



**EVERY**  
**CHILD**classroom**Day**



**House Education Committee Testimony**  
**February 26, 2020**

Lansing, MI

# Teacher Professional Learning

Avoid drive-by PD.



# Why Coaching?

- Research finds that it works
  - For example: Kraft, M. A., Blazar, D., & Hogan D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*, 88, 547-588.  
<https://journals.sagepub.com/doi/abs/10.3102/0034654318759268>
  - See also, for example, the commentary from Professor Heather Hill published in *EdWeek* on Monday.

# **Would We Need Coaching If Teacher Prep Institutions Just Did Their Job?**

- Agreement that teacher prep needs to be improved
- Progress so far:
  - Narrowed the grade bands for certification
  - Totally rewritten the teacher prep standards for literacy
  - Held a conference for literacy professors and instructors
  - Encouraging use of [literacyessentials.org](http://literacyessentials.org) modules in literacy courses
  - Doubled *recommended* number of literacy courses
  - Revising the certification exam

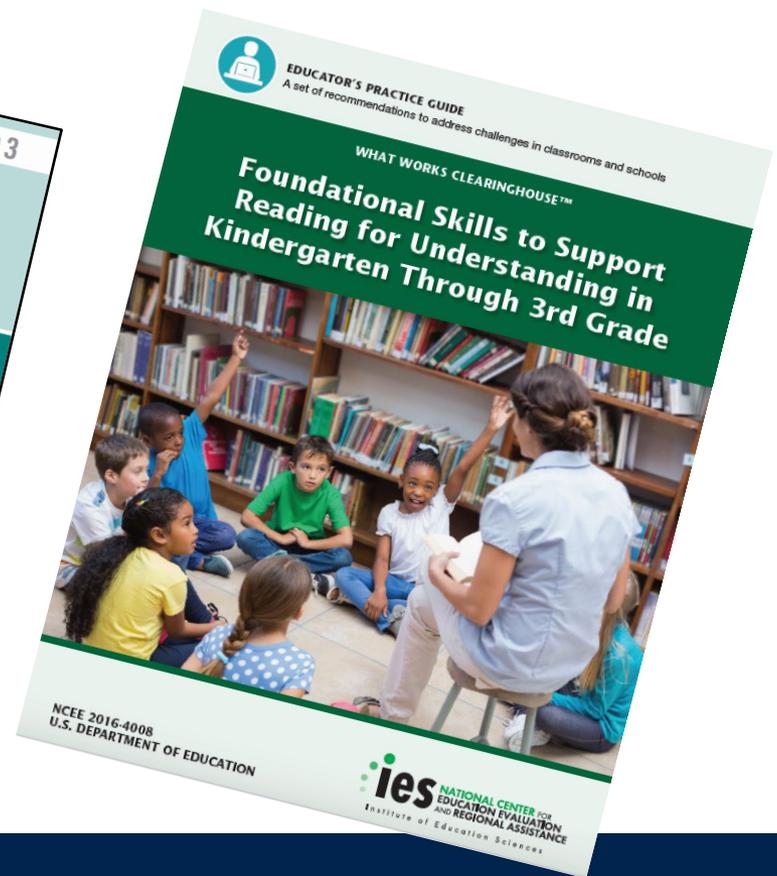
**But no matter how good our  
teacher prep gets, we will  
always need coaching.**

# E.R. Physician Analogy

- Complexity
- Scientific progress
- Coaching across professions

# The Content of Coaching

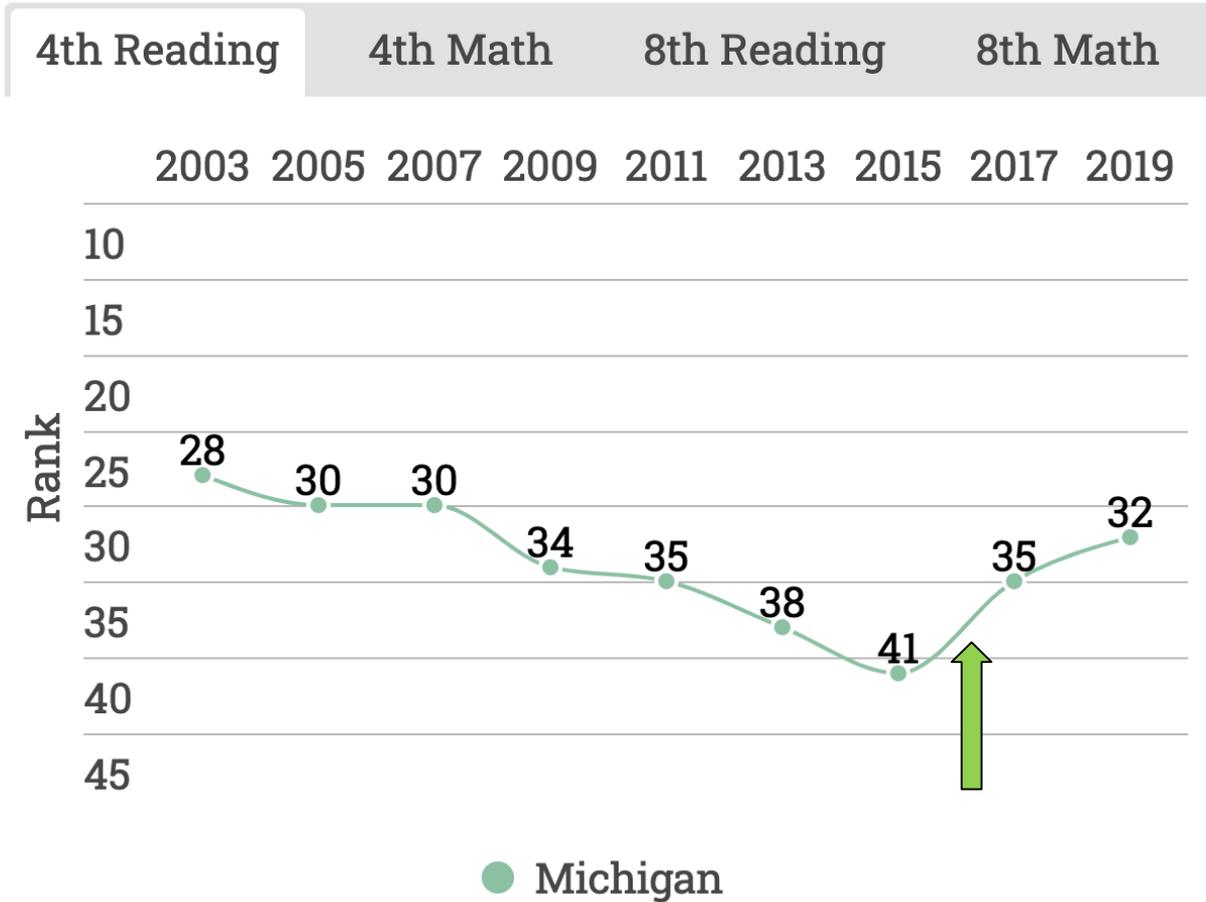
What coaches coach on must be research driven!



# The Content of Coaching

- We've got to be concerned with Tier I/regular classroom instruction.
- It will help a lot for us to get on the same page state-wide about literacy.
  - capacity
  - economies of scale
  - equity issues

**But you released the first  
Essentials document in 2016;  
it's 2020. . .**

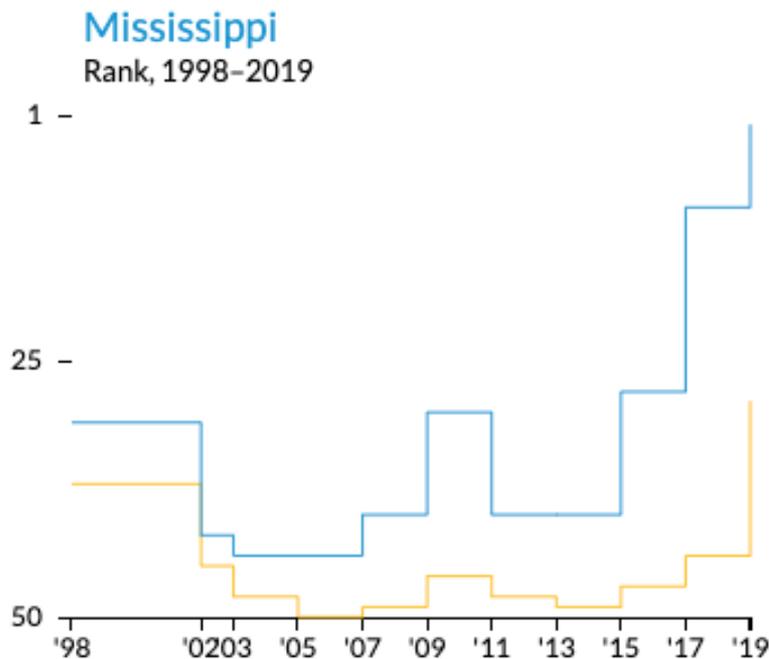


*Disclaimer:  
You can't  
draw a direct  
line between  
NAEP and  
policy*

<https://www.chalkbeat.org/posts/detroit/2019/10/30/michigan-schools-naep-results-2019/>

<http://apps.urban.org/features/naep/>

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Yellow: unadjusted  
Blue: adjusted for  
various demographic  
factors

*Hit bottom in 2005, growing in fits and  
starts to their high point (so far) in  
2019.*

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	<b>Weak PD Processes</b>	<b>Strong PD Processes (e.g., coaching and PLCs)</b>
<b>Weak PD Content</b>		
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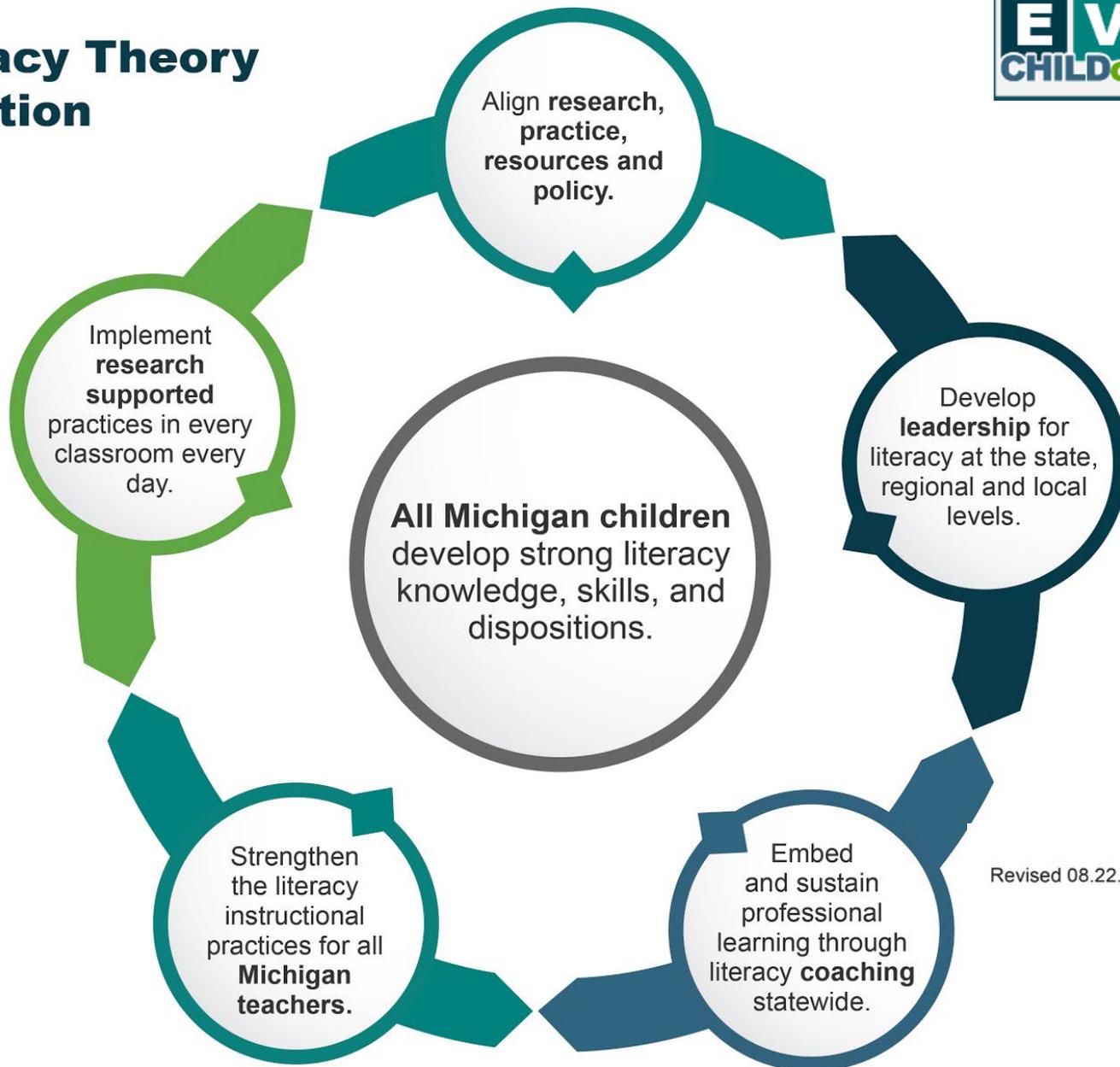
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<b>Strong PD Content (e.g., the Essentials)</b>	Teachers don't actually implement practices that do work	Our best chance for improvement

# Literacy Theory of Action



Revised 08.22.19



# Coaching Connections & Professional Learning



# A Guide to Michigan FREE Online Professional Learning Materials Document

## A Guide to Michigan's FREE Online Professional Learning Materials on Research-Supported Practices for Developing Foundational Skills (and Other Areas) in Literacy



The purpose of this document is to:

1. highlight the prekindergarten and grades K-3 resources that address professional learning with foundational skills; and
2. provide guidance on how to utilize the FREE online prekindergarten and grades K-3 modules for the *Essential Instructional Practices in Early Literacy* to facilitate and promote in-depth professional learning in all areas of literacy.

### Introduction

The Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network's (GELN) Early Literacy Task Force (ELTF) developed a small set of research-supported instructional practices titled the *Essential Instructional Practices in Early Literacy: Prekindergarten and the Essential Instructional Practices in Early Literacy: Grades K-3*. Thereafter, prekindergarten and grades K-3 modules for the *Essential Instructional Practices in Early Literacy* were created in a partnership with Michigan Virtual, MAISA, GELN, and the ELTF and funded by the Michigan Legislature. The modules support content understanding during professional learning for each *Essential Instructional Practice in Literacy* and its underlying bullets. Classroom videos demonstrate each *Essential* in practice within Michigan classrooms and are intended to be viewed in conjunction with the full content of individual modules (i.e., the narrated slides, discussion prompts, etc.). The instructional practices and modules address areas of literacy instruction that support children to be successful on assessments such as M-STEP and the National Assessment of Educational Progress (NAEP). Moreover, these materials explicitly define, outline, and demonstrate how educators must develop foundational skills of early reading (phonological awareness, phonics, print concepts, and fluency) through specific research-supported instructional practices. The presentation and video content of the modules are provided by the following researchers (varies depending on the module): Nell K. Duke, EdD, Professor, University of Michigan; Tanya S. Wright, PhD, Associate Professor, Michigan State University; and Laura Tortorelli, PhD, Assistant Professor, Michigan State University; with additional video footage from Patricia Edwards, PhD, Professor, Michigan State University.

To view the suite of documents intended to be used collectively to support a strong literacy system, visit [www.literacyessentials.org](http://www.literacyessentials.org).

## A Guide to Michigan's FREE Online Professional Learning Materials on Research-Supported Practices for Developing Foundational Skills (and Other Areas) in Literacy

Foundational Skill	PreK and K-3 Essential Instructional Practice Modules: Snapshot View																				Early Childhood Standards of Quality for Quality for PreK	Michigan ELA Standards for Grades K-12						
	Intro	Essential 1 Module 1		Essential 2 Module 2		Essential 3 Module 3		Essential 4 Module 4		Essential 5 Module 5		Essential 6 Module 6		Essential 7 Module 7		Essential 8 Module 8		Essential 9 Module 9		Essential 10 Module 10								
	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3	PreK K-3								
Print Concepts		✓		✓	✓	✓														✓	✓	Language and Early Literacy Development ELE 1.C	Reading: Foundational Skills K.1, 1.1					
Phonological Awareness							✓	✓	✓	✓	✓	✓	✓								✓	✓	Language and Early Literacy Development ELE 1.A.4, 1.B.3, 3.3	Reading: Foundational Skills K.2, 1.2 Language K.2, 1.2				
Alphabet Knowledge, Phonics, and Word Recognition																						✓	✓	Language and Early Literacy Development ELE 1.B.1, 1.B.2, 2.2, 2.5	Reading: Foundational Skills K.3, 1.3, 2.3, 3.3 Language K.3, K.2, 1.1, 1.2, 2.1, 2.3, 3.1, 3.2			
Fluency (including volume reading) *through modeling																						✓	✓	Not applicable	Reading: Foundational Skills K.4, 1.4, 2.4, 3.4			
Other Areas of Literacy Development Represented in the Modules																							Language and Early Literacy Development ELE 1.5-1.7	Reading: Informational Text K-3				
Comprehension																							✓	✓	Approaches to Learning Habits of Mind 3.1-3.3, 5.1-5.3 Creative Arts ELE 1-5	Reading: Informational Text K-3		
Language Development (including vocabulary and morphology)																								✓	✓	Approaches to Learning Habits of Mind 2.1, 2.3, 3.1, 3.2, 4.3, 4.5, 5.2, 5.6, 5.7 Language and Early Literacy Development ELE 1.A.2, 1.A.4, 3.1-3.10, 4.1-4.7, 2.1-2.4	Language K-3 Reading: Literature K.4, 1.4, 2.4, 3.4, 4.4 Informational Text K.4, 1.4, 2.4, 3.4 Speaking and Listening K.3	
Writing																								✓	✓	Language and Early Literacy Development ELE 2.1-2.8, 3.1	Writing K-3	
Content Knowledge																								✓	✓	Refer to Early Learning Expectations for Math, Science, and Social Studies	Refer to grade-level Michigan Academic Standards	
Motivation and Engagement (should be fostered throughout all areas of instruction)																									✓	✓	Approaches to Learning Habits of Mind 1.1-1.7, 4.2, 4.4, 4.5 Language and Early Literacy Development ELE 1.A.3, 6.1-6.5, 7.1-7.4 Social, Emotional, and Physical Health and Development ELE 1.1-1.6, 2.1-2.6, 3.1-3.8, 7.1-7.4 Creative Arts ELE 1-6	Speaking and Listening K-3 (as required in Essential 1)

✓ = Checkmark indicates that a module supports the foundational skill or area of literacy in some way.  
 ✓ = Checkmark indicates that the foundational skill is the particular focus of that module.



## Articulated Professional Learning Trajectory for Michigan Literacy Coaches





# Bay-Arenac ISD Team

**Deborah Kadish**  
*Superintendent*

**Gretchen Walraven**  
*Director of Early Childhood*

**Presenting today: Michelle Goaley**  
*Director of Instructional Services*





# Creating a Structure of Collaboration and Sustainability

- Superintendent's Commitment
- Curriculum Council
- Principal Network
- Teacher Networks
- Literacy Rounds
- Professional Learning Communities
- DPPD Sessions

*General Education - Special Education - Early Childhood*



*Collaboration outside of our ISD*





# BAISD Process for Providing Coaching to a District

- Every District and Charter has access to the coach and they are ALL using her!
- Each District chooses their most at risk building to receive a coaching cycle
- Literacy rounds are conducted in that building to determine support options
- The coach spends 6-8 weeks (2-3 days a week) coaching all teachers in the building focused on the support option that was selected
- A coaching report and exit interview are conducted to plan for next steps
- We return yearly and follow the same cycle





School	2018-2019 Economically Disadvantaged % By Building	3 YR ELA M-STEP Avg % Proficient	Teachers in Building	Student Count
Lindsay Elementary School	85%	16.6%	16	231
MacGregor Elementary School	92%	21.1%	28	393
State Street Academy	83%	28.8%	9	120
Washington Elementary School	91%	29.0%	32	360
Linwood Elementary School	57%	36.3%	11	140
Bangor Central School	70%	36.9%	22	338
BCA - Farragut Campus	82%	39.6%	16	125
Bangor West Central School	55%	41.7%	18	315
Mackensen Elementary School	30%	41.9%	20	320
Auburn Elementary School	35%	44.1%	28	473
McAlear-Sawden Elem. School	47%	45.3%	27	430
Bangor Lincoln School	62%	47.1%	19	317
Pinconning Central Elementary School	61%	47.7%	25	389
Kolb Elementary School	66%	51.2%	33	576
Verellen Elementary School	33%	55.6%	18	320
Hampton Elementary School	55%	55.7%	29	449
Standish Elementary School	58%	59.3%	32	644
Au Gres-Sims Elementary School	69%	67.5%	15	181





Catherine Lyons  
@MrsCathyLyons

Thanks @LitCoachHill for meeting with me to discuss changes to my library! Today we tackled nonfiction books, and students came up with a list of bin labels they wanted to see, as we swi from a leveled library to one organized by interest. So excited!  
@BCPSWash @BAISD



121 views

8:31 PM · 03 Dec 19 · Twitter for iPhone



Alexandria Hill @LitCoa... · 19 Nov 19

Sometimes, schools make a conscious decision to transform the reading culture of their school. I've visited every classroom and the shifts in less than one year are incredible. You can even see it in a quick circle of the halls.

#VerellenElementary #coaching #cultureofreading



@LitCoachHill · Feb 7

Completed the first EduPaths module for the Essential Elementary Literacy. Love @LitCoachGourd and @MrsCathyLyons ❤️ #michiganliteracy #baisdchampion





**Jeffrey Collier**  
@JeffreyJCollier

In #literacy partnership with @BAISD, Au Gres-Sims Installs Free Little Library on @AGSschools Campus. Read full News Release here: [5il.co/b93s](https://5il.co/b93s) #WolverinesLead #CultureOfReading @LitCoachHill @DebKadish @mrsgoaley



Jennifer Gourd and 9 others

4:51 PM · 08 Nov 19 · Twitter Web App

**Au Gres-Sims Elementary School, ED 69%,**

**3 year average proficiency on ELA M-Step 67.5%**

2016-17	2017-18	2018-19
60%	70%	71.4%



**Jeffrey Collier**  
@JeffreyJCollier

Replying to @LitCoachHill and @AGSschools

It is awesome to have a partner like @LitCoachHill on our @AGSschools campus. When we collectively build our Culture of Reading, with an uncompromising focus on literacy, ALL students WIN!

#WolverinesLead @BAISD @jen\_socha @mrsgoaley @Doug\_Trombley @zeienc

10:55 AM · Sep 12, 2019 · Twitter for Android



# Early Literacy Coaching

## *Next Steps for BAISD*

- Hiring 2 additional Literacy Coaches for BAISD with 35a funds
- Continuing the Commitment to Professional Learning
  - *coaches, teachers, leaders, teams*
- Coaching Reports, Survey Data, Academic Data, and Exit Meetings for every building we support
- Literacy Rounds for every elementary school in BAISD
- Reading Now Network Leadership Team



"I would like more modeling of lessons! I learned so much from Alex when she modeled a lesson in my classroom."

"I liked that our coach was an outsider and came into our building with fresh eyes."

"I learned how to use MY time better and my student's time better during my small group/guided reading groups."

"I wish we had Alex all year long!"

"I like the time devoted to our staff on a personal need basis in the building as opposed to something you 'think' we need."

"With Alex's help, I was able to use my data to determine weaknesses and move right into my curriculum guides to examine the standard and plan out next steps."

"I hope that we are able to continue to grow through this process. It has opened our eyes to the areas we need to improve on. Step-by-step we will work on them all."

## Survey Feedback from Teachers