-shirt and the schoolman. I work with the yellow students and when you do those, those step like activate the prior knowledge and also when you take the practice and all that, it's not just you doing the work.

00:26:46 Speaker 4

So the so and so and all the work, it's a collaboration. It's a given thing and it's a process with, you know, you're learning from them and they're learning from you.

00:26:56 Speaker 1

Absolutely. And you bring up a really good point of, you know, we have we have to move out of that mindset of our students being in rows and we're standing in front of the classroom and it's us doing the lift. We really should be hearing a lot of conversation around texts within our secondary classrooms. Our students should be collaborating with one another.

00:27:16 Speaker 1

Practicing together, practicing with you, and really providing that opportunity for them to go to, to build those skills into those complex benchmark mastery. So very good point. Thank you for Unmuting and sharing with us.

00:27:32 Speaker 2

One comment says following a standardized formula or format of teaching so that students aren't confused, and I just want to elaborate on that one. I think what we're trying to get to here is having those routines and procedures down so that every day students are coming into the classroom and they know when I come into Miss Tessa's class.

00:27:51 Speaker 2

I'm going to get my binder. I'm going to sit down. I'm going to do my bell work. We're going to go over Bell work and then we're going to go into our lesson every single day so that they know what to.

00:28:00 Speaker 2

Respect.

00:28:02 Speaker 1

Absolutely. Thanks for bringing that up, Tessa, because it's really important when we're thinking about systematic instruction. It's really the planning piece of instruction, right? It's not. It's not something that we can come into our classroom and fly by the seat of our pants and figure and figure it out in on the fly. This is something we have to be very intentional about. We have to establish.

00:28:09 Speaker 2

Absolutely.

00:28:22 Speaker 1

Like you were saying, routines with our students so that they have that systematic routine going so that your systematic planning can kind of fit into that everyday routine. And it's just it just becomes a well-oiled machine.

00:28:37

Right.

00:28:40 Speaker 5

Do you mind if I add something real quick? I just want to point out you touched on benchmarks a little bit, but especially in secondary high school in particular, right, as we get to those higher level benchmarks, analyze, evaluate, just thinking about the systematic instruction through the progression of the benchmarks.

00:28:42 Speaker 1

Absolutely, go ahead.

00:29:01 Speaker 5

And if previous benchmarks haven't been mastered right, that's part of your systematic instruction is like going down to those benchmarks to make sure that the kids are able to progress to the higher level.

00:29:14

Yeah.

00:29:15 Speaker 1

Absolutely, definitely.

00:29:20 Speaker 1

All right, let's take a quick look at the ineffective use column again. Remember, just a reminder from earlier when we were talking about the purpose of the practice profile. You know, when we're talking about ineffective, we're not talking about an ineffective teacher. We're talking about just ineffective behaviors of the teacher that are not going to get us to that.

00:29:41 Speaker 1

Accomplished use level, so we're not saying 1 teacher is ineffective if you if you observe these behavior.

00:29:47 Speaker 1

Years. We're just saying that it's not the effective use of systematic instruction, so we need we need some professional learning. We need some coaching for our teams to move towards that accomplished use. So some examples of ineffective instruction or ineffective use for systematic instruction rather is that the teacher provides instruction without.

00:30:07 Speaker 1

Activating the students prior knowledge, right? The teacher does not, you know, conduct that cumulative review.

00:30:14 Speaker 1

Or the teacher doesn't use that logical progression of content, so thinking back to what Michelle just said, you know, not taking a look at your student data and really seeing where your students at right now when it comes, you know to the depth, the rigor of the benchmark for your grade level where do you need to support them to bring them up to.

00:30:34 Speaker 1

That benchmark mastery, the skill does not provide or the teacher does not provide multiple and varied opportunities for student practice. So like you're we're just like flying through, right? Well, we gotta get this done. We gotta get this done. But if we're not providing.

00:30:49 Speaker 1

That multiple and varied opportunities for practice and really the point of what we're trying to get through and get done is not going to happen because we haven't spent that time with our students that that needs to be spent for them to master.

00:31:04 Speaker 1

All right.

00:31:07 Speaker 1

So we have another scenario. So let's take a look. So Miss Henry is a 7th grade ELA teacher and is reading the Tell Tale Heart by Edgar Allen Poe with her students. So before beginning the text, she activates the students prior knowledge through class discussion on guilt and paranoia.

00:31:24 Speaker 1

Yeah. So what are some other steps she could take to incorporate systematic instruction into her lesson? So again, feel free to unmute or you can drop your thoughts into the chat and share out what you think Miss Henry should do next.

00:31:52 Speaker 1

See Lee's comment right there in the chat that I think is worthy of sharing out of being specific about the language of the standard and using that language to determine how to show mastery. So then developing a plan for how your students will reach mastery. So planning lessons with the end goal of mastery in mind. That's exactly right.

00:32:10

Yeah.

00:32:27 Speaker 1

So to kind of get us kicked off here, you know the teacher could provide instruction that moves from simple to complex by supporting students in understanding the plot, the characters and literary devices before moving on to critical thinking and literary analysis.

00:32:43 Speaker 1

UM.

00:32:45 Speaker 1

Miss Henry should have students get into groups to discuss a time they had guilt or paranoia, so really kind of helping them. Oh, sorry.

00:32:57 Speaker 1

Helping them understand that concept, right?

00:33:01 Speaker 1

That's a great idea.

00:33:04 Speaker 1

Analyze the writing style from simple to complex, yes.

00:33:10 Speaker 2

Incorporate videos. That's excellent. There's absolutely nothing wrong with bringing a video and showing the students. This is what this is.

00:33:22 Speaker 1

Using other Edgar Allan Poe's poems as a comparison.

00:33:28 Speaker 1

Is a strategy.

00:33:34 Speaker 2

Making real world connections.

00:33:37

And.

00:33:38 Speaker 1

And really talking about vocabulary that they they'll need to understand. So like really front loading that and being explicit and systematic with how that's presented and how that's carried out with your students. So very good.

00:33:51

Yep.

00:33:53 Speaker 1

All right. Thank you guys for engaging in that activity with us. I'll hand it back to Tessa for our next component.

00:34:00 Speaker 2

OK. All right. So our third component is scaffolded instruction scaffolded instruction, is the intentional support provided by a teacher for learners to carry out a task or solve a problem. And it really is helping them achieve a goal that they couldn't do on their own without that support.

00:34:21 Speaker 2

We want to make sure that the support is temporary and it is matched to the current understanding or the skill level of the students.

00:34:28 Speaker 2

The intent is to provide a decreasing level of that support until students are able to perform independently. Go ahead now and take a moment and read the contribution to the desired outcomes and the accomplished use columns either on your handout or on the screen.

00:34:48 Speaker 2

And justice, take note of anything.

00:34:50 Speaker 2

That stands out for you to you.

00:34:54 Speaker 2

And we'll share out in just a second.

00:35:15 Speaker 2

Right. So are there any key concepts or ideas of scaffolded instruction from the contribution to the desired outcomes column or the accomplished use column that stood out to you?

00:35:34 Speaker 2

It's temporary. Thank you, Eleanor.

00:35:38 Speaker 2

And specific to the student.

00:35:41 Speaker 1

Yeah. Good that it's definitely intentional and temporary. It's planned for.

00:35:47 Speaker 2

Using formative assessments.

00:35:50 Speaker 2

To alter instructions. Ohh it went away.

00:35:55 Speaker 2

Intentional.

00:36:00 Speaker 2

Planned. I think that's the most important one is oftentimes we just want to take that one graphic organizer and be like here, you're going to use this and it's going to help you and then maybe they keep that same graphic organizer over and over and over. And that's not really the intent of scaffolded instruction.

00:36:27 Speaker 1

You're really just to echo what you guys are saying. You know, when I, it's really important to remember about scaffolded instruction that, you know it's put in place very intentionally and it's planned out by the teacher, so that all students can access that.

00:36:42 Speaker 1

Grade level content, it says, anticipated moments of when something's going to be you.

00:36:48 Speaker 1

So potentially difficult to grasp without the supports put in place and these scaffolds really allow students to access and develop the knowledge and skills that are needed when learning that new concept. And it provides that.

00:37:08 Speaker 1

Support for them to practice as they're gaining that those knowledge and that skills and as they start becoming more and more comfortable and more and more independent, we're going to pull those away.

00:37:21 Speaker 1

So that they're independently being able to do those things, and those scaffolds are, you know, really those strategies, right, that we kind of put in place for them to then be able to turn and use independently.

00:37:34 Speaker 1

So yes, Callie, that transferring responsibility to students eventually.

00:37:39 Speaker 1

For sure.

00:37:40 Speaker 2

Definitely. And I was guilty of.

00:37:44 Speaker 2

Keeping the scaffolds there and not pulling them away so that the students could do things on their own without me. Yeah, thank you.

00:37:57 Speaker 2

OK. And I feel like we kind of already covered this question, don't you, Monica?

00:38:01 Speaker 1

I do. I think I think they've got it really understanding of UM.

00:38:02 Speaker 2

Looks like it's getting.

00:38:06 Speaker 1

You know, so if anybody wants to add anything specifically about what scaffolds look like in a secondary setting because, you know, they can look different in, in our secondary classrooms than in a elementary setting. So if anybody wants to add to that, we'll give a couple of seconds for any other thoughts about what it looks like in the secondary.

00:38:09 Speaker 2

Yeah, definitely.

00:38:27 Speaker 1

Setting.

00:38:31 Speaker 2

You know some things that.

00:38:35 Speaker 2

Were scaffolds for me, especially for teaching writing. We're providing the like lists for them of sentence stems that they could use to start their writing with or in transition words, I would have anchor charts up all over my classroom of transition words for students to use.

00:38:57 Speaker 1

Absolutely, yeah. Abby, knowing the needs of your students is really important to be intentional and planned for those scaffolds that are needed. It's definitely data driven.

00:39:11 Speaker 2

OK. And on this slide, we have the ineffective use of scaffolded instruction for this one. It says that teachers were using formative assessments to identify needs of students, but they're not adjusting support based on the students response, the teacher.

00:39:31 Speaker 2

Doesn't use temporary prompts, tools or resources to provide that appropriate support and might not engage students in interactive content centered learning.

00:39:43 Speaker 2

And the teacher intentionally and gradually decreases the support but doesn't ever transfer responsibilities to students so that they're self-sufficient. And like I said before, I was totally guilty of that.

00:39:58 Speaker 1

Before we jump into the scenario, Cindy made a good point in the chat.

00:40:03 Speaker 1

That the important thing to remember is the scaffolds need to address needs of all students, not just lower ability students. Even a higher ability student may have a deficiency in a specific area and it may not even be a deficiency, right? So that's a great point city, but it may be that it's when we're transitioning from.

00:40:23 Speaker 1

You know a lower level skill into that analysis realm, even our high, you know, achieving students might need those scaffolds in place as they're learning how.

00:40:35 Speaker 1

To reach the depth and the rigor of those benchmarks. So it's important to remember it is for all of our students to access that and acquire the skills and the knowledge that are needed in order to reach that grade level mastery. So great point.

00:40:54 Speaker 2

And we have a scenario for scaffolded instruction.

00:40:57 Speaker 2

We have Mr. Garcia in 8th grade. ELA teacher is guiding his students through writing an argumentative essay, and the topic is whether student or whether schools should implement a longer school day. How can Mr. Garcia scaffold instruction for his students who need temporary support with the writing task? So just like before, if you're comfortable.

00:41:19 Speaker 2

Share out or you could drop your answer in the chat.

00:41:36 Speaker 2

Traffic organizers, sentence starters, transition word list, posters defining rhetorical appeals.

00:41:44 Speaker 2

Tea charts for noting pros and cons guided notes are an outline. Anchor charts all those are wonderful answers.

00:41:53 Speaker 2

Collaborative writing.

00:41:56 Speaker 2

Story starters, verbal response to gather thoughts.

00:42:03 Speaker 2

Provide students with a checklist or the introduction, the body and the conclusion. Offering a pre routing template.

00:42:13 Speaker 1

Yeah. When I think of this, I also think of like color coding the claims and the evidence and the counterclaims to kind of help them really identify the differences and be able to independently like lead to that independence of remembering. Do I have all of those things in my?

00:42:17 Speaker 5

Yeah.

00:42:29 Speaker 1

Writing.

00:42:32 Speaker 2

Yeah.

00:42:36 Speaker 1

You guys have got it going on.

00:42:41 Speaker 2

And thank you all for your participation. This is great.

00:42:47 Speaker 2

OK. So we've kind of thrown a lot of.

00:42:49 Speaker 2

Information at you.

00:42:51 Speaker 2

So we're going to take a little pause for a moment and do a quick review.

00:42:59 Speaker 2

OK, so what we're going to do is answer these three questions, but we've broken you down into two groups. So Group One, your question is what is the importance of explicit instruction in the secondary classroom? And this group is going to be people whose last name start with.

00:43:18 Speaker 2

A through I.

00:43:20 Speaker 2

Group 2 Your last names J through R How can coaches help teachers provide systematic instruction and then Group 3 is last name is S through Z? What strategies have you found most effective with scaffolding instruction? So just take a few moments to think and don't.

00:43:40 Speaker 2

Don't hit enter on your chat yet.

00:43:44 Speaker 2

We're going to go through group by group, so I'm going to give you a few seconds to think about what your response is, and then I'm going to say, OK, Group 1, go ahead and press enter and we'll let those answers populate so that everybody can see all of everyone else's answers.

00:44:17 Speaker 2

Next, say Group One, your question again is what is the importance of explicit instruction in the secondary classroom.

00:44:41 Speaker 2

Setting students up for success and practicing with support before they attempt it alone, yes.

00:44:48 Speaker 2

Ensuring they have the tools and skills necessary to master the objective.

00:44:53 Speaker 2

Clearly teaching new topics and allowing time for students to practice, yes.

00:45:02 Speaker 2

Promotes clarity and retention of information. Positive engagement, yes.

00:45:18 Speaker 2

Rachel says it's important because students need to understand the direction of their learning and become stakeholders in their success. Yes, at the secondary level, they want. They want a why? Why am I doing this?

00:45:31 Speaker 2

And then they become invested when they when they fully understand that.

00:45:40 Speaker 1

That certainly gives students a clear and specific instruction and expectation of what they're supposed to be learning.

00:45:50 Speaker 1

Yeah, for sure.

00:45:51 Speaker 2

Definitely. Thank you. All right, Group 2, go ahead and press enter for your answers. How can coaches help teachers provide systematic instruction?

00:46:11 Speaker 1

Jennifer's and modeling supporting lesson planning, observing, offering targeted feedback guests that's so important and such a great resource for teachers to have that second lens to really, to really walk through what's going well, what we need to beef up.

00:46:28 Speaker 1

That's a great example.

00:46:32 Speaker 1

Oh, planning absolutely.

00:46:36 Speaker 1

Providing that professional learning, sharing supportive tools and resources absolutely.

00:46:46 Speaker 2

Coaches can help teachers by leading planning sessions with the end in mind, looking at standards and summative assessments to work backwards to create lesson plans and formative assessments to ensure they get to the.

00:46:59 Speaker 2

End goal.

00:47:00 Speaker 2

You get a Gold Star, Amanda.

00:47:08 Speaker 1

Being that reset the resource Finder right? Really helping out by supporting with those resources that are maybe hard to find, especially for our newer teachers or those that are, you know, alternate certification. Just being that support and that resource hub, that's a great example.

00:47:33 Speaker 2

And modeling in there in the teachers classrooms themselves, letting them watch you teach that lesson.

00:47:47 Speaker 2

OK, all right. And finally, Group 3, go ahead and enter your answers in the chat. What strategies have you found most effective when scaffolding instruction?

00:48:04 Speaker 1

Item notes graphic organizers, absolutely.

00:48:11 Speaker 1

Modeling.

00:48:16 Speaker 1

I like that data chats, right?

00:48:21 Speaker 1

Really getting a handle on where our students are and letting them get a handle on where they're at as well.

00:48:27 Speaker 1

It's a great a great.

00:48:28 Speaker 1

Point.

00:48:29

MHM.

00:48:32 Speaker 2

Something super super important, I think for scaffolding instruction is taking that complex text and chunking it up, breaking it into smaller sections that are a little easier to digest.

00:48:45 Speaker 2

Is very is a very effective thing like having students taking it like the central idea or just make a GIST statement or some sort of strategy like that so that they when they look back, it's not quite so overwhelming to see this huge piece of text. They can kind of see their annotations maybe off to the side or in a different color.

00:49:05 Speaker 2

Or something like that to help them with comprehension.

00:49:14 Speaker 2

All right, I'm going to pass it back to Monica for our next component corrective feedback.

00:49:22 Speaker 1

Think Tessa, corrective feedback is probably one of my most favorite out of the five components. So let's take a look at the definition of corrective feedback in that core component column.

00:49:35 Speaker 1

So corrective feedback is that clearly communicated timely and developmentally appropriate information that's aligned to the learning goal or objective that specifically addresses the learner's errors or misconceptions. It's one it's one of the one type of ongoing instructional feedback.

00:49:55 Speaker 1

Back when I think about the corrective feedback, it's really important to be systematic, right? With your, with your feedback. And it's really a routine we have to make sure that we establish that corrective feedback routine from day one with our students so that they understand that.

00:50:15 Speaker 1

The classroom when they're working with you and with their peers, that it is a safe place to.

00:50:22 Speaker 1

Have errors to make mistakes and that they're going to be told when they're making a mistake and how to fix it so that contribution to the desired outcome, it contributes to the learner's awareness of errors and increases self-correction and self-regulation. And I think that's so important.

00:50:42 Speaker 1

To build within our.

00:50:43 Speaker 1

Students, the quality of the learner's literacy, engagement and motivation and independence for improved performance behavior and academic achievement. So it's just a really important piece of the learning process for our students and it's and it's a critical piece to helping our students.

00:51:02 Speaker 2

Healthy.

00:51:03 Speaker 1

Reach that reached that grade level mastery. So if you'll just take a moment to look at the accomplished use column.

00:51:11

Them.

00:51:12 Speaker 1

And the ineffective use column. And really think about what stands out to you about corrective feedback and then we're going to think about what corrective feedback looks like in the secondary setting. So I'll give you about 30 seconds to a.

00:51:26 Speaker 1

Minute to do that?

00:52:14 Speaker 1

When you're ready, you can go ahead and drop or unmute in the chat. You know what? Two things really. What stands out to you about for corrective feedback and what does it look like in the in the secondary setting as you're thinking about that and formulating your answers, one thing that I like to share is one of my.

00:52:35 Speaker 1

Favorite people to like literacy geek out over is Anita Archer and one of the things that have has always stood out to me that she says is we, you know, there's never been a child that's died from, you know, drill and kill and corrective feedback built in with that. And you know just really establishing that that practice.

00:52:57 Speaker 1

Peace. And when I think about practicing, you know, if we don't provide timely corrective feedback to our student.

00:53:04 Speaker 1

And then they start practicing incorrectly what to do and, you know, practice makes permanent. So if we are practicing incorrectly, we're going to make incorrect, permanent. So it's really important that we are timely with corrective feedback. And so like Cindy said just now.

00:53:24 Speaker 1

In the chat that that it needs to be in the moment, right? And it's not just like good job, Tessa. That's really great. It's gotta be specific, you know, that's that is praise, right? That's.

00:53:38 Speaker 1

You know, building tests is confidence, but really, how we can truly build tests is confidence is test. I really like how you identified the authors claim in that paragraph or, you know, getting very specific or making sure that you that your student understands.

00:53:57 Speaker 1

What you're giving them credit for, or what you're trying to correct, so being very specific with students about what they're what they've mastered, what they need, corrective feedback, but feedback for.

00:54:13 Speaker 1

So let's take a look at some of them. I know I've seen a lot of stuff coming into the chat.

00:54:17 Speaker 2

Laura said. I actually find that when students give the wrong answer in a classroom discussion that it prompts better discussions than when the students got the answer. Good correct answer immediately. I 100% agree because you can talk through it.

00:54:32 Speaker 2

And say what you know, model. Oh, I understand why you got that answer and explain how to get to the correct answer. That's great.

00:54:41 Speaker 1

No, that's a great.

00:54:42 Speaker 1

Right.

00:54:44 Speaker 1

Amanda said planning for mistakes.

00:54:48 Speaker 1

So, like being intentional, right, that that kind of goes along with our systematic instruction, like when we're really thinking about the scaffolds we need, we also can be thinking about, well, what? What can I anticipate my students are going to struggle with so that I can plan for how am I going to be timely.

00:55:07 Speaker 1

Of this corrective feedback, you know, anticipating that, so that's a great point. Another point that I always like to talk about with corrective feedback is.

00:55:18 Speaker 1

Especially with writing in in the secondary setting, you know when we have, we don't just have, you know, one set of students, like our counterparts in elementary, do we have a bunch of students, right? And so it's really important to come up with a system of how we're going to, like, provide that timely feedback to our students.

00:55:39 Speaker 1

On those longer writing pieces or things of that nature, so really being systematic about how can I provide feedback timely to my students about their writing. So really being intentional about how do I do this?

00:55:57 Speaker 1

All right. Thank you for engaging in that with us.

00:56:02 Speaker 1

All right, real quick, looking at the ineffective use column again, remember, we're not talking about a single teacher. We're talking about those behaviors that lead to the ineffective use of corrective feedback. So perhaps the teacher does not identify the students misunderstanding or error relative to the targeted instructional goal, or maybe perhaps the teacher communicates that immediate feedback.

00:56:24 Speaker 1

But does not provide it in student friendly language. So our student really doesn't understand what they got wrong. They're just.

00:56:29

Just.

00:56:30 Speaker 1

I know I got that wrong, but I can't tell you why. Right? UM, the teacher does not provide students with an opportunity for timely self-correction. I think this is a big point here. We've got to allow our kids to have that time to self-correct when we provide that feedback.

00:56:46 Speaker 1

The teacher repeats the process but does not confirm accuracy based on the learner's response. I'm guilty of this when I was in the classroom. I would provide that feedback, but sometimes not follow through with making sure that they really did get it correct so that we could move forward without any support or reteaching.

00:57:05 Speaker 1

Alright, so let's take a look at a scenario real quick. Mr. Johnson is an 11th grade English teacher and he's holding writing conferences while reviewing drafts of students. Literary analysis of Julius Caesar, one student, writes Julius Caesar, is a play about betrayal and how it causes problems.

00:57:25 Speaker 1

How could Mr. Johnson provide corrective feedback to ensure that the students thesis is precise? So again, if you feel comfortable, you can unmute and share your thoughts, or you can drop them in the chat.

00:57:41 Speaker 6

He could explain that the language is passive rather than active instead of using an active verb, he's just it's, he says.

00:57:56 Speaker 6

Julius Caesar is a play.

00:57:59 Speaker 6

And he could have said betrayal and the problems it causes.

00:58:09 Speaker 6

Even that.

00:58:12 Speaker 6

It's hard to you have to think.

00:58:14 Speaker 6

About a verb.

00:58:14 Speaker 6

That is different from is or are.

00:58:19 Speaker 1

Yeah, absolutely. Thank you.

00:58:24 Speaker 1

And seeing a lot of the same in the chat, the teacher could ask more questions about what portrayal means.

00:58:28 Speaker 6

MHM.

00:58:32 Speaker 1

Definitely got the correct idea, but we need to expand upon betrayal and the problems that are presented in that that.

00:58:39 Speaker 1

Text.

00:58:44 Speaker 1

Really drawing out the.

00:58:45 Speaker 6

So you could say like for an example, I had to think of it myself, but like betrayal creates problems in the world of Julius Caesar, and that's going to be more active language than passive.

00:58:54

M.

00:59:01 Speaker 6

You can get a little grammar with the analysis.

00:59:05 Speaker 2

Definitely.

00:59:13 Speaker 1

Everybody's got that.

00:59:15 Speaker 1

We're all on the same page.

00:59:18 Speaker 1

Initiate a conversation with the student to help the student think critically about the prompt and promote a more substantial response. Absolutely. So having those thoughtful conversations, because I'm sure that it's there, right with. So with a little bit of support and a little bit of modeling, we could draw that out of the student.

00:59:38 Speaker 1

Thank you guys for engaging in that with us. I'm going to hand it over to Tessa for our last component.

00:59:46 Speaker 2

OK, component 5 is differentiated instruction, so differentiated instruction is adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

01:00:07 Speaker 2

This contributes to the refined understanding of specific content concepts and skills, but it's within each learner's distinct range of understanding and independent practice that improves individual abilities to successfully engage in comprehension or fluency or decoding.

01:00:26 Speaker 2

The letter word reading, vocabulary and writing.

01:00:31 Speaker 2

When teachers are accomplished in using differentiated instruction, they are creating those flexible structures and routines that allow for that differentiation. They deliver instruction that is adapted through either the content, the process or the product.

01:00:50 Speaker 2

That.

01:00:51 Speaker 2

Is that that is able to meet students individual learning needs.

01:00:56 Speaker 2

And teachers also monitor student understanding and progress toward meeting the targeted learning goals continuously. It's not something that just stops, it's ongoing.

01:01:14 Speaker 2

OK, so thinking about differentiated instruction, how does this look in the secondary setting?

01:01:22 Speaker 2

And the same as before, you could drop your answer in the chat or any.

01:01:31 Speaker 6

So, like so many other categories that we discussed today, it could have again with modeling, like when you're teaching writing and you're using a rubric. And the rubric also reflects the examples that would be for a lower score, and you can match that up with a sample of.

01:01:51 Speaker 6

Of writing that's not quite as adequate as it should be and compare it to writing. That is very well versed.

01:02:02 Speaker 6

So if you have that rubric with the explanation of what is the best and what is the worst, then it kind of gives them.

01:02:11 Speaker 6

And a way of where they want to be, like how, how can where is my writing going to fit in?

01:02:19 Speaker 6

How can I get the teachers thinking how can I get the students writing from 2:00 to 4:00?

01:02:26 Speaker 6

And so by using a rubric and examples, you can help them.

01:02:34 Speaker 2

To more like modeling those non examined opening examples is what you're telling.

01:02:36 Speaker 6

Modeling. Yeah. And showing models, you know, like, here's an example.

01:02:43 Speaker 6

Do you see the difference between this paragraph and this paragraph? While answering the same thing?

01:02:51 Speaker 2

So yeah, that given that explicit instruction, showing them those examples and non-examples, yes.

01:02:59 Speaker 1

I think was. I think it's important to remember what differentiated instruction is. You know, you're really adapting instruction and response to the individual distinct needs of your students. And this isn't we're not just talking about students who are struggling students or students with IP's. We're talking about all students so.

01:03:19 Speaker 1

That could be your highflyers, right, that we have to push and enrich.

01:03:23 Speaker 1

UM and it can be. It can be our students who are struggling with a specific skill or it could be our students with unique needs or deficiencies or IP.

01:03:35 Speaker 1

'S.

01:03:36 Speaker 1

You know the point of differentiated instruction is so that our students can increase their access to the opportunity.

01:03:44 Speaker 1

And being able to manipulate the content, the process or the environment in which they interact with what we're, what we're seeking to achieve that learning goal with our student.

01:03:58 Speaker 1

So first, for example I have some notes that I wanted to make sure I had with me, you know.

01:04:07 Speaker 1

With content, we could be examples of differentiated instruction is maybe perhaps providing the text to a student based on their current instructional level. So maybe a student who's struggling with grade level passages we can provide them with a lower level piece of that text, or perhaps an audio.

01:04:28 Speaker 1

Book version of the text. So because they're listening, comprehension is stronger than their independent comprehend.

01:04:35 Speaker 1

Or on the flip side of that, a student who is we have to push and provide enrichment for, we might provide them with additional related texts that that expand on the topic that we're talking about in the classroom so that they can learn more and get deeper into the subject.

01:04:57 Speaker 1

You know, using spelling or vocabulary lists that are UM at the readiness of levels of the students. So again providing the front loading of the vocabulary for the student who might be struggling with vocabulary or providing some more advanced vocabulary to expand the learning of our advanced student.

01:05:20 Speaker 1

So really kind of talking about the process. Remember the process is the activities in which the way that our students interact with the.

01:05:29 Speaker 1

Sent so using a variety of activities.

01:05:37 Speaker 1

You know.

01:05:39 Speaker 1

That provide opportunities for students that challenge them or provide them access to that grade level.

01:05:48 Speaker 1

Content that we're trying to have our students interact with, providing like menu choices or interest centers that really support our students where they're at based on their needs.

01:06:02 Speaker 1

UM.

01:06:03 Speaker 1

Even perhaps developing personal agendas where they have, you know, certain students have certain tasks that have to be done and then some tasks that they can choose from or product, you know our product right, what our how our students matter show us their mastery is what the product is so.

01:06:23 Speaker 1

Allowing our students to show us their mastery through the means that meets their needs the best. So we might have a student that really struggles with, you know, pen to paper writing. But they are really good at typing, so I might allow them to, you know, use the computer, and prove, you know, provide me an electronic copy of.

01:06:42 Speaker 1

Their writing or their answers to.

01:06:45 Speaker 1

A task that I've given them or UM. Perhaps we have a student that does really well with oral presentation of information that's learned and doesn't do as well on a paper or a worksheet. You know that I'm having them fill out right, but they can really illustrate their understanding by presenting that information.

01:07:06 Speaker 1

Orally or through a PowerPoint presentation or something that interests them more than just writing down their answers.

01:07:14 Speaker 1

UM.

01:07:16 Speaker 1

So and then lastly, the learning environment, so maybe perhaps Tessa does really well on writing tasks when she's by herself in a very quiet area. So I make sure that she has an area to go that's quiet or on the flip side of that, I know that Monica needs to be able to interact with peers.

01:07:37 Speaker 1

To feel confident in in moving forward independently on a task. So having those opportunities for collaboration on a task for students that need that collaboration.

01:07:50 Speaker 1

So I just really wanted to throw that out there to talk about differentiate differentiation when we're talking about Tier 1 instruction, you know it's not, it's for all of our students and it's based on our individual students distinct needs. So really planning being thoughtful about how we can allow our students to interact with.

01:08:10 Speaker 1

What we want them to accomplish and setting those routines and strategies up for them ahead of time.

01:08:23 Speaker 2

Thanks, Monica. Alright, the ineffective use column for differentiated instruction is when the teacher is creating flexible, flexible structures and routines that they don't allow for differentiation. That means that that all the students are getting the exact same thing.

01:08:41 Speaker 2

Teachers deliver instruction that's adapted through the content, process or product, but is not meeting individual student learn.

01:08:48 Speaker 2

Needs and the teacher is not monitoring student understanding and progress toward meeting the targeted learning goal on a continued basis.

01:09:01 Speaker 2

OK, so the final scenario of the day, we have Miss Williams, who is a 6th grade ELA teacher and she's preparing A culminating lesson on analyzing authors purposes in multiple accounts of the same.

01:09:14 Speaker 2

Event.

01:09:16 Speaker 2

And after analyzing students’ performance on a related writing assignment from a previous lesson, she wants to differentiate her instruction by adjusting the content, process or product to meet the varying needs of her students. So what are some potential ways she can differentiate her instruction?

01:09:49 Speaker 2

Provide a choice board.

01:09:54 Speaker 2

Thank you, Haley.

01:10:16 Speaker 2

The teacher could perhaps differentiate the content by providing some, maybe less complex text for the below level readers and maybe more complex articles for higher achieving students.

01:10:36 Speaker 2

She could group the students based on their skill level and then provide.

01:10:43 Speaker 2

Instruction on different skills.

01:10:46 Speaker 2

At those levels.

01:11:02 Speaker 2

Use the data she gained from the writing to create different models.

01:11:08 Speaker 2

That will help students better understand the concepts where they are weak or have misconceptions.

01:11:14 Speaker 2

Like that you're to. You're saying to incorporate the data definitely.

01:11:21 Speaker 2

But then taking it a step further is how is she going to be like treating those groups of students in a different way? You know what I mean? Like, I noticed that this group of students really struggles with subject verb agreement, and I noticed this group of students really is having a having trouble.

01:11:41 Speaker 2

Like putting together complete thoughts. So that's the differentiation part is moving it from where everyone's getting the same kind of feedback or less.

01:11:52 Speaker 2

And to I know that this group has to work on this skill, and I'm going to sit down with this group and that's what we're going to work on.

01:12:02 Speaker 2

I hope that makes sense.

01:12:07 Speaker 1

Yeah. And like I've seen some things in the chat about the product, you know, allowing students to demonstrate their understanding through a variety of ways, right? So maybe creating a video or a different kind of report, like a presentation or.

01:12:22 Speaker 1

Being able to orally express their understanding, just offering a variety of ways for students to show their mastery.

01:12:30

Yeah.

01:12:31 Speaker 1

All right, Tessa, we are rapidly running out of time.

01:12:34 Speaker 2

Are we are?

01:12:37 Speaker 1

UM, so I think for the sake of time, because I don't ever want to hold anybody over. I'm just going to explain that if what this activity was going to entail so that when you do access these materials.

01:12:51 Speaker 1

To use with your colleagues within your schools and districts, this video is the 1st 4 minutes of this video highlights explicit and systematic instruction by Doctor Anita Archer in a 6th grade classroom and.

01:13:12 Speaker 1

During the what the activities point and purposes is for you to have some real life application of observing these instructional practices and action within a classroom during a lesson and then really prompting yourself to think about if you had to take over the lesson from where the we were going to watch 4 minutes of the video.

01:13:33 Speaker 1

From where it was, where it happened. And then if you had to continue the lesson, what are some things that you would have?

01:13:43 Speaker 1

Done for the students and during that lesson. So we were going to have you think about did you observe any missed opportunities and then how would you incorporate scaffolded instruction, corrective feedback and differentiated instruction into the lesson? So we encourage you to go.

01:14:02 Speaker 1

Explore that when you receive the materials. Remember we're going to be posting those on the JRF website in the coming days under the Webinar tab and test is going to walk you through how to access that when that they are available.

01:14:17 Speaker 1

So we encourage you to take a look at this activity and engage in this activity as a follow up to our conversation this afternoon and then now I'm going to hand it over to Tessa to wrap this up.

01:14:28 Speaker 2

Thank you. All right, so we thank you all for your participation today and we are happy to answer any questions that you have at this time. So you can unmute or drop your questions in the chat or if you want to hang out for a moment after we wrap.

01:14:42 Speaker 1

Things.

01:14:43 Speaker 2

Up we are here to help you.

01:14:50 Speaker 4

Thank you.

01:14:53 Speaker 2

Thank you for attending.

01:15:03 Speaker 2

OK, OK.

01:15:05 Speaker 1

OK my, but it wasn't responding to.

01:15:07 Speaker 2

Me. No. OK, so all of our resources including this slide deck and the handouts and the recording are going to be available on the just St. Florida website and they are going to be located under educator resources under the webinars tab.

01:15:24 Speaker 2

And then finally, we appreciate your time and your energy and your participation. You guys were wonderful the video link.

01:15:35 Speaker 2

Will be in the notes I believe. Right, Monica? Yes, it's on the slide deck.

01:15:39 Speaker 1

On this slide and then Rebecca is also going to drop it into the chat. So if you would before you leave today, if you'll click on that link that's in the chat box and take a few moments to provide us some feedback, we really value your, your feedback and we take it and apply it to the future opportunities that we share with you. So we really appreciate you taking the time to do that.

01:16:02 Speaker 1

And then lastly, this is our e-mail addresses. So if you have specific questions or need support around the practice profile or anything to do with literacy, please reach out to us and we'll be happy to help you. Yeah, we really appreciate you spending your afternoon with us to talk about the practice profile and for you engaging with us.

01:16:22 Speaker 1

In our UM, this important conversation, and we truly appreciate what you do for students every day.